

**FACTORS DETERMINING TEACHING EFFECTIVENESS  
AMONG PRIMARY SCHOOL TEACHERS IN KENYA**

**By**

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**A thesis submitted in fulfillment for the  
Degree of Doctor of Philosophy in the  
University of Nairobi, 1977.**

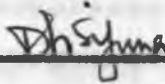
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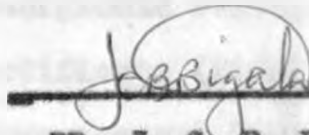
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Year	Group	Mathematics	Science	English	History	Physical Education
1950	1	75	80	70	65	75
1951	2	78	82	72	68	78
1952	3	80	85	75	70	80
1953	4	82	88	78	72	82
1954	5	85	90	80	75	85
1955	6	88	92	82	78	88
1956	7	90	95	85	80	90
1957	8	92	98	88	82	92
1958	9	95	100	90	85	95
1959	10	98	102	92	88	98
1960	11	100	105	95	90	100

ABBREVIATIONS

**C.P.E.** Certificate of Primary Education Examination.

**E.A.C.E.** East African Certificate of Education formerly School Certificate (S.C.). They are used in this study interchangeably.

**E.A.A.C.E.** East African Advanced Certificate of Education.

**K.J.S.E.** Kenya Junior Secondary Examination.

**P1** (Grade I) Primary 1 teacher.

**P2** (Grade II) Primary 2 teacher.

**P3** (Grade III) Primary 3 teacher

**S1** Secondary 1 teacher.

**EACE** Performance in points. This varies from year to year and from one subject to another; but generally the grading is as follows;

Mark-range	Points	
Below 35	9	
35 - 40	8	Pass
41 - 45	7	
46 - 50	6	
51 - 55	5	Credit
56 - 60	4	
61 - 65	3	
66 - 70	2	Distinction.
Above 71	1	



- Division I** Awarded to candidates who pass with credits in at least five subjects including language, humanities, mathematics and a science subject. (must pass in six or more subjects)
- Division II** Awarded to candidates who pass with credits in at least four subjects including a language. (must pass in six or more subjects).
- Division III** Awarded to candidates who have passed in at least six subjects with at least credits in two of them or passes in five subjects with credits in at least two of them.
- Division IV (EACE Pass)** Awarded to candidates who have achieved at least one pass with (Grade 6 or higher) in any one subject or at least two passes at Grade 7 in any two subjects or at least three passes at Grade 8 in any three subjects.

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ABSTRACT

The study explores factors that influence teaching success or teaching effectiveness in Kenya. It is argued that the teacher's role in the educational process is not only the concern of his fellow educators but also that of the public. The issue often becomes controversial and even sensitive when pupil performance in crucial national examinations is examined. The failure of pupils to perform well on examinations and even a display of undesirable behaviour in public is always blamed on the teacher. Better performance on the examinations and good behaviour on the part of the pupils contrawise are features that are credited to the teacher.

These factors bring in the issue of 'good' and 'bad' teachers, 'effective' and 'ineffective' teachers 'competent' and 'incompetent' teachers, 'successful' and 'unsuccessful' teachers and whatever terms that one finds convenient to apply. What is important is that whichever terms educators and the public use in judging teaching performance, relatively little reliable information is available regarding its nature

changing dynamics of the modern classroom and problems relating to the status of their profession that adversely affect their performance.

With these limitations an attempt is made in the study to define an effective teacher in terms of his performance in the pre-service teacher education courses, his ability to change pupil classroom behaviour through the pupil gain-score and how the teacher is rated on the rating scale. Various independent variables are marshalled to test their relationship with teaching effectiveness. These covered the teachers socio-economic background, pre-service school factors, teachers' college factors and field factors.

It is pointed out in the review of literature that many studies particularly in the developed countries exists in which intensive researches have already been carried out in the field of 'teaching effectiveness', but few have yielded reliable information. In the developing countries many of the conclusions made in this area have been based on generalisations that

are not based on empirical studies, and on the whole the field has not been fully explored.

Proceeding to the major part of the study, an analysis is made of the procedure through which teachers in the sample were recruited. It is concluded that in a majority of secondary schools in the Republic, there is inadequate information regarding career opportunities for secondary school leavers, <sup>and</sup> hence secondary school-leavers have no clear information of job opportunities and the kind of qualifications required for job placement. It is also seen that judged by the sample of teachers in the study, a majority of secondary school-leavers usually aspire to join other professions or secondary school teaching and only land into primary teaching after failing to be absorbed in other professions. A related factor and which affects the teaching profession adversely is that comparing with secondary school-leavers who join other professions, those who are recruited into the teaching profession are those who are less successful on the EAGE examination.

An examination is further made on the organisation of teacher preparation courses in

primary teachers' colleges as they affect the quality of teachers they produce. It is concluded that academic and professional courses in the colleges are haphazardly organised and are not very much related to the student-teachers' careers as future primary teachers. The assessment of student teachers in the colleges, particularly on the teaching practice is generally unreliable.

In the analysis of data, three important statistical tools are applied. First was the use of SO4B computer programme that yielded simple means. To test variables that appeared significant on the analysis of simple means, a cross-tabulation of means on the same programme was used to yield more information regarding relationships between the significant variable. An XDS3 computer programme was further applied to test relationships between the various variables and their predictive effect. This programme provided the estimate regression coefficient, the standard error of the regression coefficient, the student's t statistic, partial correlations, coefficient of the dependent variable and the multiple correlations.

In examining college performance on the basis of simple-means and cross-tabulation of means and the regression analysis, the most powerful factor reflected in teachers' performance is the type of division obtained on the EACE examination and related to it is the teacher grade i.e. whether he is a P1 or P2. This is further supported by the statistical analysis of the pupil-gain score and the ratings on the rating scale. Another important variable that is important in predicting teaching effectiveness appears to be the location of school in which the teacher is teaching. i.e. whether the school is rural or urban. Though in some cases personal factors like sex, age, religion, fathers' and mothers' educational and economic background factors show some scattered relationship with teaching success, these do not appear constant. This too applied to teachers' school background factors and college factors like; pre-service teaching experience, the type of colleges attended and external examination in preparation. It is therefore recommended that <sup>the</sup> Ministry of Education continues with its current policies of using achievement on the EACE as an important criterion for recruiting teachers for primary



school teaching for as long as the system of education is going to remain examination-oriented. This, however, should be supplemented with other selection procedures like interviews to recruit student teachers with the right attitudes and aptitude for teaching.

## CHAPTER ONE

### NATURE OF THE STUDY

#### STATEMENT OF PROBLEM

The teaching profession is an occupation in which one's performance is not only the concern of his fellow educators but also of those in other professions and the public at large. It is not uncommon for the parents to unleash their indignation against teachers' inefficiency when children fail an examination like the Certificate of Primary Education (C.P.E.). One parent whose son had not been selected for Form I in January 1973 remarked to me in an oral interview that;

'These days primary school teachers do not teach properly. They spent most of their time doing private reading or drinking or supervising their own private business. They seem to forget that we pay fees to enable them to earn their salaries in order that they teach our pupils. Many forget that these pupils' future and that of their families, depends on their success on an examination like the C.P.E.'

These kind of sentiments are often shared by officials in the educational circles. The Beecher Report of 1949 observed;

'the lack of trained staff throughout the school and the poor quality of what trained staff there was, had combined to impose in

schools a mediocre level of performance. The great mass of those who completed standard V, tested in an examination, achieved results so closely alike that proper selection for admission to the secondary schools was almost impossible.<sup>1</sup>

The Kenya Education Commission Report of 1964 remarked that 'unless steps were taken to upgrade the proportionately high numbers of P3 teachers (Primary School Leavers), these would continue to determine the standards of the primary school.'<sup>2</sup> As selection procedures for secondary school get stiffer the more is the nature of the teachers in the primary school system and their teaching questioned.<sup>3</sup>

It is not only pupil performance in the examinations that often throws the teachers' job in doubt. Occasionally when pupils expose some undesirable behaviour outside the school compound, questions that are commonly asked are, 'where do these pupils learn and who are their teachers?' Little or nothing is said about their parents.

### Teaching effectiveness

These and other related questions bring in the index of having to classify teachers into 'good' and 'bad' teachers, 'effective' and 'ineffective' teachers, 'competent' and 'incompetent'

teachers, 'successful' and 'unsuccessful' teachers; and many other terms that are conveniently used. Indeed teachers' level of performance is an issue that has been raised world over and is usually accentuated by educational researchers who have tried to evaluate teachers' characteristics that contribute to their pupil achievement.<sup>4</sup>

It seems reasonable to assume that successful or effective teachers are those who are skilful in developing understanding of the world in which man lives, insightful with respect to the ways and means of stimulating intellectual appetites, and capable of patience, understanding, and sincere feelings for others which may pave the way for an enlightened and productive society. Poor teaching, contrawise would seem to be a significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding, and intellectual stagnation.<sup>5</sup>

It would appear generally as if the lay public and professional educators agree that the 'success' of an education programme is determined to a large extent by teaching.<sup>6</sup> The identification of qualified and able teaching staff, therefore constitutes one of the most important of all educational concerns. Hence, obtaining capable teachers is an intrinsic interest and obligation of the primary educational

system in Kenya. If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. It is pointed out that schools may have excellent material resources in the form of equipment, buildings and textbooks, and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted.

The focal importance of the teacher is indeed not new to educational thinking; but despite the recognition and lip-service accorded to 'effective teaching', relatively little reliable information is available regarding its nature and the characteristics which contribute to it. 'What constitutes effective teaching?' is a provocative and recurring question. Unfortunately, no universally acceptable definitive answers have been or can be given to this complex question.

As discussed above, it may be said that teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skills, understanding, work habits, desirable attitudes, value judgements and adequate personal

adjustment of the pupils. But even such an operational definition is very general and abstract and is not easily translatable into terms relating to specific teacher behaviours.

Undoubtedly there have been both good and poor teachers since the beginning of man's social life. Some of the really notable teachers like Socrates and Plato have been immortalized by history; and the number of competent teachers in the schools today probably is sizeable. But little definitive work has been done to define what makes the effective.

Granted that parents and most educators do have some idea of what constitutes effective teaching, the conceptualisations, however, are usually vague and far removed from specific observable behaviours of teachers. Frequently the ideas are highly individualized with very little agreement existing among different persons even with regard to such hazy abstractions.

Educators seem to be in wide disagreement with respect to factors contributing to effective teaching. Those associated with certifying teachers like the Inspectorate and the Institute of Education in Kenya believe good teaching to be a result of the teacher's training in a certain college or

possess a good academic background. Little surprising that teachers' academic background features highly in the recruitment of teachers. Some believe it to be a matter of the teacher's 'dynamic personality' which is diversely defined. And some are convinced it is revealed in the discipline the teacher is able to maintain in the classroom.<sup>7</sup>

Disagreement and ambiguity with respect to the description of effective teaching are to be expected, and cannot be entirely avoided, because effective teaching undoubtedly is a relative matter. A person's concept of an 'effective' teacher would seem to depend first on his cultural background, his past experience and the value attitudes he has come to accept and second, on the aspect of teaching which may be foremost in his consideration at any given time.<sup>8</sup>

Answers to the question, 'What is an effective teacher like?' also may vary to a degree with the particular kind of teacher one chooses to consider. One might hypothesize that even if it were possible to agree upon a generalized definition of effective teaching which would be acceptable to a number of different cultural backgrounds, and if one's thinking could be objectified to the point where

effective teaching could be described on a factual basis, effective teachers of different grades and different subject matters still might vary considerably in personal and social characteristics and in various domains of classroom behaviour.

One very important reason why effective or ineffective teachers cannot be described with any assurance is the wide variation that exists in tasks performed by teachers and in value concepts of what constitutes desirable teaching objectives. Still another condition contributes to the existing confusion in the understanding and description of effective teaching. The validity of various assumptions and opinions regarding teaching cannot be readily studied because there is so little understanding and no adequate descriptions, or measures of general classes of behaviours and personal qualities which characterise teachers. Adequate descriptions of major teacher characteristics which might provide a basis of studying the relationships of teacher behaviour to the varying objectives of teaching and concepts of teaching have not been developed.

#### Constraints to teaching effectiveness

Even if an objectively designed instrument



were available to measure primary teaching effectiveness with some amount of precision, there are a number of constraints that would make it difficult to put such an instrument in operation effectively. It is noted that within a given teaching situation there are usually numerous activities which must take place in a limited amount of time. Jackson points out that 'an elementary school teacher engages in as many as a thousand interpersonal interchanges each day. There are in addition a number of activities that have to take place within numerous students in a limited amount of time in the elementary classroom'.<sup>9</sup> Some kind of injustice therefore is done to the primary teacher to judge his pupils' achievement in isolation of some of the multitude of activities he engages in.

The curriculum to which primary teachers and their pupils are exposed in Kenya, is the standardized one handed down from central planning agencies based largely in the urban areas. It is usually assumed that what will work in one setting will automatically work in another. The following comments which were made by a teacher in India have relevant implications to the Kenya situation.

'I told my students that I did not know who sent our curriculum and they did not know why they were to study my subject but that they

just had to study and I had to teach. For ten years I was there and no one once consulted me about my teaching. I was just handed the curriculum and told to teach it.'10

Schools do not generally take into account the social environments from which children come. It is not considered that the social settings of home and class importantly shape the cognitive and conceptual patterns that the child brings to school. Children come to school with a store of knowledge and with well - developed styles of learning. It is observed that this kind of curriculum is bound to lead to high rates of failure on standardised materials and depresses the learning climate in the classroom and creates mutual distrust among teachers and students. The teachers come to perceive that children with lowly backgrounds are so lacking in culture that they cannot achieve academically. The children are apt to regard the teacher and his subject matter as foreign and hence legitimate targets for indifference and even hostility. Such destructive emotions absorb energies which would otherwise be available for learning.<sup>11</sup>

Coupled with this problem of the curriculum that appears alien is the factor of the rapidly changing dynamics of the modern classroom. As Margaret Mead points out;

'Teachers who have never heard of a radio until they were grown up have to cope with children who have never known a world without television. Teachers who struggled in their childhood with a buttonhook find it difficult to describe a buttonhook to a child bred up among zippers to whom are to be breached by ripping them open rather than jumblingly feeling for mysterious buttons — the children whom we bear, rear and teach are not only unknown to us and unlike any children there have been in the world before, but also their degree of unlikeness itself alters from year to year.'12

These remarks made in relation to the American Society have some bearing on the Kenya teacher today. The primary teacher is continually facing more heterogeneous classes than perhaps his counterparts a decade ago.

The primary teachers' task is made more difficult when he has to face a large and unruly class which he cannot control. In a large class, it is easy for the herd instinct to become dominant. Children are then capable of acting in a way in which they would never have done as individuals. To combat this rowdiness the teacher often adopts a false identity, assumes a cloak of power and authority in order to mask his true personality. No possible good can come of falsehood. Anxiety can destroy the possibility of learning. It has its own dynamics and when those become the dynamic of the classroom, the purposes of education are not well served. An Indian teacher reflecting on the problem

of crowdedness states;

'As teachers we are conscientiously trying to educate everybody, but how can we do it with all of them? How can you handle in one room all these children of such different abilities and backgrounds? It used to be that we had to select groups and the teacher could maintain standards. Now just anyone comes. They aren't interested in learning. Wouldn't it be better to use our meagre resources on those few who are in a position to profit in what we have to teach?'<sup>13</sup>

This situation is continually overwhelming the Kenya primary teacher with the recent Presidential Announcement of Free Primary Education from class one to four.

Some of these classroom dynamics are intensified by Kenya's examination oriented system. There is always the expectation of producing demonstrable results - a high production of passes even if this must be achieved by using rote learning methods in preference to more substantial kinds of education. This is characterised by the dominant use of the Indian published examination - oriented books for drilling instead of the officially recommended books. Primary schools have had to use these books not, so largely, because they appear up to date, since they are continually revised to include all the past Certificate of Primary Education questions, but because primary schools are frequently attacked

by parents and administrators for not doing their job well enough or in the right way if many pupils do not enter high school. The All Indian Council discussing a similar problem observes that 'the effect of examinations on teaching is apparent where major decisions are based primarily on examination performance of students. An Indian teacher is usually under great pressures from students parents and even educational administrators to prepare the student for the type of the official achievement examination to be given.'<sup>14</sup>

Apart from the classroom dynamics, there is the constraint of the social status of the primary school teacher. Since the times of the ancient Greeks and Romans the teaching profession has remained a humble, and despised occupation. The primary teacher among the ancient Greeks was a man who had gone down in the world, a political exile, a wanderer without land of his own whom poverty had reduced to teaching;

'He's either dead or else he's teaching somewhere' some wag says about someone who was missing.<sup>15</sup>

This contempt of the teacher stemmed from the fact that teaching was a poorly paid job and it was a profession that required no special qualifications.

This situation has hardly changed even <sup>in</sup> the so-called developed countries. Belok in his study of 40 student teachers at the Arizona State University in the U.S.A. about peoples' perceptions about the teaching profession, reports 70% unfavourable peer-group reactions about the teaching profession. The following reactions were typical;

'You look like a teacher.'

'You're sick.'

'The boys just laugh and say that I am really out for my Mrs. degree.'

'My friends were surprised at the idea just is 'nt for me, but, I keep disagreeing with them.'

'Frankly when I told some of friends that I intended to become a teacher, I gathered they didn't think very highly of me.

Most of them are majoring in such things as engineering, accounting, foreign languages and business. They all had the same thing to say about teaching. They stated that if for any reason they were to fail, they could always fall back to teaching, that which they failed. All that indicated that I was taking an easy major. I don't think so. May be I'm dumb huh?'<sup>16</sup>

Primary teachers in Kenya perhaps find themselves in no different position in relation to their classroom behaviour. Thorndike and Hagen in their study of the characteristics of men who remained in or left teaching concluded that 'teachers are conscious of lack of respect as a source of dissatisfaction with teaching.' The study further <sup>that</sup> points out the major sources of dissatisfaction

and frustration of those still in teaching as being low salary, school community interference, disciplinary problems, difficulty in working with principals or supervisors, lack of opportunity for promotion and lack of intellectual stimulation. The teachers interviewed explained that the role of the teacher is less respected than it has been in the first.<sup>17</sup>

These constraints make it nonsense to talk about a teacher's goodness or effectiveness. Any objective instrument to measure effectiveness will have to come to terms with all these factors.

It is not being suggested that this study will provide solutions to some of the limitations discussed above. What is, however, important to note is that no single instrument designed to measure teaching success in a given country or situation can be replicated for use elsewhere. Perhaps Ryan presents an objective approach to this problem when he argues that

'What is important in understanding problems of teacher effectiveness is to map out certain patterns of teacher characteristics and a specified criteria of the concept of teacher effectiveness that needs to be considered. This makes it possible to judge how well specified patterns of teacher characteristics conform with a selected set of educational objectives. This makes it convenient to identify teachers who demonstrate these characteristics to a considerable degree. It should be possible to study the relation of such patterns to various conditions of teaching, teacher training, home background and the like.'<sup>18</sup>

For the purpose of this study an  
'effective teacher' is

One who has demonstrated high teaching ability during the pre-service course i.e. has scored a good teaching grade or mark well above the average during the teaching practice, demonstrated a good understanding of educational principles, thus scored a high mark above average in the education and method paper during the pre-service course and in academic subjects.

able to make an outstanding change of pupils' learning behaviour in the subject matter he teaches through the pupil gain score.

who displays desirable behaviour that would enhance learning, i.e. have good pupil relationship, has well planned and organized lessons, presents subject matter systematically and has positive professional factors.

This definition of teaching effectiveness has some obvious limitations. Teaching effectiveness is actually a social behaviour which implies that in addition to the teacher, there must be learners or pupils who are in communication with the teacher and with each other and who presumably are influenced by the behaviour of the teacher. It should also be noted that the relation between the teacher's behaviour and pupils' behaviour may be of a reciprocal nature; not only do teachers affect pupil behaviour, but pupils may influence teachers' behaviour as well. This raises questions that this study has little success in answering; relative to what aspect of teacher behaviour actually do influence the behaviour of learners and how does it operate to



produce their effects? These are issues that would merit another study.

### THE VARIABLES

On the basis of the above general definition of what constitutes effective teaching, this study sets to explore primary teachers' characteristics that influence teaching effectiveness. This entails examining teachers' characteristics like intellectual background, social factors professional factors and other related factors that affect their performance in the pre-service course, their ability to change pupil learning behaviour and their ability to demonstrate desirable behaviour that would enhance pupil learning. These factors lead to a consideration of Dependent and Independent variables.

#### Dependent Variables

These will include:-

Teachers' performance on the Education and Method Paper and in academic subjects,  
The Teaching Practice Overall Grade,  
Pupil Gain Score,  
Rating of Teachers by the headmaster, the educational inspectors or advisors and by the researchers.

Independent Variables

The study examines a wide variety of teacher characteristics and background factors that could have some influence on teaching success. The factors to be examined will be as follows:

Achievement on the East African Certificate of Education (E.A.C.E.)

Division I

Division II

Division III

E.A.C.E Pass

Fail

The type of school that the teacher attended

High Cost School

Medium Cost School

Low Cost School

Preference for further education; whether wanted to continue with higher education

Job aspiration while still at school

Primary School teaching

Secondary school teaching

Other Career

Pre-service Teaching Experience

Primary Teachers' College that the teacher attended, e.g. Siriba, Kagame, Eregi, Kaimosi, Thogoto, etc.

**Grade of Teacher**

**Grade I (P1) teacher**

**Grade II (P2) teacher**

**In-service job aspirations, that is whether or not the teacher wishes to remain in the teaching profession.**

**The type of examination the teacher might be preparing.**

**The type of school the teacher is teaching in. That is whether it is a rural school or an urban school.**

**Teachers' sex.**

**Male or female**

**Parents' educational background, whether the parents attended school and to what level or standard?**

**Parents' occupation**

**whether the parents are self-employed or whether they are employed in some kind of job.**

**Religion**

**Catholic**

**Protestant**

**Muslims.**

**Teachers' Age.**

Indeed many other important variables can be marshalled to determine their influence on teaching effectiveness, but it is not possible in a limited study of this nature to undertake that kind of exercise. Even with this selected small number of variables, one would tend to be quite cautious about the conclusions the study might emerge with, since as already pointed out, it is difficult to control for such factors as pupils' educational and social backgrounds, the curriculum, the status of the teaching profession and many other related factors. The merit of a limited study such as this is that a few variables are singled out to make <sup>it</sup> possible to undertake a research of a complex subject. It is hoped that another research centring on other variables would complement the findings of this study.

Figure I summarizes the Independent and Dependent Variables that are to be related in this study.

Independent Variables

Dependent Variables

E.A.C.E. Achievement

Type of School attended

Preference for further education

Job aspiration when at school

Pre-service Teaching Experiences

Primary Teachers' College Attended

Grade of Teacher

Type of Examination in preparation

Future Job aspiration

Type of school, rural or urban

Parents Educational Backgrounds

Parents' Occupation

Sex of Teacher

Religion

Teachers' Age

EDUCATION METHOD, ACADEMIC SUBJECTS, AND TEACHING PRACTICE	PUPIL GAIN SCORE	RATI-NGS
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Some rationale regarding the Independent Variables

The above independent variables were not arbitrarily selected. First their application is relevant to researches of this nature that have already been undertaken in areas of education. Secondly their selection was important to assess generalisations that are made or assumed about their influence on effective teaching by educationists as well as members of the public.

Teachers' sex difference:

The subject of differences between the sexes is one of permanent interest both to research workers and the general public. A number of reasons can be advanced for this interest. One is that the organisation of society requires that men and women play somewhat different roles, and it is desirable that the shaping of these roles be based on dependable knowledge about masculine and feminine characteristics. For instance in the designing of the school system, decisions about aspects like co-education have to be made. The second source of continuing interest in sex differences is the desire to promote better relationships between the sexes. If the family is to continue as a basic social institution and if men and women are to work in harmony in all complex

undertakings; it is important that the social needs and abilities of the two sexes be understood.<sup>19</sup>

Pertinent with the teaching career, there are issues like differences in male and female intelligence which have as yet to be solved; yet in terms of educational achievement tests, sex differences is not an important factor. Researchers in special ability tests have shown feminine superiority on verbal fluency (though not on vocabulary or verbal comprehension) manual dexterity and rote memory. They have also shown masculine superiority on spatial relationships, problem solving and mechanical aptitudes.<sup>20</sup> In personality studies there has been consistent evidence of male aggressiveness, while females have shown emotional instability, affectionate and tenderness; characteristics that are often associated with women. In this respect one would tend to assume a reflection of these characteristics in their school performance.

It is, however, unfortunate that not many intensive researches have been undertaken even in the so-called developed countries to establish differences or similarities in teaching behaviour. One of the pioneers in this area was E. K. Wickman<sup>21</sup> and since then several studies have been undertaken

to support or reject Wickman's findings. The most intensive was that by J.E. Morsh and E.M. Flenderleith.<sup>22</sup> These two reported that 'elementary school teachers and women teachers in particular were more severe in the handling behaviour problems than male teachers.' In a related study, T. Persons<sup>23</sup> notes the effects of sex roles. He observes that 'the largely female primary school teaching cadre allow an extension of the diffuse solidarity of parent - child relations into the classroom.' He notes that such effects become more muted in later school grades as the curriculum becomes more complex and performance demands more specialised and stringent knowledge.

### Age

Age is an important variable that is commonly used in many educational researches. H. J. Havinghurst<sup>24</sup> notes that 'older persons are able to function efficiently through their stored-up experience and knowledge in spite of their loss of physical strength and skill. What the older person accomplishes is determined by his self concept, his aspirations and by the society around him which encourages him in certain activities and discourages him in others.' E.A. Jerome<sup>25</sup> has



demonstrated that 'the performance of people in situations where they need to learn is peer in older people than in younger ones. Creativity is also known to decline with age. The data on the relation of intelligence test-scores to age show decreases with age in scores on tests that require speed and perception, while tests which allow accumulated experience such as vocabulary show increasing scores with age.'<sup>26</sup>

Many of the researches on teaching and age have largely focused on the students rather than teachers. Of particular importance have been those on a teacher's characteristics that gain him the positive sentiments of the learners. These attributes centre after the early school grades especially on aspects of content competence, the degree to which the teacher is a master of his subject matter and particularly how they affect learners' respect for the teacher. Age is among the characteristics that would contribute to a learner's sentiments. C.E. Bidwell<sup>27</sup> focused on student age and that of the teacher and the school grade level and the complexity and specialisation of the school curriculum. He noted that the older the student body, the more salient will be the sentiment of respect while the teacher's age in itself will be less likely to foster respect.

Older students as they become more sophisticated and critical also may be less likely than the younger ones to respect the teacher by virtue of his office or age. The more complex the curriculum and the more advanced its content, the more central to respect is the teachers' mastery of his subject matter. This phenomenon is partly expected because the students have become a knowledgeable audience, partly because the specialised and rigorous demands of the curriculum and students tend to reduce the salience of other teacher's social identities. From these considerations it follows that the lower the school grade, the younger the students the more elementary the curriculum or the less specialised the content taught, the greater the likelihood that any teacher will have substantial personal influence on students' moral commitments.

### Religion

The use of religion as a variable in comparative studies in education has not attracted many studies partly because of the increasing trend to make schools public and generally it is a very sensitive area. One of the rare studies was that of R. R. Ramsey<sup>28</sup> in which he studied undergraduate academic

performance and arrived at a conclusion that 'differences in academic performance were strongly related to, among other things, religious affiliation and region of residence.' H. Miller<sup>29</sup> pointed out that 'socio-economic status of students families was not so salient a determinant of certain attitudes as were ethnic and religious factors.' J. L. Lehmann<sup>30</sup> pointed out that 'first year college students from parochial high schools mostly Catholic, were more authoritarian and dogmatic in their thinking than those from public or other private schools.'

#### Socio-economic factors.

This has been a very important variable in many educational researches. Until recently many of the investigations into the patterns associated with educational attainment in Africa have closely paralleled findings from the so-called developed countries. Children of better educated parents are said to perform better academically on the national selection examinations. The most exercised with this view has been Philip Foster in his study in Ghana.<sup>31</sup> A related study was undertaken by him and Remi Clignet in Ghana and Ivory Coast.<sup>32</sup> Others have included Arnold Anderson, Mary Jean Bowman and Jerry B. Olson in Kenya<sup>33</sup> and Janice Currie in Uganda.<sup>34</sup>

Indeed ample evidence exists from industrial societies which would lead one to suspect that children of lower socio-economic backgrounds might perform less well on tests of academic achievement. The variables included in studies of this nature are more consistently correlated with test performance than any other educational measure.

Evidence from the less industrialized societies, however appear equivocal. M. K. Bacchus<sup>35</sup> finds that among a self selected group Guyana children sitting for an examination to allocate secondary school places, children of white-collar workers receive almost double their "share" while children of farmers or manual labourers receive less than half. M. K. Manley<sup>36</sup> in his study in Jamaica finds that although pupils from the lower occupational backgrounds perform poorly they perform worse on I.Q. tests and tests of verbal ability than they do in Mathematics. Jonathan Silvey<sup>37</sup> in a Uganda study, reports a marked tendency for sons of high socio-economic parents to perform better on test of mental alertness, though he later asserted that parental education was not related to scholastic achievement performance in any meaningful way. Currie reports an almost random correlation between parental

socio-economic status and Uganda secondary school performance in the years 1954, 1959 and 1964. Murphree reporting from Zimbabwe finds <sup>higher</sup> performance from children of illiterate homes than from the children of the more privileged. Some random correlations have been reported from Kenya both at secondary and the primary levels. Alexander and Simmons go so far as to suggest that 'the influence of socio-economic status on academic achievement may be smaller in the lesser developed societies.'<sup>38</sup> Stephen P. Heynemann<sup>39</sup> concludes that 'there is no relationship between any of the measures of child's socio-economic background and his total academic achievement score on the National Primary Learning Examination in Uganda.' The correlation between academic achievement and paternal education attainment was only .07; between achievement and maternal attainment .02; with the number of modern possessions reported in each pupil's home only .03; with paternal occupation only .06. It is concluded that 'the fact that a child comes from a privileged background in which his parents have received more formal education, on which his father has a better paying more secure income ... does not necessarily mean that a child will score better on a test of academic achievement.' Family socio-economic background is to be applied in this

study to gauge whether or not it has any impact.

Teaching Experience:

It is a common assumption that teaching experience is an important factor in teaching effectiveness. The longer the period of teaching the more efficient the teacher is expected to be. It is perhaps on this kind of assumption that the Kenya Ministry of Education now insists on pre-service teaching experience as a pre-requisite for entry to primary teachers' colleges. It has been, however, a factor extensively used in educational researches. This has been particularly so in the United States. Most of the studies have, however, failed to yield very concrete information on whether or not teaching experience is an important factor in predicting teaching behaviour. For instance M. D. Bowers and Robert S. Soar<sup>40</sup> failed to identify relationship between change in teachers' or pupils' behaviour and training programmes though they noted that the best adjusted teachers became more effective following training, but the less well adjusted teachers became less effective. E. E. Hawkins and E. Stoops<sup>41</sup> concluded that 'training and years of experience appear to have no significant advantage or disadvantage over either formal or informal evaluation for measuring teacher competence.'

### Small or Large Teachers' Colleges

A number of reasons have been advanced on whether or not teachers' colleges should be small or large. It has often been stated that small colleges have the following advantages:

- (i) Small colleges offer greater opportunities for individual tuition and close personal contact. These are easier to arrange.
- (ii) Teaching practice is easier to arrange for a small number of students.
- (iii) Teachers who need teaching practice in the lower classes of the primary school could be given in their vernacular.
- (iv) Teachers who know their tribal traditions can be trained to teach in their own regions and this can more easily foster the idea of adaptation.

Against these advantages small colleges are said to suffer very serious disadvantages. These are:

- (i) The contacts of the student are with a very limited number of adult minds.
- (ii) Teacher education calls for specialist knowledge of child development, teaching methods, school management and organization

as well as the various subject disciplines and any centres with a staff of less than five, as the case with the small colleges, would be unable to provide a balanced curriculum. Ideally the staff should be in the region of 15-20, which obviously necessitates a large college.

- (iii) Most of the small colleges do not afford a large library of general and professional books that can be read by students with the result that there is much oral teaching, copying from blackboards and other passive tools of education.
- (iv) A teachers' college should be a place at which one develops one's character and intellect, and this is most possible when a student is a member of an adult community of students with self-governing societies of its own. Half of his education would come from the striking of mind against mind, from service rendered to a debating society or football team, and from the social life which is normally engendered more quickly in colleges with a fairly large community.
- (v) In the small colleges it is very difficult to find time for the staff to engage in research work, yet if students are aware that



such work was going on/<sup>they</sup>would take research attitudes into their teaching and realize that education is a life long process. There are still many research problems awaiting study by the staff of large colleges which can usefully secure the use of activity methods, the effect of family background on the pupils' class, performance, the unreliability of the primary school examination, a controlled study of the teaching methods and many others.

- (vi) A teacher education curriculum can hold out the possibility of optional courses so that a student is partly responsible for the choice of his own course of study, but such flexibility is only possible if the staff is reasonably large.
- (vii) Small colleges more easily encourage tribal jealousy, narrowness of outlook, loyalties engendered to denominations which might be valuable in themselves, but which could prevent the development of a professional commitment to the service of education in the whole country. Such loyalty is less likely to develop if teachers' colleges are of a reasonable size and contain a good

cross-section of the national community.<sup>42</sup>

For these reasons it became necessary in the early sixties to embark on a policy of consolidating teachers' colleges. Referring to this policy the then Kenya Minister of Education in the late sixties, Dr. Kiako stated;

'Since teachers are the backbone of the whole educational system, their education is perhaps the most vital factor affecting our future.

I have already mentioned some of the failings of the past system but what of the future? On independence we inherited some 36 teachers' colleges many of which were small, isolated, understaffed, narrow in outlook both educationally and socially although eminently successful in their own context. Our independent Government considered that these colleges did not and could not effectively portray the outward looking future. Some changes thus became necessary. Administratively and as funds became available they were amalgamated to the present 26 larger and more efficiently run teacher training colleges. It is my intention that this number should be further amalgamated to some sixteen large colleges of about five hundred students in which students from all over the country will be educated. As it is important that Kenya becomes one nation, we regard the mixing of students at the teachers' training colleges level vital.'<sup>43</sup>

This statement set a stage for further consolidation of teacher education facilities. In the 1970 - 74 Development Plan it was proposed that the government was to pursue a programme which would be aimed at increasing enrolments and consolidating

the existing primary teachers' colleges. The number of primary teachers' colleges was to be reduced from 24 to 17 with each college having an enrolment of approximately 480 students. The reduction in the number of colleges was to enable government realize substantial long run economies through the operation of larger but more efficient units.<sup>44</sup> This has been achieved with all but two of the seventeen colleges enrolling more than 400 students. There have been some plan to increase the number of teachers' colleges to about 20 enrolling about 720 students each.

#### Type of Primary Schools:

Primary schools in Kenya are categorized into three. There is the class A schools which are largely schools in the rural areas. The Education Commission of 1964 in reference to a majority of these schools noted that:

'Outside the urban areas, the majority of schools are of the mud and wattle type, with thatched roofs, and erected and maintained by the local community at their own expense... The standard of these buildings is often good but the Commission found far too many of these buildings of the semi-permanent type that were in a shocking condition. Such buildings inevitably hamper the teaching, depress the spirits of the children and sap the enthusiasm of the teachers. In addition, classrooms were found without school furniture ... children

squatted on the floor and wrote on logs or earth ridges. Such furniture as existed was often so crudely made and unsuitably designed as to offer great impediments in the way of modern teaching methods.'45

The next category of schools are the B, the former Asian schools and category C, the former European schools. Also in these two categories are some new schools built after independence largely in the urban areas. These schools normally have a high teacher - student ratio, facilities are good and adequately supplied. As a matter of fact many are better equipped than average government maintained secondary schools in the rural areas. An opposition spokesman once referring to these schools observed;

... 'The Government of Kenya was behaving as if it was one of the richest countries in the world. Nearly all facilities and teachers were used as if there was no educational problem. Schools in towns had set themselves far too high standards - large play fields, expensive uniforms... architect designed buildings all which cost far too much..'46

#### Job Aspiration:

This is an important variable in determining teaching activities. A teacher's perception of his career and his aspiration to remain in teaching or join another profession is bound to influence his teaching activities.

### Academic Examinations:

National and international examinations have been the most important channels through which primary teachers have largely promoted themselves or advanced ladders of upward socio-economic mobility. Until quite recently it has been the official government policy that primary teachers are upgraded from one grade to another through successful performance on examinations. This has encouraged teachers to devote a greater part of their time studying for National Examinations.

Performance on the E.A.C.E., grade of teacher and the type of secondary school the teacher attended will be discussed in the succeeding chapters.

### OBJECTIVE AND SIGNIFICANCE OF THE STUDY

Arising from the foregoing variables the study sets out to examine the following problems.

- (a) What is the effect of the teachers' performance on the East African Certificate of Education on teaching effectiveness?
- (b) How effective are the following teachers' school background factors on teaching effectiveness.
  - (1) The type of secondary school attended,

- (ii) Job aspired to pursue when at secondary school.
- (c) How effective are the following teachers' personal background factors on teaching effectiveness.
- (i) Parents' educational factors,
  - (ii) Parents' economic factors,
  - (iii) Sex of teacher,
  - (iv) Religion,
  - (v) Age;
- (d) What is the influence of the following teachers' college factors on teaching effectiveness?
- (i) Pre-service teaching experience,
  - (ii) Type of college attended,
  - (iii) Grade of teacher;
- (e) How far do the following field factors influence teaching effectiveness?
- (i) The type of job that the teacher aspires to join,
  - (ii) If the teacher is preparing for an examination;
  - (iii) The type of school in which he is teaching;

It is important to state that a major drawback to the improvement of teaching in the Kenya primary schools had been lack of understanding of teaching

effectiveness and ways of evaluating it. There is therefore the need for;

- (a) The accumulation of evidence permitting extension of understanding of intellectual, personal and social attributes of persons who teach in the primary schools and perhaps contributing to the development of a teaching effective theory and to the improvement of teacher education.
- (b) procedures for appraising certain characteristics before or during pre-service training to help in the improvement of teacher selection and assignment. It is regrettably noted that the criterion for recruitment of students in teaching today is the consideration of intellectual factors only.

Hence the major purpose of the study growing out of these needs may be stated as follows.

- (i) The identification and analysis of some of the patterns and background factors which may categorise or characterise teachers, with the intention of improving and understanding teaching effectiveness.
- (ii) The estimation of certain patterns of teaching effectiveness and personal qualities

of teachers. Assuming that characteristic patterns of teaching effectiveness might be identifiable, a second purpose of the study is to develop materials which might aid in predicting such patterns.

(iii) Comparison of teaching success characteristics of various groups of teachers. This is a third aim of the study. It is to compare certain characteristics of teaching effectiveness of teachers classified according to individual factors such as academic background, professional background, grade experience, sex, family background, type of school, kind of college attended and other related factors.

One obvious limitation of the significance of this study is that in the application of the results and conclusion reported in the study, it is important to note that one is dealing with inductive inferences from empirical data and therefore, that: first generalisations are appropriate only when made to populations which are essentially similar to the population employed in the study, second all conclusions are necessarily approximate rather than exact which by their very nature, are characterized by some degree of unreliability and are probability estimates rather



than statements of certainties, and third as is true of all predictions of human behaviour, greater confidence can be placed in the conclusions when they are applied to individual cases.

#### REVIEW OF RELATED LITERATURE

In setting out the problem relevant literature has already been reviewed above. However, at this stage further attempt is being made in order to illuminate further the problem.

LITERATURE ON KENYA:- Success in teaching is an area that has not attracted much study though much has been said about the low quality of entrants to primary teacher education as an indicator of the poor standards of teaching in the primary schools.

In the African Education Commission Report of 1949<sup>47</sup> the public is said to have complained about teachers (T4) (Primary School Leavers), who were said not to equal the demand made on them, because their schooling and subsequent training were inadequate. This referred to grade IV teachers (T4) who had one year's training after an incomplete and largely unsuccessful primary school course. It was suggested that they should receive eight years schooling followed by a two year teaching course. The shortness of their course coupled with the difficulty of recruitment were

said to result in the incompetency of this group of teachers in their profession. The Commission voicing concern on the quality of education in the primary schools, noted that 'the lack of trained staff throughout the school and the poor quality of what trained staff there was, had combined to impose in the schools a mediocre level of performance. The great mass of those who completed standard V, tested in an examination, achieved results so closely alike that proper selection for admission to the secondary schools was almost impossible.' The Commission arrived at this conclusion after a general survey without a scientifically designed instrument. Other factors which could strongly influence teacher's effectiveness were not considered.

The first Teacher Education Conference of 1956<sup>48</sup> was preceded by a brief survey of primary teacher education by Mrs. E. M. Williams, then Principal of Whitelands College, England. A survey which was largely confined to the study of the curriculum of primary teacher education as a way of improving the quality of instructions in the primary schools, did not examine other factors such as the calibre of students recruited in teacher education, their aspirations which could

also affect the quality of instructions. The study was carried out in a couple of weeks during which Mrs. Williams had to visit many primary teachers' colleges, a factor that limited its effectiveness. It was however, the first study of its kind in the area of teacher education.

The Kenya Education Commission of 1964<sup>49</sup> was the first survey of education in Kenya after independence. It dealt with the whole educational system. In a number of paragraphs, however the quality of entrants in primary teacher education as an index of improving the quality of instruction is analysed. The report emphasised the need to raise the standard of the recruits to achieve this end. Though this aspect of the report has been adopted, the recommendation was based on assumptions and not on empirical research.

E. Stabler in his book published in 1968 examines the development of education in Kenya since Uhuru.<sup>50</sup> It discusses the various aspects of education and devotes one chapter to the education of primary school teachers with particular reference to Kagumo Teachers' College. A full text of a lesson that was observed during students' teaching practice is described to illustrate how poorly students teach. No attempt is, however, made to show some

of the factors that seem to predict this poor performance in the teaching practice.

The Kenya Institute of Education<sup>51</sup> in a second study of the education of teachers, adopted a somewhat empirical approach into the problem of teacher education. A working committee visited many primary teachers' colleges as well as primary schools. Through a questionnaire and discussion, it sought opinions of students, tutors and teachers on the physical conditions of teachers' colleges, the curriculum, staffing of colleges and then organization and administration. This became the theme of the second teacher education conference held in Nairobi in 1968. The conference expressed the fact that a majority of entrants to teachers' colleges are of low calibre, particularly the primary school leavers, (P3). The conference however, did not discuss student teaching effectiveness during the pre-service course or speculate on their future teaching effectiveness.

In a study of Curriculum Development in Kenya,<sup>52</sup> a British team under the chairmanship of Gordon S. Bessey produced the Bessey Report having examined all aspects on curriculum development in Kenya. In one paragraph entrants to primary teacher education are discussed. The Commission

suggests that with the rapidly increasing number of pupils in secondary schools of all kinds, colleges could cease to recruit teachers below P2 level in 1973 and eventually aim for P1 or higher before the end of the decade. This recommendation presupposes a high correlation between academic achievement and teaching success.

#### RELATED LITERATURE OUTSIDE KENYA

Many of the publications are confined to articles in journals, a number of which seem to reflect personal opinions though a good number are based on empirical researches.

A study of Educational Policy and Practice<sup>53</sup> showed considerable concern over the quality of student teachers recruited only after six years of schooling who it was noted impaired the quality of teacher education and recommended an abolition of such a system in Eastern Africa. But the quality of the teachers was not related to their teaching effectiveness.

Gradusson<sup>54</sup> in his article based on some general survey describes admissions to colleges as a jumbled arrangement between the best and the worst. He states that there is a wide margin in ability, skill inclination and advocates

the use of some form of aptitude tests and guidance. The article does not, however, relate student quality to effective teaching.

Lieberman<sup>55</sup> seems to furnish evidence to show that in comparison with entrants to other professions, intending teachers manifest relatively low levels of ability and attainment. But within the range represented among the entrants to teaching, there is little evidence to suggest that measures of general ability are all substantially correlated with subsequent effectiveness in teaching.

Worcester reports<sup>56</sup> a low correlation <sup>between</sup> academic achievement and teaching effectiveness. He shows that a student's level of attainment at school provided a better forecast of his teaching effectiveness than his subsequent level of achievement in college or university.

K. Mesiah<sup>57</sup> reasons out that the unsatisfactory quality of teacher education is the low calibre of those admitted to courses. He points out that the major factor affecting the quality of entrants in primary teacher education is that of motivation. He stresses that unless suitably qualified students come forward, the quality of teacher education, and hence that of education generally would be imperilled. Mesiah seems to measure the quality

of education in terms of students' academic background and other factors such as students' aspiration which could also strongly affect the quality of instructions are not considered.

Phillips<sup>58</sup> considers the selection of students as a way of improving the quality of education. To admit the best candidates to colleges of education, he recommends the need for research into pre-college teaching intelligence testing, academic success, personality assessment and interview.

Yates<sup>59</sup> does not only summarize views expressed in the International Conference on the problems of teacher education, but refers to researches undertaken in the quality of entrants to teacher education, the organisation of teacher practice, the examination and assessment of students. He points out that a good deal of research has been carried into motivation, interests, attitudes and personality traits of students who enter teacher education institutions, but many of these researches have proved disappointing in that they have not proved to be sufficiently conclusive to serve as a guide to the recruitment of students.

Yates, however, showed that the qualities of many who come forward for training as teachers are depressingly low. They show a low level of

motivation, a restricted range of interests, a tendency towards convergent thinking, towards dogmatism and somewhat authoritarian attitudes. He concluded that generally, research that might be relevant to the problems of recruitment and selection in relation to teaching effectiveness remains largely inconclusive.

Encyclopedia of Educational Research,<sup>60</sup> refers to a review of literature on teacher effectiveness between 1900 and 1952 in which it is concluded that 'no single, specific observable teacher act has as yet been found whose frequency or percent of occurrence is invariably and significantly correlated with student achievement.'

Anderson, and Hunka,<sup>61</sup> discuss studies which have used predictor or criterion variables and conclude that such type of research has reached a dead end. Attempts to build a theory of teaching from a statistical description of what is happening fail to prescribe what should be happening. Even examples of the best of teaching may not provide a theoretical basis for the most effective teaching.

Medley, and Mitzel,<sup>62</sup> concluded that 'much of the work on teacher effectiveness must be discarded as irrelevant either because the criteria of teaching effectiveness has been invalid



or because no objective measures of teacher behaviour have been used.' After discussing assumptions underlying collections of classrooms observational data and limitations of studies utilising rating scales, they note that 'more statistical methods will help to identify relationships between teaching behaviours and their effects.'

Yattu,<sup>63</sup> after reviewing research on predictor criteria and teacher effectiveness, concluded that 'such research has failed to substantiate links for such characteristics as intelligence, age, experience, cultural background, socio-economic background, sex, marital status, scores on aptitude tests, job interest, voice quality and special aptitudes.' There were slight positive correlations between scholarship and teaching effectiveness, although no particular course or group of courses has shown to be a predictor. Professional knowledge has proved to be a more successful predictor of teaching performance.

Biddle, and Ellena,<sup>64</sup> in a study they declared that 'there is a need for agreement about the effects that the teacher is to produce in order to determine the components of teacher effective-

ness.' They distinguish between the research component of teacher effectiveness (in which relationships between teacher characteristics and behaviours and pupils' output measures are determined) and the criteria component (which is a question of selecting out components considered to be desirable). They specify the collection of observational data as the most direct method of learning about teaching.

Koakenniemi<sup>65</sup> reports on his efforts to locate predictors of teaching success from a study of 48 male and 24 female students in elementary education in Finland. The project started with entrance to teacher preparation and followed the subjects through their first three years of teaching. Data - gathering techniques included, a special rating instrument which was employed during two full days of observation. Although Koakenniemi found it necessary to report to the Finnish Government, which sponsored the research, that 'his results did not justify selecting and rejecting teacher applicants on the basis of scores on the instruments used,' he did report a number of relationships. For example (1) positive educational attitudes increase with training (2) the same attitudes correlated with social

class at the beginning but not at the end of training and are not correlated with academic success (3) the predictive efficiency of profiles based on the entrance examination showed no simple correspondence with measures of teaching success and (4) no relationship was found between adjustment to and co-operation with the supervisor of student teaching and success in practice teaching. He also reported that teachers with exceptionally poor in-service records have a larger number of traits which they hold in common but which are not shared by teachers who do exceptionally well. One consequence is that negative development is easier to predict than positive development. Most of the unsuccessful teachers appeared to lack sensitivity to and understanding of children's thinking and attitudes and to exhibit low capacity for effective structuring of instructional situations, whereas no corresponding similarities in the most efficient teachers were discernible. The study did not utilise pupil gain score to judge teacher effectiveness.

P. B. Renes<sup>66</sup> carried out one of the most outstanding studies in the area of primary teacher education in East Africa. Butimba Teachers College was a case study of the problems of teacher

education in Tanzania, because like other colleges in the country it is regional.

The methods of study included a statistical analysis, observation and participation by the researcher in the actual teacher training. For the purpose of collecting data, a group of 118 students was used of whom 15 were women students. Data was collected on age, preparatory training, level of literacy among the students' parents, social background, tribal origin, results obtained in the various subjects at the examination on completion of their first term, all these collected by means of a questionnaire. Lessons given at college by tutors and by students while on teaching practice were observed. In order to penetrate further into the students' social background, their way of thinking, attitudes, their milieu, and their expectations of the future, use was made of compositions and autobiographies, for which instructions were kept as vague as possible. This had the advantages of cutting down distortion by the researcher. What emerges from the study is that there is a remarkable positive correlation between students' academic achievement and their performance in teaching practice. As figure II illustrates, he concludes:-

1. That those who failed the Cambridge School Certificate (E.A.C.E.) have on the average

unsatisfactory results except for Swahili and Health Science.

2. The average results of the G.C.E. group may be termed weak.
3. Only the Division III and Division II groups obtained satisfactory and good results respectively.
4. The classwork of some 40% of the Division II group is above average that of almost all of the students in the 'failed' and G.C.E. groups evaluated by the tutors as unsatisfactory or weak.

From these reasons Dr. Renes concluded:

'... not only is it apparent that the qualifications based on the results of the final form IV Secondary Examination provide a fairly trustworthy future career at the T.T.C. but also and very clearly that those who actually fail this examination must be considered unsuited for a teachers' training course.'67

One obvious limitation of this study is that the group for the women students was rather low and could possibly distort some of the findings. While the study was confined to primary teachers' performance during their in-service course, this research will take a longitudinal approach and assess primary teachers' teaching effectiveness in the pre-service and in-service career.

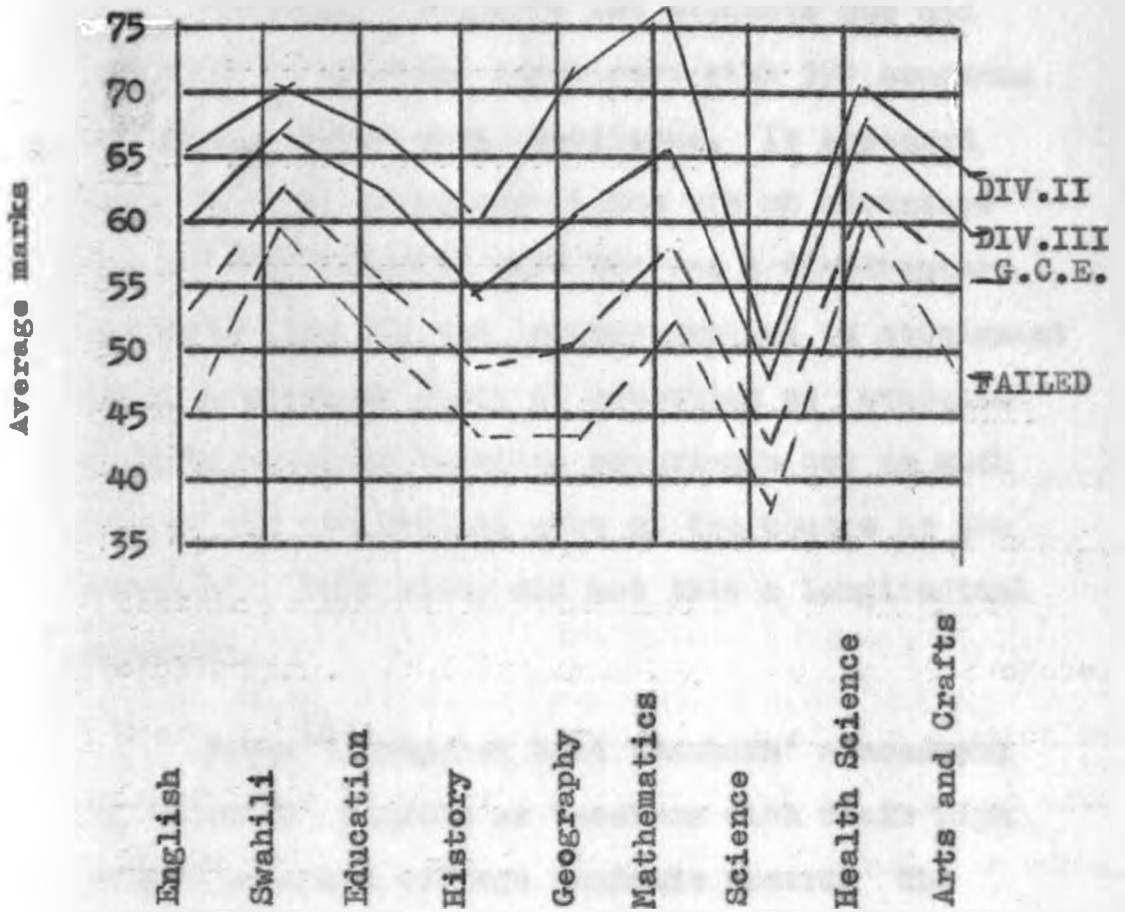


Figure II.

General achievement of different admission groups; average marks per subject.

Turnbull<sup>68</sup> compared 181 students who had pre-college teaching experience with 570 students who were without such experience. It appeared that prior teaching experience was an advantage for a final teaching mark but was a disadvantage academically. It was inconsequential to attainment in a theoretical study of education as 'students with no previous teaching experience got as much out of the theoretical part of the course as the others.' This study did not take a longitudinal approach.

Payne<sup>69</sup> compared head teachers' assessment of students' success as teachers with their high school pass and college academic record. The author concluded that though there were exceptions, there was a relationship between good scholarship and becoming a good teacher in the school situation.

Nisbet<sup>70</sup> carried out a post-war follow-up of teachers for a period of twenty years after they qualified. Questionnaires were sent out to 220 teachers. The questionnaire sought to elicit opinions as to the advantages and disadvantages of teaching as a profession and to discover the professional experience of these teachers. As

far as could be seen the status of the teacher's present occupation, though linked to intelligence, was unrelated to his college attainment, nor was there any link between his present attitudes and his college assessment.

Collins<sup>71</sup> carried out investigation of 115 graduate teachers. Matched pairs of students were compared, the only difference permitted being that one member of each pair had a final teaching mark of C or better whereas the other member had a final teaching mark of C or below. She obtained head teachers' estimates of the teaching competence on 58 teachers assessed by the college as good, <sup>and</sup> on 57 assessed as weak. Biserial correlation between final teaching mark and present head teachers' assessment was .57 which, after allowance was made for the different sample size, it fell to .34. Collins also found that three times many poor as good teachers did not take up teaching. The data was as shown in Table I.



Table I: Professional Progress of a group of graduate teachers (from Collins 1959).

College Final Teaching Mark	Left Teaching	<u>Head's Assessment</u>		
		Weak	Average	Good
C - and below	18	14	12	14
C - and above	6	2	21	28

Wiseman and Star<sup>72</sup> followed a group of 248 entrants to a variety of training colleges and one education department of a university through the training courses and obtained, among other data their head teachers' estimates of their teaching ability after five years' teaching experience. The only pre-admittance data for this group were entry qualifications in terms of 'O' and 'A' G.C.E. passes. All college final examination marks were available for both practical and theory. In a number of factor analysis of the data, a common factor of 'attainments at college' was obtained which had loadings from entry qualification varying from .45 to .27. The correlation of final teaching assessment during training with subsequent assessment varied widely, i.e. for the head teacher's estimates of current teaching ability the correlation was .14 to .20 and for the level of responsibility of the teacher's present post varied from .08 to .34. The lack of agreement

between college assessments and the head teacher's reference data was specifically noted: 'One common factor is that in headmasters' assessment of the teachers not one of the college assessments loaded greater than .18 and .13 of the 17 loadings.'

R. B. Start<sup>73</sup> on a sample of 722 students who graduated at the school of Education of the University of Manchester, information was obtained on the final assessment of professional and teaching subject competencies. While in the field information was obtained about teachers' overall teaching competence through head teachers' rating. The teachers were also asked to respond to a questionnaire regarding their experience in the teaching profession.

The head-teacher rating was on a seven point scale. The scale suggested was outstanding (scores 7), very good, good, above average, average, below average, rather weak (1 score). On the recommendation of the head teachers, three judges with considerable education experience and with high academic qualifications were asked to rate the teachers in the Gestalt manner as to the competence of the individual being assessed. Reliability of the judge raters was ascertained

through retesting.

The study concludes that student performance in the college examinations does not reflect the effectiveness of student selection procedures, thus interviews and preferences. Simple correlations and factor analyses showed that the teaching mark awarded by the college had a slight but significant relationship with the head teacher's assessment. It is concluded that the prediction of teacher professional competency by college staffs in the form of the final practice teaching assessment was of little value, just as the assessment of practical teaching mark was not predicated by such staff from their interview and selection procedures. Student with the poorest qualifications on admission did not obtain the lowest college assessment or present competence ratings. There was no evidence to show that teaching ability improved with age.

Start refers to the final teaching mark and the teacher's reference as pragmatic existing criteria of evaluating teachers' teaching effectiveness though he doubted their validity. This study did not utilise pupil gain score in evaluating teacher competence.

Lawton<sup>74</sup> studied two groups each of forty five students, and found coefficients of correlation of .70 and .82 respectively between teaching ability (grades) and total scores obtained from measurements of academic attainment and ratings of voice, appearance, lucidity of expression, brightness, interest in current affairs, interest in games, ability at games; leadership, sense of humour, kindness tact, industry and determination. The ratings were made after the students had been in college for at least a year; some were made by hostel tutors, some by members of the students and some as a result of an interview with an experienced tutor. Lawton points out that these results encourage the belief that if these traits could be assessed with the same reliability prior to admission as was possible afterwards, it would afford a fairly reliable means of predicting ultimate success or failure as a teacher.

He continues that the high correlations between marks awarded on successive practices throughout the college career leads to the conclusion that an estimate of teaching ability based on even a brief pre-college testing period conducted under the usual training college and

school practice condition might furnish the best single criterion on which to judge applicants for admission in the colleges.

Wright<sup>75</sup> examined the possibility of using Psychological Tests in Selection of potential teachers. Although he does not appear to have come out with any definite conclusions, he does nevertheless make some interesting and stimulating suggestions. He found that when the teaching mark was correlated with performance in College subjects, the correlation between the teaching mark and Psychology was the only one which exceeded three times its probable error, and thinks it is tempting to interpret this as meaning that either students who are more successful in Psychology are for the same psychological insight that enables them to score in Psychology enables them to handle pupils more successfully. He further suggests that success in teaching may be the result of the interplay of a number of mental qualities, intellectual, temperamental and scholastic aptitudes. He stresses the need for selecting students on the basis of personality because he perceives teaching as arduous task which makes heavy demands upon the physical and emotional resources of the person who undertakes it.

Unless the prospective teacher gives evidence of superior personality integration, there is a reason to fear that, following many years of service, the teacher may become emotionally warped.

Kemp,<sup>76</sup> studied the measuring of teaching efficiency at the primary school level as indicated on teaching practice and noting scores on certain personality factors such as fluency, association, cheerfulness, perseverance, co-operation, agreeableness, nervous tension, general pressure for activity, masculinity-femininity on Educational Psychology test results and intelligence; he found differences between the best and worst teachers on only two variables, namely intelligence Quotient and results in the Educational Psychology test. He did, however, find that the general trend was for the better teacher to be more self-confident tolerant and dominant while the poorer ones tended to be unco-operative, over critical and socially passive.

Shannon,<sup>77</sup> studied 782 elementary and secondary school teachers (U.S.A.); of these 430 were very good teachers and 352 were very weak teachers. He found that the elements of merit which

contribute most to success in teaching are teaching skill, personality and pupil-teacher relations. On the other hand the elements of demerit which contribute most to failure are lack of teaching skill, poor personality and unwholesome pupil-teacher relations.

Levell,<sup>78</sup> on a sample of students, data was obtained on the performance in the Teaching Practice and a questionnaire. The study arrives at some of the following conclusions. In a population of men students, highly selected for intelligence relative to a general population, there is little relationship between teaching ability and the actual level of intelligence. In a population of men and women students whose ages varied from 20 to 35 years, there was no significant relationship between teaching ability and age. It does not appear that a Grammar School Education affects teaching ability in primary and Secondary Modern Schools either favourably or adversely. It does not appear that the passing of a formal academic type of examination affects the standard of teaching ability. As far as married men with their children are concerned, it seems that the mere possession of children does not affect teaching ability in any way. Among men students, pre-college teaching experience affects the

teaching mark slightly if the experience is between four and twelve months. Though the study utilises most of the variables to be used in this study and establishes no relationship with teaching ability, it does not in any way invalidate this study. Its findings were based on teaching practice performance while this study will also evaluate teachers during their in-service work. This study further differs from Dr. Lovell's study since it assesses ability from pupil-gain score and through headmasters' and supervisors' rating of the teachers.

Heynemen<sup>79</sup> argues that survey from industrial societies has cast note of the empirical skepticism into the presumed relationship between the characteristics of teachers and the academic performance of the pupils. Focusing on the Uganda case, he notes that the quality of a teacher in the English Language is a consistently significant correlate of pupil academic achievement.

He administered a detailed questionnaire to teachers in 67 randomly selected schools in Uganda. He elicited information from each teacher personally by visiting every school. Their responses were tabulated and combined for each school, the rationale being that if pupil achievement scores were to be affected by teacher characteristics, they would



be affected not just by their P7 teacher, but by the characteristics of all the teachers at any given school. In table 2 the mean school teacher characteristics and their correlations with mean school achievement are shown.

From this he concluded that 'the amount of training teachers receive, teaching status grades, teaching experiences, parental schooling and the frequency of English spoken in the childhood home have no significant impact upon achievement of the primary school.' He notes that if the school-group effect of teachers upon academic achievement is taken as the criterion, the quality of Uganda teachers is better expressed by their level of English Language ability than their training, their experience or parental schooling.

Table 2:

The mean school teacher characteristics  
and their correlations with mean  
school achievement

N = 67	
Total years of school	.112
Teaching status grade	.09
Frequency of English in the childhood home	.198
Teaching Experience	.03
Parental Education	0.307

One would tend to be suspicious of Heynemen's conclusion since the correlation index is generally (0.307) and further he bases his findings on a single instrument, that of the questionnaire and, moreover, the pupils are not involved.

#### DATA COLLECTING PROCEDURE

##### Sample:

A random sample of 129 primary teachers who completed their East African Certificate of Education (E.A.C.E.) in 1969 and completed their teaching courses in 1971 were randomly selected. It was important that this study had to be centred on this group of teachers because it was necessary to take a longitudinal approach in order to obtain more reliable information. These teachers had been exposed to some common academic and professional conditions. This included the E.A.C.E. examination and the Education and Method Paper. Part of the information on their school background of a number of teachers in the sample was obtained through the Tracer Project of the Institute for Development Studies and from the Ministry of Education. To limit a wide variety of variables P3 teachers and

P2 Kenya Junior Secondary Examination (K.J.S.E.) teachers were excluded. The recruitment of P3 teachers had been discontinued, and P2 (K.J.S.E.) teachers were recruited in very small numbers.

Questionnaire:

To obtain more information about teachers' background, their evaluation of the teaching course they received and their views about teaching in the primary schools, teachers responded to a questionnaire shown in Appendix B. The questionnaire was validated by Professor V.F. Indire, Head of the Department of Educational Foundations and the then Dean of the Faculty of Education and a long experienced teacher and researcher, University of Nairobi; Dr. J. O. Perry, Senior Lecturer, Department of Educational Planning, Administration and Curriculum Development whose Ph.D. thesis was on teaching effectiveness, Dr. G. S. Eshiwani, an experienced researcher in Mathematics and Lecturer in the same field and Mr. H. C. A. Somerset, a Senior Research Fellow with the Institute for Development Studies and has specialised in educational research. All the four rated the questionnaire as good.

### Interviews:

These were held with a number of government officials. The most intensive was held with the late Mr. P. M. Kariithi who was by then in-charge of teacher education and was largely concerned with the recruitment of students for primary teacher education. He furnished information regarding the selection procedures followed by the Ministry of Education in recruiting teachers for primary teaching. Literature on how secondary school leavers choose their career was widely read.

### Performance in teacher education

1. Education and Methods Scores and Academic subjects.

This would largely be regarded as a measurement of concomitant of the teaching effectiveness criterion. It is a criterion that is commonly employed in many researches on teaching effectiveness.<sup>80</sup> Indirect evidence has tended to support the use of assumed concomitants of teacher behaviour such as attainment in a child development course or teaching practice.<sup>81</sup> The teacher training curricula, of which such courses are a part are predicted on the assumption that

understanding of course content and apprenticeship behaviour are related to teacher classroom behaviour.

The Education and Methods Paper is set by the Examination section of the Ministry of Education and is based on a syllabus provided by the Institute of Education. The paper is moderated by some experienced educators in the country. It normally covers topics on Child Psychology, the Primary School Curriculum and Teaching Methods, School Organisation and Administration. Until recently, this paper was marked internally by the colleges. Little can be said about the reliability and validity of this paper other than by plainly stating that it is set by a wide range of experienced educators. Preparation for this paper and its role in teaching effectiveness will be examined in the text. A sample of the paper is shown in Appendix C. At the time of the study academic subjects were set and marked internally by the colleges.

### Teaching Practice

Teaching practice is a universally used instrument by educators to evaluate student teachers' potentiality as future teachers. The grades are usually obtained through college

tutors' observation of student teachers while they are on their teaching practice on college designed items. Depending on a student's performance, he is awarded grades from A. to E; E representing all fail and A excellent performance in a lesson. The final grade is reached by averaging the observation of different tutors moderated by an external board of examiners. The role of teaching practice in evaluating teaching effectiveness will be discussed further in the text. It should be noted that teaching practice is commonly used in many studies on teaching effectiveness.<sup>82</sup>

Most colleges assess their students on some designed instruments similar to the one shown in Appendix C. The reliability and validity of teaching practice assessment will be discussed in Chapter three. Teachers' teaching practice grades were obtained from the colleges directly and also from the Ministry of Education, the Examination Section.

To understand how various courses are taught at primary teachers colleges and the preparation and the supervision and grading of students while on teaching practice the writer has frequently visited Thegote Teachers' College for the purpose, and has actually participated

in the supervision and assessment of students' lessons. He also was a tutor at Kaimosi Teachers' College before joining the University.

### Pupil Gain Score

It is widely held by many in the field of prediction research that the most satisfactory measure of a criterion of teaching success is one derived from the product of performance.<sup>83</sup> That is, judgements and assessments based upon the observation of behaviour in process is merely incidental and are of little value as compared with measurements of the product.

It should be pointed out that in employing products for the measurement of teaching success, details of the actual performance in process usually are ignored. Interest seems not to be centred in the behaviour per se that contributes to production rather in the final outcome in the form of effects of behaviours. The behaviour of pupils are considered to be the product of teacher's efforts and as such as a suitable criterion measure of teacher behaviour.

The chief disadvantage in the use of products as criterion for measuring teaching success is the difficulty of adequately controlling external



factors in order to provide reasonable assurance that the hypothesized product is truly a product of the criterion behaviour rather than that of a wide range of uncontrolled conditions occurring before and during the criterion behaviour.

In the employment of behaviour products for criterion measurement the more usual situation is one in which the product under consideration may be assumed to be a product not only of the criterion performance, but various uncontrolled factors as well. It involves the estimation of teachers' behaviour from its presumed product, consisting of pupil achievement in some specified subject matter, measured at the end of exposure to the teacher. Factors in addition to the teacher that might contribute to pupil achievement such as text-books, prior learning, previous teaching, home influence, ability to study, emotional adjustment and such like factors and their differential effects on different pupils are not taken into account in such research designs.

Despite these limitations, the product criterion as a measure of predicting teaching has been most widely applied. This is one of the items that has been frequently used in the Wisconsin studies conducted by Barr at the University of

Wisconsin over several decades on teaching effectiveness. It is applied in this study with all its limitations to strengthen the three other dependent variables namely the Education and Method Score and scores in academic subjects, the teaching practice grade, and teachers rating by the headmasters, supervisors, and the researcher.

Basically pupil-gain score involves administering a pre-test to a given class before teaching and a post-test after teaching. The gain difference between the pre-test and the post-test is calculated to assess a teacher's success. It judges the teacher's ability to change pupil behaviour from the pre-teaching situation to the post-teaching situation.

In designing the tests, frequent discussions were held with primary teachers at the Government Road Primary School. With their consultation some topics from the 1967 Primary School Syllabus were selected. These ranged from classes 3 to 6 in the subjects, Mathematics, English, Geography, History and Science. For convenience it was decided that classes 1 and 2 be excluded because in these classes subjects are less sharply defined; and class 7 because of the C.P.E.

examination pressure and the presence of many repeaters who would most likely distort many findings. Each subject teacher at the Government Road School designed a ten item test on the selected topics. The validity of the tests was introduced by modifying the item tests according to the past C.P.E. examination questions. A pilot survey of the pre-test and post-test was carried out in one urban primary school and one rural school.

#### Test of Reliability:

To establish the test-reliability, the split halves method was used. This method unlike the Test-retest method was considered more efficient. The Test-re-test has the weakness of having performance during the re-testing influenced by memory of the responses pupils gave during initial re-testing and also having responses influenced by discussions of the test items among the pupils, particularly the items that might have proved difficult when the test was first administered.

The difficulties associated with the determination of these two methods could be solved

by the split - halves method. This involved a split of each of the tests shown in the Appendix D into two reasonably equivalent halves. The independent sub-test were then used as a source of two independent scores needed for reliability estimation. The method used in splitting the tests was to score the odd - numbered items and the even numbered items separately. The correlation between scores on the odd and even numbered items was calculated. The Julian C. Stanley Method for estimating the split half reliability was applied.<sup>84</sup> On all tests the reliability coefficient has to be above .50.

#### Item analysis

This was a powerful tool for test improvement. It was useful in indicating which test item could be too easy or too difficult and which could discriminate clearly between the better and poor examiners. All the tests were revised according to the results of the item analysis. Most items were revised to give a discrimination index above 0.30.<sup>85</sup>

#### Teacher observation and rating

In determining the teacher classroom behaviour to be considered in observation and assessment, a first attack employed by the study

consisted of collecting characteristics of teacher behaviour that could constitute teaching success. Reports of such characteristics were submitted by persons closely associated with teaching and being based upon first hand knowledge of acts of teachers in specific situations. The procedure followed in investigating these characteristics involved collecting analytical reports of what the respondents considered to be especially successful or effective classroom behaviour of unnamed teachers. The reports were provided by teacher supervisors, college tutors, primary school teachers, headmasters, and student teachers. Special reference was also made to Prof. V. P. Indire's study on the qualities of a good teacher.<sup>86</sup> The participants were asked to think of the primary teachers with whom they had closely associated. They had to list characteristics of the teachers they thought demonstrated characteristics of successful teaching and those they thought did not.

The characteristics of successful teaching were divided into five categories. These included Teachers' Personal characteristics for example stimulating pupils and holding their attention and interest, conscientious, punctual, calm, controlled, not emotional, confident, stable and

relaxed. The second group of items was of Teacher's Relationship with pupils, for example, being impartial, treating all pupils equally, allowing pupils to explain themselves, being approachable, recognizing individual differences being flexible, adapting activities to pupils, maintaining class as centre of activity, kind and friendly, freedom of pupils to express themselves. The third category covered Professional and Community factors, for example relationship with staff members, parents and other administrators, interest in outside class activities. The fourth category included Planning and Organizing of lessons, thus clear lesson aims, evidence of well planned class procedures. The fifth group covered the presentation of subject matter; use of speech audibility, voice tone, originality, demonstrating unique devices to aid instruction, drawing examples from various fields, criticisms of other authorities, giving provoking assignments.

These characteristics were to be rated on a six point scale i.e. outstanding or superior, five points; strong, four points; average, three points; below average, two points; weak, one point; and unable to observe, zero points.

The teaching analysis sheet is shown in Appendix B modelled on the Stanford Teacher Competence Appraisal Guide (Stanford University).

It was felt that this approach of the identification and description of significant teacher characteristics was basically more sound and valid than the frequently employed procedure of asking educators or others to name the traits or qualities they believe to be desirable for teachers. Needless to point out that, the employment of this approach, with its emphasis upon actual behaviour, neither circumvents nor denies, the importance of value judgements and description of observed behaviour; does present an effort to determine the bases of value judgements to objectify descriptions of teacher characteristics and to provide an operational frame of reference for the assessment of teaching success.

The reliability of the lesson observation instrument consisted of studying the items with my research assistant, who was doing his M.Ed. degree in primary education and had been teaching in a primary teachers' college for a period of three years. In his exercise as a tutor he had been involved in observing primary student teachers

during their teaching practice. Training in observing teachers started with the two of us having a correlation index of 0.34, it continued until it consistently remained between 0.73 and 0.80.

After establishing the reliability index for our observation, the exercise of observing the 129 teachers started. It was, however, felt that it was necessary to engage the headteachers and education supervisors into the rating exercise. This replicated and systematic observation particularly on the part of the researcher had the advantage of avoiding the influence of personal biases relative to the individual teacher's behaviour. A somewhat weak attempt at self ratings by the teachers was attempted on. It was hoped that the self-rating approach could provide useful information data, because the criterion behaviour involved was not very complex and the self ratings were based upon some clearly and operationally defined characteristics.

#### DATA INTERPRETATION

This consists of various steps. First is the analysis of the recruitment of students for primary teacher education, their general background, academic and economic reasons for joining the



teaching profession, and the quality of the teachers recruited into primary teaching all of which could have effect on teaching effectiveness. Second is the examination of the academic and professional courses offered in primary teacher colleges including the teaching practice, the assessment of student teachers in the colleges and how they influence teaching effectiveness. Then there is the examination of pupil-gain score and the analysis of the teaching behaviour in accordance with the rating scale.

In the analysis of data, three important statistical tools are applied. First was the use of the SO4B computer programme that yielded simple means on each of the independent variables in relation to the dependent variable. Second was the cross-tabulation of means of the variables that appeared significant on the analysis of simple means. This was to test their relationships. And third an XDS3 computer programme was applied to test relationships of the various variables and their predictive effect to teaching effectiveness. This programme provided the estimate regression coefficient, the standard error of regression coefficient, the student t statistic, partial correlation coefficient of the dependent variables and the multiple

correlations. For the purpose of this study the regression coefficient, the student t test and the multiple correlation were applied. Finally an attempt was made to summarise teachers' views on the problems of teacher education and the teaching profession in Kenya.

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## CHAPTER TWO

### RECRUITMENT OF PRIMARY TEACHERS

#### FORM A

All the teachers in this study were recruited for primary teaching directly from school. They applied to enter the profession together with students who joined other professions. Before taking the East African Certificate of Education Examination, Form IV students select their future career on Form A. This was drawn up by the Kenyanisation of Personnel Bureau of the Ministry of Education in consultation with the Heads' Association.

The form is divided in a number of sections. Parts I, IX and X deal with personal details of the school leaver. Part I deals with the applicant's personal factors. Such as name, home and school address, date of birth, religion and citizenship. In section IX, the house master/mistress is requested to give his or her personal forecast of the applicant's possible performance on the East African Certificate of Education, and in the last section, the headmaster/mistress gives an assessment of the applicant's personal characteristics and makes comments on the applicant's probability of continuing with higher education.

Part II through VIII offer the applicant broad options of careers among which he has to choose, ranking his choices numerically. Each part is further divided into subsections, indicating specific training or employment options. Having ranked his main options in parts II to VIII, the student is also asked to rank his specific options within each of the subsection group.

Form A is accompanied by the Careers Guide for Kenya and Helping you to choose a Career prepared for the Kenyanisation of Personnel Bureau by the Ministry of Economic Planning and Development.

Some problems that seem to have faced the applicants are that not all the training courses offered on Form A are described in the Guides. Moreover, while the nature of the courses listed is generally clear if the applicant consulted the Guide, the occupations they lead to are not so clear. Nor is it made consistently clear whether the successful completion of a course normally leads to the offer of an appointment in the relevant occupation. Part V does not make clear whether it is to be treated as an application for employment or an application for the training course. Parts VI to VII are particularly confusing. This is so mainly because within a given part there

is often a mixture of options some of which describe an occupation while others refer to an employer, as if these were mutually exclusive occupations. Occupations in the East African Community are somewhat similarly split between Parts VI and VIII with the added problem that the form lists only five of the seventeen Corporations of the Community.

The form does not make clear to the student that under the system of selection, there is little chance of being considered for any but his first major choice. Nor is it made clear to him that, even within a particular set of options, grouped together as one of the parts of the form, his chances of acceptance may depend as much on his having made a good blind guess at how many others would apply for that particular course, school or job as on his own abilities and accomplishments. He has to rely on verbal - often inevitably inaccurate information and hearsay on how the system of placements works in practice and has to make a choice that reflects not his preferences but his inevitability and partial understanding of the supply and demand situation in each of the options put before him. The guides provide rough guesses, for they do not print the

number of secondary school leavers who got jobs in some specific area in the previous years and how many chances remain open.

The classification of jobs on the form could present an immense problem to the applicant. Some of the sections contain occupations as unlike as accountant and probation officer, while occupations in the engineering field are found in three different sections. This was bound to cause difficulties among the students in thinking about characteristics that several jobs could have in common and ascertaining whether these characteristics appealed to them or not.

Turning specifically to the part dealing with teaching, Part III, an applicant is given three major groups of teachers; S1 teaching, P1 teaching and domestic science teaching; P2 teaching is omitted. No difference is made to the applicant on when he qualifies, he is to be recruited for S1 or P1 since in both cases a Division II Certificate is an entry requirement.

#### CAREER GUIDANCE FACILITIES

What emerges from this description of Form A is that secondary school leavers face serious problems in selecting their future career.



There is lack of informed guidance with regard to the range of jobs available; the precise requirements of each in terms of academic qualifications, personality traits and training and future prospects for promotion and self improvement. In many schools careers' masters do not have this information, or if they do, they lack first hand experience of what they talk about. There are no reliable aptitude or vocational tests to guide these <sup>5</sup>masters and mistresses in giving meaningful advice to the students.<sup>1</sup>

Though, thorough researches have as yet to be carried out in this area to assess the effectiveness of career selection programmes in secondary schools, one survey made of the 1969 Form 4 school leavers cohort of whom teachers in this study were part, yielded very interesting information. In a questionnaire students were asked to say what sources they had used to get information about the job they wanted to do after they had finished their formal education. The exact wording of the question was as follows:

Have you talked to anybody, or read any books or pamphlets to get information about this job?

Yes

No

If yes: please explain briefly what you did?

From the answers to this question it became clear which school had effective guidance programmes and which did not. Of the schools in the sample only four had very comprehensive programmes. Students referred to general talks from their career masters to talks from outside speakers about specific job opportunities, to reading the Kenya Careers Guide and various pamphlets, and to having individual interviews with their careers' masters:

'Our careers master talked to me about it explaining in detail what qualifications and skills are needed and also the pay.'

'Talked to Career's Master. Read Careers Guide. Listened to careers talk by Registrar of the Training School.'

'Applied for the job on Form A'<sup>2</sup>

In the same study a further three schools are said to have had fairly effective programmes. Generally the careers' master gave general talks and made careers' literature available, but either talks from outside speakers or individual interviews were lacking.<sup>3</sup> The remaining fourteen schools of the sample, at least two thirds of the sample, had either ineffective guidance programmes

or no programme at all. In some of these schools pupils had access to prospectuses mailed to the school by various training institutions but in others not even this material was available.

In one school it is noted, the careers' programme which consisted of a talk by the headmaster, was described by one pupil in the following way;

'The headmaster gave us a talk about the goodness of teaching. Then he told us who was fit to be a teacher, and I was chosen.'

Judging from responses in the questionnaire in that study, only one third of the schools in the sample had a functioning careers' guidance programme. This proportion, it is noted, was probably fairly close to the figure for Kenya Secondary schools as a whole. An interesting factor emerging from the study is that there is a strong relationship between school type and quality, and the effectiveness of the careers' guidance programme as summarized in tables 3 and 4. As many as five of the national-catchment and high quality local-catchment schools have effective guidance programmes, compared with only two of the ten medium and low quality local schools and none of the five Harambee schools. As will be seen later in this study, few if any of the pupils from high quality schools are recruited for primary teaching; which implies that

a majority of primary teachers are people who are not very informed about careers in other fields.

**Table 3: Proportions of Pupils influenced by Careers' Guidance Service in Making Career Choices.**

<u>School Type and Quality</u>	<u>% Influenced</u>
National catchment	27.7%
Local catchment	
High quality	21.0%
Medium quality	10.0%
Low quality	7.7%
Harambee	4.4%

**Table 4: School Type and Quality, by Careers' Guidance Effectiveness**

<u>School type and quality</u>	<u>Careers very effective/fairly effective</u>	<u>Guidance ineffective non-existent</u>
National catchment	2	0
Local catchment		
High quality	3	1
Medium quality	1	4
Low quality	1	4
Harambee	0	5
<b>Total</b>	<b>7</b>	<b>14</b>

The ineffectiveness of the career guidance problem is aggravated by the information provided by employers and career masters. It is noted that in addressing students about employment both teachers and employers seem to be preoccupied with stressing the difficulties of the unemployment situation and with emphasizing the need for fourth-form leavers to set realistic educational and career goals.<sup>4</sup> Little is said about students' traits related to various jobs. Nor is much said about a rational relationship between the number of places available in each course and the number of applicants, and similarly between the intellectual demands of a course and the calibre of those who apply. Some accurate ratio of applicants to places for any course seems to be determined as much by rumour and fashion as by any other factor.

This is the situation that faced the 1969 School Certificate (EACE) leavers. In all, there were 16,550 citizens who finished form IV in December 1969. It was estimated that about 14% were to be offered places in High Schools and another 21% in other government training courses. A further 27% were to be absorbed into the labour market in technical, clerical or skilled jobs. The remaining 38% were to find self-employment, work

in family enterprises, agriculture, or in semi-skilled work, enter privately run training courses or would be unemployed. The breakdown excluded 2500 private candidates for the Cambridge School Certificate (EACE).<sup>5</sup> The detailed breakdown for job opportunities was as shown in table 5.

1.1	Professional occupations	100
1.2	Administrative occupations	100
1.3	Technical occupations	100
1.4	Other occupations	100
2.1	Unemployed	100
2.2	Unemployed	100
2.3	Unemployed	100
2.4	Unemployed	100
2.5	Unemployed	100
2.6	Unemployed	100
2.7	Unemployed	100
2.8	Unemployed	100
2.9	Unemployed	100
2.10	Unemployed	100
2.11	Unemployed	100
2.12	Unemployed	100
2.13	Unemployed	100
2.14	Unemployed	100
2.15	Unemployed	100
2.16	Unemployed	100
2.17	Unemployed	100
2.18	Unemployed	100
2.19	Unemployed	100
2.20	Unemployed	100
2.21	Unemployed	100
2.22	Unemployed	100
2.23	Unemployed	100
2.24	Unemployed	100
2.25	Unemployed	100
2.26	Unemployed	100
2.27	Unemployed	100
2.28	Unemployed	100
2.29	Unemployed	100
2.30	Unemployed	100
2.31	Unemployed	100
2.32	Unemployed	100
2.33	Unemployed	100
2.34	Unemployed	100
2.35	Unemployed	100
2.36	Unemployed	100
2.37	Unemployed	100
2.38	Unemployed	100
2.39	Unemployed	100
2.40	Unemployed	100
2.41	Unemployed	100
2.42	Unemployed	100
2.43	Unemployed	100
2.44	Unemployed	100
2.45	Unemployed	100
2.46	Unemployed	100
2.47	Unemployed	100
2.48	Unemployed	100
2.49	Unemployed	100
2.50	Unemployed	100

Source: Department of Education, 1975, p. 100. Based on data from the 1974 Census.

**Table 5: Job Opportunities for Form IV  
Leavers 1969.**

<u>Job</u>	<u>Vacancies</u>
<b>I Form V</b>	<b>2,300</b>
<b>II Three Year Course</b>	
<b>1. Teaching (Secondary)</b>	<b>510</b>
<b>2. Technical Training</b>	<b>450</b>
<b>3. Agricultural</b>	<b>230</b>
<b>4. Medical</b>	<b>560</b>
<b>III Two Year Course</b>	
<b>1. Pl Teacher</b>	<b>830</b>
<b>2. Agriculture</b>	<b>410</b>
<b>3. Technical</b>	<b>390</b>
<b>4. Social</b>	<b>20</b>
<b>IV Direct Employment</b>	<b>4,450</b>
<b>V Miscellaneous Employment     or unemployed</b>	<b>6,230</b>

**Source: Development Plan 1970 - 1974, Nairobi:  
Government Printer, 1969.**

With this rough information students in this study indicated their future career aspiration as illustrated in table 6.

Table 6: Students' future career aspiration

Further Education			Job Aspiration			
HSC	NO HSC	TOTAL	PRIMARY TEACHING	SEC.SCHOOL TEACHING	OTHER JOB	TOTAL
38	91	129	19	59	51	129

From table 5 it is clear that Form V secondary school teaching, and primary school teaching provided more opportunities for the Form IV school - leavers in 1969. Thirty-eight students in the sample aspired to go on with further education though 91 did not wish to. Turning to career aspirations, it is clear that primary teaching is very unpopular with most school leavers. Only 19 teachers in the whole sample selected primary teaching as their first career despite the fact that this area provided more opportunities for employment. Secondary school teaching was fairly popular and other jobs had a strong appeal for these teachers. This indicates that <sup>many</sup> teachers are definitely



following a profession they did not opt for, which means many young people are singled out for the teaching profession against their will. This idea of dumping students into teaching against their will is bound to have some effect on their dedication to the profession and subsequently to their teaching effectiveness.

#### SCHOOL TYPE

An attempt was made to examine the background of the teachers in the study in relation to the type of school they attended. As shown in table 7 a majority of the primary teachers are recruited from medium and low cost schools. Students from high cost schools are not very much attracted into primary school teaching. As discussed earlier, these schools together with those of national catchment have more efficient career guidance programmes. Students in these schools have a clear perception of conditions of service for primary teaching. That many are not attracted to the profession, it reflects very poorly on the terms of service in primary teaching. Yet in terms of secondary education these students are more exposed to a much

wider curriculum that can perhaps make them more efficient teachers than those who go through schools of medium or low cost. These schools tend to attract teachers of high calibre because they are established and well known. Their standards of physical equipment are high. These schools are of two kinds, low-cost and high-cost. Selection for entry is extremely competitive and is based mainly on performance in the selection examination, the Certificate of Primary Examination (C.P.E.). There is a quota for each area of the country. Over the years they have achieved consistently excellent results in School Certificate (EACE) and other external examinations. They generally charge very high fees.

The low cost or low catchment (medium) by contrast, usually draw most of their intake from a fairly small area, and very often a majority of the pupils are of one tribe. These schools are maintained by the government and all charge relatively low fees. Selection for entry is severe, but not as severe as the high cost or national schools. In most districts places are available in local-catchment schools for 10-15% of the pupils sitting the secondary school selection

examination. Teachers in local-catchment schools are for the most part well qualified. In a typical school nearly half the teachers are likely to hold a University degree and as many as three-quarters will hold a teaching certificate of some kind. They at least have a <sup>science</sup> laboratory and a library. Government maintained local-catchment schools provide education for the bulk of Kenya's secondary pupils particularly at the fourth form level.

Within the low cost schools are 'Harambee' Secondary Schools. These are not 'maintained schools'. They were built by local self-help initiative in response to the shortage of places in government maintained schools. They offer a two - year or four year education course, leading to the Kenya Junior Secondary Examination, K.J.S.E. or the East African Certificate of Education in the fourth year. They teach the same courses as maintained schools, except that because of shortages of equipment and specialist teachers they tend to concentrate on subjects which can be taught from a text book such as Health Science, Bible Knowledge, History and Geography. The intake is non-selective. Any pupil with a bare pass in the selection examination can be assured of a place in most Harambee schools providing he can find the fees. Compared with government schools,

Most Harambee schools are poorly staffed. A good school may have a trained SI or PI teacher as its headmaster and perhaps one other trained Kenyan teacher. If the school is fortunate, it may also have one or two overseas volunteer teachers. The other teachers have at best a second division or third division School Certificate (EACE) pass as their only qualifications though they are now increasingly attracting untrained teachers with Higher School Certificate (EAACE) qualifications. Harambee schools are also nearly always badly equipped. Some of the better schools now have small libraries and rudimentary laboratories. At the fourth form level, Harambee school enrolments make up a much smaller proportion of total enrolments because many Harambee schools have not yet reached form four, and because dropout is heavy.

Table 7: Teachers and the type of schools attended

Total	National catchment	Local catchment	Harambee
129	27	65	37

GENERAL BACKGROUND FACTORS

Sex

As shown in table 8, of the 129 teachers, 74 were male, 55 were female, a thing that seems to point to the domination of the teaching profession by men teachers.

Table 8: Teachers and their general background

Male Teachers	Women Teachers	Total
74	55	129

Catholics	Protestants	Muslims	Total
65	64	0	129

Fathers' Education and Employment

Total	No Education	Primary Education	Secondary Education	Higher Education	Formal Employment	Informal Employment
129	53	76	0	0	38	91

Mothers' Education and Employment

Total	No Education	Primary Education	Secondary Education	Higher Education	Formal Employment	Informal Employment
129	84	45	0	0	6	123

### Religion

Looking at religion as a factor one is struck by the absence of Muslim teachers in the schools. Efforts would have to be made to encourage Muslims to take more interest in education since the number of Muslim pupils is increasing and is beginning to form a high proportion of population in schools.

In looking at fathers' education and employment it is clear, that a good proportion of the fathers had some primary education 76, while 53 had no education. None of the fathers had had secondary or higher education. Given this kind of background it might be concluded that fathers' influence on these teachers in the selection of careers might not be quite significant. This is supported by the fact that only 38 of the fathers were employed in some kind of formal employment requiring trained skills. Ninety-one of the teachers' fathers are engaged in informal employment like working on the farm or running some business.

A majority of the mothers, 84, had no education while 45 had primary education. Only 6 are engaged in formal employment while 123 are engaged in informal employment. With this

kind of background one would perhaps safely dismiss mothers' influence on the teachers' selection of career. It should, however, be noted that parents with this kind of background would always encourage their children to become teachers since this is a career most of them are familiar with.

SCHOOL CERTIFICATE (EACE) ACHIEVEMENT

Much attention in the study was paid to School Certificate (EACE) grade since it is used as an important criterion for selecting students for teaching. Subjects that were taken by the teachers in the sample are shown in table 9.

**Table 9: Points obtained in each subject  
on the E.A.C.E.**

Points	1	2	3	4	5	6	7	8	9	Total	
Did not sit											
English	2	0	0	6	3	9	36	39	28	6	129
History	25	0	0	5	5	3	18	20	15	38	129
R/Knowledge	34	0	4	19	6	10	23	17	8	8	129
Swahili	86	0	0	1	0	4	5	7	6	20	129
Maths	29	0	0	1	1	8	21	19	17	33	129
Geography	10	0	0	12	6	9	30	24	17	21	129
Science	65	0	0	3	6	6	23	8	8	10	129



In looking at table 9, it is clear that because English is a compulsory subject it is taken by most of the candidates. No candidate in the sample obtained a distinction pass. Half of the candidates obtained a general pass. This reflects very poorly of this subject since it is a medium of instruction in many of the primary schools. Somerset in his study of the C.P.E. examination has revealed that candidates' performance on this examination is very much influenced by the quality of instructions they have received in the English Language.<sup>6</sup> The fact that the examination is taken in English implies that pupils should be thoroughly instructed in this subject. Judging teachers' performance in this language on the School Certificate Examination (EACE) one is tempted to conclude that even School Certificate (EACE) teachers might not be giving very effective instructions in English.

About 1/5 of the teachers in the sample did not take History in their examination. For the 2/5 who sat the subject, none had a distinction pass in it. A few obtained a poor credit in the subject while about 35 obtained a general pass. A very good proportion, 38 failed the subject and it is not rare to find such teachers preparing pupils for an examination in the subject.

Religious Knowledge though not taken by 1/5 of the candidates it was perhaps the best done by teachers in the sample. Five candidates obtained distinction passes and a fairly high proportion obtained good credit passes. Only a small percentage, 7 failed the subject. Yet this is a subject that is not given much emphasis in the higher classes of the primary school due to examination pressures.

Swahili another non-examinable subject in primary schools was not taken by many of the teachers in the sample; only 43 teachers entered for it. Of the forty three, none obtained a distinction pass in the examination. Only 10 obtained credit passes, while 13 obtained average passes. A very large number, 20, failed. The fact that many of the teachers in the sample did not sit for this subject and that the subject is generally poorly done has a number of implications on national planning. It might be asserted that government efforts to make Kiswahili a medium of instruction in the schools and a national language will take some time because competent teachers who are an important instrument in promoting <sup>this</sup> policy are not available in sufficient numbers.

Mathematics which until very recently was not compulsory for all the candidates sitting for the East African Certificate of Education in Kenya was not taken by 29 of the teachers in the sample. This is serious since Mathematics is a C.P.E. examinable subject in the primary schools. One is tempted to conclude that some primary teachers are called upon to teach this subject when they have not had substantial grounding in it. None of the teachers obtained a distinction pass in Mathematics. Only 31 teachers scored credit passes, and 36 mere passes; 33 of the teachers failed the subject. With recent government stress on teaching of this subject, the quality of teachers in the system does not reflect very favourably on this kind of policy.

Geography generally appears to be a very popular subject, with only 10 teachers not taking it in the E.A.C.E. examination. Though no teacher scored a distinction pass, the subject was generally, well done; 57 of the teachers obtained credit passes while 41 obtained passes; 21 of them, however, failed.

A very disturbing feature appears to be the high number of teachers in the sample who did not take any of the science subjects. Physics, Chemistry,

or the two combined and Biology in their examination, 65 of them. As in other subjects, no teacher obtained a distinction pass though a very good number obtained credit passes, 38. Most of these were generally in Biology. It is clear that despite government stress on the teaching of Science, Kenya's school system is still arts oriented. Performance on the science subject will continue to be poor for as long as science teachers will not be forthcoming from the school system. From this it is clear that teachers who in their own school days did not take a science subject or loathed the subject are called upon to teach it. This does not reflect very favourably on the future of the subject with this quality of teachers.

Examining performance on the E.A.C.E. examination generally, it can be concluded that those recruited in primary teaching are those who did not perform highly. Few if any obtained distinction passes. A good proportion are those who did not even sit for subjects they are called upon to teach. It will be noted here that in most primary schools, teachers do not specialise in subjects of their interest. A counter argument could be that since many of the teachers, operate above the level of their pupils' knowledge, performance on E.A.C.E. examination might not be an important factor. Poor performance on the

Examination, however, reflects a weak knowledge of the subject and is bound to have an adverse effect on the quality of teaching.

E.A.C.E. PERFORMANCE AND CAREER ASPIRATIONS

It is not through subject performance analysis that one gets the impression that primary school teaching attracts the least able performers. In looking at the breakdown of teachers in the sample per division as shown in table 10, it is apparent that the profession does not attract many of the Division one and two. The profession largely attracts third division passes.

Table 10: E.A.C.E. Performance per Division

Division	I	II	III	E.A.C.E.	Fail	Total
Number	1	28	66	pass 34	0	129

In trying to relate E.A.C.E. performance and career aspirations a number of interesting points seem to emerge. As shown in table 11, the single Division one, E.A.C.E. pass did not prefer primary school teaching. Only 4.2% of the Division II preferred primary teaching. A fairly high proportion 29.2% of these however,

preferred to join secondary school teaching.

A low percentage 11.0% of the Division III teaching preferred primary/and still a good percentage 31% preferred secondary school teaching. A fairly high number of the EACE, 15.8% preferred joining the primary teaching profession; a high number 28.9% preferring secondary school teaching. More of the Division II opted to join other jobs.

Table 11: E.A.C.E. Performance and Job Expectations

Division	Primary Teaching	Secondary Teaching	Other Job
I	0%	100%	0%
II	4.2%	29.2%	41.7%
III	11.1%	31.1%	35%
E.A.C.E.	15.8%	28.9%	34%
Fail	-	-	-

What seems to emerge from Table 11 is that there is some strong relationship between students' academic performance in the E.A.C.E. examination and their preference for the primary teaching profession. Students who are academically

strong do not normally choose primary teaching as their first career. A lower percentage of the Division two, 4.2% selected primary teaching as their first career while 41.7% of them chose other careers, while 11.1% of the Division III chose primary teaching, a higher proportion, 35% chose other careers. While a fairly noticeable percentage of the E.A.C.E. pass, 15.8% chose primary teaching as their first career, 34.2% of them wanted to join other professions.

Though primary teacher education is beginning to attract more applicants who obtained a Division two or better due to the changed job opportunities, usually <sup>these</sup> tend to be applicants whose performance in the E.A.C.E. has been low.<sup>7</sup> This is reflected in table 12.

**Table 12: E.A.C.E. Performance of Students who  
Joined Teaching in 1970**

Division	Number	Percentage	Aggregate points
I	1	0.9	21.0
II	24	21.8	29.8
III	45	40.9	37.2
E.A.C.E	38	34.5	53.5
Fail	2	1.8	53.5
Total	110	99.9	166.4

That the teaching profession attracts recruits who are less successful in their E.A.C.E. examination is best seen when a comparison is made with students who enter other professions.



**Table 13: E.A.C.E. Performance and Recruitment  
into Public Sector Training (Mean  
Aggregate Points)**

<u>Type of Training</u>	1965	1966	1967	1968
Teacher Training	36.1	34.1	34.2	38.1
Agricultural	32.3	35.5	30.6	30.4
Medical	29.5	33.7	32.7	30.7
Secretarial	30.3	34.8	34.2	33.5
Other	25.3	26.7	26.7	37.2
Total	33.0	34.1	32.9	32.3

**Table 14: Performance of School - Leavers  
doing different types of Jobs  
(mean Aggregate Points)**

Type of Job done	1965	1966	1967	1968
Sub-professional of Technical	34.4	31.6	35.3	34.9
Teaching	41.8	42.5	41.5	42.3
Secretarial or Clerical	36.9	36.7	35.5	39.2
Uniformed forces	34.3	31.0	38.5	34.8

From table 13 and 14 it is clear that agricultural and medical courses recruit the ablest students of those that join the public sector training. School leavers who enroll for teacher education and secretarial training each year are relatively poor in their level of performance. Judging by different groups of professions it was generally concluded that:-

'The sub-professional category tends to recruit slightly better school leavers than other job categories. The school leavers who join uniformed forces are the second best and followed by school leavers going into clerical and secretarial types of jobs. Teaching has consistently been attracting school leavers who perform rather poorly in the E.A.C.E. This fact taken together with the fact that teacher education attracts least able public sector training courses, does not augur well for the quality of our education at the elementary level.'<sup>8</sup>

E. B. Castle making the same observation concluded:-

'In any discussion of the education of young teachers it must be borne in mind that almost every training college student is a failed candidate for the academic high school or for the University. He does not therefore enter the college with the most appropriate aspirations, for he starts his training for a difficult career wishing he were elsewhere.'<sup>9</sup>

In the recent years, the situation has considerably improved, as job opportunities in other professions have become scarce and with the general improvement of the conditions of the teaching profession.

FOOTNOTES

1. A. J. Maleche, 'Why Join Teaching?' East African Journal Vol. 9 No. 10, October 1972. p. 14.
2. H. C. A. Somerset: Educational Aspirations of Fourth Form Pupils in Kenya, Institute for Development Studies, University of Nairobi. Discussion Paper No. 117, September 1971, pp. 28 - 30.
3. Ibid. p. 30.
4. Ibid. p. 32.
5. E. R. Rado, (at el) The Selection of Form Four Leavers for further education, training and employment, Institute for Development Studies, University of Nairobi. Discussion Paper No. 94 June 1970.
6. See D. Court (Ed), Education Society and Development New Perspectives from Kenya, Nairobi: Oxford University Press 1974, p. 161.
7. P. K. Kinyanjui, Education, Training and Employment of Secondary School Leavers in Kenya, Institute for Development Studies, University of Nairobi. Discussion Paper No. 138, August, 1974. p. 30.
8. Ibid.
9. E. B. Castle, Growing Up in East Africa, London; Oxford University Press, 1966, p. 173.

## CHAPTER THREE

### PRE-SERVICE TEACHER EDUCATION

#### TEACHING IN THE COLLEGES.

##### Academic and Professional Subjects

A majority of primary teachers in this sample having been recruited into teaching still wishing they had been elsewhere as already discussed in the previous chapter, are exposed to a pre-service teaching course which does not appear all that challenging. As illustrated by teaching at Thogoto Teachers' College, the composition of the curriculum is entirely based on the future task of the students in the primary school with its traditional programme. The subjects taught include, English, Kiswahili, Education, Agriculture, Science, Mathematics, History, Geography, Physical Education, Health Science, Arts and Crafts and Domestic Science. Students are expected to study all the subjects. The general trend is that subjects are divided into academic studies and methods. Each tutor is given the discretion of assigning some periods to methods and others to academic work in each subject.

In terms of content, teacher education in Kenya has a Western and even distinctly Anglo-Saxon

character and all efforts to Africanise it have had very little effect. Those changes which have been effected concern almost exclusively Geography and History which are indeed entirely African centred.

In teaching since didactics of subjects are often taught by non-pedagogues, they are hardly integrated into didactical and educational principles. At the same time the frequently justified suspicion that after all the secondary school has provided too little insight and ready knowledge to serve as a basis for primary teaching, gives rise to the wish to shift the accent from methods to academic subjects.

With the modern trend of stressing activity in teaching one would expect lessons to be presented in a more practical way than talking and listening only. The teaching staff generally tend to be convinced of this and the general trend is now towards a certain degree of student activity during a lesson. Academic requirements, however are that a wide range of subjects be treated. Much of this cannot be left to private study. Textbooks are often lacking or are not suitable. Much of the subject matter is therefore incorporated in the notes taken by the students during the lessons.

Classroom discussions present difficulties. Occasionally students are encouraged to discuss matters they know too little about, with the result that there is no time at all for fruitful discussions. Usually the tutor initiates some discussion after lengthy explanations.

Generally teachers' courses look too academic and tend to be irrelevant to the future task of the primary school teacher. This is perhaps clearly shown by a critical examination of the study of Education.

This subject includes psychology, pedagogics and didactics, and school organisation and management. The books widely used include A. G. Hughes and E. H. Hughes, Learning Teaching, London; Longmans; and J. Farrant, Principles of Education, London; Longmans. A glance at these texts, the contents show that the accent falls on genetic child psychology, and the related pedagogic practice. There are also elementary booklets like those by A. J. Udo, An Introduction to Teaching, Accra; Longmans, 1965 and H. J. Berne, The Teacher and His Pupils, Oxford University Press, London; 1965.

Most of the texts commonly used are Farrant and Hughes. These have no bearing on the Psychology of African children or the African pedagogical

situation. In most of the colleges for sometime, the subject has been handled by expatriate teachers who lack both the time and the ethnographical knowledge necessary to gain good insight into the African family life.

Farrant in particular puts a lot of emphasis on school practice. A considerable number of pages are devoted to teaching aids. On one of the pages he observes;

'The most common excuses made for not using teaching aids are that they are difficult to obtain and expensive to buy. Both of these objectives can be overcome on your own. A few simple materials, a moderate imagination and a lot of care are all you need to set up in business as your own visual aids procedure.'

A list of simple materials is given and it would seem as if these exactly are the things that many colleges have at their disposal. Most primary schools can certainly not afford to buy such a set of strictly necessary things not even one set for the entire staff.

Farrant entitles his book 'Principles and Practice of Education in Africa.' That the book should have been especially written for Africa is hard to believe. In the preface, this particular purpose of the book is even hardly mentioned, except in the sentences;



'Throughout Africa education is looked upon as one of the vital means of claiming the freedom that so many nations have struggled for and have attained.'<sup>2</sup>

What is not clear is whether or not Education is only a vital subject in Africa, but not in other continents.

Referring to child study, Farrant has the following to say;

'Research in this area has been done by child psychologists in Europe and America and so-called "norms" are available for children of every age. But in Africa, such research is still inadequate for accurate conclusions to be drawn. However, by using smaller samples some idea of the typical African child at different ages can be gained but you will have to do it yourself.'<sup>3</sup>

All the same the author proceeds to discuss 'the child's' physical and mental development on the basis of the 'norms' discussed above and proceeds to give the following outline of its mental maturation.

'Up to 1 year, co-ordination begins, way of speech prepared.  
1 - 2 years, ready to relate meaning to words.  
3 - 6 years, ready for memorization.  
6 - 11 years, ready for skills requiring good co-ordination such as reading and writing.  
11 - 16 years, ready for reasoning in concrete terms.  
16 - 21 years, ready for abstract thinking.  
21 years and over, ready for everything.'

It should be pointed out that here the African child is gratuitously supposed to pass through the stages which were established outside Africa.<sup>4</sup> One may wonder whether the author himself had not better taken the advice he gives to the college students, namely to study the African child before writing a text book for these same young people. In fact he lets the matter rest for ever in the chapter like 'The Development of Personality' in which the African child is not mentioned anywhere.

He further mentions the qualities of a good teacher. These include, physical energy, perserverance, responsibility, initiative, self control, decisiveness, sincerity, humour, loyalty, leadership; dress and speech. Hughes and Hughes on this point stay far more down to earth and almost exclusively lay stress on the art of teaching.

E.B. Castle, Principles of Education for Teachers in Africa, Oxford University Press, Nairobi, 1965 has something to say about respect for truth, earnestness in word and deed, sense of humour, studiousness. He must be intelligent, cultured, religious, have plenty of self-restraint, self-control, initiative, love, tact, patience and he must be open to the spiritual, cultural, political and social

problems of his time. Nothing is said about the didactic requirements he must meet.

All these seem innocent enough, even though, it might be said that it would be a good thing for the foreman in the factory, the agricultural advisor and all parents to possess such qualities. Oddly enough nothing is said about these things in manuals for other types of vocational training. And if education means social intercourse, the teachers do not at all occupy such an exceptional position in this process. Not so it seems to be only the teacher who has to be so fully conscious of the moral requirements he must meet. It is very unhealthy to saddle anyone with such an ideal. Very important would be to let the teacher understand his profession and his duty.

As regards the examination in this subject teachers in this sample sat for a paper officially set by the Ministry of Education for the first time. Emphasis was given to short questions of the multiple choice. Questions with pre-formulated answers were generally given with only four choices. Perusing the answers one notices some choices that are so silly, that even laymen could reject them outright. A certain degree of intelligence, or at least common sense renders the chance of underlining

the correct answer. In other words it means that by blindly picking any of the four answers, one stands a 25% chance of hitting upon the right answer. A little common sense and recollection of one's own experience at school gives the next 25%; and so it is not difficult for somebody possessing a certain amount of general education though a layman in the field of pedagogy to pick on the correct answers even without any preparation.

In this respect one wonders if it is really necessary to devote such elaborate lectures to the subject covered by the examination questions in the course of training. Common sense and a little maturity apparently provide as much insight and perspective as special instruction.

Despite the improvement in the quality of entrants in primary teacher education, thus a majority now with secondary school background, academic courses generally reflect the tradition of a majority of entrants having had only primary education. In all the subjects they have been designed almost wholly as a means of furthering the students' own intellectual development. What is not realized is that the content of what primary teachers are destined to teach is usually basic and

simple. Therefore what is required in such studies is guidance in framing appropriate syllabuses and schemes of work and suggestions as to the viable methods of teaching. What is superimposed on such structure is an attempt to introduce some higher latitude courses of academic study not with the aim of extending the students horizon in the content or subject matter that they will subsequently be called upon to teach, but for the purpose of giving them an insight in the promotion of their future career. This is particularly the case with graduate tutors. This is beginning to have an unfortunate effect of making students see their teaching course as a means of their academic advancement. What is important is that teachers in this study were not exposed to clearly outlined syllabuses in all the subjects except education.

In looking at other subjects what was clear is that the English Language was a subject given a lot of emphasis. Students were expected to have a good command of the language; they had to know its grammar syntax, phonetics and the method of teaching it as a subject thoroughly. This implied that in practically all the colleges a lot of time and energy had to be given to English. Even if one considers that when entering college, the students

had already had at least nine years of English and had been accustomed to using the language at secondary school, it did not appear a luxury for colleges to devote such time to the subject.

Kiswahili, which is becoming fairly popular, and which is now a language officially used in Parliamentary proceedings, is not given as much emphasis as English. It is given an average of three periods a week. As observed in the previous chapter, most of the students are exposed to the language for the first time in college. In the light of the present policy of making it a national language, and considering the fact that students are not familiar with the subject, one would have expected that more time is devoted to it.

The time allocated to other subjects seems to have been patterned to that of the secondary schools. These are generally allocated three periods a week. Turning to the question of content generally as pointed out before, there appeared to be no clearly outlined syllabuses though the Ministry of Education guides tend to dictate that the Kenya Junior Secondary Examination, the East African Certificate of Education, examination syllabuses be followed. This gives

individual tutors the opportunity to work out their own syllabuses. In a subject like History most topics covered would include the history of Europe, the history of Africa with stress being laid on the history of East Africa. History tutors are also expected to deal with current issues. While in secondary schools these topics are effectively taught because at least students have text books in these areas and also teachers are specialised in their subjects, in colleges this appears to be the contrary. Texts are scarce and most of the tutors handling such subjects are unqualified, since a number were promoted to S1 status from P1 through the crash programme instituted by the Ministry of Education after independence. Surprisingly examinations are patterned to the East African Certificate of Education Examination 'Ordinary' and 'Advanced' levels.

Geographical studies are comprehensive. Though they generally depend on the background of the tutor taking the subject. Topics like the economic geography of the whole world are discussed with special emphasis on Africa and East Africa, Physical Geography is also treated at length. Lack of teaching aids makes itself felt more acutely here than in most other subjects.

Generally students resort to making their own visual aids. The use of most geographical tools is unknown to the students. In this subject too examination questions reflect those questions asked in official external examinations. One of the most disturbing question is the little emphasis given to local studies in the teaching of the subject.

Mathematics covers geometry, algebra, arithmetic and respective teaching methods though a recent shift is on new mathematics. This is allocated a little more time.

Science subjects are the most poorly taught. In most colleges, the three sub-divisions, Physics, Chemistry and Biology are not normally made. Most colleges have no laboratories and what might be described as laboratories are always pathetically lacking in equipment.

But with much of the first term work centred on academic work and little on pedagogues, students find themselves thrown before the primary classes in the second term, hardly having seen a primary school lesson in practice except when they go out to collect schemes of work from regular teachers in the schools they will practice.



With this kind of preparation, students' classroom practice is more of their recollections of their own school days than what they acquire in the colleges. They are inclined to model their behaviour on one or more of their former teachers. It is inevitable that they observe or try to remember the way in which their own teachers behaved in the classroom. This factor alone seriously limits the use of the teaching practice grades as a predictor of effective teaching.

#### Teaching Practice Supervision

As regards the supervision which might be expected from the staffs of the schools where students teach; neither the head teacher nor the class teacher, in a majority of cases, put in an appearance at any of the lessons. Furthermore since the students follow the normal time-table, the regular teachers do not have a heavy teaching load, so they are available for supervision. It is not a secret, however, to state that the regular teachers often take a holiday during the teaching practice. The students bitterly complain about this lack of interest for supervision and criticism.

One who is familiar with teaching practice supervision will, however, notice some ambivalent attitudes in students for this need for supervision. Students are normally aware that they have completed four years of secondary school and are training as P1 or P2 teachers. When the greater bulk of the primary teachers in the schools had only seven or eight years of primary education though this situation is improving. The students criticism of these simple primary teachers is often ruthless or else gives some evidence of infinite arrogance. Usually many of the P1 and P2 students secretly feel too good for primary teaching at the outset.

This ambivalent attitude which implies that the students seek advice on the one hand and on their hand reject it, by no means improves their position when at their practising schools. Pupils, particularly those in the upper classes are well aware of the fact that they are confronted with an as yet unqualified and inexperienced teacher, and often the student teacher soon notices that his pupils speculate on this. This factor often makes his classroom experiences very tense. Generally as a result of these attitudes, student-teachers often do not know how to act in an expected situations, how to answer unprepared

questions, they are put off by irrelevant remarks and are too intent on keeping order. As yet they lack imagination and they are often unable to concentrate on what they are trying to teach and the children's response at the same time.

The absence of 'individual' contact with the pupils is striking. For the short period he has to stay in the schools he does not yet know his class and is obliged to address his pupils with 'you on the middle bench' or point them out with his finger except for the bright pupils who are often known by name.

Often pupils need individual help in exercises but hardly any of the students go further than supervision. They largely walk round the classroom crossing out wrong answers, and adding a tick if the answer is right. This can hardly be called correction since true correction implies individual attention.

At Thogoto College each student is assigned the task of observing one child or a group of children with special attention to psychological implications of child development. This is done during the teaching practice and students are expected to hand in a report of their findings to the supervising tutor. This task is useful enough

but the fulfilment of it remains artificial so long as the student does not of his own accord find children's faces in their infinite variations of expressions fascinating. Little surprising, that many students in front of their classes give an impression of softness and of being aloof. This attitude prevents them from making the best of their own personality. Students hardly attempt to play with pupils at break or during the games hour.

The transmission of knowledge is quite perturbing. Possibly as a result of the quality of the students recruited for primary teacher education, most of whom are normally failures as discussed earlier, most student teachers are not completely familiar with what they must teach. The general impression is that the knowledge gained at college in academic content and methodology is insufficiently digested to be transmitted. The following description is typical of the lessons students present on Teaching Practice.

'... Several student teachers, lessonbooks in hand, watched the car stop and the visitors get out. They seemed anxious to get their ordeal over and led their examiners to their classrooms explaining hurriedly the subject of the next lesson. David, one of the student teachers, had written the aim of the lesson

in his notebook: "To elicit coal fields in Great Britain and industries near them". His college tutors had obviously persuaded him of the advantages of visual aids for he proudly unfurled a homemade map of Great Britain showing the major coal fields, and their nearby cities. He then produced from an aluminum pail a seemingly endless supply of objects from sticking plaster to a transistor radio and followed this with pictures of still more objects. When the class was satisfied that these were some of the things that British factories made, David proceeded to pin rectangular cards on his map, each card carrying a symbol of the article manufactured in each city. All this was done with great vigor and David was obviously determined both to tell and show his class what he wanted them to know. But in his enthusiasm he forgot to "elicit the coal fields" and when the lesson ended the children knew that knives and forks came from Sheffield and ships from Glasgow, but not much more.

Like most teachers whether old or young, student teachers talk too much. One young man delivered a forty-minute lecture on Christopher Columbus and encouraged "Class participation" in a curious way. He would say, for example, "Christopher Columbus visited Portugal." Then he would repeat the line except for the last word and the class would supply "Portugal" in chorus. Similarly, when Columbus was having his troubles with a dispirited crew: "We are going forward. We are going..." And the class roared its word of assurance. Both the lecture and the chorused responses were disconcerting to the children in adjoining classrooms.'5

Often student teachers find themselves pinned to their didactic principle that they give a very incorrect and artificial atmosphere in the class. The didactic dogmatism often tends to turn students lessons into awkward undertakings. For instance it

appears to be an unwritten rule that each lesson in Geography, History, Religious Knowledge and Science starts with a sort of short lecture after which the main points are written on the board followed by a series of questions or a filling in exercise. Though students are warned against some of these dull practices while at college most of the students were possibly taught in this way when they were at primary school; they now see their older colleagues do the same and continue with the method even when there are enough textbooks available for the subjects. A similar attitude is to be observed with the use of the teaching aids. The college staff stresses the importance of this point to the extent that it becomes a form of indoctrination and often their use becomes meticulous.

#### Teaching Practice Assessment

Since the headmasters and class teachers of the practising schools do not participate in the supervision of students classwork they do not assess students' lessons. This is largely left to the college tutors. Most of the colleges have a teaching practice guide and grading form similar to the one appended. Normally these guides include:-

(a) Lesson preparations:

Classroom procedure

Content

rapport with pupils

Use of aids.

(b) Knowledge of subject matter:

Varied teaching techniques

Ability to communicate simply and effectively.

(c) Management of childrens:

Discipline

Relations with class

Enthusiasm and liveliness of manner

Giving praise

(d) Teaching skills:

Questioning

Initiative and imagination

Lesson material

Exposition

Use of teaching aids

Organisation of practical work

Voice and appearance.

(e) Relationship with childrens:

Atmosphere of classroom

Students' knowledge of subject matter

Marking and displaying of pupils' work

Ability to secure and retain children's

attention

**Clarity and audibility of voice**

**Appropriateness of vocabulary**

**Degree of children's activity**

**Appearance**

**Punctuality.**

Students are assessed and graded on a point five scale A to E and is normally extended to a 15 point scale by the use of plus or minus sub-grades. Despite the use of the grading and assessment guide, tutors' assessment remain largely impressionistic and not analytic. There are a number of factors that the assessers do to take into consideration, such as size of class, type of school, for instance at Thogoto some students practice in City Schools which have better facilities. Tutors normally have no consensus opinion on the criteria they apply in evaluating a lesson. Nor have the colleges got a standardized scale for evaluating students in the whole Republic. There is a wide diversity of assessment patterns among the colleges which means that different colleges reward different behaviours. The comparability of the practical teaching assessment element in the various colleges is therefore seriously doubtful.



A common problem with all Teaching Practice assessment is the role of the tutor as an advisor and helper. The assessment role develops anxiety in the student which normally limits his willingness to risk experimentation. Student anxiety is often generated by tutors' contradiction about what they expect in students' lessons. This subsequently leads students to manipulate tutors. One student remarked, 'if the tutor normally talks about aids you give them to him and if another always speaks of nature corners you also give them to him.'

From what has been pointed out above, the assessment of teaching practice, lacks validity thus, it does not assess what it purports to assess. Instead of reflecting the whole range of a students' teaching ability, it reflects a strictly limited number of teaching skills observed during a limited number of teaching displays in artificial conditions. The student's performance is inextricably linked with the discipline, nature and organization of the practising school and with the previous learning experiences of the student teacher and of the children. Further assessment by grading is not reliable thus, it is not reproducible. A student assessed at, say, C+ after observation of a

series of lessons is unlikely to be given the same grading by a different observer after a subsequent series of observation lessons. Lesson assessment is largely subjective. Assessment by grading presupposes a general teaching ability. It is highly questionable whether such a general ability exists. All tutors could be familiar with the student who performs very well with a group of able academic pupils but fails with a class of non-academic children. Individual colleges in Kenya assess different behaviours and qualities in their students.

These problems about the preparation and assessment of teaching practice do not nullify the use of teaching practice grades to evaluate teachers' effective teaching. Primary teachers' colleges attempt to introduce some reliability in their assessment by a continuous supervision and assessment of students on at least three block teaching practices. Final grades for student teachers are reached by consensus opinion among the college teaching staff together with an external examiners' board.

EVALUATION OF THE TEACHING COURSES

Though the approach in teaching in the colleges is patterned to that of secondary schools, there is a remarkable difference in the marking of the scripts. Generally tutors in the colleges tend to be generous in their marking as the table 15 illustrates.

Comparing the two tables one notices a marked difference. While distinction passes are a rare feature in School Certificate Scores, they are quite common in the evaluation of teachers in the colleges. Even in a subject like Education and method which is commonly set, marking tends to be quite generous; thirty-five of the teachers in the sample obtained distinction passes. Students are so much over-marked that those who weakly passed a subject at E.A.C.E. or never took it all obtained very high passes in their college performance. Since the colleges have tended to adopt secondary school syllabus one would expect their marking system to reflect and measure a student's academic potentiality effectively. This should particularly be the case since teachers' promotion in this country is based on their achievement on official examinations.

SIMPLE ANALYSIS OF MEANS.

An analysis of simple means was made of the performance in E.A.C.E. examination and in Teacher Education Courses in a sample of subjects taken in the two examinations. This was done on the basis of the independent variables outlined in the first chapter.

	1	2	3	4	5	6	7	8	9	10
Mathematics	75	6	2	4	8	4	5	7	6	60
Science	70	4	0	1	1	6	11	17	17	70
Language	65	0	2	12	6	7	10	14	17	72
History	60	4	0	3	6	6	10	8	8	68
Independent Variables										
Age	0	15	20	25	30	35	40	45	50	55
Gender	0	1	2	3	4	5	6	7	8	9
Religion	5	10	15	20	25	30	35	40	45	50
Marital	0	10	20	30	40	50	60	70	80	90
Education	0	10	20	30	40	50	60	70	80	90
Occupation	5	10	15	20	25	30	35	40	45	50
Income	0	10	20	30	40	50	60	70	80	90

**Table 15: A Comparison of E.A.C.E. and  
Teacher Education Assessment**

<u>E.A.C.E. Evaluation</u>										
Points	0	1	2	3	4	5	6	7	8	9
History	25	0	0	5	5	3	18	20	15	38
Religious Knowledge	34	1	4	19	6	10	23	17	8	7
Kiswahili	86	0	0	1	0	4	5	7	6	20
Maths	29	0	0	1	1	8	21	19	17	33
Geography	10	0	0	12	6	9	30	24	17	21
Science	65	0	0	3	6	6	23	8	8	10
<u>Teachers' College Evaluation</u>										
Ed. Methods	0	19	16	24	22	18	20	7	3	0
Maths	0	31	17	13	14	14	15	14	6	5
Geography	5	19	19	12	23	13	12	13	12	1
History	3	20	18	11	20	16	16	11	12	2
Science	0	24	19	18	20	16	16	10	2	4
Religious Knowledge	5	27	14	15	19	15	13	14	5	2
Kiswahili	4	19	24	19	20	10	13	15	7	8

**Table 16: Sex and Performance in E.A.C.E.  
and Teacher Education**

<b>Subject</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>History</b>	E.A.C.E.(61) 7.1	(43) 7.5	(104) 5.9
	T.E. (74) 4.1	(55) 4.1	(129) 4.1
<b>R/Knowledge</b>	E.A.C.E.(34) 5.2	(61) 5.8	(95) 5.5
	T.E. (74) 4.0	(55) 3.5	(129) 3.8
<b>Kiswahili</b>	E.A.C.E.(31) 8.4	(12) 6.6	(43) 7.7
	T.E. (74) 3.4	(55) 4.5	(129) 4.8
<b>Mathematics</b>	E.A.C.E.(59) 8.0	(41) 6.6	(100) 7.4
	T.E. (74) 3.7	(55) 4.4	(129) 4.0
<b>Geography</b>	E.A.C.E.(64) 6.1	(45) 7.1	(119) 6.5
	T.E. (74) 4.0	(55) 4.0	(129) 4.0
<b>Science</b>	E.A.C.E.(41) 7.4	(23) 5.4	(64) 6.6
	T.E. (74) 3.8	(55) 3.8	(129) 3.8
<b>Ed. &amp; Methods</b>	T.E. (74) 3.7	(55) 4.0	(129) 3.8
<b>Teaching Practice</b>	(74) 5.0	(55) 5.1	(129)*5.0

\* In all the tables the number in brackets represents the number of teachers.

**Table 17: Teachers' Age and Performance on  
the E.A.C.E. and Teacher Education**

Age in Years		20 - 23	24 - 27	28 - 33	TOTAL
<b>Subject:</b>					
<b>History</b>	E.A.C.E	(11)6.0	(62)7.4	(31)6.9	(104)7.3
	T.E.	(11)3.8	(75)3.9	(43)4.7	(129)4.1
<b>R/Knowledge</b>	E.A.C.E.	(11)7.1	(55)5.2	(34)5.6	(95)5.5
	T.E.	(11)3.7	(75)3.4	(43)4.4	(129)3.8
<b>Kiswahili</b>	E.A.C.E.	(5)6.0	(25)7.4	(13)8.2	(43) 7.7
	T.E.	(11)4.8	(75)3.9	(43)3.6	(129)3.8
<b>Mathematics</b>	E.A.C.E.	(11)8.5	(60)7.2	(29)7.5	(100)7.4
	T.E.	(11)4.8	(75)4.0	(43)3.7	(129)4.0
<b>Geography</b>	E.A.C.E.	(9)6.8	(71)6.1	(39)7.2	(119)6.5
	T.E.	(11)4.3	(75)3.8	(43)4.3	(129)4.0
<b>Science</b>	E.A.C.E.	(7)6.2	(42)6.5	(15)6.8	(64)6.6
	T.E.	(11)4.7	(75)3.6	(43)4.0	(129)3.8
<b>Ed. &amp; Methods</b>	T.E.	(11)3.3	(75)3.7	(43)4.2	(129)3.8
<b>Teaching Practice</b>	T.E.	(11)6.1	(75)4.8	(43)5.0	(129)5.0

**Table 18: Teachers' Religious Background and Performance on the E.A.C.E. and Teacher Education**

Subject		Catholic	Protestant	Total
History	E.A.C.E.	(52) 7.3	(52) 7.3	(104) 7.3
	T.E.	(65) 3.9	(64) 4.4	(129) 4.1
R/Knowledge	E.A.C.E.	(48) 5.6	(47) 5.1	(95) 5.3
	T.E.	(65) 3.3	(64) 4.3	(129) 3.8
Kiswahili	E.A.C.E.	(22) 7.2	(21) 8.1	(43) 7.7
	T.E.	(65) 3.7	(64) 4.0	(129) 3.8
Mathematics	E.A.C.E.	(50) 6.6	(50) 8.3	(100) 7.4
	T.E.	(65) 3.7	(64) 4.2	(129) 4.0
Geography	E.A.C.E.	(60) 6.5	(59) 6.6	(119) 6.5
	T.E.	(65) 4.0	(64) 4.1	(129) 4.0
Science	E.A.C.E.	(32) 6.3	(32) 6.9	(64) 6.6
	T.E.	(65) 3.0	(64) 4.6	(129) 3.8
Ed. & Methods	T.E.	(65) 3.6	(64) 4.1	(129) 3.2
Teaching Practice	T.E.	(65) 4.3	(64) 5.8	(129) 5.0



From table 16 it is seen that sex is not remarkably powerful in determining teachers' performance in the teacher education courses. There are however minor differences on Kiswahili where the female teachers obtain 4.5 points while the male teachers obtained only 3.4 points. This is also the case on Mathematics on which they score 4.4 points while their male counterparts score 3.4 points. An important factor however, is that assessment in teacher education is somewhat misleading since many of the teachers who had not taken subjects like Mathematics, Science and Kiswahili are rated high.

Age does not appear to be a very powerful factor in determining teachers' performance in teacher education as shown in table 17, though the 24 - 27 age group tends to perform a little highly on Religious Education, 3.4 points. All the groups perform well in Education and Methods paper. Younger teachers 20 - 23, fair rather poorly on Teaching Practice getting 6.1 points as opposed to the other groups which centre around 5.0 points.

Religious background as a factor determining effective teaching in table 18 is not strikingly significant. On the general performance there is very little difference between the Catholics and Protestants. The Catholic group, however, are slightly better than the Protestant counterparts on Religious Education on which they score 3.3 points as compared to 4.3 and in Science where they score 3 points as compared to 4.6 and on Teaching Practice in which they obtain 4.3 points while the Protestant group score 5.8 points.

Subject	Catholic	Protestant
General Performance	4.2	4.2
Religious Education	3.3	4.3
Science	3.0	4.6
Teaching Practice	4.3	5.8

TABLE 18. Religious background as a factor determining effective teaching. (Continued)

18. The following table shows the scores obtained by the Catholic and Protestant groups on the various subjects mentioned in the preceding table.

**Table 19: Fathers' Education and Performance on E.A.C.E. and Teacher Education**

Subject	No	Primary	Total
	Education	Education	
History	E.A.C.E.(40) 7.5	(64) 7.3	(104) 7.3
	T.E. (52) 4.2	(77) 4.2	(129) 4.2
Religious			
Knowledge	E.A.C.E.(38) 5.3	(57) 5.5	( 95) 5.5
	T.E. (52) 3.9	(77) 3.7	(129) 3.7
Kiswahili	E.A.C.E.(11) 8.0	(32) 7.4	(43) 7.7
	T.E. (52) 4.0	(77) 3.7	(129) 3.8
Mathematics	EACE (38) 8.2	(62) 6.9	(100) 7.2
	T.E. (52) 3.9	(77) 4.0	(129) 4.0
Geography	E.A.C.E.(47) 6.6	(72) 6.5	(119) 6.5
	T.E. (52) 4.1	(77) 3.9	(129) 4.0
Science	E.A.C.E.(23) 6.9	(41) 6.4	( 64) 6.6
	T.E. (52) 3.6	(77) 3.9	(129) 3.8
Ed.& Methods	T.E. (52) 4.1	(77) 3.6	(129) 3.8
Teaching			
Practice	T.E. (52) 5.0	(77) 5.0	(129) 5.0

Table 19 indicates that fathers' education is not an important factor influencing teaching performance.

**Table 20: Mothers' Education and Performance  
on E.A.C.E. and Teacher Education**

Subject	No Education	Primary Education	Total
History	E.A.C.E. (71) 7.3	(33) 7.9	(104) 7.3
	T.E. (84) 4.2	(45) 4.1	(129) 4.2
Religious Education	E.A.C.E. (59) 5.4	(36) 5.6	( 95) 5.5
	T.E. (84) 3.7	(45) 3.9	( 129) 3.7
Kiswahili	E.A.C.E. (34) 7.8	( 9) 7.3	(43) 7.7
	T.E. (84) 3.7	(45) 3.8	(129) 3.8
Mathematics	EACE (69) 7.5	(31) 7.3	(100) 7.4
	TE (84) 3.9	(45) 4.0	(129) 4.0
Geography	E.A.C.E. (79) 6.6	(40) 6.2	(119) 6.5
	T.E. (84) 3.8	(45) 4.4	(129) 4.0
Science	E.A.C.E. (39) 6.5	(25) 6.7	( 64) 6.6
	T.E. (84) 3.8	(45) 3.8	(129) 3.8
Ed. & Methods Teaching Practice	T.E. (84) 3.9	(45) 3.8	(129) 3.8
	T.E. (84) 4.9	(45) 5.2	(129) 5.0

Mothers' educational background has no significant influence on a teachers' performance.

**Table 21: Fathers' Employment and Performance  
on E.A.C.E. and Teacher Education**

<b>Subject</b>		<b>Formal Employment</b>	<b>Informal Employment</b>	<b>Total</b>
<b>History</b>	<b>E.A.C.E.</b>	(26) 7.9	(78) 6.9	(104) 7.3
	<b>T.E.</b>	(38) 4.5	(91) 4.0	(129) 4.1
<b>Religious</b>				
<b>Knowledge</b>	<b>E.A.C.E.</b>	(24) 5.7	(71) 5.4	(95) 5.5
	<b>T.E.</b>	(38) 4.2	(91) 3.6	(129) 3.8
<b>Kiswahili</b>	<b>E.A.C.E.</b>	(12) 7.3	(31) 7.8	(43) 7.7
	<b>T.E.</b>	(38) 3.7	(91) 3.9	(129) 3.8
<b>Mathematics</b>	<b>EACE</b>	(38) 6.3	(62) 7.3	(100) 7.4
	<b>TE</b>	(38) 3.9	(91) 4.0	(129) 4.0
<b>Geography</b>	<b>EACE</b>	(38) 6.8	(81) 6.5	(119) 6.5
	<b>TE</b>	(38) 4.1	(91) 4.0	(129) 4.0
<b>Science</b>	<b>E.A.C.E.</b>	(18) 6.0	(46) 6.9	(64) 6.6
	<b>T.E.</b>	(38) 3.4	(91) 4.0	(129) 3.8
<b>Ed. &amp; Methods</b>	<b>T.E.</b>	(38) 3.7	(91) 3.9	(129) 3.8
<b>Teaching Practice</b>	<b>T.E.</b>	(38) 5.1	(91) 5.0	(129) 5.0

Fathers' employment is not an important variable in interpreting a teachers' performance in the pre-service teaching course.

**Table 22: Mothers' Employment and Performance  
on the E.A.C.E. and Teacher Education**

Subject		Formal Employment	Informal Employment	Total
History	E.A.C.E.	(4) 4.6	(100) 7.3	(104) 7.3
	T.E.	(4) 4.0	(125) 4.2	(129) 4.2
<b>Religious</b>				
Knowledge	E.A.C.E.	(5) 5.6	(90) 5.5	(95) 5.5
	T.E.	(4) 5.0	(125) 3.7	(129) 3.8
Kiswahili	E.A.C.E.	(6) 5.1	(37) 7.7	(43) 7.7
	T.E.	(4) 3.0	(125) 3.9	(129) 3.8
Mathematics	EACE	(6) 8.1	(94) 7.3	(100) 7.4
	TE	(4) 4.0	(125) 4.0	(129) 4.0
Geography	E.A.C.E.	(5) 4.3	(11 <sup>4</sup> ) 6.6	(119) 6.5
	T.E.	(4) 4.4	(125) 4.0	(129) 4.0
Science	E.A.C.E.	(6) 6.4	(58) 6.6	(64) 6.6
	T.E.	(4) 5.4	(125) 3.9	(129) 3.8
Ed. & Methods	T.E.	(4) 3.4	(125) 3.9	(129) 3.8
Teaching Practice	T.E.	(4) 6.8	(125) 4.9	(129) 5.0

Slight differences occur in performance with those teachers whose mothers are in formal employment and those in informal employment. This is likely to be due to the small sample of those in the formal employment.

**Table 23: Type of Secondary School Attended  
and Performance on the E.A.C.E. and  
Teacher Education.**

Subject		High Cost	Medium Cost	Low Cost	Total
History	EACE	(4) 6.3	(88) 7.3	(12) 7.6	(104) 7.3
	TE	(27) 4.1	(65) 4.3	(37) 4.0	(129) 4.0
Religious Knowledge	EACE	(20) 3.6	(47) 5.6	(28) 6.6	(95) 5.5
	TE	(27) 3.7	(65) 4.1	(37) 3.1	(129) 3.8
Kiswahili	EACE	(6) 8.1	(22) 7.8	(15) 7.1	(43) 7.7
	TE	(27) 4.3	(65) 3.9	(37) 3.4	(129) 3.8
Mathematics	EACE	(21) 8.5	(50) 6.2	(29) 8.9	(100) 9.4
	TE	(27) 3.5	(65) 4.1	(37) 4.1	(129) 4.0
Geography	EACE	(25) 6.2	(60) 6.6	(34) 6.7	(119) 6.5
	T.E.	(27) 4.0	(65) 4.1	(37) 3.9	(129) 4.0
Science	EACE	(16) 8.8	(32) 6.3	(17) 5.5	(64) 6.6
	TE	(27) 3.6	(65) 3.7	(37) 4.3	(129) 3.8
Ed. & Methods Teaching Practice	TE	(27) 3.8	(65) 4.0	(37) 3.6	(129) 3.8
	TE	(27) 4.8	(65) 5.0	(37) 5.1	(129) 5.0

The type of school the teacher might have attended is not strongly reflected in his or her performance in the teaching course.

**Table 24: Aspiration for Further Education and Performance on the EACE and Teacher Education**

		H. S. C.	NO H.S.C.	TOTAL
<b>History</b>	E.A.C.E.	(26) 7.6	(78) 7.2	(104) 7.5
	T.E.	(38) 4.1	(91) 4.2	(129) 4.2
<b>Religious Knowledge</b>	E.A.C.E.	(24) 3.9	(71) 5.7	( 95) 5.5
	T.E.	(38) 3.7	(91) 3.8	(129) 3.8
<b>Kiswahili</b>	E.A.C.E.	(12) 8.5	(31) 7.7	( 43) 7.7
	T.E.	(38) 3.9	(91) 3.8	(129) 3.8
<b>Mathematics</b>	EACE	(29) 6.7	(71) 7.8	(100) 7.4
	TE	(28) 3.3	(91) 4.2	(129) 4.0
<b>Geography</b>	E.A.C.E.	(36) 6.2	(83) 6.7	(119) 6.5
	T.E.	(38) 4.6	(91) 3.8	(129) 4.0
<b>Science</b>	E.A.C.E.	(18) 6.7	(48) 6.5	(64) 6.6
	T.E.	(38) 3.8	(91) 3.8	(129) 3.8
<b>Ed. &amp; Methods Teaching Practice</b>	T.E.	(38) 3.7	(91) 3.9	(129) 3.8
	T.E.	(38) 5.0	(91) 5.0	(129) 5.0

A teacher's academic aspiration while still at school is not very much reflected in his teaching. There is however some slight difference in performance on Mathematics where those who aspired to join H.S.C. obtained 3.3 points while the non-H.S.C. group obtained 4.2 points. Some difference also occurs in performance in Geography in which the non-H.S.C. group score 3.8 points while the H.S.C. group only scores 4.6 points.



**Table 25: Job Aspiration and Performance on the E.A.C.E. and Teacher Education**

<b>Subject:</b>	<b>Primary Teaching</b>	<b>Sec. Sch. Teaching</b>	<b>Other Job</b>	<b>Total</b>
<b>History</b>	EACE (14) 8.1	(49) 6.9	(41) 7.4	(104) 7.3
	TE (19) 4.7	(59) 4.4	(51) 4.0	(129)4.1
<b>Religious Knowledge</b>	EACE(15)5.2	(44) 5.5	(36) 5.4	(95) 5.5
	TE (19)3.6	(59) 3.9	(51) 3.6	(129)3.8
<b>Kiswahili</b>	EACE(8) 8.8	(23) 7.5	(12) 7.4	(43) 7.7
	TE (19)3.3	(59) 4.1	(51) 3.6	(129)3.8
<b>Mathematics</b>	EACE(15)7.3	(46) 7.6	(39) 7.4	(100)7.1
	TE (19)5.0	(59) 3.9	(51) 3.6	(129)4.0
<b>Geography</b>	EACE(17) 6.6	(55) 6.5	(47) 6.6	(119)6.5
	TE (19) 4.2	(59) 4.1	(51) 3.8	(129)4.0
<b>Science</b>	EACE (10) 5.2	(28) 6.5	(26) 6.7	(64)6.6
	TE (19) 4.3	(59) 4.1	(51) 3.4	(129)3.8
<b>Ed. &amp; Methods</b>	TE(19) 3.8	(59) 3.9	(51) 3.8	(129)3.8
<b>Teaching Practice</b>	TE (19) 3.8	(59) 3.9	(51) 3.8	(129)3.8

Job aspiration does not appear to have a significant impact in performance in pre-service courses. It is noted that teachers who opted for primary school teaching perform rather highly on Kiswahili, 3.3 points as compared to other groups. They however perform rather poorly on Mathematics.

**Table 26: Pre-College Teaching Experiences and Performance on the E.A.C.E. and Teacher Education**

Subject		Teaching Experience	No Experience	Total
History	EACE	(16) 8.0	(89) 7.1	(105) 7.3
	TE	(22) 3.0	(107) 4.4	(129) 4.1
Religious Knowledge	EACE	(22) 5.0	(73) 5.5	(94) 5.5
	TE	(22) 3.4	(107) 3.8	(129) 3.8
Kiswahili	EACE	(15) 8.2	(28) 7.6	(43) 7.7
	TE	(22) 3.1	(107) 3.1	(129) 3.8
Mathematics	EACE	(21) 7.9	(79) 7.3	(100) 7.4
	TE	(22) 3.3	(107) 4.1	(129) 4.0
Science	EACE	(21) 6.5	(43) 6.6	(64) 6.6
	TE	(22) 3.2	(107) 3.9	(129) 3.8
Geography	EACE	(21) 6.4	(98) 6.5	(119) 6.5
	TE	(22) 4.1	(108) 4.0	(129) 4.0
Ed.& Methods	TE	(22) 3.3	(107) 3.9	(129) 3.8
Teaching Practice	TE	(22) 4.9	(107) 5.0	(129) 5.0

Teaching experience has very little influence on performance in college courses. There is not much difference between teachers who had experience and those who did not have pre-service teaching experience.

**Table 27: Type of College and Performance in  
E.A.C.E. and Teacher Education**

Subject		Large College	Medium College	Small College	Total
History	EACE	(31)7.6	(65)7.2	(8)5.6	(104)7.3
	TE	(41)4.2	(83)4.2	(5)3.4	(129)4.2
Religious Knowledge	EACE	(24)5.8	(63)5.4	(8)4.5	(95)5.5
	TE	(41)3.6	(83)3.9	(5)3.2	(129)3.8
Kiswahili	EACE	(15)7.8	(23)7.7	(5)5.2	(43)7.7
	TE	(14)3.8	(83)3.8	(5)4.0	(129)3.8
Mathematics	EACE	(32)6.8	(63)7.8	(5)5.9	(100)7.4
	TE	(41)3.4	(83)4.3	(5)3.6	(129)4.0
Geography	EACE	(39)6.5	(75)6.6	(5)5.3	(119)6.5
	TE	(41)4.4	(83)3.9	(5)2.8	(129)4.0
Science	EACE	(18)6.9	(43)6.4	(3)7.0	(64)6.5
	TE	(41)2.8	(83)4.3	(5)4.6	(129)3.8
Ed.& Methods	TE	(41)3.5	(83)4.0	(5)3.8	(129)3.8
Teaching Practice	TE	(41)4.8	(83)5.2	(5)3.2	(129)5.0

**Table 28: Grade of Teacher and Performance in the E.A.C.E. and Teacher Education**

Subject		P1 Teachers	P2 Teachers	Total
History	EACE	(75) 7.3	(29) 7.3	(104) 7.3
	TE	(95) 4.0	(34) 4.6	(129) 4.2
Religious Knowledge	EACE	(75) 5.5	(20) 5.2	(95) 5.5
	TE	(95) 3.8	(34) 3.7	(129) 3.8
Kiswahili	EACE	(30) 7.6	(13) 7.9	(43) 7.7
	TE	(95) 3.8	(34) 4.1	(129) 3.8
Mathematics	EACE	(71) 7.3	(29) 7.9	(100) 7.4
	TE	(95) 3.9	(34) 4.2	(129) 4.0
Geography	EACE	(87) 6.2	(32) 7.5	(119) 6.5
	TE	(95) 3.8	(34) 4.7	(129) 4.0
Science	EACE	(45) 6.6	(19) 6.5	(64) 6.6
	TE	(95) 4.0	(33) 3.6	(129) 3.8
Ed. & Methods Teaching	TE	(95) 3.7	(33) 4.2	(129) 3.8
Practice	TE	(95) 4.9	(33) 5.5	(129) 5.0

The size of a teachers' college seems to have scattered influence on performance in the teaching course as shown in table 27. Those in small colleges seem to fair on well in some subjects and rather poorly in others. This could be due to their small sample. It is, however, remarkable that those in large colleges score better points in Science, this could be due to the recent moves to provide well equipped laboratories for the consolidated colleges.

The teaching grade as a variable portrays a consistent and clear picture on the performance of teachers in the pre-service teaching courses as shown in table 28. Though the differences between the two grades of teachers is small the P1 teachers have a relative superiority over the P2 teachers.

#### CROSS - TABULATION OF MEANS

From the simple analysis of means it does not appear as if it is easy to discriminate the performance of the various groups of teachers in the sample. For this reason a cross-tabulation of means which is a slightly more powerful statistical analysis was attempted to test the results on variables that tended to be significant.

Table 29: E.A.C.E. Division and Education and Methods Paper

Points	1	2	3	4	5	6	7	8	9	Total
Division I(1)100	0	0	0	0	0	0	0	0	0	(1)100
II(9)32.1	(5)17.9	(3)10.7	(5)17.9	(3)10.7	0	0	(3)10.7	0	0	(28)100
III(3)4.5	(10)15.2	(16)24.2	(14)21.1	(8)12.1	(9)13.6	(6)9.1	0	0	0	(66)100
EACE PASS	(6)17.6	(1)2.9	(5)14.7	(3)14.7	(7)20.6	(11)32.4	(1)2.9	0	0	(34)100
Fail	0	0	0	0	0	0	0	0	0	0
Total	(19)14.7	(16)12.4	(24)18.6	(22)17.1	(18)14.0	(20)15.5	(7)5.4	(3)2.3	0	(129)100

- In all cross-tabulations; un-bracketed figures are percentages. They have been approximated therefore they do not exactly add to a hundred percent.

Table 30: E.A.C.E. Division and Performance in Mathematics

Points	1	2	3	4	5	6	7	8	9	Total
Divi I	(1)100	0	0	0	0	0	0	0	0	(1)100
II	(8)28.6	(2)7.14	(4)14.3	(1)3.6	(2)7.1	(5)17.9	(3)10.6	(1)3.6	(2)7.1	(28)100
III	(17)25.8	(9)13.6	( <del>6</del> )9.1	(8)12.1	(10)15.2	(5)7.6	(7)10.6	(1)1.5	(3)4.5	(66)100
EACE Pass	(5)14.7	(6)17.6	(3)8.8	(5)14.7	(2)5.9	(5)14.7	(4)11.8	(4)11.8	0	(34)100
Fail	0	0	0	0	0	0	0	0	0	0
Total	(31)24.0	(17)13.2	(13)10.1	(14)10.9	(14)10.9	(15)11.6	(14)10.9	(6)4.7	(5)3.9	(129)100

Table 31: E.A.C.E. Division and Performance in Geography

Points	0	1	2	3	4	5	6	7	8	9	Total
Div. I	0	(1)100	0	0	0	0	0	0	0	0	(1)100
II	0	(8)28.6	(4)14.3	(2)21.4	(6)21.4	(3)0.7	(1)3.6	(0)	(3)10.7	(1)3.6	(28)100
III	(4)6.1	(8)12.1	(11)16.7	(8)12.1	(11)16.7	(7)10.6	(3)4.5	(7)10.1	(7)10.6	0	(66)100
EACE PASS	(1)2.9	(2)5.9	(4)11.8	(2)5.9	(6)17.6	(3)8.8	(8)23.5	(6)17.6	(2)5.9	0	(3)100
Fail	0	0	0	0	0	0	0	0	0	0	0
Total	(5)3.9	(19)14.7	(19)14.7	(12)9.3	(23)17.8	(13)10.1	(12)9.3	(13)10.1	(12)9.3	(1)3.6	(129)100



Table 52: EAGE Division and Performance in History

Points	0	1	2	3	4	5	6	7	8	9	Total
Div. I	0	(1)100	0	0	0	0	0	0	0	0	(28)100
II	0	(7)25.0	(6)21.4	(3)10.7	(3)10.7	(3)10.7	(3)10.7	(1)3.6	(2)7.1	0	(66)100
III	(2)3.0	(7)10.6	(9)13.6	(6)9.1	(14)21.2	(8)12.1	(7)10.6	(4)6.1	(8)12.1	(1)1.5	(66)100
EAGE											
Pass	(1)2.9	(5)14.7	(3)8.8	(2)2.9	(3)8.8	(5)14.7	(6)17.6	(6)17.6	(2)5.9	(1)2.9	(34)100
Fail	0	0	0	0	0	0	0	0	0	0	0
Total	(3)2.3	(20)15.5	(18)14.0	(11)8.5	(20)15.5	(16)12.4	(16)12.4	(11)8.5	(12)9.3	(2)1.6	(129)100

Table 33: FACE Division and Performance in the Science Subject

Point	1	2	3	4	5	6	7	8	9	Total
Div. I	0	0	(1)100	0	0	0	0	0	0	(1)100
II	(9)52.1	(3)10.7	(1)3.6	(4)14.3	(5)17.9	(5)17.9	(1)3.6	(0)	0	(28)100
III	(10)5.2	(7)10.6	(12)18.2	(11)16.7	(6)9.1	(7)10.6	(7)3.0	(2)6.1	(4)3.1	(66)100
FACE										
Pass	(6)14.7	(9)26.5	(4)11.8	(5)14.7	(5)14.7	(4)11.8	(2)5.9	0	0	(34)100
Fail	0	0	0	0	0	0	0	0	0	0
Total	(24)18.6	(19)14.7	(18)14.0	(20)15.5	(6)12.4	(16)12.4	(10)3.8	(2)1.6	(4)3.1	(129)100

Table 34: EACE Division and Performance in  
Religious Knowledge

Points @	1	2	3	4	5	6	7	8	9	Total
Div. I 0	0	0	(1)100	0	0	0	0	0	0	0
II 0	(4)14.3	(5)17.9	(8)28.6	(4)14.3	(2)7.1	(3)10.7	0	0	(2)7.1	(28)100
III(4)6.1	(10)15.2	(10)15.2	(9)13.6	(11)16.7	(3)4.5	(7)10.6	(3)4.5	(5)7.6	(4)6.1	(66)100
EACE Pass 0	(5)14.7	(8)23.5	(2)5.9	(5)14.7	(5)14.7	(3)8.8	(2)5.9	(2)5.9	(2)5.9	(34)100
Fail 0	0	0	0	0	0	0	0	0	0	0
Total(4)3.1	(19)14.7	(23)18.6	(20)14.7	(20)15.5	(10)2.8	(13)10.1	(5)3.9	(7)5.4	(8)6.2	(129)100

**Table 35: EACE Division and Performance in Teaching Practice**

Points	1	2	3	4	5	6	7	8	9	Total
Div. I	0	0	0	(1)100	0	0	0	0	0	(1)100
II	(4)14.3	(2)7.1	0	(7)25.0	0	(10)35.7	(5)17.9	0	0	(28)100
III	(5)7.6	(11)16.7	0	(17)25.8	(1)1.5	(16)24.2	(10)15.2	(1)1.5	(5)7.6	(66)100
EACE										
Pass	(2)5.9	0	0	(10)29.4	(4)11.8	(6)17.6	(8)23.5	0	(4)11.8	(34)100
Fail	0	0	0	0	0	0	0	0	0	0
Total	(11)8.5	(13)10.1	(10)0.0	(35)27.1	(5)3.9	(32)24.8	(23)17.8	(1)0.8	(9)7.0	(129)100

In looking at table 29 it is clear that student performance in the E.A.C.E. is strongly reflected in their performance in teacher education. The one student teacher who attained a Division I scored one point in the Education and method paper. Nine out of 28 of the Division II, (32.1%) scored one point and a fairly good proportion score 2 to 5 points in the paper and the number tapers off towards an eight, only 3 (10.7%) of the students obtaining this point. On the contrary of the 66 Division III only 3 (4.5%) of the students obtain one point. They are evenly distributed between most of the points. This too applies to those who obtained an E.A.C.E. pass. Only 6 (17.6%) obtain one point. Interest is focused on the fact that 11 out of 34 (32.4%) score six points. Judged by performance in this paper one is led to conclude that performance on E.A.C.E. is an accurate predictor of performance on Education and Method paper.

This appears to be somewhat reflected in student performance in Mathematics. It will be clear from table 30 the one student with a Division I scores one point in this paper. A good proportion of the Division II, 8 out of 28, (28.6%) score one point and the rest are evenly distributed out. A fairly high percentage of

the Division III, 25.8% obtained one point and the rest evenly distributed out. It is remarkable that with the EACE pass only a few (14.7%) obtained one point. Many tend to distribute out evenly in the lower points.

An examination of performance in Geography in table 31, there is the obvious trend of an EACE grade influencing performance. The one Division I, the Division II, a very good percentage (28.6%) obtain one point and most score between 2 to 5 points. Division III passes are generally evenly distributed out. Those with EACE pass tend to concentrate towards the lower grades.

Performance in Geography too seems to confirm the influence of the EACE grade on teacher performance in teacher education.

Performance in History in table 32 too reflects achievement in the EACE Examination. The only one Division I scores one point and 25% of the Division II score one point. This is high as compared to only 10.6% of the Division three and 14.7% of the EACE pass. Similarly 21.4% of this Division obtain two points, unlike 13.6% and 8.8% of the last two groups. It is also quite remarkable that none of the Division II actually fails in this subject.

Performance in the Science subjects in table 33 too tends to point to the influence of EACE examination. About 32.1% of the Division II score one point. It is quite remarkable that those who obtained an EACE, about 26.5% obtain two points. The one Division one scores three points.

Performance in the Religious Education in table 34 does not seem to shown much difference though those with EACE pass tend to perform better. On the overall, Division II tend to be better than the EACE Division.

In looking at table 35 it is quite clear that performance on EACE has some influence in the way teachers are graded on their Teaching Practice. Although the only Division one teacher obtained credit four, it is remarkable that four out of twenty eight teachers with Division II, thus 14.3%, scored distinction one on Teaching Practice as opposed to 7.6% of the Division III and 5.9% of the EACE passes. A fairly sizeable number of the Division II however, 16.7% obtained distinction two. A majority of the Division II scored up to seven points and none fails; while 7.6% and 11.8% of the Division three and EACE passes respectively fail their Teaching Practice and are therefore referred. It appears from this table that achievement on EACE is an accurate predictor of teaching practice.

An attempt was further made to test how this phenomenon is reflected in the teacher's grade.

**Table 36: Teaching Grade and Performance in  
Education/Methods Paper and in  
Mathematics**

**Education and Methods**

Grade	Points									
Points	1	2	3	4	5	6	7	8	9	Total
P1	(12)12.6	(15)16.0	(20)20.0	(19)2.0	(11)12.0	(9)9.5	(6)6.3	(3)3.2	(0)0.0	(95)100
P2	(6)18.2	(1)3.0	(4)12.1	(3)9.1	(7)21.2	(11)33.3	(2)6.0	(0)0.0	(0)0.0	(34)100
Total	(18)14.1	(16)13.0	(24)19.0	(22)17.1	(18)14.1	(20)5.3	(8)5.5	(3)2.3	(0)0.0	(129)100



Table 37a Teaching Grade and Performance in  
 Geometry and Algebra

Mathematics

	1	2	3	4	5	6	7	8	9	Total
<b>Grade</b>	(30)26.3	(11)11.6	(10)10.5	(9)9.5	(12)12.6	(11)11.6	(10)10.5	(2)2.1	(5)5.3	(95)100
<b>Points</b>	1	2	3	4	5	6	7	8	9	<b>Total</b>
<b>P1</b>	(25)26.3	(11)11.6	(10)10.5	(9)9.5	(12)12.6	(11)11.6	(10)10.5	(2)2.1	(5)5.3	(95)100
<b>P2</b>	(5)15.2	(6)18.2	(3)9.1	(5)15.2	(2)6.1	(4)12.1	(4)12.1	(4)12.1	(1)5.8	(34)100
<b>Total</b>	(30)23.4	(17)13.3	(13)10.2	(14)10.9	(14)10.9	(15)11.7	(14)10.9	(6)6.7	(6)4.9	(129)100

Table 37: Teaching Grade and Performance in

Geography and History

Geography

Grade	Points	1	2	3	4	5	6	7	8	9	Total
P1	Nil (4)4.2	(16)6.9	(15)15.8	(10)10.5	(17)17.9	(10)10.5	(5)5.3	(7)7.1	(10)10.5	(1)1.1	(95)100
P2	(1)3.3	(2)6.1	(4)12.1	(2)6.1	(6)18.2	(3)9.1	(7)21.1	(6)18.2	(2)6.1	(1)3.3	(34)100
Total	(5)3.9	(18)14.1	(19)14.8	(12)9.4	(23)18.0	(13)1.2	(12)9.4	(13)10.2	(12)9.4	(2)1.7	(129)100

History

K11	1	2	3	4	5	6	7	8	9	Total
P1(2)2.1(15)15.8	(14)14.7(9)9.5	(17)17.9	(12)12.6	(10)10.5(5)5.5.	(10)10.5	(1)1.1	(95)100			
P2(1)3.0	(3)9.1 (2)6.1	(3)9.1	(4)12.1	(6)18.2 (6)18.2	(2)6.1	(2)6.1	(34)100			
Total(3)2.3	(20)15.6	(17)13.3(11)8.6	(20)15.6	(16)12.5	(16)12.5(11)8.6	(12)9.4	(3)2.3(129)100			

**Table 38 Teaching Grade and Performance in Religious Knowledge and Kiswahili**

	Nil	1	2	3	Points 4	5	6	7	8	9	Total
P1	(4)9.2	(21)22.1	(7)7.4	(13)13.7	(13)13.7	(10)10.5	(9)9.5	(13)13.7	(4)4.1	(1)1.1	(95)100
P2	(1)3.0	(5)15.2	(7)21.2	(2)6.1	(6)18.2	(5)15.2	(4)12.1	(1)3.0	(1)3.0	(2)6.1	(34)100
<b>Total</b>	<b>(5)3.9</b>	<b>(26)20.3</b>	<b>(14)10.9</b>	<b>(15)11.7</b>	<b>(19)14.8</b>	<b>(15)11.7</b>	<b>(13)10.1</b>	<b>(14)10.9</b>	<b>(5)3.9</b>	<b>(3)2:7</b>	<b>(129)100</b>

Kiswahili

Points	N11	1	2	3	4	5	6	7	8	9	Total											
P1	(4)	4.2	(14)	14.7	(15)	15.8	(18)	18.0	(15)	15.8	(5)	5.3	(10)	10.5	(3)	3.1	(5)	5.2	(6)	6.3	(195)	100
P2	(0)	0.0	(5)	15.2	(8)	24.2	(1)	3.0	(5)	15.2	(5)	15.2	(3)	9.3	(2)	6.1	(2)	6.1	(3)	9.3	(34)	100
Total	(4)	3.1	(19)	14.8	(23)	18.0	(19)	14.8	(20)	15.6	(10)	7.8	(13)	10.1	(5)	3.9	(7)	5.5	(8)	6.3	(100)	100

**Table 39: Teaching Grade and Performance in Science and Teaching Practice**

Grade	<u>Science</u>									Total
	1	2	3	4	5	6	7	8	9	
P1	(19)20.0	(10)10.5	(14)14.7	(15)15.8	(11)11.6	(12)12.6	(8)8.4	(2)2.1	(4)4.2	(95)100
P2	(4)12.1	(9)27.2	(4)12.1	(5)15.2	(5)15.2	(4)12.1	(2)6.1	(1)2.9	(0)0.0	(34)100
<b>Total</b>	<b>(23)18.0</b>	<b>(19)14.8</b>	<b>(18)14.1</b>	<b>(20)15.6</b>	<b>(16)12.5</b>	<b>(16)12.5</b>	<b>(10)7.8</b>	<b>(3)1.6</b>	<b>(4)3.1</b>	<b>(129)100</b>
	<u>Teaching Practice</u>									
P1	(9)9.5	(12)12.6	(0)0.0	(25)26.39	(1)1.1	(26)27.4	(15)15.8	(1)1.1	(6)1.3	(95)100
P2	(2)6.1	(0)0.0	(0)0.0	(10)30.3	(4)12.1	(6)18.2	(8)24.2	(1)2.9	(3)9.1	(34)100
<b>Total</b>	<b>(11)8.6</b>	<b>(12)9.4</b>	<b>(0)0.0</b>	<b>(35)27.3</b>	<b>(5)3.9</b>	<b>(32)25.0</b>	<b>(23)18.0</b>	<b>(2)1.0</b>	<b>(9)7.0</b>	<b>(129)100</b>

In looking at the teaching methods paper in table 36, it is clear that the P1 teachers are relatively superior to the P2; (18.2%) of the P2 score a distinction one while 12.6% of the P1 manage to score it. From distinction two to credit four, P1 teachers fall in these categories with a relatively high percentage. They are fewer on credits five and six and the percentages of the two groups decline on the passes and on the failure grade. The differences between the two groups do not show out quite distinctly on their scores in Mathematics. This seems to be the case in table Geography in table 37 though a greater proportion of the P1 grades fall in the distinction and pass groups. In History the P1 grades are generally stronger than the P2 teachers; 15.8% of the group obtain distinction one as compared to their colleagues, 15.2%. From distinction two they obtain 14.7% against 9.1% of the P2; credit three 9.5% while P2 only 6.1%, on credit four they obtain 17.9% and their numbers decline on the credit and pass level while the P2 numbers increase on these scores. No significant differences emerge on the Science subjects in table 39 and on the Religious Studies in table 38. This is also the case in Kiswahili.

In teaching practice in table 39 a very negligible number of the P2 manage to score credits. Only 6.1% of the P2 score distinction one, while 9.5% of the P1 score this distinction two. A majority of the two groups obtain weak credits and passes.

	0.75	1.25	0.75
Age	0.45	2.25	0.75
Sex			
Grade			
<b><u>ANALYSIS OF RELATIONSHIPS.</u></b>			
Parents' Education	0.02	0.12	0.45
Parents' Income	0.01	0.13	0.40
Parents' Employment	0.24	0.24	0.40
Parents' Adjustment	0.02	0.12	0.42
Type of Secondary School			
Public	0.04	0.22	0.45
Private	0.02	0.38	0.40
Age of Admission	0.03	0.28	0.45
Age of Graduation	0.03	0.28	0.45
Type of College			
State	0.02	0.28	0.45
Private	0.02	0.28	0.45
Type of Teacher			
Male	0.02	0.28	0.45
Female	0.02	0.28	0.45

Multiple correlation coefficient - 0.71.



**Table 40: Correlations between the Independent Variables and Scores in Education and Methods**

<b>Independent Variables</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	0.26	1.26	0.39
Age	0.46	2.28	0.35
Religion	0.24	1.38	0.39
Fathers' Education	0.01	0.32	0.40
Mothers' Education	0.01	0.13	0.40
Fathers' Employment	0.14	0.28	0.40
Mothers' Employment	0.00	0.06	0.40
Type of Secondary School	0.04	0.82	0.40
Further Education	0.02	0.38	0.40
Job Aspiration	0.00	0.16	0.40
EACE Division	0.17	2.08	0.36
Pre-College Teaching	0.80	1.94	0.37
Type of College	0.15	1.07	0.39
Grade of Teacher	0.50	1.25	0.39

Multiple correlation mean 0.40.

**Table 41: Correlations between the Independent Variables and Scores in Mathematics**

<b>Independent Variables</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	0.46	1.30	0.38
Age	0.06	0.64	0.39
Religion	0.29	1.19	0.38
Fathers' Education	0.00	0.06	0.39
Mothers' Education	0.01	0.19	0.40
Fathers' Employment	0.34	1.04	0.38
Mothers' Employment	0.38	0.69	0.39
Type of Secondary School	0.06	0.26	0.39
Further Education	0.79	1.65	0.37
Job Aspiration	0.09	0.91	0.39
EACE Division	0.36	1.13	0.38
Pre-College Teaching	0.17	0.67	0.39
Type of College	0.17	0.55	0.39
Teaching Grade	0.15	0.53	0.39

**Multiple Correlation 0.40.**

**Table 42: Correlations between the Independent Variables and Scores in Geography**

<b>Independent Variables</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	0.17	0.80	0.36
Age	0.09	0.80	0.36
Religion	0.00	0.05	0.37
Fathers' Education	0.01	0.38	0.37
Mothers' Education	0.26	1.00	0.36
Fathers' Employment	0.42	1.19	0.36
Mothers' Employment	0.00	0.10	0.37
Type of Secondary School	0.00	0.05	0.37
Further Education	0.74	1.66	0.34
Job Aspiration	0.07	0.79	0.36
RACE Division	0.00	0.12	0.37
Pre-College Teaching	0.08	0.49	0.37
Type of College	0.61	1.68	0.34
Grade of Teacher	0.01	0.50	0.37

**Mean Correlation 0.37.**

**Table 43: Correlations between the Independent Variables and Scores in History**

<b>Independent Variable</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	0.00	0.03	0.45
Age	0.64	2.19	0.41
Religion	0.49	1.63	0.43
Fathers' Education	0.27	1.54	0.43
Mothers' Education	0.00	0.19	0.45
Fathers' Employment	0.26	0.96	0.44
Mothers' Employment	0.07	0.31	0.45
Type of Secondary School	0.01	0.43	0.45
Further Education	0.12	0.70	0.45
Job Aspiration	0.02	0.37	0.45
EAOE Division	0.29	1.08	0.44
Pre-College Teaching	1.66	2.86	0.38
Type of College	0.00	0.04	0.45
Grade of Teacher	0.15	0.55	0.45

**Multiple Correlation Mean = 0.45.**

**Table 44: Correlations between the Independent Variables and Scores in Science**

<b>Independent Variable</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	0.06	0.65	0.60
Age	0.01	0.39	0.60
Religion	1.51	4.29	0.51
Fathers' Education	0.36	2.20	0.58
Mothers' Education	0.13	0.89	0.60
Fathers' Employment	0.04	0.45	0.60
Mothers' Employment	0.26	0.74	0.60
Type of Secondary School	0.00	0.14	0.60
Further Education	0.16	0.99	0.60
Job Aspiration	0.34	2.26	0.60
EACE Division	0.15	0.98	0.60
Pre-College Teaching	1.25	2.41	0.58
Type of College	1.96	3.86	0.53
Grade of Teacher	0.49	1.23	0.58

**Multiple Correlation Mean = 0.60.**

Table 45: Correlations between the Independent Variables and Scores on Religious Knowledge

Variable	Regression Coefficient	t Statistic	Multiple Correlation
Sex	0.03	0.34	0.43
Age	0.62	2.17	0.38
Religion	0.98	2.31	0.38
Fathers' Education	0.02	0.42	0.43
Mothers' Education	0.03	0.34	0.43
Fathers' Employment	0.79	1.68	0.40
Mothers' Employment	0.32	0.67	0.42
Type of Secondary School	0.29	1.79	0.40
Further Education	0.12	0.73	0.42
Job Aspiration	0.10	0.99	0.42
EACE Division	0.50	1.42	0.41
Pre-College Teaching	0.42	1.14	0.42
Type of College	0.29	1.21	0.41
Grade of Teacher	0.73	1.23	0.41

Multiple Correlation Mean = 0.43.

**Table 46: Correlations between the Independent Variables and Scores in Kiswahili**

<b>Variable</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	1.32	2.19	0.36
Age	0.06	0.68	0.37
Religion	0.49	1.52	0.35
Fathers' Education	0.00	0.28	0.37
Mothers' Education	0.02	0.30	0.37
Fathers' Employment	0.04	0.39	0.37
Mothers' Employment	0.69	0.92	0.35
Type of Secondary School	0.18	1.35	0.35
Further Education	0.05	0.45	0.37
Job Aspiration	0.00	0.35	0.37
Pre-College Teaching	1.04	1.70	0.34
Type of College	0.10	0.66	0.37
Grade of Teacher	0.00	0.25	0.37

**Multiple Correlation Mean = 0.37.**

**Table 47: Correlations between the Independent Variables and Scores on Teaching Practice**

<b>Variable</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	0.13	0.76	0.42
Age	0.09	0.89	0.42
Religion	1.40	3.38	0.27
Fathers' Education	0.03	0.62	0.43
Mothers' Education	0.07	0.61	0.43
Fathers' Employment	0.01	0.21	0.43
Mothers' Employment	0.17	0.53	0.43
Type of School	0.01	0.44	0.43
Further Education	0.05	0.50	0.43
Job Aspiration	0.16	1.44	0.41
EACE Division	0.16	0.89	0.42
Pre-College Teaching	0.34	1.12	0.42
Type of College	0.02	0.40	0.43
Grade of Teacher	0.03	0.29	0.43

**Multiple Correlation Mean = 0.43**



Judged by the regression coefficient in table 4.0 the important variables determining performance in Education and methods paper, include sex (0.26), age (0.46), the EACE Division (0.71), pre-college teaching 0.80 and the teaching grade 0.50. In terms of the t test and the multiple correlation however the significant variables are age with a t test of 2.08 and a multiple correlation of 0.35, the EACE Division with t test of 2.08 and a multiple correlation of 0.36 and pre-college teaching with t of 1.94 and a multiple correlation of 0.37. It is important to note that the insignificant variables have little or no influence on the mean multiple correlation which is 0.40.

Though the regression coefficient points to some relationship between some of the independent variables in Mathematics in table 4.1, it is clear from the t test and the multiple correlation that there is no significant relations between them. None of the t statistics reaches the critical value of 1.91 and most of the multiple correlations cluster around 0.40.

The independent variables, fathers' employment, show a regression coefficient of 0.41, t statistic

of 1.19 and multiple correlation of 0.36 in table 42. Teachers' Educational Aspiration while at school records a regression coefficient of 0.74, t statistic of 1.66 and a multiple correlation of 0.34; the type of college records a regression index of 0.61, t statistic of 1.68 and a multiple correlation of 0.34. None of them reaches a critical statistic of 1.91, therefore they cannot be said to be significantly related to the mean scores in Geography.

The important variables that are related to the mean score in History in table 43 include age with a regression coefficient of 0.45, a t statistic of 2.19 and a multiple correlation of 0.43, fathers' education with a regression of 0.27, a t of 1.54 and multiple correlation of 0.43, and pre-college teaching experience which gives a regression coefficient of 1.66, a t statistic of 2.86 and a multiple correlation of 0.38. The only significant variables that are interpreted to have an effect on performance in History are age whose t statistic is above critical value of 1.91 and pre-college teaching which is 2.86.

Significant relationships emerge on the mean scores in Science in table 44. Religion has

regression coefficient of 1.51 and a very significant t statistic of 4.29 is recorded and a multiple correlation of 0.51. Fathers' education background has regression coefficient of 0.36, a t statistic of 2.20 and a multiple correlation of 0.58. Other significant variables include Job Aspirations in which the regression coefficient is 0.34 and the t test is 2.26 and the multiple correlation is 0.58. Also quite significant <sup>is</sup> the type of college the teacher attended with a regression coefficient of 1.96; the t statistic 3.86 and the multiple correlation being 0.53.

The significant variables predicting performance in Religious Knowledge in table 45 appear to be age with a regression coefficient of 0.62 and a t statistic of 2.17 and multiple correlation of 0.38, and religion with a regression coefficient of 0.98 a t statistic of 2.31 and a multiple correlation of 0.38. Some variables, fathers' employment, type of school, EACE Division, pre-college teaching experience type of college and the teachers grade are significant but their t statistic does not reach the critical level.

Sex appears to be the only significant variable predicting teachers' scores in Kiswahili in table 46 with a regression coefficient of 1.32, t

statistic of 2.19 and a multiple correlation of 0.36.

Religion is an important variable that correlates with performance in teaching practice in table 47 with a regression coefficient of 1.40, t statistic of 3.88 and a multiple correlation of 0.27.

Based purely on the simple analysis of means, it is apparent that, a teacher's general background factors such as sex, age, religious affiliation, his family background, thus whether his parents have formal education or whether they are formally employed have no significant influence on his performance in teacher education courses. This is also true of such factors as the type of secondary school attended, his educational and job aspirations; whether he had pre-college teaching experience and the type of college attended. The only powerful factor that is strongly reflected in college performance is the nature of the Division obtained on the EACE. Closely allied with is the teaching grade. This is clearly demonstrated by the cross-tabulation of means, though not well reflected in the regression analysis.

FOOTNOTES

1. J. Farrant, Principles of Education, London: Longman, 1966 p. 185.
2. Ibid.
3. Ibid. p. 20.
4. Ibid. p. 61.
5. E. Stabler, op. cit. pp. 67 - 68.

## CHAPTER FOUR

### THE PUPIL GAIN SCORE

Pupil gain score was considered in this study as one of the factors determining a teacher's effectiveness. As already pointed out before, it is widely held by many in the field of prediction research that the most satisfactory measure of teaching success is one derived from the product of performance. It is generally asserted that judgements and assessments based upon the observation of behaviour in process is merely incidental and are of little value compared with measurement of the product.

This assertion is in general conformity with the public judgement of a teacher's effectiveness in examination oriented systems of education. It is common knowledge that here in the Republic of Kenya, teachers' popularity with the masses and that of their schools is very much judged by pupil performance on the examination.

It is in the light of this that an attempt was made to relate all the independent variables with Pupil Gain Score to ascertain factors that tend to have a strong influence on it.

SIMPLE ANALYSIS OF MEANS

**Table 48 (a): Teachers' Characteristics and  
the Gain Score**

	<u>Characteristic</u>	<u>Gain Score</u>	<u>Total</u>
<b>Sex:</b>	<b>Male</b>	(74) 28.9	(129)29.3
	<b>Female</b>	(55) 29.8	
<b>Age:</b>	<b>20 - 23 years</b>	(11) 27.2	
	<b>24 - 27 years</b>	(75) 29.4	(129)29.3
	<b>28 - 33 years</b>	(43) 29.6	
<b>Religion</b>	<b>Catholic</b>	(65) 30.5	(129)29.3
	<b>Protestant</b>	(64) 28.0	
<b>Fathers' Education:</b>	<b>No Education</b>	(53) 30.9	(129)29.3
	<b>Primary Education</b>	(76) 28.3	
<b>Mothers' Education:</b>	<b>No Education</b>	(84) 30.8	(129)29.3
	<b>Primary Education</b>	(43) 26.4	(129)29.3
<b>Fathers' Employment:</b>	<b>Formal Employment</b>	(38) 26.4	(129)29.3
	<b>No Employment</b>	(91) 30.5	
<b>Mothers' Employment:</b>	<b>Formal Employment</b>	(6) 25.8	(129)29.3
	<b>Informal Employment</b>	(123)29.5	

**Table 48 (b): Teachers' Characteristics and  
the Gain Score**

	<u>Characteristics</u>	<u>Gain Score</u>	<u>Total</u>
<b>Type of School:</b>	High Cost	(27) 28.2	
	Medium Cost	(65) 31.2	(129)29.3
	Low Cost	(37) 26.7	
<b>Educational Aspiration:</b>	H.S.C.	(38) 28.8	(129)29.3
	No H.S.C.	(91) 29.4	
<b>Job Aspiration:</b>	Primary School Teaching	(19) 29.0	
	Secondary School Teaching	(5) 28.2	(129)29.3
	Other Job	(51) 30.6	
<b>Teaching Experience:</b>	Experience	(2) 24.8	(129)29.3
	No Experience	(107)30.2	
<b>Type of College:</b>	Large College	(41) 29.7	
	Medium College	(83) 29.7	(129)29.3
	Small College	(5) 23.8	
<b>Grade of Teachers:</b>	P1	(95) 32.1	(129)29.3
	P2	(34) 20.1	
<b>Future Job Aspiration:</b>	Primary Teacher	(82) 25.2	(129)29.3
	Other Job	(47) 36.4	
<b>Examination in Preparation:</b>	No Examination	(9) 27.8	(129)29.3
	EACE O Level	(37) 25.2	
	EACE Advanced	(83) 31.4	
<b>Location of School:</b>	Urban	(39) 31.7	(129)29.3
	Rural	(90) 28.2	



What emerges from table 48 is that teachers' sex age, religion, fathers' education have very slight influence on pupil gain score. Mothers' education, fathers' employment and mothers' employment however have some significant influence of about 5.0 points. It is seen that teachers whose mothers had no education have a pupil gain score of 30.8 points while those with primary education have a score of 26.3 points.

The type of secondary school attended also seems to be an important factor. Though there does not appear to be a very remarkable difference between teachers from the three groups of schools. What appears true is that teachers who attended medium cost secondary schools are relatively superior. A plausible interpretation of this feature could be that in medium cost schools there is generally a stronger emphasis on examinations and usually these are schools which perform better on the East African Certificate of Education therefore the teachers approach their teaching with better pupil performance in mind. The high cost-school teachers, generally perform well as a result of the kind of school facilities and education they were generally exposed to. Those from low-cost are limited by the kind of teaching they

received in their schools. Educational and job aspirations have very little impact on pupil Gain Score.

It is anomalous that teachers who joined the teaching profession with some teaching experience are generally poorer, though this could be as a result of their small sample. That they, however, perform generally poorly throws a number of questions on the use of experience as a basis for recruiting students in the colleges, a policy that the Ministry of Education is currently following. This points to the need to consider other factors than the use of experience as a criterion.

It is quite noticeable that teachers who had their pre-service courses in small colleges score very low on the pupil gain score. This probably was due to their small sample.

What seems very remarkable is that P1 teachers perform very highly as compared to the P2 teachers. This is largely due to the fact that they are teachers who perform very well on EACE examination, scoring a Division I or II or III. A majority of the P2 scored an EACE Certificate.

This points to an important factor of recruiting teachers according to their performance on the Form IV examination. It is, however, important to point out that by the very fact that teachers are classified into classes this tends to influence their performance; classifying teachers as P2 tends to make them assume a somewhat inferior position.

It is also quite interesting that teachers who intend to remain primary school teachers perform most poorly. While those who still nurse hopes of joining other jobs perform very well a difference of 11.1% points. The latter are usually holders of better EACE qualification.

Teachers preparing for the EACE Ordinary Level Examination are generally poor on their performance. It is not surprising that it is so. Usually they are those who obtained an EACE pass. Their counterparts preparing for the EACE Advanced Level are much better. Usually these are teachers with Division I to III. This seems to support the contention that has been emerging in the study that performance on the EACE seems to be strongly related to effective teaching.

The table seems to indicate that in urban schools there is a higher degree of effective teaching as compared to rural schools. This is not quite unexpected. Usually teachers in urban schools are of much higher calibre than teachers in the rural schools.

What has emerged from the simple analysis of means is that student academic achievement on EACE is a stronger determinant in effective teaching than any other variable. This is demonstrated by the fact that P1 teachers tend to perform much better than P2 teachers. This seems to be supported by the analysis of pupil gain score in relation to the type of division obtained on the EACE and a further analysis of teachers' grade in relation to the groups of scores in the cross-tabulation.

#### CROSS-TABULATION OF MEANS

Table 49 brings out very interesting information. What appears remarkable is an absence of the Division III and EACE in the higher ranges of the Pupil Gain Score. These seem to cluster in lower ranges of the gain mean. From the table, 0% of the Divisions I and II score between 5 - 10 marks as compared to 3% of Division III and 14.7%

of EACE out of a mean percentage of 5.7%. The same kind of pattern is repeated in the range of 11 - 15 marks. Divisions I and II are represented by 0% while Division III and EACE have 7.5% and 29.3% respectively out of a mean percentage of the whole group of 11.7%. A majority of the EACE fall within this category. Division II begin to appear from the categories of 16 - 20, but they are in relatively smaller numbers than the Division III and EACE. The Division II increase in proportion with rise in the ranges and their numbers are sustained up to a range of 66 - 70 marks; while the Division III and EACE taper off with the rise in the ranges of marks. Division III decline to 0% at the range of 56 - 60 while the EACE drop at 0% at the range of 46 - 50.

Range	Division I	Division II	Division III	EACE
11 - 15	0%	0%	7.5%	29.3%
16 - 20	0%	Small	Medium	Medium
21 - 25	0%	Small	Medium	Medium
26 - 30	0%	Small	Medium	Medium
31 - 35	0%	Small	Medium	Medium
36 - 40	0%	Small	Medium	Medium
41 - 45	0%	Small	Medium	Medium
46 - 50	0%	Small	Medium	0%
51 - 55	0%	Small	Medium	0%
56 - 60	0%	Small	0%	0%
61 - 65	0%	Small	0%	0%
66 - 70	0%	Small	0%	0%

Table 49: EACE Division and Pupil Gain Score

Range	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	31 - 35	
Div. I	(0)0	(0)0	(0)0	(0)0	(0)0	(0)0	(0)0	
II	(0)0	(0)0	(0)0	(2)7.2	(1)3.6	(1)3.6	(3)16.7	
III	(0)0	(2)3	(5)7.5	(9)13.4	(12)18.1	(16)24.1	(9)13.5	
EACE	(0)0	(5)14.7	(10)29.3	(5)14.7	(5)13.6	(4)11.7	(2)5.8	
Total	(0)0	(7)5.7	(15)11.7	(16)12.4	(18)14.1	(21)16.3	(14)11.0	
Range	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 - 65	66 - 70	Total
Div. I	(1)100	(0)0	(0)0	(0)0	(0)0	(0)0	(0)0	(1) 100
II	(2)7.1	(8)28.5	(3)10.8	(2)10.8	(2)7.2	(2)7.2	(2)7.2	(28) 100
III	(6)9.0	(3)4.5	(3)4.5	(1)1.5	(0)0	(0)0	(0)0	(66) 100
EACE	(2)5.8	(1)2.9	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(34) 100
Total	(11)8.7	(12)9.3	(6)4.7	(3)3.2	(2)1.6	(2)1.6	(2)1.6	(129) 100

From table 51, it is apparent that P1 teachers are relatively superior to the P2 teachers. It is noted that 15.2% of the P2 teachers have a gain score of 6 - 10 points. The percentage rises to 27.3% on 11 - 15 point as compared to 7.4% of the P1 teachers in the same category. There are differences on practically all the point groups. It is noted that on 16 - 20, 11.6% of the P1 teachers and 15.2% of the P2 fall in this category, in the 21 - 25 group; there are 13.7% of the P1s and 15.2% of the P2 teachers; 26 - 30 category there are 17.9% P1 teachers as compared to 12.1% of the P2 teachers. From the 31 - 35 category P2 teachers tend to decline in percentage. In this category fall 12.6% of the P1 teachers while only 9.3% of the P2 reach this level. On the 36 - 40, fall 9.5% of the P1 group and 6.6% of the P2. The P2 group of teachers decline sharply on the range of 41 - 45 points. While 10.5% of the P1 teachers fall in this group only 3.0% of the P2 teachers manage to reach this level. The P1 teachers however appear in all the ranges though in reduced numbers. There are 6.3% in the 46 - 50 range; 4.2% in the 51 - 55 range, 2.1% in the 56 - 60 range; 2.1% in the 61 - 65 range and 1.1% in the 66 - 70 range. What is clear is that a majority of the P2 teachers fall in the





**Table 50: Teachers' Grade and Prof. Gain Score**

Range	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	31 - 35	
P1	(0)0.0	(0)0	(7)7.4	(11)11.6	(13)13.7	(17)17.9	(12)12.6	
P2	(0)0.0	(5)5.2	(9)27.3	(5)15.2	(5)15.2	(4) 12.1	(3)9.3	
Total	(0)0.0	(5)15.2	(16)11.7	(16)11.7	(18)15.1	(21)16.8	(15)10.9	
Range	36 - 40	41 - 45	46 - 50	51 - 55	56 - 60	61 - 65	66 - 70	Total
P1	(9)9.5	(10)10.5	(6)6.3	(4)4.2	(2)2.1	(2)2.1	(1)1.1	(95)100
P2	(2)6.6	(1)3.02	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(34)100
Total	(11)8.6	(11)8.6	(6)4.7	(4)3.1	(2)1.6	(2)1.6	(1)0.8	(129)100

The urban and rural factors also tend to influence the pupil gain score in table 51 though the pattern is not all that constant. It is seen that 2.6% of the urban teachers and 6.8% of rural teachers fall in the 6 - 10 range. A slightly higher percentage of rural teachers fall in the next category of 11 - 15 points, 15.6% as compared to 2.6% of the urban group. More urban teachers 17.9% fall in 16 - 20 range while 10.0% of the rural teachers fall in this category. The same percentage fall in the 21 - 25 range while 12.2% of the rural teachers reach this group. In the 26 - 30 range fall 13.8% of the urban teachers as compared to 17.8% of the rural teachers. There is a small difference on the 31 - 35 range; 10.2% of the urban group and 11.1% of the rural teachers. A significant difference appears on the 36 - 40 range. It is noted that a slightly high percentage of 13.8% of the urban teachers fall in this category as compared to 6.7% of the rural teachers. On the 41 - 45 range fall 7.8% of the urban teachers and 10.0% of the rural teachers. The percentages of the two groups decline from the 46 - 50 range. In this range there are 5.1% urban, 4.4% rural; in the 51 - 55 fall 5.1% urban, 2.2% rural. While on 56 - 60 are 2.6% urban and

1.1% rural; 2.2% of the rural group fall in the 61 - 60 range while 2.6% of the urban appear in the 66 - 70 range. On the whole this appears to be a mixed picture.

Age Group	Urban	Rural	Total
15 - 20	1.2%	0.8%	1.0%
21 - 25	1.5%	1.0%	1.2%
26 - 30	1.8%	1.2%	1.5%
31 - 35	2.1%	1.5%	1.8%
36 - 40	2.4%	1.8%	2.1%
41 - 45	2.7%	2.1%	2.4%
46 - 50	3.0%	2.4%	2.7%
51 - 55	3.3%	2.7%	3.0%
56 - 60	3.6%	3.0%	3.3%
61 - 65	3.9%	3.3%	3.6%
66 - 70	4.2%	3.6%	3.9%
71 - 75	4.5%	3.9%	4.2%
76 - 80	4.8%	4.2%	4.5%
81 - 85	5.1%	4.5%	4.8%
86 - 90	5.4%	4.8%	5.1%
91 - 95	5.7%	5.1%	5.4%
96 - 100	6.0%	5.4%	5.7%
Total	2.6%	1.1%	1.8%

Table 51: Location of School and Pupil Gain Score

<b>Range</b>	<b>0 - 5</b>	<b>6 - 10</b>	<b>11 - 15</b>	<b>16 - 20</b>	<b>21 - 25</b>	<b>26 - 30</b>	<b>31 - 35</b>	
<b>Urban</b>	(0)0.0	(1)2.6	(1)2.6	(7)17.9	(7)17.9	(5)13	(4)10.2	
<b>Rural</b>	(0)0.0	(6)6.8	(14)15.6	(9)10.0	(11)12.2	(16)17.8	(10)11.1	
<b>Total</b>	(0)0.0	(7)5.4	(15)11.0	(16)11.7	(18)15.1	(21)15.8	(14)10.9	
<b>Range</b>	<b>36 - 40</b>	<b>41 - 45</b>	<b>46 - 50</b>	<b>51 - 55</b>	<b>56 - 60</b>	<b>61 - 65</b>	<b>66 - 70</b>	<b>Total</b>
<b>Urban</b>	(5)13.8	(3)7.8	(2)5.1	(2)5.1	(1)2.6	(0)0.0	(1)2.6	(39) 100
<b>Rural</b>	(6)6.7	(9)1.0	(4)4.2	(2)2.2	(1)1.1	(2)2.2	(0)0.0	(90) 100
<b>Total</b>	(11)8.6	(12)9.3	(6)4.7	(4)3.1	(2)1.6	(2)1.6	(1)0.8	(129) 100

The analysis of the pupil gain score seems to support the general conclusions reached in the previous chapter. A teacher's general background factors namely sex, age and religion have negligible effect on his performance in the classroom. It <sup>is</sup> however seen that mother's education, and her employment have some slight effect on the pupil gain score. The type of secondary school attended too has some slight effect. It is however anomolous that teaching experience has no significance on a teacher's effective teaching yet it is currently being used as a criterion for entering the teaching profession. Two powerful factors emerge as the most important determinants for teaching effectiveness, these include the teachers' grade in the teaching profession and the nature of division obtained on the EACE examination. Two further variables appear as significant determinants of effective teaching these include the teacher's future job aspiration if offered chances and the location of the school in which one teaches. This is further reflected in the regression analysis

ANALYSIS OF RELATIONSHIPS.

**Table 52: Correlations between the Independent Variables and Pupil Gain Score**

<b>Variable</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
Sex	14.44	1.68	0.67
Age	0.00	0.04	0.68
Religion	1.72	0.66	0.68
Fathers' Education	6.48	1.68	0.67
Mothers' Education	0.21	0.19	0.68
Fathers' Employment	10.89	1.36	0.68
Mothers' Employment	1.54	0.36	0.68
Type of Secondary School	1.41	0.91	0.68
Job Aspiration	4.67	1.49	0.68
EACE Division	52.52	5.71	0.56
Pre-College Teaching	6.00	0.94	0.68
Type of College	80.08	0.14	0.68
Grade of Teacher	12.60	1.11	0.68
Future Job Aspiration	4.00	0.79	0.68
Examination preparing	1.62	0.88	0.68
Location of School	3.80	0.80	0.68

Multiple Correlation mean = 0.68

The RACE Division seems to be a very significant variable predicting performance on the pupil gain score with a regression coefficient of 52.52 and a t statistic of 5.71 and a multiple correlation of 0.56. Equally important is sex with a regression coefficient of 14.44, fathers' education with a coefficient of 6.48, fathers' employment of 10.89, pre-college teaching 6.00, grade of teacher 12.60, future job aspiration with 4.00, and location of school with 3.80 regression coefficients, though a t statistic is below the critical level of 1.91.

## CHAPTER FIVE

### TEACHING BEHAVIOUR

As already noted, an intensive study was made of the literature covering the function of the teacher as seen from various educational view points, and of previous researches undertaken in the areas of human personality. In obtaining estimate of teacher classroom behaviour, systematic observation and immediate assessment of on going teacher behaviour by the researcher was employed. With all the attractiveness of judgement of teacher behaviour from its products for example pupil change and perhaps of the collection of pupil opinions about their teacher's behaviour, the disadvantages of such approaches seemed to outweigh their advantages.

The instrument on which ratings were based as already stated was a modification of the Stanford Teacher Competence Appraisal Guide. In this study five major areas of a teacher's characteristics were mapped out. These include a teachers' personal characteristics for instance stimulating pupils and holding their attention and interest, conscientious, punctual, calm, controlled, not emotional, confident, stable,



relaxed and many others. The second group of characteristics embraced teachers' relationships with pupils; for example treating pupils equally, gives pupils opportunity to explain themselves, being approachable, being able to recognize individual differences, flexible and adapting class activities to pupils' interests, maintaining the class as centre of activities, being kind and friendly and giving pupils the freedom to express themselves. The third major category included teachers' professional and community factors for instance a teacher's relationship with other staff members, parents and educational administrators, interest in outside class activities. This category unfortunately was not observed by the researcher due to the shortage of time spent in many of the primary schools. The fourth category of teaching characteristics focused on the planning and organisation of lessons, clear lesson aims, evidence of well planned lesson and class procedures. The fifth category dealt with teachers' presentation of the subject matter. This included the use of good speech, good expressions, audibility, voice tone, originality, demonstrating unique devices to aid instruction, drawing examples from various fields, criticisms of other authorities,

giving thought provoking questions and exercises.

In rating these characteristics the raters were to rate teachers on a five point scale as already discussed in chapter I, i.e. five points for outstanding, or superior characteristics, four points for strong characteristics, three points for average performance, two points for below average performance, one point for weak and zero for characteristics that were not observed, thus where the observer was not able to observe some particular behaviour.

An attempt is made here to evaluate the scores given in relation to the independent variables discussed in the previous chapters. In the analysis, HM will stand for the headmaster/headmistress, EA for the educational administrator, R. for researcher and TE for teachers' self-evaluation.

### PERSONAL CHARACTERISTICS

#### SIMPLE MEANS

In table 53/<sup>it</sup>is clear that a majority of the teachers are rated as average in their personal characteristics. It is also noted that the

headmasters rated male teachers as being strong, four points on this variable. Though the headmasters were not trained observers one would tend to go by their assessment since in a majority of cases they have had to stay with the teachers in the sample for a longer period than the researcher or the educational administrator. One also notes <sup>the</sup> fact that the teachers tend to be critical of themselves and see themselves as being just average.

Teachers' age does not appear to be an important variable affecting a teacher's personality. A majority of the teachers are rated average, though younger teachers, 20 - 23 years, tended to rate themselves as being strong, 4.0. From the table it is clear that the researcher tended to rate the teachers a little more strictly than the headmaster and the administrator. The older teachers are generally critical about themselves rating themselves generally as being average.

Religion is not an important factor in determining teachers' personal characteristics; the headmaster, the administrator the researcher and the teachers themselves rate teachers' personal characteristics as being average with

minor differences in the points. The administrator, however rates Catholic teachers as being strong.

Category	Sub-category	Value 1	Value 2	Value 3
Group 1	Elementary	2.5	2.5	2.5
	Secondary	2.5	2.5	2.5
	High School	2.5	2.5	2.5
	College	2.5	2.5	2.5
Group 2	Elementary	2.5	2.5	2.5
	Secondary	2.5	2.5	2.5
	High School	2.5	2.5	2.5
	College	2.5	2.5	2.5
Group 3	Elementary	2.5	2.5	2.5
	Secondary	2.5	2.5	2.5
	High School	2.5	2.5	2.5

**Table 53: General Background Factors and  
Teachers' Personal Characteristics**

		HM	EA	R	TE
<b>Sex:</b>	<b>Male</b>	(74)4.0	3.4	3.1	3.0
	<b>Female</b>	(55)3.3	3.4	3.3	3.0
	<b>Total</b>	(129)3.4	3.4	3.2	3.0
<b>Age:</b>	<b>20 - 23</b>	(11)3.4	3.4	3.2	4.0
	<b>24 - 27</b>	(75)3.4	3.4	3.2	3.0
	<b>28 - 33</b>	(43)3.4	3.3	3.1	3.0
	<b>Total</b>	(129)3.4	3.4	3.2	3.0
<b>Religion:</b>					
	<b>Catholic</b>	(65)3.4	4.0	3.3	3.0
	<b>Protestant</b>	(64)3.4	3.2	3.1	3.0
	<b>Total</b>	(129)3.4	3.4	3.2	3.0

**Table 54: Family Background Factors and  
Teachers' Personal Characteristics**

		HM	EA	R	TE
<b>Fathers' Education:</b>	No Education (53)	3.4	3.4	3.2	3.0
	Primary Education (76)	3.4	3.4	3.2	3.0
	<b>Total (129)</b>	<b>3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>
<b>Mothers' Education:</b>	No Education (84)	4.0	3.3	3.2	3.0
	Primary Education (45)	3.3	3.4	3.0	3.1
	<b>Total (129)</b>	<b>3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>
<b>Fathers' Employment:</b>	Formal Employment (38)	3.3	3.3	3.1	3.1
	Informal Employment (91)	4.0	3.4	3.2	3.0
	<b>Total (129)</b>	<b>3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>
<b>Mothers' Employment:</b>	Formal Employment (6)	4.0	3.2	3.0	3.3
	Informal Employment (123)	3.4	3.4	3.2	3.0
	<b>Total (129)</b>	<b>3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>

**Table 55: Secondary School Factors and  
Teachers' Personal Characteristics**

		HM	EA	R	TE
<b>Type of Sec. School:</b>	High Cost	(27)3.3	3.3	3.0	3.1
	Medium Cost	(65)4.0	4.0	3.3	3.0
	Low Cost	(37)3.3	3.2	3.1	3.0
	<b>Total</b>	<b>(129)3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>
<b>Educational Aspirations:</b>	H.S.C.	(36)3.4	4.0	3.2	3.0
	No H.S.C.	(91)3.4	3.3	3.1	3.0
	<b>Total</b>	<b>(129) 3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>
	<b>Primary Teaching</b>	<b>(19) 3.3</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>
	<b>Secondary Teaching</b>	<b>(59) 3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>
<b>Job Aspiration:</b>	Other Job	(51) 3.4	3.4	3.2	3.0
	<b>Total</b>	<b>(129) 3.4</b>	<b>3.4</b>	<b>3.2</b>	<b>3.0</b>

**Table 56: College Factors and Teachers' Personal Characteristics**

	HM	EA	R	TE
<b>Teaching Experience:</b>				
Experience(22)	4.0	3.2	3.2	3.1
No Experience(107)	3.4	3.4	3.2	3.0
<b>Total</b> (129)	3.4	3.4	3.2	3.0
<b>Type of College:</b>				
Large College(41)	3.8	4.0	3.3	3.0
Medium College (83)	3.4	3.3	3.1	3.0
Small College (5)	4.0	3.4	3.0	3.0
<b>Total</b> (129)	3.4	3.4	3.2	3.0
<b>Grade of Teacher:</b>				
P1 (95)	3.0	4.0	3.0	3.0
P2 (34)	3.1	3.0	3.0	3.3
<b>Total</b> (129)	3.4	3.4	3.2	3.0



**Table 59: Field Factors and Teachers'**

**Personal Characteristics**

		IM	EA	R	TE
<b>Future Job Aspirations:</b>	<b>Primary Teaching</b>	(82) 3.2	3.2	3.0	3.2
	<b>Other Job</b>	(47) 4.0	4.0	4.0	2.1
	<b>Total</b>	(129) 3.4	3.4	3.2	3.0
<b>Examination in Preparations:</b>	<b>SACE O Level</b>	(37) 3.4	3.0	3.0	3.2
	<b>SACE A Level</b>	(83) 3.0	3.4	3.4	3.0
	<b>No Examination</b>	(9) 3.4	3.4	3.2	3.0
	<b>Total</b>	(129) 3.4	3.4	3.2	3.0
<b>Location of Primary schools:</b>	<b>Urban</b>	(39) 4.0	4.0	4.0	3.0
	<b>Rural</b>	(90) 3.4	3.3	3.0	3.0
	<b>Total</b>	(129) 3.4	3.4	3.2	3.0

Table 54 shows that educational background is not a prominent factor in judging a teacher's personal characteristics. It is however noted that both the administrator and the headmaster rate teachers on the stronger side of average.

Teachers whose mothers have no education are rated by the headmaster as being strong. Fathers' employment background has little influence on teachers' characteristics, though the headmaster rates teachers whose fathers have informal employment as being a little stronger. Mothers' employment background is not a very important factor in determining teachers' personal characteristics. The headmaster, however seems to rate teachers whose mothers have some formal employment as being strong 4.0 points.

In table 55 though the four groups of observers are in general agreement that the type of school has little influence on teachers' personal characteristics i.e. that they are on the whole average, it appears that both the headmaster and the administrator rate teachers who did their secondary school education in medium cost secondary schools as being strong.

Teachers' future higher educational aspiration is not reflected in their personal characteristics, though the administrator rates teachers who aspired to go for higher education as being strong. Teachers' job aspiration while at Secondary School has no influence on their personal characteristics.

Table 56 shows that teaching experience has little effect on the teachers' personal characteristics, though the headmaster rates teachers with teaching experience strong.

Apparently the type of college has very little influence on the teachers' personal characteristics. It is, however, observed that the headmasters seem to detect the fact that teachers from small colleges appear to be more tolerant in their personal characteristics. These characteristics are more easily imparted in a small college than a large one, due to the fact that since the student population is small tutor-student personal relations are much better established.

From this table it is clear that teachers grade is a powerful factor in the assessment of teachers' personal characteristics; P1 teachers

are rated 4.0 points both by the headmaster and the educational administrator. The researcher rates them on the stronger side of average.

In table 57 future job aspiration and teachers' personal characteristics presents a very interesting picture. The headmaster, the administrator and the researchers are all agreed that teachers who aspire to join other careers have more positive personal characteristics towards teaching than those who feel they will continue as primary teachers. The teachers themselves, however rate themselves very low 2.2 points - indicating that they are below average.

The impact of teachers' preparation for external examination is not particularly significant though the administrator rates teachers preparing for EACE as being strong.

It is noted in the same table that the type of school in which the teacher teaches has a marked influence on his personal characteristics. The headmaster, the administrator and researcher rate urban teachers as being strong in their personal characteristics. This is largely influenced by the number of pupils per class they teach who are generally fewer than those in the rural schools.

CROSS-TABULATION

**Table 58: EACE Division and Teachers**  
**Personal Characteristics**

	<u>Headmaster</u>					Total
	1	2	3	4	5	
Div. I	(0)0.0	(0)0.0	(1)10.0	(0)0.0	(0)0.0	(1)100
II	(0)0.0	(1)3.6	(2)7.1	(22)78.6	(3)10.7	(28)100
III	(0)0.0	(5)7.6	(39)59.1	(19)28.8	(3)4.5	(66)100
EACE	(0)0.0	(5)14.7	(20)58.8	(9)26.5	(0)0.0	(34)100
Total	(0)0.0	(11)8.5	(62)48.1	(50)38.8	(6)4.7	(129)100
<u>Educational Administrator</u>						
Div. I	(0)0.0	(0)0.0	(0)0.0	(1)10.0	(0)0.0	(1)100
II	(0)0.0	(0)0.0	(6)21.4	(15)53.6	(7)25.0	(28)100
III	(0)0.0	(4)6.1	(32)48.5	(30)45.5	(0)0.0	(66)100
EACE	(3)8.8	(8)26.5	(17)50.0	(6)14.7	(0)0.0	(34)100
Total	(3)2.3	(13)10.1	(55)42.6	(51)39.5	(7)5.4	(129)100
<u>Teachers' Self Evaluation</u>						
Div. I	(0)0.0	(1)10.0	(0)0.0	(0)0.0	(0)0.0	(1)100
II	(12)42.9	(8)28.6	(6)21.4	(2)7.6	(0)0.0	(28)100
III	(5)7.6	(12)18.2	(30)45.5	(19)28.8	(0)0.0	(66)100
EACE	(2)5.9	(1)2.9	(15)44.1	(16)47.1	(0)0.0	(34)100
Total	(19)14.7	(22)17.1	(51)39.5	(37)28.7	(0)0.0	(129)100
<u>Researcher</u>						
Div. I	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(0)10.0	(1)100
II	(0)0.0	(0)0.0	(7)25.0	(13)46.4	(8)28.6	(28)100
III	(1)1.5	(14)21.2	(33)50.0	(16)24.2	(2)3.0	(66)100
EACE	(5)14.7	(11)32.4	(11)32.4	(7)20.6	(0)0.0	(34)100
Total	(6)4.7	(25)19.4	(51)39.5	(36)27.9	(11)8.5	(129)100

In the simple analysis of means, grade of teacher and therefore the EACE division and the location of school appear somewhat significant. A cross-tabulation of means was carried out to test their significance.

It is demonstrably clear from table 58 that what a teacher scored in School Certificate (EACE), very much influences his teaching effectiveness. Judged by the headmaster's rating on personal characteristics of the teacher; the one Division I is rated average while 7.1% of the Division II are rated average. It is important that 78.6% of the Division II are rated strong on this variable. Only 28.8% of the Division III reach this point while only 26.5% of the EACE are rated strong. It is also important that 10.7% of the Division II are rated as outstanding while 4.5% of the Division III reach this point. None of the EACE group is rated outstanding.

The same kind of pattern is demonstrated in the rating by the administrator. On his scale 8.8% of the EACE are rated weak while 26.5% of the same group is rated below average. He rates 21.4% of the Division II, 48.5% of the Division III

and 50% of the EACE as being average. The one Division I is rated strong while 53.6% of the Division II, 45.5% of the Division III and 14.7% of the EACE reach this point. It is quite striking that while 25% of the Division II are rated outstanding none of the two other grades are rated so.

A somewhat similar pattern emerges when one examines the ratings of the researcher; 1.5% of the Division III are rated weak while 14.7% of the EACE cohort are rated as weak. Considering the below average group 21.2% of the Division III are rated weak while 32.4% of the EACE fall in the same category. He further rates 25.0% of the Division II, 50% of the Division III, 32.4% of the EACE as average. Quite remarkable is the fact that 46.4% of the Division II are rated strong. In comparison only 24.2% of the Division III and 20.6% of the EACE reach this point. Out of an average of 27.9% of the entire group. Most pronounced is the fact that the one Division I is rated outstanding, while 28.6% of the Division II fall in this category. Only 3.0% of the Division III are rated outstanding and none of the EACE is ranked outstanding.

Teachers' self-evaluation presents a somewhat different picture. Teachers tend to be quite critical of themselves. It is noted that 42.9% of the Division II teachers consider themselves and others as being weak. While only 7.6% of the Division III and 4.7% of the EACE hold similar views. The one Division I considers himself and other teachers as being average, 28.6% of the Division II also seem to think so while only 18.2% of the Division III and 2.9% of the EACE hold same views. The Division III and EACE generally think themselves as average. This is in the proportion of 45.5% and 41.1% respectively. Only 21.4% of the Division III consider themselves and other teachers as being average. In considering the rating of teachers on the strong scale only 7.1% of the Division II teachers consider themselves as strong. While 28.8% and 47.1% of the Division III and EACE respectively consider themselves so. None of the groups consider themselves as outstanding. What seems to emerge is that though Division II teachers are rated high they rate themselves low. Inversely, while the Division III and the EACE teachers are rated low, a majority of them tend to rate themselves as being average or strong.



**Table 59: Teaching grade and teachers'  
personal characteristics**

Grade	Points					Total
	<u>Headmaster</u>					
	1	2	3	4	5	
P1	(0)0.0	(6)6.32	(43)45.3	(40)42.1	(6)6.3	(95)100
P2	(0)0.0	(6)15.2	(19)57.6	(7)27.3	(0)0.0	(34)100
<b>Total</b>	<b>(0)0.0</b>	<b>(2)8.6</b>	<b>(62)48.4</b>	<b>(49)38.3</b>	<b>(6)4.7</b>	<b>(129)100</b>
	<u>Administrator</u>					
P1	(0)0.0	(5)5.3	(38)40.0	(45)47.4	(7)7.4	(95)100
P2	(4)12.1	(8)24.2	(17)51.5	(5)15.2	(0)0.0	(34)100
<b>Total</b>	<b>(4)2.3</b>	<b>(13)10.2</b>	<b>(55)43.0</b>	<b>(50)39.1</b>	<b>(7)5.5</b>	<b>(129)100</b>
	<u>Researcher</u>					
P1	(1)1.1	(14)14.7	(40)42.1	(29)30.5	(11)11.6	(95)100
P2	(6)18.2	(11)33.3	(11)33.3	(6)18.2	(0)0.0	(34)100
<b>Total</b>	<b>(7)4.7</b>	<b>(25)19.5</b>	<b>(51)39.8</b>	<b>(35)27.3</b>	<b>(11)8.6</b>	<b>(129)100</b>
	<u>Teachers' Self Evaluation</u>					
P1	(16)16.8	(21)22.1	(37)39.0	(21)22.1	(0)0.0	(95)100
P2	(3)9.1	(1)3.0	(14)42.4	(16)48.5	(0)0.0	(34)100
<b>Total</b>	<b>(19)14.1</b>	<b>(22)17.2</b>	<b>(51)39.8</b>	<b>(37)28.9</b>	<b>(0)0.0</b>	<b>(129)100</b>

Rating in table 59 tends to show that P1 teachers are superior; only 6.3% are rated by the headmaster as being below average while 15.2% of the P2 are rated so, 45.3% of the P1 are rated average while 57.6% of the P1 fall in this category. It is significant that 42.1% of the P1 are rated strong while 27.3% of the counterparts reach this level. None of the letter group is rated outstanding though 6.3% of the P1 are rated as outstanding.

A similar pattern is reflected in the ratings of the administrator. He rates 12.1% of the P2 as weak; 5.3% of the P1 are rated below average as compared to a fairly high proportion of 24.2% of the P2. A high percentage of the two groups are rated average 40.0% of the P1 and 51.5% of the P2. Similar to the rating of the headmaster 47.4% of the P1 are rated strong while only 18.2% of the P2 are rated so. None of the P2 are rated as outstanding as compared to 7.4% of the P1 teachers.

This picture is supported by the rating of the researcher. He rates 1.1% of the P1 as weak and 18.2% of the P2 teachers. He further rates 14.7% of the P1 as below average as compared to 33.3% of the P2. A fairly high proportion

of the two groups 42.1% of the P1 and 33.3% of the P2 are rated average. A slightly lower percentage than that of the administrator and the headmaster 30.5% of the P1 and 18.2% of the P2 are rated strong. He rates 11.6% of the P1 as outstanding while none of the P2 teachers reach this level.

In teachers' self-evaluation it appears as if the P1 teachers are more critical of themselves than the P2 teachers; 16.8% as compared to 9.1% of the P2 rated themselves as weak; 22.1% as against 3.0% consider themselves as being below average. Higher percentages of the two groups 39.0% and 42.4% respectively rate themselves average. While 21.1% of the P1 rate themselves as strong 48.5% of P2 rate themselves so. None of the two groups rate themselves as outstanding.

**Table 60: The Type of School and Teachers'  
Personal Characteristics**

Grade	Points					Total
	1	2	3	4	5	
<b><u>Headmaster</u></b>						
Urban	(0)0.0	(2)5.1	(17)43.6	(19)48.7	(1)2.6	(39)100
Rural	(0)0.0	(9)0.0	(45)50.0	(31)34.4	(5)5.6	(90)100
Total	(0)0.0	(11)8.5	(62)48.1	(50)38.8	(6)4.7	(129)100
<b><u>Administrator</u></b>						
Urban	(0)0.0	(4)10.3	(12)30.8	(21)53.9	(2)5.1	(39)100
Rural	(3)3.3	(9)10.0	(43)47.8	(30)33.3	(5)5.7	(90)100
Total	(3)2.3	(13)10.8	(55)42.6	(51)39.5	(7)5.4	(129)100
<b><u>Researcher</u></b>						
Urban	(0)0.0	(2)5.1	(17)43.6	(15)38.5	(5)12.8	(39)100
Rural	(6)6.7	(23)25.6	(34)37.8	(21)23.3	(6)6.8	(90)100
Total	(6)4.7	(25)19.4	(51)39.5	(36)27.9	(11)8.5	(129)100
<b><u>Teachers' Self-Evaluation</u></b>						
Urban	(1)2.6	(7)8.0	(21)53.9	(10)25.6	(0)0.0	(39)100
Rural	(18)20.0	(15)16.8	(30)33.3	(27)30.0	(0)0.0	(90)100
Total	(19)14.7	(22)17.1	(51)39.5	(37)28.7	(0)0.0	(129)100

The type of school in table 60 seems to be a powerful factor influencing a teacher's classroom behaviour. It is seen that the headmaster rates 5.1% of the teachers teaching in urban areas as being below average while rating 8.5% of the rural teachers so. A fairly high proportion of the two groups are rated average; 43.6% of the urban teachers and 50.0% of the rural teachers. What is however most significant is that while 48.7% of the urban teachers are classified strong only 34.4% of the rural teachers fall in this category. A very small percentage of the two groups is considered outstanding; 2.6% of the teachers in urban areas and 5.6% of the rural teachers.

The administrator's rating presents a similar situation. He rates 3.3% of the rural teachers as weak. There is no difference in his classification of the below average teachers; 10.3% of the urban teachers and 10.8% of the rural teachers are rated below average. A high percentage of the rural teachers are rated average; 47.8% while 30.8% of the urban teachers fall in this category. A very high proportion of the Urban teachers 53.9% and 33.3% of the rural teachers are rated strong. There is however no difference on the outstanding level. 5.1% of the urban group

and 5.7% of the rural teachers are rated outstanding.

The researcher's rating brings out low ratings though there is a significant difference between the two groups. He rates 6.7% of the rural teachers as weak. While 25.6% of this group is considered below average, only 5.1% of the urban group fall in this category. The urban group is however rated a little higher on the average level, 43.6% while 37.8% of the rural group is rated so. There is a significant difference on what he considers strong. While 38.5% of the urban teachers are rated strong only 23.3% of the rural teachers reach this level. There is also a significant difference between the two groups in the outstanding rating, 12.8% of the urban teachers are rated outstanding as compared to 6.8% of the rural teachers.

Turning to rating by the teachers themselves it is seen that many of the urban teachers do not rate themselves as weak; 2.6% as compared 20.0% of the rural teachers. There is just a small difference on the below average rating, 18.6% of the urban teachers and 16.8% of the rural teachers hold these views. A very high proportion rate themselves average 53.9% of the urban while

33.3% of the rural teachers rate themselves so. A small difference exists in their rating as strong, 25.6% of the urban teachers and 30.0% of the rural teachers.

Variable	Regression Coefficients		S		Multiple Correlation	
	B <sub>1</sub>	B <sub>2</sub>	S <sub>1</sub>	S <sub>2</sub>	r <sub>1</sub>	r <sub>2</sub>
sex	0.00	0.00	0.00	0.00	0.00	0.00
age	0.00	0.00	0.00	0.00	0.00	0.00
education	0.00	0.00	0.00	0.00	0.00	0.00
Parents' Education	0.00	0.00	0.00	0.00	0.00	0.00
Teachers' Education	0.00	0.00	0.00	0.00	0.00	0.00
Parents' Employment	0.00	0.00	0.00	0.00	0.00	0.00
Teachers' Employment	0.00	0.00	0.00	0.00	0.00	0.00
Type of School	0.00	0.00	0.00	0.00	0.00	0.00
Parents' Occupation	0.00	0.00	0.00	0.00	0.00	0.00
Sex Segregation	0.00	0.00	0.00	0.00	0.00	0.00
Sex Division	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Working	0.00	0.00	0.00	0.00	0.00	0.00
Type of Village	0.00	0.00	0.00	0.00	0.00	0.00
Working Code	0.00	0.00	0.00	0.00	0.00	0.00
Parents' Job Satisfaction	0.00	0.00	0.00	0.00	0.00	0.00
Teachers' Job Satisfaction	0.00	0.00	0.00	0.00	0.00	0.00
Parents' Income	0.00	0.00	0.00	0.00	0.00	0.00
Teachers' Income	0.00	0.00	0.00	0.00	0.00	0.00

Multiple Correlation with sex = 0.00  
 Multiple Correlation with age = 0.00

ANALYSIS OF RELATIONSHIPS

Table 61: Correlations Between Independent Variables  
(a) and Rating of Teachers' Characteristics

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	HM	EA	HM	EA	HM	EA
Sex	0.00	0.00	0.61	0.03	0.53	0.62
Age	0.00	0.00	0.08	0.78	0.54	0.62
Religion	0.00	0.03	0.65	1.38	0.53	0.61
Fathers' Education	0.01	0.00	1.44	0.22	0.52	0.62
Mothers' Education	0.02	0.02	1.16	1.19	0.53	0.62
Fathers' Employment	0.00	0.06	0.66	1.55	0.53	0.61
Mothers' Employment	0.02	0.00	0.69	0.17	0.53	0.62
Type of School	0.00	0.00	0.32	0.89	0.53	0.62
Further Education	0.00	0.03	1.16	1.17	0.53	0.62
Job Aspiration	0.00	0.03	0.01	0.72	0.54	0.62
EAGE Division	0.00	0.44	1.81	4.39	0.52	0.53
Pre-College Teaching	0.08	0.00	1.76	0.09	0.52	0.62
Type of College	0.00	0.01	0.34	1.05	0.53	0.62
Teaching Grade	0.00	0.00	0.50	0.37	0.53	0.62
Future Job Aspiration	0.23	0.00	3.16	0.04	0.47	0.62
Examination in Preparation	0.00	0.00	0.69	0.23	0.53	0.62
Location of School	0.04	0.00	1.40	0.59	0.52	0.62

Multiple Correlation mean HM = 0.54

Multiple Correlation mean EA = 0.62



**Table 61: Correlations Between Independent Variables  
(b) and Rating of Teachers' Characteristics**

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	R	TE	R	TE	R	TE
Sex	0.05	0.03	1.29	1.02	0.64	0.60
Age	0.00	0.01	0.71	1.05	0.64	0.60
Religion	0.00	0.65	0.07	0.07	0.64	0.60
Fathers' Education	0.00	0.02	0.36	1.41	0.64	0.59
Mothers' Education	0.00	0.01	0.50	0.64	0.64	0.60
Fathers' Employment	0.02	0.00	0.90	0.12	0.64	0.60
Mothers' Employment	0.09	0.06	1.04	0.84	0.64	0.60
Type of School	0.00	0.32	1.82	1.38	0.64	0.59
Further Education	0.00	0.00	0.08	0.50	0.64	0.60
Job Aspiration	0.00	0.00	0.84	0.47	0.64	0.60
EACE Division	0.49	0.34	3.79	3.13	0.58	0.55
Pre-College Teaching	0.00	0.00	0.21	0.19	0.64	0.60
Type of College	0.08	0.01	1.45	0.83	0.64	0.60
Teaching Grade	0.01	0.04	0.41	0.85	0.64	0.60
Future Job Aspiration	0.14	0.23	1.94	2.35	0.63	0.57
Examination in preparation	0.01	0.00	0.94	0.00	0.64	0.60
Location of School	0.25	0.07	2.68	1.34	0.61	0.59

Multiple Correlation mean R = 0.64  
Multiple Correlation mean TE = 0.60

From table 61, the EACE division is a very significant variable for predicting teaching characteristics. A regression coefficient of 0.44 is recorded with the education administration 0.49 with the researcher<sup>ER</sup> and 0.34 with the teacher's self evaluation. A t statistic of 4.39 in relation to the administrators' rating, 3.79 with the researcher and 3.13 with teacher's self-evaluation. The multiple correlation is 0.53, 0.58 and 0.55 respectively. Another very important variable though whose regression coefficients are generally low, HM 0.23, EA 0.00 Researcher, 0.14 and teachers self evaluation 0.23; the t statistic, 3.16 HM, 1.94 the researcher and teacher's evaluation at 2.35 is that of the teacher's future aspiration. The multiple correlations are 0.47 HM, 0.62 EA, 0.63 R and 0.57 TE. The location of the school is an important variable in the ratings of the researcher; a regression coefficient of 0.25 is recorded and a t statistic of 2.68 and a multiple correlation of 0.61.

RELATIONSHIP WITH PUPILS

ANALYSIS OF SIMPLE MEANS

**Table 62: General Background Factors and Teachers' Relations with Pupils**

		EM	EA	R	TE
<b>Sex:</b>	Male	(74) 4.0	3.4	3.0	3.0
	Female	(55) 3.3	3.4	3.0	3.0
	Total	(129) 3.4	3.4	3.0	3.0
<b>Age:</b>	20 - 23 yrs.	(11) 3.3	4.0	3.0	4.0
	24 - 27 "	(75) 3.4	3.4	3.0	3.0
	28.- 33 "	(43) 3.4	3.3	3.0	3.0
	Total	(129) 3.4	3.4	3.0	3.0
<b>Religion:</b>	Catholic	(65) 4.0	4.0	3.0	3.0
	Protestant	(64) 3.3	3.3	3.0	3.0
	Total	(129) 3.4	3.4	3.3	3.0

**Table 63: Family Background Factors and  
Relationship with Pupils**

	EM	EA	R	TE
<b>Fathers' Education: No Education</b> (53)	3.4	3.4	3.0	3.0
<b>Primary Education</b> (76)	3.4	3.4	3.0	3.0
<b>Total</b> (129)	3.4	3.4	3.0	3.0
<b>Mothers' Education: No Education</b> (84)	3.4	3.4	3.0	3.0
<b>Primary Education</b> (45)	3.3	3.4	3.0	3.1
<b>Total</b> (129)	3.4	3.4	3.0	3.0
<b>Fathers' Employment: Formal Employment</b> (38)	3.4	3.4	3.0	3.0
<b>Informal Employment</b> (91)	3.4	3.4	3.0	3.0
<b>Total</b> (129)	3.4	3.4	3.0	3.0
<b>Mothers' Employment: Formal Employment</b> (6)	3.0	3.4	2.0	3.0
<b>Informal Employment</b> (123)	3.4	3.4	3.0	3.0
<b>Total</b> (129)	3.4	3.4	3.0	3.0

**Table 64: Type of Secondary School Factors  
and Teachers' Relationship with Pupils**

		HM	EA	R	TE
<b>Type of Secondary School:</b>	High Cost	(27) 3.3	3.4	3.0	3.0
	Medium Cost	(65) 4.0	4.0	3.0	3.0
	Low Cost	(37) 3.2	3.3	3.0	3.0
	Total	(129) 3.4	3.4	3.0	3.0
<b>Educational Aspirations:</b>	H.S.C.	(38) 4.0	3.4	3.0	3.0
	No H.S.C.	(91) 3.3	3.4	3.0	3.0
	Total	(129) 3.4	3.4	3.0	3.0
<b>Job Aspiration:</b>	Primary Teaching	(19) 3.3	3.4	3.0	3.0
	Secondary Teaching	(59) 3.4	3.4	3.0	3.0
	Other Job	(51) 4.0	3.4	3.0	3.0
	Total	(129) 3.4	3.4	3.0	3.0

**Table 65: College Factors and Teachers'  
Relationship with Pupils.**

		BM	EA	R	TE
<b>Teaching Experience:</b>	<b>Experience</b>	(22) 3.2.	3.2	3.0	3.0
	<b>No Experience</b>	(107) 3.4	3.4	3.0	3.0
	<b>Total</b>	(129) 3.4	3.4	3.0	3.0
<b>Size of Colleges:</b>	<b>Large College</b>	(41) 4.0	4.0	3.0	3.0
	<b>Medium College</b>	(83) 3.3	3.3	3.0	3.0
	<b>Small College</b>	(5) 4.0	3.4	3.0	2.4
	<b>Total</b>	(129) 3.4	3.4	3.0	3.0
<b>Grade of Teachers:</b>	<b>P1</b>	(95) 4.0	4.0	3.0	3.0
	<b>P2</b>	(34) 3.0	3.0	3.0	3.0
	<b>Total</b>	(129) 3.4	3.4	3.0	3.0

**Table 65: Field Factors and Teachers'  
Relations with Pupils**

		MI	EA	R	TE
<b>Job Aspirations:</b>	<b>Primary Teaching</b>	(82) 3.1	3.1	3.0	3.1
	<b>Other Job</b>	(47) 4.0	4.0	3.4	2.2
	<b>Total</b>	(129) 3.4	3.4	3.0	3.0
<b>Examination in Preparation:</b>	<b>EACE O Level</b>	(37) 4.0	4.0	3.5	3.0
	<b>EACE A Level</b>	(83) 4.0	4.0	3.0	3.0
	<b>No Examination</b>	(9) 3.4	3.2	3.0	3.0
	<b>Total</b>	(129) 3.4	3.4	3.0	3.0
<b>Location of School:</b>	<b>Urban</b>	(39) 4.0	4.0	3.0	3.1
	<b>Rural</b>	(90) 3.3	3.3	3.0	3.0
	<b>Total</b>	(129) 3.4	3.4	3.0	3.0

In table 62 teachers are rated average on sex differences on their relations with the pupils. The headmaster, rates male teachers as being strong on this variable.

Both the headmaster and the administrator rate teachers on the stronger side of average, the administrator rates young teachers as being strong. The younger teachers see themselves as being strong, 4.0 points. The researcher however rates as average the whole group.

The headmaster and the administrator rate Catholic teachers strong, 4.0 points though the researcher rates them average. The two groups of teachers rate themselves average at 3.0 points.

On fathers' employment, the headmaster rates the two groups of teachers on the stronger side of average, 3.4 points (Table 63) while the researcher and the teachers generally agree on average, 3.0 points. A similar pattern emerges when mothers' education is examined.

Fathers' employment background presents a similar picture with fathers' and mothers' educational background. The researcher rates teachers whose mothers have formal employment as



being below <sup>also</sup> average 2.0 points and the headmaster considers them average. This could be due to their small sample of six.

Like in the case of teachers' personal characteristics, teachers who went to medium schools are rated strong by the headmaster and the administrators, 4.0 points in table 64. The researcher, however rates them as average and the teachers consider themselves so.

The headmaster rates teachers who aspired to continue with higher education as strong (4.0 points). The rest of the observers rate the two groups average 3.0; though both the headmaster and the administrator rate them on the stronger side of average.

No striking feature is presented when teachers' job aspiration is considered except teachers who aspired to join other professions are rated strong by the headmaster.

Table 65 does not also reflect any striking feature when experience is considered. This gives the impression that whether or not a teacher has experience does not affect his relations with the pupils.

It is significant in the same table that teachers trained in large colleges are rated strong on their relations with their pupils. Those trained in small colleges too score 4.0 points; this could however be due to their small sample. The P1 teachers are rated by both the headmaster and the administrator as being strong 4.0 points.

A very interesting picture emerges from table 66. Teachers who aspire to join other professions are rated as strong by both the administrator and the headmaster. The researcher rates them on the stronger side of average, 3.4 points. This group, however sees itself as being below average 2.2 points.

It is clear from the same table that teachers preparing for the Advanced level examination are rated strong by the headmaster and administrator, 4.0 points. The researcher rates them average.

The table further shows that teachers teaching in urban areas maintain good relations with their pupils than those in the rural

schools. Both the headmaster and the administrator rate them as strong, 4.0 points. As already pointed out this could largely be due to the fact that here classes are small making it easier for the teachers to maintain good class relations.

CROSS-TABULATION

	1	2	3	4	Total
Very Good					
Good					
Fair					
Poor					
Very Poor					
Total					
Headmaster					
Administrator					
Total					
Very Good					
Good					
Fair					
Poor					
Very Poor					
Total					
Headmaster					
Administrator					
Total					
Very Good					
Good					
Fair					
Poor					
Very Poor					
Total					
Headmaster					
Administrator					
Total					

**Table 67: EACE Division and Teachers'  
Relationship with Pupils**

<u>Headmaster</u>					
Division	Points				
1	2	3	4	5	Total
Div. I(0)0.0	(0)0.0	(0)0.0	(1)100.0	(0)0.0	(1)100
II(0)0.0	(0)0.0	(4)14.3	(17)60.7	(7)25.0	(28)100
III(1)1.5	(4)6.1	(37)56.1	(19)28.8	(5)7.6	(66)100
EACE(1)2.9	(12)35.3	(13)38.2	(7)20.6	(1)2.9	(34)100
Total(2)1.6	(16)12.4	(54)41.9	(44)34.1	(13)10.1	(129)100
<u>Administrator</u>					
Div. I(0)0.0	(0)0.0	(0)0.0	(1)100.0	(0)0.0	(1)100
II(0)0.0	(0)0.0	(7)25.0	(14)50.0	(7)25.0	(28)100
III(1)1.5	(3)4.5	(31)47.0	(31)47.0	(0)0.0	(66)100
EACE(3)8.8	(8)23.5	(15)44.1	(7)20.6	(1)2.9	(34)100
Total(4)3.1	(11)8.5	(53)41.1	(53)41.1	(8)6.2	(129)100
<u>Researcher</u>					
Div. I(0)0.0	(0)0.0	(0)0.0	(1)100.0	(0)0.0	(1)100
II(2)7.1	(0)0.0	(5)17.9	(7)57.1	(4)14.3	(28)100
III(8)12.1	(20)30.3	(23)34.8	(14)21.2	(1)1.5	(66)100
EACE(8)23.5	(10)29.4	(11)32.4	(5)14.7	(0)0.0	(34)100
Total(18)14.0	(30)23.3	(39)30.2	(7)27.9	(5)3.9	(129)100
<u>Teachers' Self - Evaluation</u>					
Div. I(1)100	(2)0.0	(0)0.0	(0)0.0	(0)0.0	(1)100
II(13)46.4	(7)25.0	(6)21.4	(2)7.1	(0)0.0	(28)100
III(5)7.6	(7)10.6	(28)42.4	(26)39.4	(0)0.0	(66)100
EACE(3)8.8	(7)20.6	(14)41.2	(9)26.5	(1)2.9	(34)100
Total(22)17.1	(21)16.3	(48)37.2	(37)28.7	(1)0.8	(129)100

In considering teachers' relationships with pupils in table 67 it is seen that 1.5% of EACE teachers are rated as weak by the headmaster while he rates 6.1% of them as being below average. He considers 14.3% of the Division II as average while 56.1% of Division III are rated so and 38.2% of the EACE. It is significant that he rates 60.7% of the Division II as strong. Only 28.8% and 20.6% of the Division III and EACE respectively reach this point. It is also noticeable that 25.0% of the Division II are rated as outstanding. Comparatively only 7.6% of the Division III and 2.9% of EACE are rated outstanding. From the evaluation of the headmaster therefore Division II teachers are much more positive in their approach to pupils. This is somewhat supported by the fact that the one Division I is rated as strong.

Turning to the rating by the administrator it is seen that 1.5% of the Division III are rated as weak and 8.8% the EACE are rated so. A small proportion of 4.5% of the Division III and 23.5% of the EACE are rated below average out of a total of 8.5%. A significant proportion of these two groups are rated as average; 47.0% of the Division III and 44.1% of the EACE. In comparison only 25.0% of the Division II fall

in this category. The one Division I is rated strong while 50% of the Division II are rated so. It is however very important that 47.0% of the Division III fall within this category. What is also quite outstanding is that 25% of the Division II teachers are rated prominent while a small proportion of 2.9% of the EACE fall in this category. From the rating of the administrator therefore it is clear that the type of grade that the teacher obtained on the School Certificate Examination (EACE) is very much reflected in their relationships with the pupils.

A somewhat similar picture is reflected in the researcher's assessment. From these ratings 7.1% of the Division II teachers are rated weak, while 12.1% of the Division III teachers and 23.5% of the EACE out of a total of 14.0% are rated so. In comparison with the assessment of the headmaster and the administrator, it is significant that a higher percentage of the teachers are rated as weak. He rates 30.3% of the Division III teachers and 29.4% of the EACE teachers as being below average. He further rates 17.9% of the Division II as average. Comparatively a high percentage 34.8% of the

Division III and 32.4% of the EACE out of the total percentage of 30.2% are rated average. The one Division one is rated strong while a very high percentage 57.1% of the Division II are rated so. Considering the Division III and EACE only 21.2% and 14.7% respectively reach this point. The researcher further rates 14.3% of the Division II outstanding while only 1.5% of the Division III are rated so. It is therefore clear that from the rating of the researcher the kind of grade that the teacher obtained is strongly reflected in the teachers' relationship with pupils.

Looking at the teacher's self evaluation, it is generally clear that teachers tend to be critical of themselves. The one Division I teacher considers himself and the rest of the teachers as weak; 46.4% of the Division II hold similar views. A fairly small proportion of the Division III and EACE 7.6% and 8.8% respectively seem to hold similar views. Further 25.0% of the Division II consider themselves and other teachers as below average. On the part of the Division III only, 10.6% rate themselves so and 20.6% fall in the same category. Both

the Division III and the EACE, strongly consider themselves average, in the proportion of 42.4% and 41.2% respectively. Only 21.4% of the Division II support similar views. A fairly high proportion of the two groups 39.4% and 26.5% respectively rate themselves strong. Only 7.1% of the Division II share similar views. A small percentage 2.9% of the EACE rate themselves outstanding. As pointed out before teachers who are rated high seem to be more critical of themselves.

	Strongly Average	Strong	Outstanding	Total
Division III	42.4%	39.4%	21.4%	103.2%
EACE	41.2%	26.5%	7.1%	74.8%
Division II	21.4%	26.5%	2.9%	50.8%



**Table 68: Teaching Grade and Relations  
with the Pupils.**

Grade	<u>Headmaster</u>					Total
	1	2	3	4	5	
P1	(1)1.1	(4)4.2	(41)43.2	(38)40.0	(11)11.6	(95)100
P2	(1)3.3	(12)36.4	(13)39.4	(6)18.2	(2)6.6	(34)100
<b>Total</b>	<b>(2)1.6</b>	<b>(16)12.5</b>	<b>(54)42.2</b>	<b>(44)34.4</b>	<b>(13)9.4</b>	<b>(129)100</b>
	<u>Administrator</u>					
P1	(1)1.1	(4)4.2	(38)40.0	(45)47.4	(7)7.4	(95)100
P2	(3)9.1	(7)21.2	(15)45.5	(8)24.2	(1)3.0	(34)100
<b>Total</b>	<b>(4)3.1</b>	<b>(11)8.6</b>	<b>(53)41.4</b>	<b>(3)41.4</b>	<b>(8)6.3</b>	<b>(129)100</b>
	<u>Researcher</u>					
P1	(11)11.5	(20)21.6	(28)29.5	(30)31.6	(6)5.3	(95)100
P2	(8)21.2	(10)30.3	(11)33.3	(5)15.1	(0)0.0	(34)100
<b>Total</b>	<b>(19)14.1</b>	<b>(30)23.4</b>	<b>(39)30.5</b>	<b>(35)27.3</b>	<b>(6)3.9</b>	<b>(129)100</b>
	<u>Teachers' Self Evaluation</u>					
P1	(19)20.0	(14)14.7	(34)35.79	(28)29.5	(0)0.0	(95)100
P2	(3)9.1	(6)18.2	(15)42.4	(9)27.3	(1)3.0	(34)100
<b>Total</b>	<b>(22)17.2</b>	<b>(20)15.6</b>	<b>(49)37.5</b>	<b>(37)38.9</b>	<b>(1)0.8</b>	<b>(129)100</b>

The headmaster rates 1.1% of the P1 teachers as weak in table 68 while 3.3% of the P2 are rated so. While rating only 4.2% of the P1 as below average he rates a considerably high number of the P2, 36.4%, average. While the percentage rises to 40% on the strong variable with the (P1), the P2 group drops to 18.2%. It is significant that 11.6% of the P1 are rated outstanding.

The administrators' rating reflects a similar pattern. 1.1% of the P1 are rated below average while 9.1% fall in the same category. It is noticeable that he rates only 4.2% of the P1 below average as compared to 24.2% of the P2 teachers. A very small difference emerges on the average score, 40.0% and 45.5% respectively. A fairly high percentage 47.4% of the P1 are considered strong while only 21.2% of the P2 are rated so. Though the percentage for the two groups drops on outstanding level; it is noticeable that 7.4% of the P1 reach this level.

The researcher appears more critical than the headmaster and the administrator. He rates 11.5% of the P1 as weak and 21.2% of the P2 fall in this category. The percentages rise on the

below average grade, 21.6% of the P1 are rated below average as compared 30.3% of the P2. There is only a marginal difference on the average score 29.5% of the P1 and 33.3% of the P2. Noticeably 31.6% of the P1 reach the strong level as compared to 15.1% of the P2. There is a slight difference on the outstanding level, 5.3% of the P1 group and 3.9% of the P2.

A good percentage of the P1 teachers 20.0% rate themselves as weak while only 9.1% of the P2 consider themselves so. The difference is narrow on the below average score, 14.7% of the P1 and 18.2% of the P2. Generally high proportions rate themselves as average 35.8% of the P1 and 42.4% of the P2. This appears to be the case with strong score, 29.5% of the P1 teachers and 27.3% of the P2 teachers.

**Table 69: Type of School and Pupil Relations**

School	Points					Total
	<u>Headmaster</u>					
	1	2	3	4	5	
Urban	(0)0.0	(1)2.7	(16)41.0	(19)4.8	(3)7.7	(39)100
Rural	(2)2.2	(15)16.8	(38)42.2	(25)27.8	(10)11.1	(90)100
<b>Total</b>	<b>(2)1.6</b>	<b>(16)12.4</b>	<b>(54)41.7</b>	<b>(44)34.1</b>	<b>(13)10.1</b>	<b>(129)100</b>
	<u>Administrator</u>					
Urban	(0)0.0	(2)5.1	(16)41.0	(19)48.7	(2)5.1	(39)100
Rural	(4)4.4	(9)10.0	(37)41.1	(34)37.8	(6)6.7	(90)100
<b>Total</b>	<b>(4)8.1</b>	<b>(11)8.5</b>	<b>(53)41.1</b>	<b>(53)41.1</b>	<b>(8)6.2</b>	<b>(129)100</b>
	<u>Researcher</u>					
Urban	(10)25.2	(9)23.1	(12)30.7	(6)15.4	(2)5.1	(39)100
Rural	(9)10.0	(21)23.3	(27)30.0	(30)33.3	(3)3.3	(90)100
<b>Total</b>	<b>(19)15.1</b>	<b>(30)23.3</b>	<b>(39)30.2</b>	<b>(36)27.9</b>	<b>(5)3.9</b>	<b>(129)100</b>
	<u>Teachers' Self Evaluation</u>					
Urban	(0)0.0	(7)18.0	(20)51.3	(12)30.8	(0)0.0	(39)100
Rural	(22)24.4	(14)15.6	(28)31.1	(25)27.8	(1)1.1	(90)100
<b>Total</b>	<b>(22)17.1</b>	<b>(21)16.3</b>	<b>(48)37.2</b>	<b>(37)28.7</b>	<b>(1)0.8</b>	<b>(129)100</b>

Table 69 on the type of school and pupil relations reveals a number of features. It is noted that the headmaster rates 2.2% of the teachers teaching in rural schools as weak. A higher percentage of this group is rated below average 16.8% as compared to only 2.7% of those teaching in urban schools. There are however minor differences on the average scale; 41.0% of the urban group and 42.2% of the rural group. An important difference is however noticed at the level of strong and outstanding, while only 8.7% of the urban teachers are rated strong. 27.8% of the rural teachers are rated so. On the outstanding level there are 7.7% of the urban teachers as compared to 11.1% of the rural teachers.

The administrator's rating is strongly related to that of the headmaster. He rates 4.4% of the rural teachers as weak. He further rates 10.0% of this group as being below average as compared to 5.1% of the urban teachers. No difference exists on the average scale, 41% of each group falls in this category. A fairly pronounced difference however exists on the strong scale. It is seen that while 48.7% of the urban group are rated strong only 37.8% of the

rural teachers happen to reach this level. Minor differences exist at the outstanding scale, 5.1% urban school teachers are rated outstanding while 6.7% of the rural teachers are rated that way.

The rating by the researcher remarkably departs from that of the headmaster and administrator. He rates a fairly high percentage of urban teachers as weak, 25.2% as compared 10.0% of the rural group. There is however no difference between those who are rated below average 23.1% of the urban group and 23.3% of the rural group. There is also hardly much difference on the ratings he makes on the average scale 30.7% of the urban teachers and 30.0% of the rural teachers. A significant departure from that of the researcher and the other two assessors is noted at the strong scale. It is seen that while 33.3% of the rural teachers are rated strong; only 15.4 of the urban teachers reach this level. Minor difference exist at the outstanding level, 5.1% of the urban group and 3.3% of the rural group.

Rural teachers tend to over assess themselves on this variable. It is seen that 24.4% rate themselves as weak and 15.6% rate themselves as being below average while 18.0% of the urban group consider themselves weak. A very high percentage of the urban group, 15.3% rate themselves as average while 31.1% of the rural group do that. On the strong scale it is seen that 30.8% of the urban group and 27.8% of the rural teachers rate themselves strong. Both groups avoid rating themselves outstanding.

ANALYSIS OF RELATIONSHIPS

**Table 70: Correlations Between the Independent  
(a) Variables and Rating of Teachers'  
Relations with Pupils**

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	HM	EA	HM	EA	HM	EA
Sex	0.06	0.03	1.58	1.21	0.58	0.57
Age	0.00	0.02	0.04	1.30	0.59	0.57
Religion	0.01	0.00	0.70	0.31	0.59	0.57
Fathers' Education	0.02	0.06	1.29	2.34	0.59	0.58
Mothers' Education	0.00	0.00	0.25	0.54	0.59	0.58
Fathers' Employment	0.00	0.03	0.17	1.14	0.59	0.57
Mothers' Employment	0.02	0.00	1.00	0.04	0.58	0.58
Type of School	0.0	0.00	0.67	0.38	0.59	0.58
Further Education	0.03	0.00	1.15	0.49	0.58	0.58
Job Aspiration	0.00	0.00	0.68	0.03	0.59	0.58
EACE Division	0.32	0.13	3.38	2.14	0.52	0.56
Pre-College Teaching	0.00	0.00	0.16	0.04	0.59	0.58
Type of College	0.00	0.00	0.52	0.16	0.59	0.58
Grade of Teacher	0.02	0.32	1.06	0.29	0.58	0.58
Future Job Aspiration	0.08	0.28	1.60	3.00	0.57	0.53
Examination in preparation	0.00	0.00	0.22	0.48	0.59	0.58
Location of School	0.15	0.00	2.20	0.45	0.56	0.58

Mean Multiple Correlation - HM 0.59  
Mean Multiple Correlation EA 0.58



**Table 70** Correlations between the Independent  
**(b)** Variables and Rating of Teachers'  
Relations with Pupils.

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	R	TE	R	TE	R	TE
Sex	0.05	0.01	1.07	0.52	0.57	0.56
Age	0.00	0.01	0.04	0.77	0.55	0.56
Religion	0.00	0.00	0.34	0.21	0.55	0.56
Fathers' Education	0.00	0.01	0.66	0.92	0.55	0.56
Mothers' Education	0.00	0.00	0.40	0.23	0.55	0.56
Fathers' Employment	0.06	0.00	1.17	1.17	0.55	0.56
Mothers' Employment	0.56	0.01	2.01	0.36	0.53	0.56
Type of School	0.00	0.02	0.05	0.74	0.56	0.56
Further Education	0.01	0.00	0.59	0.59	0.55	0.56
Job Aspiration	0.01	0.01	0.74	0.93	0.55	0.56
EAGE Division	0.34	0.29	2.68	2.61	0.51	0.52
Pre-College Teaching	0.00	0.09	0.17	1.27	0.55	0.55
Type of College	0.05	0.05	1.23	0.96	0.55	0.55
Grade of Teacher	0.03	0.32	0.59	1.99	0.55	0.54
Future Job						
Aspiration Examination	0.25	0.37	2.07	2.74	0.53	0.52
Preparing	0.05	0.01	1.37	0.70	0.54	0.56
Location of School	0.25	0.10	2.53	1.47	0.52	0.55

Mean Multiple Correlation of R = 0.56

Mean Multiple Correlation of TE = 0.26

In table 70 fathers' education is a significant variable in determining the rating of the teachers by the administrator. Though the regression coefficient is 0.06 the t statistic is 2.34 and the multiple correlation is 0.55. The most powerful factor however is that the RACE division in which the regression coefficient for the HM, EA, R and TE is 0.32, 0.13, 0.34 and 0.29 respectively while the t statistic is 3.38, 2.14, 2.68 and 2.61. The multiple correlation on the other hand is 0.52 for the HM, 0.56 for EA, 0.51 for R and 0.52 for the TE. Teachers' future job aspiration is also a very significant variable, particularly, with the EA, R and TE. Its regression coefficient is 0.28 in the case of the EA, 0.25 for the R and 0.37 for the TE. The t statistic is in the order of 3.00, 2.07 and 2.74 while the multiple correlation is 0.53 for the EA, 0.53 for the R and 0.52 for TE. Grade of teacher is important in the Teachers' Self Evaluation. A regression coefficient of 0.32, a t statistic of 1.99 and a multiple correlation of 0.52. A very significant variable particularly with the HM and the researcher is the location of the school with a low regression coefficient of 0.15 for the HM and 0.25 for R. A t statistic of 2.20 and 2.53 respectively and a

PROFESSIONAL AND DOMESTIC SERVICE

multiple correlation of 0.56 for the HM  
and 0.52 for the R.

Table VII: General Professional Factors and  
Professional and Domestic Service

		HM	R	Q	SE
sex	Male	(79)3.5	3.0	0	3.0
	Female	(75)3.4	3.2	0	3.0
	Total	(154)3.2	3.0	0	3.0
age	20 - 24 years	(11)3.7	3.0	0	3.0
	25 - 29 years	(75)3.2	3.0	0	3.0
	30 - 34 years	(43)3.4	3.0	0	3.0
	Total	(129)3.0	3.0	0	3.0
religious affiliation	Catholic	(80)3.4	3.2	0	3.0
	Protestant	(69)3.0	3.0	0	3.0
	Total	(149)3.2	3.0	0	3.0

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**Table 71: General Background Factors and Professional and Community Aspects**

		HM	EA	R	TE
<b>Sex:</b>	Male	(74)3.3	3.0	0	3.0
	Female	(55)3.1	3.1	0	3.0
	Total	(129)3.2	3.0	0	3.0
<b>Age:</b>	20 - 23 years	(11)3.3	3.0	0	4.0
	24 - 27 years	(75)3.2	3.0	0	3.0
	28 - 33 years	(43)3.4	3.0	0	3.0
	Total	(129)3.2	3.0	0	3.0
<b>Religion:</b>	Catholic	(65)3.4	3.2	0	3.0
	Protestant	(64)3.0	3.0	0	3.0
	Total	(129)3.2	3.0	0	3.0

**Table 72: Family Background Factors and Professional and Community Aspects**

		HM	EA	H	TE
<b>Fathers' Education:</b>	<b>No Education</b>	(52)3.3	3.0	0	3.0
	<b>Primary Education</b>	(77)3.2	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0
<b>Mothers' Education:</b>	<b>No Education</b>	(84)3.1	3.0	0	3.0
	<b>Primary Education</b>	(45)3.4	3.1	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0
<b>Fathers' Employment:</b>	<b>Formal Employment</b>	(38)3.3	3.0	0	3.2
	<b>Informal Employment</b>	(91)3.2	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0
<b>Mothers' Employment:</b>	<b>Formal Employment</b>	(6) 3.4	3.2	0	3.0
	<b>Informal Employment</b>	(123)3.2	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0

**Table 73: Secondary School Factors and Professional and Community Aspects.**

		HM	EA	R	TE
<b>Type of School:</b>	<b>High Cost</b>	(27)3.3	3.0	0	3.0
	<b>Medium Cost</b>	(65)3.4	3.2	0	3.0
	<b>Low Cost</b>	(37)3.0	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0
<b>Educational Aspirations:</b>	<b>H.S.C.</b>	(38)4.0	3.2	0	3.0
	<b>No H.S.C.</b>	(91)3.1	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0
<b>Job Aspirations:</b>	<b>Primary Teaching</b>	(19)3.0	3.0	0	3.0
	<b>Secondary Teaching</b>	(59)3.4	3.0	0	3.0
	<b>Other job</b>	(51)3.2	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0

**Table 74: College Factors and Professional and Community Aspects**

		HM	EA	R	TE
<b>Teaching Experience:</b>	Experience	(21)3.2	3.0	0	3.0
	No Experience	(108)3.2	3.0	0	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>0</b>	<b>3.0</b>
<b>Size of College:</b>	Large College	(41)3.4	3.0	0	3.1
	Medium College	(83)4.0	3.2	0	2.2
	Small College	(5)4.0	3.2	0	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>0</b>	<b>3.0</b>
<b>Grade of Teacher:</b>	P1	(95)3.4	3.1	0	3.0
	P2	(34)3.0	3.0	0	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>0</b>	<b>3.0</b>

**Table 75: Field Factors and Community and Professional Aspects**

		HM	EA	T	TE
<b>Job Aspiration:</b>	<b>Primary Teaching</b>	(82)3.2	3.0	0	3.0
	<b>Other Job</b>	(47)3.2	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0
<b>Examination in Preparation:</b>	<b>EACE O Level</b>	(37)3.1	3.0	0	3.0
	<b>EACE A Level</b>	(83)3.3	3.1	0	3.0
	<b>No Examination</b>	(9)3.2	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0
<b>Location of School:</b>	<b>Urban</b>	(39)4.0	3.3	0	3.0
	<b>Rural</b>	(90)3.1	3.0	0	3.0
	<b>Total</b>	(129)3.2	3.0	0	3.0



In table 71 sex does not appear to be an important factor in determining teachers' professional and community factors. Both the headmaster and the educational administrator rate the two groups of teachers as being average on this particular variable. The researcher was unable to observe this particular characteristic.

The teacher's religion does not have much influence on the teacher's professional characteristics. Table 72 shows that fathers' educational background has no effect on teachers' professional characteristics. The two groups of teachers are rated average, 3 points.

Mothers' educational background does not very much influence teachers' professional characteristics, though the headmaster rates teachers whose mothers have some primary education on the higher side of average. Fathers' employment too does not feature much in determining teachers' professional characteristics. Mothers' employment background has no effect on teachers' professional characteristics though teachers whose mothers are formally employed are rated on the higher side of average. This could be probably due to the smallness of their number.

In table 73 teachers in the three groups of schools are rated average though the headmaster tends to rate teachers who went through the high cost and medium cost schools on the higher side of average, 3.3 and 3.4 points respectively.

Generally teachers' educational aspiration does not influence teachers' professional characteristics much though the headmaster rates teachers who aspired to continue with their education as being strong 4.0 points.

Teachers' job aspiration plays a minor role in determining teachers' professional characteristics, though the headmaster rates teachers who aspired to become secondary teachers as strong.

Table 74, indicates that teacher's teaching experience has no impact on their professional characteristics. It also appears clear that students trained in larger colleges are rated on the higher side of average. Those trained in smaller colleges are rated strong in their professional characteristics by the headmaster, 4.0 points.

Grade of teachers does not seem to have much impact on their professional characteristics though the headmaster tends to rate P1 teachers as being

a little higher than average.

In table 73 it is seen that a teacher's future job aspiration does seem to influence his professional characteristics.

The examination the teacher is preparing for does not also very much determine his professional characteristics. In the same table it is, however, seen that the type of school in which the teacher teaches has some effect on his professional characteristics. It is clear that the headmaster rates urban teachers as being strong on his variable, 4.0 points. The educational administrator too seems to think that these teachers are a little above average 3.3 points.

CROSS-TABULATION OF MEANS

A cross - tabulation is further made to test the variables the EACE Division, grade of teacher and location of the school.

**Table 76: EACE Division and Professional  
and Community Factors**

Division	Points					Total
	<u>Headmaster</u>					
	1	2	3	4	5	
Div. I	(0)0.0	(0)0.0	(0)0.0	(1)100.	(0)0.0	(1)100
II	(1)3.6	(7)25.0	(7)25.0	(11)39.3	(2)7.1	(28)100
III	(2)3.0	(6)9.1	(30)45.5	(20)30.3	(8)12.1	(66)100
EACE	(5)14.7	(6)17.6	(12)32.4	(7)20.6	(4)11.8	(34)100
Total	(8)6.2	(19)14.7	(49)37.2	(39)30.2	(14)10.9	(129)100
	<u>Administrator</u>					
Div. I	(0)0.0	(0)0.0	(1)100.	(0)0.0	(0)0.0	(1)100
II	(1)3.6	(6)21.4	(8)21.4	(12)42.9	(1)3.6	(28)100
III	(4)6.1	(10)15.2	(30)45.5	(21)31.8	(1)1.5	(66)100
EACE	(5)14.1	(8)23.8	(15)42.3	(6)17.6	(0)0.0	(34)100
Total	(10)7.8	(24)18.6	(54)40.3	(39)30.2	(2)1.6	(129)100
	<u>Teachers' Self Evaluation</u>					
Div. I	(1)100	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(1)100
II	(9)32.1	(6)21.4	(9)32.1	(4)14.3	(0)0.0	(28)100
III	(7)10.6	(10)15.2	(25)37.9	(24)36.4	(0)0.0	(66)100
EACE	(2)5.9	(7)20.6	(17)50.0	(8)23.5	(0)0.0	(34)100
Total	(19)14.7	(23)17.8	(51)39.5	(36)27.9	(0)0.0	(129)100

Looking at teachers' professional and community factors in table 76 no outstanding pattern seems to emerge. Considering the rating of the headmaster it is seen that 3.6% of the Division II, 3.0% of the Division III and 14.7% of the EACE are rated weak. A fairly high percentage, 25.0% of the Division II are rated below average while only 9.1% of the Division III and 17.6% of the EACE are rated so. A very high proportion, 45.5% of the Division II and 32.4% of the EACE fall in the same category. Considering category four, it is seen that 39.3% of the Division II are rated strong while 30.3% of Division III and 20.6% of the EACE are rated so. What is however important is that while only 7.1% of the Division II are rated outstanding 12.1% of the Division III and 11.8% of the EACE are rated so.

Turning to the rating of the administrator a somewhat similar picture appears to emerge, 3.6% of the Division II are rated as weak, while 6.1% of the Division III and 14.7% of the EACE fall in the same group. He rates 21.4% of the Division II below average, 15.2% of the Division III and 23.3% of the EACE are rated so. The one Division I is rated average while 28.6% of the

Division II, 45.5% of the Division III and of the EACE and 42.3% are rated so. A very high percentage, 42.9% of the Division II are seen as being strong. Only 31.8% of the Division III and 17.6% of the EACE reach this level. The four groups of teachers decline very sharply on the outstanding category. Only 3.6% of the Division II reach this point while 1.5% of the Division III fall in the same category.

Teachers' self-evaluation also presents a mixed picture. The one Division I rates himself as weak on this variable while 32.1% of the Division II, and 10.6% of the Division III and 5.9% of the EACE hold similar views. Further 21.4% of the Division II, 15.2% of the Division III and 20.6% of the EACE rate themselves as being below average. A very high proportion 50.0% of the EACE, 32.1% of the Division II and 37.9% of the Division III rate themselves average. There is a tendency for the Division III and EACE to rate themselves high (strong) 36.4% and 23.5% respectively, while only 14.2% of the Division II hold similar views. None of the groups rate themselves as outstanding.

**Table 77: Teaching Grade and Professional and Community Aspects**

Grade	Points					Total
	1	2	3	4	5	
<b><u>Headmaster</u></b>						
P1	(3)3.2	(13)13.7	(37)39.0	(32)33.7	(10)10.7	(95)100
P2	(6)18.1	(6)18.2	(11)33.1	(7)21.2	(4)12.1	(34)100
Total	(9)7.1	(19)14.8	(48)36.7	(39)30.5	(14)10.9	(129)100
<b><u>Administrstor</u></b>						
P1	(0)0.0	(7)7.3	(17)17.9	(39)41.1	(32)33.7	(95)100
P2	(7)21.2	(8)24.2	(13)39.4	(6)18.2	(0)0.0	(34)100
Total	(7)8.1	(15)18.8	(30)32.6	(45)29.7	(32)2.8	(129)100
<b><u>Teachers' Self Evaluation</u></b>						
P1	(17)17.9	(16)16.8	(35)36.8	(27)28.4	(0)0.0	(95)100
P2	(3)9.1	(7)21.2	(16)48.5	(8)24.2	(0)0.0	(34)100
Total	(2)4.8	(23)18.0	(51)39.8	(35)27.3	(0)0.0	(129)100

... performance from the PE teachers. It is ...  
 ... 27.2% of the PE rate themselves as well ...  
 ... 2.2% of the PE; 16.2% of the PE ...  
 ... themselves as being below average as reported ...  
 ... 4.8% of the PE. A fairly high proportion of ...  
 ... 48.5% considered themselves as average ...  
 ... 27.3% of the PE. There is however,

The headmaster rates 3.2% of the P1 teachers as weak and 18.1% of the P2 are rated so. 13.7% of the P1 are rated below average while 18.2% of the P2 are rated so. High percentages of the two groups are considered average, 39.0% and 30% respectively. While 33.7% of the P1 teachers are rated strong, 21.2% of the P2 teachers reach this level.

The administrator rates 21.2% of the P2 as weak, and 7.3% of the P1 as being below average. A noticeably high percentage of P2 group 39.4% are rated average while 17.9% of the P1 are considered so. A very high percentage of the P1, 41.1% are rated strong while only 18.2% of the P2 are rated so. While none of the P2 are rated outstanding 33.7% of the P1 fall in this category.

On teacher's self evaluation it is noted that the P1 teachers tend to be more critical of their performance than the P2 teachers. It is seen that 17.9% of the P1 rate themselves as weak as compared to 9.1% of the P2; 16.8% of the P1 see themselves as being below average as compared to 21.2% of the P2. A fairly high proportion of the P2 (48.5%) considered themselves as average as compared to 36.8% of the P1. There is however,



Table 10. - Comparison of Teacher's Rating

a small difference on teachers' rating of strong. While 28.4% of the P1 rated themselves as strong 24.2% of the P2 rated themselves so.

	1	2	3	4	5	Total
Strong	1779.2	(17)35.4	(24)25.7	(13)55.0	(10)50.0	2300.0
Good	1777.8	(17)35.5	(24)25.6	(13)55.1	(10)50.1	2300.0
Weak	1077.1	(10)21.8	(14)16.4	(15)17.9	(15)18.0	1300.0
<u>Teacher's Self-Evaluation</u>						
Strong	1326.5	(16)36.3	(15)30.9	(18)46.2	(11)27.8	1300.0
Good	1139.0	(14)31.1	(15)33.7	(14)32.3	(11)27.2	1300.0
Weak	1284.5	(16)31.8	(14)30.4	(14)30.9	(11)25.6	1300.0
<u>Teacher's Self-Evaluation</u>						
Strong	1376.7	(13)30.6	(12)28.6	(14)33.8	(10)24.0	1300.0
Good	1411.0	(16)37.0	(14)32.6	(14)32.6	(10)23.8	1300.0
Weak	1471.3	(17)39.3	(14)32.6	(14)32.6	(10)23.5	1300.0

**Table 78: Type of School and Professional  
and Community Aspects**

Type of School	Points					Total
	1	2	3	4	5	
<u>Headmaster</u>						
Urban	(2)5.1	(2)5.1	(14)35.9	(13)33.3	(8)20.5	(39)100
Rural	(7)7.8	(17)18.9	(34)37.8	(26)28.9	(6)6.7	(90)100
Total	(9)7.1	(19)14.7	(48)37.2	(39)30.2	(14)10.9	(129)100
<u>Administrator</u>						
Urban	(1)2.6	(4)10.3	(15)30.5	(18)46.2	(1)2.6	(39)100
Rural	(11)12.2	(20)22.2	(37)41.1	(21)23.5	(1)1.1	(90)100
Total	(13)8.2	(24)18.6	(52)40.3	(34)30.2	(2)1.6	(129)100
<u>Teacher's Self Evaluation</u>						
Urban	(3)7.7	(5)12.8	(21)53.9	(10)25.6	(0)0.0	(39)100
Rural	(16)17.8	(18)20.0	(30)33.3	(26)28.9	(0)0.0	(90)100
Total	(19)14.7	(23)17.8	(51)39)5	(36)27.9	(0)0.0	(129)100

On professional and community factors, the headmaster rates 5.1% of the urban teachers and 7.8% of the rural teachers as weak; 18.9% of the rural teachers are rated below average as compared 5.1% of those in the urban areas. Small differences exist on the average scale; 35.9% of the urban teachers and 31.8% of the rural group are rated average. There is also a minor difference at the strong scale. 33.3% of the urban group and 28.9% of the rural group are rated average. An outstanding difference is recorded at the outstanding scale where 20.5% of the urban teachers are rated outstanding and only 6.7% reach the same level.

A related picture is brought out in the administrators rating. He rates 2.6% of the urban teachers and 12.2% of the rural teachers as being below average. No pronounced difference is noted at average scale. He rates 35.9% of the urban teachers and 37.8% of the rural teachers as average. A remarkable difference is noticed on the strong scale where 46.2% of the urban teachers are rated strong as compared to 23.3% of the rural ones. Small differences are however recorded on the outstanding scale.

Rural school teachers continue to be generally more critical of themselves than the urban teachers. While 17.8% rate themselves as weak only 7.7% of the urban group consider themselves so. The same pattern is repeated on the below average scale; 20.0% of the rural teachers rate themselves below average as compared to 12.8% of the urban teachers. A fairly high percentage of the urban teachers rate themselves average, 53.9% while 33.3% of the rural teachers hold the same opinions. On the strong scale it is seen that 25.6% of the urban group and 28.9% of the rural teachers rate themselves strong. None of the two groups rate themselves as outstanding.

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	Urban	Rural	Urban	Rural	Urban	Rural
Self-Confidence	0.40	0.30	0.45	0.35	0.50	0.40
Below Average	0.15	0.20	0.20	0.15	0.25	0.30
Average	0.35	0.40	0.40	0.35	0.45	0.35
Strong	0.25	0.25	0.30	0.25	0.35	0.30
Outstanding	0.05	0.05	0.05	0.05	0.05	0.05

Urban Multiple Correlation for SS = 0.49  
 Rural Multiple Correlation for SS = 0.39

**Table 79 (a): Correlations Between the  
Independent Variables and Ratings  
of Professional and Community Aspects**

	Regression Coefficient		t Statistic		Multiple Correlation	
	HM	EA	HM	EA	HM	EA
Sex	0.18	0.03	1.87	0.98	0.40	0.52
Age	0.02	0.03	0.99	1.36	0.43	0.51
Religion	0.20	0.27	2.29	3.01	0.39	0.39
Fathers' Education	0.01	0.02	0.66	1.02	0.43	0.52
Mothers' Education	0.02	0.01	0.61	0.54	0.43	0.52
Fathers' Employment	0.2	0.01	0.56	1.17	0.43	0.52
Mothers' Employment	0.01	0.37	0.28	1.80	0.43	0.50
Type of School	0.03	0.02	1.21	1.22	0.42	0.52
Further Education	0.08	0.13	1.27	1.60	0.42	0.51
Job Aspiration	0.00	0.00	0.02	0.18	0.43	0.52
EAGE Division	0.01	0.12	0.49	1.64	0.43	0.51
Pre-College Teaching	0.01	0.00	0.49	0.42	0.43	0.52
Type of College	0.00	0.02	0.46	0.84	0.43	0.52
Grade of Teacher	0.03	0.00	0.56	0.29	0.43	0.52
Future Job Aspiration	0.06	0.03	1.00	0.84	0.42	0.52
Examination in Preparation	0.00	0.02	0.14	0.95	0.43	0.52
Location of School	0.27	0.14	2.17	1.81	0.39	0.50

Mean Multiple Correlation for HM = 0.43

Mean Multiple Correlation for EA = 0.53

**Table 79 (b): Correlations Between the  
Independent Variables and Rating  
of Professional and Community Aspects**

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	R	TE	R	TE	R	TE
Sex	-	0.00	-	0.27	-	0.48
Age	-	0.18	-	2.83	-	0.42
Religion	-	0.00	-	0.39	-	0.48
Fathers' Education	-	0.00	-	0.40	-	0.48
Mothers' Education	-	0.00	-	0.37	-	0.48
Fathers' Employment	-	0.05	-	1.09	-	0.48
Mothers' Employment	-	0.00	-	0.28	-	0.48
Type of School	-	0.00	-	0.07	-	0.48
Further Education	-	0.00	-	0.35	-	0.48
Job Aspiration	-	0.05	-	1.85	-	0.48
EACE Division	-	0.15	-	1.84	-	0.46
Pre-College Teaching	-	0.00	-	0.16	-	0.48
Type of College	-	0.12	-	1.91	-	0.46
Grade of Teacher	-	0.05	-	0.78	-	0.48
Future Job Aspiration	0	0.02	-	0.61	-	0.48
Examination in preparation	-	0.00	-	0.61	-	0.48
Location of School	-	0.02	-	0.68	-	0.48

Mean Multiple Correlation for EA = 0.48

From table 79, no variable is consistently related to the ratings in professional and community aspects. It is however, seen that with HM rating, religion has some significant relationship with community and professional aspects with a regression coefficient of 0.20 a t statistic of 2.29 and a multiple correlation of 0.39. The education administrator emerges with a regression coefficient of 0.27, a t statistic of 3.01 and a multiple correlation of 0.47 on the same variable. According to TE, age is also important with a regression coefficient of 0.18 a t statistic of 2.83 and a multiple correlation of 6.42. The type of college too is significant with the same group. The regression coefficient is however low 0.05, but the t statistic is 1.91 and multiple correlation of 0.46. The location of the school too appears important with the headmaster with a regression coefficient of 0.27, t statistic of 2.17 and a multiple correlation of 0.39.

PLANNING AND ORGANISATION OF LESSONSSIMPLE MEANS

**Table 80: General Background Factors and Teachers' Planning and Organisation of Lessons**

		EM	EA	R	TE
Sex:	Male	(74)3.1	3.0	2.2	3.0
	Female	(55)3.2	3.0	3.0	3.0
	Total	(129)3.2	3.0	2.4	3.0
Age:	20 - 23 years	(11)4.0	3.0	3.0	4.0
	24 - 27 years	(75)3.1	3.0	2.4	3.0
	28 - 33 years	(43)3.2	3.0	2.4	3.0
	Total	(129)3.2	3.0	2.4	3.0
Religion:	Catholic	(65)3.3	3.1	2.4	3.0
	Protestant	(64)3.0	3.0	2.3	3.0
	Total	(129)3.2	3.0	3.0	3.0



**Table 81: Family Factors and Planning and  
Organisation of Lessons**

		EM	EA	R	TE
<b>Fathers' Education:</b>	No Education	(52)3.1	3.0	2.3	3.0
	Primary Education	(77)3.2	3.0	2.4	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>2.4</b>	<b>3.0</b>
<b>Mothers' Education:</b>	No Education	(84)3.1	3.0	2.4	3.0
	Primary Education	(45)3.2	3.0	2.3	3.0
	<b>Total</b>	<b>(129)3.1</b>	<b>3.0</b>	<b>2.4</b>	<b>3.0</b>
<b>Fathers' Education:</b>	Formal Employment	(38)3.3	3.0	2.3	3.0
	Informal Employment	(91)3.1	3.0	2.4	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>2.4</b>	<b>3.0</b>
<b>Mothers' Employment:</b>	Formal Employment	(6)3.2	2.4	2.0	3.0
	Informal Employment	(123)3.2	3.0	2.4	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>2.4</b>	<b>3.0</b>

**Table 82: Secondary School Factors and Planning  
and Organisation of Lessons**

		EM	EA	R	TE
<b>Type of School</b>	High Cost	(27)3.3	3.0	3.0	3.0
	Medium Cost	(65)3.3	3.0	3.0	3.0
	Low Cost	(37)3.0	3.0	2.3	2.3
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>2.4</b>	<b>3.0</b>
<b>Educational Aspiration:</b>	H.S.C.	(38)3.3	3.0	2.1	2.0
	No H.S.C.	(91)3.1	3.0	2.4	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>2.4</b>	<b>3.0</b>
<b>Job Aspiration:</b>	Primary Teaching	(19)3.1	3.2	3.0	3.0
	Secondary Teaching	(59)3.1	3.0	2.4	3.0
	Other Job	(51)3.2	3.0	2.2	3.0
	<b>Total</b>	<b>(129)3.2</b>	<b>3.0</b>	<b>2.4</b>	<b>3.0</b>

**Table 83: College Factors and Planning and  
Organisation of Lessons**

		HM	EA	R	TE
<b>Teaching Experience:</b>	<b>Experience</b>	(22)3.0	3.0	2.2	3.0
	<b>No Experience</b>	(107)3.2	3.0	2.4	3.0
	<b>Total</b>	(129)3.2	3.0	2.4	3.0
<b>Size of Colleges:</b>	<b>Large College</b>	(41)3.1	3.1	2.2	3.0
	<b>Medium College</b>	(83)3.0	3.0	2.4	3.0
	<b>Small College</b>	(5) 4.0	3.2	2.4	2.0
	<b>Total</b>	(129)3.2	3.2	2.2	3.0
<b>Grade of Teachers:</b>	<b>P1</b>	(95)3.2	3.0	2.4	3.0
	<b>P2</b>	(34)3.0	3.0	2.2	3.0
	<b>Total</b>	(129)3.1	3.0	2.4	3.0

**Table 84: Field Factors and Planning and  
Organization of Lessons**

		MI	EA	R	TE
<b>Job Aspirations:</b>	<b>Primary Teaching</b>	(82)3.1	3.0	2.3	3.0
	<b>Other Job</b>	(47)3.2	3.0	2.4	2.3
	<b>Total</b>	(129)3.2	3.0	2.4	3.0
<b>Examination in Preparations:</b>	<b>EACE O Level</b>	(37)3.1	3.0	2.1	3.0
	<b>EACE A Level</b>	(83)3.2	3.0	2.4	3.0
	<b>No Examination</b>	(9)3.2	3.0	2.4	3.0
	<b>Total</b>	(129)3.2	3.0	2.4	3.0
<b>Location of School:</b>	<b>Urban</b>	(39)4.0	3.3	3.0	3.0
	<b>Rural</b>	(90)3.0	3.0	2.2	3.0
	<b>Total</b>	(129)3.2	3.0	2.4	3.0

Table 80 presents a very interesting feature. Both the headmaster and the administrator rate teachers' lesson planning and organisation as being average. The teachers rate themselves so; while the researcher considers women teachers' lesson preparation as being average while those of the men teachers are considered below average, 2.2 points. The researcher views lesson planning and preparation as one of the most pathetic aspects of teaching in the primary schools. Most teachers hardly appear with lesson plans in their schools. The much that one can see is a direct lifting of material from text books. There is however some bit of planning displayed by women teachers. The younger group of teachers are rated strong on this item and they consider themselves so. Religion does not very much influence teachers' planning and organisation of lessons. Both the headmaster and the administrator rate the two groups of teachers as being average.

In table 81 fathers' family background has very little or no impact on teachers' planning and organisation of lessons. On the whole the two groups of teachers are rated average. A similar pattern is repeated when

mothers' educational background is considered. In the same table both the researcher and the administrator rate teachers whose mothers have formal employment as being below average.

In table 82 teachers who went through high cost schools rate themselves as being average, 3.0 point, and are rated so by both the researcher and administrator. The headmaster rates them slightly above average. Those from medium cost schools however, are below average in the views of the researchers.

A teacher's school aspirations are not very much reflected in his planning and organisation of lessons. Although much of the teacher's future career aspirations are not reflected in the teachers' planning and organisation of lessons, it is apparent that those whose initial intentions were to become teachers are consistently evaluated by the researcher, headmaster and administrator as being average. They interpret themselves so. Those who did not intend to become teachers are seen by the researcher as being below average.

Teaching experience in table 83 is not very much reflected in the teachers' planning and

organisation of lessons. Students who trained in small colleges are few in the whole sample, a thing that might tend to influence their performance, but it is quite clear that they were rated strong by the headmaster in their planning and organisation of lessons.

Teachers' grade is not very much reflected in the planning and organisation of lessons.

In table 84 on field factors, teachers' future career aspirations do not influence their planning and organisation much, though teachers who wish they joined other professions consider themselves below average on this item. It appears from the same table that teachers' preparation for the examination has some effect on their planning and organisation on lessons. Teachers who are not preparing for any examination are ranked a little above average by the headmaster and average by the researcher.

From this table it is clear that the type of school is a very powerful factor affecting teachers' planning and organisation. Teachers in the urban schools are rated strong by the headmaster. The administrator considers them to be a little above average and the researcher considers them average while he ranks those in rural schools as being below average.

GROSS-TABULATION

Table 85: EACE Division and Planning and Organisation of Lessons

Division	Points					Total
	1	2	3	4	5	
<u>Headmaster</u>						
Div. I	(0)0.0	(1)100	(0)0.0	(0)0.0	(0)0.0	(1)100
II	(1)3.6	(4)14.3	(13)46.4	(9)32.1	(1)3.6	(28)100
III	(1)1.5	(12)18.2	(25)37.9	(24)36.4	(4)6.1	(66)100
EACE	(3)8.8	(6)17.6	(18)52.9	(5)14.7	(2)5.9	(34)100
Total	(5)3.9	(23)17.8	(56)43.4	(38)29.5	(7)5.4	(129)100
<u>Administrator</u>						
Div. I	(0)0.0	(1)100.0	(0)0.0	(0)0.0	(0)0.0	(1)100
II	(2)7.2	(7)25.0	(8)28.5	(9)32.1	(2)7.1	(28)100
III	(3)4.5	(10)15.2	( <sup>35</sup> 35)54.5	(18)25.8	(0)0.0	(66)100
EACE	(5)14.7	(11)32.4	( <sup>12</sup> 12)36.2	(6)17.6	(0)0.0	(34)100
Total	(10)7.8	(29)25.5	(55)42.6	( <sup>33</sup> 33)24.8	(2)1.6	(129)100
<u>Researcher</u>						
Div. I	(0)0.0	(1)100.0	(0)0.0	(0)0.0	(0)0.0	(1)100
II	(5)17.9	(11)39.3	(5)17.9	(6)21.4	(1)3.6	(28)100
III	(14)21.2	(22)33.3	(21)31.8	(9)13.6	(0)0.0	(66)100
EACE	(9)26.5	(10)29.4	( <sup>12</sup> 12)36.2	(3)8.8	(0)0.0	(34)100
Total	(29)22.5	(43)33.3	( <sup>38</sup> 38)28.7	(18)14.0	(1)0.8	(129)100
<u>Teachers' Self Evaluation</u>						
Div. I	(1)100	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(1)100
II	(14)50.0	(3)10.7	(5)17.9	(6)21.4	(0)0.0	(28)100
III	(10)15.2	(8)12.1	(24)36.4	(23)34.8	(1)1.5	(66)100
EACE	(5)14.7	(12)35.3	(8)23.5	(9)26.5	(0)0.0	(34)100
Total	(30)23.3	(23)17.8	(37)28.7	(38)29.5	(1)1.5	(129)100



As already pointed out planning and organisation of lessons in primary schools is one of the most pathetic features of instruction. In the view of the headmasters in table 85, they noted that 3.6% of the Division II teachers are weak on the planning and organisation of lessons, the proportion of the Division III and EACE who are rated weak was 1.5% and 8.8% respectively. They further consider 14.3% of the Division II, 18.2% of the Division III and 17.6% of the EACE as being below average. The one Division I falls in the same category. A majority of the teachers are rated average in planning and organisation of lessons; 46.4 of the Division II, 37.9% of Division III and 52.9% of the EACE. It is important that 32.1% of the Division II and 36.4% of the Division III are rated strong. Only 14.7% of the EACE reach this level. A very small percentage is rated by the headmaster as outstanding, 3.6% of the Division II, 6.1% of the Division III and 5.9% of the EACE.

Turning to the rating by the administrator a similar picture is presented. A small percentage, 7.2% of the Division II, 4.5% of the Division III and 14.7% of the EACE are rated as being weak. The one Division I is considered below average, a fairly high percentage, 25% of the Division II and 32.4% of the EACE fall in the same category.

Only 15.2% of the Division III are rated below average. A large percentage of the teachers are rated average; this included 28.6% of the Division II, 54.5% of the Division III and 32.4% of the EACE. It is however important that 36.2% of the Division II and 25.8% of the Division III are rated strong. Only 17.6% of the EACE reach this level. A small proportion, 7.1% of the Division II are rated outstanding.

Rating by the researcher reflects a similar picture, though the ratings are strongly weighed in the weaker ranges of the rating scale. In the view of the researcher 17.9% of the Division II, 21.2% of the Division III and 26.5% of the EACE are rated weak. The one Division I is rated below average and a very high percentage of the rest of the three groups. It is seen that 39.3% of the Division II, 33.3% of the Division III and 29.4% of the EACE fall in this category. Only a fairly high proportion of the Division III and EACE teachers are rated average, 31.8% and 36.2% respectively. 17.9% of the Division II reach this level. It is however, significant that 21.4% of the Division II and 8.3% of the EACE are rated strong. In addition 3.6% of the Division II are rated outstanding while the rest of the groups do not reach this level.

Teachers are quite aware of the fact that they do not generally plan their lessons. The one Division I is of the view that his colleagues and himself do not actually plan lessons. A very high proportion, 50.0%, of the Division II share similar views. It is however noticeable that a fairly small proportion of the Divisions III and EACE hold similar opinions, 15.2% and 14.7% respectively; though a fairly high percentage of the latter group 35.3% are of the view that teachers are below average on the planning and organisation of lessons. 10.7% of the Division II and 12.1% of the Division III are of the same opinion. A proportion of 17.9% of the Division II teachers rate themselves and their colleagues average. A very high percentage of the Division III however, 36.4% rate themselves and their colleagues as average, while 23.5% of the EACE share the same views. The Division III teachers 34.8%, further rate themselves as being strong while only 21.4% of the Division II rate themselves as average while 26.5% of the EACE rate themselves so. Only 1.5% of the Division III manage to reach the outstanding level.

**Table 86: Teaching Grade and Planning and  
Organization of Lessons**

Grade	Points					Total
	<u>Headmaster</u>	<u>Headmaster</u>	<u>Headmaster</u>	<u>Headmaster</u>	<u>Headmaster</u>	
	1	2	3	4	5	
P1	(2)2.1	(17)17.9	(38)40.0	(33)34.7	(5)5.3	(95)100
P2	(3)9.1	(6)18.2	(18)54.6	(5)15.1	(2)6.1	(34)100
Total	(5)3.9	(23)18.0	(56)43.8	(38)28.9	(7)5.5	(129)100
	<u>Administrator</u>					
P1	(5)5.3	(19)20.0	(44)46.3	(25)26.3	(2)2.1	(95)100
P2	(5)15.2	(10)30.3	(11)33.3	(8)24.1	(0)0.0	(34)100
Total	(10)7.8	(29)22.7	(55)43.0	(33)25.0	(2)1.7	(129)100
	<u>Researcher</u>					
P1	(20)21.1	(33)34.7	(26)27.4	(15)15.8	(1)1.1	(95)100
P2	(9)27.3	(9)27.3	(11)33.3	(5)15.2	(0)0.0	(34)100
Total	(29)22.7	(42)32.8	(37)28.9	(20)15.1	(1)0.8	(129)100
	<u>Teachers' Self-Evaluation</u>					
P1	(25)26.3	(12)12.6	(28)29.5	(29)30.5	(1)1.1	(95)100
P2	(5)15.2	(11)33.3	(8)24.2	(10)30.3	(0)0.0	(34)100
Total	(30)23.4	(34)18.0	(36)28.1	(39)29.7	(1)0.8	(129)100

The headmaster in table 86 rates 2.1% of the P1 teachers and 9.1% of the P2 as weak. There is no difference on the headmaster's rating of below average; 17.9% of the P1 teachers are rated below average while 18.2% of the P2 teachers are rated so. He rates 40.0% of the P1 teachers and 54.6% of the P2 as average. A significant proportion of the P1 teachers 34.7% are rated strong while only 15.1% of the P2 teachers are rated strong. There is very little difference between the two groups on the outstanding, 5.3% and 6.1% respectively.

The administrator's rating portrays a somewhat similar picture, 5.3% of the P1 and 15.2% of the P2 are rated weak. Significant proportions are rated below average, 20.0% of the P1 teachers and 30.3% and P2 teachers are rated so. A very high proportion of the P1 teachers 46.3% are categorised as average as compared to 33.3% of the P2 teachers. He rates 26.3% of the P1 as strong and 24.1% of the P2 are rated so. A very small proportion of the P1, 2.1% are rated outstanding.

The researchers' rating does not seem to portray a significant difference between the two groups. He rates 21.1% of the P1 and 27.3% of

the P2 as weak. It is significant that 34.7% of the P1 are considered below average as compared to 27.3% of the P2 teachers. He further rates 27.4% of the P1 as average and 33.3% of the P2 are rated so. There is some small difference on 'strong' rating 26.3% of the P1 and 24.1% of the P2.

Teachers generally evaluate themselves low on the planning and organisation; 26.3% of the P1 and 15.2% of the P2 rate themselves as weak. A high percentage of the P2 i.e. 33.3% consider themselves as being below average and 12.6% of the P1 share similar views. High percentages of the two groups 29.5% and 24.2% of the P1 and P2 respectively rate themselves average. There is no difference on their rating on strong; 30.5% of the P1 and 30.3% of the P2 rating themselves strong.

**Table 87: Type of School and Planning and Organisation of Lessons.**

Type of School	Points					Total
	<u>Headmaster</u>					
	1	2	3	4	5	
Urban	(0)0.0	(0)0.0	(17)43.6	(18)46.2	(4)10.3	(99)100
Rural	(5)5.6	(23)25.6	(39)43.3	(20)22.2	(3)3.3	(90)100
Total	(5)3.9	(23)17.8	(56)43.4	(38)29.5	(7)5.4	(129)100
	<u>Administrator</u>					
Urban	(0)0.0	(4)10.3	(19)48.7	(15)38.5	(1)2.6	(39)100
Rural	(11)2.1	(25)27.8	(36)40.0	(17)18.9	(1)1.1	(90)100
Total	(11)8.2	(29)22.5	(55)42.6	(32)34.8	(2)1.6	(129)100
	<u>Researcher</u>					
Urban	(4)10.0	(12)30.8	(15)38.5	(7)18.0	(1)1.6	(39)100
Rural	(26)28.9	(31)34.4	(22)24.4	(11)12.2	(0)0.0	(90)100
Total	(30)23.2	(43)33.3	(37)28.7	(18)14.0	(1)0.8	(129)100
	<u>Teachers' Self-Evaluation</u>					
Urban	(1)2.6	(8)20.5	(19)48.7	(11)28.2	(0)0.0	(39)100
Rural	(29)32.2	(15)16.7	(18)20.0	(27)30.0	(1)1.1	(90)100
Total	(30)23.3	(23)17.8	(37)28.7	(38)29.5	(1)0.8	(129)100

Teachers in the rural areas in table 87, seem to perform very badly in their organisation and planning of lessons as seen by the headmaster. He rates 5.6% as weak and 25.6% as being below average. There is however no significant difference on his average scale; 43.6% of the urban and 43.5% of the rural teachers. A strikingly high number of urban school teachers are rated strong 46.2% as compared to only 22.2% of the rural teachers; further 10.3% of rural group are rated outstanding while only 3.3% of the rural teachers reach the same level.

A somewhat similar pattern is reflected in the administrator's rating. He rates 12.1% of the rural teachers as weak and 27.8% of them as being below average while 10.5% of the urban teachers fall in this category. A slight difference emerges on the average scale; 48.7% of the urban teachers and 40.0% of the rural teachers are categorized as average. A strikingly high percentage of the urban teachers are rated strong 38.5% as compared to 18.9% of the rural group. Both groups decline sharply on the outstanding scale.

The researcher's ratings are generally low though they too reflect a significant difference between the two groups. He rates 28.9% of the rural teachers and 10.0% of the urban teachers



as weak. A further 34.4% of the rural teachers and 30.8% of the urban ones are rated below average. A fairly important difference is seen on the average scale. He rates 38.5% of the urban teachers and 24.4% of the rural group as average. A slight difference too is seen on the strong scale, 18.0% of the urban teachers are rated strong and 12.2% of the rural teachers reach the same level. The two groups decline on the outstanding scale.

Teachers' own rating does not present a systematic picture on this variable, though rural schools are a little more critical of themselves 32.2% rate themselves weak while only 2.6% of the urban teachers think that way; 20.5% of the urban teachers, however rated themselves below average while 16.7% of the rural teachers held similar opinions. A high percentage of the urban teachers 48.7% rate themselves average as compared to 20.0% of the rural teachers. A small difference is noted on the strong scale; 28.2% of the urban teachers and 30.0% of the rural teachers respectively.

#### ANALYSIS OF RELATIONSHIPS

**Table 88: Correlations Between the Independent  
(a) Variables and Ratings on Planning and  
Organization of Lessons.**

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	HM	EA	HM	EA	HM	EA
Sex	0.06	0.04	1.33	1.05	0.48	0.45
Age	0.24	0.00	0.36	0.31	0.49	0.44
Religion	0.14	0.08	2.36	1.64	0.45	0.42
Fathers' Education	0.62	0.00	0.63	0.64	0.49	0.44
Mothers' Education	0.00	0.00	0.25	0.22	0.49	0.44
Fathers' Employment	0.04	0.03	0.97	0.82	0.48	0.44
Mothers' Employment	0.00	0.04	0.19	0.60	0.49	0.44
Type of Secondary School	0.03	0.00	1.65	0.49	0.47	0.44
Further Education	0.00	0.00	0.16	0.07	0.49	0.44
Job Aspiration	0.00	0.01	0.68	0.97	0.49	0.44
EACE Division	0.01	0.02	0.62	0.09	0.49	0.44
Pre-College Teaching	0.00	0.03	0.13	0.69	0.49	0.44
Type of College	0.00	0.00	0.13	0.50	0.49	0.44
Grade of Teacher	0.05	0.00	0.87	0.10	0.48	0.44
Job Aspiration	0.02	0.02	0.75	0.64	0.49	0.44
Examination in Preparation	0.00	0.00	0.39	0.00	0.49	0.44
Location of School	0.64	0.41	4.06	3.09	0.36	0.36

Mean of Multiple Correlation of HM = 0.49  
 Mean of Multiple Correlation of EA = 0.44

**Table 88: Correlations Between the Independent  
(b) Variables and Ratings on Planning and  
Organisation of Lessons.**

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	R	TR	R	TR	R	TR
Sex	0.03	0.00	0.78	0.04	0.39	0.49
Age	0.03	0.01	0.98	0.84	0.39	0.49
Religion	0.00	0.00	0.09	0.37	0.39	0.49
Fathers' Education	0.00	0.03	0.14	1.18	0.39	0.48
Mothers' Education	0.01	0.07	0.56	1.15	0.39	0.48
Fathers' Employment	0.01	0.08	0.47	1.15	0.39	0.48
Mothers' Employment	0.10	0.21	0.87	1.16	0.39	0.48
Type of Secondary School	0.02	0.10	1.20	2.21	0.38	0.46
Further Education	0.16	0.18	1.82	1.82	0.36	0.47
Job Aspiration	0.01	0.03	0.77	1.12	0.49	0.48
EACE Division	0.02	0.12	0.05	1.49	0.39	0.48
Pre-College Teaching	0.00	0.10	0.28	1.22	0.39	0.48
Type of College	0.60	0.00	1.20	0.23	0.38	0.49
Grade of Teacher	0.00	0.20	0.19	1.37	0.39	0.48
Job Aspiration	0.01	0.13	0.41	1.41	0.39	0.48
Examination in Preparation	0.08	0.00	1.60	0.49	0.37	0.49
Location of School	0.26	0.18	2.16	1.68	0.35	0.47

Mean of Multiple Correlation of R = 0.39

Mean of Multiple Correlation of TR = 0.49

In table 88 the location of the schools <sup>variable</sup> appears very important in predicting teacher planning and organisation of lessons. This is particularly the case with the rating of the HM, EA and the researcher. With the three groups; a regression coefficient of 0.64, 0.41 and 0.26 are recorded respectively. A very high t statistic of 4.06 is recorded in the case of the HM and 3.09 with the EA and 2.16 with the R. In the three groups the multiple correlations are 0.36, 0.36, 0.35 respectively. According to the teacher's self evaluation, the type of secondary school that the teacher attended is significant with a regression coefficient of 0.10, a t statistic of 2.21 and a multiple correlation of 0.46.

HM	(10)3.4	4.06	0.36	3.09
EA	(10)3.1	3.09	0.36	2.16
R	(10)3.4	2.16	0.35	2.16

PRESENTATION OF SUBJECT MATTER

SIMPLE MEANS

**Table 89: General Background Factors and Teachers' Presentation of Subject Matter**

		HM	EA	R	TE
Sex:	Male	(74)3.4	3.3	3.2	3.0
	Female	(55)3.3	3.4	3.3	3.0
	Total	(129)3.4	3.3	3.2	3.0
Age:	20 - 23 years	(11)3.0	3.4	3.2	3.3
	24 - 27 years	(75)3.4	3.4	3.3	3.0
	28 - 33 years	(43)3.4	3.3	3.2	3.0
	Total	(129)3.4	3.3	3.2	3.0
Religion:	Catholic	(65)3.4	4.0	3.3	3.0
	Protestant	(64)3.3	3.2	3.1	3.0
	Total	(129)3.4	3.3	3.2	3.0

**Table 90: Family Factors and Teachers'  
Presentation of Subject Matter**

		HM	BA	R	TE
<b>Fathers' Education:</b>	<b>No Education</b>	(52)3.4	3.4	3.2	3.0
	<b>Primary Education</b>	(76)3.3	3.3	3.3	3.0
	<b>Total</b>	(129)3.4	3.3	3.3	3.0
<b>Mothers' Education:</b>	<b>No Education</b>	(84)3.4	3.4	3.2	3.0
	<b>Primary Education</b>	(45)3.2	3.3	3.2	3.0
	<b>Total</b>	(129)3.4	3.3	3.2	3.0
<b>Fathers' Employment:</b>	<b>Formal Employment</b>	(38)3.3	3.3	3.2	3.1
	<b>Informal Employment</b>	(91)3.4	3.4	3.3	3.0
	<b>Total</b>	(129)3.4	3.3	3.2	3.0
<b>Mothers' Employment:</b>	<b>Formal Employment</b>	(6)3.2	3.0	3.2	4.0
	<b>Informal Employment</b>	(123)3.4	3.4	3.2	3.0
	<b>Total</b>	(129)3.4	3.4	3.2	3.0

**Table 91: Secondary School Factors and the Presentation of Subject Matter**

		HM	EA	R	TE
<b>Type of School:</b>	High Cost	(27)3.0	3.2	3.2	3.0
	Medium Cost	(65)4.0	3.4	3.3	3.0
	Low Cost	(37)3.4	3.3	3.2	3.0
	<b>Total</b>	<b>(129)3.4</b>	<b>3.3</b>	<b>3.2</b>	<b>3.0</b>
<b>Educational Aspirations:</b>	H.S.C.	(38)3.3	3.4	3.3	3.0
	No.H.S.C.	(91)3.4	3.3	3.2	3.0
	<b>Total</b>	<b>(129)3.4</b>	<b>3.3</b>	<b>3.2</b>	<b>3.0</b>
<b>Job Aspiration:</b>	Primary Teaching	(19)3.3	4.0	3.2	3.0
	Secondary Teaching	(59)3.3	3.2	3.2	3.0
	Other Job	(5)3.3	3.4	3.2	3.0
	<b>Total</b>	<b>(129)3.4</b>	<b>3.3</b>	<b>3.2</b>	<b>3.0</b>

**Table 92: College Factors and Presentation  
of Subject Matter**

		HM	EA	R	TE
<b>Teaching Experiences:</b>	<b>Experience</b>	(22)3.3	3.1	3.0	3.0
	<b>No Experience</b>	(107)3.4	3.4	3.3	3.0
	<b>Total</b>	(129)3.4	3.4	3.2	3.0
<b>Size of Colleges:</b>	<b>Large College</b>	(41)4.0	4.0	3.4	3.2
	<b>Medium College</b>	(83)3.3	3.3	3.1	3.0
	<b>Small College</b>	(5)4.0	3.2	3.2	2.2
	<b>Total</b>	(129)3.3	3.3	3.2	3.0
<b>Grade of Teachers:</b>	<b>P1</b>	(95)4.0	4.0	3.4	3.0
	<b>P2</b>	(34)3.0	3.0	3.0	3.0
	<b>Total</b>	(129)3.0	3.3	3.2	3.0



**Table 93: Field Factors and Presentation  
of Subject Matter**

	EM	EA	R	TE
<b>Job</b>				
Aspiration: Primary Teaching	(82)3.3	3.1	3.0	3.0
Other Job	(47)4.0	4.0	4.0	3.0
Total	(129)3.3	3.3	3.2	3.0
<b>Examination in Preparation:</b>				
EACE O Level	(37)3.0	3.1	3.1	3.1
EACE A Level	(83)4.0	4.0	3.3	3.0
No Examination	(9)3.4	3.4	3.2	3.0
Total	(129)3.3	3.3	3.2	3.0
<b>Location of Schools:</b>				
Urban	(39)4.0	4.0	4.0	3.0
Rural	(90)3.3	3.1	3.1	3.0
Total	(129)3.3	3.4	3.2	3.0

In table 89 teachers' sex differences is not strongly reflected in teachers' presentation of subject matter. Also their age has little impact on their presentation of subject matter, though the headmasters rate teachers of ages 20 - 25 as being average while they<sup>are</sup> rated a little higher by the administrator and the researcher. Further their religious background does not seem to influence their presentation of subject matter in the classroom except the administrator tends to rate Catholic teachers strong.

From table 90 fathers' education background does not influence teachers' presentation of subject matter. This seems to be the case when the mothers' <sup>Education</sup> / is examined. Fathers' Employment background too does not have impact on their presentation of subject matter. This is similarly the case with mothers' employment factors.

In table 91 the type of school which the teacher attended has some impact on his presentation of subject matter. The headmaster rates teachers who passed through medium cost schools as being strong, 4.0 points and those in low cost schools as a little above average. This kind of rating is also supported by the administrator. Their educational aspiration

does not influence their presentation of subject matter. Though teachers' job aspiration does not appear to be reflected much in teachers' presentation of subject matter, it is quite remarkable that the administrator rates teachers who aspired to join primary teaching as strong.

Examining table 92 it is interesting that teachers with pre-college teaching experience are rated as average while those without it are rated as being a little above average, 3.4 points. Pre-college teaching experience seems to polarise some teaching characteristics that are not easy to change. It is remarkable that teachers trained in large colleges are rated strong, 4.0 points, by both the administrator and the headmaster while the researcher rates them as being a little above average, 3.4 points. P1 teachers are rated strong, 4.0 points by both the administration and the researcher.

In table 93 those who aspire to join other professions are more competent in their presentation of subject matter. They are rated 4.0 points.

Teachers preparing for A--level examination present their information more strongly and are rated 4.0 points by both the administrator and

researcher. Teachers teaching in urban schools are rated strong by the headmaster, administrator and researcher.

CROSS-TABULATION

The most powerful factors in teachers' presentation of subject matter in the analysis of means appear to be the teachers' grade and division, and the location of the school. A cross-tabulation is made of these three variables.

	Strong	Medium	Weak	Total
<u>Teacher's Grade</u>				
I	1070.0	1070.0	1070.0	3210.0
II	1070.0	1070.0	1070.0	3210.0
III	1070.0	1070.0	1070.0	3210.0
Total	3210.0	3210.0	3210.0	9630.0
<u>Teacher's Division</u>				
I	1070.0	1070.0	1070.0	3210.0
II	1070.0	1070.0	1070.0	3210.0
III	1070.0	1070.0	1070.0	3210.0
Total	3210.0	3210.0	3210.0	9630.0
<u>School's Location</u>				
Urban	1070.0	1070.0	1070.0	3210.0
Suburban	1070.0	1070.0	1070.0	3210.0
Rural	1070.0	1070.0	1070.0	3210.0
Total	3210.0	3210.0	3210.0	9630.0

**Table 94: EACE Division and Presentation  
of Subject Matter**

Grade	Points					Total
	<u>Headmaster</u>					
	1	2	3	4	5	
Div. I	(0)0.0	(0)0.0	(0)0.0	(2)100	(0)0.0	(1)100
II	(0)0.0	(0)0.0	(4)14.3	(18)64.3	(6)21.4	(28)100
III	(0)0.0	(5)7.6	(42)36.3	(16)24.2	(3)4.5	(66)100
EACE	(3)8.8	(2)5.9	(8)47.1	(10)29.3	(1)2.9	(34)100
Total	(3)2.3	(7)5.4	(4)48.1	(45)34.9	(10)7.8	(129)100
	<u>Administrator</u>					
Div. I	(0)0.0	(0)0.0	(0)0.0	(1)100.0	(0)0.0	(1)100
II	(0)0.0	(0)0.0	(3)10.7	(19)67.0	(6)21.4	(28)100
III	(1)1.5	(6)9.1	(35)53.0	(23)34.8	(1)1.5	(66)100
EACE	(2)5.9	(6)17.6	(21)61.8	(5)14.7	(0)0.0	(34)100
Total	(3)2.3	(12)9.3	(59)45.7	(49)5.4	(7)5.4	(129)100
	<u>Researcher</u>					
Div. I	(0)0.0	(0)0.0	(0)0.0	(1)100.0	(0)0.0	(1)100
II	(0)0.0	(1)3.6	(7)25.0	(14)50.0	(6)21.4	(28)100
III	(6)9.1	(8)12.1	(28)42.4	(20)30.3	(4)6.1	(66)100
EACE	(1)2.9	(11)32.4	(13)38.2	(9)26.5	(0)0.0	(34)100
Total	(7)5.4	(20)15.5	(48)37.2	(44)34.1	(10)7.8	(129)100
	<u>Teachers' Self Evaluation</u>					
Div. I	(1)100	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(1)100
II	(7)25.0	(7)25.0	(11)39.3	(2)7.1	(1)3.6	(28)100
III	(9)13.6	(9)13.6	(30)45.5	(18)27.3	(0)0.0	(66)100
EACE	(3)8.8	(7)20.6	(12)35.3	(12)35.3	(0)0.0	(34)100
Total	(20)15.5	(23)17.8	(53)41.1	(32)24.8	(1)0.8	(129)100

In looking at the rating by the headmaster and teachers' presentation of subject matter, in table 94, it is noted <sup>that</sup> 8.8% of the EACE are rated as being below average. While none of the Division II are rated as being below average, 7.6% of the Division III and 5.9% of the EACE fall in this category. A small proportion of the Division II, 14.3% are rated average; a fairly high proportion of the Division III, 36.6% and 47.1% of the EACE are rated so. It is important that the one Division I and 24.2% of the Division II are rated strong; 24.2% of the Division III and 29.4% of the EACE fall in category. It is equally significant that 21.4% of the Division II are rated outstanding, while only 4.5% and 2.9% of the Division III and EACE respectively manage to reach this level.

Turning to the assessment of the administrator a similar picture is presented. A small percentage of the Division III, 1.5% and 5.9% of the EACE are rated as weak teachers on their presentation of subject matter. The percentage however rises when the administrator rates the four groups of teachers on the category of below average, 9.1% of the Division II are rated as being below average.

The percentage rises with the EACE contingent, to 17.6%. Similar to the rating of the headmaster, a fairly high percentage of the Division III, 53.0% and 61.8% of the EACE are rated average. Only 10.7% of the Division II are rated so; out of a total percentage of 45.7%. The one Division I is rated as strong while a very high percentage of 67.0% of the Division II are rated so. The Division III and the EACE tend to decline sharply on this score; 34.8% and 14.7% respectively are rated strong. Though all the groups decline on the variable outstanding, it is important that 21.4% of the Division II reach this level.

The researcher generally appears mean in the rating of the four groups of teachers than both the headmaster and the administrator. He considers 9.1% of the Division III and 2.9% of the EACE as being weak. The percentage rises on the below average score. A small percentage of the Division II, 3.6% are considered below average; while 12.1% of the Division III, and 32.4% of the EACE respectively. A fairly high percentage of the three groups fall in the average category; 25.0% of the Division II, 42.4% of the Division III and 38.2% of the EACE. It is significant that a high proportion of the

four groups are rated strong. The one Division I and 50% of the Division II are rated strong. While 30.5% of the Division III and 26.5% of the EACE fall in this category. As is the case of the rating by the headmaster and the Administrator, 21.4% of the Division II are rated outstanding. A small percentage of the Division III 6.1% reach this level.

As has been the case with other variables already considered, teachers are more critical of themselves. The one Division I considers himself and other teachers as being weak on their presentation of subject matter. A good percentage of the Division II, 25.0% hold the same views, while 13.6% of the Division III and 8.8% of the EACE are of the same opinion. A somewhat similar pattern is repeated on the below average score, 25% of the Division II, 13.6% of the Division III and 20.6% of the EACE rate themselves and others as being below average. A considerably high percentage of the three groups rated themselves and others as average; 39.3% of the Division II and 45.5% of the Division III and 35.3% of the EACE. Percentages taper off considerably as they rate themselves on the strong and outstanding categories.



A very small percentage of the Division II, 7.1%, rated themselves as strong, while 27.3% of the Division III and 35.3% of the EACE hold the same views. The Divisions III and the EACE avoid rating themselves as outstanding, while 3.6% of the Division II rated themselves outstanding.

What is important in considering teachers' presentation of subject matter as judged by the headmaster, the administrator and the researcher, the pattern that emerges is a strong reflection of their EACE grade. It is seen that the Division II are relatively much stronger on this variable than the Division III and EACE.

**Table 95: Teaching Grade and Presentation  
of Subject Matter**

Grade	<u>Headmaster</u>					Total
	1	2	3	4	5	
P1	(0)0.0	(5)5.3	(46)48.4	(34)35.8	(10)10.5	(95)100
P2	(3)9.1	(2)6.1	(7)48.4	(12)36.3	(0)0.0	(34)100
Total	(3)2.3	(7)5.5	(53)48.4	(46)36.1	(10)7.8	129)100
	<u>Administrator</u>					
P1	(1)1.1	(6)6.3	(39)41.1	(43)45.3	(6)6.3	(95)100
P2	(2)6.1	(6)18.2	(21)33.6	(5)15.2	(0)0.0	(34)100
Total	(3)2.3	(12)9.4	(60)46.1	(48)37.5	(6)4.7	(129)100
	<u>Researcher</u>					
P1	(6)6.3	(9)9.5	(35)36.8	(35)36.8	(10)10.5	(95)100
P2	(2)6.1	(11)33.3	(13)39.4	(8)24.2	(0)0.0	(34)100
Total	(8)5.5	(20)15.6	(48)37.5	(43)33.6	(10)7.8	(129)100
	<u>Teachers' Self Evaluation</u>					
P1	(17)17.9	(15)15.8	(42)44.2	(20)21.1	(1)1.1	(95)100
P2	(4)12.1	(7)21.2	(11)33.3	(12)36.4	(0)0.0	(34)100
Total	(21)15.6	(22)17.2	(53)41.4	(32)25.0	(1)0.8	(129)100

In table 95 the headmaster rates P2 teachers, 9.1% as weak. No significant difference exists on the below average. In his rating between the two groups; 5.3% of the P1 teachers and 6.1% of the P2 teachers are rated below average. A large proportion of the two groups are rated average, 48.4%. This too appears to be the case with his rating of the two groups of teachers on variable strong. An important difference appears at rating outstanding, 10.5% of the P1 teachers are rated strong while none of the P2 reaches the same level. Generally in the rating of the headmaster there does not appear to be any significant difference between the two groups of teachers.

This does not appear to be the case according to the rating of the administrator. He rates 1.1% of the P1 group and 6.1% of the P2 as weak. He also rates 6.3% of the P1 teachers and 18.2% of the P2 teachers as being below average. A greater percentage of the P2, 63.6% are rated average as compared to 41.1% of the P1 teachers. A high proportion of the P1 teachers are rated strong, 45.3% as compared to only 15.2% of the P2 group. Only 6.3% of the P1 teachers are rated as outstanding and none of the P2 teachers are rated so.

According to the researcher the P1 teachers appear superior, though not as prominently as they do in the case of the administrator. The researcher rates 6.3% of the P1 and 6.1% of the P2 as weak. While only 9.5% of the P1 teachers are rated below average, the P2 percentage rises to 33.3%. There is a minor difference on average; 36.8% of the P1 and 39.4% of the P2 are considered average. There is a difference of twelve points on his rating as strong, 36% of the P1 teachers are considered strong while 24.2% of the P2 teachers reach this level. In his assessment 10.5% of the P1 reach the outstanding level.

Teachers' self-evaluation takes the already discussed pattern where P1 teachers are more critical of themselves; 17.9% of the P1 group and 12.1% of the P2 rate themselves as weak; 15.8% of the P1 and 21.2% of the P2 consider themselves as being below average. A greater percentage of the P1, 44.2% view themselves as average while only 33.3% of the P2 consider themselves so. A slightly smaller percentage of the P1 teachers, 21.1% see themselves as being strong while 36.4% of the P2 feel so.

**Table 96: Type of School and the Presentation of Subject Matter**

Type of School		Points				
<u>Headmaster</u>						
1	2	3	4	5	Total	
Urban(1)	2.6	(2)5.1	(23)59.0	(12)30.8	(1)2.6	(39)100
Rural(4)	4.4	(5)5.6	(39)43.3	(33)36.7	(9)10.0	(90)100
Total(5)	3.3	(7)5.4	(62)48.1	(45)34.9	(10)7.8	(129)100
<u>Administrator</u>						
Urban(0)	0.0	(0)0.0	(18)46.2	(19)48.7	(2)5.1	(39)100
Rural(3)	3.3	(12)13.3	(41)45.6	(29)32.2	(5)5.6	(90)100
Total(3)	2.3	(12)9.3	(59)45.7	(48)37.2	(7)5.4	(129)100
<u>Researcher</u>						
Urban(2)	5.1	(2)5.1	(18)38.5	(14)35.9	(6)15.4	(39)100
Rural(5)	5.6	(18)20.0	(33)36.7	(30)33.3	(4)4.4	(90)100
Total(7)	5.4	(20)15.5	(48)37.2	(44)34.1	(10)7.8	(129)100
<u>Teachers' Self Evaluation</u>						
Urban(1)	2.6	(4)10.3	(27)69.2	(7)18.0	(0)0.0	(39)100
Rural(19)	21.1	(19)21.1	(26)28.9	(25)27.8	(1)1.1	(90)100
Total(20)	25.5	(23)17.8	(53)41.1	(32)24.8	(1)0.8	(129)100

In table 96, the headmasters' rating does not seem to show very outstanding differences between the two groups of teachers. He rates 2.6% of the urban teachers and 4.4% of the rural teachers as average; 5.1% of the urban group and 5.6% of the rural teachers are rated below average. Some significant difference emerges at the average level; 59.0% of the urban teachers and 43.3% of the rural teachers are rated average. A slight difference is noted on the strong scale with rural teachers appearing a little superior 36.7% as compared to 30.8% of the urban teachers. The rural teachers are much stronger on the outstanding scale 10.0% while the urban group only 2.6% reach the same level.

Some difference between the two groups is noticed in the administrator's rating. He rates 3.3% of the rural teachers as weak and 13.3% as being below average. No difference emerges on the average scale where 46.2% of the urban group and 45.6% of the rural group are rated average. He rates the urban group higher on the strong scale 48.7% as compared to 32.2% of the rural group. No difference emerges on the outstanding scale, 5.1% of the urban teachers and 5.6% of the rural group.

According to the researcher only minor differences emerge between the two groups. He rates 5.1% of the urban teachers and 5.6% of the rural teachers as weak. He further rates 20.0% of the rural teachers as below average as compared to 5.1% of the urban teachers; 38.5% of the urban groups and 36.7% of the rural group are seen as being average. Further 35.9% of the urban teachers and 33.3% of the rural teachers are rated strong. The urban group tends to rise high on the outstanding scale, 15.4% as compared to 4.4% of the rural teachers.

Urban teachers continue to be less critical of themselves as compared to the rural teachers, while 21.1% of the latter group rate themselves weak only 2.6% of the urban group think themselves so. In addition 21.1% of the rural teachers rate themselves as being below average while only 10.3% of the urban group rate themselves that way. A very high proportion of the urban teachers consider themselves as average, 69.2% while 28.9% of the rural teachers are of the same opinion. A slightly higher percentage of the rural teachers, however, rate themselves strong, 27.8% as compared to 18.0% of the urban teachers. The two groups avoid rating themselves outstanding.

ANALYSIS OF RELATIONSHIPS

**Table 97: Correlations Between Independent  
(a) Variables and Ratings on Teachers'  
Presentation of Subject Matter**

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	HM	EA	HM	EA	HM	EA
Sex	0.04	0.00	1.10	0.31	0.50	0.61
Age	0.00	0.00	0.42	0.89	0.51	0.61
Religion	0.00	0.01	0.33	0.90	0.51	0.62
Fathers' Education	0.00	0.00	0.31	0.38	0.51	0.62
Mothers' Education	0.01	0.00	0.46	0.53	0.51	0.62
Fathers' Employment	0.01	0.00	0.63	0.41	0.51	0.62
Mothers' Employment	0.08	0.01	0.90	1.43	0.50	0.61
Type of Secondary School	0.02	0.01	1.23	1.07	0.50	0.61
Further Education	0.00	0.00	0.26	0.50	0.51	0.62
Job Aspiration	0.00	0.00	0.35	0.50	0.51	0.62
EAOE Division	0.12	0.55	1.87	4.95	0.48	0.49
Pre-College Teaching	0.01	0.00	0.57	0.04	0.51	0.62
Type of College	0.00	0.01	0.28	0.85	0.51	0.61
Grade of Teacher	0.01	0.23	0.36	2.14	0.51	0.60
Future Job Aspiration	0.21	0.01	2.29	0.74	0.47	0.62
Examination in preparation	0.00	0.00	0.04	0.14	0.51	0.62
Location of School	0.04	0.08	1.01	1.75	0.50	0.60

Multiple Correlation Mean of HM = 0.51

Multiple Correlation Mean of EA = 0.62



**Table 97: Correlations Between Independent  
(b) Variables and Ratings on Teachers'  
Presentation of Subject Matter**

Variable	Regression		t		Multiple	
	R	SE	R	SE	R	TE
Sex						
Sex	0.03	0.01	0.96	0.44	0.47	0.54
Age	0.00	0.00	0.25	0.21	0.48	0.54
Religion	0.00	0.01	0.16	0.07	0.48	0.54
Fathers' Education	0.04	0.04	1.47	0.40	0.46	0.53
Mothers' Education	0.03	0.23	0.00	2.43	0.47	0.51
Fathers' Employment	0.00	0.04	0.33	0.94	0.48	0.54
Mothers' Employment	0.02	0.86	0.39	2.73	0.48	0.50
Type of Secondary School	0.00	0.03	0.59	1.31	0.47	0.53
Further Education	0.00	0.02	0.28	0.67	0.48	0.54
Job Aspiration	0.00	0.00	0.39	0.08	0.48	0.54
EACE Division	0.22	0.27	2.32	2.61	0.44	0.50
Pre-college Teaching	0.00	0.01	0.24	0.67	0.48	0.54
Type of College	0.05	0.37	1.26	3.40	0.46	0.47
Future Job Aspiration	0.01	0.00	1.72	0.04	0.45	0.54
Examination in Preparation	0.01	0.08	0.73	1.80	0.47	0.54
Location of School	0.08	0.13	1.27	1.73	0.46	0.53

Multiple Correlation Mean of R = 0.48

Multiple Correlation Mean of TE = 0.54

In table 97 the EAOE division is strongly reflected in the ratings of the EA, R and TE. The regression coefficient for the three groups is 0.55, 0.22 and 0.27 respectively and a t statistic of 4.95, 2.32 and 2.61 in the same order. The multiple correlation is 0.49, for the EA, 0.44 for the R and 0.50 for the TE. Other variables which appear significant are not reflected in the ratings of the four groups. In the ratings of the TE mothers' employment has a regression coefficient of 0.23, a t statistic of 2.43 and multiple correlation of 0.51. According to the same group: too mothers' employment is significant with a regression coefficient of 0.86 a t statistic of 2.75 and a multiple correlation of 0.50. The teaching grade is significant with the administrator and teachers themselves, with regression coefficients of 0.55 and 0.27 respectively, a t statistic of 2.14 and 2.12 and correlation coefficients of 0.60 and 0.51. Future job aspiration is important with the headmaster having a regression coefficient of 0.21, a t statistic of 2.29 and a multiple correlation of 0.62.

OVERALL EVALUATION

SIMPLE MEANS

**Table 98: General Background Factors and  
Overall Evaluation**

		BI	EA	R
<b>Sex:</b>	Male	(74)4.0	3.3	3.1
	Female	(55)3.3	3.4	3.2
	Total	(129)3.4	3.4	3.1
<b>Age:</b>	20 - 23	(11)3.3	3.4	3.3
	24 - 27	(75)3.4	3.4	3.2
	28 - 33	(43)3.4	3.3	3.1
	Total	(129)3.4	3.4	3.2
<b>Religion:</b>	Catholic	(65)3.4	4.0	3.3
	Protestant	(64)3.4	3.2	3.1
	Total	(129)3.4	3.4	3.1

**Table 99: Family Factors and Overall Evaluation**

		HM	EA	R
<b>Fathers' Education:</b>	<b>No Education</b>	(53)3.4	3.3	3.1
	<b>Primary Education</b>	(76)3.4	3.4	3.2
	<b>Total</b>	(129)3.4	3.4	3.2
<b>Mothers' Education:</b>	<b>No Education</b>	(84)3.4	3.4	3.3
	<b>Primary Education</b>	(45)3.3	3.2	3.0
	<b>Total</b>	(129)3.4	3.4	3.2
<b>Fathers' Employment:</b>	<b>Formal Employment</b>	(38)3.2	4.0	3.1
	<b>Informal Employment</b>	(91)3.4	3.3	3.2
	<b>Total</b>	(129)3.4	3.4	3.2
<b>Mothers' Employment:</b>	<b>Formal Employment</b>	(6) 3.4	3.0	3.0
	<b>Informal Employment</b>	(123)3.4	3.4	3.2
	<b>Total</b>	(129)3.4	3.4	3.2

**Table 100: Secondary School Factors and Overall Evaluation**

		HM	EA	R
<b>Type of School:</b>	<b>High Cost</b>	(27)3.4	3.3	3.2
	<b>Medium Cost</b>	(65)4.0	4.0	3.0
	<b>Low Cost</b>	(37)3.2	3.1	3.0
	<b>Total</b>	(129)3.4	3.4	3.2
<b>Educational Aspiration:</b>	<b>H.S.C.</b>	(38)3.4	3.4	3.1
	<b>No H.S.C.</b>	(91)3.4	3.4	3.2
	<b>Total</b>	(129)3.4	3.4	3.2
<b>Job Aspiration:</b>	<b>Primary Teaching</b>	(19)3.2	4.0	3.0
	<b>Secondary Teaching</b>	(59)3.4	3.3	3.2
	<b>Other Job</b>	(51)4.0	3.3	3.2
	<b>Total</b>	(129) 3.4	3.4	3.2

**Table 101: College Factors and Overall  
Evaluation**

		EM	EA	R
<b>Teaching Experience:</b>	Experience	(22)3.2	3.0	3.0
	No Experience	(107)3.4	4.0	3.2
	<b>Total</b>	<b>(129)3.4</b>	<b>3.4</b>	<b>3.2</b>
<b>Size of Colleges:</b>	Large colleges	(41)4.0	4.0	3.4
	Medium Colleges	(83)3.3	3.2	3.0
	Small Colleges	(5) 4.0	3.2	3.2
	<b>Total</b>	<b>(129)3.4</b>	<b>3.4</b>	<b>3.2</b>
<b>Grade of Teachers:</b>	P1	(95)4.0	4.0	3.4
	P2	(34)3.0	3.0	3.0
	<b>Total</b>	<b>(129)3.4</b>	<b>3.4</b>	<b>3.4</b>

**Table 102: Field Factors and Overall Evaluation**

		HM	EA	R
<b>Job Aspirations:</b>	<b>Primary Teaching</b>	(82)3.1	3.1	3.0
	<b>Other Job</b>	(47)4.0	4.0	4.0
	<b>Total</b>	(129)3.4	3.4	3.2
<b>Examination in</b>				
<b>Preparation:</b>	<b>EACE O Level</b>	(57)3.2	3.0	3.0
	<b>EACE A Level</b>	(83)4.0	4.0	3.3
	<b>No Examination</b>	(9)3.2	4.0	3.0
	<b>Total</b>	(129)3.4	3.4	3.2
<b>Location of School:</b>	<b>Urban</b>	(39)4.0	4.0	3.3
	<b>Rural</b>	(90)3.3	3.3	3.1
	<b>Total</b>	(129) 3.4	3.4	3.2

In table 98 men teachers are rated strong by the headmaster on the overall. Judged by general background factors in this table all the teachers are rated a little above average.

Both the Catholics and Protestants are rated average though the administrator rates Catholic teachers as being strong.

Further in table 99, fathers' and mothers' education background is seen to have no influence on the ratings. On fathers' educational background, teachers are generally rated a little above average, though the administrator is inclined to rate teachers whose fathers are in formal employment strong, 4.0 points. As regards, mothers' employment background the two groups of teachers are rated average.

In table 100, teachers from medium cost schools are rated strong on the overall by both the administrator and headmaster. Job aspiration is not very much reflected in the ratings. It appears as if the administrator rates those who aspired to join primary teaching as strong. The headmaster too considers those who aspired to join other jobs as being strong.



Looking at table 101, those without pre-college teaching experience are rated a little above average by the headmaster and strong by the administrator, P1 teachers are rated strong.

In table 102, teachers who aspire to leave the profession are rated strong by the three observers. Teachers preparing for EACE are rated strong by the headmaster and administrator; and teachers in urban schools are rated strong.

Observer	Headmaster	Administrator	Observer	Observer	Observer
IV	Strong	Strong	Strong	Strong	Strong
V	Strong	Strong	Strong	Strong	Strong
VI	Strong	Strong	Strong	Strong	Strong
VII	Strong	Strong	Strong	Strong	Strong
VIII	Strong	Strong	Strong	Strong	Strong
IX	Strong	Strong	Strong	Strong	Strong
X	Strong	Strong	Strong	Strong	Strong
XI	Strong	Strong	Strong	Strong	Strong
XII	Strong	Strong	Strong	Strong	Strong
XIII	Strong	Strong	Strong	Strong	Strong
XIV	Strong	Strong	Strong	Strong	Strong
XV	Strong	Strong	Strong	Strong	Strong
XVI	Strong	Strong	Strong	Strong	Strong
XVII	Strong	Strong	Strong	Strong	Strong
XVIII	Strong	Strong	Strong	Strong	Strong
XIX	Strong	Strong	Strong	Strong	Strong
XX	Strong	Strong	Strong	Strong	Strong

CROSS-TABULATION

Table 103: EACE Division and Overall

Assessment of Teachers

Division	Points					Total
	<u>Headmaster</u>					
	1	2	3	4	5	
Div. I	(0)0.0	(0)0.0	(0)0.0	(0)0.0	(1)100	(1)100
II	(0)0.0	(0)0.0	(3)10.7	(24)85.7	(1)3.6	(28)100
III	(0)0.0	(5)7.6	(36)54.5	(21)31.8	(4)6.1	(66)100
EACE	(1)2.9	(10)29.4	(15)44.1	(7)20.6	(1)2.9	(34)100
Total	(1)0.8	(15)11.6	(54)41.9	(52)40.3	(7)5.4	(129)100
	<u>Administrator</u>					
Div. I	(0)0.0	(0)0.0	(0)0.0	(1)100	(0)0.0	(1)100
II	(3)9.6	(0)0.0	(1)3.6	(25)60.7	(9)32.1	(28)100
III	(1)4.5	(2)3.0	(28)42.4	(35)50.0	(0)0.0	(66)100
EACE	(4)11.8	(9)26.5	(15)44.1	(6)17.6	(0)0.0	(34)100
Total	(8)5.4	(11)8.5	(44)34.1	(57)44.2	(9)7.0	(129)100
	<u>Researcher</u>					
Div. I	(0)0.0	(0)0.0	(0)0.0	(1)100	(0)0.0	(1)100
II	(0)0.0	(2)7.1	(1)3.6	(17)60.7	(8)28.6	(28)100
III	(2)3.0	(10)15.2	(35)53.0	(19)28.8	(0)0.0	(66)100
EACE	(6)17.6	(10)29.4	(14)41.2	(3)8.8	(1)2.9	(34)100
Total	(8)6.2	(22)17.1	(50)38.8	(40)31.0	(9)2.0	(129)100

The general assessment of these groups of teachers seems to be in line with what has been discussed in relation to the grade of teacher and some of the variable already outlined. In table 103, it is seen that on the overall the headmaster rates 2.9% of the EACE teachers as weak. He does not rate any of the Division II teachers as being below average but puts 7.6% of the Division III and 29.4% of the EACE in this category. A majority of the two last groups are lumped as average, 54.5% and 44.1% respectively. While only 10.7% of the Division II are rated average. He rates this group 85.7% rather highly on the variable strong; while rating 31.8% of the Division III and 20.6% of EACE as strong. The one Division I is rated outstanding; while 3.6% of the Division II and 6.1% of the Division III and 2.9% of the EACE are considered outstanding.

The administrator's rating somewhat portrays a similar picture. He rates 9.6% of the Division II as weak, and 4.5% of the Division III and 11.8% of the EACE are put in the same category. A fairly good percentage of the EACE are rated below average, 26.5%, and a small proportion, 3.0%, of the Division III. He further rates a majority of the Divisions III and EACE as average, 42.4% and 41.1% respectively. Only 3.6% of the Division II are

rated average. A high proportion of this group 60.7% however is rated strong. It is quite significant that 50.0% of the Division III reach this level; while only 17.6% of the EACE reach the same level.

The researcher's rating also demonstrates a related pattern. He rates 3.0% of the Division III and 17.6% of the EACE as weak. These percentages rise when the below average variable is considered. In this category fall 7.0% of the Division II, 15.2% of the Division III and 29.4% of the EACE. A majority of the last two grades are lumped in the average category, 53.0% and 41.2% respectively, while only 3.6% of the Division II is considered so. A very high proportion of the Division II, 60.7% are rated strong, while only 28.8% of the Division III and 8.8% of the EACE fall in the same category. He further rates 28.6% of the Division II and none of the Division III and 2.9% of the EACE as outstanding. On the overall, the ratings generally tend to favour teachers who performed highly on the EACE.

**Table 104: Teaching Grade and Overall Evaluation**

Grade	Points					Total
	1	2	3	4	5	
<b><u>Headmaster</u></b>						
P1	(0)0.0	(5)5.3	(39)41.1	(45)47.4	(6)6.3	(95)100
P2	(1)3.3	(10)30.3	(16)48.5	(6)18.2	(1)3.0	(34)100
<b>Total</b>	<b>(1)0.0</b>	<b>(15)11.7</b>	<b>(55)42.2</b>	<b>(51)39.8</b>	<b>(7)5.5</b>	<b>(129)100</b>
<b><u>Administrator</u></b>						
P1	(4)4.1	(3)3.2	(29)30.5	(51)53.7	(8)8.4	(95)100
P2	(5)15.1	(8)24.2	(15)45.5	(6)18.2	(0)0.0	(34)100
<b>Total</b>	<b>(9)6.2</b>	<b>(11)8.6</b>	<b>(44)34.4</b>	<b>(57)44.5</b>	<b>(8)6.3</b>	<b>(129)100</b>
<b><u>Researcher</u></b>						
P1	(2)2.1	(12)12.6	(37)39.0	(36)37.9	(8)8.4	(95)100
P2	(6)18.2	(10)30.3	(13)39.4	(4)9.1	(1)3.0	(34)100
<b>Total</b>	<b>(8)6.3</b>	<b>(22)17.2</b>	<b>(50)39.1</b>	<b>(40)30.4</b>	<b>(9)7.0</b>	<b>(129)100</b>

From the overall evaluation in table 104, it appears as if P1 teachers are rated high. The headmaster rates 3.3% of the P2 teachers weak. He further rates, 30.3% as being below average while rating 5.3% of the P1 teachers in the same category. He rates 41.1% of the P1 average, while 48.5% of the P2 are rated average. It is significant that 47.4% of the P1 teachers fall in the category of strong while only 18.2% reach the same level. While 6.3% of the P1 teachers are considered outstanding, 3.0% of the P2 reach the same level.

The administrator's rating reflects the same picture; 4.1% of the P1 and 15.1% of the P2 are rated weak. The percentage rises sharply with the P2 group to 24.2% on the below average ratings as compared with 3.2% of the P1 group. Similar to the rating of the headmaster, 45.5% of the P2 are rated average and 30.5% of the P1 are rated so. A very high percentage, 53.7% of the P1 are rated strong as compared to 18.2% of the P2 group. In his rating 8.4% of the P1 reach the level of outstanding.

The researcher's rating portrays the same pattern though his percentage are much lower. He rates 2.1% of the P1 and 18.2% of the P2 as weak. He further rates 12.6% of the P1 as below average and 30.3% of the P2 fall in the same category. There



**Table 105: Type of School and Overall Evaluation**

Type of School	Points					Total
	1	2	3	4	5	
<b><u>Headmaster</u></b>						
Urban	(0)0.0	(2)5.1	(16)41.0	(20)51.3	(1)2.6	(39)100
Rural	(1)1.1	(13)14.4	(38)42.2	(32)35.6	(6)6.7	(90)100
<b>Total</b>	<b>(1)0.8</b>	<b>(15)11.6</b>	<b>(54)41.9</b>	<b>(52)40.3</b>	<b>(7)5.4</b>	<b>(129)100</b>
<b><u>Administrator</u></b>						
Urban	(1)2.6	(1)2.6	(13)33.3	(20)51.3	(4)10.3	(39)100
Rural	(7)7.8	(10)11.1	(31)34.4	(37)41.1	(5)5.6	(90)100
<b>Total</b>	<b>(8)6.2</b>	<b>(11)8.5</b>	<b>(44)34.1</b>	<b>(57)44.2</b>	<b>(9)7.0</b>	<b>(129) 100</b>
<b><u>Researcher</u></b>						
Urban	(1)2.6	(4)10.3	(18)46.2	(14)35.9	(2)5.1	(39)100
Rural	(7)7.8	(18)20.0	(32)35.6	(26)28.9	(7)7.8	(90)100
<b>Total</b>	<b>(8)6.2</b>	<b>(22)17.1</b>	<b>(50)38.8</b>	<b>(40)31.0</b>	<b>(9)7.0</b>	<b>(129)100</b>



On the overall assessment in table 105, the headmaster rates 1.1% of the rural school teachers as weak and further rates 14.4% of them as being below average while he rates 5.1% of the urban teachers as being below average. Not much difference emerges between the two groups on the average scale. He rates 41.0% of the urban teachers and 42.2% of the rural teachers as average. A very significant percentage according to his rating of the urban group are categorised strong, 51.3% as compared to 35.6% of the rural group. Rural school teachers however are slightly better on the outstanding scale, 6.7%, as compared to 2.6% of the urban teachers.

The same sort of pattern tends to emerge on the administrator's rating. He considers 2.6% of urban teachers and 7.8% of the rural teachers weak. Further 2.6% urban and 11.1% rural teachers are rated below average. Not much difference is seen on the average scale; 33.3% urban and 34.4% of the rural teachers. A significant difference however emerges on the strong scale; 51.3% of the urban teachers are rated strong while 41.1% of the rural teachers are rated so. The urban teachers are also slightly better on the outstanding scale, 10.3% while the rural group is 5.6%.

The researcher's assessment seems to be in general line with the rating of the headmaster and administrator. He rates 2.6% of the urban teachers and 7.8% of the rural teachers as weak. He also considers 10.3% of the rural teachers as being below average. Some difference between the two groups further merges on the average scale. He rates 46.2% of the urban teachers and 35.6% of the rural teachers as average; 35.6% of the former and 28.9% of the latter are rated strong. There is only a minor difference on the outstanding scale, 5.1% of the urban teachers and 7.8% of the rural group are rated outstanding.

ANALYSIS OF RELATIONSHIPS

Teacher's Motivation	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Satisfaction	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Attitude	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Personality	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Health	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Age	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Sex	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Education	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Experience	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Salary	0.00	0.00	0.00	0.00	0.00	0.00
Teacher's Status	0.00	0.00	0.00	0.00	0.00	0.00

Spearman's correlation coefficient = 0.27  
 Multiple correlation coefficient = 0.28

**Table 106: Correlations Between Independent  
(a) Variables and Ratings on Overall  
Assessment**

Variable	Regression Coefficient		t Statistic		Multiple Correlation	
	HM	EA	HM	EA	HM	EA
Sex	0.00	0.00	0.54	0.40	0.57	0.67
Age	0.00	0.01	0.42	0.89	0.57	0.67
Religion	0.00	0.01	0.30	0.70	0.57	0.67
Fathers' Education	0.00	0.00	0.26	0.66	0.57	0.67
Mothers' Education	0.00	0.00	0.44	0.14	0.57	0.67
Fathers' Employment	0.00	0.00	0.23	0.22	0.57	0.67
Mothers' Employment	0.00	0.00	0.31	0.31	0.57	0.67
Type of Secondary School	0.01	0.01	1.04	1.15	0.57	0.67
Further Education	0.00	0.01	0.22	0.48	0.57	0.67
Job Aspiration	0.02	0.00	1.39	0.71	0.56	0.66
EACE Division	0.12	0.50	2.25	4.39	0.55	0.60
Pre-College Teaching	0.01	0.03	0.44	0.93	0.57	0.70
Type of College	0.00	0.06	0.39	1.71	0.56	0.66
Grade of Teacher	0.02	0.02	0.62	0.07	0.57	0.67
Future Job Aspiration	0.20	0.12	2.70	1.96	0.53	0.66
Examination in Preparation	0.02	0.02	1.26	1.07	0.57	0.66
Location of School	0.03	0.09	1.16	1.76	0.57	0.66

Multiple correlation mean of HM = 0.57

Multiple correlation mean of EA = 0.66

**Table 106: Correlations Between Independent  
(b) Variables and Ratings on Overall  
Assessment**

<b>Variable</b>	<b>Regression Coefficient</b>	<b>t Statistic</b>	<b>Multiple Correlation</b>
	<b>R</b>	<b>R</b>	<b>R</b>
Sex	0.10	1.84	0.65
Age	0.04	1.49	0.65
Religion	0.00	0.36	0.66
Fathers' Education	0.01	0.86	0.66
Mothers' Education	0.01	0.66	0.66
Fathers' Employment	0.01	0.07	0.66
Mothers' Employment	0.04	0.69	0.66
Type of Secondary School	0.02	1.37	0.65
Further Education	0.03	0.94	0.66
Job Aspiration	0.02	1.19	0.66
EACE Division	0.37	0.49	0.66
Pre-College Teaching	0.00	0.33	0.66
Type of College	0.06	1.56	0.65
Grade of Teacher	0.01	0.49	0.66
Future Job Aspiration	0.28	2.79	0.63
Examination in preparation	0.04	1.45	0.65
Location of School	0.00	0.16	0.66

Multiple Correlation Mean for R = 0.66

In terms of the overall assessment of teachers in table 106, the three groups of raters the HM, EA and R indicate that two important variables can be relied on to predict teachers behaviour. The first is the EACE Division with a regression coefficient of 0.12 for the HM, 0.50 for the EA and 0.37 for the R. The t statistic is 2.25, 4.39 and 3.49 respectively and the multiple correlation is 0.53, 0.60 and 0.61 in that order. The second important variable is the teachers' future job aspiration with a regression coefficient of 0.20 for the HM, 0.12 for the EA and 0.28 for the R. The t statistic is 2.70, 1.96 and 2.79 respectively. The HM correlation coefficient is 0.53, while for the EA 0.66 and the R is 0.63.

Though in the proceeding tables in this chapter a number of variables have proved significant in predicting teaching behaviour, the most consistent have been the EACE division, teachers' job aspiration while in the field and the location of the primary school in which the teacher is teaching.

## CHAPTER SIX

### TEACHERS' VIEWS ON THE TEACHING PROFESSION

In this chapter an attempt is made to summarise teachers' verbal views about the teaching profession. This is to supplement the statistical analysis already carried out in the previous chapters. It was considered that teachers' teaching activities can also be reflected in their ideas about their profession. The questionnaire was limited to their views about the pre-service courses in teachers' colleges and their attitudes about the teaching career. It should be admitted that their views on pre-service courses are bound to be rather general since the questionnaire was administered some three years after they had left college.

#### Recruitment of Students

Teachers were generally critical about the recruitment procedures for students' entry into teachers' colleges. They were particularly critical about the Ministry of Education exclusive use of the order of merit, i.e. the merit list of the written EACE examination. They argued that this sort of selection procedure does not

ensure for aptitude for teaching. It was generally stated that academic attainment should not be the sole criterion; aptitude and general qualities of character had also to come into reckoning. An attempt should be made to assess these two aspects through some form of interview or aptitude tests and colleges needed guidance on techniques to be adopted in making such an assessment. An application of objective selection techniques was said to be of paramount importance. Teachers pointed out the fact that many of the college staff did not participate in the selection procedures. It was noted that the tutors could gain much from the direct experience of applying these techniques in their entrance examinations.

Teachers further cast considerable doubts on whether pre-service teaching experience as recently declared by the Ministry of Education was an important factor in the recruitment procedure. It was noted that pre-service teaching could have pernicious effects in the sense that it could kill the enthusiasm of the potential teacher. That pre-service teaching might not be an important requirement for recruitment of primary teachers is somewhat

supported by statistical analysis already discussed in this study.<sup>2</sup>

### The College Curriculum

To a great extent teachers appeared very hostile to the kind of curriculum they were exposed to while at college. It was considered to be <sup>a</sup> chunk of subjects studied to a very low level with no rational justification, no properly stated aims or objectives. More serious was that little or no attempt was made to relate it to primary school teaching. There was not much emphasis on high academic achievement. The curriculum was further said to be crowded. Because of its crowded nature, there was far too little time available for private reading beyond students' immediate teaching courses.

Some teachers, however, felt that some subjects had been interesting. A new subject like psychology was generally said to have been interesting if it was taught by tutors who knew the material well.

In the view of many teachers it seemed ironical that many lecturers in colleges were incapable of teaching effectively. They



least practised what they taught. While they condemned students for cramming, they approached their lessons in a sterile manner. While stressing that child-centred approach should be the basis of teaching, they themselves did not practice it. Open discussions and arguments lacked in their lessons, because tutors tended to loathe the idea of having their views openly scrutinised or criticised. As a matter of fact criticism of their ideas was often treated as personal criticism and hence a challenge to the tutors authority. This was hardly tolerated. This meant that students therefore had to comply and keep their opinion reserved. Conformity from students to an unrealistic and outmoded set of educational ideals seems to be the common practice in the primary teacher colleges. This seems to fit in one observation that was made sometime back about English colleges.

'Real open discussion and argument was rare, if only because lecturers showed time and time again that they were not really prepared to have their views scrutinised and criticised. In fact criticism of ideas was treated as personal criticism and as a challenge to the tutor's authority and hence it was often met with anger. Consistent dissenters were considered to be rude and immature. The students response to this situation was hardly surprising, they adapted, becoming pliant and accommodating, keeping their real opinions to themselves and resignedly accepting their passive role.'

Teachers were also critical about the decision of the Ministry of Education to introduce a national examination in teachers' colleges. Anxiety over these examinations has become apparent. The question whether the colleges are going to maintain their autonomy in terms of subject and examination affairs within the framework of the Kenya Institute of Education or they are going to become like schools directly under the control of the Ministry of Education preparing students for a common examination. When pressed a little harder, teachers did not, however appear to be unanimous on the issue. Among a number of them, it was recorded that given a high turnover of tutors and their inexperience in modern educational philosophy, a common syllabus was necessary as a guide and also to maintain some kind of national standards. Among others it was felt that external examinations would have the unfortunate danger of cultivating ground for cramming and instead of producing mature teachers it would create examination oriented teachers.

#### The Teaching Practice

The teaching practice appeared to have been a highly valued part of the profession, even

though their experience in schools had been rather difficult. It was generally felt that teaching practice was much more relevant to the teaching profession, though occasionally it was poorly planned and directed. The teachers however felt they had received insufficient professional preparation for it. Further, college tutors did not visit their students as guides but as examiners, consequently their influence was not remarkable at all. A good deal of anxiety and hostility was often generated by disagreements between tutors about appropriate student behaviour. At times tutors had inadequate supervisory experience. The criteria employed in assessing students varied not only from college to college, but from one tutor to another and it was difficult to determine any consistency between them. This became a burden to the students.

#### Attitudes towards the profession

Response to the questions whether or not the teachers liked the teaching profession some of the following answers were typical;

'Among all the professions I have seen, teaching is the best profession. Teaching enables a person to use his knowledge he gained while still at school and his products are very beneficial to our nation.'

'I wanted to become a teacher because this profession does not interfere with other affairs like farming and it provides one with the opportunity to continue ones studies.'

'I wanted to become a teacher because I liked the profession.'

There were some of the views of the few teachers in the sample who did not prefer the teaching profession before the pre-service teaching course, though they now tend to like it.

'Presently I really enjoy the teaching profession, though not quite much. A teacher's work is enormous if one has to compare it with the earnings from it. Teachers work day and night without much rest.'

'I now like the job because I have found out that a teacher is one of the few people that leads our country to progress.'

'Now after teaching for some years I find the job quite interesting.'

'Now I have developed much interest in the job after some years of teaching.'

'It is a good job because it is one of the most important ways of building our nation through fighting ignorance.'

'But now I have developed much interest in the profession. This is all due to the experience of teaching in the field.'

'Honestly, I have had to take some interest in the job, at any rate this profession is not particularly good for me.'

'I have had to develop some interest in it because I find it a job through which one increases ones knowledge.'

'Though I have taught for sometime, I am still doubtful if ever I can make a very good teacher, teaching is not one of the most exciting jobs, but where else can I go?'

Among the reasons for having liked the profession or developing interest in it one can categorise materialist motives, like salary and holidays; idealistic aims like the profession providing opportunity for one to preserve one's knowledge acquired while still at school, nation building; and finally the profession providing chances for one to advance oneself academically.

One tends to be suspicious about some of the ideals like joining the profession as a way of fighting ignorance. It is quite doubtful whether such a statement means much to the teachers. This, like for many people, in other professions sounds quite an ideal. The urge to preserve knowledge gained while still at school by becoming a teacher too throws some obvious doubt on the teachers' attitude towards this kind of louted knowledge. What is it? This tends to make the profession sacred, a thing that is precious and has to be safely guarded. The

teachers appear quite convinced that the knowledge can only be preserved by having it passed to others. The attractive motives like perhaps appreciating the salary and the holidays seem to be more realistic than the noble ideals.

What is however important about the motives for joining the teaching profession, they can only carry much more weight and be meaningful if the choice for joining the profession had been completely free. As already seen in chapter two this is not usually the case in Kenya. One gets the impression that teachers who state that they had initially wanted to become teachers are quite suspect. That they have to say that they like the profession is largely an after thought. Many of the teachers having landed into a profession that they had not initially preferred, some kind of rationalisation is attempted. It would appear that neither in the motivation of the choice of the profession nor in the satisfaction expected in the work itself, does the element of enjoyment play a significant part. That many teachers consider teaching as a captive profession is illustrated in table 107.

From the table it is clear that primary school teaching is not a highly rated profession.

It is ranked sixth by the P1 teachers and fourth by the P2 teachers. It is those who are in a better academically placed position that tend to rate the job rather low, while the P2 teachers due to their somewhat low academic position tend to regard the job rather favourably. It is therefore not surprising that when asked if they were offered an alternative, a majority of the P1 teachers would have liked to quit the profession. A fairly high proportion of the men would prefer quitting the profession rather than the women teachers.

About 40% of the teachers regretted not having gone on with higher education. This seemed to point to the fact that a large percentage of the teachers had reached the conclusion that for various reasons the education they had received was of second rate. Though many would have preferred to leave the profession, so few of them had any career plans and so few have knowledge of other job that are readily available. Given the present position of the labour market for EACE leavers, teachers are quite aware that they will remain captive for eternity. Given this position the following remark is quite relevant to the teaching situation in the country.

'For a long time the teaching profession has been for many Africans a means to an end, rather than an end in itself: it provided an avenue to higher education. The African teacher joined the profession not out of any exalted sense of vocation, but rather out of necessity. At a time when the general level of education was very low, teaching provided him with a means of rising above his brethren, even of gaining access to the world of the ruling power. Now that secondary education is more widespread teaching is no longer the only route to higher - education; it is no longer a direct or even certain route. Secondary education has become the first choice of many. Those who are unable to enter secondary schools, and so begin the long march which will ultimately lead them to the "promised land" turn to teaching as a less desirable alternative. Some of them use it as a spring-board, others stay on without making the adjustment necessary and so constitute a class of disgruntled teachers.

... In Kenya three quarters of those who are training at the post-School Certificate level are either holders of Division III Certificates or those who have failed the School Certificate. In effect, they are students who are disqualified for the award of scholarships to higher education because of their poor academic record.<sup>14</sup>

It is concluded in the same study that the teaching profession in Africa, as perhaps elsewhere, embraces the following categories of people:

- (a) Those who are convinced that teaching is their calling and that they can best serve their country in that capacity.



- (b) Those who choose teaching and find satisfaction in it as compared with other occupations.
- (c) Those who cannot make good elsewhere, but because they have the minimum academic qualification required join the profession from necessity rather than choice.
- (d) Those who had secondary education, but have been disqualified for further studies because of poor academic record.
- (e) Those who have not been to secondary schools because of their mobility to pass the entrance examinations, or because of lack of opportunity to do so in the past.<sup>5</sup>

In general teachers were critical about their conditions of work. They expressed the view that they were not well paid; many felt that their salaries were lower than those paid to others with less qualifications outside the teaching profession. This feeling of injustice seemed to be responsible for their perpetual state of disaffection among them, and this tendency to make invidious comparisons with people outside teaching gives them the ideas to discard the profession if offered alternatives. They were critical further about the low status accorded to them and teachers' colleges in comparison to people in other professions and institutions that train people for the various professions.

They feel socially and educationally isolated. They complain of the paucity of promotion prospects and the general lack of material benefits enjoyed by people outside the teaching profession and general upward mobility. On the whole their conditions of service are not satisfactory and this source of grievance affects those who might be loyal to the profession.

Teachers' effectiveness and the public image of their profession not only depends on salary but in places they work. It was noted that dilapidated buildings, broken furniture, leaking roofs and water-logged classrooms compare less favourably with the places where other professional members of the community practice their professions. As a result of necessity many schools in the rural area, it was further pointed out were sited as though they were meant to be prison camps, cut off from the main centres of population far from the comforts of advanced places, far from main roads. So isolated are some teachers that they have the difficulty not only in receiving school equipment as well as salaries, but also in obtaining food. Teachers as members of the community and professions, their status is determined by their material circumstances, as

well as other factors like the places of work and the buildings in which they dwell. The material conditions under which they work are very hard thus depressing the status of the profession and teachers' commitment to their work.

**Table 107: Recruitment Procedures for  
Primary Teaching**

	<b>F1</b>	<b>F2</b>
<b>In favour of EACE results only</b>	<b>(14)25%</b>	<b>(8)20%</b>
<b>Not in favour of EACE results only</b>	<b>(57)60%</b>	<b>(23)70%</b>
<b>No information</b>	<b>(14)15%</b>	<b>(3) 10%</b>
<b>Supplement EACE results with interviews, aptitude tests and others</b>	<b>(95)100%</b>	<b>(34)100%</b>

**Table 108: Teachers' views on the College Curriculum**

	<b>Percentage</b>
<b>Crowded curriculum</b>	<b>75%</b>
<b>Subjects are of right number</b>	<b>20%</b>
<b>No specific information</b>	<b>5%</b>
<b>There should be specialisation</b>	<b>70%</b>
<b>No specialisation</b>	<b>30%</b>
<b>No information</b>	<b>-</b>
<b>Lecturing be a method of Teaching</b>	<b>20%</b>
<b>Activity methods</b>	<b>80%</b>
<b>No information</b>	<b>-</b>
<b>Liked Teaching Practice</b>	<b>85%</b>
<b>Did not like it</b>	<b>5%</b>
<b>No information</b>	<b>10%</b>

**Table 109: Prestige of Selected Occupations  
as assessed by Teachers**

<b>Occupation</b>	<b>P1 <u>Rank</u></b>	<b>P2 <u>Rank</u></b>
<b>Doctor</b>	<b>1</b>	<b>1</b>
<b>Lawyer</b>	<b>2</b>	<b>2</b>
<b>Engineer</b>	<b>3</b>	<b>3</b>
<b>District Officer</b>	<b>4</b>	<b>4</b>
<b>Secondary School Teacher</b>	<b>5</b>	<b>5</b>
<b>Primary School Teacher</b>	<b>7</b>	<b>6</b>
<b>Farmer</b>	<b>13</b>	<b>15</b>
<b>Bank Manager</b>	<b>8</b>	<b>9</b>
<b>Policemen</b>	<b>11</b>	<b>10</b>
<b>Trader/Shopkeeper</b>	<b>12</b>	<b>11</b>
<b>Journalist</b>	<b>9</b>	<b>7</b>
<b>Politician</b>	<b>6</b>	<b>8</b>
<b>Clerk</b>	<b>10</b>	<b>13</b>
<b>Carpenter</b>	<b>14</b>	<b>14</b>

**Table 110: Teachers and Choice of Teaching Profession**

	P1		P2	
	Male	Female	Male	Female
Would join teaching	(26)35%	(21)60%	(9)40%	(9)75%
Do not know	(3) 5%	(4)11%	(2)10%	-
Choose another profession	(36)60%	(10)29%	(11)50%	(3)25%
Will remain a teacher	(21)35%	(21)60%	(9)40%	(9)75%
No specific information	(3) 5%	(4)11%	(2)10%	-
Prefer another career	(36)60%	(10)29%	(11)50%	(3)25%

FOOTNOTES

1. In circular letter No. S/10/14 of the 29th October 1975 it was stated that there would be no direct recruitment into Teachers' Colleges for P3, P2, P1 teacher trainees in 1976. All new entrants would be required to have prior teaching experience.
2. See chapters three to six .
3. T. Burgess, Dear Lord James. A Critique of Teacher Education, <sup>Harmondsworth:</sup> Penguin Books, 1971 p. 54.
4. Field Report on the Survey of the Status of the Teaching Profession in Africa  
(Confederation of the Teaching Profession)  
p. 2.
5. Ibid. p. 3.

## CHAPTER SEVEN

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In the preceding chapters an attempt was made to assess the various aspects of primary teachers' characteristics that can conveniently be applied to determine what can be described as an effective primary school teacher in the Kenyan context. For the purpose of the study effective teaching was seen in terms of a teacher's ability to perform well in the pre-service teachers' courses, his ability to change pupils' learning behaviour in the class in terms of the pupil - gain score and how he is rated on various attributes that are generally said to be qualities of a good teacher..

Given the wide range of environmental conditions that exist in the Kenyan situation for both teachers and pupils, it appears rather futile that an exercise of this nature had to be carried out at all. The study tends to be one of the many exercises undertaken 'to blame the victim.' That pupils in the school have different achievement scores is not a thorough indicator of teachers' performance. Many reasons may help to explain such behaviour;



differing abilities, differing parents' education and interest in schooling, differing abilities of their teachers, differing interests themselves, how the pupils felt on the day of the test and so on. Nor is it fair to emphasize the influence of social environment at the expense of school services. In order for one to assess the determinants of intellectual achievement or any kind of student performance, adequate accounts must be taken of both the social context enveloping the student and the teacher and the character of the school service to which they are exposed. Ideally, such an assessment should be of a 'value added' nature. That is, we should like to determine what the child 'knew' before he came to school, what he 'knew' when he completed school, and how much of the difference was the unique contribution of the school. In order to conduct such an ideal study, any researcher would need to control methodically for the possible influences of a host of out-of-school factors such as the pupils' innate intellectual capacity, family and home background and the neighbourhood environment. In the context of such a situation, is it fair to blame the teacher alone for the failure of his

pupils when he is only a victim of circumstances? After all in the primary schools of Kenya, the teacher is only with the pupils for a short period of the day about seven hours; is this sufficient to change pupil behaviour and attitudes?

These questions are fundamental, but they do not necessarily play down the role of the teacher as an important factor in shaping pupils' behaviour as it has already been pointed out;

'There are dedicated teachers who are determined that every last child in the class will learn the material expected of him. There are uninspired teachers who are getting something across but not much. There are loving teachers who bring life-saving affection to miserable children of acrimonious families. There are unfeeling teachers who inflame children by publicly humiliating them. There are brilliant teachers who convert a child's interest in almost anything into hard work on the very thing he needs most. There are idiots who destroy children's self confidence by convincing them that they do everything wrong. There are saints who somehow civilise little demons that everyone else has given up as hopeless...'

To accept this, is to say that there are some positive characteristics that pertain to effective class teaching. In this study, various teacher characteristics emerge that determine what can be described as effective teaching. These were as follows:

### Teachers' EACE Performances

What has consistently emerged from statistical analysis in this study, is that performance on the EACE is a powerful predictor of teaching effectiveness. There is a significant relationship between what a primary teacher obtains on the EACE examination and teaching effectiveness. Though pre-service teaching course due to its unreliable evaluation might not be used as a powerful factor predicting teacher's effectiveness, there appeared to be some significant relationship between this variable and a number of elements that constitute effective teaching. This was powerfully reflected in the Education and Methods or professional paper; a paper that was set centrally though marked internally by the colleges. Performance in the paper very much reflected the kind of Division that a teacher had scored on the EACE examination.

That the EACE division is indeed an important predictor of a student teachers' performance in this paper is strongly supported in the regression equation in which it emerges as the only powerful factor significantly related to scores in the

Education and Methods paper,

Judged purely through the mean scores the EACE division is an important factor predicting performance in other subjects of the pre-service courses. It is reflected in performance in Mathematics, with the Division I and II performing better than the rest of the groups, in Geography, in History, in Science, though not in Religious Knowledge and to some degree in the Teaching Practice. This is not, however supported by the regression equation in which much of the statistical analysis does not show very significant relationships. It has to be pointed out that in all these subjects the tests might not have been measuring the same thing. They were set and marked internally by the colleges and were not necessarily based on a common syllabus. In terms of means, however they give some indication as to the influence of the EACE division.

Judged also by the pupil gain score on means it is seen that the Division III and the EACE fall in the lower ranges. A sizeable number of the Divisions I and II perform quite highly.

This is strongly supported by the regression equation. So in terms of improving pupil knowledge in the classroom, the EACE division is a powerful predictor of pupil class performance.

Looking at the rating of teachers by the headmaster, educational administrator and the researcher, the EACE division is an important predictor of teachers' personal characteristics, teachers' relations with pupils, teachers' presentation of subject matter in the classroom and in the overall evaluation of teachers. It does not, however correlate with their professional and community factors or in the way they plan and organise their lessons.

#### Grade of Teacher

This emerges as a second important and powerful factor in predicting teaching effectiveness, P1 teachers showed a relative superiority over the P2 teachers in the Education and Method paper and in a number of academic subjects both on the analysis of simple means and in the cross-tabulation of means and showed scattered relationships with effective teaching

in the regression analysis. According to the ratings, P1 teachers seemed to demonstrate more positive factors related to effective teaching. It is not perhaps surprising that the grade of the teacher appears significant; this is largely because in the colleges student teachers are graded on the basis of their achievement on the EACE examination.

#### Urban and Rural Schools

This appeared to be a third important factor in predicting teaching effectiveness. Teachers' teaching in the urban schools tended to reflect more positive factors related to teaching effectiveness in the analysis of simple means and a cross-tabulation of means, with regard to the pupil gain-score and this was further supported by the analysis of regression. There was also a tendency to rate them higher on the rating scale.

#### Future Job Aspiration

Though not consistently reflected in many of the analysis, it seemed to be an important factor in predicting teaching effectiveness. It

was quite significant in the pupil-gain score and in the regression analysis and partly in the ratings. It was seen that those who aspire to quit the teaching profession if offered chances, remarkably perform better than those who aspire to remain in the profession. As discussed earlier these are teachers who had slightly better results on the EACE examination.

#### Other Independent Variables

In a number of scattered cases, personal factors like sex, age, religion, fathers' and mothers' educational and economic factors displayed relationship with teaching effectiveness, though <sup>they</sup> did not appear constant. It can therefore be safely concluded that while in industrialised societies it is possible to discern the effect of socio-economic and family background on the behaviour of teachers, these have not yet become important factors in the less industrialised countries as partly demonstrated by the small sample of this study. Also factors of less importance included college factors like pre-service teaching experience, the type of college attended; a field factor like the type

examination the teacher is preparing for.

### Recruitment for Primary Teacher

#### Education

It is concluded from the study that the machinery through which students in secondary schools were recruited into primary teacher education and in other professions were ineffective. Form A through which teachers in the study were selected for primary school teaching lacked clear information on the nature of job opportunities and the personal qualities required. As regards Career Guidance facilities, it is seen that there is a serious lack of informed guidance with regard to the range of jobs available, the precise requirements of each in terms of academic qualifications, personality traits and training and future prospects for promotion and self improvement. In a majority of the secondary schools, careers' guidance programmes are ineffective because career master/mistress have no first hand information and experience for job opportunities.

Despite this state of affairs, in examining career aspirations, it is concluded that primary school teaching is a very unpopular career for



many of the school leavers. Only 19 teachers in this study out of a sample of 129 teachers had opted for primary teaching as their first choice. This meant that a majority of these teachers were selected for a teaching profession against their will. This has a negative effect on their teaching effectiveness.

A related factor is that there is a fairly strong relationship between students' academic performance in the EACE examination and their preference for the primary teaching profession. Students who consider themselves academically strong do not normally choose primary teaching as their first career. Consequently those recruited for primary school teaching are students who are less successful in the EACE examination and this tends to have an adverse effect on the quality of teaching.

#### The Quality of Primary Teacher Education

From this study it is further seen that the curriculum in primary teachers' colleges appears to be a chunk of subjects poorly co-ordinated and with little relevance to primary school teaching. It is generally studied at a somewhat low level with no rational justification and no properly stated

objectives. Academic courses are not presented in a fashion that instils students' interest. Teaching practice is poorly organised and too subjectively evaluated.

Implications on policy in Teacher Education

A number of implications emerge from this study as regards government policies on some aspects of primary teacher education in Kenya. On the basis of the findings discussed above the following recommendations are made:

- (1) Arising from the study; the government should continue with its policies of using achievements on the EACE score as an important criterion for recruiting teachers for primary school teaching for as long as the system of education is going to remain examination - oriented. As it has been clearly demonstrated in the study, achievement on the EACE is a powerful factor determining teaching competence. This is clear from the student class performance and the rating of teachers. It is true to say that teachers who were most successful on the EACE are the least interested in the

teaching profession. Armed by an excellent grade on the EACE examination, they continue feeling they should have joined a different profession; because of the low status of the teaching profession. Despite this they appear to be more able teachers than those who were not very successful on the examination. This however implies that there should be informed guidance with regard to the range of jobs available, the precise requirements of each in terms of academic qualifications, personality traits and training and future prospects for promotion and self-improvement for students while still at secondary school. Career masters should have this sort of information. They should have first hand experience to be able to give meaningful advice to students. It is however, important that the order of merit list should not be the exclusive criterion for the selection of student teachers. Aptitude and general qualities of character should also be taken into consideration. This will be important that students recruited for teaching should have desirable attitudes towards the profession.

It appears from the study that the current policy of insisting on teaching experience as a prerequisite for joining the profession should be re-examined further, for there is no proven evidence in this study and many carried out in other countries to establish that pre-college teaching experience is a significant predictor of effective teaching. It is even ironical that the Ministry of Education has to use unqualified teaching as a prerequisite for joining primary school teaching when it has been amply demonstrated that unqualified teachers have a negative effect on the education of the pupils they teach. This is perhaps an area that could be researched into further. Further the fact that the Ministry will have to emphasise <sup>in</sup> people with desirable attitudes towards the profession is reflected in the close relationship between future job aspiration and effective teaching. It is seen that teachers who aspire to join other jobs usually are the more academically able, but they tend to regard the teaching profession as a captive profession. As much as they are successful in classroom behaviour, the profession needs people who combine academic competence and dedication; not refugees in the

profession.

- (ii) The government will have to consider seriously the implication of stratifying primary schools and the uneven provision of school facilities and their impact on society. It has been seen in the study that the type of school in which teachers teach has remarkable influences in their classroom behaviour. It has been already explained that urban schools are better equipped and the teacher student ratio is much lower than that of the primary schools in the rural areas. A number of them have better facilities well above government maintained secondary school in the rural areas. Some researches have demonstrated that judged purely on performance in the national examination, the C.P.E., these schools perform much better than rural schools.<sup>2</sup> The most fundamental question is; are the urban schools better equipped and staffed because the urban communities can afford to pay for these facilities? This is not certainly the case.

President Nyerere remarking about this problem noted that;

'Our emphasis on money and industries has made us concentrate on urban development. We recognise that we do not have enough money to bring the kind of development to each village which would benefit everybody. We also cannot establish an industry in each village and through this means effect a rise in the real incomes of the people. For these reasons we spend most of our money in the urban areas and our industries are established in towns.

Yet the greater part of this money that we spend in the towns comes from loans. Whether it is used to build schools hospitals, houses or factories etc, it still has to be repaid. But is obvious that it cannot be repaid just out of money obtained from urban and industrial development. To repay the loans we have to use foreign currency which is obtained from the sale of our exports. But we do not sell our industrial products in foreign markets, and indeed it is likely to be a long time before our industries produce for export ... It is therefore obvious that the foreign currency we shall use to pay back the loans used in the development of the urban areas will not come from the towns or the industries. Where, then shall we get it from? We shall get it from the villages and from agriculture. What does this mean? It means that the people who benefit directly from development which is brought about by borrowed money are not the ones who will repay the loans. The largest proportion of the loans will spent in, or for, the urban areas, but the largest proportion of the repayment will be made through the efforts of the farmers ... We must not forget that people who live in towns can possibly become the exploiters of those who live in the rural areas.'

This long quotation is self explanatory and needs further elaboration.

(iii) The Ministry of Education should continue with its current policy of setting common examinations for sometime to set some common standards. It was seen that it was possible to utilise the education and methods paper to relate it to the various aspects of the teachers' characteristics. For instance in terms of the analysis of means it was generally easy to detect a relationship between this paper and the RACE division. This was further supported by the regression analysis. This was, however not generally the case with papers which had be set and marked internally by the colleges themselves though in some scattered examples some relations could be established. This should not just be confined to the academic and professional subjects, it should be extended to teaching practice as well.

An attempt at this should be to construct 'Attributes of Teachers' rating scale from statements on 'the 'good teacher' invited from a random sample of staff at teachers'

colleges, teachers at primary schools; educational administrators as well as the University. Descriptive qualities can then be abstracted from these statements and by consolidation of qualities, an instrument of assessing students and teachers can be constructed to be used by all the colleges in the country to ascertain some kind of uniformity.

Also quite important is that it should not be just a question of expanding colleges without giving them the necessary facilities for educating teachers effectively. Despite the current policy of consolidation and the expansion of teachers colleges, libraries and laboratories in teachers colleges are lacking or are in shocking conditions. This perhaps explains the lack of difference in performance between students from different types of colleges. The current policy of training highly qualified tutors through the M.Ed. programme should also be emphasised and expanded.



(iv) Efforts should be made to make the primary school system less examination-oriented. The strong relationship between teachers' level of performance in the EACE examination and the pupil gain score emphasises the strong orientation of the school system towards examinations. Teachers see their major role in the school as that of assisting pupils to pass their examination and pupils too see their main aim of schooling as passing of the examination. Lip service has for long been paid to the idea of making the school achieve other ends, but little has been done to orient the school towards multiple goals. The sole emphasis on examination has created serious socio-economic problems and has been a problem whose solution is long overdue. Of course it is not a problem of the school alone but of the entire society and calls for an entire socio-economic and political re-orientation.

Related Area for Study

In spite of these important findings, this study cannot be considered totally conclusive by itself. As already stated, it was not quite possible to control for the pupil variables in such aspects as their socio-economic backgrounds which obviously could have some effect on the findings of this study; and not all the possible teacher characteristics that obviously affect teaching were included.

An important area of further study could be, for example to approach a similar problem from the standpoint of the pupils or a combination of the two factors to evaluate the findings. This will have to be a very elaborate study requiring a longer period and entailing considerable financial expenditure. In view of the importance of the subject, however, a further study will not only be commendable but is most strongly recommended.

FOOTNOTES

1. Do teachers make a difference? A report on Recent Research on Pupil Achievement.  
Washington, D.C.: U.S. Department of Health Education and Welfare, Office of Education, 1970, p. 21.
2. D. Court, Op. Cit. p. 161.
3. J. K. Nyerere: The Arusha Declaration in J. K. Nyerere, Freedom and Socialism/Uhuru na Ujamaa, Dar-es-Salaam; Oxford University Press 1968, p. 242.

MINISTRY OF EDUCATION—CAREER FORM

APPLICATION FOR ADMISSION TO POST-SCHOOL CERTIFICATE COURSES  
AND TRAINING

<b>PART I</b>	Family/Surname _____ Other Names _____		EXAMINATION NUMBER		
			Centre	Index No.	Year
	School _____		Date of Birth _____ 19__		
	Address _____		Religion _____		
	Home Address of Student _____		Citizenship Status _____		
	Contact Address after December _____				
<i>Signature of Student</i>					
<b>PART II</b>	APPLICATION FOR ENTRY INTO FIFTH FORM				
	Choice of Schools	FOR USE BY HEADMASTER, H.S.C. (Delete as applicable)			Date
	(1) _____	Rejected/Accepted	Arts	_____	
	(2) _____	Rejected/Accepted	Science	_____	
(3) _____	Rejected/Accepted	Arts	_____		
		Rejected/Accepted	Science	_____	
Choice of Courses (Arts or Science)		Recommendation and comment on choice of Subjects by Fourth Form Schoolmaster			
(1) _____					
(2) _____					
<b>PART III</b>	APPLICATION FOR ENTRY INTO TEACHER TRAINING				Headmaster's comments on Student's Choice of Outlet
	(a) 3-year SI Course choice of College				
	(1) _____				
	(2) _____				
(b) 2-year PI Course choice of College					
(1) _____					
(2) _____					
(3) _____					
(c) Domestic Science Course, University College, Nairobi.					
<b>PART IV</b>	APPLICATION FOR ENTRY INTO PRE-SERVICE TRAINING INSTITUTIONS				Number Course in Order of Choice
	(a) Agriculture				
(1) Egerton College .. .. .					
Agricultural Engineering 3-year course .. .. .					
Agricultural 3-year course .. .. .					
Animal Husbandry 3-year course .. .. .					
Range Management 3-year course .. .. .					
Forestry 3-year course .. .. .					
Farm Management 3-year course .. .. .					
Dairy Technology 2-year course .. .. .					
Agricultural Teaching 3-year course .. .. .					

	(2) Embu Agriculture Centre Agriculture 2-year course		
	(3) Animal Health Training, Kabete .. Animal Health 2-year course .. Range Management 2-year course .. Artificial Insemination 3-month course .. .. .		
<input type="checkbox"/>	(b) Health—Medical Training Centre, Nairobi Registered Nurses 3-year course Radiography 3-year course .. Health Inspector 3-year course .. Physiotherapy 3-year course .. Pharmacy 3-year course .. Laboratory Technology 3-year course .. .. . Entomology 3-year course .. Dental Technology 3-year course		
<input type="checkbox"/>	(c) Secretarial (1) Government Secretarial College, Nairobi Secretarial 1-year course .. (2) Coast Secretarial College, Mombasa Secretarial 1-year course ..		
<b>PART V</b>	<b>APPLICATION FOR DIRECT ENTRY REQUIRING TECHNICAL TRAINING COURSES</b>		
<input type="checkbox"/>	(a) Engineering .. .. . Electrical .. .. . Mechanical .. .. . Architecture and Building .. .. . Quantity Survey .. .. . Telecommunication and Broadcasting Railway .. .. . (b) Surveying .. .. . (c) Laboratory Technology .. .. .		
<b>PART VI</b>	<b>APPLICATION FOR DIRECT ENTRY INTO SKILLED AND SEMI-SKILLED OFFICE WORK</b>		
<input type="checkbox"/>	Accountancy .. .. . Personnel Management .. .. . Finger-print Technology .. .. . Customs and Excise .. .. . Weights and Measures .. .. . Immigration .. .. . Information Service .. .. . Broadcasting .. .. . Library .. .. . Probation Officer .. .. . Computer Programming .. .. . Clerical .. .. .		
<b>PART VII</b>	<b>APPLICATION FOR ENTRY INTO POLICE AND ARMED SERVICES</b>		
<input type="checkbox"/>	(a) Army Cadet .. .. . Air Force Cadet .. .. . Navy Cadet .. .. . Army Clerk .. .. . (b) Police Cadet .. .. . Principal Officer Prisons Warder Clerks .. .. .		
<b>PART VIII</b>	<b>APPLICATION FOR EMPLOYMENT IN PRIVATE SECTOR</b>		
<input type="checkbox"/>	(a) Skilled Office Work Accountancy .. .. . Secretarial .. .. . Banks .. .. . Clerical .. .. . Cashier .. .. . Receptionist .. .. . Switchboard Operator .. .. . Book-keeper .. .. .		

<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	<b>(b) Technical Work</b>		
	Electrical .. .. .		
	Mechanical .. .. .		
	Architectural or Building .. .. .		
	Telecommunications .. .. .		
	Machine Operator .. .. .		
	Salesman .. .. .		
	Welders .. .. .		
	Engine Shop Fitters .. .. .		
	Motor Industry Assemblies .. .. .		
	Engineering Machine Operator .. .. .		
	Engineering Tool Assemblies .. .. .		
Engineering Turners .. .. .			

**PART IX** (To be completed by the Form/House Master/Mistress)  
 Insert against the subjects which the applicant has entered in the School Certificate examination the numerical grades (1-9) he/she obtains in the School Certificate Trial examination, or the subjects teachers' forecasts.

SUBJECTS	GRADES	
	Teachers' Forecasts	Comments
English Language .. .. .		
English Literature .. .. .		
Bible Knowledge .. .. .		
History .. .. .		
Geography .. .. .		
Mathematics .. .. .		
General Science .. .. .		
Biology .. .. .		
Physics .. .. .		
Chemistry .. .. .		
Physics with Chemistry .. .. .		

Date \_\_\_\_\_

Signature \_\_\_\_\_  
 Form/House Master/Mistress

**PART X** (To be completed by the Headmaster/Headmistress)

**CONFIDENTIAL ASSESSMENTS:**

A=Very Good. B=Good. C=Fair. D=Poor. E=Very poor.

	A	B	C	D	E		A	B	C	D	E
1. Integrity .. .. .						6. Efforts in games .. .. .					
2. Leadership Ability .. .. .						7. Initiative .. .. .					
3. Ability to co-operate .. .. .						8. Health .. .. .					
4. Willingness to learn .. .. .						9. Breadth of outlook .. .. .					
5. Effort in School Work .. .. .						10. Overall character .. .. .					

General Comments (mention positions of responsibility held, power of leadership, initiative, breadth of outlook, special talents and failings, etc.)

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REPUBLIC OF KENYA

KENYANIZATION OF PERSONNEL BUREAU

- 1. Applicant's name \_\_\_\_\_
- 2. Address \_\_\_\_\_  
*(Your postal address should be stated here)*
- 3. Are you a Kenya Citizen (Yes/No) \_\_\_\_\_
- 4. Sex \_\_\_\_\_ Age \_\_\_\_\_
- 5. (i) At what level did you leave secondary school? (Indicate your answer by placing a tick in the appropriate box)

SECONDARY SCHOOL FORM						
I	II	III	IV	V	VI	

(ii) State the name of the last secondary school you attended and the date you left:  
 \_\_\_\_\_  
*(name of school)* *(date you left)*

(iii) State the subjects in which you obtained distinctions, credits, or passes in the following examinations:  
*School Certificate (Form IV)* *Higher School Certificate (Form VI)*

Distinctions _____	Distinctions _____
Credits _____	Credits _____
Passes _____	Passes _____
Grade _____	Grade _____

6. (i) If you attended a university college or vocational training institute after leaving secondary school, state the name of the last college or institute and the dates you attended:  
 \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  
*(name of college or institute)* *(date)* *(date)*

(ii) State the awards you obtained in college or vocational training institute:  

<i>Titles of Awards</i>	<i>Class or Grade Awarded</i>
_____	_____
_____	_____
_____	_____

7. (i) What type of career are you looking for?  
 \_\_\_\_\_

(ii) What do you consider best qualifies you for such work?  
 \_\_\_\_\_  
 \_\_\_\_\_

8. Are you in employment at the present time (Yes/No.) \_\_\_\_\_



Give particulars for your employment history below, quoting your present or last job at (i) the job before that at (ii) and listing any other jobs at (iii):

(i) Employer's name \_\_\_\_\_  
Employer's address \_\_\_\_\_  
Nature of firm's business \_\_\_\_\_  
Title of the post you held \_\_\_\_\_  
Description of the work you did \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Salary you received per annum \_\_\_\_\_  
Period of employment: from \_\_\_\_\_ (date) to \_\_\_\_\_ (date)

(ii) Employer's name \_\_\_\_\_  
Employer's address \_\_\_\_\_  
Nature of firm's business \_\_\_\_\_  
Title of the post you held \_\_\_\_\_  
Description of the work you did \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Salary you received per annum \_\_\_\_\_  
Period of employment: from \_\_\_\_\_ (date) to \_\_\_\_\_ (date)

Employer's name	Your occupation	Period of employment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_ 19\_\_

Note: This form should be posted to:—  
The Manpower Register,  
Kenyanization of Personnel Bureau,  
P.O. Box 12575,  
Nairobi.  
or handed in at your nearest Employment Exchange or Labour Office.

APPENDIX B

QUESTIONNAIRES

UNIVERSITY COLLEGE

NAIROBI

SECONDARY SCHOOL LEAVERS' SURVEY

QUESTIONNAIRE

Name \_\_\_\_\_ School \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Tribe \_\_\_\_\_ Form \_\_\_\_\_

Father's Name \_\_\_\_\_

What name do you intend to use when you leave school? \_\_\_\_\_

1. Which DISTRICT is your home in? \_\_\_\_\_

Which DIVISION is your home in? \_\_\_\_\_

Which LOCATION is your home in? \_\_\_\_\_

Which SUB-LOCATION is your home in? \_\_\_\_\_

2. Which subjects are you taking for School Certificate (tick "yes" or "no" for each subject).

Yes No First Column Yes No Second Column

English Lang.   Mathematics

English Lit.   Advance Mathematics

History   Biology

Bible Knowledge   Health Science

Swahili   Geography

Yes	No	<u>Third Column</u>
<input type="checkbox"/>	<input type="checkbox"/>	General Science
<input type="checkbox"/>	<input type="checkbox"/>	Physical Science
<input type="checkbox"/>	<input type="checkbox"/>	Physics
<input type="checkbox"/>	<input type="checkbox"/>	Chemistry.

List any other subjects you are taking:

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

3. If you are NOT taking Mathematics for School Certificate

(a) In which form did you last take Mathematics?

Form I  Form II

Form III  Form IV

I never took Mathematics at secondary school at all.

(b) Why did you drop Mathematics? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. If you are taking ANY of the science subjects listed in the third column in question 2 (General Science, Physical Science, Physics, Chemistry):

(a) In which form did you last take General Science (or Physics and Chemistry)?

- Form I                       Form II  
 Form III                     Form IV

I never took general science (or physics and chemistry) at secondary school.

(b) (b) Why did you drop general science (or physics and chemistry) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How far would you like to be able to continue your education? Read each choice carefully, and then put a tick in ONLY ONE box.

- I would like to complete School Certificate (O Level) and then look for a job.
- I would like to complete School Certificate and then take a training course (which course? \_\_\_\_\_)
- I would like to complete High School Certificate (A level) and then look for a job.
- I would like to complete High School Certificate and then take a training course (which course? \_\_\_\_\_)
- I would like to go to University.

6. If you would like to complete High School Certificate or go to University:

Which three principal subjects would you like to take <sup>at</sup> Higher School Certificate (A level)?

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

7. How far do you think you will be able to continue your education?

- I will probably be able to continue as far as School Certificate (O level) only.
- I will probably be able to complete School Certificate, and then take a training course.
- I will probably be able to complete Higher School Certificate (A level).
- I will probably be able to complete Higher School Certificate, and then take a training course.
- I will probably be able to go to University.

8. When your education is completed and you start looking for work what is the job that you would like to get most of all? (Describe the job fully) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. What is it about this kind of work that makes you prefer it to other jobs you have thought about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What qualifications (education and other training) do you think you would need to get this job? \_\_\_\_\_  
\_\_\_\_\_
11. Which particular subjects would you need to have studied (at school and/or elsewhere)? \_\_\_\_\_  
\_\_\_\_\_
12. What other characteristics (skills, personal qualities etc.) do you think you would need to do this job well? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. If you get this job, how much do you think you salary would be (in shillings per month) after one year? \_\_\_\_\_
14. Have you talked to anybody, or read any books or pamphlets, to get information about this job?  Yes  No

If yes Please explain briefly what you did?

\_\_\_\_\_

\_\_\_\_\_

15. Of course we cannot always get the type of job we would prefer. How good a chance do you think you have of getting the job you want most?

- I have a very good chance of getting this job.
- I have a fairly good chance of getting this job.
- I have only a small chance of getting this job.
- I will probably not be able to get this job.

If you think you will probably not get the job you would like most, or will you have only a small chance, please explain why \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Thinking realistically, from your own experience and the experience of your friends, what kind of job do you think you are most likely to get when you finish your education? (Describe the job fully) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If the job which you think you are most likely to get when you finish your education is the same as the job which you want most (which you have already answered questions about), skip to question 22. If the jobs are different, answer questions 17 to 21.

17. What qualifications (education and other training) do you think you would need to do the job you are most likely to get? \_\_\_\_\_

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18. What particular subjects would you need to have studied (at school and/or elsewhere)?

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19. What other characteristics (skills personal, qualities etc) do you think you would need to do this job well? \_\_\_\_\_

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20. If you get this job, how much do you think your salary would be (in shillings per month) after one year? \_\_\_\_\_

21. Have you talked to anybody, or read any books



or pamphlets, to get information about this job?  Yes  No.

If yes: Please explain briefly what you did \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the rest of this schedule we ask some questions about you and your family. These questions are important because they provide background information concerning the choices about careers which students make.

22. During school term, some pupils live away from home to be closer to the school. Do you live at HOME, or AWAY FROM HOME in school term?

(Put a tick in one of the boxes).

- I live at HOME in school term
- I live AWAY FROM HOME in school term.

If you live away from home in school term,

where do you live? (Put a tick in one of the boxes).

- I live with relatives
- I live with friends
- I live in school hostel
- I board at the school

I live in a rented room near school.

I live somewhere else (where?) \_\_\_\_\_

23. What is your religion? (Put a tick in one of the boxes).

Catholic      Muslim      Protestant      Other.

            state which

denomination

24. (a) Is your father still alive?  Yes  No

If no: how old were you when he died? \_\_\_\_\_

(b) Is your mother still alive?  Yes  No

If no: how old were you when she died? \_\_\_\_\_

25. What kinds of work does your father (or your guardian) do? Write down all the kinds of work he does, and describe them as clearly as you can. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

26. Did your father ever go to school?

Yes      No      I don't know if my father

            went to school.

If 'yes': How long was your father at school?

He went to primary school for a few years.

He finished primary school.

He went to secondary school or teacher

training college

I don't know how long my father was at school.

27. Did your mother ever go to school?

Yes       No       I don't know if my  
mother went to school.

If 'yes': How long was your mother at school?

- She went to primary school for a few years.
- She finished primary school.
- She went to secondary school or teacher training college.
- I don't know how long my mother was at school.

28. What kinds of work does your mother do? Write down all the kinds of work she does, and describe them as clearly as you can. \_\_\_\_\_

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PRIMARY TEACHERS' QUESTIONNAIRE

Your co-operation is sincerely requested in filling out this questionnaire. The questionnaire seeks general information about the primary teaching profession and classroom procedure. The information given will not in any way affect your career and is to be used for research purposes only.

There is no RIGHT or WRONG answer to any question; just answer the questions as honestly as you can.

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Marital status (Single/Married) \_\_\_\_\_

Grade (P1, P2) \_\_\_\_\_

Home District \_\_\_\_\_

At which school did you take your secondary education?

\_\_\_\_\_

When completing your secondary education at this school, what were your school and career preferences?

Indicate your choices in the order of preference

(e.g. 1. H.S.C., 2. Accountant, 3. Secondary School Teacher etc.).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

What reasons had you for selecting this carrier first? \_\_\_\_\_  
\_\_\_\_\_

What grade did you obtain in the EACE? Tick one box only.

- Division I
- Division II
- Division III
- E.A.C.E.
- Failed.

What were your aggregate number of points? \_\_\_\_\_

At which college did you take your teaching course? \_\_\_\_\_  
\_\_\_\_\_

Did you ever teach before entering this college?

Yes                      No

For how long did you teach? \_\_\_\_\_

What can you say about the present methods of recruiting students into the teaching profession? \_\_\_\_\_

Which do you consider to be the most efficient methods of recruiting teachers? \_\_\_\_\_

What are your opinions about the curriculum of teacher education? \_\_\_\_\_  
\_\_\_\_\_

What could you generally say about the preparation and assessment of teaching practice? \_\_\_\_\_  
\_\_\_\_\_

What are your views about the recent attempts to introduce national examinations in teachers' colleges? \_\_\_\_\_  
\_\_\_\_\_

When did you complete your teaching course?  
\_\_\_\_\_

For how many years have you been teaching? \_\_\_\_\_

What things do you like most and like least about the teaching profession?

Things you like most \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Things you like least \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you intend to remain a teacher for the rest of your lifetime or do you think you will join another profession? (Tick one box only)

- (a)  I will definitely leave and join another profession
- (b)  I may leave teaching and join another profession.

Why do you think you will or may leave teaching?  
\_\_\_\_\_  
\_\_\_\_\_

- (c)  I will practically remain a teacher.

Why do you think you will remain a teacher?  
\_\_\_\_\_

Supposing you became a school leaver again, what profession would you have liked to enter?

---

Which of the following examinations do you intend to sit for or have you already taken?

(Tick one box only).

- E.A.C.E.
- London G.C.E.
- H.S.C.
- G.C.E. Advanced.

If you have already sat for one of these examinations, what was your performance? \_\_\_\_\_

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In the light of your personal experience and experience with other teachers, what do you think of the following statements? (Tick one box only).

(a) 'Most primary teachers in their general relationships with pupils, are impartial, treat all pupils equally, allow pupils to explain themselves, are approachable, recognize individual differences, flexible, adapt activities to pupils, maintain class as centre of activity, are kind and friendly etc.'

- Strongly agree
- Agree
- Disagree
- Strongly disagree.

(b) 'Many primary teachers reflect the following characteristics in their teaching; stimulate pupils and hold their interest, are conscientious, punctual, calm, controlled, confident, stable and relaxed.'

- Strongly agree
- Agree
- Disagree
- Strongly disagree.

(c) 'Lessons in the primary schools are well planned and organised.'

- Strongly agree
- Agree
- Disagree
- Strongly disagree.

(d) 'Many teachers in the primary schools present their subject matter very well, they use good expressions in their speech, are audible, demonstrate originality, draw examples from various fields when teaching and give provoking assignments.'

- Strongly agree
- Agree
- Disagree
- Strongly disagree.



(e) 'Teachers generally maintain good relationships with their colleagues members of staff, parents, and take interest in outside class activities.'

- Strongly agree
- Agree
- Disagree
- Strongly disagree.

Did your father ever go to school?

- Yes
- No
- no information

If 'yes' How long was your father at school?

- Primary education
- Secondary education
- Higher education

What job does he do? \_\_\_\_\_

Did mother ever to to school?

- Yes
- No
- No information

If 'yes' How long was she at school?

- Primary education
- Secondary education
- Higher education

What job does she do? \_\_\_\_\_

In terms of 'professional status', how does primary teaching rank with other professions like accounting, clerical, agricultural assistant etc. Rank primary teaching in relation to other jobs (e.g. 1. Accounting, 2. Surveyor, 3. Veterinary surgeon etc.).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

TEACHING ANALYSIS SHEET

Your co-operation is sincerely requested in filling out this questionnaire. The questionnaire seeks information on the general classroom procedure in the primary schools of Kenya, and the information given will not in any way affect a particular teacher's career and is to be used for a research purposes only. The outline below is just a guide since it is reckoned that in rating an individual teacher's teaching characteristics you would also take your general experience with him/her into consideration.

TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_ SEX \_\_\_\_\_  
PERIOD OF TEACHING \_\_\_\_\_ CLASS \_\_\_\_\_ SUBJECT \_\_\_\_\_  
LENGTH OF OBSERVATION \_\_\_\_\_ OBSERVER \_\_\_\_\_  
SCHOOL \_\_\_\_\_

0 1 2 3 4 5

Tick one box only.

- 1. Teacher's Personal characteristics e.g. stimulating pupils and holding their attention and interest, conscientious, patient, calm, controlled, not emotional, confident, stable, relaxed etc.

Unable to observe  
Weak  
Below Average  
Average  
Strong  
Superior  
Outstanding

2. Teacher's relationship with pupils e.g. impartial Treats all pupils equally, allows pupils to explain themselves. Being approachable, recognizes individual differences, flexible, adapts activities to pupils, maintains class as centre of activity, kind friendly, freedom of pupils to express themselves. etc.      0   1   2   3   4   5  
  

3. Professional and community factors e.g. relationship with staff members, parents, and other administrators; interest in outside class activities.      0   1   2   3   4   5  
  

4. Planning and organisation of lessons e.g. clear lesson aims, evidence of well planned class procedures etc.      0   1   2   3   4   5  
  

5. Presentations of subject matter e.g. use of speech (good expressions, audibility, voice tone) originality (demonstrating unique devices to aid instruction) drawing examples from various fields, criticisms of other authorities, giving provoking thought assignments.      0   1   2   3   4   5

6. Overall evaluation.

Your general impression about the teacher

0	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. General Remarks.

**THE STANFORD TEACHER COMPETENCE APPRAISAL GUIDE**

Competence	Evaluation	Performance	Planning	Aims
1	12	9	5	1
2	13	10	5	2
3	14	11	3	3
4	15	12	4	4
5	16	13	5	5
6	17	14	5	6
7	18	15	7	7
8	19	16	5	8
9	20	17	5	9
10	21	18	10	10
11	22	19	11	11
12	23	20	12	12
13	24	21	13	13
14	25	22	14	14
15	26	23	15	15
16	27	24	16	16
17	28	25	17	17
18	29	26	18	18
19	30	27	19	19
20	31	28	20	20

0	1	2	3	4	5	6	7
Unable to observe	Weak	Below average	Average	Strong	Superior	Outstanding	Truly exceptional

Competence	Evaluation	Performance	Planning	Aims
1	12	9	5	1
2	13	10	5	2
3	14	11	3	3
4	15	12	4	4
5	16	13	5	5
6	17	14	5	6
7	18	15	7	7
8	19	16	5	8
9	20	17	5	9
10	21	18	10	10
11	22	19	11	11
12	23	20	12	12
13	24	21	13	13
14	25	22	14	14
15	26	23	15	15
16	27	24	16	16
17	28	25	17	17
18	29	26	18	18
19	30	27	19	19
20	31	28	20	20

Observation notes

Name \_\_\_\_\_

Date \_\_\_\_\_

Observer \_\_\_\_\_

Observed \_\_\_\_\_

Year \_\_\_\_\_

**THE 1971 TEACHER EXAMINATION PAPERS**

KENYA INSTITUTE OF EDUCATION  
 EDUCATION AND METHODS EXAMINATION, 1971  
 FOR P1, P2 AND P3 STUDENTS

Time: 1½ hours.

Candidate's Examination No.....

NAME .....

COLLEGE.....

**Instructions to Candidates**

1. Write your examination number in the space provided above.
2. Write your name and College in BLOCK CAPITALS in the spaces provided above.
3. Answer all questions. Please note the alternatives to Question 7:—

**Question 7A:** to be answered by those concentrating on Lower Primary work (mainly P3).

**Question 7B:** to be answered by those concentrating on mainly Upper Primary (mainly P1, and P2).

4. If you put a tick in a square and then you wish to change your answer shade the square completely and then put your tick in the square which you think is the correct one.

**FOR OFFICIAL USE ONLY**

No.	Poss.	Actual
1	20	
2	10	
3	10	
4	20	
5	10	
6	10	
7	20	
<b>Total</b>		

**ANSWER ALL THE QUESTIONS**

**QUESTION 1.** Here are 20 words or phrases, each with three possible explanations. Put a tick against the explanation which you think is educationally the best. (20 Marks)

**1. An acquired characteristic :**

- (a) a quality that has come to a child from his parents
- (b) a quality that has come to a child by accident
- (c) a quality that has come to a child from his experiences

**2. Adolescence :**

- (a) the period between childhood and adult life
- (b) the state of being grown up
- (c) the period of later childhood

**3. Auditory :**

- (a) related to speaking
- (b) related to hearing
- (c) related to feeling

**4. Child-centred (teaching) :**

- (a) teaching that makes the child rather than the teacher feel important
- (b) teaching that has children's needs always in mind
- (c) teaching that sees the world always from a child's viewpoint

**5. Corporal (punishment) :**

- (a) on the body
- (b) with a stick
- (c) very severe

**6. Correlate (subjects or topics) :**

- (a) set topics side by side for helpful comparison
- (b) arrange topics in the most helpful order
- (c) develop helpful relations between topics

**7. Diagnostic :**

- (a) to discover what is wrong
- (b) to remedy mistakes
- (c) to test by trial and error

**8. Diphthong :**

- (a) a sound made up of two vowel-sounds
- (b) a sound made up of two consonant-sounds
- (c) a group of two letters expressing one sound



9. **Direct Method (of language teaching) :**
- (a) by means of translation
  - (b) by means of the mother-tongue
  - (c) by means of the language learnt
10. **Dominoes :**
- (a) a game to help children recognise cause and effect
  - (b) a game to help children perceive differences of shape and texture
  - (c) a game to encourage recognition of likenesses
11. **Idiom :**
- (a) a peculiar form of expression
  - (b) a form of expression peculiar to a language
  - (c) an irregular sentence-pattern
12. **Inference :**
- (a) pressure which someone brings to bear
  - (b) a conclusion which someone draws
  - (c) an obstacle which someone puts in the way
13. **Intelligence Quotient :**
- (a) the difference between mental age and chronological age multiplied by 100
  - (b) chronological age expressed as a percentage of mental age
  - (c) mental age expressed as a percentage of chronological age
14. **Involuntary :**
- (a) against one's will
  - (b) not intended
  - (c) on purpose
15. **Legible :**
- (a) able to be read
  - (b) able to read
  - (c) in one's own handwriting
16. **Papier mache :**
- (a) pulped paper used for modelling
  - (b) spoilt papers in an election
  - (c) absorbent paper used for duplicating
17. **Phonic Method (of teaching reading) :**
- (a) one that stresses the sounds of written syllables
  - (b) one that stresses the sounds of written letters
  - (c) one that stresses the shapes of written words
18. **Picture Sequence :**
- (a) the order of events shown in a picture
  - (b) the arrangement of pictures in logical order
  - (c) a story told by pictures arranged in order

19. Response :

- (a) an action caused by a stimulus
- (b) an echo-answer
- (c) a correct reply

20. Roll (of a school) :

- (a) all the children who have applied for admission
- (b) all the children who are present on a given day
- (c) all the children who have been admitted and have not yet left

**QUESTION 2. Choose the best words or phrases to complete the following sentences:— (10 Marks)**

1. He has written a good \_\_\_\_\_ for his class's work in Geography next term
  - (a) syllabus
  - (b) curriculum
  - (c) record of work
  - (d) scheme of work
  
2. \_\_\_\_\_ is an important part of reading readiness.
  - (a) discrimination of shape
  - (b) discrimination of colour
  - (c) discrimination of sounds
  - (d) discrimination of textures
  
3. The basic fault behind a rambling and inconclusive lesson is usually \_\_\_\_\_
  - (a) vagueness of presentation
  - (b) vagueness in application
  - (c) vagueness in introduction
  - (d) vagueness of aim
  
4. Children should be trained when they meet a new word in an intensive reading lesson
  - (a) to say it quietly to themselves
  - (b) to commit it to memory
  - (c) to put up their hands and ask its meaning
  - (d) to write it out in their vocabulary note books
  
5. \_\_\_\_\_ appears to be the most successful method of 2nd language teaching.
  - (a) The phonetic method
  - (b) The direct method
  - (c) Assimilation
  - (d) Translation
  
6. For work in \_\_\_\_\_ you would not normally use English-medium teaching.
  - (a) the study of African history
  - (b) the study of African languages
  - (c) courses for a degree
  - (d) secondary school mathematics

7. Children should ..... in primary art classes. :
- (a) be given complete freedom to express themselves
  - (b) be trained to copy their model accurately
  - (c) be encouraged to be creative
  - (d) be encouraged to compete with each other
8. Teachers can and should use ..... for the social training of their pupils.
- (a) group work
  - (b) private study
  - (c) choral speaking
  - (d) extensive reading
9. It is important that children should be helped to understand the ..... of what they are doing.
- (a) methods
  - (b) materials
  - (c) result
  - (d) purpose
10. Good projects are planned .....
- (a) by the children
  - (b) with the children
  - (c) for the children
  - (d) in advance of the children

**QUESTION 3.** Choose those answers which are educationally the best. (10 Marks)

1. A good thing to try with a lower primary child who was slow to read would be
- (a) flannelgraph pictures
  - (b) picture sequences
  - (c) flash cards
  - (d) experience charts
2. For which of the following would group methods rarely be used in an upper primary class?
- (a) reading
  - (b) dictation
  - (c) project work
  - (d) conversation practice
3. The noun classes are usually taught early in a Swahili course because
- (a) they are the most important part of Swahili grammar
  - (b) you cannot learn Swahili without being taught them
  - (c) it is important to speak correctly as soon as possible, and this knowledge helps the children to do so
  - (d) the children have usually picked up bad Swahili habits and it is important to correct these as soon as possible

4. Here are four good reasons for keeping a record of work. Which is the best?
- (a) to guide your own work in the following year
  - (b) to help you check what your children have learnt and fill in gaps later
  - (c) to keep the headmaster informed of what your class has done
  - (d) to guide your successor if you are transferred
5. The purpose of a Centre of Interest is to
- (a) link several subjects together
  - (b) give more time to the teacher for preparation
  - (c) give the children practice in manipulative skills
  - (d) provide co-operative activities for the brighter children
6. If a teacher finds that a child in Std. 4 does not know well enough the English vocabulary of Std. 3 he should
- (a) put him in a group with others with the same problem and do some re-teaching
  - (b) put him in a group with others with the same problem and give them all extra teaching after school hours
  - (c) arrange for him to repeat Primary Std. 3
  - (d) prepare some revision word-lists that he can learn
7. The method known as Class Teaching
- (a) is the method which most able teachers use with all classes
  - (b) should be used rarely in upper primary classes
  - (c) should not be used in N.P.A. classes
  - (d) has an important part to play in lower primary work
8. The best stimulus to learning is
- (a) discipline
  - (b) fear
  - (c) encouragement
  - (d) freedom
9. In teaching from a prepared chart or diagram
- (a) you move the aid about so that all the children have a chance to see it
  - (b) you fix the aid firmly and move the children to it if necessary
  - (c) you pin up the aid at the back of the room so as not to obscure the blackboard
  - (d) you hold the aid up in your left hand so that you can point to items on it with your right
10. In presenting new knowledge to the children you let them see the real thing when this is possible and fall back on pictures or diagrams when it isn't. Which of the following is best taught by means of a diagram?
- (a) the parts of a flower
  - (b) types of cloud formation
  - (c) the circulation of the blood
  - (d) care of the teeth



**QUESTION 5.** The following exchanges occur in conversation practice in your class. Tick the remarks you would encourage. (10 Marks)

1. Have you put your books away?
  - (a) Yes, we've put them.
  - (b) Yes, we've put away.
  - (c) Yes, we've put them away.
  - (d) Yes, we've put.
  
2. Thank you for your help.
  - (a) Not at all.
  - (b) Not to mention.
  - (c) Please.
  - (d) You are welcome.
  
3. He's quite clever, isn't he?
  - (a) No.
  - (b) No, not quite.
  - (c) He is not.
  - (d) No, not very.
  
4. Shall we go together?
  - (a) Yes, we'll go.
  - (b) Yes, we shall go.
  - (c) Yes, let's.
  - (d) Yes, we shall.
  
5. Are you feeling better now?
  - (a) Much better, thank you.
  - (b) Far much better, thank you.
  - (c) Yes, better, thank you.
  - (d) Yes, I am.
  
6. How much could you hear?
  - (a) We could hear you very much.
  - (b) Very much.
  - (c) We heard everything what you said.
  - (d) We heard everything you said.
  
7. Have you caught a cold?
  - (a) So I'm fearing.
  - (b) I'm afraid so.
  - (c) I'm fearing so.
  - (d) I fear it.
  
8. It's a big agenda and we spent too long on that third item.
  - (a) Yes, let's move on to other one.
  - (b) Yes, let's move on to the next one.
  - (c) Yes, let's move on to next one.
  - (d) Yes, let's move on to the other one.

9. There aren't any more seats in the hall. Shall we stand at the back?

- (a) We might.
- (b) We might well.
- (c) We might as well.
- (d) We well might.

10. I hope you'll like it here.

- (a) I'm sure I shall.
- (b) I'm hoping it.
- (c) I'm sure hoping.
- (d) I am sure that I shall like it here.

**QUESTION 6.** Tick the answer you consider best. (10 Marks)

1. A church which takes an official interest in a school is known as its

- (a) sponsor
- (b) manager
- (c) pastor
- (d) supervisor

2. A school log-book is used for recording

- (a) major punishments including beating
- (b) important charges in the school time-table
- (c) major payments and receipts of cash
- (d) important events including official visits

3. How are you expected to keep your class library secure?

- (a) by locking your classroom
- (b) by calling the books in after each lesson
- (c) by keeping the books not in use in a locked box.
- (d) by keeping the books in the headmaster's cupboard

4. The most helpful way to prepare pupils for C.P.E. is

- (a) to give them an understanding of the knowledge and skills to be tested
- (b) to give them extra work in the Std. 6 and 7 years
- (c) to work through the papers of previous years
- (d) to provide model answers for them to study

5. Home Science and Craft Work are often given double periods because

- (a) it takes time to re-arrange the classes
- (b) preparation and clearing-up are lengthy but important parts of the lessons
- (c) the children need to concentrate on these subjects for extended periods
- (d) you don't want to make the classroom dirty more often than necessary

- (ii) Standard 3 pupils can be usefully introduced to their work on the growth of plants if you
- (a) sketch diagrams of growing plants on the blackboard
  - (b) plant seeds and encourage the pupils to observe their growth
  - (c) ask the pupils to plant seeds in their own plots and record the growth of the plants
  - (d) discuss ideas of germination
- (iii) Teachers of Std. 1 often say to a pupil, quite rightly, "Now you be the teacher". They do this
- (a) so that the children can practise questions as well as answers
  - (b) so that the children get a change from the sound of their voices
  - (c) so that more children can be active
  - (d) so that they can check their own methods
- (iv) Children in Std. 2 who are backward in number work usually need
- (a) more practice in easy sums
  - (b) more practice using number apparatus
  - (c) extra teaching after school
  - (d) extra work on their tables
- (v) The words on one of the 'Teachmaster' digraph cards for practising the sound "ew" are these:—

few	screw	grew
chew	stew	threw

(1) List four words that might appear on a digraph card for practising the sound "er" in "father".

.....

(2) List four more that might appear on a digraph card for practising the sound "ee" in "face".

.....

USE THE SPACE PROVIDED ON PAGE 12, 13 AND 14 TO ANSWER QUESTIONS vi AND vii OF THIS PART.

- (vi) You often need to use a balance to convey ideas of lightness and heaviness (in Std. 1) and for the beginning of more exact comparison of weight (in Stds. 2 and 3). Describe briefly how you could construct a simple balance.
- (vii) You have 4 groups in your Standard 2. Zebras, Elephants, Giraffes and Lions. Write out a brief forecast of their work for one week in the Activities period.



6. N.P.A. Std. 1 and 2 classes are supposed to have a second short break about midday
- (a) to get over the strain of the skills period
  - (b) because children need more than one morning break
  - (c) because different teachers often take the last two periods
  - (d) to prepare for the change of language-medium
7. A small sum is deducted from teachers' salaries each month to pay for their membership of
- (a) the Kenya National Union of Teachers
  - (b) the Teachers' Service Commission
  - (c) the Kenya African National Union
  - (d) the Kenya School Equipment Scheme
8. As headmaster of your new school you will call a staff meeting
- (a) a day or two before the start of the new term
  - (b) on the first day of the new term
  - (c) a day or two after the start of the new term
  - (d) when things have settled down in the new term
9. Parents seeking interviews are welcomed by a good headmaster
- (a) by appointment only
  - (b) at any time
  - (c) during certain fixed times in the week
  - (d) in the holidays only
10. Which is the most educationally useful of these activities?
- (a) Marking
  - (b) Correcting
  - (c) Assessing
  - (d) Placing in order of merit

**QUESTION 7.** Answer Part A if your training has been mainly in lower primary work, Part B if it has been mainly in upper primary work.

**Do not answer both parts.**

**Part A : Lower Primary Work.**

**(20 Marks)**

There is 1 mark for each of the first 4 questions, 2 for No. (v) 4 for No. (vi), 10 for No. (vii).

- (i) A good way to reinforce your training of Standard 3 pupils in cleanliness and hygiene would be
- (a) to discuss the possible effects of lack of hygiene
  - (b) to hold regular inspections of the pupils
  - (c) to describe diseases such as cholera and typhoid
  - (d) to take the children to visit a local dispensary

**Part B: Upper Primary Work.**

(20 Marks)

There is 1 mark for each of the first 4 questions, 2 for No. (v), 4 for No. (vi) and 10 for No. (vii).

- (i) A study of the shapes of drops of different liquids placed on a flat smooth surface can lead on to simple ideas about
- (a) capillarity
  - (b) surface tension
  - (c) buoyancy
  - (d) density
- (ii) You wish to introduce pupils in Std. 6 to simple ideas about electrical conductors and insulators. The pupils are to work in groups. Each group will need
- (a) battery, bulb, substances to test
  - (b) battery, bulb, wire, substances to test
  - (c) battery, wire, substances to test
  - (d) torch, wire, substances to test
- (iii) Most food crops need to be planted early in the rains and then weeded regularly. Pupils will best learn the importance of these things by
- (a) finding out what different types of food crops are grown in their area
  - (b) keeping a continuous weather record
  - (c) studying the growth of crops on neighbouring farms
  - (d) planting a crop themselves in part of the school grounds
- (iv) Std. 7 study the topic of sound after a brief introduction in Std. 4. Sound is caused by vibrating objects. What do you understand by the frequency of a note?
- (a) the distance the sound will carry
  - (b) the tension in a vibrating string
  - (c) the number of vibrations per second
  - (d) the loudness of the note

USE THE SPACE PROVIDED ON PAGE 12, 13 AND 14 TO ANSWER QUESTIONS v AND vi OF THIS PART.

- (v) How would you help Standard 6 to understand that the language patterns of these two sentences are different?
- (a) The soldiers blew up the bridge.
  - (b) The wind blew up the valley.
- (vi) You are introducing the idea of density to Std. 6. First describe how you could do this experimentally. Then say how you would help pupils to find out whether a particular material was more or less dense than water.

EREGI TEACHERS' COLLEGE

LESSON CRITICISM FORM NO. 3

Name of Trainee:..... Class at College:.....  
Subject Taught: ..... Name of School: .....  
Class Taught: .....

---

(a) Preparation (Plan Book) (notes of Lesson):

---

(b) Aim of Lesson:

---

(c) Introduction and Presentation:

---

(d) Interest:

---

(e) Discipline:

---

(f) Manner:

---

(g) Voice: pitch ..... enunciation: .....  
pronunciation: ..... variety: .....

---

(h) Knowledge of Subject:

---

(i) Explanation & Method:

---

(j) Illustration & Blackboard Work:

---

(k) Question technique:

---

(l) Correction of pupils' work: (copy books etc.)

---

(m) Apparatus used:

\_\_\_\_\_

(n) Visual aids:

\_\_\_\_\_

(o) Physical aspects of classroom:

\_\_\_\_\_

(p) Rapport

\_\_\_\_\_

(q) Class Active? or Passive?

\_\_\_\_\_

(r) Quality of spoken English:

\_\_\_\_\_

(s) Idiosyncrasies?

\_\_\_\_\_

(t) Was the aim of the lesson achieved?

Yes ..... No .....

If No, Why?

\_\_\_\_\_

Note to Tutor: Use the reverse for further comments:

Note to Student: See your tutor for necessary

explanations and further advise.

Signature of Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

Mark (circle the appropriate Letter)

A A- B+ B B- C+ C C- D+ D D- E

APPENDIX D

TEST - ITEMS

OUTLINE FOR CONSTRUCTION OF TESTS FOR PRIMARY  
SCHOOL CLASSES

ENGLISH

Using either the 'New Peak Course' or the 'Safari Course' or the 'New Oxford English Course' design a 10 item test on work recommended to be covered within the second term for each of the classes.

Class III

Class IV

Class V

Class VI

Note: The test should be such that only brief answers are given; specify the text on which your test is based.

MATHEMATICS

Design a 10 item test on the courses outlined below for each of the classes.

Class III

Design a 10 item test based on work recommended for coverage in the second term based on New Maths.

CLASS IV

Design a 10 item test based on work recommended for coverage in the second term.

Traditional Maths.

Practical measurement in inches and cm. using halves and quarters. Conversion from yards, feet, and inches, to cm. metres etc. Distance in miles and kilometres. Conversion from miles to furlongs and kilometres and vice versa. Simple map reading. Pounds, ounces tons and hundred weights, grammes and kilogrammes. Conversion from one unit to another. Gallons, quarts and pints and litres, conversion. Days in each month, seconds. Simple practical introduction to area using square inches. Rectangle vocabulary: side, perimeter, diagonal, triangle, square.

CLASS V

New Maths. Design a 10 item test based on work recommended for coverage in the second term.

Traditional Mathematics.

Speed in meters and kilometers per hour.  
Simple scale drawing.  
Perimeters of rectangles and other shapes.  
Air, bus and railway timetables.  
Area of rectangles and other related shapes.

Class VI

New Maths. Design a 10 item test based on work recommended for coverage in the second term.

Traditional Mathematics

Area of rectangles by use of formula.

Area of plots paths, borders; costing.

Addition, subtraction, multiplication and division of fractions involving mixed numbers.

Different kinds of angles.

Letters for numbers.

Collection of like terms.

Simple substitution.

Geography

Construct a 10 item test requiring brief answers for each of the classes on the topics outlined.

Class IV

Kano in Northern Nigeria

A village in Southern Nigeria

A sheep farm in South Africa.

A gold mining community in South Africa.

Class I

Kikuyu farmer near Nyeri

A fisher-man near Kisumu

A dock worker in Mombasa.

Class V

The Cold Deserts

Lumbering

Cattle

Sheep

The cool Temperate West Coasts.

Class VI

The Indian Peninsula

China and the China seas

Commercial Products of South East Asia

Across Asia by Train.

History

Construct a 10 item test for each of the classes on the topics outlined.

Class III

The people of the Rift Valley

The people of the Lake.

The topics to be covered under each area includes, tribal organisation main tribes of the area, tribal customs, ceremonies and festivals, types of dwellings, clothing, food and trading, great names of tribal history.



**Class IV**

The position of Greece and the Greek cities.

How the people lived in Athens and Sparta.

Greek Gods.

Greek learning.

Great Greeks (Aesop, Pheidippides, Leonidas, Socrates) Macedonia and Alexander the Great.

**Class V**

The voyages of Exploration

The Contact between West and East in the middle Ages.

The voyages of some great explorers.

Marco Polo.

Bartholomew Dias.

Christopher Columbus.

Vasco da Gama.

The influence of Henry the Navigator.

The Portuguese and other Europeans in West Africa.

The beginning of Slave Trade to America.

The Portuguese in East And Central Africa.

Portuguese trading settlements.

Fort Jesus.

Life at the Coast under the Portuguese.

Dutch and the British Traders in South Africa.

The Dutch East India Company.

The British in Cape Colony.

I

- Uganda and the East African Slave Trade.
- The reigns of Seyyid Majid and Seyyid Bargash.
- The Abolition of Slavery.
- Uganda in the time of Kabaka Mutesa.
  - The life and customs of the people.
  - Visits to Uganda by Speke, Stanley and Bishop Hannington.
- The Partition Treaties of 1886 and 1890.
- The British and German East Africa Companies.
  - The work of Lugard and Carl Peters
  - German administration in Tanganyika
  - The Hehe uprising.

General Science

Design a 10 item test for each class on the following topics.

Class III

- Weights and balances
- Characteristics of rocks and soils.
- Use of soils.

Class IV

- Healthy bodies.
- Keeping skin, hands, hair, bones, feet, teeth, eyes and ears clean.
- Types of sound.
- Characteristics of sound.

**Class V**

**Effect of air, water and weather on man.**

**Force of Gravity or pull.**

**Heat: effect of heat on other materials, -  
movement of heat from one place to another.**

**The working of a thermometer.**

**Class VI**

**Mans Digestive organs**

**The Blood system**

**Removal of waste**

**The Reproductive organs**

**Characteristics of light and its movement.**

- a long way
- A long way
- A long way

CLASS 3

ENGLISH

35 MINUTES

ANSWER ALL QUESTIONS

In question 1 to 3, choose one word which is not a member of the group and explain why it is not a member of the group.

1. Nairobi, Kisumu, Mombasa, Kenya.

2. Round, Green, Yellow, Red.

3. Milk, Tobacco, Meat, Bread.

Put capital letters and full stops in the correct places. In question 4 and 5.

4. my friend jackson lives in nakuru

5. Today is friday may 27th

Complete sentences 6 and 7.

6. I know that she .....

7. He told me that .....

8. What do you do before you come to school?

9. Why does your mother go the market?

10. We say one baby and when they are many we say babies. What are the plurals of the following words: dish, man, child, sheep?

11. What name do you give to:

A baby cow

A baby dog

A baby lion.

Class 4

ENGLISH

35 MINUTES

ANSWER ALL QUESTIONS

1. Which of the four words below is most like these three PIG HEN GOAT. the words are; Lion, Cow, Hawk, butterfly.
2. Which of the four words below is most like these three DESK RULED CHALK. THE words are; Pen, Teacher, Door, Bed.
3. Which of the four words below is most like these three DOCTOR TAILOR TEACHER. the words are; Labourer, Father, Man, Carpenter.
4. Which of the four words below is most like these three PETROL INK MILK. the words are; Cow, Water, Food, Chalk.

Insert the correct words in the spaces provided in sentences 5 and 6.

5. A shilling is worth ..... than twenty cents.
6. There is ..... water in the river than in the sea.

Give the opposites of the underlined words in sentences 7 to 9.

7. When he came home his bag was full.
8. We sold all our eggs.
9. The sums were very easy.
10. Which things do you usually see on your way to school?

CLASS 5

ENGLISH

35 MINUTES

ANSWER ALL QUESTIONS

For each of the following ..... choose the word or words which could replace ..... to complete the sentence properly.

1. I don't think books ..... yet.  
have bought, have been bought, were bought, have been buying.
2. If Mary ..... me, I shall go with her.  
asked, had asked, asks, would ask.
3. Your story is not true; you have made it all .....  
out, by, up, in.
4. My shirt needs .....  
To mend, mend, mending, mended.

Explain the meanings of sentences 5 and 6

5. I have little time for playing football
6. My sister enjoys cooking; so do I.

In questions 7 and 8 choose the correct answer to each of the questions.

7. When did you leave school?  
Yes, I did. In December last year.  
Yes, I am leaving school. Next December.
8. When can you go to Kisumu?  
Next week, I hope so, I can go, If at all I go.
9. Shortly describe your classroom.

ANSWER ALL QUESTIONS

Select from the sentences below in question 1 to 3 a sentence which means the same as the underlined sentence.

1. Would you mind waiting a moment, please?

Wait

You don't mind waiting a moment, do you?

You must wait.

Must you wait?

2. Tom arrived in Nairobi on Monday evening

Tom reached at Nairobi on Monday evening.

Tom reached to Nairobi on Monday evening.

Tom reach<sup>ed</sup> in Nairobi on Monday evening.

Tom reached Nairobi on Monday evening.

3. If I were you, I should ask the Headmaster.

You think I should ask the Headmaster?

Would you ask the Headmaster?

Should you ask the Headmaster?

I think you should ask the Headmaster.

4. Complete the following passage by filling in appropriate words from lists of words given below:

An object which is placed 1 the sunshine becomes hot. Heat causes most materials to become slightly bigger, that is, 2 expand. For example, an iron bar 3 normal length if two metres 4

about 1.2 cm longer 5 it is made red hot.

The sun of course, does not make rocks on the 6 surface red hot, 7 rocks which are not protected by soil and plants become 8 hot in the sunshine. The surface of the rock 9 10 slightly, but the inside of the rock, 11, does not expand. This causes 12 little crack and gradually 13 pieces of the rock break 14.

1. on, at, in, to (2) it, to, and, who,

3. whose, which, of, that (4) makes, is becoming, becomes, is making. (5) when, since, although unless.

(6) earth, earths', earth's, earths.

(7) because, but, as, so. (8) so, quiet, quite, too

(9) is expanding, has expanded, expanded, expands.

(10) So, very, too, more. (11) which remains inside, which is not heated, which becomes warm, that is empty.

(12) the, one, any, a (13) few, a little, the little little.

(14) down, out, off, in.

5. Express the phrase below in one word.

The sun between sunset and darkness.

Rewrite these sentences using apostrophe to show possession.

6. He found the cap that belongs to Tom.

7. Did you read the composition which Henry wrote?

8. Write a brief story about your visit to a market.



Class 3

Number Work

25 Minutes

ANSWER ALL QUESTIONS

1. Write,  
619 = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

2. Use \_\_\_\_\_ or =  $20 \div 4$  \_\_\_\_\_  $8 \times 3$

3. Draw a rectangle and shade  $\frac{1}{2}$

4.  $\frac{1}{2}$  day = \_\_\_\_\_ hours.

Dhs.	Cts
4	75
3	35
<hr/>	
<hr/>	

6. 347 (Partial Sum Method)

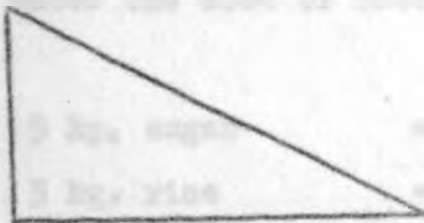
278

7. 6, 12, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 42, \_\_\_\_\_, \_\_\_\_\_, 60.

8. Subtract Using expanded form.

$$\begin{array}{r} 704 \\ - 558 \\ \hline 146 \end{array}$$

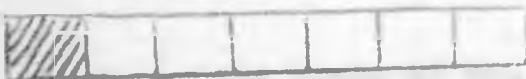
9.



How many sides?

How many vertices?

10.



What part is shaded?

Class 4

Mathematics

35 Minutes

ANSWER ALL QUESTIONS

1. (a) 
$$\begin{array}{r} 586 \\ \times 9 \\ \hline \end{array}$$
 (b) 
$$\begin{array}{r} 63 \\ \times 45 \\ \hline \end{array}$$
 Find the product using partial method.

(c)  $847 \div 7 =$  (d)  $89 \div 5 =$

2. A man bought 9 boxes of pins. Each box contained 50 pins. How many pins did the man buy in all?
3. A rectangle block is 9 cm. long, 4 cm. wide and 3 cm. high. What is the total surface area of the block in sq. cm?
4. What length is left after 5 pieces each of length 72 cm. are cut off from 500 metres of cloth.  
Answer in metres.

5. What number increased by 25 becomes 60?

6. In the bill below, the shopkeeper forgot to enter the cost of rice.

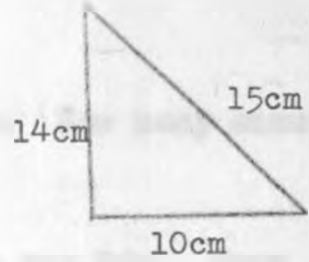
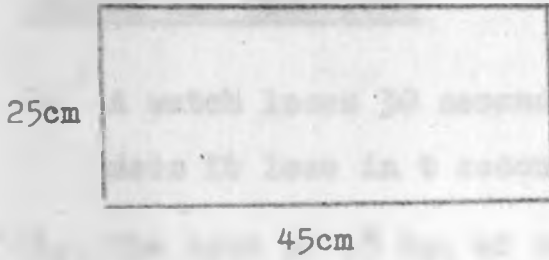
		Shs.	Cts.
5 kg. sugar	-	7	50
3 kg. rice	-		
4 cakes Lux soap	-	4	00
		<hr/>	
		16	90

What was the price of one Kilogram of rice?

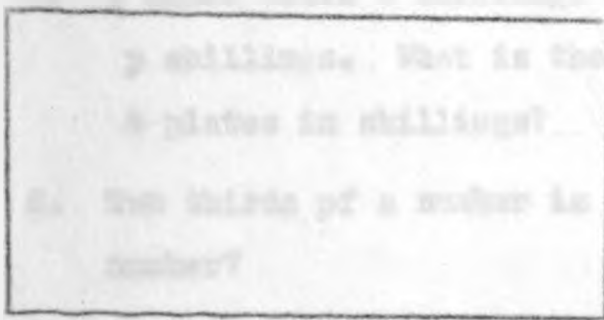
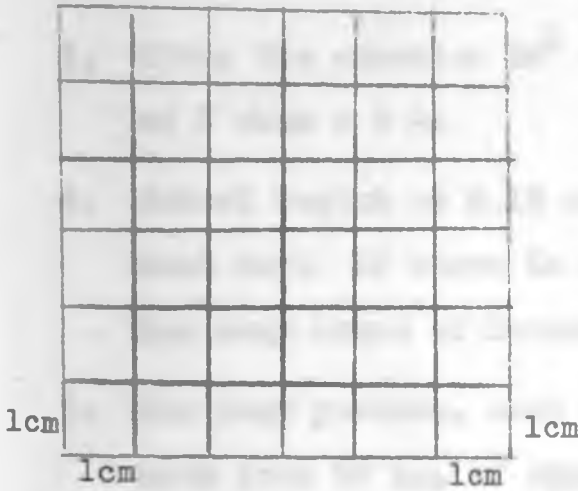
7. Name the following figures.

(a)  $\longleftarrow$  (b)  $\longleftrightarrow$  (c)  $\rule{1cm}{0.4pt}$

8. Find the perimeters of the figures below



9. Find the areas of the figures below.



Class 5

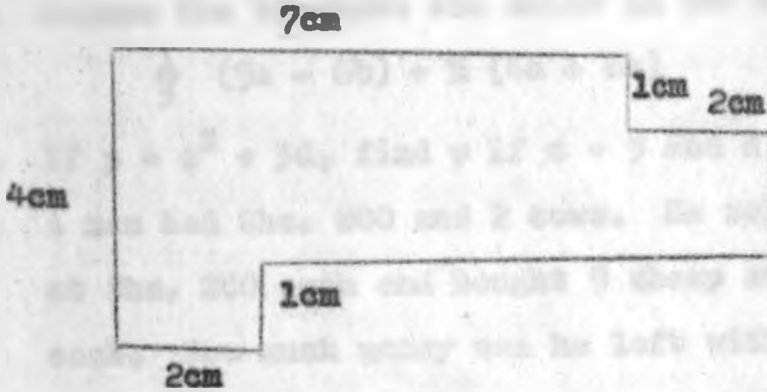
MATHEMATICS

35 MINUTES

ANSWER ALL QUESTIONS

1. A watch loses 30 seconds a day. How many minutes does it lose in  $t$  seconds?
2. The cost of 10 kg. of sugar is Shs.7/-. What is the cost of  $p$  kg. of sugar?
3. Given the equation  $2x^2 = Kx + 12$ , Find the value of  $K$  when  $x = 4$ .
4. School begins at 8.15 am. and ends at 3.30 p.m. each day. If there is a 1½ hours break for lunch, how many hours of lessons are there each day?
5. How many packets, each weighing 450gms. can be made from 90 kg. of sugar?
6. A car travels 90 km. per hour. What is its speed in metres per second.
7. A knife costs 4 shillings and a plate costs  $p$  shillings. What is the cost of 4 knives and 4 plates in shillings?
8. Two thirds of a number is 12. What is the number?
9. Add  $3a - 2b + c$  to  $a - 3b - 5c$
10. Simplify 
$$\frac{3b^3 \times 2b^2}{4b^4}$$

11. Find the perimeter of the figure shown below in CM.



$10 \times 12 = 120$

Class 6

MATHEMATICS

35 MINUTES

ANSWER ALL QUESTIONS

1. Remove the brackets and write in the shortest form.

$$\frac{1}{3} (9a - 6b) + \frac{1}{4} (4a + 6b)$$

2. If  $p = c^2 + 3d$ , find  $p$  if  $c = 5$  and  $d = 2$ .

3. A man had Shs. 800 and 2 cows. He sold the two cows at Shs. 200 each and bought 9 sheep at  $x$  shillings each. How much money was he left with?

4. What fraction of a kilogram is a gram?

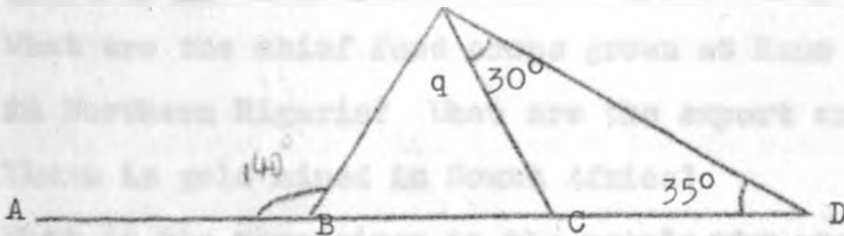
5. Solve the equation  $\frac{1}{2}(3x - 2) = x + 1$ .

6. A room is 5 m. long, 4 m. wide and 3.5 m. high.

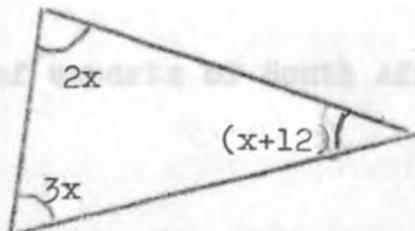
Calculate the cost of painting the walls and the ceiling at the cost of Shs. 4.50 per square metre.

7. I bought 3 books at  $k$  shillings each and  $m$  pencils at 50 cents each. How much money did I spend altogether?

8. In this figure  $A B C D$  is a straight line and  $B E = B C$ . What is the size of  $q$  in degrees.



9. What is the size of the smallest angle in this triangle?



10.  $(1 - \frac{2}{3})$  of  $\frac{3}{5} \times \frac{22}{5}$

CLASS 3

GEOGRAPHY

25 MINUTES

ANSWER ALL QUESTIONS

1. Where are most of the lakes in Kenya found?
2. Which country is to the eastern side of Kenya?
3. Why is Lake Magadi important?
4. Name three crops grown by a farmer near Nyeri.  
What animals does he keep?
5. Name the Lake at Kisumu. Mention the importance of this Lake to the people who live around it.
6. Why does a docker at Mombasa wear light clothes?
7. What is the name of the machines the docker uses in lifting things?

CLASS 4

GEOGRAPHY

20 MINUTES

ANSWER ALL QUESTIONS

1. Why is Johannesburg a large industrial city?
2. Which is the most populated African country?
3. What are the chief food crops grown at Kane in Northern Nigeria? What are the export crops?
4. Where is gold mined in South Africa?
5. What is the name given to the people who work in the gold mines?
6. What are the chief exports of South Africa?

CLASS 5

GEOGRAPHY

20 MINUTES

ANSWER ALL QUESTIONS

1. What important crop is grown in central Chile, California, South Africa, and Italy?
2. Why are trees mainly out in winter in Canada?
3. What name do we largely give to the forests of Canada?
4. The climate experienced in California and Italy is called?
5. Name 2 types of sheep and what they produce in temperate lands.
6. Name 4 most important wool producing countries in the world.
7. Give the 4 important industries of British Columbia.

CLASS 6

GEOGRAPHY

20 MINUTES

ANSWER ALL QUESTIONS

1. What is the importance of the basins and the delta of the Yangtse Kiang in Central China?
2. Give reasons why India grows a lot of rice, but exports very little of it.
3. Where is the fertile crescent found?
4. What name is given to the climate of India? Describe it briefly.
5. Which are the main commercial products of East Asia?
6. The Trans-Siberian Railway runs from ---- to ----  
What are the four main stations of the Trans-Siberian Railway?
7. Name three crops grown and three minerals mined along it.



CLASS 3

SCIENCE

25 MINUTES

ANSWER ALL QUESTIONS

1. How do good farmers improve their soil fertility?
2. What things form the soil?
3. What kind of soil is used to make bricks?
4. How are different kinds of rocks formed?
5. In what ways are soils different?
6. What kinds of foods give proteins and fat to our bodies?
7. Why does oil float on water?

CLASS 4

SCIENCE

30 MINUTES

1. Which food provide vitamins?
2. What foods should be eaten by a man who does a lot of manual work?
3. What causes a disease known as rickets?
4. If you watch somebody cutting a tree from some distance, you will see him cut the tree and a little later you will hear the sound. What does this show.
5. What disease is caused by a lack of protein in our bodies.
6. What disease is caused by tse-tse flies?
7. How do we prevent the spread of diseases like typhoid and cholera?
8. What do you understand by the word "balanced diet"?
9. Sound is caused by ----. Fast vibrations produced ---- sound and slow vibrations produce ---- sound.
10. A reflected sound is called -----?

CLASS 5

SCIENCE

30 MINUTES

ANSWER ALL QUESTIONS

1. What do we use a thermometer for?
2. When a centigrade thermometer is showing a temperature of  $100^{\circ}$ , what emperature will a farenheit thermometer show?
3. What is the name given to the force acting on a unit area?
4. By what means does the heat from the sun reach the earth?
5. Why is pure water (i.e. distilled water) not good for drinking?
6. Mention some ways by which malaria can be controlled?
7. What substance is used to reduce friction in the moving parts of a machine?
8. Why are we able to see the moon?
9. Which place has a lower boiling point, Mombasa, or Mt. Kenya? Why is that so?
10. Why do all living things require water?

CLASS 6

SCIENCE

30 MINUTES

ANSWER ALL QUESTIONS

1. Why is an object described as opaque?
2. On which part of the flower is pollen deposited to help reproduction?
3. Why is a ruler in water appear to be bent?
4. What instrument is used to see microscopic things?
5. Which vein carries blood rich in oxygen, is it the one from the lung to the heart or from the heart to the lung? Why is it so?
6. What causes fainting?

7. Where does digestion begin? Where does the gastric juice act on food?

8. What substances are contained in urine?

- 1. What does the liver do for the body?
- 2. What is the liver's main function?
- 3. What does the liver do for the body?
- 4. What does the liver do for the body?
- 5. What does the liver do for the body?
- 6. What does the liver do for the body?
- 7. What does the liver do for the body?
- 8. What does the liver do for the body?

- 1. What does the liver do for the body?
- 2. What does the liver do for the body?
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- 5. What does the liver do for the body?
- 6. What does the liver do for the body?
- 7. What does the liver do for the body?
- 8. What does the liver do for the body?

CLASS 3

HISTORY

30 MINUTES

ANSWER ALL QUESTIONS

1. Mention the kind of foods Maasai people eat.
2. Why do they keep on moving from one place to another?
3. What name is given to the Luo musical instrument?
4. What do the Luos use for fishing?
5. What name is given to the ring the Kisii women used to wear round their ankles?
6. Mention 3 great leaders of Baluyia.
7. Why were the Pokot boys and girls tattooing their bodies?
8. Name six tribes found in the Rift Valley.
9. What kinds of animals did the Mandi call Kimari?
10. What important activities did the Mandi people use to do in the past?

CLASS 4

HISTORY

35 MINUTES

1. What are the main physical features of Greece?
2. Mention any three great teachers of ancient Greece?
3. What were the Spartans famous for?
4. Mention any two Greek gods.
5. Why did Athens become great?
6. Which games were started by the Greeks and are still played in the world today after every four years? Where and when were these games played last?

7. From which kingdom did Alexander the Great come?
8. Mention two countries that were conquered by Alexander the Great.
9. Mention one good thing and one bad thing that were caused by Alexander the Great's conquering of other people.

CLASS 5

HISTORY

35 MINUTES

ANSWER ALL QUESTIONS

1. Sailors from ---- did first to discover a seaway from Europe to India.
2. Diego Cam crossed the equator in the year -----
3. When Bartholomew Dias came to the most Southerly point of Africa, what name did he give to it?
4. The king of Portugal changed this name to -----
5. Columbus believed he could reach India by going west, to what continent did he come when he tried this route?
6. Slaves were captured from --- and sold to America to work on plantations of -----, -----, -----, These crops were sold to Europe for cloth, chains, etc, which were shipped to West Africa to buy more slaves. This kind trade was called?
7. In 1505, D'Almeida burnt the towns of -----, and ----- while on his way to -----.
8. The Arabs were natural enemies of the Portuguese because they (the Arabs) were ---- and the Portuguese were -----.

9. In 1586, peace on the coast was suddenly broken with the arrival of a savage African tribe called the -----.
10. Which nations replaced the Portuguese in the Indian Ocean?

CLASS 6

HISTORY

35 MINUTES

1. What was the purpose of the Hammerton Treaty?
2. Where did the Imperial East Africa Company first open its trading post in the interior?
3. What was the effect of Kabaka Mwanga's persecution of the Christians?
4. What was the purpose of Carl Peter's expedition in 1884?
5. Why did the Bushiri uprising take place?
6. By what means did the Germans in East Africa overcome African resistance?
7. Why were the British so concerned with the Abolition of the East African Slave Trade?
8. What led to the murder of Bishop Hannington when he entered Buganda in 1885?
9. Mention some of the results of the Partition Treaties of 1886 and 1890.
10. The King of Buganda was known as ----- the Council of Ministers was known as the ----- and the Prime Minister was known as -----.

APPENDIX E

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