

"A STUDY OF THE DIMINISHING
PRESTIGE OF THE TEACHING
PROFESSION IN KENYA
A CASE STUDY OF NAIROBI PROVINCE."

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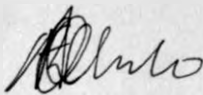
2002.



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DECLARATION

This project is my Original work and has not been presented for examination in any other university.



ROSE AKINYI OPONDO

This project has been presented for examination with my approval as University supervisor.



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DEDICATION

This work is dedicated to my dear husband Ken Sigar and children Brian, Michelle and Eliud for their love and tolerant support during my studies. Thanks you.

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I appreciatively acknowledge my supervisor, Dr. Robert Minyafu Ayot, Dean, Faculty of External Studies, for his insightful guidance and help in this project.

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ABSTRACT

This study was a survey of the diminishing prestige of the teaching profession in Kenya – A case study of Nairobi province

The objectives of this study were to;

- (a) Investigate the prevalent and the required teaching qualifications amongst the practicing members;
- (b) Examine the level of choice teaching as a first choice career amongst the members of the profession.
- (c) Determine the level of job satisfaction amongst the members, and
- (d) Coalate the members' views on the prestige status of teaching as a profession in Kenya.

Data were collected by means of a questionnaire and observation. The population in consisted of 1 province, 6 schools and 120 teachers.

The study found that majority of the teachers get into teaching as an alternative to presently unattainable careers. There was also an observed high level of job dissatisfaction and many members engaged in other income – generating activities outside classroom teaching. Majority of the teachers did net also consider teaching as a prestigious profession and opted for other professions like doctors, for their children.

Various recommendations were suggested by the study. This included the need to look into ways of improving terms of service for teachers, like improved remuneration. It was also suggested that the values and nobility of the teaching profession should be inculcated into the youth of school going age, to improve their altitudes towards teaching.

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CHAPTER ONE

1.1 INTRODUCTION

Teaching, which involves the importation of knowledge, values, skills and attitudes to an entity known as the learner, is perhaps one of the oldest vocations in human history.

From the pre-historic times, through ancient civilizations to the present moment, mentally and physically more mature people have made efforts to teach their young the basic survival skills attitudes and values. This has been in order to equip the subsequent generations with skills to ensure their survival and growth, hence the society's continuity; and also enable the younger ones to fit in society in their specific cultural domains. **Thus teaching as a human pre-occupation can be rightly said to have its rudimentary beginnings in the beginning of human existence.**

As a profession, teaching has evolved over the years to earn this definition.

According to (Ezewu, 1983), any profession. Must fulfil the following characteristics:

- (a) The members have to be specially prepared for their jobs by a prolonged course of training;

- (b) The members have to practice their profession freely, but in accordance with the existing laws;
- (c) The practice of the profession has to be guided by a code of conduct prescribed by the members for themselves;
- (d) There have to be well spelt out conditions of service;
- (e) The members have to be united together under one organizational from know as a Union or an Association;
- (f) The members and the profession have to be seen by the public as enjoying a prestige comparable to other professions. (Ezewu, 1983 p.126)

Judged against the above criteria, teaching can be considered as a profession.

This study focuses on the fulfillment of the last criteria given above, by the teaching profession on the Kenyan situations.

1.2. STATEMENT OF THE PROBLEM.

This study set out to investigate the current observed diminishing prestige of the teaching profession in Kenya.

It seeks to identify factors influencing the decreasing choice of teaching as preferred career and not a second alternative to preferences.

This study will also investigate the negative attitudes towards the teaching profession of both the society and teachers themselves.

1.3. OBJECTIVES OF THE STUDY

This study helps to achieve the following objectives. These will be to:

- Determine the average qualifications of the present members of the teaching profession. This will enable the evaluation of their probable efficiency in service.
- Examine the prevalence of teaching as a first choice career in the modern times. This will be both for the serving teachers and what they desire as a profession for their children;
- Investigate the level of Job – satisfaction amongst the members of the teaching profession; and
- Establish the social ranking of the teaching profession in the hierarchy of professions currently dominating the Kenyan case.

1.4 PURPOSE OF THE STUDY

Teaching has come across as a noble profession. It has gained this standing because the teacher,

“is essentially the servant of the culture in which he finds himself, for whatever else education may mean, it must mean primarily the self-perpetuation of an accepted culture- a culture which is the life of a determinate society.” (Musgrove, 1969 p.81)

There is therefore the urgent need to assess the current attitudes towards this important profession. This study will provide a useful resource to this end.

This study will also help in identifying current problems that afflict the teaching profession. This will necessitate solution – based research with the aim of redeeming the prestige of this profession, as well as enhancing the performance of its members.

1.5 THEORETICAL FRAMEWORK

This study was conducted within two theoretical perspectives. These enabled the interpretation of research findings against theoretical suppositions. These theories were:

(a) Need Theory:

The study employed the Need theory in understanding the nature of human needs. According to Maslow’s hierarchy of needs there are five basic needs in a hierarchical manner . These are physiological needs at the bottom of the list , then safety or security, belonging, esteem, and self-actualization at the top of the pyramid. This can be illustrated thus;

Self-Actualization
Esteem
Belonging
Security
Physiological need

Maslow's hierarchy of needs; (*Motivation and Personality* 1954).

To this theory, Porter (1961) added autonomy need between "esteem" and self-actualization". This indicated that the human need for autonomy is greater than and separate from esteem needs.

Under the need theory, the study investigates the satisfaction of these in the teaching profession.

(b) Two Factor Theory

This was developed by Herzberg, Mausner and Snyderman (1959). These people argued that in a working environment, the worker is subjected to two factors; Motivators and hygiene. Under motivators are included achievement, recognition, work itself, responsibility and advancements, as determinants of job satisfaction.

Under hygiene, Herzberg et al proposed company policy and administration, supervision, salary, interpersonal, relations and working conditions as arising from the job environment.

This theory explains the relationship between the worker and his working environment in determining job satisfaction/dissatisfaction. Hoy and Miskel (1992) added a 3rd factor called the “ambient” factor. Under this, there is salary, growth possibility, risk opportunity, relationships with superordinates and status. These determine the worker’s comfort in his work environment. This theory thus offers the markers under which teachers in this study can be viewed as satisfied or dissatisfied with their job situations.

1.6 CONSTRAINTS TO THE STUDY

Although this study seeks to make generalizations about the teaching profession about the teaching profession in Kenya as a whole, it could not be carried out countrywide. Due to the scope of the requirements of the study; limitation of time; and limitation of financial resources, the research was limited to Nairobi province only.

The guiding assumption in the choice of Nairobi, which is also the National capital city, was that the findings here would be fairly duplicated countrywide. Therefore the study will enable the researcher to make generalizations about the Kenyan situation. Due to, limitation of time, the number of schools involved in the study was also limited to six out of the one hundred plus secondary schools in Nairobi.

1.7 LITERATURE REVIEW

In his text the *Sociology Of Teaching* Waller critically examines teaching as a sociological phenomenon. That is, the teacher has social relationships with the society, which are coloured by attitudes, cultural values and other mitigating factors. For Waller, the teacher is an isolated entity from society and the community isolates him by

“making him the carrier of certain super – mundane value, and by imposing upon him certain humbling restrictions” (Waller, 1995 p. 49)

There is a stereotype image of the teacher which according to Waller, is influenced by “ the methods used by the teacher to maintain control over children.” The teacher is thus seen as dominion over the subordinate pupil. This attitude pervades to the adults who see the teacher as a dominant personality.

This attitude is characterized by the suppression of normal activity in the presence of the teacher whether in the classroom or in an out side school social setting. In Kenya the Mwalimu’ (teacher) is placed in a class of his own, and whether feared, loved or hated, is not allowed to witness normal behaviors of other individuals. This attitude begs the question, is the teachers themselves consider their work prestigious?

According to Waller (1965), prestige is “what makes the leader different from any body else. It is not a real quality, but a consequence of the way in which these who are under his sway think about a particular leader” (P. 247) Prestige is therefore carried by social images.

The prestige of teaching is influenced by various factors. For example, according to Abagi; and Masinjila, (1994), young women's choices of career are guided by cultural factors such as gender bias. This influence the prevalence of teaching as a career by woman who is taught to view it as a "maternal" profession – to do with nurturing.

Catherine Machyo in her M.A. thesis (1995) "*Social and Cultural Factors in the Career and Educational Plans of Young Kenyan Women,*" identifies socio-economic factors, parental expectations and woman. This explains the influences behind choice of teaching as a career and the female biased population in the teaching profession.

Ebby Madera's M.A. Thesis (1995) "*A Study of Some of the Factors Associated with Job satisfaction/Dissatisfaction Among Teachers in Nairobi, Kenya*", presents a different dimension to the teaching career. This is the Job satisfaction/dissatisfaction. This dimension is important in assessing the prevalent attitudes towards their career by teacher. Do they achieve self-actualization in their profession or not/ and what are the influencing factors to these?

Madera concludes that those ' teachers with diploma training are more satisfied than teachers with bachelor of education degrees" (45) and are therefore more likely to consider their profession to be prestigious. She also asserts that older teachers who have taught for a long period of time (more than 15 years) were more satisfied than the younger teachers. This study hopes to shed some light on these highlighted issues. Watson et al (1991) posed the gender dimension in job satisfaction /dissatisfaction aspect. They found that male teachers were prevalently less satisfied than female teacher. They explain this thus;

1. That males are more restless and more inclined to look for other work opportunities;
2. That males attracted to teaching are less capable and so less satisfied;
3. That males receive less support within the profession. (Watson et al 1991 p.64)

The above findings are supported by Waller's view that teaching is quite generally regarded as a failure belt" (Waller 1965:61). The social attitude towards teaching is that it fails to attract members who are capable in other socially prestigious professions like medicine or law. The teachers themselves perpetuate this attitude as well. According to Waller,

"Many teachers think of teaching as an unpleasant or boring occupation from which they are unable to extricate themselves. For them it is the occupation of second choosers." (Waller, 1995 P. 61).

Frank Musgrove in his text "*Society and the Teacher's Role*" perceives the perception of the teacher and the teaching profession as greatly influenced by the social pressures and demands on the teacher's role. He asserts that social ideologies like "bogus historical" perpetuation's of the golden age of teaching, which in his view did not exist, influence the current attitudes towards the teaching profession.

Musgrove also identifies deliberate policy decisions of Government and other educational authorities as influencing the contemporary changes in the status of teachers. Therefore political and organizational policies affect the teaching profession and influence the way the public view it.

Another important factor that Musgrove identifies is the “status incongruencies”. This is a contemporary phenomenon where the status factors do not link “properly” or according to social expectations. For example in Kenya, there is now an increasing population of secondary teachers with Master of Arts or Master of Education degrees. Society expects the holder of these degrees to be a notch higher in the professional hierarchy of teaching. With the current expansion of University education, which has witnessed an overwhelming enrolment by primary school teachers into external degree programmes, the teaching scene in Kenya will soon witness many degree holders as primary school teachers. This will be a departure from the commonly witnessed diploma holders in primary school. This is bound to affect the teaching professions and attitudes towards it.

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CHAPTER TWO

METHODOLOGY

2.1. RESEARCH INSTRUMENTS

This research used a questionnaire to find out information for the study. The items in the questionnaire were adapted from procedures set by previous theorists and researchers in the fields – especially these designed to collect information on the respondent's background. Other items on the questionnaire were influenced by the currently observed phenomena.

The choice of the questionnaire as the research instrument was due to its convenience. It was easily accessible to the researcher, and relatively inexpensive to design and administer. The questionnaire, which contained no provision for name identification, also ensured that the identity of the respondents remained anonymous. This was necessary for the increased degree of sincerity and freedom in completing the questionnaires. The respondents did not experience any fear of victimization, as their identity remained anonymous.

Use of the questionnaire ensures that all the respondents are subjected to the same questions. It therefore ascertains uniformity in questioning. As such, greater comparability of the responses is possible and can be achieved more efficiently.

The face validity and suitability of the questionnaire was assessed and approved by the departmental supervisor who found it as valid. Observation by the research of the teacher in his working environment was also carried out. This enabled a first hand observation of the interpersonal relationships between the teachers the student teacher relationships and other general working conditions.

2.2. THE STUDY SAMPLE

Data were collected from a total of 120 teachers. These participants were drawn from six schools in Nairobi. The participating schools were selected according to their population size.

Table 1. Selection of teachers according to school size

SCHOOL SIZE	300-400	401-600	601-800	801	TOTAL
Number of school in Nairobi	36	42	6	2	136
Number	4	2	-	-	6

Responding teachers were categorized according to their academic qualifications.

There were five categories provided for in this study.

These teachers with Bachelor of education degrees were placed in the first category. Seemed were the teachers holding Bachelor of Science, with Bachelor of Arts holders in the third category. These are professionally untrained teachers but are competent in their subject areas and are employed by the TSC. (Teachers Services Commission). The fourth consisted of college diploma holders like the Kenya Science Teachers College graduates. The fifth category was made of "Approved" graduates. This group consisted of these teachers who were upgraded by the Ministry of Education after either long services or distinguished performance. Examples are the "S1" teachers.

Table 11: Respondents by grade. (Qualifications)

Grade	Frequency Distribution by Grade	
	count	%
Bachelor of education	40	33.3
Diploma in Education	12	10.0
Bachelor of Arts	20	16.7
Bachelor of Sciences	36	30.0
"Approved " Teacher status	12	10.0
Total	120	100

2.3 DATA COLLECTION

To carry out this research, permission was sought from the respective school heads after appropriate introductions by the researcher.

The data collection process started immediately after permission was granted.

2.4 ADMINISTRATION OF THE QUESTIONNAIRE

The researcher visited each participant school and administered the questionnaires to the teachers in person. The questionnaires were to be completed in the presence of the researcher and collected immediately afterwards. This gave the respondents the opportunity to ask any impending questions vital to the completion of the questionnaire.

2.5 OBSERVATION

This was carried out passively by the researcher. While waiting for the questionnaires to be completed, the researcher had the chance to unobtrusively observe the teachers in their working environment.

Mental notes were taken and recorded later, but where possible, notes were made on the spot without inconveniencing the teachers, or interrupting their activities. This was carried out so in the principle of Scott's assertion that.

“If researchers get too close to the subjects of their research, they may contaminate it, and thus render its conclusions unreliable”.

(Scott and Usher, 1996 p. 57)

2.6 DATA ANALYSIS.

After collection of data, the analysis was done within the grounded theory framework. This framework emphasized ‘significance, theory-observation compatibility, generalisability, consistency reproducibility, precision and verification (Strauss and Corbin 1990:4). The data were thus analyzed within this framework to ensure that they were considered within the appropriate framework, and that the same instruments could be used on different population samples to produce fairly similar results.

To ensure easy verification of research findings, the data were categorized into appropriate categories and co-relations between them investigated. Processes for ensuring validity such as theoretical sensitization, i.e the discerning of the properties of the data for their own sake and saturation of data were put in place. (Bartlett and Payne 1995)

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CHAPTER THREE

DATA ANALYSIS

3.1 INTRODUCTION

This research set out to answer the following questions:

- What are the prevalent current qualifications of the teachers in Nairobi?
- What is the prevalence of teaching as a first choice career amongst the teachers in Nairobi?
- What is the level of job satisfaction/dissatisfaction among the teachers?
- What is the consistency of teachers engaging in other income generating activities outside classroom teaching?
- What are the prevailing views towards the prestige of the teaching profession amongst the teachers' Nairobi?

The data collected were geared towards answering the above questions. This chapter thus presents the results of data analysis beginning with the considerations of background variables

Table III: Number of respondents by background variables

VARIABLE	CATEGORY	COUNT	%
GENDER	MALE	50	41.7
	FEMALE	70	58.3
GRADE	BACHELOR OF EDUCATION	40	33.3
	BACHELOR OF ARTS	20	16.7
	BACHELOR OF SCIENCES	36	30.0
	DIPLOMA IN EDUCATION	12	10.0
	"APPROVED" TEACHER STATUS	12	10.0
AGE	20 – 29 YEARS	46	38.4
	30 – 39 YEARS	28	23.3
	40 – 49 YEARS	34	28.3
	OVER 50 YEARS	12	10.0
EXPERIENCE	5 YEARS	37	30.8
	5 – 10 YEARS	48	40.0
	10 – 15 YEARS	23	19.2
	< 15 YEARS	12	10.0
EMPLOYER	TSC	50	41.6
	BOG	35	29.2
	INDIVIDUALS	35	29.2
POSITION HELD	DEPUTY HEAD	12	10.0
	HEAD OF DEPT.	24	20.0
	CLASS/GAMES	44	36.7
	TEACHER	40	33.3

3.2 Respondents by gender.

Majority of the teachers involved in the study were female. There were 70 females and 50 males out of the total and 120 respondents. The margin was fairly small, nevertheless being 16.7 %

3.3 Respondents by grade

More teachers had other qualifications other than Bachelor of education degree. Those with B.E.D. were 40. There were many teachers who possessed either B. Arts or B.S.C. degrees. These were 20 and 36 respectively. These are considered unprofessionally trained, but were all registered by the T.S.C. Although not all in this category worked under T.S.C. There were 12 teachers who held the 'Approved teachers status. These were form six leavers who had taught for a relatively long time/between 10 – 15 years)

3.4 Respondents by age

The ages of the respondents were fairly distributed between 20 – 49 years. There were 46 teachers falling between 30 – 39 years, and 34 teachers who were between the ages 40 – 49 years. The teachers, who were over 50 years, were relatively fewer only 12 teachers.

3.5 Respondents by experience.

Those teachers who had taught for less than 5 years were 37 in the study. 38 had taught for between 5 – 10 years while 13 had taught between 10 – 15 years. Only 12 teachers in the study had taught for more than 15 years.

3.6 Respondents by employers

In this research only 50 teachers were employed by the T.S.C. majority of these were B.E.D. holders and B.A. or B.S.CG. were 35, equaling the 35 employed by individuals, who are the owners of the schools. In the last category the school owners hire the teachers either personally or through appointed heads; who nevertheless do not engage in payment of salaries.

3.7 Respondents by position held.

There were 12 deputy heads involved in this study. 24 Heads of various departments' languages, Maths, sciences and Humanities also participated. There were 44 class teachers or those who held the docket of games masters/mistresses or patrons of various clubs in the school. The study also involved 40 teacher who had no special assignments outside teaching their subjects.

3.8 Qualifications of the teachers in Nairobi.

Out of the 120 teachers involved in the study, the bulk fell under the category of professionally untrained. The preference of trained personnel to the untrained by the T.S.C, which is the Ministry of Education's employing agent was nevertheless clear in the research.

This was illustrated thus

Table IV. Employment of teachers by qualifications

Qualifications	No of teachers employed by:			
	TSC	BOG	INDIVIDUAL	TOTAL
Bachelor of Education	40	-	-	40
Bachelor of Arts	-	15	5	20
Bachelor of Science	8	10	18	36
Diploma in Education	2	10	-	12
Approved teacher status	-	-	12	12
Total	50	35	35	120

It is clear that the T.S.C has a preference for professionally trained teachers.

Nevertheless, it employs B.S.C and Diploma holders merely to fill the gaps created by

shortage of trained teachers. Teaching, according to the T.S.C. employment pattern, is a profession that requires specifically trained personnel for job.

Most of the professionally untrained teachers were employed by both the B.O.G. and individuals who were owners of the school owners employer all the 12 Approved teachers. These were form Six levers who had taught for a long time and had been upgraded to "S1" status. The B.O.G. on the other hand, showed a prevalence of employing qualified but professionally untrained teachers.

It is evidently clear that there are many professionally trained teachers in the field, Nevertheless, there is also a large number who practice teaching but have not been inducted into the ethics of teaching through vigorous educational training. These are B. Arts and B.S.C holders as well are competent in their subject areas but have not undergone professional educational training.

3.9. Occurrence of teaching as a first choice career by age

Table V. Choice of Teaching as 1st choice career by age of teachers

Age in years	No. of teachers in the age bracket	No of teacher who had teaching as first choice career	%
20 – 29	46	20	43.5
30 – 39	28	10	35.7
40 – 49	34	20	58.2
over 50	12	12	100.0
Total	120	62	51.7

From the table above of the total sample population, only 51.7% of the respondents had chosen teaching as their first had chosen teaching as their first choice career. This percentage is only slightly above the mean. For the individual age brackets, there were varied finding.

In the 20 – 29 years age group 43.5% (20 out 46) had teaching as their first choice career. The remaining 56.5% had teaching as a second or even third choice career.

Interestingly the younger teachers are those least interested in the profession in the 30 – 39 years age bracket, 35.7% had chosen teaching first as a career. This group also showed

dissatisfaction with the career and had it as an alternative to another presently unattainable career.

These who were between 40 – 49 years of age showed a higher rating in choice of teaching as a first career 58.2% the total age population had made teaching their first choice in career selection. The group with a 100% result was the over 50 years age group. Members of this group had teaching as their first career. This may explain why they had been in the profession for so long.

Choice of teaching as a first choice career therefore seems to be dwindling with age. The younger generations show an appreciable reluctance in making teaching their first choice career.

3.10 Level of job satisfaction/dissatisfaction among the teachers.

This was analyzed from the finding on five items on the questionnaire. These were engagement in recreational activities satisfaction with interpersonal relationships in the staff; satisfaction with present remuneration packages; satisfaction with fringe benefits available to the teachers and satisfaction with the opportunities for growth in the profession.

Table VI. Level of job satisfaction/dissatisfaction among the teachers.

Teachers	Count	%
Engaging in recreational activities after work	40	33.3
Satisfied with interpersonal relationships amongst staff	70	58.3
Satisfied with present remuneration packages received.	20	16.7
Satisfied with fringe benefits received	35	29.1
Satisfied with the opportunities for growth in the profession.	42	35.0

Engagement in recreational activities:-

Fewer teachers in the population sample engaged in recreational activities after work.

These included activities like sports, relaxing with friends, and club activities like choir practice of the whole sample population, only 40 teachers engaged various recreational activities. This may be a pointer to the number of teachers who are comfortable enough in their work and can afford to take some time off for themselves.

Majority of those

engaged in sporting activities were males, whereas women joined groups like choirs, merry-go-rounds etc.

That majority of teachers cannot afford time to relax is a negative commentary on the current status of the profession. It further enhances the level of job dissatisfaction as teachers cannot effectively relax and be rejuvenated for further duties.

Satisfaction with interpersonal relationships amongst staff.

Majority of the teachers involved in the study were satisfied with the way they related with other members on the staff. This involved both teacher – teacher relationships and teacher-administration relationships. 58.3% of the teachers expressed satisfaction with how they relate with their colleagues. The conclusion here can be that the teachers summarily do not have major problems with one another, but with other factors in their work environment

Satisfaction with present remuneration packages received.

Very few teachers showed satisfaction with their present salaries. Majority decried poor remuneration as a major problem faced. In the study, only 20 (16.7%) of the 120 respondents expressed satisfaction with their current salaries. This is a pointer to a high level of job dissatisfaction as members feel they are not adequately rewarded for their efforts. This is an important maker in adjudging the esteem by which teachers hold

themselves and are held by others in society. Teaching is seen as an unrewarding profession.

Satisfaction with fringe benefits accruing from employment

Out of the 120 teachers in this research, only 35 (29.1%) expressed satisfaction with the fringe benefits that accrued from their work environment. These included benefits like bonuses, allowances, esteemed status, meals and housing. Majority expressed the desire to witness an increment in the benefits.

Satisfaction with the opportunities for growth in the profession:

42 out of the 120 teachers (35%) felt that there were adequate opportunities for growth within their profession. This was self – improvement like higher education sponsorships as part of the staff development programmes; promotions and salary development majority, however, did not feel that there were adequate growth opportunities in their profession. This gives rise to a sense of frustration amongst many teacher.

From the above finding it is apparent that the level of job satisfaction is low amongst majority of teachers. Many feel that their profession is unrewarding as their self-actualization needs are not met.

3.11 Engagement in other income – generating activities outside classroom teaching:

In this research, the number of teachers who engaged in other income generating activities was relatively high. This was co-related with the age brackets and the prevalence was as such:

Table VII: Engagement in other income- generating activities by age:

Age in year	No. of teachers engaged in outside-classroom business	
	Count	%
20 – 29		
30 – 39		
40 – 49		
over 50		
	20	43.4
	25	89.2
	30	88.2
	12	100.0

Majority of teachers in the age brackets 30 – 39 and 40 – 49 years were engaged in business activities outside their classroom duties. These included poultry-keeping, shop keeping and selling of goods on a small scale. All the 12 teachers over 50 years were also engaged in other income – generating activities outside school. Majority of the 20 – 29 age group were mainly engaged in tutoring private students outside the school. The trend illustrated by the table above points to the fact that majority of teachers experience an urgent need to supplement their income from employment.

3.12 Views on the prestige of teaching among teachers:

This was analyzed from the responses on two items on the questionnaire: opinions on whether or not teaching was considered a prestigious profession which current serving teachers wished for their children.

Teacher were asked to fill in "YES" or "NO" whether they thought that their profession was prestigious. They were further asked to state one profession that they would wish for their child amongst the various professions in Kenya today.

Table VIII: Views on the prestige of the teaching profession.

No of teachers	Count	%
Who consider teaching a prestigious profession	40	33.3
Who do not consider teaching a prestigious profession	80	66.7
Total	120	100.0

From the above, majority of the teachers involved in the study do not consider teaching to be a prestigious profession. Only 33.3% (40 out of 120) considered their profession prestigious and were appreciative of their social status. The above view was further compounded by the choice of careers which teachers wished for their children.

This is illustrated thus:

Table IX: Choice of career for their children by the mentioned professions'

Profession	No. of teachers	
	Count	%
Medical doctor	42	35
Lawyer	23	19.2
Business Managers	10	8.3
Computer Analyst	20	16.7
Pilot	19	15.8
Teacher	6	5.0
Total	120	100.0

From the above table, 35% of the total sample population preferred their children to have medical careers. Next was law (19.2%) followed by computer analysts (16.7%) and pilots (15.85). A few parents wished that their children would be Business Manager, which included bank management. At the bottom of the list was teaching, which was wished by only 6 (5%) teachers on their children. This showed a drastically low opinion of teaching as a worthwhile career for their subsequent generations by the teachers.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This research set out to investigate factors that influence the diminishing prestige of the teaching profession. As a profession, majority of the practicing members are professionally trained. Nevertheless, there are many teachers who are practicing the profession without formalized educational training. This dents the mark of professionalism that is expected of all professions.

This research has also shown that majority of the practicing teachers have teaching as a second choice career. It is a career that has been prevalently chosen as an alternative to a presently unattainable career choice. In the research, only 51.7% of the 120 teachers involved had teaching as a first choice career. Majority of these were to be found in the older age brackets from 40 years on wards. The younger generation of teachers (39 years and below) chose teaching as their second or third best career. Some of these were forced into teaching by mitigating factors like lack of resources to train for desired professions, failure to achieve required scores for desired professions, etc. Teaching has thus come across as an alternative career for majority of practitioners.

The level of job dissatisfaction amongst the teachers was also found to be quite high. This was indicated by factors like very few teachers finding time to relax in their profession. Only 33.3% of the sample population engaged in recreational activities like hobbies and sports after work.

This, points to a high number of teachers who are susceptible to stress related problems like poor performance.

Although majority of the teachers showed satisfaction with interpersonal relationships with their colleagues, majority still expressed dissatisfaction with their present remuneration packages.

What came across was that the teachers essentially had a problem with their work environments rather than relationships. Only 16.7% those questioned expressed satisfaction with their present salaries.

Many teachers also felt dissatisfied with the fringe benefits available to them in their work environments. Of the sample population, only 29.1% were satisfied with their fringe benefits. Majority complained of scarcity or total lack of these.

Only 35% of the teachers involved in the study felt that their profession afforded them opportunities for personal improvement and professional growth.

The above factors indicate that majority of the practicing teachers are not satisfied with their current working conditions. This impedes their productivity and hence there self – esteem.

Another pointer that teachers are not satisfied with their present conditions is their tendency towards engaging in other income-generating activities outside teaching. Many conducted extra – lessons from which the tutored paid the teachers directly; others were engaged in small –scale businesses like poultry – keeping – and sale of eggs, selling of “mitumba” (second – hand) clothes, and shop-keeping. Others peddled foodstuff and other items in their respective schools to students and staff. This indicated that majority of teachers are pushed into these activities by the urgent need to make ends meet. These are some of the factors that influence the way people view their ‘teacher cum- shop keeper’ etc.

Finally, this research has revealed that teaching as a profession is the least preferred by teachers for their children. Many parents would like their children to become doctors, lawyers, pilots or computer analysts and business managers, with teaching managing a paltry 5% choice. This is because many practicing teachers do not see their occupation as a prestigious profession.

It is evident that the prestige of teaching as a profession in Kenya is dwindling. Many practitioners choose it as a second or third alternative. This affects the performance of the members attracted by the profession. Teaching seems to attract a majority of who view it as a ‘failure belt’ thus they view themselves as failures. Needless to say, their performance is grossly affected by this attitude.

There is also the view that teaching is not prestigious because of its failure to reward its members sufficiently. Member of the profession cannot adequately achieve their needs and thus engage in other demeaning jobs to make ends meet. This erodes the esteem that the teacher enjoys in the community. He is seen as a failure in his job, as it cannot support him financially. Although he may be a successful businessman, his prestige as a teacher is drastically low.

Given the above factors, few parents wish their children to engage in teaching as a profession. It is viewed as unrewarding and unprestigious occupation.

Considering the above, drastic and urgent measures need to be undertaken to ensure the redemption of teaching as a noble and prestigious occupation. Further researcher should be conducted on the present level of remuneration of teachers against the current economic conditions. Ways in which remuneration can be improved will help in revamping the image of the teacher as an adequately rewarded professional. There is also the need to look into the social values that can lift the image of teaching as a noble profession, then inculcating the same into the present young generation. This can be done through well-structured educational programmes for the school-going children. This will create a passion for teaching as a noble social service.

Finally, there is the need to collectively sell teaching as an art and a service on the part of educationists and Governmental Bodies.

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Appendix 1

QUESTIONNAIRE

Dear Respondent,

I intend to collect information to facilitate the above named study for my Post Graduate Diploma in Education (P.G.D.E) Project. You are requested to complete the following questionnaire legibly and accurately. Thank you for your kind co-operation.

GENERAL INFORMATION

1. IN WHICH AGE GROUP DO YOU BELONG ? (Please tick one)

20 - 29 years

30 - 39 years

40 - 45 years

46 - 50 years

51 - 55 years

2. GENDER: MALE FEMALE

3. NATIONALITY: KENYAN NON-KENYAN

4. MARITAL STATUS: SINGLE MARRIED

SPECIFIC INFORMATION

5. EMPLOYER (Please Tick One)

Teacher's Service Commission (TSC)

Board Of Governors (BOG)

Individual (Owner of School)

ANY OTHER (SPECIFY) _____

6. TEACHING QUALIFICATIONS _____

7. TEACHING EXPERIENCE _____ YEARS

8. TEACHING SUBJECTS 1. _____

2. _____

9. DO YOU HOLD ANY OTHER POSITION IN THE SCHOOL APART FROM CLASSROOM TEACHING ?

YES NO

STATE _____

10. DO YOU ENGAGE IN ANY RECREATIONAL ACTIVITY AFTER SCHOOL ?

YES NO

11. IF YOUR ANSWER TO (10) ABOVE IS YES, STATE THE RECREATIONAL ACTIVITY _____

12. OF THE FOLLOWING, WHICH IS YOUR BEST MOMENT IN SCHOOL? (Please Tick One)

When teaching in class
When giving a lecture on discipline
When holding informal discussion with students
When engaged in co-curricula activities

13. DO YOU PUNISH STUDENT OFFENDERS ?

YES NO

14. IF YOUR ANSWER TO (13) ABOVE IS YES, STATE AN AVERAGE OF HOW MANY TIMES A WEEK. (Please Tick One)

1 - 5 times
6 - 10 times
Over 10 times

15. IF YOUR ANSWER TO (13) IS NO, GIVE REASONS WHY

16. HAVE YOU RECEIVED ANY DISTINGUISHED SERVICE RECOGNITION IN YOUR TEACHING SERVICE ?

YES NO

17. IF YOUR ANSWER TO (16) ABOVE IS YES, WHICH KIND(S)?

- Verbal appreciation
- Commendation letter
- Certificate of award
- Trophy

ANY OTHER, STATE _____

18. BRIEFLY EXPLAIN REASONS FOR RECEIVING THE AWARD

19. WAS TEACHING YOUR 1ST CHOICE AS A PROFESSION?

- YES NO

20. IF YOUR ANSWER TO (19) ABOVE IS NO, STATE REASONS FOR CHANGING TO TEACHING.

21. TO THE FOLLOWING QUESTIONS TICK IN THE MOST APPROPRIATE BOX.

(A). PERSONAL RELATIONSHIP WITH OTHER TEACHERS

- Dissatisfied
- Satisfied
- Very satisfied

(B). PRESENT SALARY RECEIVED

- Dissatisfied
- Satisfied
- Very satisfied

(C). FRINGE BENEFITS ACCRUING FROM WORK ENVIRONMENT.

- Dissatisfied
- Satisfied
- Very satisfied

(D). OPPORTUNITIES FOR GROWTH IN YOUR CAREER

- Dissatisfied
- Satisfied
- Very satisfied

22. IN YOUR OPINION IS YOUR PROFESSION PRESTIGIOUS ?

YES NO

23. SUGGEST WAYS IN WHICH THE TEACHING PROFESSION COULD BE MADE PRESTIGIOUS.

24. OF ALL THE PROFESSIONS IN KENYA WHICH ONE WOULD YOU WISH FOR YOUR CHILD ?
