EVALUATION OF PRIMARY TEACHER EDUCATION
CERTIFICATE HOLDERS (P1) WITH B. ED DEGREES’
CLASSROOM TEACHING IN MERU CENTRAL DISTRICT,
MERU COUNTY-KENYA

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DECLARATION

This project is my original work and has not been presented for any degree award in any other University.

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To my husband David Mwirigi, My kids Emmy, Joy and Gad Mwirigi, my parents Mama Charity and Daddy Gikunda. My siblings for the support. May God bless each one of you mightily.

Challenge to my kids – try to achieve more than I have and go higher than me.
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My sincerely gratitude goes to my Supervisors Prof. Grace W. Bunyi and Dr. Charles M. Magoma, for their guidance and unfailing commitment to perfect my work. My staffmates in Meru at Kathita School for their moral support and their awakening call to go through my studies. And above anybody else to God Almighty through Jesus Christ in whom my strength, courage and determination is anchored.
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ABBREVIATIONS AND ACRONYMS

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<th>Description</th>
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<tr>
<td>B. ED</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>EC</td>
<td>European Commission</td>
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<td>EU</td>
<td>European Union</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

Provision of quality basic education has been at the centre of international education and development commitments such as Education for All (EFA) and Millennium Development Goals (MDGs). Nations across the world have significantly increased investment in basic education as witnessed through provision of Free Primary Education (FPE) in many developing nations. Consequently, there has been an increase in access to education. However, the increased enrolment has posed a number of challenges among them the quality of the education provided. To address this many studies especially in the western countries have noted a positive relationship between higher teacher qualifications and improved quality of education. This has seen many universities open up doors for both teacher trainees and those teachers already in the service to upgrade their qualifications. In Kenya, studies on Bachelor of Education (B. Ed) have focused on how such teachers are able to transform learning at these levels. Little attention has been paid on their actual role(s) to implementation of the primary school curriculum. This study sought to analyze the role of B. Ed teachers in the implementation of primary school curriculum. The study was carried out in Meru Central District of Meru County-Kenya, targeting the head teachers, heads of departments and teachers with Bachelor of Education qualifications. The study adopted a descriptive survey design. The main instruments for data collection were questionnaires and interview schedules. Quantitative data captured by the questionnaires was organized by the help of Statistical Package for Social Sciences programme. On the other hand qualitative data was transcribed, coded and analyzed thematically. The study established that teachers were well trained and there existed further training opportunities for teachers to enhance and promote acquisition of new and relevant knowledge. The study did establish that head teachers had a negative attitude towards B. Ed teachers. The study also established that B. Ed teachers used teacher’s notes and Q/A assignments and discussions in teaching and considered these methodologies to be effective in primary school curriculum implementation. The study also established that teachers devised better teaching strategies with enhanced learning and were always up to date with their lesson plans, SOW and ROW which was crucial in implementation of primary school curriculum. Inadequate remuneration, unfavorable working conditions and too much workload were cited as the most serious challenges that B.Ed teachers faced in their teaching career in primary school which affected the implementation of primary school curriculum. The government should form a commission to oversee and audit the activities and performance of all school teachers and engage them in regular trainings to impart into them relevant skills and knowledge which would improve schools performance. It is also recommended that head teachers should be encouraged to develop a positive attitude towards B.Ed teachers. The researcher suggests that future research should focus on the identification of specific teacher attributes or practices that enhance learner achievement in the classroom.
CHAPTER ONE
INTRODUCTION

The chapter outlines the background to the study, statement of the problem, the objectives, the significance of the study and the theory guiding the study.

1.1 Background to the Study

Education is extremely crucial for both the success of an individual and the development of the nation. Traditionally, education has been known to develop knowledge, skills and characters of the students (Jahangir, Saheen & Kazmi, 2012). The focus has been to make an individual learn on how to live within a society by developing intellect, equipping one’s self to deal with the reality of life and by facilitating realization of self potential and latent talents of an individual. Therefore, a successful teacher is one able to develop and nature these latent abilities in learners. Thus, as noted by Hanushek (2004), such a teacher is required to be equipped with characteristics like mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to his profession.

For the institutions to provide the established duty there is a need for their teachers to be aware of their critical roles. In this regard, universities have opened up doors for primary school teachers to pursue degree programs. These degree programs are vital and pivotal in improving quality of education in schools. Since their inception these degree programs are known to improve effectiveness of teachers in terms of skills and knowledge. For instance, they equip teachers with good strategies for helping students to learn (Bockerts, Pitrich & Zeidner, 2000). Training in these degree programs works as a catalyst which provokes a significant change in a teacher, redefines role,
broadens vision and enhances the attributes of a teacher. Furthermore, they enable teachers to be more systematic and logical in their teaching style (Kazmi, Pervez, & Mumtaz, 2011).

The need for highly qualified teachers in implementing the primary school curriculum can be attributed to the ever-changing society in which teaching takes place. The European Union (2010) acknowledges this by observing that the environments in which teachers work, and the demands placed upon them by the society have increasingly become complex. Teachers are now expected to equip the learners with a wide range of skills that they will require to take to their work place in a world that is in a constant evolution. Pupils on the other hand, are increasingly becoming more autonomous learners who are required to take responsibility for their own learning. In this context, it is only teacher education of the highest quality that can guarantee teachers with the knowledge and skills necessary for a lifetime of teaching (EU, 2010).

According to Kakkar (2001), the teacher of today is an individual who should not only be interested in children’s acquired knowledge and skills but also equally involved in his total development. As schools become more autonomous, with open learning environments, teachers assume greater responsibility for the content, organization and monitoring of the learning process, as well as for their own personal career-long professional development (European Commission (EC), 2009). The changing roles of teachers in the 21st century means teachers have a responsibility to extend the boundaries of professional knowledge through a commitment to reflective
practice, through research, and through systematic engagement in Continuous Professional Development (CPD) from the beginning to the end of their careers.

The European Union (2010) identifies the quality of teaching and teacher education as key factors in securing the quality of education systems and improving the educational attainment of students in schools. Accordingly, there is adequate research indicating that teacher quality is the most important factor for improved student performance even more than school organization, leadership or financial conditions (Rivkin, Hanushek and Kain, 2005). In emphasizing the crucial role of education and teachers in the current education, the EU asserts that member states should give high priority to sustaining and improving the quality of teacher education within a career-long perspective (EC, 2009). As a result, member states have made a vow to work towards a revitalized teacher educational policy. One such strategy has been a commitment to ensure that teachers hold a minimum qualification from a higher education institution. These highly qualified teachers strike a suitable balance between research-based studies and teaching practice and possess specialist knowledge of their subjects and the pedagogical skills required for improved performance (Wheatley, 2002 & EU, 2010).

Across the entire world, degree programmes have been offered for various purposes. These include raising the skills of the teaching force, supporting curriculum development, and enabling teachers to undertake new roles. Like most of the teacher education programmes, they are meant to improve the general educational background of teachers, increasing their knowledge and understanding of the subjects
they teach, pedagogy and understanding of children and learning, and the development of practical skills and competencies among teachers (EU, 2010).

The contribution of Bachelor of Education (B. Ed) degree programmes in increasing the number of qualified teachers especially in developing nations is no longer in doubt. However, there exists little research, if any, on evaluation of their role or/and work in implementation of the school curriculum. Perraton (2010) noted that the open learning and school based programmes have extensively been used in Sub Saharan Africa (SSA) to increase the numbers of qualified trained B. Ed teachers in the region. He further noted that the completion rates for the teachers enrolling for such programmes is encouraging with pass rates estimated to be at 83% to 93%, with the countries incentives of improved and increased salaries being explanations of the remarkable completion and pass rates. This only serves to reinforce a belief that most SSA countries have a sizeable number of Primary Teachers Education Certificate holders (PTE) with Bachelors qualifications in their system. However, little is recorded on the value these teachers add to the school environment after their qualifications.

The role of teachers’ qualifications in improving the quality of education at any level cannot be over-emphasized. Teachers’ professional development is always seen in the context of educational quality and as an instrumental to student learning and educational achievement. A number of studies have noted that educational qualification of teachers is positively related to the performance of their students. For instance, in United States of America (USA), Wayne and Youngs (2003) observed that for mathematics, results of fully certified teachers were better than those teachers
who were not formally qualified or were alternatively qualified. In another study using state level data from USA, Darling-Hammond (2002) reported a substantial positive effects for certified teachers and substantial negative effects for uncertified teachers.

The two studies suggest that the level of qualification of a teacher is a key ingredient for teachers’ performance. According to EC (2009) and EU (2010), Bachelors training improves pedagogical principles as the training is packed with pedagogical power. The training prepares a teacher to demonstrate what is to be learned rather than merely telling what is to be learned. Teachers are also prepared in pragmatic pedagogical principles which enhance teachers’ ability to deal with new practical problems. These findings are supported by Zhang (2008) when the researcher observes that there exists a positive significant interaction between teachers possessing an advanced degree in science with improved science achievement by students. The findings highlight the importance of hiring and developing qualified teachers who are better equipped to help students achieve the expectations of the curriculum.

However, this study raises two pertinent issues, one is the fact that the researcher only went to check the influence of degree holder to the performance of science subjects. Although the findings are bold on the positive impact, one thing that remains unanswered is the wholesome approach to evaluation in which the Bachelors teachers are evaluated holistically by both the school and the teachers’ performance.
The researcher holds the view that PTE teachers with B. Ed qualifications are more prepared through adequate exposure to the pedagogical principles during their four year training. Pedagogical principles and strategies facilitate the process of devising better learning practices which, in turn, determine how pupils will experience, engage with and respond to content. This has an advantage of initiating better learning outcomes hence performance. Despite these facts, it should be noted that the implementation process of what B.Ed programmes equip PTE teachers to successfully implement the curriculum cannot be assumed. The implementation process is a complex one that cannot be assumed hence the need for a study to evaluate the actual implementation process.

The other area that has frequently been used when explaining the variation in teachers’ effectiveness has been the mastery of subject matter and pedagogical knowledge. Darling-Hammond (2002) noted that both teachers’ subject matter areas and scores on subject matter tests are positively correlated with their student achievement. Mastery of subject matter is one area that is uniformly addressed in all B. Ed degree programmes. Research has also indicated that teachers’ beliefs about their own level of competence and their sense of self efficacy affect their practice and students performance (Ross, Hogaboam-Gray & Hanny, 2001).

The European Union argues that teachers with a high sense of self-efficacy are more creative in their work, intensify their efforts when their performances fall short of their goals and persist longer. Therefore, sense of self-efficacy of teachers influences the learning and motivation of students, even if students are unmotivated or considered difficult (Guskey and Passaro, 1994). Teachers perceived self efficacy not
only affects students motivation directly but also indirectly via the instructional strategies teachers use to create a supportive learning environment (Ashton and Webb, 1986 and Dembo & Gibson, 1985). Teachers with B. Ed qualifications have a strong sense of efficacy, exhibit greater levels of planning and organization, are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, and exhibit greater enthusiasm for teaching (Tschannen-Moran & Woolfolk Hoy, 2001). In addition, B. Ed teachers are also known to shape their teaching practices in order to encourage students’ motivation and performance. Despite a common agreement that most B. Ed degree programmes are structured carefully to infuse the discussed aspects when preparing their B. Ed teachers, it cannot be assumed that this is translated to classroom and place of work when teachers implement the curriculum and thus the need for an evaluation of their work.

Across the world, teachers are faced with a number of challenges when implementing school curriculum. One major challenge has been lack of job satisfaction and motivation. A number of studies identify aspects of motivation as a major challenge to teachers teaching in this region. These include; underpayment of teachers, lack of safety due to war, and insecurity, higher workloads and large classes, lack of training and poor learning and working conditions (Mseyamwa, 2006).

There are a variety of unattractive conditions of service for primary teachers that make teaching at this level less attractive for teachers with Bachelors qualifications. These include: perceived low salary, unattractive work locations and lack of professional development opportunities.
In Kenya, since the introduction of both ‘school based’ and ‘open learning’ programmes as an alternative way of acquiring a degree program for working teachers, the demand has not been driven by the directives of the Government but the interests of the teachers themselves who hope to develop their own careers. Since inception of these two programs in the late 1990s, the country has seen large numbers of the primary school teachers initially with certificate enroll and attain degrees. The Government through Teachers Service Commission (TSC); a body responsible for hiring and deployment of teachers recognizes these degree programmes. Teachers who successfully qualify with their degrees are remunerated as graduate teachers regardless of their station of work. Whilst the progression has been accepted there still lack evidence of the contribution of these teachers in implementation of primary school curriculum.

1.2 Statement of the Problem

The role of Bachelor of Education (B. Ed) teachers in improving the quality of teaching in primary schools in Kenya cannot be overestimated. The country has seen an increased number of PTE teachers with B. Ed qualifications at primary schools especially after the introduction of ‘school based’ and ‘open learning programs’ in the Kenyan Universities. However, one area that remains unknown has been on whether these qualified PTE teachers with B. Ed degrees demonstrate improved performance likely to increase learner outcomes and hence quality of education when implementing the curriculum. The general and available study findings are not only contradictory but also disaggregated in addressing the role of these teachers as they implement the curriculum. Since PTE teachers with B. Ed qualification comes with
necessary to evaluate the role of these teachers in their core duties of implementing the curriculum.

Studies have shown that B. Ed teacher programmes are well structured with the purpose of producing effective teachers who possess and appropriately use knowledge and skills to attain the desired goals (Anderson, 1991). Furthermore, it is noted that these programmes ensure that the final graduates are highly motivated and thus have a better chance to immediately make an impact in curriculum implementation. Despite the outlined benefits expected from a B. Ed teacher, no study has evaluated the role of PTE teachers with B. Ed qualifications in implementation of the curriculum after undergoing the B. Ed programme. This study sought to evaluate the actual contribution of PTE teachers with B. Ed qualifications to the implementation of primary school curriculum. The focus of the study was to establish whether the B. Ed teachers meet the professional expectations demonstrated through improved teaching methodology, adoption and putting to practice the new pedagogical skills and knowledge gained from the programme; and the challenges they face while implementing the primary school curriculum.

1.3 Objectives of the Study

This study sought to:

1. Determine the head-teachers attitudes towards PTE teachers with B. Ed degree in the delivery of the primary school curriculum’.

2. Examine the PTE teachers with B. Ed degree’s preparation for classroom teaching and how they use acquired knowledge and skills in meeting the school needs.
3. Assess the teaching strategies and methods employed by PTE teachers with B. Ed degree.

4. Establish challenges faced by PTE teachers with B. Ed degrees teaching at primary school.

1.4 Research Questions

The study sought to answer the following research questions

1. What is the attitude of primary school head teachers towards PTE teachers with B.Ed degrees teaching in primary curriculum?

2. Are the PTE teachers with B. Ed degrees prepared to teach in primary schools?

3. What are the teaching strategies employed by PTE teachers with B. Ed degrees?

4. What challenges do PTE teachers with B. Ed degrees’ face in their work?

1.5 Significance of the Study

The current study is of importance to the country in a number of different ways. First, it presents an important step towards creating awareness about the value and contribution of PTE teachers with B. Ed degrees especially in improving the quality of education in primary schools in Kenya. The ambitious development blue print Vision 2030 identifies highly qualified human resources in schools as key in producing citizens ready to meet Vision 2030. The study provides evidence of the role of PTE teachers with B. Ed degrees in achieving Vision 2030. This is through use of diverse teaching strategies capable of preparing students suited for the current knowledge based society that is solely driven by technology. Secondly, the findings of the study are useful in informing debate on educational reform. By focusing on the contribution of PTE teachers with B. Ed degrees to the implementation of primary
school curriculum, the study is likely to contribute towards reforming the current status in primary schools where degree qualification is not given a priority.

1.6 Scope of the Study

The study focused on public primary schools in Meru Central District of Meru County-Kenya. The private schools were not covered. Secondly, the study focused on primary school teachers with PTE certificate but had progressed to attain a B.Ed qualification. The role of other teachers having different professional qualifications in implementation of the primary curriculum was not covered.

1.7 Assumptions of the Study

The study made a number of assumptions. First, it assumed that qualifications of teachers affect the performance of pupils either negatively or positively in primary schools. Secondly, the study assumed that the methodologies employed in classrooms by PTE teachers with B. Ed degree’s are powerful and adequate in fulfilling the stated objectives in the curriculum compared to other teachers with lower qualifications. Lastly, the study assumed that primary schools in Meru District have adequate number of PTE teachers with B. Ed degrees teaching in their primary schools.

1.8 Theoretical Framework

In analyzing the role of B. Ed graduate teachers, the researcher adapted Mitzel Model. The theory looks at the characteristics and effectiveness of a teacher in teaching and learning process. The theory outlines areas of interest for the research regarding the role of B. Ed teachers in curriculum implementation. The researcher considered that an appropriate theoretical framework is one able to provide a basis for investigating
the role of a teacher in curriculum implementation. The important contribution from the Mitzel models is the fact that the theory observes that the role of a teacher in teaching cannot be restricted to pupil achievement alone. Furthermore, it is noted that a good study on the role of teachers in curriculum implementation should not confine to teacher-student participation but should involve various factors like attitudes and even the behavior of teachers outside the classroom. In addition, other researchers like Morrison and McIntyre (1969) have indicated that when considering criteria for evaluating the role of teachers, it should be understood that some elements which define the role of teachers in curriculum implementation cannot be measured. The researcher believes that the Mitzel model provides the basic characteristics and components which when evaluated helps in understanding the role of teachers in curriculum implementation. The current study conceptualized attitudes of B. Ed teachers, their strategies while teaching and challenges they face as major components that affect their ultimate outcome as teachers.

1.9 Conceptual Framework

Orodho (2005) observed that a conceptual framework shows a diagrammatic representation of the interrelationships between independent and dependent variables that affects a given study. In this study, the conceptual framework showing the relationship among the variables is as shown in Figure 1.1.
From Figure 1.1, it was noted that the role of teachers in effective curriculum implementation is affected by a number of factors. The attitude of teachers towards their role forms the first factor that influences their work.

The other area that influences the role of teachers towards curriculum implementation is their knowledge and skills. It should be noted that B. Ed teachers get training in the subject matter and skills on how to deliver while teaching. It is therefore expected that the knowledge and skills of any teacher becomes important in fulfilling his/her role in curriculum implementation. The professional development which is a key component while training teachers forms the other area that informs the implementation of the curriculum. The strategies that teachers employ while implementing the curriculum are thus vital in evaluating the effectiveness of teachers’ role in curriculum implementation.
1.10 Operational Definitions of Terms

**Open learning:** This is an organized educational activity based on the use of teaching materials in which constraints on study are minimized in terms of access or of time and place method of study or any of these.

**Self efficacy:** Refers to a future-oriented belief about the level of competence a person expects he/she will display in a given situation.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The discussion in this chapter is organized along themes derived from the study objectives. These are quality and quality of teaching of teachers, teacher qualification and teaching methodology in class, qualification and performance of teachers and the challenges faced by teachers teaching at primary schools. The last part discusses the research gaps that this study is likely to fill.

2.2 Qualifications and Attitudes on Teacher Performance

The role of teachers with B. Ed qualifications in improving quality of education at any level cannot be overemphasized. This has extensive and intensive scholarly literature. The B. Ed teacher training programmes are structured in a way that teachers are introduced to instrumental components of student learning and educational achievement. Accordingly, B. Ed programmes are known to improve competencies of these teachers through improved service delivery and a demonstration of a high motivation and commitment (Darling-Hammond, 2002). Darling-Hammond demonstrates that B. Ed teacher training improves teachers’ effectiveness in their roles in terms of their subject matter and pedagogical knowledge. This is important since research continue to show that both teachers’ subject matter areas and scores on subject matter tests are positively correlated with their student achievement. Consequently, findings like these emerging from the field can only imply that the more subject matter one acquires in his/her area of specialization, the more likelihood of producing better results. In all graduate degree programs, mastery of subject matter is one area that is uniformly addressed.
There is empirical evidence indicating that teachers’ beliefs about their own level of competence and their sense of self-efficacy affect their practice and students performance (Ross, Hogaboam-Gray & Hanny, 2001). The European Union argues that teachers with a high sense of self-efficacy are more creative in their work and keen to make efforts for improvement when their performances fall short of their goals (EU, 2010). Therefore, sense of self-efficacy of teachers influences the learning and motivation of students, even if students are unmotivated or considered difficult (Guskey and Passaro, 1994). Besides affecting students’ motivation, it indirectly affects the instructional strategies that teachers use to create a supportive learning environment (Ashton and Webb, 1986 and Dembo & Gibson, 1985).

B. Ed teachers tend to exhibit greater levels of planning and organization, are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, and exhibit greater enthusiasm for teaching (Tschannen-Moran & Woolfolk Hoy, 2001). It is further noted that B. Ed teachers are fond of shaping their teaching practices in order to encourage students’ motivation and performance. The researcher holds the view that B. Ed teacher degree programs are structured with a view of attaining mastery of subject and improving the confidence and self-efficacy of teachers. However, the use of what is learned in the program cannot be assumed to be implemented in class without concrete evidence as seen in class. Again whether teachers with Primary Teacher Education certificate who have upgraded their qualifications to B. Ed levels can give similar results is not covered in the literature. It is in light of this that the current study intends to look at the role of PTE teachers with B. Ed qualifications teaching primary school curriculum.
B. Ed teacher training programs increase the qualities possessed by a teacher which positively affect the performance of a teacher. Harris and Sass (2001) studied effects of the teacher training on the teacher value added especially on the qualities of the teacher. The findings indicated that training of teachers was positively associated with productivity in middle and high school Mathematics. Samupwa (2008) who examined the effects of teacher training on the administrative work and teacher’s behavior in the classroom noted that the behavior of the teachers in classroom was positively correlated to their administrative work. Samupwa further argued that teacher training prepare teachers for their administrative work in a school set up.

In Africa especially in Kenya, there are few studies on evaluation of the teaching of B. Ed teachers and thus no evidence on whether these teachers add any value to quality of classroom teaching. The few studies available have not been on the PTE teachers who have upgraded their qualifications to B. Ed levels. For instance, Chakwera (2011) noted that teachers who had upgraded their qualifications improved quality of education at their work station. In his study in Malawi on ‘Improving Secondary Education Quality through Open and Distance Education Teacher Upgrading’ he observed that most head of schools had a positive attitude towards their upgraded teachers. They indicated that the program had tremendous impacts in increasing teacher output and improving teaching.

They further noted that the program increased teacher motivation and readiness in accepting responsibility for instructional leadership in the schools. Besides improving the school image, most of these teachers were given the responsibilities of being heads of departments since they were termed competent and more qualified. Although
Chakwera provides a candid contribution of upgrading programs to improved quality of education in schools, he fails to support the contribution with statistics. First, he does not clearly provides evidence of the increased output of teachers using teachers as the respondents but only gives the evaluation of head teachers to the performance of these teachers. Second and most importantly, he does not clearly show the performance of these teachers who have been appointed as heads of departments on the basis of their qualifications, yet this is crucial in understanding whether their appointments come with any desirable and meaningful change(s) to the school.

2.3 Preparation and Performance of Teachers

The review adopts a performance-oriented approach, with a focus of looking at professional development as a form of improving education quality, in the sense of fostering educational performance and educational effectiveness. In this perspective, the interest is to see teachers’ professional development as a means of attaining the basic goals of educational as set out in the government documents. Studies pursuing this line of research have noted that there exist a significant difference in the qualification of teachers and their performance. For instance, they point to a significant difference in the qualification of teachers and their performance (Fraser & Walberg, 2005).

Although not always uniform, extensive studies argue that the more qualified a teacher is the better the delivery and outcomes. For instance, in United States of America (USA), Wayne and Youngs (2003) observed that for mathematics, results of fully certified teachers were better than those teachers who were not formally qualified or were alternatively qualified. This assertion had already been noted by
another study by Darling-Hammond (2002) and Greenberg, Rhodes & Stancavage (2004) who reported a substantial positive effects for certified teachers and substantial negative effects for uncertified teachers. The findings of the two studies suggest that the level of qualification of a teacher is a key ingredient for teachers’ performance. However, there has been a growing list of researchers who argue that teacher qualification presents no evidence of improved performance of teachers in developing countries (Rivkin, Hanushek and Kain, 2005) and hence a need for research to verify this in Kenya.

One of the areas noted to improve the results has been the preparation of such teachers. These involve topic selection, useful forms of presentation, analogies, illustrations, examples, explanations and demonstrations. It also entails understanding of what makes the learning of specific topics easy or difficult, including knowledge about conceptions that students bring to the subject (Kennedy, 1998 & EU, 2010). Additional components include appropriate use of teaching materials and media as well as strategic knowledge on the application of teaching strategies. Teachers with more pedagogical content knowledge display a broader repertoire of teaching strategies for creating cognitively stimulating learning situations. As exposed in the German Gymnasium, pedagogical content knowledge relates with subject matter mastery, thus suggesting that deep knowledge of the subject matter is indeed the critical precondition for pedagogical content knowledge. This is supported by Baumert et al. (2005) findings which showed positive effects of pedagogical content knowledge on students’ mathematics achievement.
2.4 Teacher Qualifications and Teaching Strategies/Methodology in Class

Generally, the educational sector has witnessed studies indicating that availability of resources and teaching methods are more critical factors in enhancing better performance of students than even the teachers themselves. For instance, research has noted that pedagogical processes were more significantly related to pupil achievements than were the physical and institution organization. Lezoflee and Brancroft (1995) on the other hand noted that regular assessment, working together in groups, giving pupils regular and timely feedback are vital components for improved performance of pupils. From these studies, it can be noted that the various differences manifested in performance across regions and amongst schools can partly be explained by the varying teaching methodology adopted in schools. In explaining the reasons to the poor performance of the selected districts in Uganda Guloba, Wokadala and Bategeka (2010) noted that inadequate competence skills by teachers contribute to the poor state of affairs in the poorly performing schools in Uganda. In Malaysia, it was noted that content knowledge increased teacher performance at secondary school level (Avalous & Hadad, 1981 in Chakwera, 2011).

Although the study was in secondary schools it remains relevant for this study since the emphasis is on the knowledge content of the teachers which improves the performance regardless of the level.

This is expected to be the case for all other levels of schooling. The justification of these findings might be because teachers undergoing training in degree programs receive both academic and professional enrichment. The researcher intends to examine the teaching of these teachers in the sampled primary schools. It is expected
that such data will be important in showing the impact of these teachers in classroom teaching and the challenges they face while teaching. It was thus easy to see whether the performance of graduate teachers would display a particular pattern to be attributed to their degree program.

The pedagogical principles are pure and packed with pedagogical power which is passed on to teachers while training. Pedagogical principles are also very pragmatic in nature, they synthesize a rich set of practical, instructional experiences and can be used to deal with new practical problems. The current researcher holds the view that graduate teachers are more prepared through adequate exposure to the pedagogical principles during their four year training in universities. Pedagogical principles and strategies specifically facilitate the process of devising better learning practices which, in turn, determine how pupils experience, engage with and respond to content (Adedoyin, 2011). This has an advantage of initiating better learning outcomes. However, the researcher acknowledges that there is a need to document empirical evidence in the normal running of schools to ascertain these agreed facts.

2.5 Challenges Faced by Teachers Teaching at Primary Schools

Teachers teaching at primary schools face unique challenges as they engage in their daily activities. One such challenge has to do with their job satisfaction and motivation. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. A number of studies done especially in Sub-Saharan Africa identifies underpayment of teachers, lack of safety due to war, and insecurity, higher workloads and large classes, lack of training and poor learning and working conditions as hurdles that primary school teachers
have to overcome (Mseyamwa, 2006). There are a variety of unattractive conditions of service for primary school teachers that make teaching at this level less attractive for graduate teachers. These include: perceived low salary, unattractive work locations and lack of professional development opportunities.

In a survey on teacher job satisfaction and motivation in Nigeria, Ololube (2006) found that teachers related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. In their study of job satisfaction in India, Ramachandran, et al. (2005) found that teachers indicated that reasons for job dissatisfaction included high teacher-pupil ratio, infrastructure problems, erratic disbursement of salaries, irregular attendance of children and illiterate parents. Other factors noted were school existing norms, the class sizes, the school resources and facilities, the standard activity structure within the institution, and the schools leadership and decision making structure. Although the reviewed areas captures the major challenges that teachers go through, they are not specific to graduate teachers teaching in primary schools. There exist few studies if they are there that have documented on the challenges that PTE teachers with B. Ed degrees teaching in primary schools. The researcher believes that these teachers have specific challenges which might be different from other primary teachers (colleagues) and yet are not captured in the existing literature.
2.6 Summary and Gaps Identification

Review of related literature indicates that teacher qualification plays a vital role in performance of teachers’ roles. Studies observe that well qualified teachers are equipped with adequate teaching skills, appropriate teaching methodologies and self confidence that aids in meeting the objectives of the curriculum. However, one area that has been given little attention has been the actual implementation of curriculum by these teachers to find out if they put to practice what they have learned. The current researcher believes that having adequate skills and appropriate teaching methodologies is one thing but putting them to practice to achieve the desired goals is another thing. It was the aim of this study to examine the actual implementation of the primary school curriculum by B. Ed teachers to assess their contribution towards the curriculum implementation.

Furthermore, the existing literature provides extensive information on the challenges that primary school teachers face while teaching. For instance, they talk of unattractive conditions of service for primary school teachers that make teaching at this level less attractive for teachers, perceived low salary, unattractive work locations and lack of professional development opportunities.

These studies only note of the many challenges that primary school teachers face while teaching. No single study has provided specific challenges that B. Ed graduate teachers undergo while teaching. The researcher believed that this category of teachers might have unique challenges that have not been captured, and hence wished to fill that gap by finding out the challenges that B. Ed teachers face while teaching at primary schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter outlines the research design that was utilized in this study, location of the study, target population, sample and sampling procedure, research instruments, piloting, data collection procedure and data analysis that was used in the study.

3.2 Research Design
The study adopted a descriptive survey design. Lockesh (1984) indicated that descriptive survey studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and wherever possible to draw valid general conclusions from the facts obtained. The method was considered appropriate since it allowed the researcher to report on the methodology adopted by PTE teachers with B. Ed degrees while teaching, their adequacy in skills and knowledge of their subject area and challenges they faced while teaching. A descriptive survey allows understanding a particular problem in its context hence able to bring on board the influence of the environmental factors on the working of the PTE teachers with B. Ed degrees.

3.3 Location of the Study
The study was carried out in Meru Central District of Meru County, Kenya. One reason for selecting the district for the study was due to the researcher’s own interest and knowledge of the area. This is supported by Singleton (2010) who argues that the ideal setting for any study is one that is directly related to the researcher’s own interests.
3.4 Target population

Target population is the entire population which the researcher intends to generalize the result of the study (Mugenda & Mugenda, 2003). The current study targeted the head teachers, and PTE teachers with B. Ed degrees in Meru Central District of Meru County.

3.5 Sample and Sampling Procedures

The school head teachers were purposively sampled to take part in this study. The contribution of the school heads in these primary schools was considered key. First, they gave their opinions on the effectiveness of PTE teachers with B. Ed degrees in classroom teaching, their knowledge and skills of their subject area and challenges that they faced while teaching. This is crucial in understanding the influence of the training on the working of the B. Ed teachers. Secondly, the attitude of school head on the teacher is noted to go a long way in motivating a teacher to perform to his/her best. The researcher collected data on the perceptions of head teachers on the performance of PTE teachers with B. Ed degrees in their schools.

PTE teachers with B. Ed degrees in these schools formed another set of respondents. The exact figure of primary school teachers with degree qualification in Meru Central District is not well known and documented. However, the District Educational Officer (DEO) noted that most schools have teachers with B. Ed qualifications on board. The researcher sampled at-least 30% of these teachers to take part in this study. However, the final numbers of PTE teachers with B. Ed degrees depended on the number of how many such teachers were in a particular school.
3.6 Research Instruments

To help collect the relevant data to answer the set objectives, the study employed a number of instruments. Triangulation was important in collecting reliable data. The instruments used included:

3.6.1 Interview Schedule

An interview schedule was used to collect data from the school heads. According to Orodho (2008) an interview schedule makes it possible to obtain data required to meet the objectives of the study. This type of instrument was considered appropriate because most of the primary school heads are busy and thus any little time granted to the researcher should be utilized to collect as much data as possible. The interview was structured into two sections; section A of the interview schedule elicited demographic data; and section B sought information on the contribution of PTE teachers with B. Ed qualifications to implementation of primary school curriculum.

3.6.2 Questionnaires

Questionnaires were used to collect data from the PTE teachers with B. Ed degrees. According to Orodho (2005) a questionnaire is a useful instrument used to gather data which allows measurement for or against a particular viewpoint and it has an ability to collect a large amount of information in a reasonably quick space of time. Structured questionnaires were ideal for the current study because the researcher intended to have similar questions, similar wordings and fixed sequence to all the targeted respondents. Such questions have the advantage of obtaining standard responses to question items, making it possible to compare between sets of data. The questionnaire had two sections. Section A of the questionnaire elicited demographic data of the
respondents; section B, the teaching methodology employed in class, challenges they faced while teaching and strategies they used to face the challenges.

3.7 Pilot Study

To ensure clarity in instruments, the researcher administered the prepared instruments to 2 randomly selected primary schools in the nearby Igembe district. This was necessary in eliminating ambiguity in questions, establish the time taken for filling various instruments and allowed the researcher to make the necessary corrections.

3.7.1 Validity

Validity refers to the accuracy and meaningfulness of inferences, which are based on the research results while reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Content validity of the research instruments was established in order to make sure that they reflected the content of the study concepts. First, the researcher went through the instruments and compared them with the set objectives to ensure that they contained all the information that answered the set questions and addressed the objectives. Secondly, expert input from the supervisors and authorities in the area of study was sought to scrutinize the relevance of the items on the instruments against the set objectives. This was essential for it helped in eliminating ambiguity in question items, established problems in administering the instruments, tested data collection instructions, established the feasibility of the study, anticipated and amend any logical and procedural difficulties regarding the study, and allowed preliminary data analysis.
The use of triangulation in collecting data also enhanced validity of the collected data. The researcher utilized both statistical data and qualitative data to complement each other.

3.7.2 Reliability

According to Orodho (2005) reliability measures the consistency of the instruments in collecting reliable results. It focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. For quantitative data, reliability was established by use of test-retest method. The researcher administered the prepared instruments to 2 randomly selected schools in Igembe district. After two weeks, the researcher administered similar instruments to the same population and then scored the results manually. Using Pearson correlation coefficient product moment formula, the researcher calculated the coefficient of the two sets of the findings. From the calculations the score was above 50% and therefore the instruments were considered to be reliable. For the qualitative data, the researcher recorded and later transcribed it in a way that reflected accurately how, to whom and what the informants were saying including pauses, changes in emotional tones and gestures.

3.8 Data Collection Procedures

The researcher sought a letter from Kenyatta University and then got a research permit from the Ministry of Education to conduct the research. The whole research process was a continuous process with the researcher planning to tour the study location before rolling out the research. The prior visit was vital mainly for two reasons. First, it helped the researcher to strike a rapport with the school
administration by explaining the purpose and the significance of the study. Secondly, this enabled the researcher make arrangements with the selected schools on when to start data collection process. The researcher then put together all the research instruments to be used for data collection in readiness for the exercise. The instruments were given out to the specific respondents to be filled. Eventually, the filled questionnaires were collected and kept for analysis while the interviews were transcribed and also kept for analysis.

3.9 Data Analysis

The researcher used the Statistical Package for Social Sciences (SPSS) computer software for analysis of quantitative data. This was mainly data collected by questionnaires. This was mainly descriptive statistics such as frequencies, percentages and means to analyze the collected data. Qualitative data obtained from the open-ended questions and interview schedules was coded and analyzed along established themes to specifically respond to the objectives of the study. From this, inferences and conclusions were drawn.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, interpretation and findings. The presentation starts with the respondents’ demographic data and thereafter details findings on evaluation of primary teacher education certificate holders (P1) with B.Ed degrees classroom teaching.

4.2 General Characteristics of the Respondents

The researcher obtained responses from head teachers, teachers and heads of departments (HODs). The findings are presented in details in bar graphs, charts and tables. This section gives the general demographic characteristics of the respondents such as age, gender and educational background, among others.

4.2.1 Gender Distribution of Respondents

The study sought to establish how the sample population was distributed by gender. The findings are summarized in Table 4.1 below.

Table 4.1: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Head teachers</th>
<th>HODs</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>58.3</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>41.7</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td>48</td>
</tr>
</tbody>
</table>
According to Table 4.1, the majority (58.3%, 56.3% and 69.2%) of the head teachers, heads of department and teachers respectively were males while the minorities (41.7%, 43.8% and 30.8%) of head teachers, HODs and teachers in that order were females. This is in indication that there was gender imbalance in the allocation of employment/professional teaching opportunities, especially among HODs and head teachers in Meru Central District of Meru County, Kenya. This does not reflect the stipulation set in the Kenyan Constitution, which seeks to provide equal opportunities to both genders. According to Table 4.1, the majority (58.3%, 56.3% and 69.2%) of the head teachers, heads of department and teachers respectively were males while the minorities (41.7%, 43.8% and 30.8%) of head teachers, HODs and teachers in that order were females. This is in indication that there was gender imbalance in the allocation of employment/professional teaching opportunities, especially among HODs and head teachers in Meru Central District of Meru County, Kenya. This does not reflect the stipulation set in the Kenyan Constitution, which seeks to provide equal opportunities to both genders.

The study also sought to determine the age of the respondents. The findings are presented in the Table 4.2 below.
Table 4.2: Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Head teachers</th>
<th>HODs</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>20 – 30</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>31 – 40</td>
<td>2</td>
<td>16.7</td>
<td>10</td>
</tr>
<tr>
<td>40 – 50</td>
<td>6</td>
<td>50.0</td>
<td>8</td>
</tr>
<tr>
<td>50 – 60</td>
<td>4</td>
<td>33.3</td>
<td>16</td>
</tr>
<tr>
<td>Above 60</td>
<td>0</td>
<td>0.0</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td>48</td>
</tr>
</tbody>
</table>

From Table 4.2, the majority (50.0%) of head teachers were aged between 40 and 50 years old, the majority (33.3%) of HODs were aged between 50 and 60 years while the majority (46.7%) of teachers were between 20 and 30 years. The minority (16.7%) of head teachers were between 31 and 40 years, 16.7% of HODs were between 40 and 50 years old while 8.3% of teachers were between 40 and 50 years. By virtue of their positions, most HODs and Head teachers were aged above 40 years a characteristic of many years of experience while most teachers were young and energetic. This finding is in line with Tůmová (2012) who showed that teachers with professional experience longer than 15 years were more pessimistic about school curriculum implementation. Tumova (2012) showed that the effects of the variables of age and length of professional experience on teachers’ attitudes to the curricular reform and its implementation were not as strong as they might be expected or as they are often suggested by teachers or the general public.
The researcher further sought to establish the highest level of education attained by the respondents. According to Table 4.3 below, the majority (50.0%) of the Head teachers had undergraduate degrees while the minority (8.3%) had a P1 certificate in education. On the other hand, the majority (43.8%) of the heads of department were undergraduate degree holders while the minority (16.7%) had a Masters degree in education.

Table 4.3: Highest Level of Education

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Head teachers</th>
<th>HODs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>M.Ed</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>B.Ed</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>P1 Certificate</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results show that teachers were qualified enough to implement the primary school curriculum and contribute towards learners’ academic achievement. This finding is related to several other studies which have shown a positive relationship between teachers’ preparation in the subject matter they later teach and student achievement (Darling-Hammond, 1999, 2000b; Goldhaber & Brewer, 2000;) reported a positive relationship between student achievement and teachers with a major in mathematics.

The study further sought to determine the teaching experience of the respondents. The findings are summarized in Figure 4.1 below.
According to Figure 4.1, majority (35.0%) of the respondents had teaching experience of 0 to 5 years, 31.7% had been teaching for 11 to 15 years while the minority (4.2%) had taught for more than 26 years. In overall, 65% of the teachers had a teaching experience of more than 5 years which is vital in implementation of primary school curriculum. This finding is in line with findings from other studies on the effect of teacher experience on student learning which have found a positive relationship between teachers’ effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one. While inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Rivkin, Hanushek, & Kain, 2000).
4.3 Attitudes towards PTE Teachers with B. Ed Degree in the Delivery of Primary School Curriculum

The researcher sought to determine how respondents rated B. Ed teachers. The findings are presented in Table 4.4 below.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Head teachers</th>
<th>HODs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Effective</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Ineffective</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Just ok</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to table 4.5, the majority (41.7%) of head teachers rated B. Ed teachers as ineffective, majority (45.8%) of HODs rated B. Ed teachers as effective while the minorities (25.0% and 20.8%) of head teachers and HODs rated B. Ed teachers “just ok” and ineffective in that order. This could be interpreted to mean that Head teachers and HODs had a negative attitude towards the teachers. This finding is in contradictory with findings from a study conducted by Chakwera (2011) who noted that teachers who had upgraded their qualifications improved quality of education at their work stations. In his study in Malawi on ‘Improving Secondary Education Quality through Open and Distance Education Teacher Upgrading’ he observed that most head of schools had a positive attitude towards their upgraded teachers indicating that the program had tremendous impacts in increasing teacher output and improving teaching.
The results show that teachers were qualified enough to implement the primary school curriculum and contribute towards learners’ academic achievement. This finding is related to several other studies which have shown a positive relationship between teachers’ preparation in the subject matter they later teach and student achievement (Darling-Hammond, 1999, 2000b; Goldhaber & Brewer, 2000; Guyton & Farokhi, 1987). Rowan et al. (1997) reported a positive relationship between student achievement and teachers with a major in mathematics.

### Table 4.5: Teaching Methodologies Used by B. Ed Teachers

<table>
<thead>
<tr>
<th>Teaching Methodology</th>
<th>Head teachers</th>
<th>HODs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Teachers’ notes</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Discussions</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Demonstrations/Practicals</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Question and Answer Assignments</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 4.5, majority (41.7% and 37.5%) of the B. Ed teachers used teacher’s notes according to head teachers and HODs respectively. The minorities (12.5% and 16.7%) of HODs and head teachers respectively stated that teachers used Question and Answer assignments and discussions in teaching. Demonstrating the lessons with as many visual aids as possible is very important in the learning process. Learning is the process of the brain translating information in a way that the child understands the subject matter and can build upon it in future lessons. Young children benefit most from hands-on math, science or reading visual aids that allow them to associate the
lesson with a physical model and simple experiments. Such approaches to teaching ensure that pupils actively participate in the learning process and this enhances learning consequently improving the academic performance of pupils. However, findings from this study show that such teaching strategies were rarely used by teachers with majority relying on their notes and question and answer. This finding where much emphasis was put on notes and question and answer is similar to Lezoflee and Brancroft (1995) who showed that regular assessment, working together in groups, giving pupils regular and timely feedback were vital components for improved performance of pupils.

The researcher further sought to determine whether particular teaching methodologies chosen by B. Ed teachers were effective. The findings are illustrated in Figure 4.2 below.

**Figure 4.2: Whether Teaching Methodologies Used by B. Ed teachers were Effective**
From Figure 4.2, it can be deduced that the majority (83.5%) of the teaching methodologies used by B. Ed teachers were effective while 16.7% of the methodologies were defective or faulty, hence ineffective. Question and answer is important especially in evaluating whether students have understood a topic. Questioning techniques work towards improving student learning and teachers should ask kinds of questions that enable educators to tap into different parts of the cognitive domain of the learners. Many questions at the lower levels of Bloom’s Taxonomy – particularly knowledge and comprehension – are closed-ended questions. Higher order reasoning, such as synthesis and evaluation, is stimulated through the use of open-ended questions. Asking an open-ended question is a way to elicit discussion, brainstorm solutions to a problem, or create opportunities for thinking outside the box. The highest-order open-ended questions engage students in dynamic thinking and learning, where they must synthesize information, analyze ideas, and draw their own conclusions, preparing them for the larger community, where few issues are black-and-white.

Teachers were further requested to indicate how the B.Ed program had influenced their subject matter. Table 4.6 presents the results.

**Table 4.6: Influence of B. Ed Program on knowledge and skills about subject matter by B. Ed Teachers.**

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are more profound and confident in their subject matter</td>
<td>38</td>
<td>79.2</td>
</tr>
<tr>
<td>The program helps the teachers to find quick solution to learning problems</td>
<td>10</td>
<td>20.8</td>
</tr>
</tbody>
</table>

n = 48
According to Table 4.6, the majority (79.2%) of the teachers were influenced by the B. Ed program to be more profound and confident in their subject matter while 20.8% of the respondents said that the program helped teachers to find quick solutions to learning problems. Practicing teachers update their content knowledge and teaching skills so that they can meet the requirements of new curricula, consider new research findings on teaching and learning, and adapt to changes in the needs of the student population, and so on. Conclusions in the literature on the relationship between teachers’ participation in professional development activities and student outcomes are mixed. Some studies on in-service professional development have found no relationship to student achievement (Jacob & Lefgren, 2004). Other studies have found higher levels of student achievement linked to teachers’ participation in professional development activities directly related to the area in which they are teaching (Brown, Smith, & Stein, 1995; Cohen & Hill, 1977; Wiley & Yoon, 1995; Angrist & Lavy, 2001). Therefore, the interpretation of the positive effect of participation in teacher professional development activities is not clear cut, as this variable is confounded with other teacher attributes, that is, teachers who participate in these activities are also likely to be more motivated and, usually, more specialized in the subjects they teach.

4.4 Teaching Strategies Employed by PTE Teachers with Degrees

The study further sought to determine how the B. Ed teachers ensured the needs of the students were taken care of. The findings are presented in Table 4.7 below.
Table 4.7: How B. Ed Ensured the Needs of the Students Were Taken Care of

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of pragmatic pedagogical strategies</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Use of better learning practices that boost creativity and innovation</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The majority (58.3%) of the respondents said the B. Ed program ensured the needs of the students are taken care of using pragmatic pedagogical strategies, while the minority (41.7%) said B. Ed allowed the use of better learning practices that boost creativity and innovation in the classroom. Pedagogical principles are very pragmatic in nature; they synthesize a rich set of practical, instructional experiences and can be used to deal with new practical problems. Therefore, graduate teachers are more prepared through adequate exposure to the pedagogical principles during their four year training in universities. This finding is in line with Adedovin (2011) findings that showed that pedagogical principles and strategies specifically facilitate the process of devising better learning practices which, in turn, determine how pupils experience, engage with and respond to content.

The study further sought to determine the extent to which respondents agreed/disagreed with various statements.
Table 4.8: Extent to Which Respondents Agreed/Disagreed with Various Statements

<table>
<thead>
<tr>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>WA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>B. Ed teachers use pragmatic pedagogical strategies which enhance easier understanding</td>
<td>48</td>
<td>40.0</td>
<td>10</td>
<td>8.3</td>
<td>38</td>
</tr>
<tr>
<td>Teachers devise better teaching practices which enhance learning</td>
<td>76</td>
<td>63.3</td>
<td>10</td>
<td>8.3</td>
<td>20</td>
</tr>
<tr>
<td>B. Ed programme enhanced the teachers’ subject matter</td>
<td>0</td>
<td>0.0</td>
<td>44</td>
<td>36.7</td>
<td>35</td>
</tr>
<tr>
<td>Teachers use instructional strategies that create supportive environment for students</td>
<td>58</td>
<td>48.3</td>
<td>49</td>
<td>40.8</td>
<td>13</td>
</tr>
<tr>
<td>Teachers have confidence while teaching</td>
<td>55</td>
<td>45.8</td>
<td>42</td>
<td>35.0</td>
<td>20</td>
</tr>
<tr>
<td>Teachers are ready to offer remedial classes to weak students</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>83</td>
</tr>
<tr>
<td>Teachers have no difficulty in adapting and transmitting the knowledge learned at the university</td>
<td>12</td>
<td>10.0</td>
<td>56</td>
<td>46.7</td>
<td>48</td>
</tr>
<tr>
<td>The current B. Ed teachers are effective</td>
<td>90</td>
<td>75.0</td>
<td>5</td>
<td>4.2</td>
<td>12</td>
</tr>
<tr>
<td>Current B. Ed teachers are</td>
<td>50</td>
<td>41.7</td>
<td>60</td>
<td>50.0</td>
<td>9</td>
</tr>
<tr>
<td>Item</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
<td>WA</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>sufficiently trained to handle the primary school curriculum</td>
<td>40</td>
<td>33.3</td>
<td>25</td>
<td>20.8</td>
<td>22</td>
</tr>
<tr>
<td>B. Ed teachers mark and correct assigned class work</td>
<td>33</td>
<td>27.5</td>
<td>40</td>
<td>33.3</td>
<td>25</td>
</tr>
<tr>
<td>B. Ed teachers are able to construct useful assessment tests</td>
<td>52</td>
<td>43.3</td>
<td>10</td>
<td>8.3</td>
<td>23</td>
</tr>
<tr>
<td>B. Ed teachers are willing to consult with other teachers on their subject areas</td>
<td>30</td>
<td>25.0</td>
<td>12</td>
<td>10.0</td>
<td>18</td>
</tr>
<tr>
<td>B. Ed teachers are committed to their work</td>
<td>10</td>
<td>8.3</td>
<td>60</td>
<td>50.0</td>
<td>31</td>
</tr>
<tr>
<td>B. Ed teachers are always up to date with their lesson plan, Schemes of Work (SOW) and Records of Work (ROW)</td>
<td>55</td>
<td>45.8</td>
<td>41</td>
<td>34.2</td>
<td>20</td>
</tr>
<tr>
<td>B. Ed teachers are useful in disciplining students in school</td>
<td>0</td>
<td>0.0</td>
<td>25</td>
<td>20.8</td>
<td>36</td>
</tr>
</tbody>
</table>

n = 120

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

\[
WA = \frac{\sum(Wc \times Fc)}{\sum Fc}
\]

Where Wc is allocated weight value for each element e.g. 4 for SA, 3 for A, 2 for D and 1 for AS

Fc is the frequency for each element
From Table 4.8, respondents agreed (WA=1.57) that B. Ed teachers were effective; teachers devised better teaching strategies with enhanced learning (WA=1.76), B. Ed teachers were always up to date with their lesson plans, Schemes of Work (SOW) and Records of Work (ROW) (WA=1.78) and strongly disagreed (WA=3.28) that B. Ed teachers are useful in disciplining students in school and disagreed (WA=3.31) that B. Ed teachers were ready to offer voluntary remedial classes to weak students. Use of such teaching strategies has the advantage of successful implementations of primary school curriculum and hence therefore initiating better learning outcomes.

4.5 Challenges Faced by PTE Teachers with B. Ed Degrees in Teaching at Primary School Level

The study sought to determine the challenges that faced B. Ed teachers. The findings are presented in Table 4.9 below.

Table 4.9: Challenges Facing B. Ed Teachers by B.Ed Teachers in teaching at Primary School level.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Time constraints</td>
<td>112</td>
</tr>
<tr>
<td>Increasing family demand</td>
<td>61</td>
</tr>
<tr>
<td>Poor economic or financial base</td>
<td>65</td>
</tr>
<tr>
<td>Poor learning environment</td>
<td>70</td>
</tr>
<tr>
<td>Lack of encouragement from spouses and employers</td>
<td>77</td>
</tr>
<tr>
<td>Increased social demand/pressure</td>
<td>82</td>
</tr>
<tr>
<td>Poor psychological disposition towards learning</td>
<td>65</td>
</tr>
<tr>
<td>Problem of improper work organization</td>
<td>78</td>
</tr>
<tr>
<td>Short duration of lecture time or programme contact</td>
<td>107</td>
</tr>
</tbody>
</table>

\[ n =120 \]
The data presented above reveals that all the identified items were considered major challenges of teachers’ participants in B Ed program by those sample for the study. All of the items met the criterion of more than 50%. This implies that the challenges B. Ed teachers’ face in continuing higher education include time constraint, increasing family demand, poor economic or financial base, poor learning environment, lack of encouragement from spouse and employers increasing social demand / pressure, poor psychological disposition towards learning, problem of improper work organization, and the short duration of lecture time or problem contact. The challenge of time constraint, were seen by the respondent in terms of the crash nature of programme which makes the workload in terms of subjects or courses studied on them and occupying all the available time to them. The poor psychological disposition is as a result of the mental and social demands or pressure on them. The stress or trauma which they have to go through make them feel psychologically ill-disposed towards the programme.

This has led some of the colleagues to drop out of the programme. The non-conducive learning environment even makes matters worse for them couple with the very poor student – teachers relationship. B. Ed teachers in continuing higher education also experience harassment, intimidation and lack of encouragement like their counter part regular higher education programme. The various findings of the study collaborated that of Kazeem (2008) who reported that teachers in continuing higher education face the problems of marital demands, finance, health psychology, and school and organization work and loan.
Ways to Deal with the challenges Facing B. Ed Teachers in School

In the first place, the teacher suggested that the procedure must be modified to suit the peculiarities of the B.Ed teachers. They must be seen as adults and treated as such.

Procedures should be built on the principle of Andragogy which gives due recognition to adult learners as self-directed learners; this demand for modification of the relationship with education stakeholders in ways that promotes B.Ed teachers positive image as adult learners. This will helps them to surmount their personal/individual challenges that can undermine their efforts in seeking to acquire higher education.

Tutored on time management strategies. This can be incorporated into their programme that would help them not to develop positive attitude toward learning but acquire the desired interest, sustain it and cope with learning challenges. In this regard, Television, Radio, Computer assisted learning etc. should be utilized to enhance learners positive attitude and mitigate the problem of physical appearance and tune constraints. Such materials will not only motivated adult B.Ed teachers’ interests in learning but would also stimulate the development of their imaginary and cognitive disposition towards effective learning.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This section gives a summary of the study findings, conclusions and recommendations. The main objective of the study was to evaluate the actual contribution of PTE teachers with B. Ed qualifications to the implementation of primary school curriculum. Specifically, the study sought to: determine the head-teachers’ attitudes towards PTE teachers with B. Ed degree in the delivery of the primary school curriculum; examine the PTE teachers with B. Ed degree’s preparation for classroom teaching and how they use acquired knowledge and skills in meeting the school needs; assess the teaching strategies and methods employed by PTE teachers with B. Ed degree; and establish challenges faced by PTE teachers with B. Ed degrees teaching at primary school level.

5.2 Summary of Findings
Regarding the attitude of head teachers the study established that head teachers had a negative attitude towards B.Ed teachers in primary schools.

Study findings revealed that majority of the B. Ed teachers used teacher’s notes. However few teachers used Question and Answer assignments and discussions in teaching according. According to the teachers, these methodologies were effective in primary school curriculum implementation. Majority (83.5%) of the teaching methodologies used by B. Ed teachers were effective. Majority (79.2%) of the teachers were influenced by the B. Ed program to be more profound and confident in
their subject matter while 20.8% of the respondents said that the program helped teachers to find quick solutions to learning problems.

Regarding teaching strategies, majority (58.3%) of the respondents indicated that the B. Ed program ensured the needs of the students are taken care of using pragmatic pedagogical strategies. Also the B. Ed program allowed the use of better learning practices that boost creativity and innovation in the classroom (41.7%) meaning teachers devised better teaching strategies with enhanced learning and were always up to date with their lesson plans, Schemes of Work (SOW) and Records of Work (ROW).

Majority (83.3%) of the teachers cited low salary as their most serious challenge with 69.2% stating that unfavorable working conditions was their major challenge. At least 40.0% of the teachers stated that handling larger classes was their major challenge.

**5.3 Conclusions of the study**

This study established that male teachers dominated the primary school teaching profession. The study did establish that head teachers had a negative attitude towards B. Ed teachers. The study also established that B. Ed teachers used teacher’s notes and Question and Answer assignments and discussions in teaching and considered these methodologies to be effective in primary school curriculum implementation. The study also established that teachers devised better teaching strategies with enhanced learning and were always up to date with their lesson plans, SOW and ROW which was crucial in implementation of primary school curriculum. Inadequate remuneration, unfavorable working conditions and too much workload were cited as
the most serious challenges that B.Ed teachers faced in their teaching career in primary school which affected the implementation of primary school curriculum.

5.4 Recommendations of the study

Based on the above findings, the following recommendations are hereby suggested.

1) The Government should increase allocation of funds to provide for more amenities and learning resources to facilitate learning in the schools. Such additional funds can also be used in hiring of more teachers to curb the understaffing problem.

2) The study established that there were few female teachers teaching primary school children. School administrators should encourage more female teachers into the programs. The vision, mission and policies of primary schools should reflect staff diversity and active recruitment of female staff.

3) Head teachers should be encouraged to develop a positive attitude towards B.Ed teachers.

5.5 Suggestions for Further Research

Teacher quality is an important determinant of student achievement, but measured teacher qualifications and preparation explain little of the observed differences in learners outcomes across teachers in this study. This poses a dilemma for educators and policy makers—while teachers have large effects on leaner achievement, the research evidence provides little indication how teacher quality can be enhanced. The researcher suggests that future research should focus on the identification of specific teacher attributes or practices that enhance learner achievement in the classroom.
REFERENCES


Chakwera, E.W.J. (2011). *Improving Secondary Education Quality through Open and Distance Education Teacher Upgrading*. Domasi College of education, Malawi.


European Union (2010). *Teachers Professional Development: An Analysis of Teachers Professional Development Based on the OECD’s Teaching and Learning International Survey*.


APPENDICES

APPENDIX I:

INTERVIEW SCHEDULE FOR HEAD TEACHERS

Introduction

The purpose of this study is to examine ‘The Role of Bachelor of Education Teachers in the Implementation of Primary School Curriculum’. You have been selected as one of the respondents representing this school to give some insights. Information shared will be treated with utmost confidentiality and will strictly be used for academic purposes.

Section A

1. Gender  Male (  )  Female (  )

2. Age
   31-40 (  )
   40-50 (  )
   50-60 (  )
   Above 60 (  )

3. Highest Academic Qualifications
   Masters (  )
   Undergraduate (  )
   Diploma (  )
   Certificate (P1) (  )
   Others (Specify)..............................................................................................................
<table>
<thead>
<tr>
<th>Theme</th>
<th>Question</th>
<th>Probe (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of B. Ed programme in implementing primary school curriculum</td>
<td>How do you rate B. Ed teachers in this school?</td>
<td>Improved teaching strategies, effective in handling school assignments, improved learning outcomes, and positive attitude towards their work.</td>
</tr>
<tr>
<td>Teaching methodology of B. Ed Teachers in class</td>
<td>Which teaching methodologies do B. Ed students use while teaching?</td>
<td>Probe for learning centered methodologies if not why, use of new skills in teaching, active learning, adequate preparation before class time.</td>
</tr>
<tr>
<td></td>
<td>How effective has been the adopted teaching methodologies?</td>
<td>Probe for improved student performance, student interest in learning.</td>
</tr>
<tr>
<td></td>
<td>How has B. Ed teachers ensured that students needs are taken care?</td>
<td>Use of pragmatic pedagogical strategies, better learning practices, and more creative and innovative in class.</td>
</tr>
<tr>
<td>B. Ed Teachers Subject matter</td>
<td>How has the B. Ed programme influenced B. Ed teachers’ subject matter</td>
<td>They are more profound in their subject matter, more confident in their preparation and more prepared in finding solutions related their subject area (s).</td>
</tr>
<tr>
<td>Teacher student classroom relationship</td>
<td>Better student teacher classroom relationship.</td>
<td></td>
</tr>
<tr>
<td>Challenges facing B. Ed teachers</td>
<td>What are the challenges facing B. Ed teachers in this school</td>
<td>Probe for salary, working condition, class sizes, poor security and lack of CPD.</td>
</tr>
<tr>
<td></td>
<td>How do B. Ed teachers deal with the identified challenges</td>
<td>Probe for strategies.</td>
</tr>
</tbody>
</table>
APPENDIX II:

QUESTIONNAIRE FOR BACHELOR OF EDUCATION

TEACHERS

Introduction

The purpose of this study is to examine ‘The Role of Bachelor of Education teachers in the Implementation of Primary School Curriculum’. You have been selected as one of the respondents representing this school to give some insights. Information shared will be treated with utmost confidentiality and will strictly be used for academic purposes.

Thank you.

SECTION A: Respondents Demographic Information (please tick (✓) appropriately)

1. Gender
   Male (   )   Female (   )

2. Age
   20-30 (   )   31-40 (   )   41-50 (   )
   51-60 (   )   Above 61 (   )

3. How many years have you been teaching?
   0-5 (   )   6-10 (   )
   11-15 (   )   16-20 (   )
   21-25 (   )   Above 26 (   )
In the following sections there are questions that require you to rate the level at which you agree or disagree with the statements. The ratings are 1 = Strongly Agree, 2 =Agree, 3 = Disagree, and 4 = Strongly Disagree.

<table>
<thead>
<tr>
<th>Item</th>
<th>1 Strongly Agree</th>
<th>2 Agree</th>
<th>3 Disagree</th>
<th>4 Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I use pragmatic pedagogical principles which enhance easier understanding of learning materials while teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I devise better learning practices which enhance learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. B. Ed programme has enhanced my subject matter for teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. B. Ed programme has enhanced my belief, confidence and self efficacy while teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I am more creative at my work and more engaged in finding solutions when my performance falls.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I use instructional strategies that creates supportive learning environments for my students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I structure my teaching and interaction with students in a way that fully supports student participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I have confidence while teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I am willing to offer voluntary remedial lessons in my free time to students who need extra tuition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I did not have difficulty in adapting and transmitting the</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge acquired at university to the level of primary school pupils.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The current B. Ed teachers are effective teachers teaching primary school curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The current teachers are sufficiently trained to teach primary schools curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. B. Ed teachers mark and correct assigned class work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. B. Ed teachers are able to construct useful Assessment tests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. B. Ed teachers are willing to co-operate with fellow teachers for advice and consultation in their subject areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. B. Ed teachers show commitment to their learners by offering to assist them remedially out of normal classroom hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. B. Ed teachers are committed to their work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. B. Ed graduate teachers are always up to date with their lesson plan, SOW and ROW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. B. Ed teachers are effective in assisting with discipline of students in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. The following are some of the challenges facing B.Ed teachers teaching in Kenya. From your experience as a B.Ed, how will you rate them? (Assign each one of them a number from 1-6, where 1 is the most serious challenge and 6 the least challenge facing B.Ed teachers teaching in primary schools.

Low salary paid to B.Ed teachers (   )
Unattractive work place, poor learning & working conditions (   )
Lack of professional development opportunities (   )
Lack of safety and security due to war (   )
Higher workloads (   )
Handling large classes lack of training (   )

2. How best can B.Ed teachers deal with the named challenges above?  

Thank you
APPENDIX III:

INTERVIEW SCHEDULE FOR HEAD OF SUBJECTS (HODS)

Introduction

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1. Gender                      Male ( )   Female ( )

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   31-40   ( )
   40-50   ( )
   50-60   ( )
   Above 60 ( )

3. Highest Academic Qualifications

   Masters   ( )
   Undergraduate   ( )
   Diploma   ( )
   Certificate (P1)   ( )
   Others (Specify) ........................................................................................................

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

59
<table>
<thead>
<tr>
<th>Theme</th>
<th>Question</th>
<th>Probe (s)</th>
</tr>
</thead>
<tbody>
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<td></td>
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