

**FACTORS AFFECTING CAREER DEVELOPMENT OF PRIMARY SCHOOL
TEACHERS IN ELDORET WEST DISTRICT**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Philosophy in Human Resource Development:
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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for a degree in any other university. No part of this thesis may be reproduced without permission of the author and/or Moi University.

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DEDICATION

I dedicate this thesis to all primary school teachers who want to progress and develop their careers. To all teacher employers who want to develop their teaching staff. To all teachers who believe that a teachers job is only limited to the classroom.

ABSTRACT

The research was conducted to identify factors hindering / facilitating the career development of primary school teachers in Eldoret West District. The background is on the need of the teachers to realize their contribution to their career development and that of their students. The statement of the problem is why many teachers stagnate and retire in the same entry grade. From this review it is apparent that for equivalent positions, there is a pay gap between the primary and secondary sectors. The objectives were to find out whether; personal factors, classroom environment, teaching team, job satisfaction, and finances affect career progression of the teachers. The hypotheses were that there were/were no factors that affected career development of primary school teachers. The theoretical framework was based on the super development concept theory by Donald Super. Data was collected by use of questionnaires and administered to schools in the district. Schools were selected in simple random sampling per zone. A total of 200 questionnaires were submitted to teachers, and head teachers to fill in. The questionnaires had a wide scope, exploring career path, job satisfaction, current position and aspirations, factors identified as affecting their career, experiences and views on school training policies and opinions of the respondents. The factors were tested whether they affected or not the career development of primary school teachers in the workplace. The analysis was drawn on the questionnaires equally spread among the district. The data was discussed, analysed and interpreted in tables and graphs and brief narration of the findings were made. The discussions of the findings and recommendations were drawn from the tables. The conclusions of the research study was drawn as per the hypotheses and objectives stated in the study.

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LIST OF ABBREVIATIONS

- A.T. S - Approved Teacher Scale
- D.I.C.E.C.E – District Centre for Early Childhood Education
- E.A.R.S – Education Assessment Resource Centre
- E.C.D – Early Childhood Development
- K.C.S.E - Kenya certificate of Secondary Education
- K.N.U.T – Kenya National Union of Teachers
- M.O.E.S.T – Ministry of Education Science and Technology
- N.C.S.L – National College for School Leadership.
- P.1 – Primary Teacher 1
- P.2 – Primary Teacher 2
- P.A.T – Principal Approved Teacher
- P.D.E - Provincial Director of Education
- S.1 – Senior Primary Teacher 1
- S.A.T – Senior Approved Teacher
- T.A.C – Teachers Advisory Centre
- T.P.E.C - Teachers Proficiency Exam Certificate
- T.S.C – Teaches Service Commission

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter covers the background of the study, the statement of the problem and the objectives of the study. There are also research questions, hypotheses, justification, significance, limitation and the scope of the study.

1.1 Background of the Study

The world of work has changed irrevocably. Now and into the future individuals need to have the transferable meta-competencies of learning skills, life management skills and communication skills that will enable them to take control of their career (McMahon, M. and Carol, and John 2001). If we are to truly enable every individual in our country to lead productive and rewarding lives in the future we must assist their career development from a young age. Many primary school teachers would express dismay that career education should be part of the primary school curriculum. Yet they are already facilitating much career related learning with their students without consciously giving it that label. When children learn about community helpers they are, in effect, engaging in career education. When they go on a school excursion they are in a position to observe the people who work there and the work that they do. When experts are invited to speak to students about their field of expertise the children can also learn about that person's work role and through this develop an understanding of the relationship between work and society. Some children's literature also explores career concepts. All of this enables the children to construct their own career understandings and awareness. But it is not just in expanding the child's world view outside the classroom that this informal career

education is taking place. As teachers instigate strategies to build a child's self-image or foster positive relationships and communication in the classroom the children are building their personal management skills. As they plan outcomes based learning activities to develop the roles of the life-long learner they are engaging in career competency development. Without consciously promoting the career development of their students, good teachers have always fostered strong intrinsic work habits, an appreciation of the value that current school work will contribute to their future lives, a broad understanding of the nature and societal role of many occupations, a valuing of the contribution of workers in the community, and a belief that gender and other limitations should not be placed on career aspirations.

It is important that primary school teachers recognize the career related learning they are already providing unintentionally, and consciously put into place planned programs of career education integrated into the curriculum. Through recognizing and mapping career development concepts that are being taught, then integrating these into whole school curriculum mapping, a sequential, developmental and effective career education program can be implemented. Career progression may be through a specialist curriculum or pastoral role, or by moving into management. Mobility can improve prospects. Teachers may become coordinators of their specialist subject or a cross-curricular area, such as special needs. Classroom expertise has recently been recognized by the creation of the status of advanced skills teacher in England and Wales, and chartered teacher in Scotland. The college offers accelerated leadership development programmes, designed to enhance the careers of especially talented teachers, offering early responsibility and

higher salaries for qualified teachers. It is possible to reach deputy head/head level within ten years and even more quickly for those in designated accelerated positions.

1.2 Statement of the Problem

Many primary school teachers have served dedicatedly and faithfully the Teachers' Service Commission of Kenya only to reach a bar and retire on the same job group. The monopolist employer of teachers in Kenya has a clear job description, terms of service and clear job groups and their remuneration. The great missing link in the job is the procedure of how primary school teachers should progress from one job group to another automatically. Promotion on merit has never been an effective, transparent and reliable like in secondary school teachers. This gap prompts the researcher to find out the various factors that hinder this career progression path and development.

1.3 Objectives of the study

- To find out factors that affect primary teachers' career development.
- To determine how the classroom activities affect teachers' career development.
- To establish the role of the teaching team or department activities on teachers' career development.
- To investigate if the school training policies affects teachers' professional development
- To investigate the effect of financial resources on teachers' career development

1.4 Research questions

- What factors affect teachers' career development?

- Do the classroom activities affect teachers' career development?
- What role is the teaching team or department activities have on teachers' career development?
- Does the school training policy affect teachers' career development?
- What is the effect of financial resources on teachers' career development?

1.5 Hypothesis of the Study

- There are factors that affect teachers' career development
- There are no factors that affect teachers' career development

1.6 Justification of the study

Primary school teachers develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with pupils and by their organization of learning resources and the classroom learning environment. Primary school teachers develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. They assess and record progress and prepare pupils for the Standard Assessment Tasks. They link pupils' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire pupils to help them deepen their knowledge and understanding. To meet the emerging issues and challenges in their daily work teachers should aim at developing their careers.

1.7 Significance of the study

First, career development is a lifelong process and as such may be effectively addressed with all age groups. Second, with or without career education, schools are influential in the lives of young people and it is preferable that the influence is intentional through the provision of career programs. Third, schools are the stepping-off point for all young people to further education, training and employment. The study is significant to all teachers and respective employers to help them promote the teaching standards better performance and successful human resource development both in Kenya and globally. It will also motivate teachers to realize their potential in developing their careers by overcoming the identified challenges and any others.

1.8 Limitations of the study

The research anticipates the following problems in carrying out the study:

1. The respondents might have given inaccurate information due to personal prejudice of continuous learning. This was catered by the major findings by other respondents.
2. Uncertainty in getting back the answered questionnaires was countered by giving out other questionnaires.
3. Demographic distribution of teachers in the district after the post election violence. This was catered for by data that was collected from all the zones in the district.
4. Unwillingness of respondents to reveal personal information was solved by question not being particular but rather general.

5. Reliability of findings may not represent teachers in the municipalities most of whom have gone back to study in universities and various colleges. This was catered for by the three zones in the municipality.

1.9 Scope of the study

The research targeted to investigate the factors affecting career development of Primary school teachers. The research was carried out in Eldoret West district and specifically in primary schools, this being the North Rift part of Rift Valley province. The unit of analysis was teachers working in the schools drawn from all the zones. The research was conducted for a period of three months.

1.10 Conceptual Framework

The research on the career development of primary school teachers focuses on six aspects as shown in fig 1 below. The first factor is personal that is psychological personality. The second factor is discrimination which include behavioural pattern sociological and past religion hurts. The third factor is educational training policies, qualifications, opportunities and individual performance. The fourth factor is physical, contextual, disability and location. The fifth factor is economical, financial constraints, scholarships and better pay. The sixth factor is environmental team teaching, type of school and labour market.

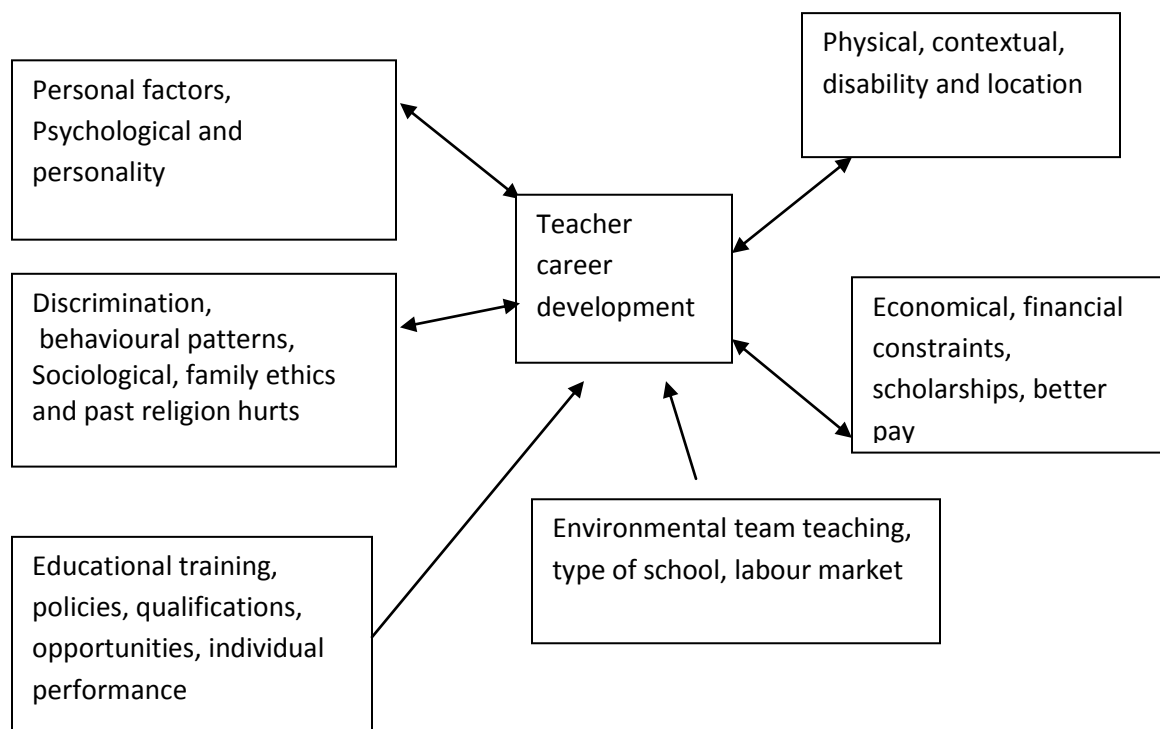


Fig. 1: Factors that affect career development of a primary school teacher

1.11 Theoretical framework

Super's Developmental Self-Concept Theory

According to Donald Super (1957) and other theorists, Vocational development is the process of developing and implementing a self-concept. As the self-concept becomes more realistic and stable, so does vocational choice and behaviour. People choose occupations that permit them to express their self-concepts. Work satisfaction is related to the degree that they've been able to implement their self-concepts. Similarity between one's actual vocational behaviour and what is expected for that stage of development. Career maturity includes readiness to cope with developmental tasks at a given stage. It is both affective and cognitive. Most career education programs have been affected by

Super's ideas. They provide gradual exposure to self-concepts and work concepts in curriculum that represents super's ideas of career development/vocational maturity. Supers developmental view of career development in the context of the self allows for changes over time. This is very appropriate in the 21st Century workplace. "Development" as stated in the Nairobi forward-looking strategies, "means total development, including development in the political, economic, social, cultural and other dimensions of human life, as well as the development of the cultural growth of human beings. It should be conclusive to providing teachers, particularly those who are teaching primary schools, with the necessary means for increasingly claiming, achieving, enjoying, and utilising equality of opportunity to develop their careers to meet with the demanding workplace challenges and emerging issues.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Career development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. A wide variety of people, such as teachers, health care professionals, lawyers, accountants and engineers engage in professional development.

Individuals may participate in professional development. Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, enhance career progression, keep abreast of new technology and practice or to comply with professional regulatory organizations. Career development is a continuous process due to the changes in society and environmental supers' concept include economic factors influencing career development and relates them to society and labour market. The economic influence is manifested family life and status. Ones financial background affects career background financial security is a partial factor and can act as one less obstacle towards reaching career goals, Although financial and readily available family background and wealth may result in higher expectations. It is very common to se many families with several members carrying out the same tradition of either being doctors lawyers or related

careers. Family traditions and values must be considered a contributing attribute. Family expectations and traditions apply a certain amount of pressure on its member's decision making, Values most likely stem from family influence. As we grow up and constantly change our values may be the most resilient to outside influences. Those values are mostly installed throughout the developmental years Berg Axelved and Herman base their theory on the concept of developmental standpoint. Our family life relating it to ethics religion or lack of it parents or guardians' values has a great impact on the maturation as everything resolves around values. Career choice must adhere to family lifestyles as an element that guides motivates in ultimate career choice. Other factors are ones intellectual abilities and environment hereditary be a factor e.g. alcoholism, tolerance level.

2.1 Career Development

According to Carnegie Mellon an individual job performance is linked to the attainment of university vision mission and goals. Each employee is responsible for managing his or her own performance when managers conduct performance Reviews. They draw on the past performance of employee and measure how. They have met and understood goals of the position.

Career development looks at how individuals manage their careers within and between organizations and how organizations structure the career progress of their members. It can also be tied into succession planning within some organization. In personal development, career development is "the total constellation of psychological,

sociological, educational, physical, economic and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual career is the totality of work paid and unpaid. One does in his/her lifetime.

According to oxford university dictionary;“Work” is sustained conscious paid and/or unpaid effort, other than having as its primary purpose either coping or relaxation aimed at producing societal acceptable benefits for oneself and for oneself and others.

“Drudgery” is involuntary effort to produce benefits for oneself and or for oneself and others undertaken out of perceived necessity rather than personal choice.

“Vocation” Is one’s primary work task at any given period of life

“Occupation” is one’s primary work task in the world of paid employment

“Job” Is an identified set of duties and responsibilities paid or unpaid assigned to be performed usually on a sustaining, ongoing basis by one person.

“Position” Is a set of competencies (skills and knowledge) required as a component of the overall mission of the agency, organization or setting in which the position exists

With these definitions NCDA’s conceptual view is that any given individual has only one “career even though she/he changes occupation, vocational, positions or jobs several times.”

2.2 The Bedrock Importance of Work in Career Development

According to the National Career Development Association (NCDA) policy Work is a major way for individuals to recognize and understand both who they are and why they exist in terms of making contribution to society that bring personal meaning and

satisfaction to them. It is when persons regard what they are doing as work that productivity is maximized without work; the best a job can provide is economic security benefits – which may not be enough to motivate the employee to perform in a maximally productive manner. The goal of career development is ensuring that the individual finds work as well as a job. The career development movement contends there is no job in the world of paid employment devoid of potential for work but many people are working in jobs where this potential has not been realized.

2.3 The Career Development of African Americans

Glenn A. Palmer, Juanita Johnson-Bailey in their study on their study of career development had this to say. As population diversity increases rapidly in the 21st century, organizations everywhere are experiencing rapid transition. Academic, business, and popular literature are proliferated with statistics, forecast assumptions, predictive scenarios, and analysis regarding the potential challenges of valuing and managing this emerging cultural mosaic (Cox, 1993; Glass Ceiling Commission, 1995). The term "workforce diversity" is used to describe the changing demographic mix.

Although some organizations are attempting to manage and value cultural differences by instituting policies and programs to facilitate the career advancement of minorities, something remains ominous. Despite some gains in negotiating the corporate hierarchy, minorities are thwarted in their efforts to realize their full career potential. Organizational culture and structural, attitudinal, and personal barriers continue to be formidable impediments preventing minorities from fully developing their careers in many U.S. organizations (Leong, 1995; Thomas, 1990).

The Role of Training and Organizational Development

In a rapidly changing global marketplace, organizations must be adaptable and adoptive in order to remain competitive. Training and organizational development are expected to play critical roles in assisting organizations and their members to adapt to economical, technical, and social changes. Rothwell and Kazanas (1994) acknowledged that human resource and organizational development refers to the philosophy, policies, procedures, and practices related to managing people within an organization. Despite the strategic importance increasingly being accorded to the role of HROD in organizational transformation and success, African Americans seem to experience little career success in training and organizational development.

The findings reported in the order of saliency and the intensity of their impact on the professional development of the participants. All of the participants revealed that although some African Americans have made progress and have advanced in the fields of training and organizational development, White males securely control the reign of power within the area and throughout the rest of the organization.

Attitudinal Factors Affecting Career Development

The respondents identified the following as attitudinal factors having some degree of impact on their career development and aspirations. These attitudinal factors fall within the three broad categories of: (1) prejudice, (2) stereotypes, and (3) discrimination, which all emerged as salient factors affecting the professional development and aspirations of the participants. Prejudice and stereotype are two separate concepts, yet both are

inextricably linked. Two distinct forms of prejudice emerged from this research: discrimination based on race and discrimination based on gender.

Personal Factors Affecting Career Development

2.4 Job Satisfaction among Primary Schoolteachers in Rural China

According to Tanja Sargent and Emily Hannum, University of Pennsylvania,

Teachers are a crucial element of educational opportunity structures. In China, the recent opening-up of labour markets in general and within the school system has raised concerns about retaining qualified teachers in schools serving poor communities. This paper considers the question, what factors keep teachers serving poor communities satisfied with their work?

With multivariate analyses of a survey of rural primary school teachers, principals and village leaders in one of China's poorest provinces, we investigate the role of individual teacher background, school environment, and community factors as influences on three measures of teacher work satisfaction. Consistent with research elsewhere, results show that younger, better-educated teachers are less satisfied, and suggest that teachers may be more satisfied in schools with an organizational climate that supports collaboration and in communities where village leaders support education.

More surprisingly, models show ambiguous effects of economic resources in the community and school: while timely payment of salaries and school expenditures are positively linked to teacher satisfaction, other indicators of economic status of

communities and schools such as village income per capita, contributions of the village collective to the school, and teacher salary are negatively linked to teacher satisfaction, or not linked at all. These results underscore the challenge that faces rural, impoverished communities as they seek to retain teachers, and especially well educated teachers. Results also suggest that economic development alone may not ameliorate the problem. According to the 2000 census, 14.34 percent of the population of Gansu was illiterate; illiteracy rates for Gansu are higher than for China as a whole (Fan et al., 2002 p. 21; UNSTAT, 2003).

Regarding organizational characteristics of the school, we first consider size, measured as the total number of students. We measure opportunities for professional development as the number of teachers in the school who attended professional development activities outside of the school in the previous year. To measure an organizational climate supporting collaboration, we use principal reports of the frequency that teachers work together to plan lessons and teacher reports of hours per week attending teaching and research section activities (Paine, 1992, 1998).

Teachers are required to participate in weekly activities of the teaching, where they engage in joint lesson planning and professional discussion. It is through this structure that new teachers are inducted into teaching and into the norms and values of the school. Older, more experienced teacher's support and mentor younger teachers. It also operates as an instrument of dissemination for information from the county and provincial level to the level of classroom practice ensuring that the educational system from highest to

lowest levels of administration is bound in a tightly integrated structure where all agencies work to establish a strong sense of central purpose and shared value system.

Teachers' level of education is our indicator of teacher quality and qualifications. This variable has three categories: middle school and below, secondary school graduate and college level graduate.

2.5 Description of Teacher Satisfaction

To shed light on the social location of satisfied and unsatisfied teachers, satisfaction measures by community, school, and individual factors included in our analysis. For ideal, strikingly, where differences emerge, they suggest that teachers in more economically developed communities are less satisfied. For example, satisfied teachers live in villages with significantly lower income per capita, villages with significantly fewer residents working in village enterprises, and villages that are significantly more remote. Satisfied teachers in the sample live in slightly smaller villages, though this difference is only marginally significant. These tables do not show a significant difference between satisfied and dissatisfied teachers by illiteracy in the work force, or by community contributions to schooling or community support for schooling.

Although a 3-level model with schools nested within communities would make sense conceptually, the small number of villages containing more than one school makes this strategy untenable. For the change outcome, the only community factor that significantly differentiates satisfied and dissatisfied teachers is village income. Consistent with the ideal measure, teachers who wish to change their career are living in significantly wealthier villages than teachers who do not wish to do so. For the local education bureau

outcome, levels of satisfaction do not differ by conventional tests of significance. Marginally significant differences suggest that satisfied teachers live in communities where the workforce is more literate and where principals have more meetings with village leaders. Overall, these findings suggest that better-off villages do not necessarily have more satisfied teachers; in fact, teachers may be less satisfied in these villages.

Considering the relationship of school environment variables with the teacher satisfaction outcomes leads to seemingly mixed conclusions. A number of interesting differences between dissatisfied and satisfied teachers emerge for ideal. Satisfied teachers are in schools where their colleagues have fewer years of schooling and where they are more likely to change their career. For change, teachers who want to change their career are, on average, in poorer schools. Likewise, for local education bureau, school expenditure per student is significantly lower in the schools of unsatisfied teachers. Teachers in schools where salaries are paid on time and where teachers plan lessons together report higher levels of satisfaction with the local education bureau. School size and opportunities to participate in professional development outside the school are not significantly related to teacher satisfaction on any of our measures.

These results suggest the complexity of school factors. More satisfied teachers appear to be in schools where economic resources for the support of teaching and for teacher and student welfare are more available and where payment of salary is received on time. However, teachers' salary level is negatively related to satisfaction as measured by ideal. Results hint at a positive role for organizational climate: hours per week spent on

teaching differ by ideal, and teacher collaboration in lesson planning differs by local education bureau.

Sociologists and economists have expended considerable efforts to illuminate those attributes of families and schools that promote favourable student outcomes in developing countries (Buchmann & Hannum, 2001). Teachers are an essential part of educational opportunity in such settings. However, very little research has emerged about those factors that might be conducive to maintaining the teacher work force in low-resource communities in developing countries. We have sought to address this gap with a case study of factors associated with teacher work satisfaction in a poor rural province in China.

2.6 Primary School Teacher Development

Career progression may be through a specialist curriculum or pastoral role or by moving into management. Mobility can improve prospects. Teachers may become coordinators of their specialist subject or a cross-curricular area, such as special needs. Classroom expertise has recently been recognized by the creation of the status of advanced skills teacher (AST), in England and Wales, and chartered teacher in Scotland. ASTs share their knowledge and expertise with colleagues in other schools in the neighbourhood.

The national college for school leadership (NCSL) offers accelerated leadership development programmes, designed to enhance the careers of especially talented teachers, offering early responsibility and higher salaries for qualified teachers. It is

possible to reach deputy head/head-level within ten years and even more quickly for those in designated accelerated positions.

Some teachers move out of schools and into other related jobs, such as the office for standards in Education, children's services and skills (ousted) inspection, teacher training, or local education authority or examination board administration. Museums, art galleries and zoos employ teachers as education officers.

Many of the skills gained as a teacher are also valued by employers outside education. Some teachers retrain for other careers such as social work, guidance work or management roles within the public or private sector, where they continue to use the skills acquired in teaching. There are some opportunities for self-employment. These include private tutoring, writing educational materials and running a small private school. The career aspirations of women and men primary school teachers in the career development is a lifelong process influenced by a range of factors. A few studies have examined factors affecting the choice of career.

2.7 Primary School Teacher in England Wales

New entrants to the profession in England, Wales and Northern Ireland start on the main salary scale, which rises incrementally. Enhanced pay scales apply for teachers working in or near London. Salaries in Northern Ireland are generally similar to those for England and Wales. After gaining experience and expertise, teachers can apply to 'pass the threshold' and go onto an upper scale, which rises incrementally to £35,121. Particularly skilled classroom teachers may go on to become advanced skills teachers in England and

Wales, or chartered teachers in Scotland. Other teachers may move into management positions. These roles attract considerable salary increases: Experienced classroom teachers undertaking additional responsibility may receive Teaching and Learning Responsibility (TLR) payments. Most teachers work long hours during term time, often over 50 hours per week. They are often in school before the school day starts and stay after the pupils have gone home. Marking and preparation are usually done at home. Teachers have up to 12 weeks per year away from the classroom, but most do work on marking, planning and preparation during this time. Parents' evenings, school concerts, clubs, after-school activities and preparation for school inspections all take up extra hours. Primary teachers are usually based in their own classrooms, although they may teach elsewhere in school to cover for staff shortages or because of their specialist subject area. Resources vary between schools. Teaching posts are available in all areas, although there are more jobs in towns and cities than in rural areas. Certain areas of work, such as nursery/special needs, are only available in some schools.

Part-time and temporary work is freely available. Career breaks are possible, after which return courses are offered. A very high proportion of primary school teachers are women and increasing numbers of women now hold senior posts. The training and development agency is encouraging more men, people from ethnic minorities and people with disabilities into teaching. There may be occasional trips with pupils, or staff development opportunities, which involve staying away from home and/or overseas travel. Teachers are critical in the human enterprise of education; Serve as bridges connecting students to the curriculum and the student to the community. Evaluate the relationship

between the curriculum and student progress Determine how this progress relates to community needs.

2.8 Professional development of teachers in Turkey: a historical perspective

Teacher education: an effective factor for the development of the educational, social and political system in Turkey through several governmental periods. The complex relationship between the educational system including teacher training policies and the socio-political system in Turkey: interchangeably and reciprocally influential. Turkey has attempted to build up an education system for a long time. It has searched for a modern and-or Western-European method in education throughout its history rooted back to the reign of Selim III (1789-1807), Mahmud II (1808-1839), and in the period of the Tanzimat (“the Regulation which covered the era between 1839 and 1876 and inaugurated on November 3, 1839” within the Ottoman Empire).

Traditional and religious schools maintained along with new secular schools. A dual education system: Traditional-religious education and secular education. Idea of secularising general education completely in the Tanzimat Era: to separate teacher training from religious education: The establishment of the first teacher training school in 1848. The establishment of the first teacher training school for girls: women started to be employed as civil servants and had an excessive impact on the social life of the country.

2.9 Career Development in Kenya: The Teachers Service Commission

Some teachers move out of schools and into other related jobs, such as inspection, teacher training, or local education authority or examination board administration. Museums, art galleries and zoos employ teachers as education officers. Many of the skills gained as a teacher are also valued by employers outside education. Some teachers retrain for other careers, such as social work, guidance work or management roles within the public or private sector, where they continue to use the skills acquired in teaching. There are some opportunities for self-employment. These include private tutoring, writing educational materials and running a small private school. Every year the Teachers Service Commission places advertisements in the print media on the available promotional vacancies and appointments. The commission usually advertises positions at job group 'M' and above and the applicants are later invited for an interview. These promotions mean a change in the grade and one may be deployed in an appropriate administrative post. The advertised posts are in line with the relevant schemes of service. For example, a diploma holder can rise up to the level of a principal Approved Teacher II, Job Group 'N'. Teachers who attend Teachers Promotion Course (TPC) and pass the relevant examinations are also considered for promotion. The ministry of Education runs this course for primary school teachers and applications are made to the District Education Officer or Municipal Education Officer. Appointments of heads and deputies in secondary schools are made through the provincial director of education while those in primary schools are done through the DEOs or MEOs. These are deployment positions and they don't necessarily mean a change in the salary or grade. In polytechnics, technical institutions of technology, the principal together with the government councils

may propose the deployment of lecturers to administrative posts. The agents usually work with the commission so as to ratify the appointment especially if the teacher/lecturer meets the requirements of the administrative position. Application forms for the advertised posts are available at the provincial, Municipal and District Headquarters. Those forms are provided free of charge to teachers who have met the minimum requirements. Often, teachers complain that when they appear for promotional interview, they are questioned on areas that do not reflect on their performance in classroom teaching. As a matter of fact, some mourn that they are never promoted even when their results in national examinations are exemplary. Yet, that is where they miss the boat. While good examination results matter, teaching is not only about classroom instruction. As a professional, one is expected to have a panoramic knowledge of the entire education sector and how this particular sector links and relates with other key sectors such as the economy. This is because classroom teaching is not a stand-alone activity. It is practiced within a broad context. Employers usually have Terms and Conditions of service, which spell out the expectations of both employers and the employees. Employers too have job descriptions and job specifications which have to do with the nature and scope of the work and work relationships. The Scheme of Service provides a guideline on the position each employee holds and the progression in regard to upward mobility and salary progression on promotion. "Classroom teaching is not a stand-alone activity. It is practiced within a broad context." Promotions may be done after a period of time. They often involve assessing or evaluating a candidate in an interview (Teacher's image vol12 2007)

Professional progression

Teaching is a rewarding profession offering fantastic career prospects and development opportunities. These are several ways to progress in your teaching career, either within the classroom or in management and a leadership role. Schools will encourage your professional development by offering on the job training and support to increase your skills knowledge and understanding.

There are a number of ways in which teachers can progress in their careers either within the classroom or in a leadership role. In secondary schools you could move up and across the management structure to gain responsibility for a particular subject as head of department, faculty or curriculum a particular age group as head of year or key stage coordinator or a particular area such as special educational needs or pastoral care. Ultimately you would progress to a senior management position such as deputy or assistant head and of course head teacher at which point you will have overall responsibility for the management of a schools you can take n responsibility for coordinating key areas such as literacy or numeracy or special educational needs and you can move into senior management by becoming a deputy head or head teacher.

Progressing towards leadership

There are also several schemes that are targeted at leaders in education. The fast track teaching programme for instance, is a scheme designed for talented teachers with the ability and ambition to make rapid progress into their career and achieve leadership positions sooner than later. Middle leaders in primary and secondary schools (established

subject or specially education needs coordinators) can take advantage of the leaders from the middle programme, Which provides professionals development in the form of face to face and online training and works towards developing schools, team and individuals properties. The National professional qualification for headship is suitable for those wanting to become a head teacher.

Pay and Benefits

Pay and benefits may surprise one how rewarding a teaching career can be with starting salaries matching what you would receive in many other professions, your experience and performance can see you achieve rapid progression, and enjoy the financial rewards to match. All qualified teachers are paid according to pay scales, updated each July by the government. You will start on the main scale pay and each year subject to performance move up a step until you reach the maximum level or move to a scale associated with a different position or level of experience.

Leadership and headship pay scales

For the first few years you might find yourself progressing to a leadership pay scale or even a headship pay scale depending on position, experiences academic progression. A teacher receives additional money for additional responsibilities. Other important documents include academic and professional certificates. These are crucial because teachers are placed on different schemes of service depending on their professional and/or academic achievements. A Bachelor of Education degree holder teaching in a secondary school stands a better chance of rising to the level of chief principal Job Group 'R' compared to a Diploma in Education holder. The latter can only rise up to the level of

Principal Approved Teacher II Job Group 'N'. It is important in this era of knowledge workers that one improves their credentials because posts become more competitive with the passage of time. Any application one makes should sell itself. An applicant with administrative duties (even if internally appointed by the institution) is more likely to be picked over a long-serving applicant who performs nothing extra apart from classroom teaching. Proper channel of communication is necessary. It is believed that this kind of applicant usually assists the head in the general management of the school or institution. For this reason quite a number of young teachers are successful in their applications because they have no qualms about the duties assigned to them and they readily perform their tasks. Additional academic or professional qualifications may give an applicant an edge over the others but it does not mean automatic promotion. If academic and/or professional papers are taken into account alongside administrative duties the teacher stands a higher chance of promotion. The limited posts also present a challenge because despite the number of years served in certain grades, few applicants make it to the interviews. Short listing is done against the number of vacant posts. Ideally, every post gets three short listed candidates. Use of the correct postal code and address should minimize cases of lost letters or late receipt of the same. Letters are usually sent at least one month in advance.

Scheme for non graduate teachers

According to TSC image magazine VOL 9 2004. The Government introduced a new scheme of service for Non – Graduate Teachers on July 1 1996. The new scheme of service phased out P4 and S 1 grades. The scheme, thus established nine grades: P3, P2,

P1 ATIV (Approved Teacher), AT III/Diploma teacher, ATII, ATI, SAT (Senior Approved Teacher), and PAT (Principal Approved Teacher) for non graduate teachers. This issue of the Teachers Image carries the new scheme. The grade of ATIV was intended to accommodate teachers promoted on merit from P1 grade to the next grade, and ATII grade was created for diploma graduates from Kagumo Teachers Training College, Kenya Science Teachers College and Kenya Technical Teachers College. Since the implementation of the scheme a total of 102,000 teachers have been promoted to the next grade on the new scheme. The Non-graduate scheme of service introduced a teacher proficiency course (TPC) that was launched in 1998. A total of 3171 teachers qualified for promotion after passing the test. The concerned teachers' promotion was implemented on January 1, 2004. A huge number of non-graduate teachers have been promoted under the scheme of service for Non-graduate Teachers by the commission to Job Group M and N through interviews. In 2005, the commission amended the 1996 Scheme of Service for Non graduate Teachers to accommodate emerging issues. In the amended version of the scheme the use of conventional Job groups at various grades were used, and the serving non graduates will convert to the new grading system and use the new designations. The amendments on the 1996 scheme of service for Non Graduate teachers abolished the P3 grade and teachers on that grade were upgraded to P2; since the grade is now obsolete there will be no more recruitment of teachers to join the service at this grade. The lowest entry point for Non-graduate Teachers in the service will now be P2 at Job Group F. P1 teachers will start in job Group G while diploma teachers will start in Job Group H. The common cadres for non-graduate teachers are P1/ Approved teacher IV, Job groups G/H for teachers entering service at Job Group G, and diploma /Approved Teacher III Job

groups H/J for teachers entering service at job group H. All serving teachers at P2 grade will be expected to obtain a Teacher's proficiency Examination Certificate (TPEC) to be eligible for advancement to the grade of P1 teacher. The next group of teachers would take TPEC in August 2005. MoEST will be conducting TPEC for teachers every year. TPEC training and the issuance of TPEC is the responsibility of MoEST. TSC promotes teachers who pass the proficiency test. The promotion of non-graduate teachers to job groups K and L will be coordinated by the provincial Director of Education (PDE) in accordance with guidelines set by the TSC two percent of each category of teachers in the scheme will be promoted every financial year. The terminal points for promotions under the Non-graduate scheme will be Job group L for P2 Certificate holders and Job group N for Diploma graduates. All non-graduate teachers will serve for a period of three years before qualifying for promotion to the next grade. All P1/2 teachers who have served in the same grade for over 15 years will be upgraded to the next grade within the next three years. I wish to take this opportunity to congratulate all the teachers who have been promoted under the 1996 scheme of Service for Non-Graduate teachers. For the rest I wish to assure them that TSC is working hard to ensure that they reap the fruits of their toil.

The Scheme of Service for the Non Graduate Teachers

The 1996 scheme of service for non-graduate teachers that establishes nine grades for the teachers concerned has now been fully adopted and is being implemented by the teachers' service commission. It takes effects from July 1, 2005 and will be implemented concurrently with the negotiated pay deal between KNUT and government that was

staggered over six years. The scheme spell out teachers' entry points and clearly defines the career path upon absorption in the teaching service. It seeks to attract, motivate and retain undergraduate teachers in the employ of the teachers' service commission. Teacher duties and responsibilities at all levels are clearly stipulated. The scheme aims to achieve proper recruitment, deployment, grading and utilization of undergraduate teachers. It also aspires to guarantee merit in job advancement. Upward professional mobility is hinged on individuals qualifications, proficiency based on continued training and personal development, and competencies as reflected in work performance and quantifiable results. A teacher would be eligible for upgrading to the job group currently held. Expect for common establishment grades that are automatic, one would have to apply for promotion when position are advertised. A teacher who acquires a degree or relevant technical qualification will be eligible to join the scheme of service for graduate teachers or the scheme of service of technical teachers or lectures. The scheme has adopted application of conventional of various job groups in various designations. Serving teachers will convert to the new grading structure and designations. The scheme establishes the lowest cadre at job group 'F', the entry point for P2 graduates. Principle approved teachers, job group 'N' is the ceiling for teachers catered for by this scheme. The ambiguous career path definition ensures appropriate career planning and succession management. A notable change is the entry pint for diploma holders joining the profession. Initially the practice has been for diploma graduates to commence service at job 'J'. This has been revised. Diploma certificate holders will enter the scheme at the grade of Approved Teacher IV, Job Group 'H' as per the current Government policy on diploma certificate holders revised in 1995. The teachers Service Commission and the

ministry of Education, Science and Technology are charged with the responsibility of enforcing adherence to the provisions of the scheme in order to guarantee fair and equitable treatment of teachers. Teachers are expected to mould an all-round citizen of acceptable societal mores. They should also handle the classroom and school managerial functions satisfactorily. To accomplish this, the teacher should endeavor to pursue additional qualification to continually hone both pedagogical and managerial skills. Although the Teachers Service Commission and the Ministry of Education, Science and Technology will try to source and facilitate training opportunities, teachers are particularly encouraged to pursue erudition privately for self-development.

Grading Structure and Scope

Common establishment has been placed at: Grade P1/Approved Teacher IV (Job Group G/H) for newly recruited teachers at Job Group G.Diploma/Approved Teacher III (Job Group H/J) for newly recruited teachers at Job Group HA Non-Graduate Teacher who acquires a relevant degree or a technical qualification from a recognized institution will qualify to join either the scheme of service for Graduate Teachers or the Scheme of service for technical Teachers/lecturers as appropriate.

Non-Graduate teachers entering the service at the grade of p2 teacher Job Group 'F' will be required to obtain a Teachers proficiency examination III certificate to be eligible for advancement to the grade P1 Teacher Job Group 'G'.The grade of P3 teacher will become obsolete and no further recruitment will be made at this level. Serving Non-Graduate Teachers will adopt the designations provided in the scheme of service though

they may not be in possession of the minimum qualifications stipulated in the scheme for the present grade. For advancement to higher grades, however, all teachers must possess the minimum qualifications and/or experience as prescribed in the scheme of service. The scheme of service does not cover untrained teachers

2.9.4 Recognized Qualifications

The following are the recognized qualifications for the purpose of the scheme of service:- Kenya Certificate of Secondary Education (KCSE) mean grade C (plain) and above or other recognized equivalent qualifications; P2 or P1 Certificate in primary Teacher Examination offered by the Kenya National Examinations Council or any other recognized institution; Teachers Proficiency Examination Certificate III, II and I conducted by the ministry in charge of Education; Diploma in Education from a recognized Teachers' Training College; Diploma in Special Education from a recognized institution; Diploma in Early childhood education.

Entry into the Scheme of Service

Direct appointment will normally be made in the grade of P2 teacher (Job Group F), P1 teachers (Job Group G) and Diploma Teacher (Job Group H) provided that the candidates have the minimum basic qualifications prescribed for the grade in the scheme of service. However in exceptional cases, direct appointment beyond these grades may be made by the secretary, Teachers Service Commission in consultation with the permanent secretary in charge of Education provided that the candidate is in possession of the necessary qualifications and experience.

On appointment, a trained teacher will qualify for one incremental credit for each year of approved teaching experience provided the maximum of the scale is not exceeded. In awarding incremental credits for approved experience, any period of service or experience or experience stipulated as a basic requirement for appointment or promotion to a particular grade will be excluded. It is emphasized that the qualifications and other conditions set out in this scheme of Service are basic minimum requirements, the fulfillment of which entitles a teacher for consideration for appointment or promotion. Advancement from one grade to another will also depend on: The existence of a vacancy in the authorized establishment; Merit and ability as reflected in work performance and results; The approval of the secretary, Teachers Service Commission in consultation with the permanent secretary in charge of Education. The scheme of service for Non-Graduate Teachers will become operational with effect from 1st July 2005. On implementation, all trained serving Non-Graduate Teachers will automatically become members of the scheme

Job and Appointment Specifications

P2 Teacher, Job Group 'F'

This will be the entry and training grade for non-Graduate Teachers. Duties at this level will include: Class teaching. Management of a class and a class library as a teacher. Preparation and maintenance of lesson notes, schemes of work, pupil's progress records, records of work and other records. Development and organization of relevant teaching and learning materials. Maintenance of proper discipline in the class/institution and instilling the appropriate moral values to the learner. Participation in Co-Curricula activities. Any other related duties assigned by the head teacher. For direct appointment

to the grade of P2 Teacher, a teacher must. Be in possession of a P2 Teachers' Certificate or its approved equivalent. Appointments to this level will be made from among teachers who were admitted to Teachers' Training Colleges as P2 teachers with a minimum KCSE mean grade of D plain.

P1 Teacher, Job Group 'G'

Class teaching. Management of a class and a class library as a teacher. Preparation and maintenance of lesson notes, schemes of work, pupil's progress records, records of work and other records. Development and organization of relevant teaching and learning materials. Maintenance of proper discipline in the class/institution and instilling the appropriate moral values to the learner. Participation in Co-Curricula activities. Any other related duties assigned by the head teacher. For direct appointment to the grade of P1 Teacher, a teacher must:-Have the Kenya Certificate of Secondary Education, (KCSE) mean grade C (plain) or other recognized equivalent qualifications. Be in possession of the P1 Teachers' Certificate or its approved equivalent. For promotion to the grade of P1 Teacher, a teacher must have:-Served in the grade of P2 teacher for a minimum period of three (3) years. Passed the Teachers' Proficiency Examination III; and Demonstrated merit and ability in work performance and results as a teacher.

Approved Teacher IV/ Diploma Teacher, Job Group 'H'

Management of a class and a class library as a teacher. Preparation and maintenance of lesson notes, schemes of work, pupil's progress records, records of work and other records. Maintenance of proper discipline in the class/institution, and instilling the

appropriate moral values to the learner. Participation in curriculum development panels. Participation in Co-Curricula activities. Development and organization of relevant teaching and learning materials. Guidance and counseling of pupils; and: Approved Teacher IV may also be deployed as a senior Teacher in a primary School. Teachers with special needs qualification will, in addition to the above duties and responsibilities undertake the following:-Creating awareness within the community on special needs. Guiding and counseling of parents /guardians of children with special needs. Visiting children with special needs in their homes and training parents/guardians on how to impart the daily living skills. Liaising with Medical staff in the follow up exercises required by children with special needs. Accompanying these children to hospital/Assessment centres. Collecting and submitting data on special needs. For direct appointment to the grade of Diploma Teacher, a candidate must:-Have the Kenya Certificate of Secondary Education (KCSE) mean grade C+ (plus) or other recognized equivalent qualification; and Be in possession of a Diploma Teachers' certificate or its approved equivalent. For appointment to the grade of Approved Teacher IV, a teacher must have:-Served in the grade of P1 teacher for a minimum period of three (3) years. Passed the Teachers' proficiency Examination II. Demonstrated merit and ability in work performance and results as a teacher.

Approved Teacher Iii, Job Group 'J'

Class teaching. Management of a class teacher. Responsibility for maintaining education standards and records. Preparation and maintenance of lesson notes and schemes of work. Development and organization of pupil's performance and provision for remedial

teaching. Initiation and organization of curricula and co-curricula activities. Assessment and evaluation of pupils performance and provision for remedial teaching. Maintenance and improvement of discipline in the class/the institution and instilling the appropriate moral values to the learner. Guidance and counseling of pupils. Participation in curriculum development panels. Any other related duties assigned by the head teacher. A teacher at this level may be deployed as a deputy head teacher in a primary school. Teachers at this level with special needs education qualifications will, in addition to the duties spelt out above, be required to liaise with special needs teachers, provide technical assistance; organize seminars for teachers, parents and social workers and create awareness on special needs. For appointment to the grade of approved teacher III, a candidate must have; Served in the grade of approved teacher IV for a minimum period of three (3) years. Passed the teachers proficiency examination I for this grade. Demonstrated merit ability in work performance and results as a teacher.

Approved Teacher II, Job Group 'K'

Class teaching. Drawing up schemes of work. Responsibility for maintaining education standards and records. Managing a class and a class library as a class teacher. Making requisitions for equipment and teaching/learning materials required by the class. Co-ordinating class activities and ensuring that discipline is maintained in class. Guidance and counseling of pupils. Organizing remedial work for pupils. Initiating and organizing curriculum and co-curricular activities. Participation in curriculum development panels. Any other related duties assigned by the head teacher/DEO. An approved teacher II may also be deployed as a head teacher in a primary /special school.

A teacher with special needs education qualifications will in addition be required to liaise with teachers from special schools, provide technical assistance, organize seminars for teachers, parents and social workers and create awareness on special needs. For appointment to the grade of approved teacher II, a teacher must: Have completed a minimum period of three years in the grade of approved teacher II, a teacher must. Have demonstrated competence in improving and maintaining high standards in examination results. Be conversant with the National Education Policies and Objectives. Be conversant with relevant legal provisions in Education, the Teachers Service Commission Code of Regulations, Code of Ethics, Children's Act and other relevant regulations.

Approved Teacher I Job Group 'L'

Class teaching. Preparing schemes of work. Responsibility for maintaining education standards and records. Inducting new teachers and teacher trainees. Conducting research activities and publishing learning and teaching materials/manuals. Guidance and counseling of pupils. Organizing remedial work for pupils. Participating in curriculum development panels. Organizing and co-ordination of school Based in-service programmes. Any other relevant duties assigned by the Head teacher/DEO. A teacher at this level may be deployed as a senior Head teacher or a TAC tutor. A teacher in Early Childhood Education at this level may be deployed as a Lecturer in a District Centre for Early Childhood Education (DICECE).

Teachers with special needs qualifications will, in addition to the above duties and responsibilities undertake the following:-Creating awareness within the community on special needs. Guiding and counseling of parents/guardians. Visiting children with special needs in their homes and training parents/guardians on how to impart the daily living skills. Liaising with Medical staff in the follow up exercises required by these children. Accompanying these children to hospital/Assessment Centers. Collecting and submitting of data on special needs. For appointment to the grade of Approved Teacher I, a teacher must:-Have completed a minimum period of three(3) years of service in the grade of Approved Teacher II. Have demonstrated competence in improving and maintaining high standards in examination results. Have demonstrated merit and ability in schools management and understanding of education policies and their interpretation. Be conversant with legal provisions in Education, the Teachers Service Commission Code of Regulations, Code of Ethics, Children's Act and other relevant regulations.

Senior Approved Teacher, Job Group 'M'

Class teaching. Preparing schemes of work. Responsibility for maintaining education standards and records. Guiding and counseling of both pupils and teachers. Initiating and conducting research activities. Organizing remedial work for pupils. Participating in curriculum panels. Any other related duties assigned by the Head teacher / the DEO A teacher at this level may be deployed as a senior Head teacher in a public boarding primary school or a tutor in a Teachers' advisory Centre (TAC) in a District Can be deployed as a senior lecturer in a District Centre for Early Childhood Education (DICECE).For appointment to the grade of senior Approved Teacher, a teacher must:-

Have served in the grade of Approved Teacher I for a minimum period of three (3) years. Be in possession of a Diploma in Education Certificate. Have shown competence in teaching, school management and production of teaching/ learning materials. Have a clear understanding of the relevant legal provisions in Education, the Teachers Service Commission Code of Regulations, Code of Ethics, Children's Act and other relevant regulations.

Principal Approved Teacher, Job Group 'N'

Classteaching. Formulating educational plans and developing strategies for the institutional management. Responsibility for the academic standards and records, time tables and schemes of work at the institution. Initiating and conducting educational courses, conferences, seminars and workshops. Preparing estimates of recurrent and development expenditure for the institution. Participation in curriculum development panels. Guidance and counseling of pupils and teachers; and. Any other duties assigned by Head teacher/ District Education Officer. A teacher at this level may also be deployed as a senior Head teacher in a large primary school with more than 640 pupils/ TAC Tutor in a District. A Principal Approved Teacher in Special Education will be deployed as a senior Head teacher in a special School or a co-coordinator in Education Assessment and Resource Centers (EARS). Can be deployed as a Programme Officer in a District Centre for Early Childhood Education, (DICECE). For appointment to the grade of Principal Approved Teacher, a teacher must have:-Served in the grade of Senior Approved Teacher for a minimum period of three (3) years. Shown merit and ability in school management, examination results and in the initiation of school programmes/development; and.

Demonstrated Competence in understanding National Education policies, interpretation and their implementation, relevant provisions in education, the Teachers Service Commission Code of Regulations, Code of Ethics, and Children's Act and other relevant regulations.

Head Teachers

Class teaching. Overall Head of school under the direction of the school management committee. Serving as the officer accounting for the school, be responsible for preparation of the estimates for recurrent and development expenditure for the school. Interpreting and implementing policy decisions pertaining to training. Serving as the secretary to the School Management Committee. Overall organizer, coordinator and supervisor of all the activities in the school and being responsible for improving and maintaining high training and learning standards. Responsible for planning, acquisition, development and maintenance of physical facilities at the school. Coordinating specific training and learning activities in the school. Promoting positive linkages between the school and the neighbouring communities and/or other nearby organizations. Promoting the welfare of all staff and pupils within the school. Promoting liaison between the school and other private sector organizations. Guiding and counseling teacher trainees during teaching practice. Inducting new teachers.

Deputy Head Teachers

Deputy Head teacher of a school will take charge of all aspects of school administration when the headmaster is not available. Responsible to the head teacher for Guidance and

counseling of teachers and pupils as well as ensuring that proper discipline is maintained in the school. Ensuring that examinations and assessments are carried out and that proper scheduling of instructional programmes are done. Responsible to the head teacher for the organization and supervision of school activities including maintaining cleanliness and general repairs of buildings. In charge of stores requisitions and the maintenance of proper inventory records. Responsible to the Head teacher for the supervision of teaching staff and other school employees in the proper discharge of tuition programmes. Secretary to staff meetings. Any other related duties as may be assigned by the head teacher.

Senior Teacher

Class teaching. Collecting, collating and maintenance of all school records namely; enrollment, teaching/learning resources, evaluation records, staff returns and teacher preparation records. Organizing and coordinating school-based In-service programmes. Organizing School-Based and Zonal subject panels. Performing any other related duties as may be assigned by the head teacher.

TAC Tutors

Preparing and dispatching teaching/learning materials to teachers' .Organizing and coordinating seminars, workshops and refresher courses in the Zone/District. Updating the teacher on curriculum changes, training methodologies and coverage. Maintaining office records. Inducting new teachers. Organizing and monitoring In-Service programmes in the Zone/district. Any other related duties assigned by the D.E.O

Programme Officer

Administering and managing early childhood programmes at District and community level Coordinating and liaising with the District early childhood stakeholders Conducting training courses for early childhood teachers and other stakeholders Developing and disseminating District based (local) curriculum for early childhood development Programme. Identifying, designing, undertaking and co-coordinating research at District and community level on early childhood development Monitoring and disseminating information on early childhood programmes and projects. Documenting and disseminating information on early childhood programmes. Teachers are particularly encouraged to pursue Education privately for self-development and career progression. Developing district based programmes that cater for the total development of children under eight (8) years. Developing and providing prototypes of appropriate resource materials to local communities and parents. Creating and promoting awareness on early childhood needs and demands to the local communities and parents. Mobilizing the local communities and parents to provide for the needs of holistic development of the child. Acting as a link to the central government, local agencies and communities on ECD policy interpretation and implementation. Encouraging local initiatives and approaches to alternate child care systems. Developing a District Resource Centre for early childhood programmes

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 overview

Methodology refers to the system of methods or procedures used in sampling, data collection methods and procedures in any field of knowledge. This chapter describes research design, target population, sampling design and sample size, data collection methods, validity and reliability of research instruments and data analysis technique.

3.2 Research Design

The researcher adopted a strategy to enable her carry out the research. Research design adopted for this study was survey. This strategy was of particular interest to the researcher since it facilitated a rich understanding of the context of research and the process applied. It is appropriate in that the research findings extended to cover the entire Kenyan primary school teachers.

3.3 Target Population

The population of this study comprised primary school teachers from Eldoret west district primary schools. The samples were picked randomly from schools in all the zones depending on their population ratio. The expected number of respondents for the study was an estimated population of 2000 teachers.

3.4 Sample design

The sampling method used for the purpose of this study was simple random sampling. The criterion was schools in the zones. The method used to distribute the questionnaires was the first three schools with highest number of teachers in each zone. The expected numbers of respondents were 200 teachers. This method was selected for use because it was economical and also used less time. The ease in administration of questionnaires made it efficient for the investigator to collect the data. This helped to obtain qualitative and quantitative results. It also gave the respondents a greater sense of anonymity and time to respond to the questions than other methods.

3.5 Data Collection Methods

The method that was used to collect data for this study was questionnaires administered by the researcher to teachers investigating how they had progressed in their careers.

3.5.1 Research instrument

To ensure that as much information as possible was collected, the questions were written and structured to facilitate respondents' self-expression. The questionnaires would investigate a wide range of issues regarding primary school teacher's professional development at workplace, what kind of work they are allocated and other issues affecting their career development. Efforts were made to make layout of the questionnaires as clear as possible. Questions were kept to a minimum and simple to answer so as to encourage a high response rate.

3.5.2 Data collection procedure

The researcher obtained an introductory letter from Moi university school of human resource development to introduce the researcher to Eldoret west district. The researcher then obtained other letters of permission to allow conduct research from respective target area. The researcher visited the schools in the district and administered the questionnaires to the selected respondents.

3.6 Validity and reliability of research instruments

The instrument validity was checked by the researcher. The questionnaires therefore submitted to the supervisor for approval. In addition, the researcher ensured that the questionnaires were framed without ambiguity. To ensure reliability, the researcher conducted a pilot study using test-re-test method. The respondents were ten teachers from one of the schools with the highest number in Wareng District.

3.7 Data analysis technique

Data was analysed as per the hypotheses given. It was subsequently sorted, coded, categorised and tabulated. This was followed by data interpretation by drawing inferences from the collected facts.

To achieve this, the main descriptive methods which were used are frequencies, percentages and tables as they enabled the researcher to describe the distribution of the dependent variables according to the independent variables.

CHAPTER FOUR

4.0 DATA ANALYSIS INTERPRETATION AND PRESENTATION

4.1 Overview

This chapter examined the quantitative relationship between the known parameters of data collection and processing. Data was analyzed using statistics and presented in tables and narratives. Later an overview was examined.

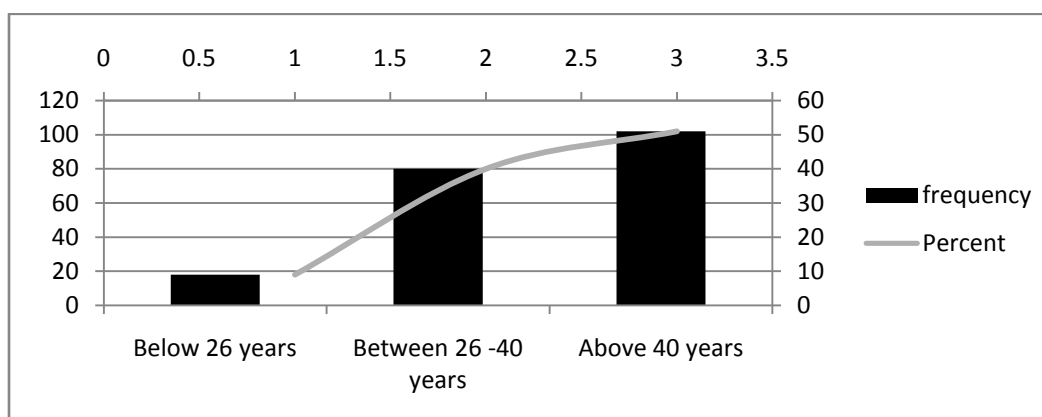
4.2 General information of respondents

The general information was important to confirm that the respondents belonged to certain ages of people in a career development. It also indicated the different levels of education the respondents qualified through to join the teaching career. It also assisted to indicate the number of years in service and the current grades teachers had gone through in their career development.

The age of respondents was important to verify the constituency in recruitment of primary school teachers. The major findings at the study indicate that majority 102 (51%) as shown on the table 4.1 were above 40 years of age.

Table 4.1 Ages of respondents

Age	Frequency	Percent
Below 26 years	18	9
Between 26 -40 years	80	40
Above 40 years	102	51
Total	200	100

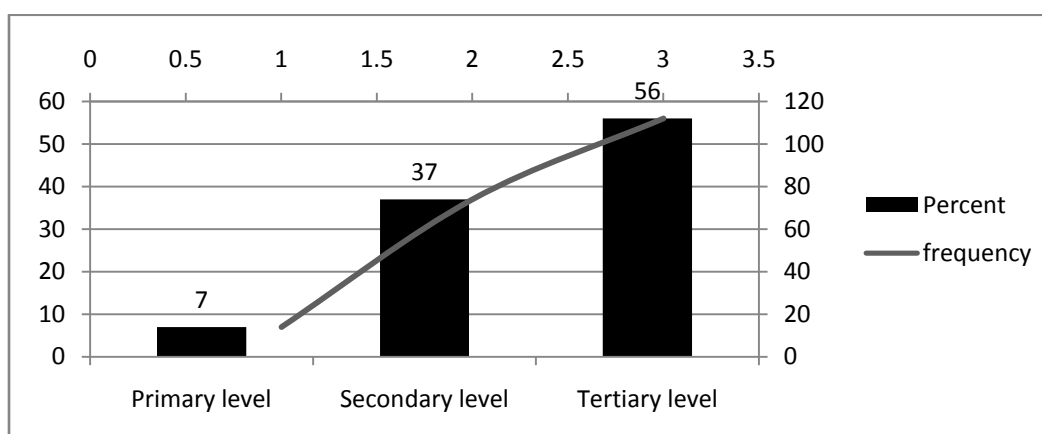
4.2.1 Academic qualification of respondents

This was to determine whether the academic qualification of the primary school teachers was potential enough for their career development. The major findings of the study indicated that majority 112 (56%) had attained secondary school level before joining the teaching career as indicated in table 4.2

Table 4.2 Academic qualification of respondents

Qualifications	frequency	Percent
Primary level	14	7
Secondary level	74	37
Tertiary level	112	56
University degree		
Total	200	

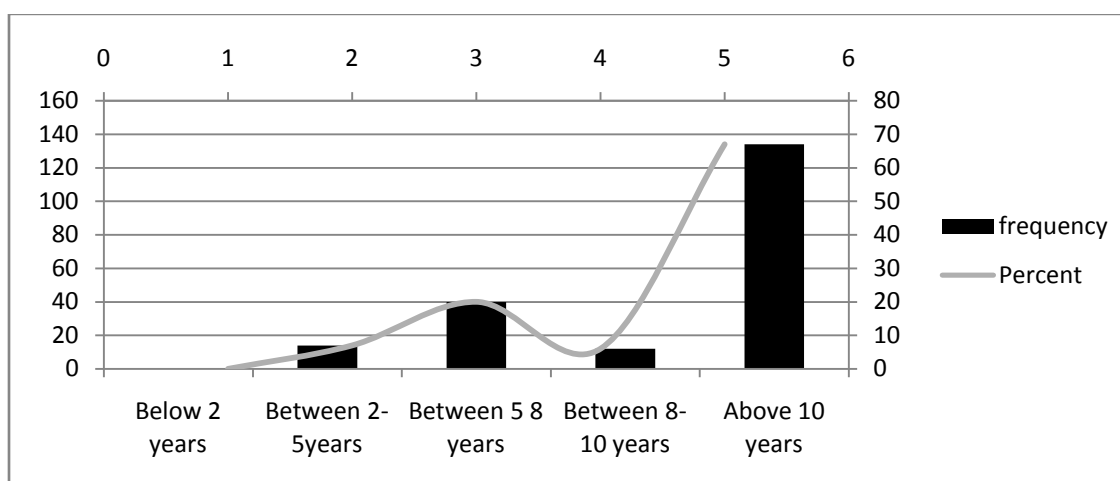
4.2.2 Experience in the teaching career



This information was to establish the working experience of the primary school teachers and relate to their career development. The major findings of the study indicated that 134 (67%) of the teachers had a working experience of above 10 years as indicated in table 4.3.

Table 4.3 Experience in the teaching career

Experience	frequency	Percent
Below 2 years	0	0
Between 2-5years	14	7
Between 5 8 years	40	20
Between 8-10 years	12	6
Above 10 years	134	67
Total	200	100

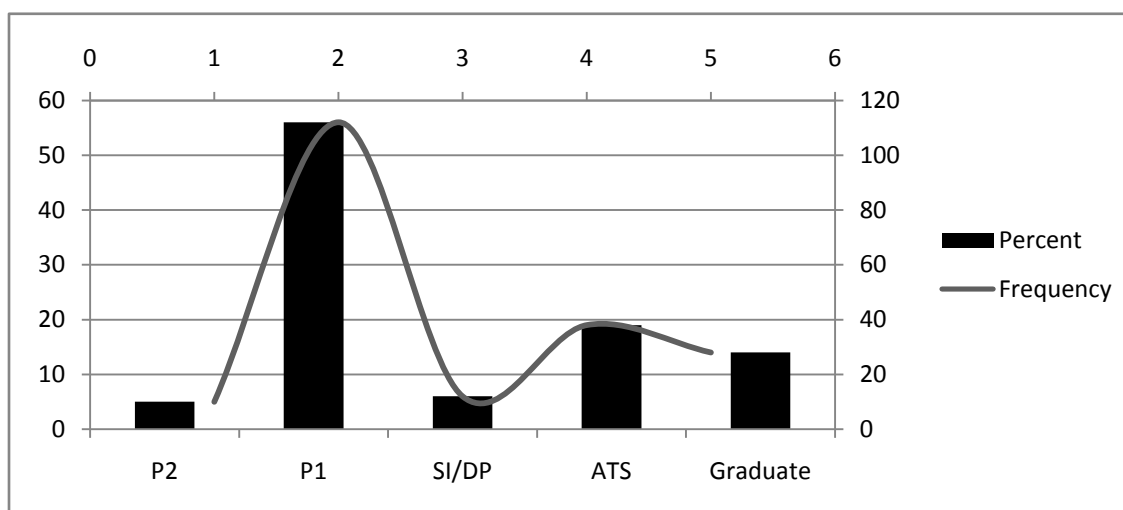


4.2.3 Current grade in the teaching career

This researcher established the number of primary school teachers who had risen to the highest grade. The major findings of the study indicated that 112 (56 %) of the primary school teachers have risen to or stagnated at the rank of P1 teachers as shown in table 4.4

Table 4.4 current grade in the teaching career

Rank	Frequency	Percent
P2	10	5
P1	112	56
SI/DP	12	6
ATS	38	19
Graduate	28	14
Total	200	100

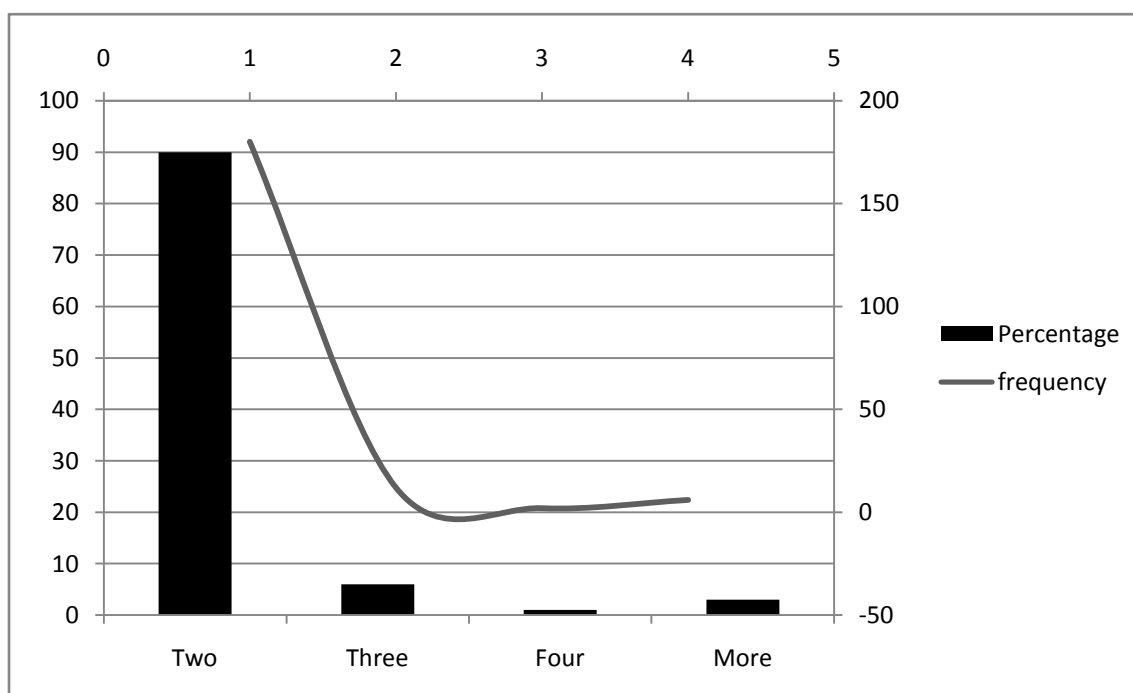


4.3 Personal factors

This information enabled the researcher establish whether personal factors affect the career development of primary school teachers. It also compared the disparities in percentages and progress in career development due to these factors. Findings showed that majority 90% of the respondents had attained only two grades in their teaching life as shown in table.4.5 below

Table 4.5 Grades attained in teaching

Grade	frequency	Percentage
Two	180	90
Three	12	6
Four	2	1
More	6	3
Total	200	100

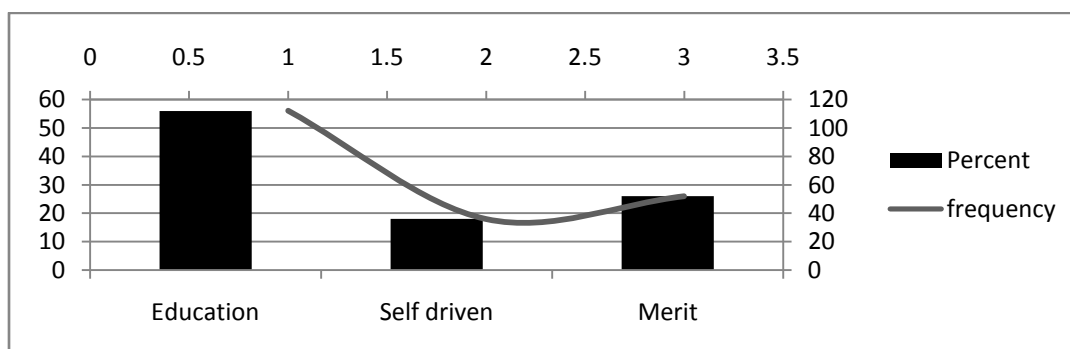


4.3.1 Chances of advancement to higher grades

The researcher assessed the chances primary school teachers have in advancement to higher grades. The major findings of the study indicated that majority 112 (56%) of the teachers had high chances of advancing to higher ranks as shown in table 4.5

Table 4.6 chances of advancement in higher grades

Promotion	frequency	Percent
Education	112	56
Self driven	36	18
Merit	52	26
Total	200	100

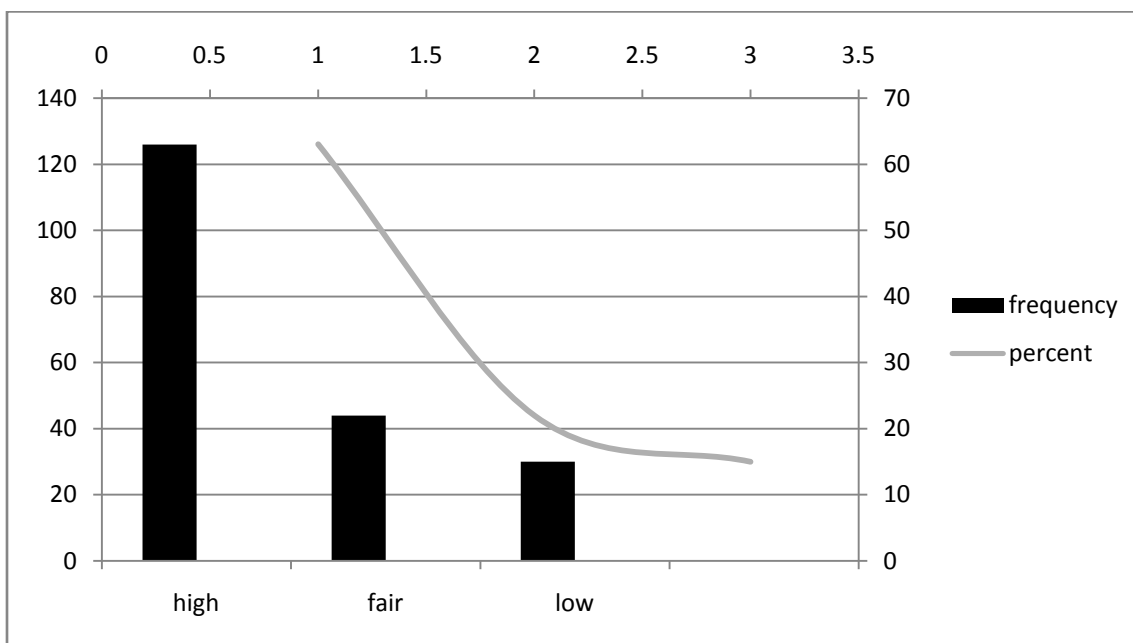


4.3.2 What determines chances of promotion

This determined chances of promotion of primary school teachers. The major findings showed that 126 (63%) of the primary school teachers always had high chances of advancement as shown in table 4.7

Table 4.7 Chances of advancement

	frequency	Percent
High	126	63
Fair	44	22
Low	30	15
Total	200	100

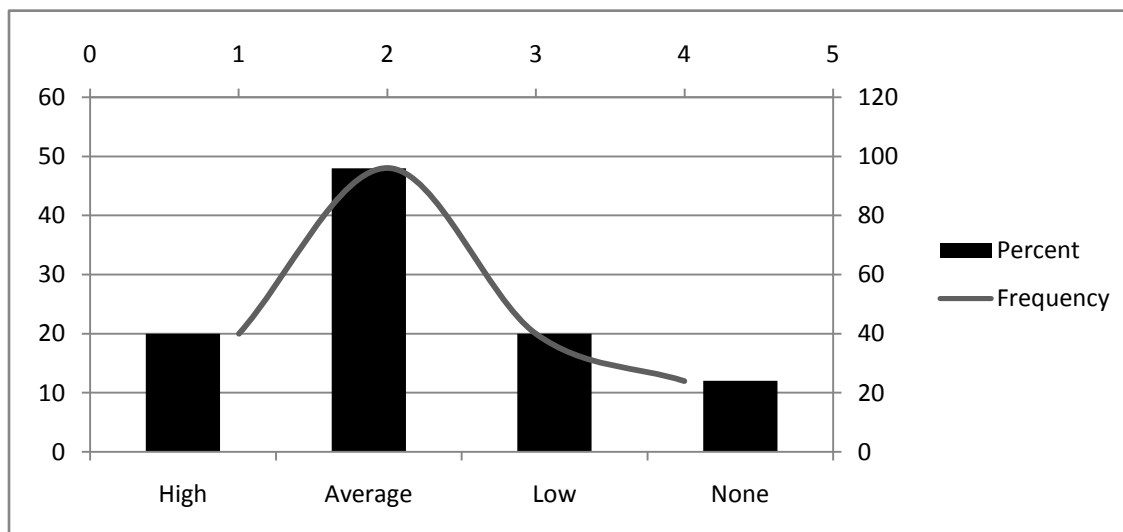


4.3.3 Training and seminar programmes

This researcher identified the percentage teachers have in training and seminars that develop their career. The findings showed that 96(48%) of the respondents have average chances in training and seminars as shown in table 4.9.

Table 4.8 Training and seminars

Ranks	Frequency	Percent
High	40	20
Average	96	48
Low	40	20
None	24	12
Total	200	100

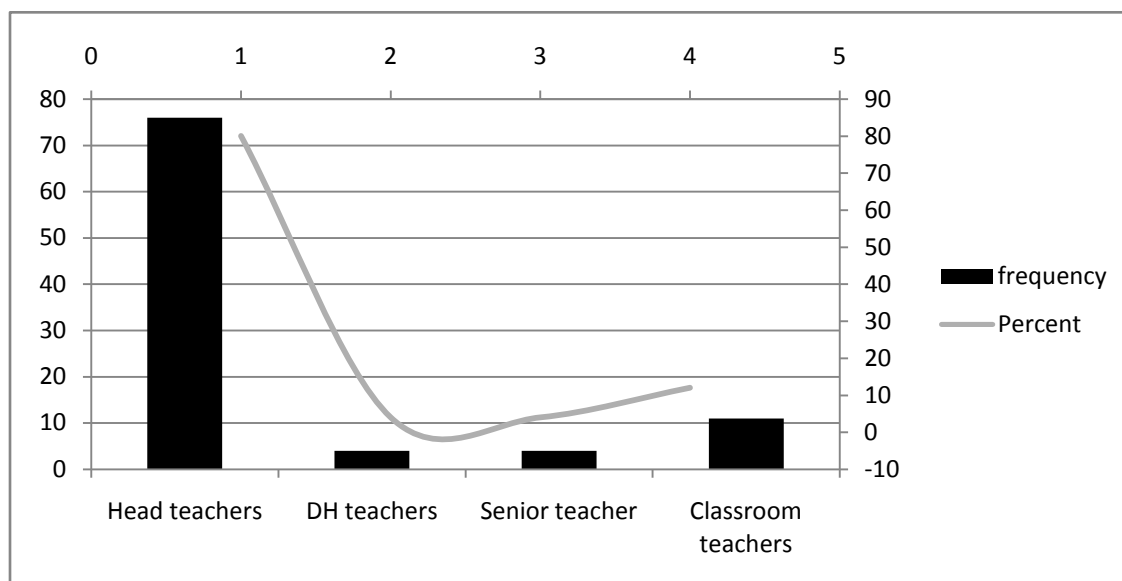


4.3.4 Positions preserved for graduates

This shows where graduate primary school teachers are actively involved in teaching level. The findings showed that 76(80%) of the graduate primary teachers are actively involved in classroom teaching as shown in table 4.9.

Table 4.9 positions preserved for graduates

Actively involved	frequency	Percent
Head teachers	76	80
DH teachers	4	4
Senior teacher	4	4
Classroom teachers	11	12
Total	95	100

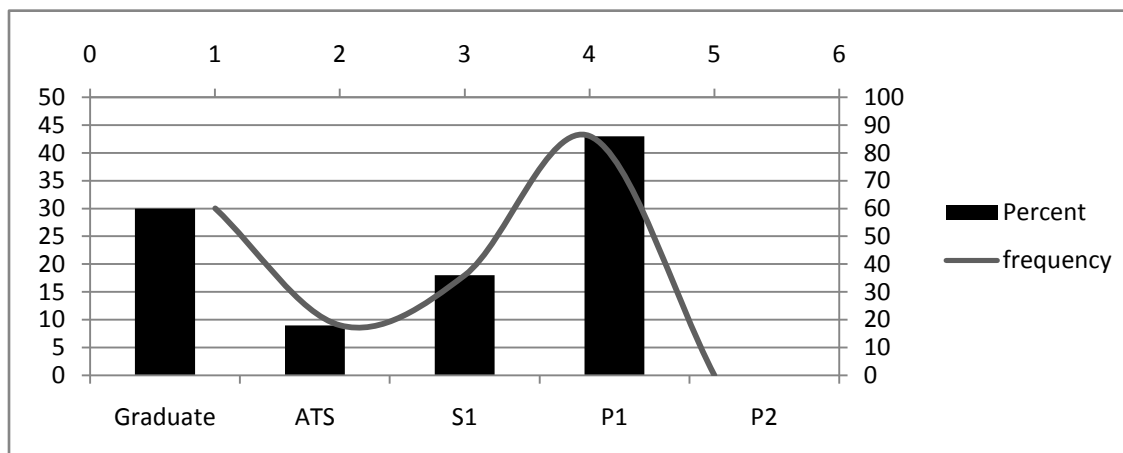


4.3.5 Active motivation position

The researcher established the positions primary school teachers are actively motivated. The major findings showed that 86 (43%) of the teachers are actively motivated at the school management as shown in table 4.10.

Table 4.10 active motivation position

Employees	frequency	Percent
Graduate	60	30
ATS	18	9
S1	36	18
P1	86	43
P2	0	0
Total	200	100

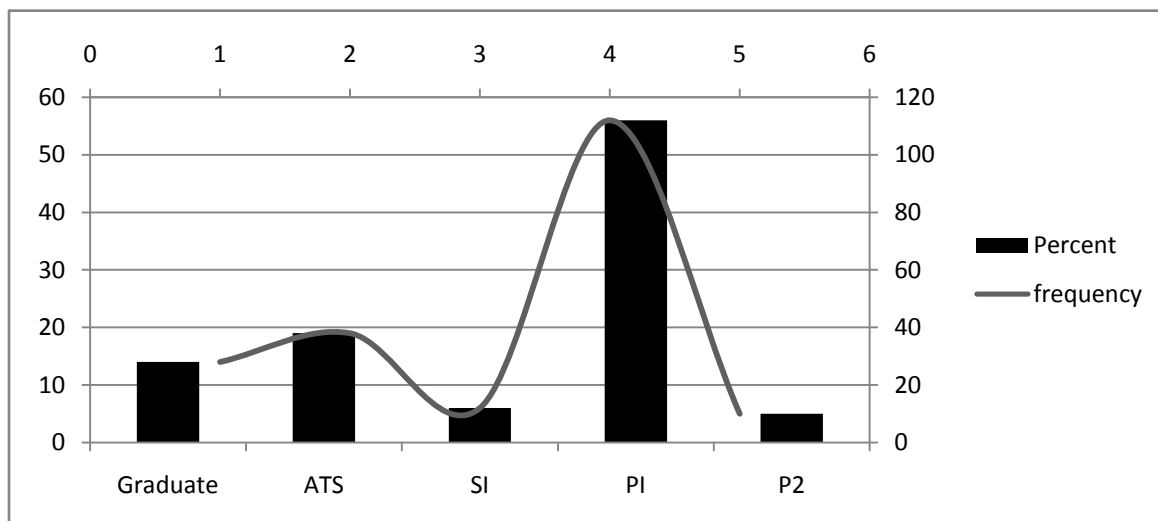


4.3.6 Establishment per grade

This information helps the researcher to establish the establishment of the primary school teachers per grades. The major findings indicated that majority of the primary school teachers are of PI grade, 112 (56%) as shown in table 4.11.

Table 4.11 establishment per grade

Establishment	frequency	Percent
Graduate	28	14
ATS	38	19
SI	12	6
PI	112	56
P2	10	5

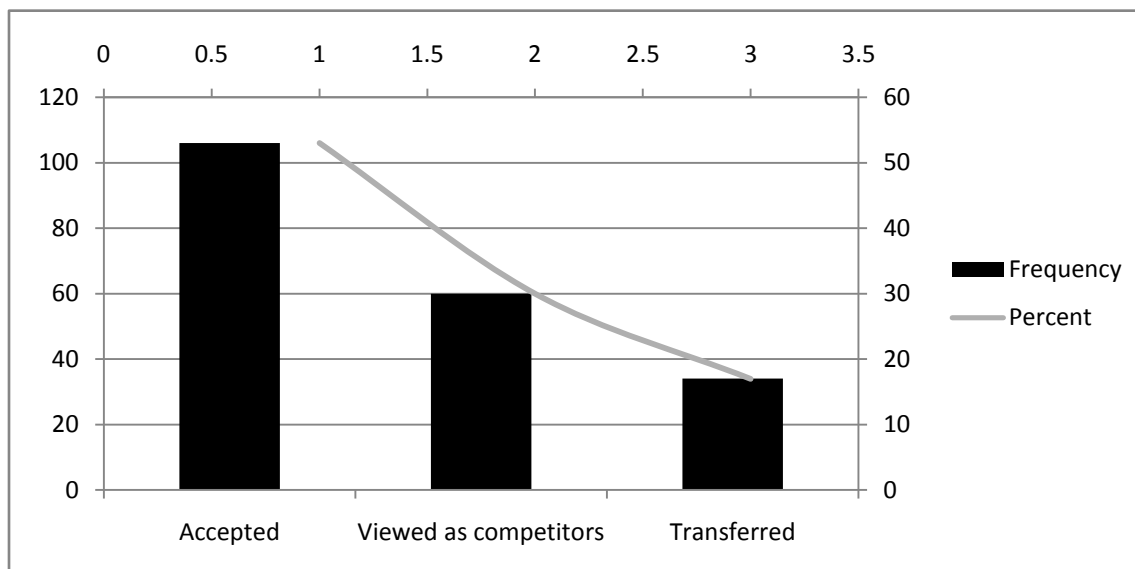


4.3.7 Treatment of progressive teachers

This information enabled the researcher to find out the treatment of progressive primary school teachers. The major findings indicate that 106 (53%) of the progressive primary school teachers in career development are accepted by the administration.

Table 4.12 treatment of progressive teachers

Gender equality	Frequency	Percent
Accepted	106	53
Viewed as competitors	60	30
Transferred	34	17
Total	200	100

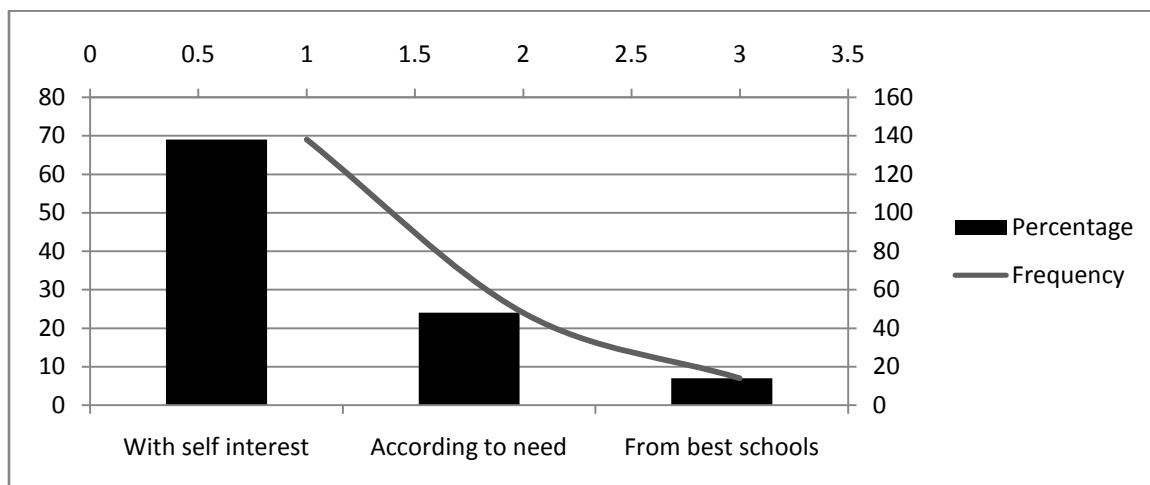


4.3.8 Cultural beliefs

The researcher identified how cultural beliefs affect career development of primary school teachers. The major findings 102(51%) of the respondents showed that cultural beliefs affected the career progression of primary school teachers as shown in table 4.13.

Table 4.13 cultural beliefs

Cultural beliefs	Frequency	Percentage
Suppress abilities	74	37
Deny equal chances	24	12
Affect progression	102	51
Total	200	100

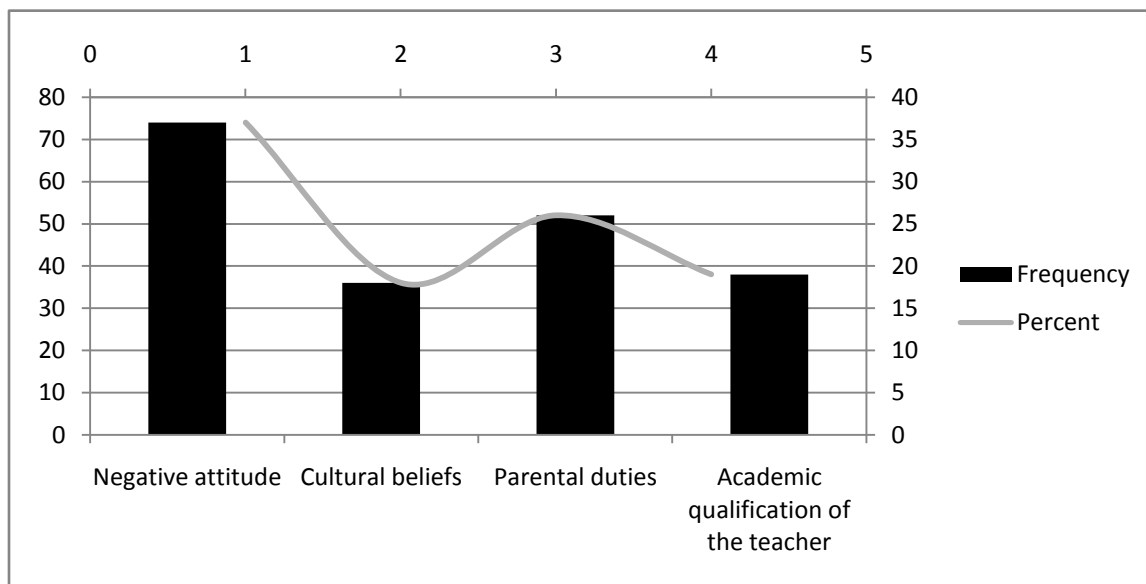


4.4 Fundamental resistance

This information assisted the researcher to find out which fundamental resistance contributed highly to career development of primary school teachers. The major findings 74 (37%) showed that negative attitude contributes to the resistance of career development of teachers as shown in table 4.13.

Table 4.14 Resistance

Resistance	Frequency	Percent
Negative attitude	74	37
Cultural beliefs	36	18
Parental duties	52	26
Academic qualification of the teacher	38	19
Total	200	100

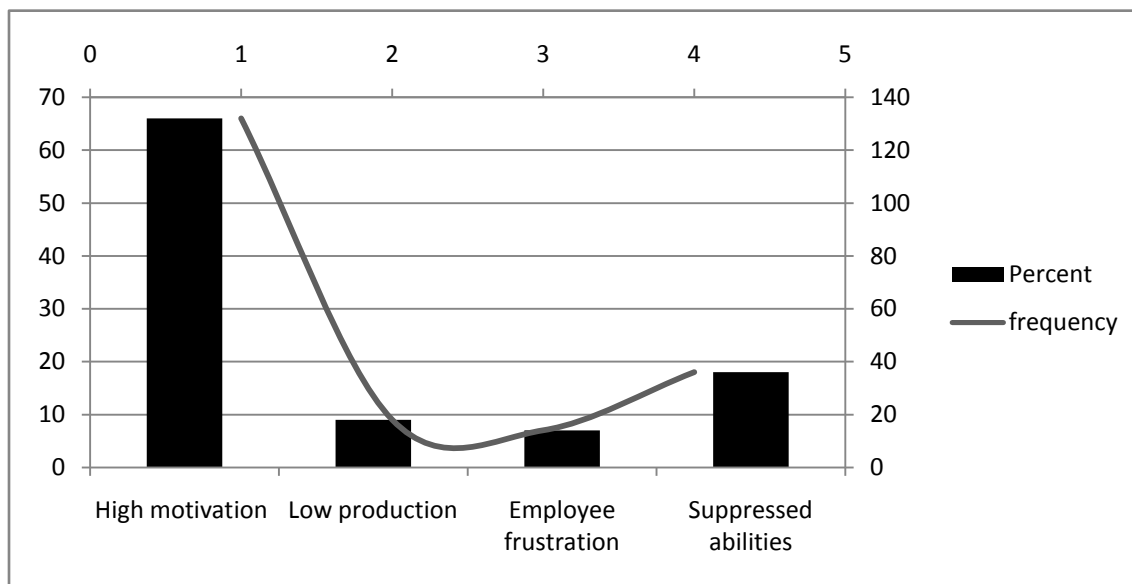


4.5 Team teaching and job satisfaction

The researcher determined what could be the effects of teaching team on primary school teachers' job satisfaction in the teaching career. The major findings indicated that 132 (66%) have high motivation on job satisfaction due to the teaching team as shown in table 4.14.

Table 4.15: effect of teaching team

Teaching team	frequency	Percent
High motivation	132	66
Low production	18	9
Employee frustration	14	7
Suppressed abilities	36	18
Total	200	100

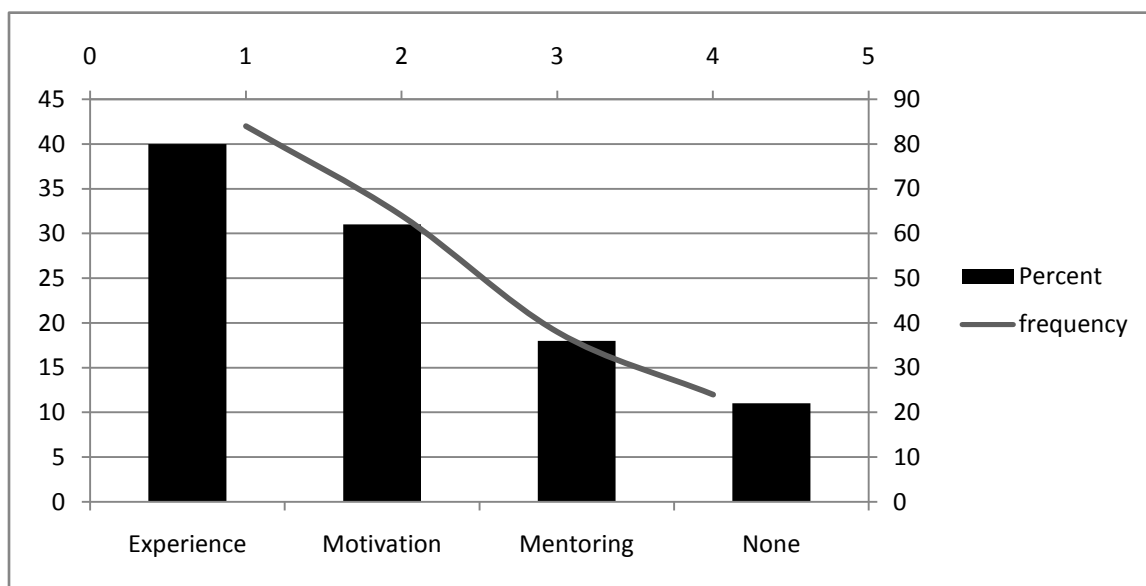


4.5.1 Contribution of staff

This information helped the researcher to determine the contributions of teaching staff on the development of career of primary school teachers. The major findings showed that 84 (40%) shows that experience is a major staff contribution from the teaching staff as in table 4.15.

Table 4.16: contributions of teaching staff

Staff contribution	frequency	Percent
Experience	84	40
Motivation	64	31
Mentoring	38	18
None	24	11
Total	200	100

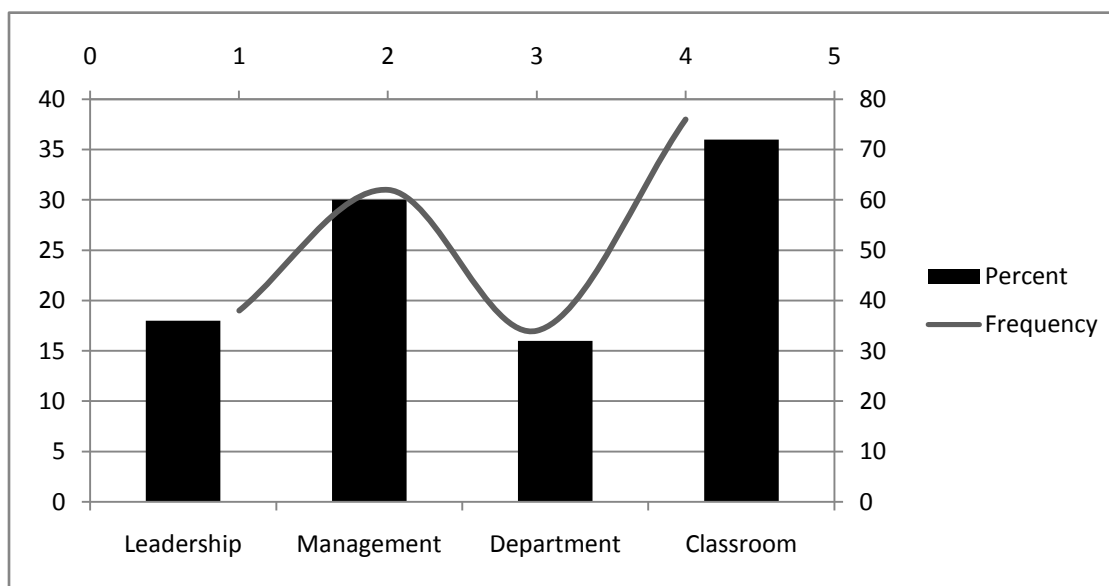


4.5.2 Levels teachers attained job satisfaction

The level in which primary school teachers attain job satisfaction was determined. The major findings indicated that 76 (36%) of teachers attained job satisfaction at classroom teacher levels as shown in table 4.16.

Table 4.17 levels teachers attain job satisfaction

Level	Frequency	Percent
Leadership	38	18
Management	62	30
Department	34	16
Classroom	76	36
TOTAL	210	100

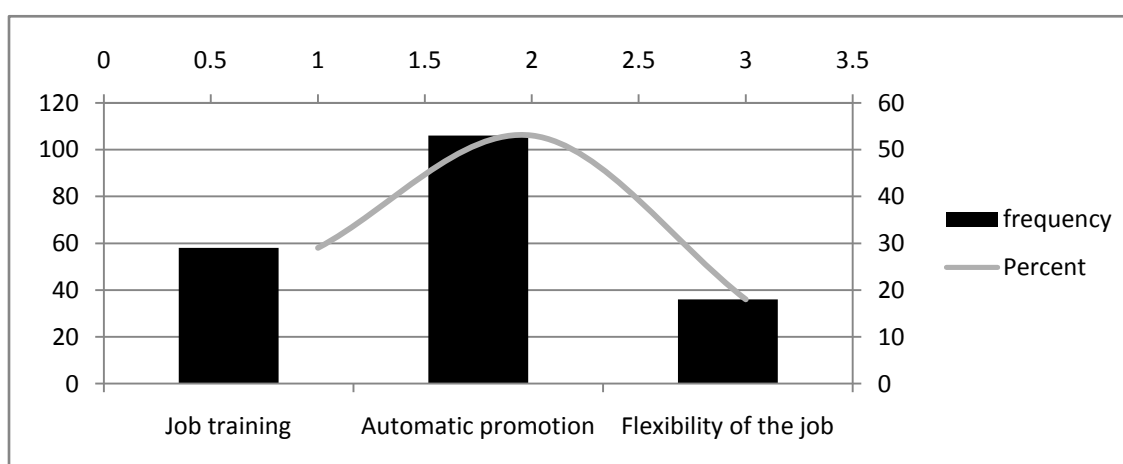


4.5.3 Impact of legislative changes on teacher satisfaction

This information helped the researcher to determine the impact of legislative changes on job satisfaction. The major findings showed that 106 (53%) of the teachers were promoted as a result of legislative changes on teacher satisfaction as shown in table 4.17. Teachers of certain grades e.g. ATS III to be given study leave to further their education. Teachers to aim at higher education and promotion as per this. Be promoted after a given period e.g. 5 years in service.

Table 4.18: Impact of legislative changes on satisfaction

Impact	frequency	Percent
Job training	58	29
Automatic promotion	106	53
Flexibility of the job	36	18
Total	200	100

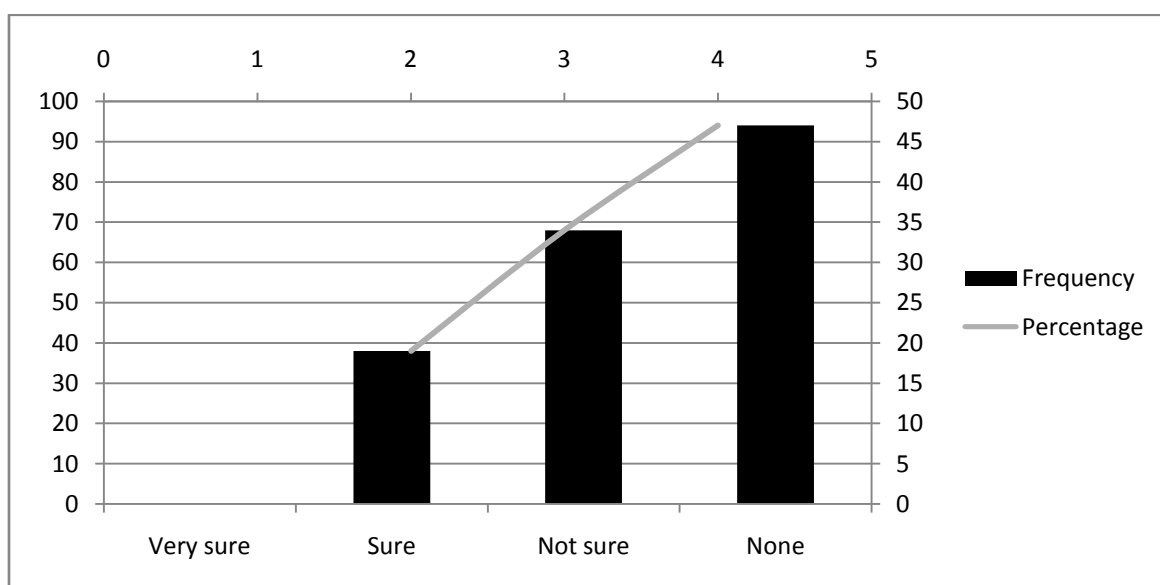


4.6 Training policies

This information enabled the researcher to find out if there were training policies in school to develop career of primary school teachers. The major findings 94(47%) showed that there were no training policies in schools to develop career for primary school teachers as in table 4.18.

Table 4.19: training policies

Training policies	Frequency	Percentage
Very sure		
Sure	38	19
Not sure	68	34
None	94	47
Total	200	100



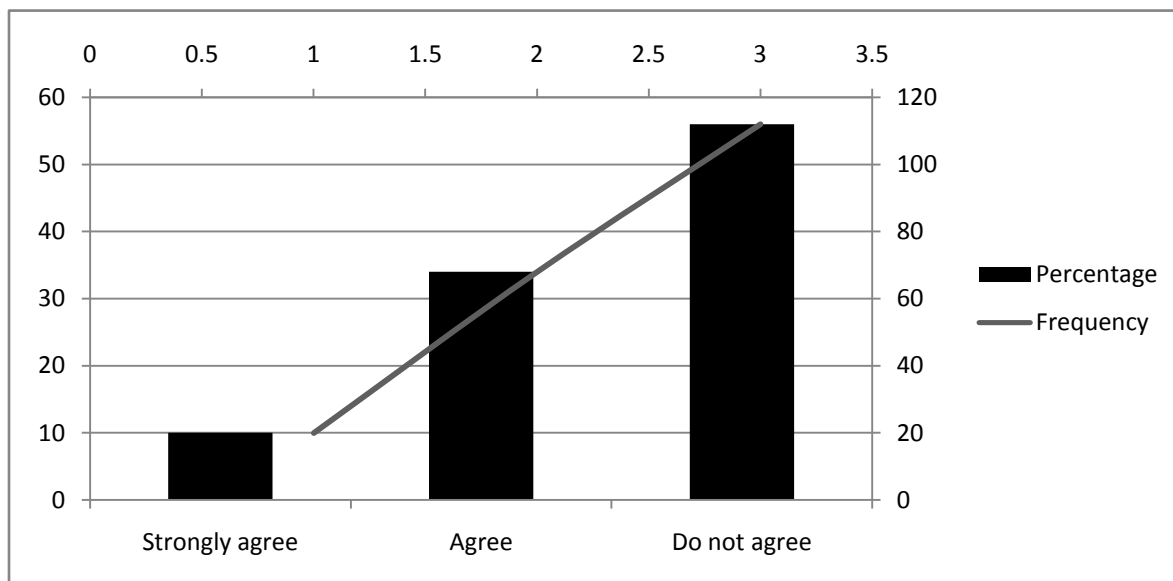
4.6.1 Are teachers trained per policies?

This information was to enable the researcher to determine if primary school teachers are trained per the policies. The major findings 112(56%) did not agree that primary school teachers were trained as per the policies as shown in table 4.19. The authority should

come up with training policies mainly in public schools. Make sure that any agreement between the government and teachers who advance is clearly spelled out.

Table 4.20 Training per policies

Trained per policies	Frequency	Percentage
Strongly agree	20	10
Agree	68	34
Do not agree	112	56
Total	200	100



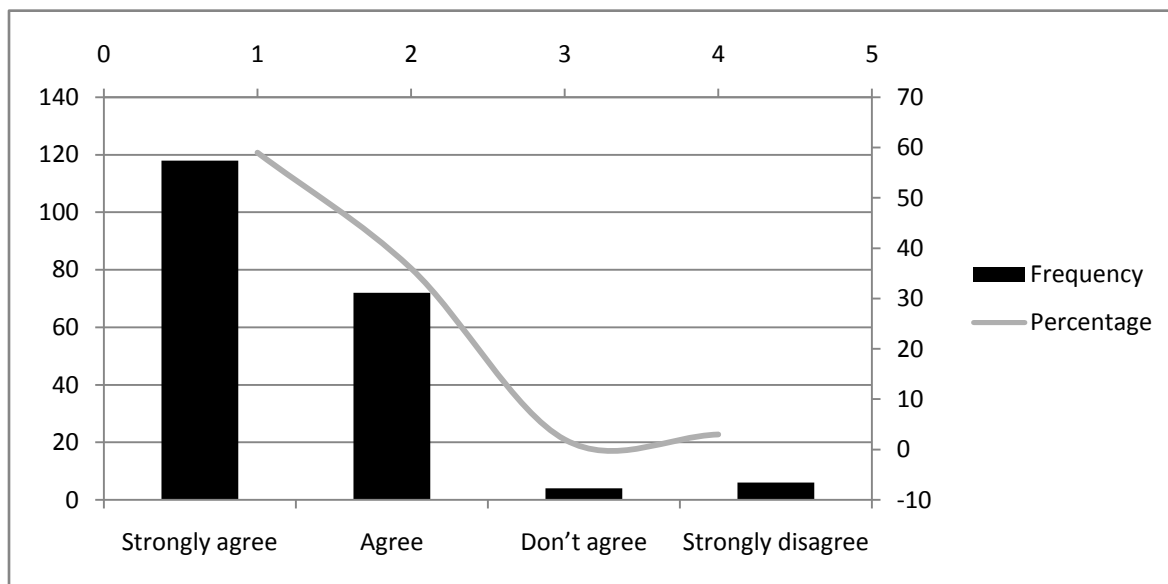
4.7 Are finances a great challenge?

This was to find out if finances are a great challenge in primary school teacher career development. The major findings 118(59%) shows that most respondents strongly agree that finances are a great challenge in career development of primary school teachers as in

table 4.20. Teacher training should be regular and free of segregation and discrimination. Having training and career development policies in the teaching career in place. Training teachers on new technologies and current change.

Table 4.21 financial challenge

Financial challenge	Frequency	Percentage
Strongly agree	118	59
Agree	72	36
Don't agree	4	2
Strongly disagree	6	3
Total	200	100

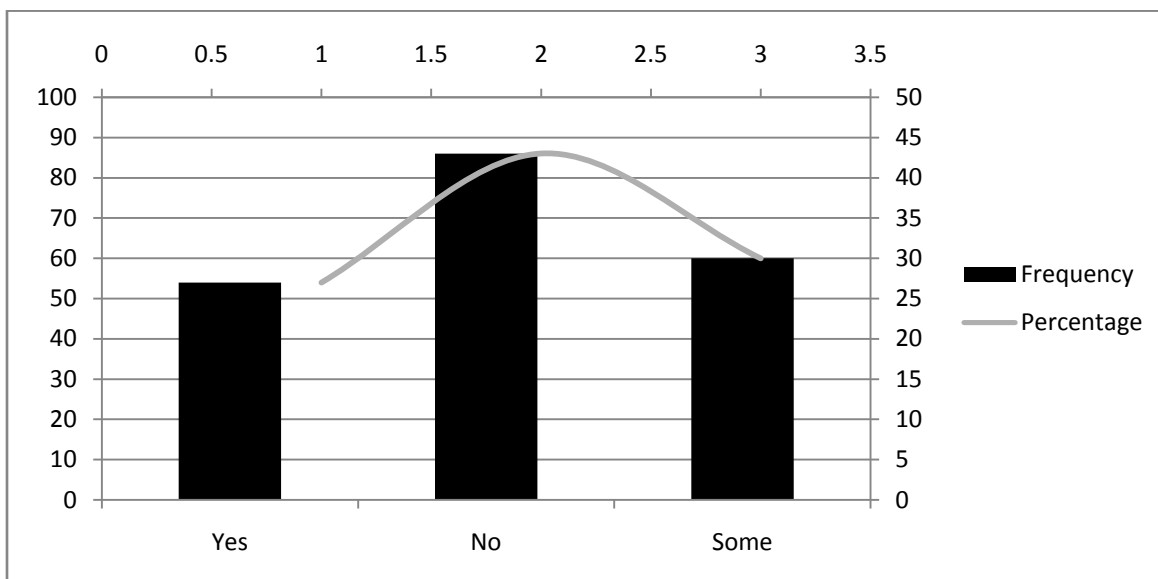


4.7.1 Financial ability and progression

The researcher investigated whether financially able teachers had progressed in their career. The major findings 86(43%) did not accept that all financially able teachers had progressed as shown in table 4.21. Sponsorship for teachers from government and other institutions should be encouraged.

Table 4.22 financial ability and progression

Financial ability	Frequency	Percentage
Yes	54	27
No	86	43
Some	60	30
Total	200	100

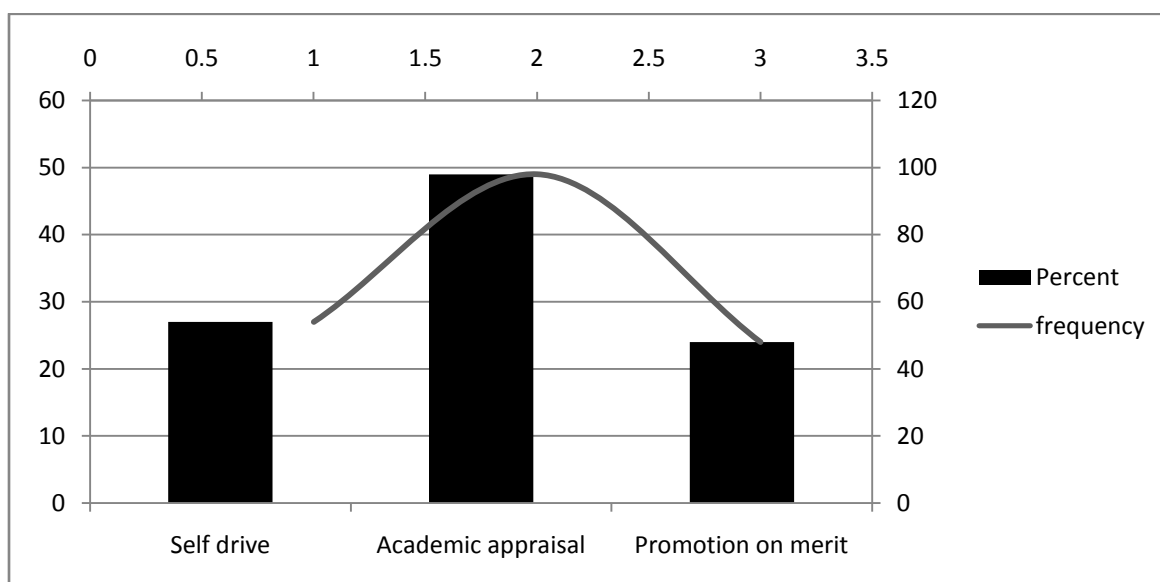


4.8 Ways to promote career development

This information helps the researcher to identify the ways to promote career development. The major findings show that 98 (49%) of the ways to promote career development is through promotion as shown in table 4.18. Teachers to be promoted according to their productivity. Teachers to be subsidized by the government to study, to develop their careers. Teachers like other careers should be given on the job training. Training and development programs to be initiated through NGOs. Willing teachers to advance themselves.

Table 4.23 Ways to promote career development

Ways to promote	frequency	Percent
Self drive	54	27
Academic appraisal	98	49
Promotion on merit	48	24
Total	200	100



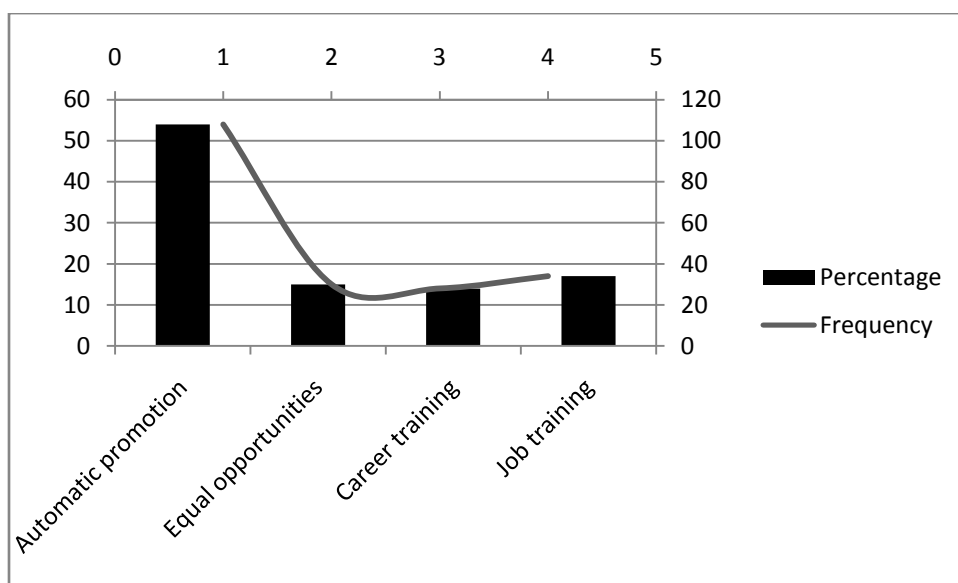
4.8.1 Opinion on teachers progression

This researcher gathered opinions on what to give teachers in their career progression. The major findings 108(54%) of the respondents are of the opinion that primary school teachers be given automatic promotion as shown in table 4.24. Educate teachers on importance of training and promotion. Teachers should work hard. Open ways of

improving and upgrading teachers through academic excellence based on government orientation.

Table 4.24 opinion on teacher progression

Opinions	Frequency	Percentage
Automatic promotion	108	54
Equal opportunities	30	15
Career training	28	14
Job training	34	17
Total	200	100

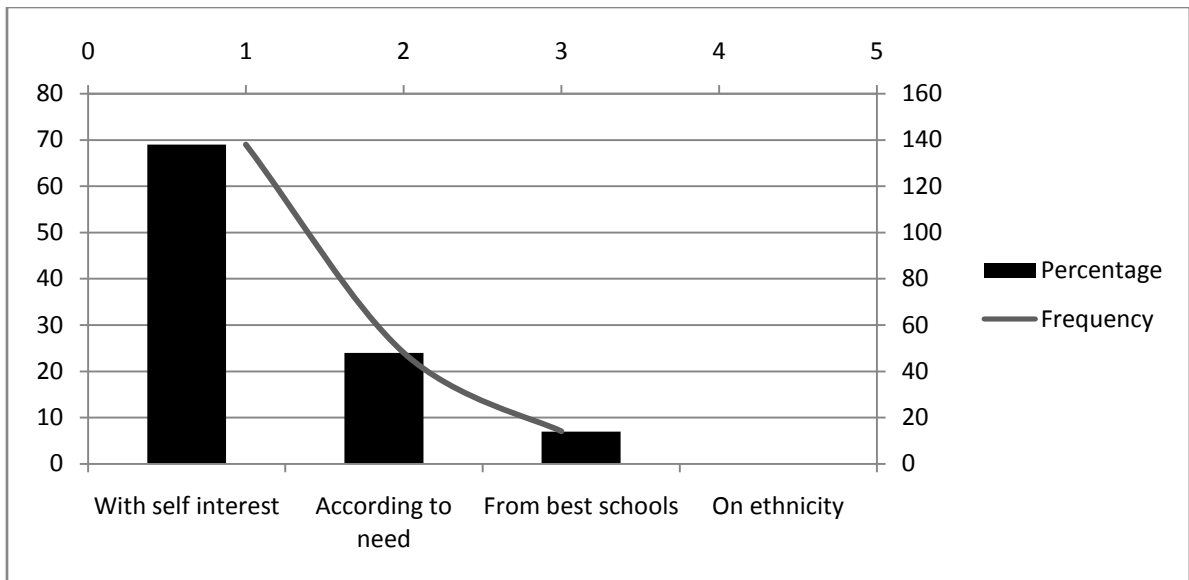


4.8.2 Teachers to be trained and promoted

This information enabled the researcher find out what the respondents thought was the number of teachers to be trained and promoted at a given time. The major findings 138(69%) thought that those primary school teachers with self interest to be trained and promoted. Promotion and teacher development should be taken care of by ensuring there is regular and clear cut system used, be allowed to pursue degree courses through mature entrance at a reduced fee, be motivated by getting automatic promotion, and avoiding tribalism in the country.

Table 4.25 teachers to be trained and promoted

No of teachers	Frequency	Percentage
With self interest	138	69
According to need	48	24
From best schools	14	7
On ethnicity		
Total	200	100



CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter gives a summary of the findings, a conclusion to all findings and recommends the research in bid to curb the challenges primary school teachers face in their career development.

5.2 Summary of findings

This section summarizes the study findings. The section will be divided into the following subsections, objectives.

The major findings of the study indicate that the majority of primary school teachers careers are affected by physiological differences in the primary school career include; advancement to higher grades, chances of promotion, positions preserved for graduates only, treatment of progressed teachers; training policies and other impacts as addressed in chapter four.

The major findings of the study indicate that majority of primary school teachers careers are also affected by classroom situation and teaching team. The effects of career development include; fundamental resistance; teaching team; job satisfaction; legislative changes and training policies in career development.

5.3 Conclusion

The answers to the five research questions are given as stated below; Personal factors greatly affect career development of primary school teachers. Classroom activities also affect career development of primary school teachers. It is true that teaching team contributes highly to career development in the teaching career. It's also true that training policies contribute to primary school teacher's job satisfaction in the teaching career. It is evident that finances is the great challenge in primary school teacher career development.

5.4 Recommendation

From the major findings of this research, the researcher recommends that for primary school teachers to be successful in their careers;

1. Personal factors should not be a major hindrance. Teachers should be encouraged to further their education and progress in career development of primary school teachers.
2. Classroom activities like resistance, negative attitude, cultural beliefs and academic qualification should be addressed to promote teacher career development.
3. The experience and motivation of the teaching team should be encouraged as it promotes progression and career development of primary school teachers.
4. The effects of inequalities on primary school teacher job satisfaction in the teaching career should be eradicated. Academic qualification should be the criteria in the teaching career to determine promotion. The legislative changes on job satisfaction should be implemented so that to promote more primary school teachers.

5. Affordable training programs and policies to be put in place to reduce the high cost of academic progression to encourage more teachers to advance their career.

5.5 Recommendations for further study

From the major findings of this research, recommendation is that further studies and research would be carried to find out whether the same challenges that face primary school teachers also affect secondary school teachers career development.

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APPENDICES: QUESTIONNAIRE**SECTION A****GENERAL INFORMATION**

Please fill where appropriate

1. Age

Below 26 years

Between 26-40 years

Above 40years

2. What is your academic qualification/

Primary level

Secondary level

Tertiary institutions

University degree

3. Please indicate the number of years you have worked

Below 2 years

Between 2-5 years

Between 5-8 years

Between 8-10 years

Above 10 years

4 What is your current grade in the job?

P2

PI

S1/DP

ATS

Graduate

SECTION B

1. Personal factors

1. How many teaching grades have you attained?

Two

Three

Four

More

2. What are your chances of advancement to higher grades?

High

Fair

Low

3. In your opinion what determines higher chances of promotion

Education/academics

Self drive

Merits

4. What percentage do teachers have in training and seminars programs?

High

Average

Low

None

5. What positions currently are preserved for graduate teachers in primary schools

Head teachers

DHT teacher

Senior teacher

Teachers

6. Where are teachers actively motivated in career development?

School management

Departmental heads

Subject panel heads

Classroom teaching

7. Indicate teachers of these grades in school.

Graduate

ATS

S1

P1

P2

8. How are progressive teachers treated by the administration in teaching?

Accepted

Viewed as competitors

Disliked

Transferred

9. How do cultural beliefs affect career development of teachers?

Suppresses abilities

Deny teachers equal chances

Affect progression of teachers

SECTION C

2. Classroom situation.

1. Indicate which fundamental resistance contributes highly to career development of teachers in classroom

Negative attitude

Cultural beliefs

Parental duties

Academic qualifications of teacher

SECTION D

3. Team teaching and job satisfaction

1. In your opinion, what could be the effects of teaching team on teacher satisfaction?

High motivation

Low production

Employee frustration

Suppressed abilities

4 What contribution do teaching staff have on career development of teachers?

Experience

Motivation

Mentoring

No contribution

5 In your opinion what level teachers can attain job satisfaction?

Leadership

Management

Department

Classroom

6 In your opinion, how can implementation of legislative changes on job

Satisfaction improve career in teaching?

Job training

Automatic promotion

Flexibility of the job

SECTION E**4. School training policies**

1. Are there training policies in your school?

Very sure

Sure

Not sure

No

2. Do you think teachers are trained as per the policies?

Strongly agree

Agree

Do not agree

SECTION F**5. Finances**

1. Do you think finance is the greatest challenge in teachers progressing through further education?

strongly agree

agree

don't agree

Strongly don't agree

2. Have all teachers with financial ability progressed their career

Yes

No

Some

6. Ways of eliminating these problems

1. Which best way do you think can promote career development

self drive

Academic appraisal

Promotion on merit

2. According to your opinion should teachers be given

Automatic promotion in services

Equal opportunities

Career training

On the job training

3. How many teachers you think should be trained and promoted at a given time?

Those with self interest

According to the need

Those from best schools

On ethnicity ground

Others

Suggest other ways of eliminating these problems or developing career of teachers

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