

**INFLUENCE OF TEACHER QUALIFICATIONS ON TEACHING
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN MUKURWEINI
SUBCOUNTY, KENYA**

BY

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B.Ed

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION
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MASTERS OF EDUCATIONAL LEADERSHIP AND POLICY OF KARATINA
UNIVERSITY**

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DECLARATION

This Research Project is my original work and has not been presented for a degree in any other university

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DEDICATION

I dedicate this research project to my mum Teresa Wanjiku and late Dad Watson Weru, wife Grace Wanjiru and daughters Teresia and Patricia for their support as I pursued my education .

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ABSTRACT

The number of teachers with diploma and degrees at primary level are increasing exponentially due to the opportunities available to pursue higher education. However, low performance in Kenya Certificate of Primary Education has been recorded for years especially in the study area. Despite the concern, the influence of higher education attainment on teaching performance had not received adequate attention. The purpose of this study was to examine the influence of teacher qualification on teaching performance. The objectives of the study were to examine the influence of teacher qualification on; quality of instructional preparation, instructional strategies, effective assessment and evaluation of pupils and management of student discipline, in Mukurweini Sub County. The study was informed by Hertzberg two Factor Theory which identifies career advancement and training as instrumental to motivation and consequent productivity in job performance. The study employed descriptive survey research design. The target population was 66 head teachers and 198 diploma teacher holders. Thirty three schools with diploma holders previously certificate holders and 33 head teachers were purposively sampled. Ninety nine teachers, three per school were selected through simple random. Data was collected using questionnaires and interview schedules. Instruments were validated by the university supervisors while internal consistency test was used to examine reliability. Qualitative data was content analyzed and some responses quoted directly. Descriptive statistics; tables of frequency and percentages were used to analyze quantitative data. Findings from teachers and head teachers indicate that higher qualification improves teaching performance on instructional preparation, adoption of better teaching strategies, assessment and evaluation of students and maintenance of student discipline. The findings may help the ministry of education in policy decisions on teacher training and promotion. The study recommended that there is need to; encourage and facilitate teachers to go for higher training for purposes of increasing their competency, promptly upgrade and remunerate upon attainment of higher qualification and finally implement the Ministry policy on elevating certificate teacher training to diploma level.

LIST OF ABBREVIATIONS AND ACRONYMNS

APHRC- African Population and Health Research Centre

CIE- Centre for international Education

CPRE- Consortium for policy research in education

ECDE- Childhood Education and Development

ECOSOC –Economic and Social Council

EFA- Education for All

MDGs – Millennium Development Goals

NCLB - No Child Left Behind

NCST-National Council of Science and Technology

P1- Primary

PTE- Primary Teacher Education

PTTCS- Primary Teachers Training colleges

UNESCO- United Nations Education and Social Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Continuous training of teachers in order to equip them with higher qualification has continued to receive attention across the education systems in the world due to the perceived centrality of quality training to performance of teachers. Indeed, performance of teachers has been tied to the advancement of education goals linked to societal goals and challenges namely; moral uprightness, civic culture, juvenile delinquency, economic competitiveness and productivity (United Nations Education and Social Cultural Organization, 2007). This can only be achieved through requisite training to keep teachers abreast of emerging issues in economic, social, political and technological set ups and markedly instructional dynamics (Richard & Levan, 1999). Mckinsey (2007) contends that the standard of an education enterprise can never surpass the quality of its teachers. Similarly, Berry (2011) opines that development of effective schools is realized by posting highly skilled teachers to schools to support high quality teaching and learning.

Teacher training at various levels is associated with acquisition of professional competencies in curriculum instruction. Kulshrestha and Pandey (2013) point out that teacher training expands the competencies of teachers in assessing student outcomes, forming community partnerships, participating in curriculum instructional reform as well as developing right attitudes to teaching and learning. Teacher training equips the teacher with the necessary pedagogical and academic competencies to achieve instructional

objectives (Kafu, 2013). Particularly, at instructional level the teacher is expected to be competent in instructional preparation, classroom instruction, assessment and evaluation as well as maintaining student discipline (Teachers Service Commission, 2005). Thus, consciously designed human resource development program is therefore a must to improve performance and make all teachers willing professionals. To this end, many governments have set both pre-service and in-service teacher training programmes to improve the quality of teaching as well as improve performance of students.

In the United States of America (USA), it is generally acknowledged that promoting teacher quality is a key element in improving primary and secondary education. Indeed, one of the primary goals of the No Child Left Behind (NCLB) law is to have a “highly qualified teacher” in every classroom (NCLB, 2001). One of the recommendations of NCLB is to have every classroom teacher to have a degree as the basic requirement in both elementary and secondary schools (NCLB, 2001). However, the issue of quality of teachers has remained contentious in the USA considering the reported low achievement of students. Levine (2006) criticizes teacher qualification in USA which allows poorly trained teachers to join teaching profession which translates to poor student achievement. Moreover, available research on performance of teachers with various qualifications indicates contrasting findings. A study conducted by Robinson and Edwards (2012) compared work performance among trained and untrained teachers. The findings indicated that trained teachers outperformed untrained teachers. In contrast, a study by Mueller (2012) whose one of the objectives was to compare the efficacy of trained and

untrained teachers, the findings indicated no variation in performance. The contrasting findings rationalizes more research in the area hence the present study.

In Sub – Saharan Africa, since the adoption of the Millennium Development Goals and Education for All at the onset of the 2nd Millennium quantitative achievements particularly on enrollments and bridging the gender gap has been recorded especially in primary education (UNESCO, 2012). However, quality education has remained a challenge and concern in many countries in Africa. As a result, there have been attempts to improve quality of education. However, the efforts have primarily focused on infrastructure (e.g. classrooms, equipment, learning materials). Concerning the teachers, the main focus has been on the supply of acceptable numbers and less on how teacher training can promote teachers that meet the learning needs of students in real classrooms (Center for International Education, 2011). Yet, teacher training and consequent remuneration has been an expensive venture in many developing countries (International Labour Organization, 2007). In Nigeria, after grappling for many years with low entry grade for primary school teachers, which had been associated with poor performance in teaching, the minimum qualification is now Nigerian Certificate in Education (Akinbote, 2007). Despite, the initiative, studies addressing teacher effectiveness had hardly focused on attainment of NCE.

Kenya is one of the countries that despite making notable achievements in enrollments and almost gender parity in line with both Millenium Development Goals (MDGs) and Education For All (EFA) quality education has remained a challenge. The Kenya government has over the years endeavored to improve quality of teaching in

schools. Notably, the government increased the entry grade to C plain for a certificate course while the minimum qualification for most non-teaching courses is C minus at diploma level (Center for International Education, 2011). Moreover, following the recommendations of Koech Report (1999) and liberalization of education on the onset of the millennium, primary school teachers have been pursuing a diploma in special education, guiding and counseling and Early Childhood Development and Education (ECDE) and various degree programs aimed at increasing teacher competencies at the expense of the government. This is to equip teachers with both pedagogical skills and academic content to improve their teaching performance.

According to MOE (2008) Statistical Book between 2003-2007, primary school degree holders rose from 254 to 1083, diploma holders from 9512 -14846 and in contrast PI holders fell from 129,785 to 99,090. As a result, primary school teaching staff is now composed of certificate, diploma and degree holders. But what is the value addition of higher qualification in the wake of quality concerns at primary schools and allegedly wanting commitment to work by teachers? According to a survey conducted by Uwezo (2010), nearly 50% of class four learners could not read a class two level story and a third of the children in class two could not read a single English word, while only a third could read a paragraph of their level. Moreover, only half of the children in class one to eight aged 6-16 years had acquired the highest numeracy and competency expected of class two learners. The low performance have also been echoed in a report by Kenya National Examination Council (KNEC) (2010) which indicated that achievement in reading at 297.58 and numeracy at 295.6 was below the standardized mean of 300. Similarly, a

recent report by World Bank (2013) indicates that despite huge investment in teachers personal emoluments, many teachers are not committed their work as indicated by high rates of absenteeism which threatens to compromise the government's vision 2030.

Mukurweini Sub county has had a low and inconsistent performance in Kenya Certificate Primary Education which for years have been below the county mean score for the last four years (Appendix 1). Furthermore, most scores are below the average mark of 250. This translates to low transition rates to secondary schools as many students may not get admitted to reputable secondary schools. Yet, in the study area, just like other parts of Kenya the number of teachers acquiring higher certification continues to rise. Scholars argue that knowledge and skills can explain belief and confidence in classroom instruction, high attainment and career perspectives that may positively affect job performance (Katharina & Witman, 2008). Particularly, the advanced courses are aimed at increasing teacher competencies especially in the core teaching profession has not been examined. Ideally, it is expected that academic and professional training should lead to higher levels of teaching performance and consequent better student achievement.

1.2 Statement of the Problem

Kenya has over the years attempted to address both quantitative and qualitative aspect of teaching through substantial annual teacher recruitment and providing opportunities and motivation of teachers to pursue higher qualification. As a result, the number of teachers acquiring higher education at primary school levels has been rising exponentially. However, performance in KCPE has been below average over the years despite the increasing number of teachers with diploma and degrees.

Attempts to find out the causes of low performance of pupils have often focused on teacher supply and physical infrastructure. The influence of teacher's qualifications on teaching effectiveness had not received adequate attention. There was need to examine whether the teachers acquiring higher qualification are better off. The study was set to find out the differences between diploma and certificate holders in terms of preparation of professional documents, effective classroom instruction, assessment and evaluation of students and management of student discipline as outlined in the code of ethics (TSC, 2005). This may rationalize the expenses mostly borne by the government in terms of training and promotion of teachers in a bid to improve teaching effectiveness and student achievement.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of teacher qualification on teaching performance in public primary schools in Mukurweini Sub County, Nyeri County.

1.4 Specific Objectives

This study was guided by the following objectives, to;

- i. Find out the influence of attaining higher academic qualification of primary school teachers on instructional preparation in Mukurweini Sub-County.
- ii. Examine the influence of attaining higher academic qualification of primary school teachers on instructional strategies employed by primary school teachers in Mukurweini Sub-County

- iii. Determine the influence of attaining higher academic qualification of primary school teachers on assessment and evaluation of pupils in Mukurweini Sub-County.
- iv. Assess the influence of attaining higher academic qualification of primary school teachers on maintaining student discipline in Mukurweini Sub-County.

1.5 Research Questions

The study sought to answer the following research questions.

- i. What is the influence of attaining higher academic qualification of primary school teachers on instructional preparation in Mukurweini Sub County?
- ii. What is the influence of attaining higher academic qualification of primary school teachers on instructional strategies employed in Mukurweini Sub County?
- iii. What is the influence of attaining higher academic qualification of primary school teachers on assessment and evaluation of pupils in Mukurweini Sub County?
- iv. What is the influence of attaining higher academic qualification of primary school teachers in maintaining student discipline in Mukurweini Sub County?

1.6 Significance of the Study

The findings of this study may help teachers to appraise their teaching practices and in the process improve on their weaknesses and thus improve the students' academic performance. The findings may also reveal the relevance of teacher qualifications on effectiveness of teaching which may be of benefit to the Ministry of Education in policy

decisions on promotion and training of teachers. Finally, the study will boost the available literature on teacher qualification and teaching effectiveness.

1.7 Scope of the Study

The study was conducted in public primary schools in Mukurweini Sub County. Public primary schools enjoy government funding, staffing and training of teachers unlike private schools. Consequently, private schools were not of interest to this study. The study was limited to teachers who are diploma holders and previously were certificate holders, with respect to their teaching performance; instructional preparation, instructional strategies, assessment and evaluation, and control of student performance.

1.8 Limitations of the Study

It might have been a challenge for teachers to evaluate themselves on teaching performance as certificate and diploma holders. It may also have been difficult for the respondents to rate themselves negatively. The opinions of head teachers may have helped to balance findings. The study only focused on Mukurweini Sub County which may limit generalization of findings to other regions.

1.9 Assumptions of the Study

The study assumed that teacher qualification is a critical factor that affect job performance of teachers. Secondly, the researcher assumed that the respondents were as honest in their responses and provided accurate and truthful answers.

1.10. Theoretical Background of the Study

Extensive scholarship has identified various theoretical frameworks that explain performance dynamics in organizations. This study was informed by Herzberg (1959) two factor theory to evaluate job performance of teachers in relation to qualification of teachers.

1.10.1 Herzberg Two Factor Theory

Herzberg (1959) two factor theory as explained in Armstrong (2009) came up with both intrinsic and extrinsic factors which they classified as motivators and hygiene factors which lead to satisfaction and dissatisfaction respectively. Both factors have been used to explain performance in organizations. The motivational factors according to Herzberg's include; challenging work, responsibility, achievement, advancement, recognition and the work itself. Herzberg concludes that motivational factors lead to fulfillment of individual needs and job satisfaction. On the other hand, the hygiene factors were considered extrinsic in nature and included; workplace policy, interpersonal relations and personal emolument. According to Herzberg, although hygiene factors ensured that employees became satisfied with the work, they did not lead to higher levels of motivation.

This study identifies with Herzberg because higher qualification is an achievement and path for career promotion, preparation for more challenging work and responsibilities. Moreover, in Kenya, the higher qualification is tied to promotion to higher job groups and consequently higher pay. According to the theory, it is expected that on attainment of higher qualification, job satisfaction and consequently better performance would be realized.

1.10.2 Conceptual Framework

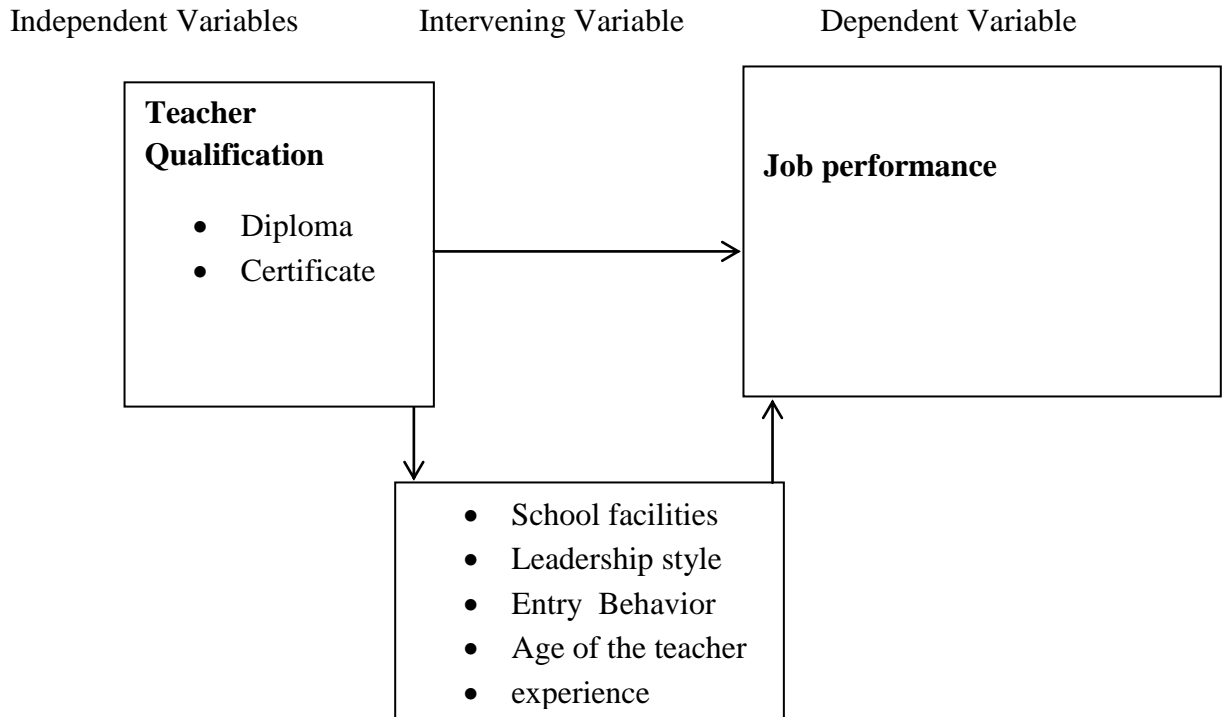


Fig 1.1: Relationship among Independent and the Dependent Variables

Training at different levels, to acquire higher qualification in teaching, involves indoctrination of concepts, theories, values and pedagogical skills necessary for effective curriculum instruction. This study conceives that acquisition of more knowledge may translate to effective job performance in terms of teacher preparation, acquisition of instructional strategies, effective assessment and evaluation and maintaining of student discipline. However, the variables may be moderated by demographic factors, school facilities, job satisfaction and leadership style of the head teachers will not be controlled in this study.

1.11 Operational Definition of Terms

Assessment and evaluation: Various means developed by the teacher to measure pupil outcomes at classroom level

Instructional strategies: Teaching styles for effective classroom instruction

Managing student discipline: Measures the teachers take to maintain discipline in schools

Preparation of professional documents: It refers to preparation of schemes of work, lesson plans, students' progress records and records of work

Teacher qualification: An academic professional document showing evidence of having undertaken an academic or professional course at certificate, Diploma and degree level

Teaching performance: The extent to which a teacher can perform the core, substance or technical tasks centered to his or her job.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents a review of literature related to the variables in the study. The chapter is divided into four sections, namely; historical development of teacher education, teacher qualification, job performance and the relationship between teacher qualification and job performance.

2.2 Historical Development of Teacher Education in Kenya

Quality education has been associated with quality of teachers who are products of effective teacher education programmes. Teacher education is an important component in all societies in the world since teachers have always been required to transmit societal cultures (Sifuna & Otiende, 1994). In addition, the national character in the systems of education throughout history reveals that, elaborate and deliberate practices in teacher education. Kenyatta (1963) and Sifuna and Indire (1974) quoted by Kafu (2011) argue that even if traditional education was not formal, elaborate teacher education existed whose competent teachers maintained indigenous knowledge for generations. Teacher education in Kenya was introduced in the early years of the twentieth century by Christian Missionaries who introduced Christianity and western education. The first teacher education center in Kenya was opened in Mombasa in the coast region. However, few teachers were trained in the pre-independence era with the result that at independence in 1963, only 31.7 per cent of the primary school teachers were trained (CIE, 2011).

Kenya Education Commission 1964 recommended increase of Primary Teacher Training Colleges (PTTC) to address teacher shortage and introduced the in-service training for quality teaching. The effort to increase the number of teachers paid off because by 1976 only 37 % of teachers were untrained (Kanga'li, 1995). Currently, virtually all teachers are trained with oversupply of teachers in the 21 teacher training colleges and other private colleges. In a bid to improve quality, minimum qualification for PTE certificate have been moved from D+ to the current C and the proposal to raise to C+ for a diploma in primary education (CIE, 2011). Additionally, since introduction of continuing teacher training recommended by Koech Report (1999), teachers have taken diploma and degree courses alongside other in-service programs.

2.3 Teacher Qualification

Primary Teacher Education (PTE) certification is a two year course offered presently in the 21 teacher training colleges alongside several private colleges. The two-year PTE programme is based on the concurrent design model comprising of studies of all the primary school subjects, professional / education studies. Diploma certification includes Special Needs Education (SNE) and ECDE that have been under taken by many teachers in order to gain competencies to handle learners with special needs. This has become especially important in the wake of inclusive education global trend as well as need for early childhood education (CIE, 2011). Indeed, the same CIE notes that EDCE teachers are able to get younger children get numeracy and literacy skills better than PTE teachers. Teachers are also taking Bachelor of Education degree programs in both public and private universities through part time programs. Consequently, the number of teachers with degrees have risen from 0.1% - 0.6%, diploma 2.6-8.5% and notably the number of

teachers with PTE dropped from 74 to 57% in the period 2003-2007 (MOE, 2008). The observed change can only be described to be in geometrical progression. This trend suggests that sooner than later primary school classrooms will be filled with graduates.

2.4 Teaching Performance

Teaching performance is a measure of the extent to which a teacher can perform the core tasks associated with the teaching job (TSC, 2005). Numerous reforms have been enacted in an attempt to increase quality education, these include; standardized testing, smaller class sizes and school accountability. However, Gordon et al, (2006) argues that the reform efforts can only have a marginal impact on success to education and will to a large extent depend on the skills of teachers. The input out model of industry has been used to assess educational outcomes in terms of students' academic performance vis a vis the inputs in the education system rather than teacher characteristics. Lazear (2001) however argues that to compare successful job performance reforms in industry to teaching and education must be applied cautiously because teaching is significantly different than manufacturing. Lazear (2001) points out major differences referred to by, *“first, output in education is more difficult to define and measure; second, output is multidimensional; and last, what is best for one student is not best for another”* (p. 2).

Kobia and Mohammed (2006) assert that the demand for accountability in the education is growing as countries make changes in teacher evaluation models. Indeed, the performance contracting systems which is largely identical with the model used in corporate organizations is being adopted in educational organizations. Indeed, tertiary

institutions of learning have successfully improved service delivery through enactment of performance contracting (Kobia & Mohammed, 2006). Despite this apparent success Too, Magero, Mutai and Chepkwony (2011) point out that performance contracting has attracted concerns in education institutions as teachers argue that they may lose control over student's achievements. A study by Too et al, (2011) on head teachers' perceptions towards performance contracts established that head teachers were ready to enter into contracts in all their management functions except student performance. A similar study by Nguyo (2011) on attitudes towards performance contracting by secondary school teachers in Nyeri County revealed that 70% of the teachers had a negative attitude. Further, KNUT (2008) averred that implementation of performance contracts in education was a tool to intimidate teachers. KNUT argued that teachers no control of student abilities; rather the government should address teacher shortages and school facilitation.

There is growing demand for accountability in education worldwide and Kenya in particular. One of the four major components of President Obama's educational reform plan was to recruit, develop, reward and retain effective teachers. The primary way to accomplish this, according to the proposal, is performance pay based on student achievement (U.S. Dept. of Education, 2009). Consequently, in the states clamor for more federal education money, one of the main requirements is to implement more stringent standards regarding teaching, evaluation and performance. In Kenya, demand for accountability is also increasing which has resulted to introduction of performance contracting in public organizations although it is yet to take route in secondary and primary schools. Nevertheless, the code of regulation for teachers (TSC, 2005) outlines

the roles of teacher in pertaining to curriculum instructional preparation of professional document, assessment and evaluation, classroom instruction and student discipline. In support of centrality of curriculum instruction to student achievement. Leithwood, Seashore, Anderson and Wahlstrom, (2004) contends that curriculum instruction is the greatest predictor of student achievement. Consequently the variables that largely define curriculum would be pertinent to examine the performance of teachers when they had certificate and now with diploma qualification. This study contends it is important to evaluate the teachers against these expectations because the success or relevance of education programmes or certification cannot be determined without effective monitoring and evaluation.

2.5 Teacher Education attainment and Teaching Performance

Acquisition of higher qualifications and job performance are not clear amidst concerns over poor acquisition of basic numeracy and literacy skills by pupils and cost implication of the remuneration of teachers upon submission of diploma and degree certificates. A survey UWEZO (2010) revealed that only half of children between 6 and 16 years could read a standard 2 level story in English. Additionally, only half of the children in Standard 1-8 aged 6-16 years had attained the expected numeracy and aptitude expected of Standard 2 learners (UWEZO, 2010). Similarly, an analysis of attainment by KNEC (2010) 'Monitoring of Learning Achievement for Class 3 in Literacy and Numeracy in Kenya' exposed that less than half of the pupils (47.7 per cent) achieved the desired levels 3 and 4 of literacy. Furthermore, a World Bank Report (2013) raised concerns over the quality of education in Kenya. The report pointed out that despite the fact that education takes a huge share of the National Budget "too many teachers are asleep on the

job, and unless shaken out of their slumber, the Vision, 2030 could be just another illusion” ...p. 16. The report further argues that contrary to conventional wisdom, the poor academic performance is not necessarily as a result of poverty, but largely due to teacher absenteeism. Teacher’s absenteeism was indicated at 55% in public primary schools and only 27% reported to work but don’t teach at all.

2.5.1 Higher Academic Qualification and Instructional Preparation

Available literature support that good teaching is the result of teachers drawing from pedagogic content and knowledge derived from the teacher qualification (CIE, 2011; Kafu, 2011; Akyeampong & Lewin, 2006). Armstrong and Cummins (2009) pointed out that in order to provide quality learning experience for all students, lessons must be well planned and prepared effectively. They describe responsibilities and characteristics of the 21st century committed teachers as: matching instructions and programs to learner’s characteristic, conducting task analysis to identify an appropriate beginning point, and a logical sequence for instruction, specifying learning intentions. Lessons should be well prepared to suit the learners’ capabilities and interests. Lessons must stimulate learners to want to learn the new information.

Armstrong and Cummins (2009) further confirms that planning to teach a group of learners one needs to engage in what is called “task-analysis activities.” Task analysis requires that one takes the content that is to be taught and first, identify the desired results from learning of the content; secondly, break the content into smaller components or sub-tasks that logically build towards the desired results; and finally, define appropriate teaching approaches for each of the components and specify lesson objectives. Indeed,

preparation of schemes of work and lesson plan provide for logical flow of classroom instruction (Indimuli, Waichanguru, Kuria, Ndung'u & Mushira, 2009). Nevertheless, literature is not clear about how teacher preparation improves on attainment of qualification considering one of the reasons for further training of teachers is to improve aspects of curriculum instruction.

2.5.2 Higher Academic Qualification and Instructional Strategies

Teachers highly dedicated to student affairs make effort to create a supportive learning climate in the classroom (Choi & Tang, 2009). A supportive learning classroom is one which is student centered and involves use of a variety of teaching/learning resources. According to Indimuli et al., (2009), instructional resources are aids that teachers use to deliver quality teaching to their students in a classroom. Teaching/learning resource, include a range of aids starting with the simplest, a chalkboard to the more complex such as computers. Since different individuals learn in different ways, teachers need to rely on a variety of tools to explain concepts to students. Li (2005) argues that teaching resources are central for teachers as they are the important in differentiating teaching for all types of learners.

According to Garrison and Terry (2003), learning/teaching resources supplement or strengthen teaching/learning process, for instance; models, diagrams, charts and maps. Committed teachers spend a lot of time on activities related to students' affairs, such activities include collection and improvising teaching learning resources (Choi & Tang, 2009). Centre for Mathematics, Science and Technology Education in Africa, CEMASTEAKenya (2012), reported a study carried out in 2010, where 12 districts,

class 6, 7, 8, pupils and 55,000 science and mathematics teachers participated in the study. The study revealed that 37% of the teachers prepare appropriate and effective teaching/ learning resources. CEMASTE (2012) recommended that teachers should use teaching/learning resources because they emphasize acquisition of information, stimulate interest among learners and facilitate the learning of mathematics and science. The resources range from simple to sophisticated and can be aural, visual, or computer simulated processes. It's not clear how acquisition of higher qualification improves use of teaching and learning resources at instructional level.

2.5.3 Higher Academic Qualification and Assessment and Evaluation of Pupils

One of the emerging ways to gauge teacher's performance is the ability to assess students and evaluate students. Classroom assessment helps to engage the students in their own learning targets such that they are able to keep track of their achievements. Black and William (1998) observe that classroom assessments provide accurate and descriptive feedback to students as well as involve them in the assessment process. Involvement of students in assessment increases learning and motivate students rather than merely measure students' performance. Additionally, both the teacher and student can use classroom assessment information to modify teaching and learning activities. A survey by Ballard and Johnson (2004) on mathematics assessment, confirmed that frequent quizzes do yield benefits. They compared test results of students who were exposed to quizzes with a control group who experience no quizzes. Therefore the ability of the teacher to evaluate and assess students defines a performing teacher and is likely to be translated to positive student outcomes.

2.5.4 Higher Academic Qualification and Maintenance of Student Discipline

Discipline involves, caring, respecting others and self and safeguarding the rights of the people who are exposed to uncooperative aggressive responses by others (Mbiti, 2007). Similarly, Okumbe (1998) defines discipline as adherence to set of rules or codes of behavior. This study blends well with these two definitions because in as much as students are supposed to adhere to the set rules, application of discipline should not be construed as solely clamp down of those who don't comply but also a means of entering into relationship with learners. Indeed, after the banning of canning coupled with the demand for respect for child, it is the onus of teachers to engage students in a friendly manner perhaps employing participatory methods to ensure discipline (GOK, 2001). Sessional Paper No1 2005 (GOK, 2005) Special education Policy (MOE,2009) and Safety and Standards Manure (GOK, 2008) advocates for guiding and counseling, positive reprimands and rewards, role modeling besides to reinforce discipline to create a safe and suitable learning environment. Additionally, Charles routes for a plan that clearly spells out the expectations of students at classroom level.

However, some teachers still stick to the old punitive methods of punishment while others have been unable to cope up with the emerging discipline issues. According to Mugambi (2012) punitive disciplinary measure are still rampant in school which can take toll on student's motivation to learn. However, further professional advancement is meant to ground the teachers on the ways and means to maintain discipline in schools particularly in the use participatory and both appropriate reward and punishments as well as guiding and counseling. Particularly at classroom level which is the miniature and

most important unit to advance education goals. The study sought to examine whether acquisition of a diploma affects the manner in which the teacher's handles discipline issues in the school.

2.6 Summary of Literature Review

The reviewed literature indicates that teacher education is a central pillar to improve student outcomes as well as in the implementation current and emerging of instructional programmes worldwide. As a result, governments have opened continuing education programmes purportedly to increase the competency of teachers and keep the teachers abreast of emerging issues in education. Kenya government has opened opportunities for teachers to pursue higher education in the course of their services aimed at improving quality concerns in education. Incentives such as study leave and promotion have been provided to encourage teachers to pursue higher education. As a result, many teachers have acquired diploma and degrees. Nevertheless, quality of education has remained a challenge as poor results have continued to be posted. Despite the concern, literature is inadequate about how higher attainment increases the competency of teachers. Particularly, the performance of teachers in the core professional areas; instructional preparation, maintenance of discipline, acquisition of instructional strategies and assessment of pupils have escaped scholar attention.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study design, a description of the study area, target population, sampling procedures and sample size, data collection instruments and their reliability and validity. Data collection procedures, data analysis and ethical considerations were also discussed.

3.2 Research Design

Research design provides the researcher with a strategy of achievement of the study objectives (Borg & Gall, 1996; Cohen & Manion, 2000). Accordingly, this study will employ descriptive survey design. The design was suitable in this study because descriptive research aims to expound the events as they are without manipulating the variables (Maaczuk, Dematteo and Festinger, 2005; Kerlinger, 2005). Descriptive studies also permit investigation of differences and contrast between groups and how features may envisage one from the other (Oso & Onen, 2002). Additionally, a descriptive study was found useful because combining both qualitative and quantitative approaches maintains a balance in findings. Frank and Wallen (2003) point out that qualitative research is strong in depth, while quantitative research can be generalized to a larger population; hence the two methods are not mutually exclusive, but complementary.

3.3 Study Area

Mukurweini Sub County falls in Nyeri County. The location was purposively sampled because it is one of the sub counties in which the performance of learners in KCPE has been below the average score of 250 marks in Nyeri County besides remaining constantly

below the county average in the period lasting 4 years (Appendix 1). Yet, substantial number of teachers at the primary school have acquired diplomas and degrees. The district has 66 public primary schools with 510 teachers out of which 63,198 and 249 are degree, diploma and certificate holders respectively (QASO Report, 2013)

3.4 Target Population

The target population was 66 head teachers and 198 diploma holders who were previously certificate holders in Mukurweini Sub County.

3.5 Sampling Procedures and Sample Size

Thirty three schools which had at least five diploma holders and 33 head teachers were purposively sampled. Three diploma holders per school were selected through simple random to form a sample of 99 which is 50% of the target population. Israel (1992) argues that a sample of 50% indicates a reasonable level of variability which is especially crucial when the proportion of population assumed to have characteristic of interest is unknown. The study involved a sample of 132 respondents.

3.6 Data Collecting Instruments

Interview schedule for head teachers and two questionnaires, one to be administered to the teachers and the other one to the head teachers was used to collect data. The varied techniques complemented each other to promote the precision of information. Patton (2002) explains that multiple sources of data triangulate findings.

3.6.1 Questionnaires

Questionnaires were administered to the head teachers and the teachers. The questionnaires sought information on the opinions of respondents in respect to teaching

performance after acquiring higher qualification. The deliberate choice of questionnaires is because they are suitable when collecting data on opinions and attitudes from a large group of people as observed by Borg and Gall (1996). There are also quite convenient in quantitative analysis as relationships can easily be done (Mugenda & Mugenda, 2003).

3.6.2 Interview Schedule

Oso and Onen (2002) define an interview schedule as a set of questions that an interviewer asks the respondents usually face to face. Interviews are quite advantageous when in depth information is required. A Semi structured interview (Appendix 4) was held with 10 head teachers whose school had the highest number of diploma holders. According to De Vos, Delpont, Fouche and Strydom (2005) a semi-structured interview is a combination of the structured and unstructured items. An interview can last for a considerable amount of time and can be intense and involving, depending on the particular topic at hand. Patton (2002) adds that in an interview questions are presented orally to each participant in a systematic manner and also provides participants with an opportunity to discuss issues relevant to the questions. The interviews sought opinions of head teachers on performance of teachers on attainment of higher academic qualification

3.7 Pilot Study

A pilot study was conducted in two schools that were not part of the final sample to pretest the instruments. This ensured appropriateness and clearness of items in the instruments. In addition piloting helped to identify ambiguous items and language from

responses given to improve reliability. It also yielded data for making estimates of time and the cost for completing several phases of the research.

3.8 Validity and Reliability of Instruments

Data collecting instruments must yield the type of data that can appropriately answer the questions of the researcher. Mugenda and Mugenda (2003) emphasize that data obtained must be pertinent to the research hypothesis by maximizing reliability and validity.

3.8.1 Validity

Gay and Aurasian (2000) explain that validity is the ability of the instrument to measure what it purports to measure. Validity is concerned as to whether the instrument is measuring appropriate pointers of the concept, precision of the results to the degree of what is supposed to be measured. Oso and Onen, (2002) explain that it is concerned with the truthfulness of the deductions that are generated from a piece of research. It ensures that the items actually elicit the intended information. Face validity was determined by presenting the instrument to my supervisors for whose advice was critical. Equally, content validity that involves confidence that items comprising the measuring instrument are representative of the field which they intend to serve was ascertained by setting items in relation to objectives (Gay & Aurasian, 2000).

3.8.2 Reliability

Reliability of a research instrument refers level of internal dependability over time (Mugenda & Mugenda, 2003). Concern for reliability in this study is important because reliability is essential for validity and subsequently without reliability, there can be no

valid outcomes (McMillan & Schumacher, 2001). Instruments are said to be reliable to the extent that independent administrators consistently yield related results (Saunders, Lewis & Thornhill, 2007). Internal consistency test was carried out to ascertain reliability. All items yielded a correlation coefficient of above 0.7 which indicated a suitable reliability of the instruments (Mugenda & Mugenda, 2003).

3.9 Data Collection Procedure

Authorization to conduct the study was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then contacted the office County Director of Education Nyeri and Mukurweini Sub County Director of Education before the start of the study. The researcher administered the instruments to the respondents and collected them in same day. Appropriate date for interviews was arranged with the head teachers.

3.10 Data Analysis

Quantitative data was analyzed descriptively. Data collected using questionnaires was used to generate frequency tables and percentages to explain the opinion of head teachers on teaching performance of teachers in relation to education attainment. Commenting on descriptive statistics Gay and Aurasian (2000) point out that, they easily communicate findings to the respondents. The data analysis was facilitated by Statistical Package for Social Sciences (SPSS). Qualitative data from interviews content analyzed while some responses were reported verbatim.

3.11 Ethical Issues and their Considerations

The participants were required to indicate their consent before participation, which is voluntary. The respondents were treated with confidentiality. The respondents were not permitted to reveal their identity for the purposes of anonymity. Entire sources of information were acknowledged aimed at controlling plagiarism. Throughout the study, the respondents were explained the details of the study to ensure informed consent of participation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data presentation, analysis, and interpretation of the study findings. The purpose of the study was to examine the influence of teacher educational qualification on teaching performance among public primary school teachers in Mukurweini Sub County. The data was analyzed in accordance with the objectives of the study. The results were presented as follows.

4.2 Response Rate

The study had a total sample of 132 respondents; 99 teachers and 33 Head teachers. Sixty five teachers and 30 head teachers responded to the questionnaires. This gave a response rate of 71.9 % .This exceeded 70% which is recorded by Mugenda and Mugenda (2003) as being good for survey studies. Additionally, all the targeted 10 head teachers participated in the interview.

4.3 Demographic Information of the Respondents

Demographic information of the respondents comprised of the gender, age, professional qualification teaching and headship experience, intention to continue teaching and reason for further studies.

4.3.1 Gender Information for Respondents

Gender Composition for the teachers was analyzed and the results presented in Figure

4.1

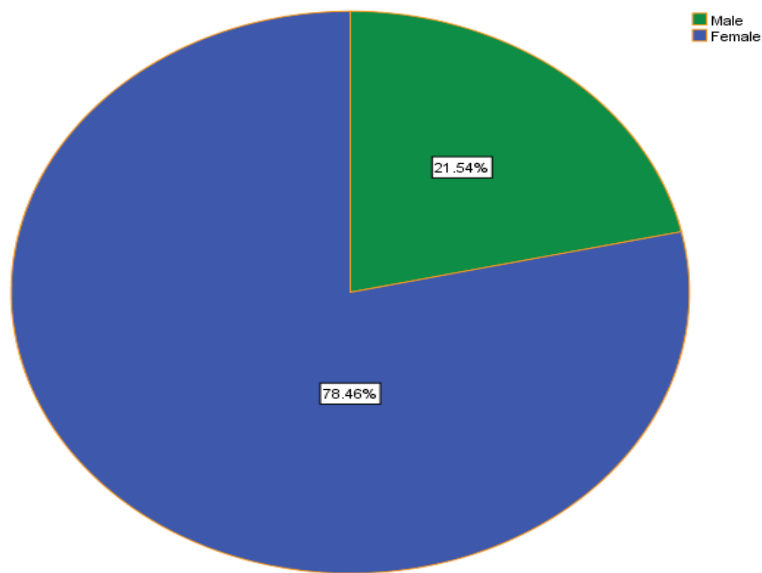


Figure 4.1: Gender of the Teachers

Figure 4.1 shows that out of the 95 respondents 78.46% were females while 21.54% were males. The females form the majority of teachers in primary schools. The finding are consistent with the views of Onsongo (2009) that despite notable gender equality in access to education women continue to hold majority of the workforce at lower levels in the teaching profession. Gender composition for the head teachers was analyzed and the results presented in Figure 4.2

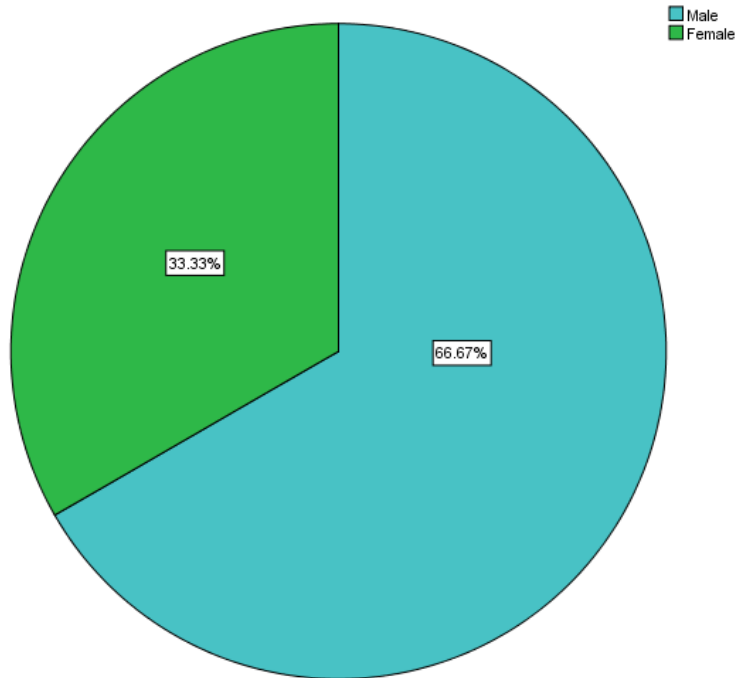


Figure 4.2: Gender of Head Teachers

The results show that among the head teachers out of 30 respondents 66.67 % were males and 33.33 % were females. At least the one third gender rule threshold has been met thanks to the implementation of the requirements of the constitution. Nonetheless, women are still under represented in the leadership positions in schools in consideration of their large numbers in teaching profession at primary school level.

4.3.2 Age of Respondents

The age of the teacher respondents is presented in Table 4.1

Table 4.1: Age of Teachers

Age	F	%
21-30 years	1	1.59
31-40 years	26	41.27
41-50 years	22	34.92
51 years & above	14	22.22

In Table 4.1, the ages show that one teacher (1.59%) was below 30, 26 (41.27%) were between 31-40, 22 (34.92%) were between 41 -50 and 14 (22.22%) were above 50 years of age. Perhaps the higher number of teachers in 31-40 age brackets is due to TSC policy on recruitment in which age factor is highly scored (TSC, 2014).

The age of head teachers is reflected table 4.2.

Table 4.2: Age of Head teachers

Age	F	%
21-30 years	0	0
31-40 years	3	10
41-50 years	12	40
51 years & above	15	50

The findings show that 10% of respondents are between 31-40; 50% Between 41 and 50 and 50% above 50. No head teacher falls in the age bracket of 21-30. Leadership positions are largely held by older teachers perhaps due to the experience.

4.3.3 Teaching and Administrative Experience of Respondents

Respondents teaching and administrative experience of teachers and head teachers was examined. The results were presented in Tables 4.3 and 4.4.

Table 4.3: Teaching Experience of Teachers

Number of years worked	F	%
0-5	8	12.3
6-10	21	32.3
11-15	8	12.3
16-20	5	7.7
20 and above	23	35.4

In Table 4.3, the results indicate that majority of teachers (35.4 %) had a working experience of over 20 years; 32.3 % had between 6-10 years, 12.3 % had between 11-15 years, 12.3% had between 0-5 years while only 7.7% had an experience of between 16-20 years. Majority of staff therefore highly experienced who can be capable of producing positive learning outcomes. Similarly, the administrative experience of Head teachers is shown in Table 4.4

Table 4.4: Head Teachers Administrative Experience

Number of years	Experience as a Head teacher	
	F	%
0-5 years	6	20
6-10 years	11	36.7
11-15 years	9	30
16-20 years	4	13.3
20 years and above	0	0

According to the findings 36.7% of respondents have an experience of between 6-10 years; 30% between 11-15 years; 20% 0-5 years and 13.3% between 16-20 years. Majority of head teachers have an experience of less than ten years (56.7%). Perhaps it is due to the appointment of new head teachers to replace retirees after expiry of five years since 2009 when retirement age was raised from 55- 60 years (GoKb, 2008).

4.3.4 Reason for Further Studies

The opinion of teachers was sought on the reason why they went for further studies.

The findings are presented in the Table 4.5

Table 4.5: Reason for Further Studies

	Frequency	%
Professional development	38	61.3
Promotion	8	12.9
Both	16	25.8
Total	62	100.0

The results show that 61.3 % of respondents went for further studies due to professional development, 12% due to promotion and 25.8% due to both. The majority therefore go for further studies due to professional development

4.3.5 Education Level of Head teachers

Highest education qualification of head teachers was sought. The findings are provided in Figure 4.3.

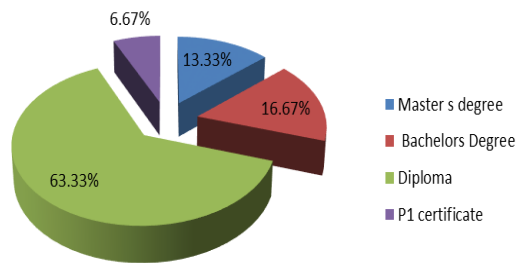


Figure 4.3: Education Level of Head teachers

4.4 Teachers Performance on Instructional Preparation

The first objective study sought to establish the influence of higher education attainment on instructional preparation. The findings on teachers opinion are presented in Table 4.6

Table 4.6 : Analysis on Teachers' Performance on Instructional Preparation

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Higher qualification had no effect on timeliness of preparation of professional documents	2	3.1	7	10.8	0	0	28	43.1	28	43.1
Higher qualification had no effect on the preparation of professional documents relevant to the level of learners	6	9.2	0	0	0	0	28	43.1	31	47.7
Higher qualification had no effect on preparation of professional documents relevant to the needs of the learners	4	6.2	2	3.1	1	1.5	34	52.3	24	36.9
Higher qualification had no effect on preparation of professional documents with the three domains of learning	4	6.3	2	3.1	3	4.7	29	45.3	26	40.6
Higher qualification had no effect on preparation of professional documents whose learning activities use locally available materials	2	3.1	9	14.1	2	3.1	23	35.9	27	42.2

As indicated in table 4.6 majority of the respondents disagreed (43.1%) and strongly disagreed (43.1%) that higher qualification had no effect on timeliness on preparation of professional documents. Majority (47.7%) and (43.1) strongly disagreed and disagreed respectively that higher qualification had no effect on preparation of professional

documents relevant to the level of the learners. Majority disagreed (52.3%) and strongly agreed (36.9%) that higher qualification had no effect on preparation of professional documents relevant to the needs of learners. Majority disagreed (45.3%) and strongly disagreed (40.6%) higher qualification had no effect on preparation of professional documents with the three domains of learning. Similarly, the majority (42.2%) and (35.9%), strongly disagreed and disagreed respectively that higher qualification had no effect on preparation of professional documents whose learning activities use locally available materials It means that acquisition of higher qualification has an effect on quality of preparation of professional documents

Similarly, opinion was sought from head teachers on how diploma and certificate holders compared on preparation of professional documents. The findings are presented in table 4.7 below. Findings from the interview schedules have also been discussed.

Table 4.7: Head teachers on Performance of Teachers on Instructional Preparation

	Excellent		Good		Satisfactory		Poor		Very poor	
	F	%	F	%	F	%	F	%	F	%
P1	2	6.9	18	62.9	9	31	0	0	0	0
Diploma	8	26.7	0	66.7	2	6.7	0	0	0	0

From Table 4.7, majority of respondents rated diploma teachers as good (66.7%) and excellent (26.7%) while only 6.9% and 62.9 % rated P1 teachers as excellent and good in preparation of professional documents. Just like the teachers the head teachers agree that acquiring a diploma improves quality of instructional preparation. This implies that

acquisition of a diploma improves quality. The findings are further corroborated by the responses of head teachers from the interview who contended that diploma holders are more competent than certificate holders in instructional preparation. One of the head teachers elaborated; *a diploma especially in ECDE grounds the teachers in the preparation of professional documents tailored to the needs of ECDE learners, which have significantly improved their performance.* Higher training increases teacher competencies, which improves the quality of teacher preparation which is likely to result to positive student outcomes. The findings are consistent with Linder et al (2010) who assert that higher education attainment is has been found to equip and update teachers with instructional preparation competencies in countries such as Singapore, South Korea and Japan where quality of teaching is one of the significant link to economic transformative education system. In support of higher training for teachers, Goe (2007) argue that more training for teachers keeps them abreast of emerging pedagogical skills including instructional preparation

4.5 Teachers Performance on Instructional Strategies

The second objective sought to examine the influence of attainment of higher qualification on teaching performance. The results are presented in Tables 4.8 and 4.9. Findings from the interview with headteachers was also analysed. The opinions from teachers are analyzed and presented in Table 4.8

Table 4.8: Teachers' Performance on Instructional Strategies

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Higher qualification had no effect on improvisation skills	2	3.2	1	1.6	0	0	33	52.4	27	42.9
Sustaining student interest remained the same on attainment of higher qualification	5	7.9	0	0	1	1.6	23	36.5	34	54
Teaching methods remained the same on attainment of higher qualification	1	1.7	1	1.7	2	3.3	16	26.7	40	66.7
Higher qualification did not affect the variety of teaching resources	5	7.9	4	6.3	0	0	25	39.7	29	46

From the results, majority of teachers, upon attainment of higher qualification; disagreed (52.4%) and strongly disagreed (42.9%) that there was no effect on improvisation skills, 54% and 36.5% strongly disagreed and disagreed respectively that sustaining student interest remained the same, 66.7% and 26.7% strongly disagreed and disagreed respectively that teaching methods remained the same and the same responses were recorded on use variety of teaching and learning resources. It therefore implies that acquiring a diploma in education resulted to improved improvisation skills and sustained student interest. It also resulted to varied use of teaching and learning resources as well as teaching methodologies. Further analysis was done by examining the opinions of head teachers on performance of certificate and diploma holders on instructional strategies. The findings are presented in Table 4.7. From the table majority of respondents (58.6%) and (27.6%) reported that diploma holders are good and excellent respectively in adopting instructional strategies critical to positive student outcomes. This can be compared with lower ranking of certificate holders in which only 20% and 56.7% of

respondents support that they are excellent and good respectively on instructional strategies. Similarly, head teachers were asked their opinion on performance of teachers on instructional strategies. The findings are presented in Table 4.9.

Table 4.9: Head Teachers on Performance of Teachers on Instructional Strategies

	Excellent		Good		Satisfactory		Poor		Very poor	
	F	%	F	%	F	%	F	%	F	%
P1	6	20	17	56.7	7	23.3	0	0	0	0
Diploma	8	27.6	17	58.6	4	13.8	0	0	0	0

The findings were also corroborated by qualitative data from interviews in which all respondents agreed that diploma holders are more equipped when it comes to adopting instructional strategies critical to positive learning outcomes. One of the head teachers pointed out that as a person, the diploma course that equipped him with more teaching skills has boosted his instructional performance. The findings therefore overwhelmingly support that acquisition of higher qualification improves adoption of requisite teaching strategies. The findings are consistent with a study by Liisa, Sari and Nevgi (2007). They investigated the effect of higher training for teachers on teaching in Finland. One of the findings relevant to this study is that higher certification for teachers improve pedagogical skills. Arguing on similar vein Okumbe (2007) points out that higher training of personnel improves job performance skills likely to translate to positive outcomes.

4.6 Teachers' Performance on Assessment and Evaluation

The fourth objective sought to examine the influence of attaining higher qualification and teachers performance in assessment and evaluation. The findings are presented in Table 4.10 and 4.11. Data from interviews was also analysed. Analysis on teachers opinions were analysed and results presented in Table 4.10 below

Table 4.10 : Teaching Performance and Assessment and Evaluation

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Intensity of assessment did not change	1	1.6	5	7.9	1	1.6	29	46	27	42.9
Timeliness in feedback did not change	2	3.2	4	6.5	5	7.9	0	0	16	25.4
Rewarding styles did not change	7	10.9	0	0	1	1.6	34	53.1	22	43.4
Quality of assessment did not change	2	3.3	3	4.9	1	1.6	37	60.7	18	29.5
There was no modification of assessment methods	9	14.5	4	6.5	4	6.5	12.9	8	59.7	37
Students performance did not change	7	11.1	3	4.8	0	0	28	44.4	24	38.1

From Table 4.10, majority of respondents; disagreed (46%) and strongly disagreed (42.9%) that intensity of assessment did not change; strongly disagreed (25.4%) that timeliness in feedback did not change; strongly disagreed (43.4%) and disagreed (53.1%) that rewarding styles did not change; strongly disagreed (29.5%) and disagreed (60.7%) that quality of assessment did not change; strongly disagreed (37%) and disagreed (59.7 %) that there was no modification of assessment methods; strongly disagreed (38.1%) and disagreed (44.7%) that students performance did not change, after acquiring higher qualification. This implies that assessment methods and evaluation improved with further training.

The opinions of head teachers were also sought and data were analyzed and presented in Table 4.11

Table 4.11: Head teachers’ on Performance of Teachers on Assessment and Evaluation of Learners

	Excellent		Good		Satisfactory		Poor	Very poor		
	F	%	F	%	F	F	%	F	%	F
P1	8	16.7	12	40	13	43.3	0	0	0	0
Diploma	8	27.6	20	69	1	3.4	0	0	0	0

From table 4.9, majority of head teachers; 69% and 27.6% rated diploma holders as good and excellent respectively in assessment and evaluation of learners. However, only 40% and 16.7% rated certificate holders as good and excellent respectively. Responses from interviews also indicate that diploma holders are better in assessment and evaluation of learners. The findings imply that further training expands teachers’ competency in the assessment and evaluation of students. Similar findings have been reported by Robinson and Edwards (2012) who compared higher professionally trained teachers with alternatively certified teachers in USA. They reported that the higher professionally trained teachers outperformed their alternative certified teachers in all aspects of teaching job performance including assessment and evaluation.

4.7 Teachers' Performance on Maintaining Discipline

The fourth objective sought to find out the influence of attainment of higher qualification on performance of the teachers in maintaining discipline. The results were presented in Tables 4.12 and 4.13. Qualitative data from head teachers was also analysed. Findings from responses from teachers are presented in Table 4.12

Table 4.12: Teachers Performance in Maintaining Discipline

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Improved relationship with students	36	56.3	21	32.8	0	0	4	6.3	3	4.7
Traditional ways of disciplining students did not change	6	9.4	6	9.4	1	1.6	20	31.3	31	48.4
Improved engagement with students to control discipline	42	65.6	18	28.1	0	0	0	0	4	6.3
Improved engagement with parents to maintain student discipline	26	40.6	33	51.6	1	1.6	1	1.6	3	4.7
Improved teacher engagement with administration to maintain discipline	30	46.9	29	45.3	0	0	2	3.1	3	4.7

From the table majority of respondents strongly agreed (56.3%) and agreed (32.8%) that relationship with students improved. On the other hand majority of respondents strongly disagreed (48.4%) and disagreed (31%) that traditional ways discipline students did not change. On engagements of students in maintaining discipline majority strongly agreed (65.6%) and agreed (28.1%), improved upon going for further studies. Similarly, majority of respondents also agreed (51.6%) and strongly agreed (40.6%) that engagements with parents to maintain discipline improved. Further, majority of

respondents strongly agreed (46.9%) and agreed (45.3%) that involvement with administration to maintain discipline improved.

The headteachers opinion on how maintenance of discipline compared between P1 certificate and diploma holders was also analysed. Results were presented in Table 4.13.

Table 4.13 : Headteachers and Performance of Teachers in Maintaining Discipline

	Excellent		Good		Satisfactory		Poor		V Poor	
	F	%	F	%	F	%	F	%	F	%
P1	1	3.3	16	53.3	13	43.3	0	0	0	0
Diploma	8	27.6	20	69	1	3.4				

Majority of head teachers rate diploma teachers as good (69%) and excellent (27.6%) in maintaining student discipline while only 53% and 3.3% rate certificate holders as good and excellent respectively. The findings are also corroborated by responses from interview. The respondents agree that diploma holders are better when it comes to engagement of students, administration and parents in maintaining discipline. They also agree that diploma holders adapt faster to the democratic ways of handling issues concerning the students. One of the headteachers elaborated; *diploma holders are abreast of democratic policy direction and also supportive in the implementation of democratic leadership in schools.* Another respondent pointed out that most of the P1 holders stick to the traditional methods of student discipline which are in conflict with the current policy direction in which schools need to uphold democratic ideals as

well as the rights of children. One of the head teachers lamented that cases of canning as a means of maintaining discipline is virtually restricted to P1 holders .

Higher training is therefore critical to not only keeping teachers abreast of policy direction in managing schools but also in the implementation of democratic leadership in schools and use of alternative means of maintaining student discipline. Consistent with this study is a report by Maini (2011). The author evaluated the impact of a teacher training program in classroom management with the aim of preventing disruptive student behavior in the classroom in Canada. The study revealed significant increase in teachers' confidence to manage student misbehavior, use of rewards and engagement of students as an intervention strategy to manage discipline. Further training can therefore be useful especially in the face of paradigm shift to democratic practice managing schools and use alternative means of maintaining discipline in place of canning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The summary, conclusions and recommendations of the study are provided in this chapter presents. As indicated in chapter four, the presentation is guided by the objectives of the study.

5.2. Summary of the Findings

The purpose of this study was to examine the influence of teacher qualification on teaching performance in public primary schools in Mukurweini Sub County, Nyeri County, Kenya.

5.3 Teachers Performance on Instructional Preparation

The first objective sought to find out the performance of teachers on instructional preparation following acquisition of a diploma. Majority of the teachers disagreed (43.1%) and the same (43.1) % strongly disagreed that higher qualification had no effect on timeliness on preparation of professional documents. Majority (47.7%) and (43.1%) strongly disagreed and disagreed respectively that higher qualification had no effect on preparation of professional documents relevant to the level of the learners. Majority (52.3%) and (36.9%) disagreed and strongly disagreed respectively that higher qualification had no effect on preparation of professional documents relevant to the needs of learners. Majority (45.3%) and (40.6%) disagreed and strongly disagreed that higher qualification had no effect on preparation of professional documents with the three domains of learning. Similarly, majority of the teachers (42.2%) and (35.9%), strongly disagreed and disagreed respectively that higher qualification had no effect on

preparation of professional documents whose learning activities use locally available materials . Similarly, majority of head teachers rated diploma teachers as good (66.7%) and excellent (26.7%) while only 6.9% and 62.9 % rated P1 teachers as excellent and good in preparation of professional documents.

5.4 Teachers Performance on Instructional Strategies

The second objective sought to find out the performance of teachers on instructional strategies following acquisition of a diploma. Majority of teachers, upon attainment of higher qualification; disagreed (52.4%) and strongly disagreed (42.9%) that there was no effect on improvisation skills, 54% and 36.5% strongly disagreed and disagreed respectively that sustaining student interest remained the same, 66.7% and 26.7% strongly disagreed and disagreed respectively that teaching methods remained the same, 66.7% and 26.7% strongly disagreed and disagreed respectively that use of variety of teaching and learning resources did not change. For head teachers, the majority (58.6%) and (27.6%) rate diploma holders as excellent and good respectively in adopting instructional strategies compared to 20% and 56.7% for certificate holders.

5.5 Teachers Performance on Assessment and Evaluation

The third objective sought to examine the performance of teachers on assessment and evaluation after attainment of higher qualification. Majority of respondents; disagreed (46%) and strongly disagreed (42.9%) that intensity of assessment did not change ; strongly disagreed (25.4%) that timeliness in feedback did not change; strongly disagreed (43.4%) and disagreed (53.1%) that rewarding styles did not change; strongly disagreed (29.5%) and disagreed (60.7%) that quality of assessment did not change; strongly disagreed (37%) and disagreed (59.7 %) that there was no modification of

assessment methods ; strongly disagreed (38.1%) and disagreed (44.7%) that students performance did not change, after acquiring higher qualification. For head teacher 69% and 27.% of head teachers rated diploma holders as good and excellent in assessment and evaluation of students compared to 40% and 16.7% for certificate holders.

5.6 Teachers Performance on Maintaining Discipline

The fourth objective sought to find out the performance of teachers in maintaining discipline on acquisition of higher qualification. Majority of respondent teachers strongly agreed (56.3%) and agreed (32.8%) that relationship with students improved. The majority also strongly disagreed (48.4%) and disagreed (31%) that traditional ways of disciplining students did not change. Majority also support that engagements of students in maintaining discipline improved as 65.6% strongly agreed and 28.1% agreed. Similarly, majority of respondents agreed (51.6%) and strongly agreed (40.6%) that engagements with parents to maintain discipline improved. Involvement of administration by the teacher to maintain discipline improved as 46.9% and 45.3% strongly agreed and agreed respectively. The head teachers also supported that diploma holders are supportive of modern and recommended ways school administration and maintaining discipline in which the interest of students and their rights are upheld . Moreover, majority of head teachers rate diploma teachers as good (69%) and excellent (27.6%) in maintaining student discipline while only 53% and 3.3% rate certificate holders as good and excellent respectively.

5.7 Conclusion

The following conclusions can be drawn from the findings of this study.

- i. Acquisition of higher qualification improves the quality of instructional preparation as reported by both teachers and head teachers
- ii. Further training of teachers is linked to adoption of instructional strategies critical to effectiveness in teaching
- iii. Higher qualification in teaching is linked to effective assessment and evaluation of students
- iv. Teachers with higher academic and professional qualification readily adapt to recommended methods of maintaining discipline in which students rights and interest are considered.

5.8 Recommendations

Arising from the findings and conclusion of the study the following recommendations are made;

- i. There is need to encourage and facilitate teachers to go for higher training for purposes of increasing their competency
- ii. There is need to implement the Ministry policy on elevating certificate teacher training to diploma level
- iii. Teachers should be promptly upgraded and remunerated upon attainment of higher qualification

5. 9 Suggestions for Further Research

From the study the following areas emerges as requiring further study;

- i. A comparative study should be done on competency of teachers with certificate, diploma and degree qualification
- ii. A comparative study should be done on competency of teachers with ECDE, SNE and ordinary Diploma
- iii. A study should be done on job satisfaction of teachers upon attainment of higher qualification

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APPENDICES

APPENDIX 1: KCPE PERFORMANCE ANALYSIS

Year	Nyeri County	Mukurweini Subcounty
	Mean Scores	Mean Scores
2010	254	248
2011	260	244
2012	265	256
2013	263	251

Source: DEO's office Mukurweini Sub county

APPENDIX 2: LETTER OF INTRODUCTION TO RESPONDENTS

Dear Sir / Madam,

I am a postgraduate student in Karatina University, Department of Education Management and Policy Studies. I am carrying out a study on the influence of higher qualification on effective Job performance of Primary School Teachers in Mukurweini Sub county, Nyeri County. You have been randomly selected to participate in this study. Please answer the questionnaire as honestly as possible. I would like to assure you that the information you provide will be treated with utmost confidentiality and is only for academic purposes.

Thank you in advance.

Yours faithfully,

Harrison Wachira

APPENDIX 3: QUESTIONNAIRE FOR HEAD TEACHERS

Section A: Background information

Please indicate by tick on appropriate responses for each question in the box provided.

Please indicate the following

1) Gender

i) Male [] ii) Female []

2) Age

i) 21-30 [] ii) 31-40 [] iii) 41-50 [] iv) 51 and above []

3) Highest professional and academic qualification

i) P1 Certificate [] ii) Diploma [] Specify (a) SNE [] b) ECDE []

iii) Degree [] iv) Masters [] iv) PhD []

4) Number of years you have been a teacher since your first appointment.

0-5 [] 5-10 [] 10-15 []

15-20 [] 20 and above []

5) Number of years you have been a teacher in this school

0-5 [] 5-10 [] 10-15 []

15-20 [] 20 and above []

6) No of years you have been a head

Section B

Please use the scale below to indicate your perception of teacher effectiveness among teachers you have worked with in your role as an administrator.

1. Teachers' preparation of professional document

	Excellent	Good	Satisfactory	Poor	Very Poor
P1					
Dip					

2 Teacher displays appropriate instructional strategies

	Excellent	Good	Satisfactory	Poor	Very Poor
P1					
Dip					

3. Teacher's assessment and evaluation of learners

	Excellent	Good	Satisfactory	Poor	Very Poor
P1					
Dip					

4 Maintenance of student discipline

	Excellent	Good	Satisfactory	Poor	Very Poor
P1					
Dip					

APPENDIX 4: INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. Do you think teacher qualification affects teacher performance?
2. How do you compare certificate and diploma holders in terms of preparation of professional documents?
3. How do you compare certificate and diploma holders in the design of teaching strategies at instructional level?
4. How do you compare certificate and diploma holders in assessing and evaluating students?
5. How do you compare certificate and diploma holders in maintaining class discipline assessing and evaluating students?
6. In your opinion which is the most relevant qualification for effective teaching a primary level?

APPENDIX 5: QUESTIONNAIRE FOR TEACHERS

Section A: Background information

Please indicate by tick on appropriate responses for each question in the box provided.

Please indicate the following

1) Gender

Male [] Female []

2) Age

21-30 [] 31-40 [] 41-50 [] 51 and above []

3) Highest professional and academic qualification

P1 Certificate [] Diploma [] Specify (i) SNE [] ECDE []

4) Number of years you have been a teacher since your first appointment.

0-5 [] 5-10 [] 10-15 []

15-20 [] 20 and above []

5) Number of years you have been a teacher in this school

0-5 [] 5-10 [] 10-15 []

15-20 [] 20 and above []

6) Do you intend to continue teaching Yes [] (ii) No []

7) State the major reason why you went for further studies?

SECTION B

Please indicate your opinion on teaching performance after acquiring a diploma in Education

	Statement	Strongly Agree 1	Agree 2	Undecided 3	Disagree 4	Strongly Disagree 5
8	Higher qualification had no effect on timeliness of preparation of professional documents					
9	Higher qualification had no effect on the preparation of professional documents relevant to the level of learners					
10	Higher qualification had no effect on preparation of professional documents relevant to the needs of the learners					
11	Higher qualification had no effect on preparation of professional documents with the three domains of learning					
12	Higher qualification had no effect on preparation of professional documents whose learning activities used locally available materials					
13	Higher qualification had no effect on improvisation skills					
14	Higher qualification had no effect on improvisation skills					
15	Sustaining student interest remained the same on attainment of higher qualification					
16	Teaching methods remained the same on attainment of higher qualification					
17	Higher qualification did not affect the variety of teaching resources					
18	The intensity of assessments did not change with acquisition of higher qualification					
19	Timeliness in feedback did not change with attainment of higher qualification					
20	Rewarding styles did not change with acquisition of higher qualification					
21	Higher qualification did not					

	change the quality of assessments					
22	Higher qualification did not change the quality of assessments					
23	Higher qualification did not change the quality of assessments					
24	Higher qualification improved use of assessments to modify teaching methods					
25	Performance of the students did not change with acquisition of higher education					
26	Higher qualification improved my relationship with students					
27	Traditional ways of disciplining students did not change on acquisition of higher qualification					
27	Higher qualification improved my engagement with students to control discipline					
28	My students are more disciplined since I attained higher qualification					
29	Higher qualification improved my engagement with parents to main discipline					
30	Higher qualification improved my engagements with school administration to improve student discipline					

