A STUDY OF SECONDARY SCHOOL HEADTEACHERS’ VIEWS ON THE PERFORMANCE OF THE 1990s B.Ed GRADUATE TEACHERS: A SURVEY OF KAKAMEGA DISTRICT

BY

OGOLA MARTIN

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DECLARATION

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

This work is dedicated to my beloved Parents George and Anne whose love, devotion, influence and hardwork has enabled me to come this far and for financially supporting me throughout this course.

OGOLA MARTIN

This thesis has been submitted with our approval as University Supervisors

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PROF. JOTHAM OLEMBO
DEPARTMENT OF EDUCATION ADMIN., PLAN, AND CURRICULUM DEVELOPMENT
KENYATTA UNIVERSITY

------------------

DR. FRANCIS KILONZO
SENIOR LECTURER
DEPARTMENT OF EDUC ADMIN., PLAN, AND CURRICULUM DEVELOPMENT
KENYATTA UNIVERSITY
DEDICATION

This work is dedicated to my beloved Parents, George and Anne whose love, devotion, influence and hardwork has enabled me to come this far and for financially supporting me throughout this course.
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I am greatly indebted to my Supervisors Prof. J. Olembo and Dr. F. Kilonzo for their guidance and informed contribution, which has brought about the accomplishment and success of this study. I am grateful to them for sparing time within their tight working schedule to attend to my study.

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To all those teachers in the field who participated in this study, I am extremely grateful. Indeed, without their co-operation, this work would have been in vain.

To my Parents, for their sacrifice and commitment, God bless you. Special acknowledgment goes to my Brothers and Sisters for the sacrifice, encouragement and support.

To Njoki, special thanks for the constant interest in my work and moral support and for always lifting my spirits.

Glory and Honour to God, for seeing me through.
ABSTRACT

This study focussed on the views of headteachers regarding the performance of the current graduate teachers. It sought to identify and highlight functions in these teachers’ role where they might have failed, gauge the headteachers’ general preference between current graduates and diploma teachers and identify the graduate teachers’ own view of themselves as teachers and of their training. It also sought to determine whether these current graduate teachers were ever evaluated by headteachers and if they were inducted into schools.

The study was motivated by claims from some headteachers and other stakeholders within the education fraternity during this decade (1990s) that the Bachelor of Education teachers from the public universities have become ineffective and incompetent. It is for this reason that the study focused on current graduate teachers in secondary schools. The secondary school cycle of education is crucial because it is here that students begin to get moulded for the right tasks or service in the society. The teachers entrusted with these maturing individuals must therefore be competent and committed individuals.

A sample of twenty four (24) secondary school headteachers and forty eight (48) current graduate teachers from secondary schools in Kakamega district were selected for the study. To them, questionnaires were administered by the researcher and were filled as the researcher awaited completion.

Data obtained was then analysed and interpreted as frequency distributions, percentages, and in narration form and findings were deduced. The findings, which were based on research questions, were used to generate conclusions and recommendations. Some of the highlights of the findings are;

(i) The headteachers generally view the current graduate teachers as effective.
(ii) The current graduate teachers were seen to have shown weakness in science subjects, and are not committed to the teaching profession.

(iii) The current graduate teachers have shown positive ability in Humanities and technical subjects.

(iv) The current graduate teachers have a high regard of themselves as professional teachers.

(v) The current graduate teachers view their training as having been useful and relevant but also noted weaknesses in the training programme.

(vi) Most of the current graduate teachers have not been evaluated by headteachers in the classroom and induction into schools has not been comprehensive.

Based on the findings of the study, the following recommendations were made by the researcher.

(i) Universities should conduct follow-up evaluation of their graduates in the field during their probation period and structures be established to facilitate communication and professional interaction between universities and schools on matters of educational interest.

(ii) There should be regular in-service courses for graduate teachers by the Ministry of Education and whenever possible, such courses should involve academic staff from the universities education faculty as resource persons.

(iii) More emphasis should be placed on instructional competence of student-teachers rather than mere mastery of content as expressed in written examinations during pre-service teacher education.

(iv) The on-going right-sizing of university student admissions (to regular programmes) must be maintained within manageable sizes that match the available facilities and resources.
Teaching of the science subjects at the universities should be strengthened, by placing more emphasis on practicals, tutorials, regular assessment and use of affordable and appropriate technology.
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<tbody>
<tr>
<td>B.Ed.</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>B.A.</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>B.Sc.</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Master of Education</td>
</tr>
<tr>
<td>AERA</td>
<td>American Educational Research Association</td>
</tr>
<tr>
<td>U.O.N.</td>
<td>University of Nairobi</td>
</tr>
<tr>
<td>P.G.D.E.</td>
<td>Post Graduate Diploma in Education</td>
</tr>
<tr>
<td>U.T.</td>
<td>Untrained Teacher</td>
</tr>
<tr>
<td>S1</td>
<td>Secondary '1' grade teacher</td>
</tr>
<tr>
<td>'O' level</td>
<td>Ordinary level</td>
</tr>
<tr>
<td>'A' level</td>
<td>Advanced level</td>
</tr>
<tr>
<td>P1</td>
<td>Primary 1 Grade teacher</td>
</tr>
<tr>
<td>P2</td>
<td>Primary 2 Grade teacher</td>
</tr>
<tr>
<td>P3</td>
<td>Primary 3 Grade teacher</td>
</tr>
<tr>
<td>H.S.C.</td>
<td>Higher School Certificate</td>
</tr>
<tr>
<td>C.S.C.</td>
<td>Cambridge School Certificate</td>
</tr>
<tr>
<td>T.T.C.</td>
<td>Teacher Training College</td>
</tr>
<tr>
<td>K.S.T.C.</td>
<td>Kenya Science Teachers’ College</td>
</tr>
<tr>
<td>K.T.T.C.</td>
<td>Kenya Technical Teachers’ College</td>
</tr>
<tr>
<td>T.S.C.</td>
<td>Teachers’ Service Commission</td>
</tr>
<tr>
<td>C.R.E.</td>
<td>Christian Religious Education</td>
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CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

1.1 Background to the Problem

There has been dissent in the recent past by headteachers of secondary schools in Kenya that the public universities in Kenya are producing ineffective teachers who are not performing as highly as is expected of them. As reported from the Kenya Secondary Schools Heads Association (K.S.S.H.A.) meeting held in June, 1996, some of the headteachers complained that the ‘current’ graduate teachers entering the profession are ill-prepared to effectively fit into their roles as teachers. “The former Chairman of the headteachers’ association, Mr Joel Ngatiari, pointed out that secondary school heads had more confidence in diploma teachers than graduates (from the public universities)” (Daily Nation, 19th June, 1996. p-14)

Prof. J. Kiptoon, the Vice-chancellor of Egerton University who attended the 1996 K.S.S.H.A. meeting, when asked about the reportedly falling standards at University exonerated the 8-4-4 system and only said that there were still too many loopholes existing within the system. (Daily Nation, June 29,1996 p.18). One headteacher, in his contribution, complained to the Vice-chancellor that the “new teachers were ineffective and incompetent and had poor mastery of English language” (Daily Nation, June 19th 1996 p. 14). Earlier, in 1993, secondary school headteachers from central province had complained during their annual
conference that they were receiving teachers "who do not profess to be teachers". A headmistress in the 1993 Central Province meeting said the teachers were not committed to the profession and hated reading. The headteacher of Kiambu High School added that the kind of teachers they were receiving from the university showed that there was indiscipline at the university because some university students on teaching practice did not demonstrate good discipline. One headmistress remarked, .. "We are talking about a teacher who does not plan his lessons, who hates to do research or carry out experiments in the laboratory" The school heads feared the situation might get worse with the change of education system from 7-4-2-3 to 8-4-4 (Standard, 23rd February, 1993, p.5). These sentiments by the same headteachers reflect a more or less generalised assessment of the teachers in question, and therefore, there was need for systematic investigation of the problem in the field.

There has been concern regarding this problem from other quarters within the education fraternity. Mr Tom Sitima, then the Chief Inspector of Schools, while addressing a seminar on curriculum implementation complained that “some Bachelor of Education (B.Ed.) graduates teaching in secondary schools are less committed to their work compared to the graduates from diploma colleges”. He also noted that B.Ed Science graduates “ have difficulty carrying out experiments for lack of exposure to laboratory work in their training” (Standard, 1st March, 1991, p. 4)
While addressing another seminar on Teacher Education in 1994, Mr Sitima in his paper said the University Unit System was making students specialise too early and hence unable to handle all the topics/concepts in their teaching subjects at secondary school. He also noted that most graduates are in transit to other employment opportunities and are, therefore, not concerned about preparing adequately for teaching, unlike their diploma counterparts who “do not aspire for other employment and are, therefore, competent, effective and committed to teaching.... Hands on practical handling of topics is emphasized (in diploma colleges) and has enabled (diploma) graduates to teach with confidence through the practical approach. (Sitima, 1994).

Professor P.C. Oyuke, then a Dean of Faculty of Science at Kenyatta University, while addressing a national conference on ‘Teaching of Science’, in July 1990, had views similar to Mr. Sitima’s. According to him, the B.Ed students only entered the education faculty after failing to enter other professional faculties and therefore lacked interest in teaching. Some participants of the same conference added that graduate teachers were not performing as well as diploma ones from Kenya Science Teachers College, saying that the latter trains students to teach in secondary schools while the Universities do not have such custom designed degree courses (Daily Nation, July 21, 1990, p.20). This is an apparent reference to the fact that whereas the diploma curriculum focuses more on the secondary school curriculum, the universities take on a broader approach such that the Bachelor of Arts (B.A) and the
Bachelor of Science (B.Sc) students attend the same classes with the B.Ed students for the non-Education subjects.

The discontent with the graduate teachers, however, is not an entirely new phenomenon. As early as 1976, for example, 'The Gachathi Report' (Report of The National Committee On Educational Objectives and Policies) noted: “The B.Ed teachers recruited to secondary schools have been found weak in content in the subjects they are expected to teach. Discipline among teachers and pupils is known to have been deteriorating.” (Government of Kenya, 1976, p. xviii).

It is definitely disheartening to hear complaints of inefficiency being leveled against the graduate teachers. The secondary school stage of education is a crucial one. It is at this level that human capital begins to get moulded for the right tasks or service in the society. Those entrusted with these secondary school youth, should therefore, be competent and committed teachers. Headteachers are the instructional leaders in the school. They are the professional leaders of the teachers and are the Ministry of Education’s senior officers in the school. Their sentiments, therefore, cannot be simply wished away or ignored.

1.2 Statement of the Problem

Even though some headteachers have raised the issue of the current graduates of the public universities being ineffective and incompetent in teaching in secondary
schools no systematic and specific analysis of this problem has been conducted. Their generalised discontent, however, suggests a problem on the part of the teachers. The problem of this study was to investigate the allegations by some headteachers that the current crop of B.Ed teachers in secondary schools are incompetent and ineffective. The study therefore attempted to get headteachers’ views on the performance of the current graduate teachers with reference to specific functions of the teacher. B. Ed graduate teachers’ own perception of their training and performance as teachers was also examined.

1.3 Purpose of the Study

The main purpose of this study was to investigate how the current graduate teachers entering the teaching profession were rated by the headteachers in relation to their performance as teachers. “Current” B.Ed graduate teachers’ views on their training and performance were also examined.

More specifically, this study aimed at meeting the following specific objectives:

i) To identify from headteachers specific functions in the teachers’ teaching role where the aforementioned teachers may have failed to perform effectively.

ii) To identify from headteachers, the areas in which the said teachers have performed well.

iii) To gauge the headteachers’ general preference: graduate or diploma teachers.
iv) To identify the current graduate teachers' own view of their competence and effectiveness in teaching.

v) To identify graduate teachers' general views about their training in relation to their performance in secondary schools.

1.4 Research Questions

The study addressed itself to the following questions:

(i) In what specific functions and ways have the current graduate teachers demonstrated positive abilities?

(ii) In what specific areas within the teacher's role have the current graduate teachers failed to perform effectively or dissatisfied the headteachers?

(iii) What is the headteachers' general preference; graduate or diploma teachers?

(iv) Were the current graduate teachers ever inducted into schools where they were posted?

(v) How are the teachers viewed by headteachers with regard to their social behaviour and interpersonal relationships?

(vi) What are the graduate teachers' views of their effectiveness?

(vii) What are the current graduate teachers' views about their training?

(viii) Are the teachers normally evaluated by their headteachers?

1.5 Significance of the Study.

The study of headteachers views on the effectiveness of the current graduate teachers should be of significance to teachers, universities, colleges and the Ministry of Education and Human Resource Development. The research findings will provide information to:
(i) The universities, on specific areas of strength and weakness portrayed by their graduates that could shed light on the training needs that should be addressed.

(ii) The Ministry of Education, on the critical areas that affect teacher effectiveness with a view to addressing the issues with concerted and systematic effort. In general it will enhance awareness among educators, policy-makers and scholars on issues related to teacher effectiveness. The study should shed light on what specifically mars teacher effectiveness rather than just indicting teachers’ performance arbitrarily and in general.

(iii) Researchers by providing a challenge to those who might wish to investigate the issue of teacher effectiveness in direct relation to the actual training which the teachers receive at university.

1.6 Assumptions of the study

The following were the assumptions of the study:

i) The headteachers who were used as respondents were in a position to comment on the performance of their current graduate teachers.

ii) The respondents provided honest general responses reflecting their actual views on the teachers’ performance.

iii) That since graduate teachers are randomly posted to schools, their performance should on average be the same in the different parts of the country.
1.7 **Limitations of the study**

The study was conducted bearing in mind the following limitations:

i) Due to the constraints of time and resources, the study was confined to randomly selected headteachers of schools within one district.

ii) The researcher had no control over the willingness of the respondents to evaluate items on the questionnaire and respond honestly.

1.8 **Delimitations**

The following delimitations were made for the purpose of this study:

i) The schools selected for the study sample were limited to those within Kakamega District in Western Province of Kenya.

ii) In the study, those B.Ed teachers who graduated from the public universities from 1989 onwards are considered as the current graduate teachers. It is this group that is investigated in this study.

iii) The study was confined to the perceptions of the headteachers of schools and did not therefore, involve other senior teachers such as the deputy-headteachers and heads of department. Only the graduates in question were in addition to the headteachers involved in the study to seek their own opinion on the problem of inquiry.

iv) Secondary school students were not involved in the study, neither did the study involve classroom observation of the teachers by the researcher.
1.9 **Conceptual Framework**

Before conducting the research on the views of headteachers on the performance of the graduate teachers, a framework from which to base effectiveness in teaching was necessary. The researcher in this study subscribes to the view that effectiveness in teaching can be a complex term to define and has wide interpretation.

By incorporating a number of broad theoretical perspectives drawn from various models in the study of competence and effectiveness in teaching, the study built a conceptual framework within which to base teacher performance. This study was guided by Morrison and McIntyre (1969) and Mitchel (1957) effectiveness models. In addition, the American Educational Research Association (AERA. 1952) scheme and the Kenyatta University Teaching Practice Marking Scheme contributed in this study. The presentation of this conceptual framework represents development from basic theoretical models to more practical formulations.

Many studies have been done with the aim of predicting the competence of teachers. The basic model for such studies had two components: Personal characteristics and a criteria of effectiveness as a teacher. Morrison and McIntyre (1969) summarised these early studies into a Characteristics and Effectiveness Model.

<table>
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<tr>
<th><strong>Personal Characteristics</strong></th>
<th><strong>Criterion</strong></th>
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<td>e.g. General ability</td>
<td>e.g. training performance</td>
</tr>
<tr>
<td>Personality traits</td>
<td>supervisory assessment in teaching</td>
</tr>
<tr>
<td>Attitudes and interests</td>
<td>satisfaction with work</td>
</tr>
<tr>
<td>Social class origins</td>
<td>pupil performance</td>
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This approach could be restricted in its range of predictors and gross in applied statistics. For example, the different contexts in which teachers work are not considered, and indirect assessment of personality characteristics takes the place of any direct study of subtleties of classroom behaviour. There is also lack of carefully defined criteria (Morrison and Mcintyre 1969 p.15).

There have been moves towards an extended framework. Many influences impact on pupils' educational experiences and a number of models have been proposed which take into account the teacher, pupils and environmental variables. Mitzel (1957) thus suggested on elaboration of the simple effectiveness model that represents minimal areas of interest for any research concerned with the prediction of teacher effectiveness. His model outlined four variables.

Type 1 Variables (prediction sources). These include the personality characteristics of the teacher as well as the training received.

Type 2 Variables (Contingency factors): These consider the individual pupil differences.

Type 3 Variables (Classroom behaviour): In this category teacher behaviour and pupil behaviour are considered in relation to behaviour outside the classroom.

Type 4 variable (Criteria): Here, pupil growth is considered in various dimensions such as reading, social maturity and classroom attitudes.
Mitzel stresses the significance of pupils’ characteristics and interpersonal situations in the classroom in shaping the effect of the teachers’ personality and training experience. His design is to be more realistic about the influences upon teachers and pupils. Morrison and McIntyre (1969) ponder over these criteria of evaluating teacher competence and effectiveness. They concede that whereas some criteria are readily open to objective assessment, others such as social maturity, personal adjustment, or critical ability are extremely difficult to measure. In an attempt to provide a basis for discussion of criteria, the American Educational Research Association (1952) produced a scheme in which criteria are arranged in a possible order of importance.

Teachers’ effect on:
- Pupils achievement and success in life
- Pupils’ achievement in subsequent schooling
- Pupils’ achievement of current educational objectives

Parents’ satisfaction with the teacher
Supervisors’ satisfaction with the teacher
Teacher’s opinions values, attitudes
Teacher’s knowledge of educational psychology
Teacher’s emotional and social adjustment
Teacher’s knowledge of methods of curriculum construction
Teacher’s knowledge of subject matter
Teacher’s grades in teaching practice
Teacher’s grades in education courses
Teacher’s intelligence

Morrison and McIntyre (1969) comment that in this wide ranging list, the particular criterion we choose to employ will depend upon our evaluation of its relevance and importance and upon the extent to which we can provide an appropriate form of assessment. The models here outlined were generated from
educational research and provide a conceptual ground for gauging headteachers' perceptions on the performance of current graduate teachers in this study.

Significant to this study is the Kenyatta University Teaching Practice Assessment Manual. This study did not attempt actual classroom observation of teachers, but the document is important in the sense that it contributes to the understanding of teacher effectiveness and enhances the ability to examine issues relating to how teachers perform in the course of teaching.

The manual covers five broad areas of analysis in teacher performance, namely; preparation, introduction, interaction, resources and personality in that order.

**Preparation:** This area relates to the teachers' prior preparation for the lesson(s) as reflected by the scheme of work, lesson plan and the construction of objectives.

**Introduction:** Under this section, the teacher's ability to arouse interest in the learners and to make links with the learners' experience is assessed. Teachers therefore, ought to make effort to motivate students to learn through challenging, inspiring and rewarding them. They should approach teaching from known to unknown and as much as possible adapt to the level of the learners.

**Interaction:** The teacher ought to encourage and accommodate learner participation, giving the learners a chance to discover for themselves, exercise their critical skills and have some independence. The teacher should also initiate group activity and co-operation. Also, learning activities in the classroom should
be varied, including different types of exercises to enhance creativity, critical thinking, practical skills and application. Teacher clarity is also essential. The language and vocabulary used by the teacher must be appropriate and clear. Since teaching is not just about mechanical lecturing, gestures and body movements should be used in communication. The teacher ought to use various questioning techniques paying attention to discussion generating questions, prompt students to assist them answer questions as well as allow them to comment on each others answers. The teacher must be alert to students' feedback behaviour, clarifying and encouraging where there is difficulty. The Teacher must also give useful feedback to students' written work as well as oral. This reinforcement is important, and can be done variously. The teacher must work towards effective learning by directing students towards objective achievement, ensuring their satisfaction and giving guidance on note taking and revision.

**Resources:** Resources assist the teacher to enhance effectiveness. The teacher is expected to use texts wisely, exploit all channels of perceiving (audio, visual and tactile), choose, design and use visual aids. Equipment, apparatus and material should be effectively utilized with confidence and expertise.

**Personality:** The teacher's personality is one of the most vital factors in successful teaching. This is so because it is the basis for good classroom management and establishment of favorable working conditions. The teacher must have mastery of content and use this to make applications as need. Confidence of the teacher inspires the same in students. She/he (teacher) should give the
impression that she/he is purposeful, resourceful and concerned with students’ needs. S/he should be capable of creating a pleasant learning atmosphere in the class so that learning is enjoyable and interesting. The teacher however, must not lose sight of educational goals and always maintain a task oriented atmosphere, deal with deviance firmly but wisely while at the same time, encourage self-discipline among students. Where a teacher does not exhibit the desirable personality, unfavourable conditions may prevail within the classroom.

The models and studies on effectiveness in teaching mainly focus on classroom teaching and behaviour. Yet, complexity of good teaching is aggravated even further by social considerations. It is not uncommon, for example, for parents to label one as a ‘bad teacher’ through judging their character at home or by the style of dress. The importance of correct habits to any individual cannot be overrated. Page (1969) stresses this social consideration thus, “Teachers have so great an influence upon the children under their care that their habits should be unexceptionable. It is the teacher’s sphere to improve the community in which he moves, in morals and manners” (p. 39). In summary the conception of good teaching can lend itself to wide interpretations.

1.9.1 **Relevance of the theoretical setting**

The presentation of the framework represents development from basic theoretical models to more practical formulations. The Characteristics and Effectiveness Model, Mitzel’s model and the American Educational Research Association
(A.E.R.A.) scheme are all important to the study because they outline areas of interest for the research regarding teacher competence and effectiveness. It was important for the researcher to consider theoretical formulations that provide a basis for investigating effectiveness of teachers. Morrison and McIntyre's model provides a basic model that was popular for early studies on teacher effectiveness. Mitzel's model is an elaboration of the simple effectiveness model and presents the minimal area of interest for any research concerned with prediction of teacher effectiveness. The important contribution from the two models is that they elaborate the fact that competence in teaching cannot simply be based on pupil achievements alone. Various other factors such as attitudes and even behaviour of teachers outside the classroom are important. Morrison and McIntyre (1969) that when considering criteria for evaluating teacher competence and effectiveness, some criteria are readily open to objective assessment make an important admission but others are very difficult to measure. The Morrison & McIntyre and the Mitzel models only give broad theoretical ground and hence for this study, the A.E.R.A. (1952) scheme which goes further to give a possible order of criteria of competence is presented. From this scheme, relevant and applicable criteria have been adapted to the understanding and confines of this study. From it, areas such as pupil achievement, teachers' attitudes, headteachers' (community) satisfaction with teachers and the teachers knowledge are incorporated in the study as areas of interest. These factors form the basis in the study's attempt to get the views of respondents on competence and effectiveness of teachers.
Lastly, the Kenyatta University teaching practice assessment scheme contributed to the understanding of teacher effectiveness and enhanced the researchers ability to examine issues relating to how teachers perform in the course of teaching. Whereas the researcher did not engage in actual classroom observation of teachers, the teaching practice marking scheme was especially important in the task of constructing a comprehensive questionnaire that could report on views about teachers’ performance. Based on the incorporation of relevant aspects from the theoretical formulations discussed the researcher constructed a conceptual model for the study that presents the important factors to be considered in studying views on teachers’ performance.
CONCEPTUAL MODEL OF FACTORS IMPORTANT IN TEACHER COMPETENCE.

Fig 1.01

Teacher Characteristics
Attitudes, interests
personality, Knowledge,
communication ability

Preparation and Support
Pre-service teacher education,
induction, evaluation support,
in-service training

Social Considerations
Acceptance of teacher by
administration and community,
teacher’s social behaviour,
interpersonal relationships

Pupil Considerations
Achievement in examination,
success in learning

Competence and effectiveness

Professional
Commitment to work,
commitment to students,
commitment to teaching profession

It is contended in the model above that the different factors given are important in a study on views relating the performance and competence of teachers. The views of respondents therefore, are based on the background provided by the researcher’s conceptualized model above.
1.10 Definition of Significant Terms

i) **Current graduate teachers**: Are the Bachelor of Education (B.Ed) graduates from the public universities teaching in Kenya’s secondary schools. In this study, those who have been posted to secondary schools since 1990 were considered as current graduates. This is so because the dissent against graduate teachers has been intense during this decade.

ii) **Ineffective teaching**: Is the teaching that does not produce the desired effect (maximum learning) or teaching that does not show the necessary skills required to do so successfully. The effective teacher therefore is one who leads pupils towards the successful achievement of set goals and objectives.

iii) **Views**: In this study, headteachers’ views refer to headteachers’ appraisal or judgement regarding the performance of the graduate teachers in question based on their experience as headteachers. The views of the headteachers projected the response they developed towards the way the current graduate teachers carry out their work and their character, while the current graduate teachers’ views reflected what they know and think about themselves as teachers.

iv) **Competence**: Used to mean, with regard to teachers, having the necessary commitment, ability, authority, skill and knowledge to teach.

v) **Diploma teachers**: Are the teachers who have undergone training in diploma teacher training colleges and qualified with a diploma certificate.
that allows them to teach at the secondary school level. Holders of a postgraduate diploma (P.G.D.E.) in education are not included in this definition.

vi) **Headteacher:** The teacher with overall administrative responsibilities over the school – otherwise referred to as headmaster (H/M) for a male or headmistress (H/M) for female headteachers respectively. The term headteacher includes those headteachers who are called principals.

vii) **Induction:** Is the process of initiation into the school that involves giving the fresh teacher general knowledge of future activities, requirements and comprehensive orientation into the school environment.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction
The literature reviewed in this chapter was divided into four areas. First was the literature concerning the roles of the teacher, second was that on graduate teachers, then literature on teachers and standards in education and lastly, on secondary level teacher training in Kenya.

2.2 The Role of the Teacher
An important contribution to understanding the behaviour of teachers is the concept of role. According to Saunders (1979, p.40) ‘role’ is seen as a prescription for behaviour. Then, in “role” is implied some norms with the attendant expectations and taboos for the role occupier. It is also a label for the way in which the individual does in fact behave. Role theory attempts to link the actions of people (role occupiers) and reveal a pattern.

Havinghurst and Nuegarten (1962) define social role as a coherent pattern of behaviour common to all persons who fill the same position or place in society, and a pattern of behaviour expected by other members of society. This concept thus indicates a specific occupational position, a pattern of behaviour associated with the position (independent of any person occupying the position) and a pattern of expectations held of the occupant. The expectations held of a teacher therefore show us roughly how they should act while occupying the position. In the school
the teacher is the main intermediary of education whose basic function is to transmit knowledge, skills and attitudes. Even, as focus shifts from teacher to pupil in the interaction with more observation, experimentation and initiative expected from the pupil, the teacher still plays a major role to stimulate, organise and regulate study activity of the pupils (Havighurt & Nuegarten, 1962, p. 36).

The teacher of course, has a wide area to deal with in the course of teaching. While discharging those important duties assigned to him/her, s/he also performs tasks that could even be done by less qualified individuals. These involve, for example, keeping students' files, maintaining teaching aids and preparing instruments for practicals. Indeed as Kabiru and Birichi (1994) note that: teachers are outmisted with massive responsibilities that include helping children to grow physically, mentally, emotionally and socially. The teachers thus assume the role of parents and are expected to give love, guidance, attention and security.

According to Hoyle (1969), the teacher's main roles in the industrialised society can be summarised into; instruction, socialisation and evaluation. Within the instruction role, the teacher transmits a body of knowledge and skills appropriate to the abilities and needs of the student. This is done through direct teaching and by organising learning situations of a less formal kind. Hoyle sees this role, of the teacher as an instructor, as the most obvious of the teacher's roles.
In socialisation, the teacher prepares the child for participation in the society’s way of life. Instruction is involved in this process too, for example, acquisition of literacy can be regarded as an essential socialisation process. Instruction and socialisation cannot however, be equated fully, since the inculcation of values and norms (the basis of socialisation process) cannot occur wholly through direct and explicit teaching. Values are acquired in subtle ways. Emile Durkheim (1961), a founding father of Sociology of Education, saw education as the institution mainly responsible for the maintenance of moral consensus in secular society, that the teacher should embody the society’s values in his pupils. Hoyle (1969) on the other hand sees the teacher here as a role model.

Lastly, is the role in evaluation. Here the teacher differentiates children on the basis of their intellectual and often, social skills. Hoyle (1969), sees the teacher here as “judge” This role is enacted in ways such as recommending promotions or repetitions in school and in career and course counselling. Hoyle concludes by saying that at the infant stage of learning (education) socialisation is the most significant of the teacher’s function but by the secondary stage, there is a swing towards instruction and evaluation.

Hoyle stresses what he calls “a fundamental expectation of the role of the teacher”-ability to control the class. That the teacher’s competence is assessed by the headteacher upon the ability to maintain order. Hoyle demarcates the teacher’s roles into two basic sets: the first set corresponding with the major functions
(instruction, socialisation and evaluation) and the set which is concerned with motivating pupils, maintaining control and generally creating an environment suitable for learning. These two sets of roles are not necessarily seen as separate by the teacher as they could even be carried out simultaneously in teaching situations.

The teacher has a very peculiar job. It is easy in some ways and difficult in others. Whereas there is seldom the necessity for the teacher to be on call every hour of the working day, there is plenty to do outside teaching hours. Some of it, such as preparing examinations may be routine, and some of it may involve preparation or research and so on. Since much of this can be done in one's own time, there is the advantage that few teachers are tied to the desk and chained to an office.

To fulfil their role, teachers must first know their teaching subjects well. Highe (1963) says,

this might sound obvious yet is not always practised. It is not enough for a chemistry teacher to know the exact amount of chemistry taught in schools and required for examinations. This teacher must understand the most important discoveries made every year. (p.17)

The teacher should have wide and lively intellectual interests. Then, teachers must also have interest in their work and profession, for indifference leads to hypocrisy. They must like and know their pupils as well. In summary, we can regard the
teacher as a leader. His main task is to lead pupils towards those learning and behavioural goals prescribed for them.

2.3 Graduate Teachers

Graduate teachers in Kenya are trained in four public universities: Kenyatta, Nairobi, Egerton and Moi Universities. A few more B. Ed graduates are trained in some of the private universities such as Daystar and Catholic universities. In addition some of the graduate teachers in secondary schools received their teacher education in foreign universities.

The number of students taking Education course (B.Ed) in Kenya took an upward progression with the double-intake of 1987/1988 academic year. At Kenyatta University, then the only teacher training university, the number rose from 800 to 2000 while Moi University was compelled to start a Teacher Training Programme. In the subsequent years, all other Universities began the B.Ed programme (except the Jomo Kenyatta University). The increase has been felt more in the social sciences, a development that led the Ministry of Education to declare it will not guarantee such graduates jobs in future. (Daily Nation, August 19th, 1994 p. 14).

The National Development Plan (1997-2001) indicates that graduate teachers now constitute the majority of the number of teachers in Kenya’s secondary schools. It also reported a chronic shortage of science teachers, citing the high turn-over of
graduate teachers to other employment due to poor pay as a significant reason. As Dove (1986) comments:

In the past to be a graduate secondary school teacher was considered a respectable aspiration...... Today, with the expansion of schooling...
School teaching at any level cannot compare in working conditions with (other) occupations.(p.10).

The Report of the joint meeting of Nairobi headteachers and provincial education officers (GoK 1987 p.10) noted that teachers tend to compare themselves with their counterparts in other professions who happen to be better off. This comparison results in higher labour turn-over rates in the teaching profession and tends to make teaching a stepping stone to other professions. This scenario negatively affects commitment to the profession.

Yet commitment is important for effective teaching. Graduate teachers in Kenya have been accused, especially in the recent years, of lacking commitment to the teaching profession. Wastage due to resignations increases if teachers are dissatisfied and if other employment opportunities are available. Dove (1986) sees this kind of wastage as adversely affecting teacher morale, professionalism, co-operation and even continuity in the system. Kariuki and Kibera (1991), in a study on University students' attitudes towards and perceptions of the teaching profession and teaching practice in Kenya came up with instructive findings from their study. About 56% of the student teachers had not placed teaching as their first career
choice. Nearly 60% of the others did not choose teaching as their professional career. Their analysis revealed that individuals with low abilities and enthusiasm can be admitted into the profession since it is relatively less competitive. These researchers concluded their findings with the opinion that the majority of individuals joining teaching has low motivational goals and is not likely to perform well in teaching.

Such results definitely paint a gloomy picture for the noble profession. It could be the profession is manned by teachers with low motivational goals or natural aptitude for the job but who simply take on teaching to earn a living.

2.4 The Teacher and standards

According to Ginnot (1972) teachers have the unique opportunity to counteract unhealthy influence in a pupil’s early childhood. They have power to affect a child’s life for better or for worse. While parents possess the original key to a child’s experiences, teachers have the spare key, for they can open or close the minds and hearts for children.

Majason (1995) comments:

Teachers carry the foundation for knowledge, skills good behaviour and creativeness in children on their broad shoulders and see to it that young ones, the pillar of society for tomorrow are well cared for and guided along the right lines even when parents abandon them in search of wealth and greatness. It is the teacher who has to welcome the unwilling learner to school. Create the right environment for learning
and inspire the child with charm and enthusiasm that will make him/her like school (p, 210).

The fact that teachers are a limiting factor in teaching processes and methods may not be often acknowledged. A sufficiently trained teacher bears significantly on the quality of education. In addition, the temperaments and convictions of teachers do affect teaching and learning. This argument underscores the attributes of a teacher as being of supreme importance in determining the quality of education in which the intellectual development of the child is based. Efficiency in learning is largely a function of the teacher.

Falling standards in education pose a delicate problem as this affects the moral and intellectual phases of a man’s life. As Kwubije (1975) rightly points out, education affects the mental quality of children, the future leaders, and enhances the general quality of social life. He adds that teachers as a variable supersede other forces or agents that work for or against the struggle for education since the teacher is the direct agent for the advancement of the child’s education. Unfortunately, as illustrated by numerous researches, unattractive conditions that bedevil teaching cause dissatisfaction and this is increasingly having adverse effects on standards.

These conditions include poor remuneration, limited upward mobility and low status of the profession in society. Nyagura & Zindi (1993,p.4) see low salaries as a major reason in many countries for the lack of attraction to teaching profession.
Watts (1974, p.151) says that one of the problems of teaching has been the way in which basic salary has been related to initial qualifications with little likelihood of much financial recognition of the increased competence that a teacher may develop with experience. To gain increase in salary, the good teacher will be lost as s/he has to take on less teaching and more on other duties like planning, heading a department, school or becoming an administrator. This observation concurs with Majasan's (1995, p.12) who avers that teachers have low pay and, are therefore, looked down upon.

Cleverley (1985, p. 246) links remuneration to status. He says that problems within teacher education are related to the low status of teaching as a profession. Status is connected with poor salary and this discourages students of education. It therefore, has become a notable factor causing withdrawal from the profession. Falling standards for this reason, are bound to creep in as a result of poor conditions that threaten the well-being of teachers.

2.5 Secondary Teacher Education in Kenya

Secondary Teacher Education in Kenya has expanded rapidly since independence. In the early years of post-independent Kenya, the country still relied heavily on expatriates and there were only a few graduate Kenyan teachers from Makerere University in Uganda who taught at the secondary school level. Makerere
University then also produced ordinary diploma holders in education as well as the graduates with a Post Graduate Diploma in Education (P.G.D.E). There was also a mix of other types of teachers teaching in secondary schools (Forms 1 and 2 taught by P.Is and Untrained Teachers (UTs) with high school certificate). Currently, the Kenyan teachers' colleges and universities produce a fairly adequate supply of secondary school teachers, although a few subjects still face shortages.

At the moment, Kenya has three types of secondary teachers programmes: the diploma course, the degree course and the P.G.D.E. programme, which can be grouped as under graduate and graduate level courses.

2.5.1 Diploma Teacher Training (and undergraduate courses)

Diploma level training has had a longer history in Kenya than the Bachelor of Education (B.Ed) and graduate level courses. The first form of secondary teacher training to be introduced in Kenya was a 3-year course at Central Teachers' College and at Highridge Teachers' Training College (T.T.C.) in 1963. These T.T.C.s provided an SI (Secondary 1) course that involved three year training for ‘O’ level (ordinary) students and one year training for “A” level (advanced) students. The SI course prepared teachers for lower secondary school classes. The SI course was transferred to Kenyatta College in 1965 to train teachers of science. Kenya Science Teacher’s College (K.S.T.C) was opened as an SI college in 1966. To compensate for teacher shortage, Primary 1 (PI) and Untrained Teachers (U.T.s) with secondary school education who had passed Higher School Certificate (H.S.C) also taught the lower secondary school classes. (U.O.N, 1979, p 4)
A noteworthy phenomenon in diploma training was the rapid expansions experienced in the late 1960s and in the 1970s. In addition to the already existing institutions for teacher education, colleges such as Egerton, Kenya Polytechnic and Kenya Technical Teachers College were included in the teacher-training programme. However, as the number of diploma teachers especially in arts increasingly swelled, there was a shift in government policy, such that most of the diploma colleges like Siriba, Kisii and Egerton have now been converted into university colleges, producing B.Ed graduates. Currently there are only three (3) diploma colleges of education; Kenya Technical Teachers College (K.T.T.C.), Kenya Science Teachers College (K.S.T.C.) and Kagumo. (Bogonko, 1992). Diploma students undertake a 3 year training programme that involves specialising in 2 (two) teaching subjects plus the professional (education) subjects. Candidates must pass the teaching practice element to graduate as diploma teachers.

2.5.2 Degree (Graduate Teacher) Programme

Upto independence, within the East African Region, only Makerere in Uganda trained secondary school teachers for Kenya. Makerere offered two courses: the four year diploma in education after the Cambridge School Certificate (C.S.C) and the P.G.D.E. which took one year after attainment of Bachelor of Arts (B.A.) or Bachelor of Science (B.Sc) basic degree. In 1966/67 academic year, P.G.D.E. course was introduced at University College of Nairobi. In the same year, the BA or B.Sc with education option degree were introduced at the college. It was in fact,
government policy to admit 50% and 30% of all the arts and science students respectively into the programme as an expedient measure to combat critical shortages in secondary school staffing (UON, 1979. P.5).

The B.A or B.Sc. with Education Option was scrapped in 1972 to give way to the B.Ed (Bachelor of Education) at University of Nairobi and its constituent Kenyatta University college (Bogonko, 1992). B.Ed was introduced as it was the only sure way of planning and projecting teacher training at university, since the previous programme did not place a pass condition in the education option as a prerequisite to earning a degree. The B.Ed programme, with Education component as part and parcel of the whole degree, involved, as it basically still does, two teaching subjects plus education units. The B.Ed course is now a four-year programme offered in four public universities. It is only in the so called special subjects where students study only one teaching subject as a double subject in addition to education. Kenyatta, Moi, Egerton and Nairobi Universities also offer P.G.D.E. for graduates with a first degree which elevates them to graduate teacher status. Both programmes involve teaching practice assessment.

According to Kenya’s Economic Survey 1998 (p. 138), graduate teachers now outnumber the diploma and untrained teachers in the secondary school teaching force in the country. Trained graduate teachers formed 60.5% of the total number of trained secondary school teachers by 1997. The ratio of student to trained teacher
for secondary schools stood at 15 during the same year. This ratio, according to the Economic Survey, was said to be good for quality teaching but too low, hence expensive for a developing nation like Kenya to maintain. Despite these impressive statistics, the National Development Plan 1997 – 2001 (p. 202), pointed out that there is still a chronic shortage of science teachers, especially in Mathematics. This was explained as being partly due to poor pay relative to that available in the private sector. It was therefore, noted that the government intends to introduce results-based pay and bonuses for teachers of science-based subjects. The government is also considering improving the graduate teacher total population with a view to attaining a fully graduate teacher population at secondary school level.
CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

In this Chapter, procedures and strategies used in the study are described. The chapter contains the following sections: research design, location of the study, sample selection, research instrument, pilot study, data collection procedure and data analysis technique.

3.2 Research Design

The study was a descriptive survey. Gay (1981, p.155) defines a survey as “an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables”. Julian (1969, p.102) adds that survey research concerns itself with describing practices that prevail, beliefs, views, attitudes or perceptions that are held. Gay (1981, p. 12) says that a descriptive study determines and reports the way things are and commonly involves assessing attitudes or opinions towards individuals, organisations and procedures. The descriptive data are typically collected through questionnaires, interview or observation. Gay adds that normally, specific data collection instruments have to be developed since one is generally asking questions that have not been asked before. This study was mainly concerned with collecting data on views of respondents with regard to performance of the B.Ed graduate
teachers and determining and describing the views held. Data were collected using the questionnaire that was specifically developed for the study.

3.3 Location of the Study

The study was carried out in Kakamega District, in the Western province of Kenya. The district has the largest number of secondary schools compared to the other five districts of the province. According to the Ministry of Education, Kakamega has 116 (one hundred and sixteen) secondary schools out of the 445 (four hundred and forty five) in the province. (Source: TSC Staff Returns Records 1998).

The district was preferred for this study for several reasons:

i) The researcher’s familiarity with the district.

ii) The district has many as well as various types of secondary schools; girls, boys, mixed, boarding, and day schools.

iii) Communication infrastructure is relatively well developed in the district.

The district falls within the Lake Victoria Basin and lies on the eastern tip of Western province. It is bordered to the East by Nandi district, to the South by Vihiga and Siaya districts, to the North by Uasin Gishu district and to the West by Bungoma and Busia districts. The district is densely populated (estimated to stand at 468 people per square kilometre in 1999) with a rapidly growing population of the dominant Luhya ethnic community. This district is agriculturally high
potential and has adequate rainfall (Source: Kakamega District Development Plan, 1997 - 2001). The Kakamega District described here and used during the study has since been sub-divided into three districts. The two new additional districts are Lugari and Mumias-Butere.

3.4 Sample Selection

The population used for this study were headteachers of secondary schools in Kakamega district. In addition to headteachers, the current graduate teachers were also included in the study sample. The stratified sampling technique was applied in the selection of headteachers for the study sample. This technique involves dividing the population into mutually exclusive categories, then selecting a sample of elements from each category such that each category is represented in the same proportion it exists in the population. (Gay, 1981, p. 96). Therefore, from the 116 (one hundred sixteen) headteachers of secondary schools, a stratified sample of 24 headteachers was drawn, representing about 20% of the population. As Gay (1981, p. 98) avers, “For descriptive research, a sample size of 10% of the population is considered minimum”. Gay (1981, p. 96) however, adds that for smaller population upto 20% may be required. There were 16 Boys’ 22 Girls’ and 78 Mixed schools in the district. Headteachers were then selected from the 3 categories of Boys’, Girls’ and Mixed schools in proportion to the number in which they occur in the population. Since Boys, Girls and Mixed schools are represented as 13%, 19% and
68% respectively in the population, this translated into 3, 5, and 16 Boys, Girls and Mixed Schools respectively selected for the study.

Non-probability sampling was employed in selecting current graduate teachers for the study because as Koul (1984, p. 106) says, in this sampling procedure, the units are selected at the discretion of the researcher for a purposive or accidental sample. Such samples are preferred where there is difficulty applying probability sampling methods, (such as simple random sampling) and so one takes available samples at hand.

Therefore, from the earlier selected 24 schools above, two current graduate teachers were drawn from each using records from the respective headteachers' offices. Schools here selected that had no current graduate teachers were to be ignored, and alternative schools randomly selected to replace them for the sampling of graduate teachers. However, all the selected schools in the study sample had the required number of graduate teachers. A female and male teacher was selected from each school. This expedient sampling procedure was necessitated by the practical difficulty faced in attempting to get accurate statistics on the number of these teachers currently teaching in Kakamega district - The researcher was unable to get from the Teachers' Service Commission [TSC] a list or the number of graduate teachers posted to the district since 1989 as the officials confessed it would be a tedious and cumbersome process. This is compounded by the fact that a number of
these graduates did not report to their stations of posting or have transferred to other
districts. Therefore accurate statistics on which a purely probability sampling
procedure could have been based were unavailable to the researcher.

3.5 **Research Instrument.**

The study relied for data collection on a questionnaire. The questionnaire, administered by the researcher, was issued to respondents. The questionnaire was preferred for its suitability to this study. As indicated by Bless and Achola (1987), the questionnaire is suitable as a method of data collection in a survey study for several reasons;

a) Large coverage of the population can be realised with little time, personnel or cost.

b) Anonymity of the respondents filling the questionnaire may help them to be honest in their answers,

c) Avoids bias due to personal characteristics of interviewers as none are used

d) Allows respondents time on questions that would require reflection or consultation before answering questions to avoid hasty responses.

The questionnaire was preferred therefore, because it allowed the researcher to reach a large sample within little time and with no extra personnel. The researcher was able to administer the questionnaire to headteachers and teachers in each school simultaneously, await completion and move to the next respondents without the extra cost of personnel. Since there were no interviewers, bias was avoided as
the questionnaire recorded only the exact views of respondents. Lastly, the questionnaire was preferred because it would give respondents time for reflection or consultation before answering questions. This guarded against hasty responses. Respondents were also not required to fill in their names but only the relevant background information, thus ensuring a reasonable level of anonymity.

The instrument was designed to address the issues that form the basis of this study by seeking information pertaining to headteachers' views on the performance of the current graduate teachers in areas relating to academic and other concerns of the school. The questionnaire consisted of some closed-ended questions to provide for structured responses, which facilitate ease of tabulation and analysis. It also included open-ended items so as to provide in depth information. There was a questionnaire for headteachers and a separate one for the current graduate teachers in question.

The headteachers' questionnaire broadly sought to:

(i) identify from headteachers' views why the graduate teachers have been accused by some headteachers of ineffectiveness.

(ii) gauge the headteachers' preference of either graduate or diploma teachers.

(iii) identify, from headteachers' views, what, if any are the major weaknesses of the current graduates as well as their areas of strength.
(iv) assess whether headteachers have formally carried evaluation of the teachers in question.

The teachers' questionnaire, collected data from current graduate teachers on:

(i) their own view of themselves as teachers.
(ii) their views regarding claims that they are ineffective.
(iii) their appraisal of their training at the university.
(iv) whether they have received evaluation from other teachers and the kind of induction they received in the school.
(v) their commitment to the teaching profession.

3.6 Pilot Study

Before the actual collection of data using the questionnaire, the researcher did pilot testing of the instrument. The questionnaire was administered to two randomly selected headteachers and four teachers from secondary schools in Nairobi. These subjects were asked to complete the questionnaire and to give their comments on the clarity of instructions and items. The test was also used to find out how much time would be required to complete the questionnaire. It was found that some items on the questionnaire needed to be rephrased for clarity. The refined questionnaire was then retained for the study. It was also observed that the questionnaire could be completed within 50 minutes and therefore could be filled out as the researcher awaited completion.
3.7 **Data collection Procedure**

Before data collection, the researcher sought a permit from the office of the President. After piloting and refinement of the instrument, the researcher proceeded to administer the questionnaire to the selected respondents directly and awaited completion of each questionnaire issued. Before administering the questionnaire, the researcher introduced himself and explained the purpose of the study. The researcher requested for co-operation from the respondents, and guaranteed confidentiality for any information volunteered. All questionnaires were completed on the spot to ensure that there was a high rate of return. However, headteachers who requested for more time were given a whole day to complete questionnaires and the researcher collected them the following day.

3.8 **Data Analysis**

The analysis employed descriptive statistics in the form of frequencies and percentages to summarise data on closed-ended items. Responses to the open-ended items in the questionnaire were analysed qualitatively. Such data was organised into themes pertinent to the study and presented using descriptions and quotations. This is so because qualitative data is based on the ideal of looseness and flexibility. Analysing data qualitatively involved developing coding categories as a way of organising the data. Bogdan and Biklen (1979) explain:
Developing a coding system involves several steps: you should search through your data for regularities and patterns as well as the topics your data cover and then you write down words and phrases (coding categories) to represent these topics and patterns. The categories are a means of sorting the descriptive data you have collected so that material bearing on a given topic can be physically separated from other data. (p.156)

For the objective items on the questionnaire, first, data were computed in terms of percentages according to the categories on the likert-type responses. Thus, responses were tabulated on the basis of how many Strongly Agreed (SA), Agreed (A), Disagreed (D) or Strongly Disagreed (SD) respectively, and presented as percentages of the total number of responses. This was further condensed into two broad groups—“Agree” (for SA and A) and “Disagree” (for D and SD). Then, this was especially useful for cases where this analysis was not conclusive enough, each response was scored on a scale of one to four points. For all statements which stated positively, scoring was done starting from the highest (SA) four points to the lowest (SD). For example, number 1 on the headteachers’ questionnaire reads:

The current graduate teachers are effective

SA □       A □       D □       SD □

A response ticked SA (Strongly Agree) carried 4 points, A (Agree) carried 3 points, D (Disagree) carried 2 points and SD (Strongly Disagree) carried 1 point. Negative statements were scored in the reverse order where SD carried 4 points and SA carried 1 point. These raw scores were used to compute the mean score for all respondents per item using the formula \( \bar{x} = \frac{\sum x}{n} \)
Where:

\( \bar{x} \) – stands for mean score for all respondents on a statement.

\( \Sigma x \) - stands for sum total of all scores computed for all the respondents on an item.

\( n \) – is the number of respondents used in the questionnaire.

This mean score was then compared to the standard mean (mid point) per item. The standard mean per item statement was computed using the formula \( \Sigma x / N \)

\( \Sigma x \) is the sum of the response scores i.e. 4+3+2+1

\( N \) is the possible responses i.e. 4 responses. Therefore the standard mean (mid point) is

\[
\frac{4+3+2+1}{4} = 2.5
\]

This mid point ("neutral point") was used to make the decision whether the respondents in general had a positive or negative view in response to each item. A respondents’ mean score of above 2.5, was considered as being in the positive (tending towards “agree”) while that below 2.5 was seen as negative (disagree). The further away from 2.5 the stronger the responses tended towards the extremes of SA or SD. The analysis of the data from the two sets of questionnaires was organised to address the research questions of the study.
4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

Presented in this chapter are the data that were collected from secondary school headteachers and current graduate teachers teaching in secondary schools selected for the study sample. The main purpose of this study was to investigate how headteachers regard the “current” B.Ed graduate teachers entering the teaching profession in relation to their (graduate teachers) performance.

The organisation of the data analysis is tied to the research questions that guided this study. The data that was collected and analysed in this chapter explored views from headteachers and the current graduate teachers based on the following questions:

(i) In what specific functions and ways within the teachers’ role have the current graduate teachers demonstrated positive abilities?

(ii) In what specific functions and ways within the teacher’s role have the current graduate teachers failed to perform effectively or dissatisfied the headteachers?

(iii) What is the headteachers’ general preference: graduate or diploma teachers?
(iv) Were the current graduate teachers ever inducted into schools where they were posted?

(v) How are the current graduate teachers viewed by headteachers with regard to their social behaviour and inter-personal relationships?

(vi) What are the graduate teachers’ views of their effectiveness?

(vii) What are the current graduate teachers’ views about their training?

(viii) Are the teachers normally evaluated by their headteacher?

The study was conducted in Kakamega District in the Western Province of Kenya. From this district, twenty-four (24) headteachers and forty-eight (48) graduate teachers were randomly selected for the study sample. To these selected respondents, questionnaires, which were the sole instrument of data collection were issued and filled as the researcher awaited completion. All the respondents who were selected filled and returned the questionnaire hence there was a 100% return rate. All the questionnaires returned had been sufficiently filled and therefore, were all used in the data analysis. There were two sets of questionnaires; one for headteachers and the other for the current graduate teachers. Both questionnaires had closed-ended items (objective items of the Likert-scale type) and open-ended items. In the open-ended items sections, the respondents were asked to give brief responses and the section allowed them the opportunity to give in-depth information.
In the presentation of data in this chapter, responses on the closed-ended items are summarised in tables by frequencies and percentages. A mean $\bar{x}$ is computed for the responses per item as earlier described in chapter 3. The rest of the data is presented in narration form where the most outstanding responses are mentioned. To capture some striking responses, quotations are extracted from questionnaires and presented.
4.2 ANALYSIS OF THE DATA

4.2.1 General information on headteachers by category

Table 4.01: Academic qualification of headteachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of respondents (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>S1</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>17</td>
<td>71</td>
</tr>
<tr>
<td>B.A. with P.G.D.E.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.02: Headteachers Experience in teaching profession

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 yrs</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>11-15 yrs</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>16-20 yrs</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>21 and over yrs</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.03: Experience as headteacher

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4 yrs</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>5-9 yrs</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>10-14 yrs</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>15-19 yrs</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>20 and over</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>
A look at the above tables shows that most (79%) of the headteachers used in this study are university graduates. Of these, only one however holds a masters degree. The majority (86%) of the headteachers used in the study have more than ten years experience in the teaching profession. 75% of the headteachers in the study had four or more years experience as headteachers. The most common category was that of between 5 and 9 years of experience as headteacher.

4.2.2 Functions/ways in which the current graduate teachers have demonstrated Positive abilities

To solicit for information on areas where the current graduate teachers are seen by headteachers as having performed well, several questions related to teachers' performance were asked in the headteachers' questionnaire. From the objective items in the questionnaire, analysis of data revealed areas where the current graduate teachers received favourable rating, while for the open-ended items in the headteachers' questionnaire, questions 19 and 21 directly sought to identify in what subjects of the curriculum and in what other functions of the school the teachers had exhibited positive abilities.

Question 1 of the headteachers' questionnaire first sought to determine how the current graduate teachers are viewed by headteachers with regard to effectiveness as teachers. Table 4.04 below shows the headteachers' response to the question.
Table 4.04: Headteachers’ views on effectiveness of current graduate teachers

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>x  = 2.83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>1</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>24</td>
<td>100</td>
</tr>
<tr>
<td>%</td>
<td>4</td>
<td>75</td>
<td>21</td>
<td>-</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Majority of the respondents agreed that the current graduate teachers are effective. As shown in the table, 79% were in agreement while only 21% disagreed with the statement. Therefore, most headteachers viewed the current graduate teachers as effective. This is confirmed by the mean score (2.83) that reflects a general positive view by headteachers.

In response to evaluating the performance of the current graduates with regard to performance in national examinations, (Question 23) 13 headteachers (54%) returned a judgement of “satisfactory” or "okay". 8 (33%) rated the current graduate teachers’ performance as very good while 3 (12.5%) rated them as below average. Those who rated them “below average” commonly noted sciences in brackets. The general response was therefore of satisfaction with the results produced by the current graduate teachers in national examinations.

Effectiveness of teachers can be defined as the extent to which the teacher leads the pupils towards the successful achievement of set goals and objectives. As Lancaster (1994, p. 23) asserts that most people agree that the true measure of a
teacher’s effectiveness is the achievement of his/her students, and the teacher’s effectiveness is of prime importance in the education process. It is important therefore, that teachers be effective in their instructional delivery so that learners can benefit from education.

Mastery of content by the teacher is also an important factor in teaching. The teacher with a mastery of content can be relied upon to confidently transmit the right knowledge to his/her students. Question 2 of the headteachers’ questionnaire therefore asked the respondents how far they agreed with the statement that the current graduate teachers have a mastery of content in their teaching subjects. Table 4.05 illustrates the headteachers’ responses.

Table 4.05: Headteachers views on current graduate teachers’ mastery of content

<table>
<thead>
<tr>
<th>Number of headteachers</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>14</td>
<td>8</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>8.3</td>
<td>58.3</td>
<td>33.3</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the respondents agreed that the current graduate teachers have mastery of content in their teaching subjects. About 16 (67%) responded positively while 8 (33%) responded in the negative. The mean score of 2.75 confirms that
most headteachers viewed the current graduate teachers as having a mastery of content in their teaching subjects.

The headteachers were also asked about the performance of the current graduate teachers with regard to marking of classwork and constructing useful assessment tests. Questions 4 and 5 of the headteachers’ questionnaire are analysed in tables 4.06 and 4.07 respectively to summarise responses. Table 4.06 shows how far they agreed with the statement that the current graduate teachers mark and correct assigned class work.

**Table 4.06: Headteachers’ views on teachers marking and correction of classwork**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>1</td>
<td>12</td>
<td>11</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>4.2</td>
<td>50</td>
<td>45.8</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Whereas the majority of the respondents (13 or 54.2%) generally agreed with the statement, the agreement was not overwhelming. The responses were not one sided as only slightly less disagreed with the statement. The mean score (slightly above “neutral”) indicates that the headteachers generally agreed that the current graduate teachers mark and correct assigned class work.
In question 6 of the headteachers' questionnaire, headteachers indicated how far they agreed with regard to the statement that the current graduate teachers are able to construct useful assessment tests.

**Table 4.07: Headteachers' views on teachers' ability to construct useful assessment tests**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>2</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>8.3</td>
<td>66.7</td>
<td>25</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table, 75% of the respondents agreed whereas only 25% disagreed with the above statement. This indicates therefore that headteachers are generally convinced that the current graduate teachers are able to construct useful assessment tests. Tests are an essential part of the learning process as they enable teachers to assess the level of learning among students and also to identify problem areas of the topics taught. Tests, among other important functions, enable learners to gauge their mastery of content as well as motivate learners to revise continuously. It is therefore imperative that teachers construct useful and reliable tests that enhance as well as evaluate learning.

Headteachers were then asked about the willingness of the graduate teachers to cooperate with fellow teachers for advice and consultation in their subject areas. Table 4.08 illustrates the extent to which headteachers agreed with regard to the objective item question (number 7).
Table 4.08: Headteachers views on teachers willingness to co-operate with fellow teachers

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>3</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>12.5</td>
<td>45.8</td>
<td>29.2</td>
<td>12.5</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in the table above, 58% (14) of the headteachers agreed while 42% (10) of them disagreed with the statement. This indicates that whereas the majority of the heads saw the current graduate teachers as being co-operative and willing to consult with fellow staff, still a large number disagreed hence showing their dissatisfaction. Co-operation and consultation among members of staff is important as it both creates a favourable working environment as well as promoting intellectual growth. Teachers should always be willing to interact and exchange ideas to promote learning.

It was considered important to get headteachers’ opinion on the commitment of the current graduate teachers to work. This is because commitment to work influences the input of the teacher and consequently his/her performance in general. The headteachers’ responses showing how far they agreed with the statement that the current graduate teachers are committed to work are shown on Table 4.09 in regard to Question 10.
As shown in the table above, 54% (13) of the respondents agreed as opposed to 46% (11) of the respondents who disagreed with the statement. A closer look at the data however reveals a stronger message. Whereas slightly less headteachers disagreed, more of them strongly disagreed than the number that strongly agreed. This necessitates a look at the mean to give a clearer impression. The mean of 2.5 reveals a balanced score for the two sides agree and disagree. The conclusion therefore is that there was an almost balanced opinion regarding commitment of current graduates to work, though a slightly bigger number of headteachers responded in favour of the teachers in question. This is not a contradiction to views on graduate teachers’ commitment to the profession (analysed later) as one may be committed to work without necessarily having the same commitment to the profession.

The ability of graduate teachers to perform competently in science practicals was investigated through headteachers’ responses. Table 4.10 shows the responses with regard to question 11.
Table 4.10: **Headteachers' views on teachers' ability to handle practicals**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>1</td>
<td>13</td>
<td>9</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>4.2</td>
<td>54.2</td>
<td>37.5</td>
<td>4.2</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown above, 58.4%(14) of the headteachers in the study agreed in response to the statement that the current graduate teachers are able to handle practicals with confidence. The mean (2.58) indicates the leaning towards “agree”. It is noteworthy however that 10 out of the 24 headteachers thought these graduates were incapable of handling practicals competently. This might be an indicator that a number of the said graduates are not competent in handling practicals, or might suggest that exposure to practicals during training might have been inadequate.

Headteachers were asked if the current graduate teachers were appropriate and clear in teaching by scaling down content to suit the learners’ level of comprehension. Table 4.11 shows the headteachers’ response to question 12.
Table 4.11: Headteachers’ views on teachers’ ability to adapt to learners by scaling down content to suit learners level

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>1</td>
<td>13</td>
<td>10</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>4.2</td>
<td>54.2</td>
<td>41.6</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the respondents (58.4%) agreed while 41.6% disagreed with the above statement. Therefore, most of the headteachers in the study saw the current graduates as being able to adapt to learners by scaling down the content to suit the secondary school level. Whereas the minority still formed a fairly large number (10 out 24) the mean score of 2.63 clearly shows a tendency towards “agree”. Ability to scale down to the learners’ level is essential in teaching as it forms a bridge between the “superior” knowledge level of the teachers and that of learners.

The teachers’ work does not only comprise delivering knowledge within the walls of the classroom. Besides the basic function of classroom instruction, other duties such as conducting extra-curricular activities of students and serving in positions of responsibility within the school also feature in a teacher’s school life. The researcher therefore found it necessary to inquire into the current graduate teachers’ participation in extra-curricular activities (Question 15) and their ability in serving in positions of responsibility (Question 16). Tables 4.12 and 4.13 show
how far headteachers agreed or disagreed with regard to the questions on these two issues.

Table 4.12: **Headteachers' views on teachers' willingness to co-operate and participate in co-curricular activities**

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>8.3</td>
<td>58.3</td>
<td>25</td>
<td>8.3</td>
</tr>
</tbody>
</table>

As shown, 67% (16) of the headteachers find the current graduate teachers to be co-operative with regard to co-curricular activities of the school, while 23% (8) disagree on this. This is a positive sign because co-curricular activities are part and parcel of the education experience. They enhance the mental abilities, the physical development and well being of learners. The learners cannot be expected to make maximum use of co-curricular activity without the assistance of teachers.

Table 4.13: **Headteachers' views on teachers' ability to fit well into positions of responsibility**

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>20.8</td>
<td>45.8</td>
<td>25</td>
<td>8.5</td>
</tr>
</tbody>
</table>

As shown, 67% (16) headteachers agreed while 33% (9) disagreed with the above statement. Therefore from the analysis, most headteachers saw the current
graduate teachers as able to fit well into positions of responsibility such as deputy headteacher, housemaster and head of department. Schoolteachers are not confined to classroom activity since schools, like any other organization, have several departments/units that require administration. A well-rounded teacher therefore must fit into such administrative roles as well as impart knowledge to students in the classroom.

In response to the question on which specific subjects of the curriculum the headteachers would say these current graduate teachers have demonstrated positive abilities, responses on the whole were wide-ranging. This, of course, is explained by individual differences among teachers and even schools. No single area was unanimously viewed as the area where positive ability has been exhibited by these teachers, but the analysis of data shows that certain subjects were commonly cited and stood out. A majority of the headteachers (85%) pointed to humanities in general or C.R.E., Geography, History and Kiswahili specifically as areas where the said graduate teachers have shown positive abilities. Then, 50% of headteachers also cited the technical and special subjects as Agriculture, Art, Drawing and Design, and French as areas where these teachers have shown positive abilities. Two (8%) headteachers thought the current graduates had excelled in all subjects while 2(8%) commented it was difficult to isolate specific subjects. The data analysis however, points towards Humanities and special subjects as areas where graduate teachers have shown positive abilities.
When asked, "In what areas, within the broad school functions would you say these graduate teachers have excelled", several answers were given by the headteachers. Fourteen (58%) headteachers however pointed out that the current graduate teachers have performed well in the extra-curricular activities. Many cited drama and games. Eight (33%) headteachers also pointed out that these teachers had performed well in terms of relating with and understanding students. It was pointed out that most students were more willing to confide in these younger teachers and that the latter had shown a positive ability to understand and relate with students. Six (25%) headteachers saw this as having had a positive impact on guidance and counseling. Other areas which were mentioned albeit by a smaller number (less than four) of headteachers were organising and mobilising students for various activities, presiding over such school functions as inter-house competition and in serving as club patrons.

The foregoing analysis (section 4.2.1) of data presented questionnaire responses that were tied to the first research question of the study: In what specific functions and ways have the current graduate teachers demonstrated positive abilities? Data analysed in this sub-section revealed areas where the current graduate teachers were seen by headteachers to have exhibited positive abilities or in general, performed to the satisfaction of headteachers.
4.2.3 **Areas where the current graduate teachers are viewed as having shown weakness.**

The study also sought to determine the specific areas within the teacher's role where the current graduate teachers have failed to perform effectively or dissatisfied the headteachers. The guiding research question was: In what specific areas have the current graduate teachers failed to perform effectively or dissatisfied the headteachers? Questions that headteachers were asked which are tied to this research question either directly or indirectly are presented in this sub-section.

Question 5 of the headteachers’ questionnaire asked the headteachers if the current graduate teachers used creative and suitable teaching and learning strategies such as charts realia, models and fieldwork. Table 4.14 shows the headteachers' response to the objective item question.

*Table 4.14: Headteachers' views on teachers' use of suitable creative teaching and learning strategies*

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>0</td>
<td>8</td>
<td>15</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>-</td>
<td>33.3</td>
<td>62.5</td>
<td>4.2</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the headteachers (16 or 67%) disagreed with the above statement. This shows that the current graduate teachers are seen by headteachers as not employing suitable learning and teaching strategies in the course of teaching. The
mean (2.29) being below the mid-point confirms the negative view. Effective teaching should employ creative selection and utilization of resources in ways, which can result in the attainment of a higher level of achievement of goals and objectives. Failure to introduce such strategies into the instruction process can lead to monotony and therefore, reduce enthusiasm on the part of the learners. Therefore, whereas the current graduate teachers were said overall to be effective, it was different with regard to use of effective teaching strategies such as charts and realia where they had performed poorly.

The researcher, also asked the headteachers if the current graduate teachers showed commitment to learners by giving them extra tuition classes on their own volition. Table 4.15 presents their responses to question 8.

Table 4.15: Headteachers' views on teachers' commitment to learners by offering to assist them remedially out of classroom hours.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>4.2</td>
<td>37.5</td>
<td>45.8</td>
<td>12.5</td>
</tr>
</tbody>
</table>

As shown above 42% (8) of the headteachers in the study agreed while 58% (14) disagreed with the statement. Therefore, the majority of the headteachers are of the view that the current graduate teachers do not show commitment to learners by offering to assist students academically out of classroom hours. This implies that the said teachers are mainly concerned with teaching and assisting students during
the official time-table hours and do not conduct remedial lessons in their free time for students. As some headteachers observed during discussion, some students require extra attention to catch up with their classmates and therefore, teachers, though not bound to do so, should sacrifice time to address such individual differences. This should be interpreted as more of a moral than official obligation.

The researcher, therefore, asked the current graduate teachers (Question 9) if they thought they should offer voluntary remedial lessons to students in their own free time. Their views, as shown in Table 4.16 presented a different picture.

Table 4.16: Current graduate teachers’ willingness to provide remedial lessons

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>10</td>
<td>24</td>
<td>7</td>
<td>7</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>20.8</td>
<td>50</td>
<td>14.6</td>
<td>14.6</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the teachers in the study (34 or 71%) agreed while 29.2% disagreed with the above statement. This analysis shows that the teachers are willing to offer voluntary remedial lessons in their free time to students who needed tuition. This however is not concordant with headteachers’ views on teachers offering remedial tuition out of classroom hours as 58% of the headteachers in the study sample thought the current graduate teachers do not show commitment to this end. It could be then that whereas these teachers appreciate the value of remedial classes or tuition, they do not find time in practice to offer such services. Current
graduate teachers' responses to question 20 could shed light on this difference between their responses in question 9 above and the headteachers response to question 8. In the open-ended question 20, 20% of the teachers said that whereas they may be willing to occasionally contribute in extra tuition, headteachers expect too much sacrifice from teachers by demanding that teachers give tuition in the evenings, early in the morning and during school holidays. This they said had generated conflict between teachers and headteachers and led to the negative attitude towards tuition. It was also mentioned that such forced tuition strained students and denied teachers time to attend to their personal affairs.

As earlier discussed in the background to the problem, claims have been made against the current graduate teachers as lacking commitment to the teaching profession. Headteachers in this study were therefore asked how far they agreed with regard to the statement that the current graduate teachers are committed to the teaching profession. Table 4.17 summarises headteachers' responses (Question 9).

Table 4.17: **Headteachers' views on teachers' commitment to the teaching profession.**

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>$\bar{x}=1.3$</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>4.2</td>
<td>16.7</td>
<td>58.3</td>
<td>20.8</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
An overwhelming majority, 19 (79%) of headteachers in the study sample saw the current teachers as not being committed to the teaching profession. The mean score (1.3) indicates the weight of the negative view about this commitment. Whereas teachers may still be effective and industrious even without being committed to the profession, lack of commitment can destabilise the profession by causing high movement to other employment with the attendant implications for continuity in teaching and learning activities. High movement may also demotivate other teachers as well as harm the prestige of the profession. When the profession is held in low esteem, this can affect standards of education and discipline.

The current graduates were also asked if they felt committed to the teaching profession. Responses are tabulated below (Table 4.18).

Table 4.18: Current graduate teachers' commitment to teaching profession

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers of teachers</td>
<td>10</td>
<td>15</td>
<td>18</td>
<td>5</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>20.8</td>
<td>31.3</td>
<td>37.5</td>
<td>10.4</td>
<td>100</td>
</tr>
</tbody>
</table>

In numerical terms, there was an almost balanced response to the statement in the two categories of disagree and agree. Twenty five (52.1%) of the teachers agreed compared to 23 (47.9%) who disagreed. All the same, the 52.1% who agreed to
being committed to the profession formed the majority and the mean of 2.63 confirms this slight leaning towards agree. The conclusion from this analysis is that whereas more of the teachers agreed that they were committed to the profession, still, a large number (almost half) said they were not committed to the profession. Therefore, many of the current graduate teachers do not feel committed to the teaching profession. This analysis, though not comparing perfectly with the views of headteachers that the current graduate teachers are not committed to the profession, lends credence to their general dissatisfaction regarding this point. Nineteen (79%) of the headteachers saw the current graduate teachers as not being committed to the teaching profession.

Headteachers were asked how they viewed the effectiveness of the current graduate teachers in assisting with the discipline of students in the school. The analysis of data on Table 4.18 below shows a numerical balance in response but tilt in weighting of the responses (mean) as explained after the table.

Table 4.18: **Headteachers' views on teachers' effectiveness in assisting students**

<table>
<thead>
<tr>
<th>discipline</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
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<td>12</td>
<td>9</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>%</td>
<td>-</td>
<td>50</td>
<td>37.5</td>
<td>12.5</td>
<td>100</td>
</tr>
</tbody>
</table>
The response to the statement was in terms of percentage split into 50% to 50%. However, weight was more towards “Disagree” as 3 headteachers strongly disagreed while none of them strongly agreed. Therefore, whereas the views were numerically balanced, there was greater tendency towards disagreeing that the current graduate teachers have effectively assisted with discipline within the school.

Asked what they considered, if any, as the major weakness(es) of the current graduate teachers, the headteachers gave varied responses. Two headteachers abstained to comment, indicating they had no comment. Of the various comments made, several stood out as the most commonly referred to weaknesses. They are listed below with the frequency of response (number and percentage) shown in that order.

(i) Lack of commitment to the profession (11) 48%
(ii) Need payment for extra work done (8) 33%
(iii) Overly concerned with out of school activity (7) 29%
(iv) Un-willing to do extra work at school (6) 25%
(v) Fit well into but avoid positions of responsibility (5) 21%
(vi) Have a tendency for casualness (5) 21%
Several remarks were made to illustrate this, such as:

- “These teachers obviously have their hearts elsewhere, they cannot compare with earlier graduate teachers in terms of commitment to the profession. They have a very negative attitude towards teaching and one fears that such feelings might even be noticed by students”.

- “These young graduate teachers always attach monetary gain to any extra work they do. They cannot co-operate willingly in offering holiday tuition and evening/early morning classes unless monetary gain is assured”.

As if to support the above statement, one remarked:

- “They always feel that they are over worked as teachers for too little, and will usually complain about poor remuneration in teaching”.

Several statements pointed at a state of lethargy and casualness about the current graduate teachers;

- “Some have become irresponsible just because they are not dedicated. A number of them do not view teaching as a serious or noble profession”.

- “These teachers work well in positions of responsibility but will usually avoid being appointed to such positions. They have a tendency to complain about heavy loads and lack a sense of sacrifice.

Response to the question on which specific subjects of the curriculum the headteachers thought these graduates have shown weakness was more uniform – 18(75%) of the headteachers cited science subjects in general as an area where the
current graduates have shown weakness. Maths, Physics, Chemistry and Biology were commonly cited while 8 (33%) of the headteachers cited English language as an area where weakness had been noted. Four of the headteachers who cited English as a subject of difficulty pointed out that literature seemed to be better handled than English grammar and Language specifically.

One headteacher commented:

- 'The Science graduate teachers seem to have a leaning towards difficult theoretical aspects rather than the practicals component and this enhances fear of science among students'.

It was noted however by 17%(four) headteachers that some high school students have a negative attitude towards the sciences and therefore, need committed teachers who were ready to put in extra time and effort. Such comments suggest that the science subjects pose teaching and learning difficulties for both teachers and students. Yet as shown by responses from the headteachers in a question already discussed (Number 8) headteachers expressed the view that the current graduate teachers are not willing to put in extra hours of their time for remedial lessons.

Finally, headteachers in the study were asked to comment on any issue relating to the current graduate teachers that may not have been tackled in the questionnaire. Owing to the open nature of the question, responses were varied. Those responses
that were noted from more than six respondents are interpreted by the researcher as prominent while those noted from less than six headteachers were seen as relatively minor. The prominent ones are listed below.

- The current graduate teachers are demoralised and this is aggravated by claims that they are insufficiently trained.
- The current graduate teachers do not aspire for professional advancement.
- Many of the current graduate teachers are overly involved with financial or economic activities outside the school that pre-occupy their attention. Notable examples of such activities were given as paid tuition services and running kiosks. It was therefore felt that these teachers are in a hurry to get rich.
- These teachers have a tendency to associate every bit of extra work they do at school with payment. They have a disposition to monetary gain.
- These teachers usually report to schools when posted without relevant reference textbooks for their work. They thus depend too much on schools for this.
- They seem to have had very high expectations of life while still in college and therefore have difficulty coping with the reality of life in the field.
- They are the most disgruntled group with regard to remuneration in the teaching profession. This tends to lead to laxity and lethargy.

Several other comments were made by headteachers though by a smaller number (mentioned by less than six headteachers). Some of these are listed below.
• Professional aspects of education should be given more emphasis during the training of graduate teachers.

• The universities should incorporate more of the 8-4-4 secondary school curriculum in university subjects. That universities seem to be more inclined towards preparing students for further academic education.

• The younger graduate teachers, owing to their disillusionment, are more prone to relapse into alcoholics and depressives.

• The issue of current graduates being inefficient has been over-blown and sensationalized. These claims can only serve to stigmatise them and harm their confidence.

These less major issues noted were expressed by a fewer number of headteachers and therefore did not emerge as prominent.

One headteacher however, tried to mitigate for the current graduate teachers saying they have joined the profession during harsh economic times and cannot therefore be blamed wholly for complaints against their lack of commitment and pre-occupation with out-of-school activities. Given the economic realities in the country these might sound plausible but must not be used as an excuse by any teacher to neglect duty.
4.2.4 **Current graduate teachers vis-à-vis the diploma teachers**

In the background to the study, (chapter one), it was claimed by a former chairman of the Kenya Secondary School Heads Association (KSSHA) that many headteachers preferred the diploma teachers over the B.Ed. graduate teachers. The researcher therefore sought to investigate the headteachers’ preference between these two groups of teachers. The guiding research question was: What is the headteachers’ preference: graduate or diploma teachers?

With regard to evaluating the performance of current graduate teachers vis-à-vis diploma teachers, 12(50%) of the headteachers said they preferred the diploma teachers while the rest said they would be comfortable with either group. Those who preferred diploma teachers gave the following reasons. That diploma teachers:

- are more willing to do remedial teaching.
- are more serious with regard to making lesson plans and lesson notes.
- are more ready to accept positions of responsibility within the school.
- are more willing to put in extra hours of teaching at their own volition and initiative.

Five (21%) of the headteachers singled out diploma teachers from Kenya Science Teachers’ College as being effective science teachers. An interesting observation made by 7(29%) headteachers was that the graduate teachers however seemed to have more confidence in handling content and in discussions. From the above
findings, one could conclude that both current graduate and diploma teachers are acceptable to headteachers but that the diploma teachers emerge as being more motivated.

Asked to evaluate the performance of the current graduate teachers in relation to earlier graduate teachers, 13(54%) of the headteachers said that the earlier graduate teachers were better while 10(46%) thought there was not much difference between the two groups in terms of performance. Those who preferred earlier graduate teachers were almost unanimous on the reason for this. They pointed out that earlier graduate teachers were more committed, hardworking and responsible. They were also said to possess more class control and took their profession seriously. They were seen to be more motivated towards excelling and got intrinsic satisfaction from competition and academic success. Those headteachers who saw the two groups as more or less the same also made noteworthy observations, such as:

- "Though the two groups are fairly the same in performance the earlier graduates are definitely more committed."
- "Earlier and present graduates are on average at par with regard to performance, but earlier graduates usually exhibit more confidence and aspire for professional growth."
Interestingly, 3 headteachers took issue with the earlier graduate teachers saying that many of them were guilty of vanity and were inclined to think of themselves as better teachers. That some tended to think they had had a better education at the university. Such attitudes could damage relationship among teachers and can lead to acrimony and unnecessary suspicion.

4.2.5 **Induction of teachers into schools**

The study also addressed itself to the issue of teachers' induction in schools they were posted to after completion of their B.Ed. teacher training. It was felt by the researcher that it would be useful to establish how well or if at all teachers were introduced to their new environment as this has a bearing on their adjustment to the field of work. The researcher sought to get information on the role played by headteachers and other teachers in the initial preparation of fresh graduates for school teaching. The research question used to solicit the relevant data was: Were the current graduate teachers inducted into the schools they were posted?

According to information from the headteachers, most schools conduct induction of teachers systematically to all aspects of school life when they join the schools. Nineteen (79.2%) of the headteachers indicated induction was conducted while only 5 (20.8%) indicated induction was not done. Asked to explain who carried out the induction, the majority of headteachers (75%) said they were involved
themselves directly, 50% said deputy headteachers were involved, 58% indicated involvement of heads of department while only 8% indicated involvement of other teachers. (NB. Headteachers could indicate more than one person involved in induction). Therefore, according to headteachers, induction of in-coming teachers into schools is mainly confined to headteachers, their deputies and the department heads.

Most of the teachers in the study sample (56.3%) said they did not receive any induction when first posted. However, the others (43.7%) who received induction still form a large proportion. Most of those that received induction said it was carried out by heads of departments and/or subject teachers within the departments they were joining. Only three of the teachers said they received induction from the headteachers. Interestingly, 79.2% of the headteachers had said their schools conducted inductions for new teachers to all aspects of the school, and 75% of the headteachers said they were directly involved in the exercise. Analysis of the teachers' responses however shows that induction was mainly conducted by heads of department and that not all schools carry out formal induction. Most of the teachers who said they did not receive induction revealed that they were only formally introduced to students and fellow staff members before being allocated classes and lessons. A few teachers (17%) said they had received a thorough induction that involved introduction to all the different aspects of the school.
The researchers’ conclusion therefore is that in general, induction of fresh teachers into school is not always conducted and even when it is, it is normally not comprehensive. Proper induction into schools for fresh teachers should involve a thorough orientation to all aspects of the school such as administrative operations, students characteristics, school and surrounding environment, teaching techniques and even introduction to non-academic staff of the school. Such induction enables the fresh teacher to smoothly fit into their new environment since they will be armed with a clear picture of prevailing circumstances.

Using mentors is a prolonged form of induction. The teachers were asked if they would recommend the practice of fresh graduate teachers being paired with more established teachers to act as their mentors during the period of probation. In the study 68% of the teachers spoke in favour of this, while only 29% opposed introduction of such a system. One teacher declined to comment anyhow. Those who supported the introduction of this system said this would enable the novice teachers to receive guidance from the more experienced teachers who understood better the teaching situation in the field. This they thought would help the new teachers to relate the theoretical knowledge that they had with actual practice. It was felt that teaching, like many other professions required initial and systematic on-the-job training if teachers were to quickly adapt to conditions at work. However, several teachers pointed out that such a system must be introduced with caution as it could very easily be misused. They noted that mentors had to be
specially selected to ensure that only very competent, committed and genuinely concerned teachers were appointed. Such sentiments could be the reason that the 29% of teachers opposed introduction of such a system. Reasons were advanced by those in opposition. They said that since misunderstanding occurs in all social situations, mentors who had grudges with their client-teachers could take advantage of them by alluding to them negative recommendations. It was also revealed that some of the older teachers viewed the younger teachers, especially if they were more qualified, as threats and could therefore deliberately set to frustrate them. Lastly, they pointed out that these mentors could take advantage of the new teachers by over-burdening them with work that was meant for the mentors. Such fears may not be completely unfounded or unusual. Bradley (1983) in a study on staff development in the United Kingdom found that opinions of teachers varied as to the value of attaching new entrants to a mentor. While some staff found the exercise useful in helping them during the first year of teaching, others argued that they would prefer an informal basis for advice from colleagues. Teachers complained that many new teachers rarely received constructive criticism or feedback on their performance from mentors. It was noted from the study however that the mentor programmes were particularly appreciated where they included elements on teaching techniques, counselling skills and where solution of practical problems faced by teachers rather than educational theory was emphasised.
4.2.6 Social behaviour and interpersonal relationships of Teachers

The teacher’s voice, his manners, his appearance, everything about him has a bearing on classroom discipline ... Manners and appearance should be stressed since they are likely to set examples for many students. (Larson, 1973, p.51).

The assertion above emphasizes the importance of the teacher’s behaviour or the image S/he portrays to the learner’s development. The teacher’s influence as a model is significant because as Saunders (1978) points out, imitation is a potent form of learning both in and out of school.

In view of the foregoing comments, the researcher found it important to investigate the social behaviour and interpersonal relationships of teachers. This study addressed itself to the general social conduct of the current graduate teachers (within and outside school) and also specifically to their interpersonal relationship with fellow teachers and the students. The relevant research question was: How are the current graduate teachers viewed with regard to their social behaviour and interpersonal relationships?

The headteachers in this study were asked whether the current graduate teachers carry themselves as responsible and respectable members in the community. Seventeen (71%) of the headteachers answered ‘yes’ while 7(29%) answered “No” in response to the question. There was a pronounced emphasis that the majority
are well behaved but that a few of the graduate teachers behave unacceptably. Several illuminating comments were made, the following being striking:

- ‘Behaving irresponsibly has been going on from earlier times, but the incidence of this seems to be slightly on the increase’.
- ‘Quite a number of these graduate teachers don’t feel inhibited to drink in local bars during school hours – however the majority are well behaved’.
- Many of them (current graduate teachers) do not dress respectably out of the school. One would mistake them for college students’.
- ‘A number of them have a weakness to interact too freely with students outside the school compound as if they were peers’.

The last two quotations represent a complain cited more than three times. This might suggest that these graduate teachers may have behaved below expectations with regard to their dressing and casual relationship with students outside the school.

Going by the analysis, the headteachers in the study sample saw the majority of the current graduates as having carried themselves responsibly and respectfully in the community. This is an encouraging revelation, since, as Saunders (1979) notes, the teacher can be seen as a parent – surrogate (of the student) and as an authority figure. The community who entrust teachers with their children look up to them for proper guidance of children. It was however noted in the study that whereas cases
of teachers falling short of social expectations have always existed – the incidence of irresponsible conduct seems to be on the increase with the current graduate teachers. It was also noted that many of the current graduate teachers do not dress respectably, especially out of the school, and that a number of them interact too casually with students. Powell (1985), from a British research makes instructive comments pertinent to this issue. He notes from his study that many teachers who were well-liked by students still maintained a well-defined social distance between themselves and students. He adds however that there must be a clear – cut distinction between the degree of distance that may command respect and that which implies indifference or even hostility. The implication here is that care must be taken in handling the relationship so that the teacher does not become too familiar with pupils. This has the possible danger of lowering respect for him/her by students.

Headteachers were also asked to give their views on how the current graduate teachers respond in the following situations; interpersonal relationship with fellow staff members and student – teacher relationship. With regard to inter-personal relationship with fellow staff, the majority of headteachers (13 or 54%) saw their relationship with fellow staff as ‘good’ while 5(21%) saw the relationship as ‘satisfactory’ or ‘average’. Therefore, 75% rated this relationship as generally positive, while 8% saw it as poor. Four (17%) of the headteachers, indicated that these teachers were reserved and associated with fellow young teachers.
Concerning the teacher-student relationship of these graduate teachers, 9(37.5%) of the headteachers thought it was ‘good’ while 10(41.6%) rated it as ‘fair’, ‘okay’ or ‘cordial’. Therefore, 79.1% saw it as positive while 20.8% rated it as ‘poor’. The headteachers were on average satisfied with the relationship. Several of the headteachers intimated that the current graduate teachers are close to and related with the students better than their older counterparts. However, it was noted too, that a few of these teachers get carried away and relate with students as if they were peers. One headteacher noted:

- “whereas some get amorous with students, this cannot be said to be an entirely new phenomenon among teachers. The students are however more inclined to confide in these current graduate teachers and so in our school, we always try to involve these teachers in cases of indiscipline and in guidance and counseling of our students”.

Therefore, the majority of headteachers in the study sample saw the inter-personal relationship between the current graduate teachers and fellow staff members/students as positive. The graduate teachers were said to be particularly close to students and so students were inclined to confide in them. Saunders (1979) in support of such a relationship says that the aim of student-teacher relationship should be to establish a supportive relationship where problems can be discussed freely.
4.2.7 Teachers’ own views on their effectiveness

Headteachers’ views on the effectiveness and performance of graduate teachers have been analysed. The study also sought to find out the current graduate teachers’ own view of their effectiveness as teachers. As Charles (1976) says, the self-concept, what we believe to be true about ourselves, strongly influences our behaviour – that we tend to affirm our positive beliefs through actions. Bell (1960) for example, found that high achievers in high school tended to see themselves as intelligent, reliable and enthusiastic. Conversely, under-achievers had negative concepts of themselves. With such a background in mind, the researcher found it necessary to address teachers’ views of their effectiveness. The guiding research question was: What are the current graduate teachers’ views of their effectiveness?

Question 1 of the teachers’ questionnaire asked them to indicate how far they agreed with the statement that the current graduate teachers are ineffective. Table 4.20 shows their responses.

Table 4.20: Current graduate teachers’ views regarding claims that B.Ed graduate teachers are ineffective.

<table>
<thead>
<tr>
<th>Number of teachers</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
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<tbody>
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<td>9</td>
<td>19</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>18.8</td>
<td>39.6</td>
<td>41.6</td>
<td>100</td>
</tr>
</tbody>
</table>
As shown in Table 4.20, 18.8%(9) of the teachers in the study agreed with the above statement while 81.2%(39) disagreed. Therefore, the majority of the current graduate teachers in the sample regarded themselves as being effective teachers. They were of the opinion that current B.Ed. teachers, contrary to claims by headteachers were effective. This response is the same as that of 79% headteachers in the study who viewed them as effective.

The researcher also sought to know how confident the teachers were of their mastery of content. Question 2 of the teachers’ questionnaire was used to get this information. Table 4.21 summarises how far they agreed or disagreed with regard to question 2.

Table 4.21: **Current graduate teachers’ views on whether they have mastery of content**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Number of teachers</td>
<td>23</td>
<td>18</td>
<td>7</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>47.9</td>
<td>37.5</td>
<td>14.6</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

From the analysis, 85.4%(41) of the teachers agreed while only 14.6% (7) disagreed with the above statement. Therefore, the majority of the teachers in the study thought they had a mastery of content in their teaching subjects. The results here are in agreement with those of headteachers (67%) who viewed the teachers as having a mastery of content in their teaching subjects. Mastery of content by teachers is an important aspect of teacher quality because students to a great extent
depend upon the teacher to pass knowledge to them. It is thus, important that teachers have confidence in their mastery of content.

Having inquired into teachers' confidence in their mastery of content, the researcher asked them if they thought the training received at university had armed them with a mastery of content. This was to find out how far they considered the training was directly responsible for their level of mastery of content. Table 4.22 shows their response to question 3.

Table 4.22: Current graduate teachers’ views on whether training contributed to mastery of content.

<table>
<thead>
<tr>
<th>SA</th>
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<td>14</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>29.2</td>
<td>35.3</td>
<td>29.2</td>
<td>6.3</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of the current graduate teachers in the study (64.5%) thought that the training they received at university armed them with a complete mastery of content in their teaching subject. It is however worth noting that this is much less than the number of those who thought they had a mastery of content in the teaching subject as shown by analysis in question 2. The analysis shows that whereas 84.5% thought they had mastery of content, 64.5% thought this was as a direct result of the training they received at university.
The researcher was interested in knowing whether the current graduate teachers had the confidence to teach after undergoing university preparation in teaching. This information was used to gauge their initial self-perception with regard to preparedness for teaching. Response to the relevant question (Number 4) is shown on table 4.23.

Table 4.23: Current graduate teachers' views on whether they had confidence on initial posting

<table>
<thead>
<tr>
<th>Number of teachers</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23</td>
<td>21</td>
<td>4</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>47.9</td>
<td>43.8</td>
<td>8.3</td>
<td>-</td>
<td>100</td>
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</tbody>
</table>

From the table, it is clear that overwhelming majority (91.7%) of the teachers in the study sample indicated their training had given them confidence to teach on initial posting. Therefore, on leaving university, the current graduate teachers generally felt confident that they had received training that would enable them to operate effectively as teachers. Confidence is an invaluable attribute for teachers because it enhances their status as facilitators of knowledge acquisition and as authority figures in the eyes of students.

The ability to communicate fluently and effectively is an important part of the instructional process. Language, thus, is a primary factor in teaching activity. Teachers in the study sample were asked if they were confident that they had a
sufficient command of the English language. Table 4.24 below summarises teachers’ response to question number 6.

Table 4.24: **Current graduate teachers’ confidence in mastery of English language.**

<table>
<thead>
<tr>
<th>SA</th>
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<th>SD</th>
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</thead>
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<td>Number of teachers</td>
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<td>16</td>
<td>0</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>66.7</td>
<td>33.3</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

There was a unanimous response of ‘agree’ with regard to the statement. All (100%) of the current graduate teachers in the study saw themselves as having a grasp of the English language for effective instruction in class. In fact, the majority strongly agreed with regard to the statement. Since English is the medium of communication in schools, teachers must have a mastery of the language so as to effectively communicate with confidence. Where barriers exist to this communication, efficiency is severed. In summary therefore, teachers in this study had a high regard for their effectiveness.

### 4.2.8 Teachers’ views about their training

Teachers’ training can be defined as a set of phenomena deliberately intended to help the candidates acquire the knowledge, skills, dispositions and norms of the occupation of teaching (Katz and Paths, 1990). Several phenomena such as lectures, seminars, tutorials, teaching practice, micro-teaching and examinations
affirmative while only 33% responded in the negative. The mean score ($x=2.75$) confirms that the headteachers on average viewed the current graduate teachers as having been sufficiently trained to teach in secondary schools.

Current graduate teachers were asked about the relevance of the training in professional (education) subjects. Question 5 asked them to indicate how far they agreed with the statement that the training given at university in the professional (education) subjects is directly relevant and useful in the actual practice of teaching. Responses are summarised on Table 4.26.

Table 4.26: **Current graduate teachers’ views on relevance of B.Ed preparation to actual teaching.**

<table>
<thead>
<tr>
<th>Number of teachers</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>35.4</td>
<td>31.2</td>
<td>29.2</td>
<td>4.2</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in the table, 67%(32) of the teachers agreed while 33%(16) of them disagreed with regard to the statement. The majority of the teachers are of the view therefore that the training given in professional subjects at university has been useful and relevant for teaching in the field. However, the fact that 33% of them disagreed suggests that there is a level of dissatisfaction with training in the professional aspects and therefore, that there could be need for improvement.
From the science teachers, the researcher inquired into the adequacy of the training in preparing teachers for handling practicals and experiments. Question 8 of the teachers’ questionnaire asked them how far they agreed with regard to the statement that training at university gave them a strong base to operate efficiently in practicals and experiments. Responses are shown in Table 4.27.

Table 4.27: Current graduate teachers’ views on whether training received gave a strong base for experimentation and use of instruments.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>%</td>
<td>50</td>
<td>18.8</td>
<td>25</td>
<td>6.2</td>
<td>100</td>
</tr>
</tbody>
</table>

The question was addressed specifically to science teachers, who were 16 in total. Out of the 16 science teachers, 11 (68.8%) of them thought the training at university had given them a strong base to confidently carry out experiments and use instruments. The mean score of 3.13 confirms the strong leaning towards ‘agreeing’. This is almost in agreement with headteachers’ views since 58.4% of the headteachers agreed that the current graduate teachers handle practicals with competence.

The researcher was also interested in knowing if the teachers had had difficulty in scaling down the knowledge they acquired at university to the secondary school
students’ level. Question 10 asked them how far they agreed with the statement that they did not have difficulty in adapting and transmitting the knowledge acquired at university to the level of secondary school students. In Table 4.28 teachers’ responses to the question are summarised.

Table 4.28: Current graduate teachers’ views on adapting knowledge acquired at university to students’ level in secondary school

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>21</td>
<td>17</td>
<td>6</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>%</td>
<td>43.8</td>
<td>35.4</td>
<td>12.5</td>
<td>8.3</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in the table above, 79.2%(38) of the teachers ‘agreed’ while 20.8%(10) ‘disagreed’ with regard to the statement. Therefore, most of the current graduates involved in the study did not have difficulties in adapting and transmitting knowledge acquired during training to the level of their students. This fits with views of headteachers in the study sample where 58.4% of the headteachers thought that these graduate teachers are able to adapt to learners by scaling down the content to suit the learners’ level.

Suggestions were invited from the current graduate teachers on ways to improve the training of teachers at university. All but two teachers came up with varied suggestions. The suggestions are listed below.
• Cut down on number of B.Ed students admitted into university to match the facilities available.

• Make courses directly relevant to high school curriculum.

• Place more emphasis on those units in college that are directly relevant or related to actual teaching.

• Supervision in teaching practice should be taken more seriously.

• Training of teachers should place more emphasis on practical aspects such as teaching during tutorials and practical approach to teaching methods.

• More time should be given to Teaching Practice (and Teaching Practice should involve exposing student-teachers to different types of schools).

• In-service must be made part – and – parcel of post-college training.

• Step-up in-service training that involves universities as active participants.

• Training of teachers should be restructured to have a leaning towards teaching competence rather than emphasizing examination grades.

• Lecture attendance should be made more strict.

• More weight should be given to assessment during tutorials.

The teachers felt that since there are too many students admitted into the programme, lecturers are not able to give their students individual attention and therefore students are treated as masses. It was felt therefore that universities should either cut down on class sizes or better still, employ more academic staff on the basis of number of students in each department or course. This could be more streamlined or cost-effective if contractual staff are recruited so that as
numbers fluctuate, this can be reflected in size of staff. It was also felt that training should be more directly relevant to high school curriculum such that the trainee teachers are exposed to topics and content they will teach at secondary school level for example, through introducing more elective units for B.Ed. students. With regard to Teaching Practice, teachers felt that it was not receiving serious attention. Most revealed that the exercise involved erratic assessment, supervision by non-education staff, and that some of the supervisors did not show seriousness during classroom supervision. It was also felt by some that the exercise should involve two or more sessions to give student-teachers more time and opportunity to learn and improve with experience. Tutorials at college also received many comments. Many of the teachers thought that more emphasis should be given to tutorials and that these tutorials should be used to encourage individual and serious research rather than just group work where lazy students take advantage of their colleagues. It was also felt that more examinations during tutorial sessions would cut down on incidences of cheating. Tutorials were seen as the way to train teachers intensively and to improve individual learning.

Other suggestions made which were not as prominent were that the universities should introduce computer knowledge as a core component of the B.Ed. programme so that graduates can keep abreast with modern technology. Since many schools now have computer courses or use computers at the administrative level, it was felt that computer literacy would be handy. It was also suggested that
Teacher training should incorporate field trips to give the course a more practical, field-based look. This would help the students to relate theory to practice in the course of training. Lastly, it was suggested that the purely theoretical subjects such as History of Education should be cut-down or compressed and some of their time given to training related to other aspects of teaching such as administration of schools and Guidance and Counselling.

In a question related to the one just discussed (improvement of the B.Ed programme), teachers were asked to identify weaknesses, if any, of the B.Ed training programme. Various weaknesses listed below were cited by the teachers.

- The programme does not offer training to cope with special cases among learners e.g. the handicapped and the low achievers (currently it is only included in B.Ed special education).
- Facilities at college are not up-to-date. Libraries are full of old textbooks and students have therefore very limited access to new developments and technology in education.
- Research by student-teachers is not emphasized and so students simply rely on lecturers’ notes.
- Student-teacher practice teaching (micro teaching) in university should be emphasized.
- Classes are too large for effective teaching and for individual attention to learners.
• There is a serious problem of rote-learning as the desire and requirement to pass written examinations have become a priority.

• Classes being too large allow students to cheat during examinations.

• There is a mismatch between much of the content taught at university and the high school curriculum.

• Teaching practice in universities is too short to allow student-teachers to develop.

• Supervision during Teaching Practice has become erratic (lacks consistency).

• Large classes have overwhelmed lecturers and so it is not possible for them to give students useful feedback in assessment and evaluation.

• There is a shortage of equipment and facilities that are necessary to expose students at university to what is expected of them in the field.

• Training at university does not emphasize instructional competence as it does mastery of content taught.

• Micro-teaching should include video-taping so that students can have the opportunity of self-evaluation.

• Teaching Practice is under-funded. Funds available for the programme are not adequate for student teachers.

• Courses in Planning, Administration and Curriculum are congested and encourage rote-learning as well as the tendency to specialize in preparing for examinations.
In areas such as Home-Economics and some of the Sciences, the practical aspect is given inadequate attention. These weaknesses were more or less addressed as graduates teachers outlined their suggestions for the improvement of the B.Ed. training course. The analysis of data in the foregoing sub-section reveals a wide range of views about teacher training as seen by the current graduate teachers. The sentiments of teachers point towards one conclusion: Whereas teachers thought that the pre-service education they received at university was useful and relevant, there are several areas in the programme that seem to call for improvement. This does not necessarily imply that teacher education has failed to meet its objectives, but rather, that like any other programme, it should be dynamic and responsive to changing needs within the society.

4.2.9 Evaluation of Teachers

Headteachers, since they are considered to be instructional and administrative leaders in the schools’ should play the role of supervisors of school activities. Headteachers alone cannot handle supervision of each and every activity that takes place in the school and so, through division of labour and delegation of responsibilities, they are able to execute their leadership by proxy. Being the leaders in schools, headteachers should be in a position to account for the running
of their schools and so be able to provide general evaluation of their staff. The researcher therefore sought to find out if teachers are assessed in schools (in the classroom). The research question relevant to this inquiry was: Are the teachers normally evaluated by their headteachers? Since headteachers can also get evaluative reports from their deputies or other teachers, the researcher also inquired into whether other teachers carry out evaluation in the classroom.

Headteachers in the study sample were asked whether they had had an opportunity to evaluate these current graduate teachers in the classroom. Nineteen (79%) answered in the affirmative whereas 5 (21%) admitted to never having done this kind of evaluation. Evaluation of teachers in class can be useful as it enables teachers to receive feedback from others on their teaching. However, this practice may not always be well received by teachers, as some may feel slighted. Many teachers might prefer to operate without such supervision which they may see as demeaning or constituting interference. Therefore, in cases where such classroom evaluation occurs, headteachers must be cautious and explicit about their well-intended visits.

Teachers were also asked whether they had ever been evaluated in the classroom by the headteacher, deputy headteacher and/or other teachers. Twenty two (45.8%) indicated that they had been evaluated by the headteachers in class. 26(54.2%) disclosed that they had not been evaluated by headteachers in the class.
This contrasts with the information given by headteachers where 79% of the headteachers said they had evaluated these teachers in class. Two conclusions may thus be made in this connection; either the information given by headteachers was misleading or inaccurate, or alternatively, if the headteachers have engaged in this evaluation exercise, it has been carried out on few of the current graduate teachers. Headteachers however indicated that several strategies such as reports from heads of department and other teachers are also used to monitor teacher performance. As for evaluation in class by deputy headteachers, most of the teachers said they had never been evaluated. About 90% of the teachers said they had never been evaluated by the deputy headteachers. The picture was very different however when teachers were asked if they had been evaluated by their fellow members of staff. 26(54%) had been evaluated in class by their fellow teachers. This is an encouraging trend as it shows that these teachers are willing to get feedback from their staff-mates on how they perform in the course of teaching.

Asked if they had received assistance from the Heads of Department to improve instruction, 29(60.4%) answered in the affirmative. This shows that many of the Heads of Department appreciate the importance of acting as instructional leaders within their departments. Such assistance on academic matters within the department is especially important for the fresh teachers who lack experience.
When asked if headteachers of their schools make routine evaluation visit to class, 34 (71%) of the teachers said that headteachers do not visit teachers in class. Those who indicated that headteachers visited teachers in class gave the reason for these visits as inspection of attendance (students and teachers) and to assess the implementation of the curriculum. Those few teachers (29%) who indicated such visits were made by headteachers said they were rare.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main purpose of the study was to investigate how the current graduate teachers entering the teaching profession were rated by headteachers in relation to their performance. The study sought to investigate from secondary school headteachers, areas where the current graduate teachers had performed well, functions in which the said teachers had failed to perform effectively and headteachers' preference between the current graduate and diploma teachers. From the current graduate teachers, the study sought to identify their views about their training, their competence and their effectiveness as teachers. The teachers were also asked about their induction into schools they were posted to and the continuous evaluation process they received.

The study used questionnaires to collect data from twenty-four headteachers (selected through stratified sampling; mixed, boys' and girls' schools) and forty-eight current graduate teachers (selected through purposive sampling) from secondary schools within Kakamega District of Western Province of Kenya. The data were analyzed and presented as frequency distributions, percentages and in narration form. Narration form was used for the open-ended question responses and some quotations were included to capture striking responses. From the data
already presented in chapter four, the findings that emerged helped to address the basic research questions of the study. The findings are summarised below.

5.2 Summary of the Research Findings

It was shown by the headteachers in the study sample that there are several areas where the current graduate teachers have generally demonstrated positive abilities. Overall, headteachers viewed the current graduate teachers as being effective teachers. They were also seen as having a mastery of content in their teaching subjects and as having been sufficiently trained to teach in secondary schools. Though not with an overwhelming majority (54.2%), headteachers agreed that these teachers mark and correct assigned classwork. A larger number (75%) of headteachers said the teachers are able to construct useful assessment tests for their students. It was revealed also that these teachers are willing to co-operate and participate in the co-curricular activities and that they also fit well into positions of responsibility within the school. With regard to teaching subjects, no single subject was unanimously viewed as one where these teachers had shown positive abilities. All the same, a large majority (85%) of the headteachers pointed either to Humanities in general or to Religious Education, Geography, History and Kiswahili as subjects where these teachers had shown strength. The technical subjects and other subjects such as Agriculture, Fine Art and French were also cited in the same light. It was noted also that Literature was generally better taught than English Language.
In several other areas, the majority of headteachers viewed these current graduate teachers in favourable light. These are; the teachers are willing to co-operate with fellow staff for advice and consultation in their subject areas, they are committed to work, they handle practicals with competence and confidence, are able to adapt to learners' by scaling down content to suit the learners' levels, and that they are always up-to-date with their Schemes and Records of Work. These areas are interpreted by the researcher as areas where the said graduates are seen as having demonstrated positive abilities.

It was however, shown by headteachers that there are several areas involved in a teacher's job where the current graduate teachers, who were the subject of concern in this study, failed to perform to the expectations of the headteachers. Headteachers felt that these teachers do not show commitment to learners by offering to assist them out of the normal classroom hours. The teachers do not feel obliged to spare their free time to attend to students yet some students, due to individual differences, will always require remedial attention. The teachers were generally seen as also lacking commitment to the teaching profession. They hold the profession in low esteem and will therefore be pre-occupied with other pursuits and have a high propensity to move to other professions or employment considered by them to be better or more satisfying. Despite all these, they were seen as still committed to work. They were however seen as not being as serious with regard to preparing their lesson plans as they were with the Records and
schemes of work. The current graduate teachers’ performance with regard to the
teaching of sciences received unfavourable rating. Most of the headteachers (75%) cited science in general as an area where the teachers had shown weakness. Mathematics, Physics, Chemistry and Biology were commonly mentioned. English Language was cited by a few (35%) of the headteachers as an area of weakness but most importantly in contrast with Literature. It was felt that the English language component was not as effectively taught as was the Literature part.

The effectiveness of these teachers in assisting with discipline was not rated highly as only 50% of headteachers viewed them as effective in this regard. Some headteachers even said that the teachers in question seem to be rather casual in the way they carry themselves at school. An area that attracted much comment was the unwillingness of the current graduate teachers to do extra work at school. There were complains that they were so overly concerned with monetary gain that they would be inco-operative when asked to lend a hand in evening/early morning classes. It was claimed they mostly want an assurance of payment for such services and so will usually be pre-occupied with giving private tuition services on commercial basis within or out of the school. They were also said to be pre-occupied with commercial activities out of the school such as farming and running kiosks. They often can be heard complaining about the little pay in the teaching profession and are generally demoralised. They were seen to be so demoralised...
that many of them did not aspire for professional advancement in the teaching ranks and therefore avoid positions of responsibility which they see as taking up too much of their time. All these point to one thing: many of these current graduate teachers do not view teaching as a noble or serious profession and therefore stay in it for lack of better opportunity or for convenience. Analysis of data from the teachers themselves seems to give credence to opinion that they are not committed to the profession as nearly half of them admitted to not being committed to teaching as a profession.

It was found out that headteachers do not have a clear-cut preference for a particular group between the two choices of current graduate teachers and diploma teachers. Half of the headteachers said they preferred diploma teachers while the other half said they would go for either group, meaning they viewed them as more or less being the same. However, those who spoke in favour of diploma teachers said they were more willing to do remedial teaching, more readily accepted positions of responsibility in school and more readily put in extra hours of teaching of their own volition and initiative. The diploma teachers also emerged as being more committed to the profession and several headteachers singled out the Kenya Science Teachers’ College (KSTC) diploma teachers as being very effective science teachers. A few of the headteachers who said they preferred none of the groups over the other also made some of the mentioned observations about the diploma teachers. Interestingly, 29% of headteachers felt the graduate teachers were more confident of themselves and therefore performed better in circumstances
such as seminar discussions and speech presentation. Earlier graduate teachers were said to be preferable to current graduate teachers for their devotion, hardwork and motivation to succeed as teachers.

The current graduate teachers’ opinion of themselves as teachers was generally positive. The majority (81.2%) of them disagreed with the opinion from some quarters that they are ineffective. They overwhelmingly thought of themselves as having a mastery of content in their teaching subjects and thought the training they had received at university had given them confidence to teach on posting. The majority (67%) felt their training in the professional subjects was relevant to and useful in the actual practice of teaching, but 33% of them disagreed on this. Despite of feeling they had a mastery of content, it was revealed that many of them had faced difficulties initially in dealing with some topics of the secondary school syllabus that were not tackled during their training. All the teachers however felt they had a mastery of the English language for effective communication.

An area that generated numerous comments from the current graduate teachers is their training. The study revealed that the current B.Ed. graduates saw the training at university as being faced with several problems. It was felt that the programme does not offer training to cope with special cases among learners such as the handicapped and low achievers. It was suggested that besides the B.Ed special education programme units should be introduced in all the other B.Ed courses to cater for special education. Facilities in the universities were also said not to be
up-to-date and so students did not have access, for example, to new technology and developments in education. They were also forced by this situation to use very old text books. Complaints were made that the libraries are mainly stocked with old books. This, they felt, is one reason that has led to research not being emphasized. Being asked to read and study old text books and writing notes from these made it difficult for students as they basically rely on lecturers’ notes. Classes at university were said to be too large for effective teaching and learning. Large classes have also been a cause of poor supervision during teaching practice, cheating during examinations, and inefficiency in marking and returning scripts (examination and continuous assessment tests). Teachers said they could not relate with their lecturers during training and so the individual attention required by students from teachers could not be satisfied.

Courses offered by the department of Educational Administration, Planning and Curriculum Development were said by teachers to be congested yet important and could thus be spread to cover more time. Some subjects in the education faculty were seen as not practically relevant to actual teaching. Such subjects, it was suggested, could be cut down in favour of those directly relevant to the actual practice of teaching. Highlighted in this regard were courses such as history of education and comparative education. It was also mentioned that more of the high school curriculum should be incorporated into the subjects taught at university. It was also felt that the use of tutorials was not being maximised. In the tutorials, it was claimed, contributions from students mainly involved group work which is
abused by lazy students who take advantage of their colleagues. Individual contribution in such activity was not clearly assessed. These tutorials could be used to encourage individual and serious research alongside group activity.

Rote-learning was said to be a serious problem in the university. This was seen to be a result of the emphasis on written examination and teaching that has a bias for theory. More practical oriented approaches such as seminar papers, practicals and student - centred learning were seen to be lacking or inadequate in the training of teachers. It was noted too that training placed more emphasis on mastery of content. The reliance on memorization reduces comprehension of content. Teaching practice was portrayed as having a weakness in two aspects; that it did not exclusively employ professionals, (lecturers from faculties other than education were also involved in supervision) and that the supervision was erratic and not taken seriously. The supervision was said to be inconsistent because some student-teachers were examined more times than others. It was also said that classroom observation of some student teachers was spread over the school term whereas for others, supervision was done within a short period in quick succession. Teachers talked of supervisors who make technical appearance without paying attention to the evaluation and useful feedback dimensions of the exercise. The exercise thus ended up being a mere assessment as an end in itself.

It was revealed by teachers that induction was not adequately conducted by schools for in-coming teachers. Most of the teachers did not receive serious
induction when they were first posted. For most, the induction was a mere introduction to students and fellow staff members before being allocated classes to teach. Only 17% of the teachers had received a thorough induction that involved an introduction to all aspects of the school and briefing on expectations and challenges. Such induction placed them in a better position to understand their working environment better, easing the challenges of adaptation. The revelation by these teachers about induction in schools contrasts with headteachers' views about the same. In the study, 79.2% of the headteachers indicated that their school conducted induction for incoming teachers. This implies that if at all induction is carried out, it has been inadequate and inconsistent. It can thus be concluded that thorough induction is not always given to teachers.

Teachers are not normally evaluated by their headteachers in class. There was indication of this as 54.2% of the teachers disclosed that their headteachers had never made evaluation visits to their classrooms during teaching. This contrasts with information by headteachers since 79% of the headteachers claimed to have had the opportunity to visit these teachers in class. Possibly, if such visits were ever made, the headteachers picked on small samples and so left out the majority. It is encouraging however that the majority (54%) of the teachers said they had been evaluated by their staff-mates in class. It can therefore be concluded that headteachers rely mostly on discreet strategies to monitor the teaching activities of their staff members.
5.3 **Conclusions**

The conclusions arising from this study are summarised as follows:-

(i) Generally speaking, headteachers view the current graduate teachers as being effective teachers. They are seen as having had sufficient training at university to enable them to teach in secondary schools.

(ii) The headteachers view the teachers as having excelled in their teaching of Humanities as well as in the technical subjects of the high school curriculum.

(iii) Headteachers do not have a clear-cut preference for a particular group between the current graduate teachers and their diploma counterparts. Generally speaking, in the headteachers' opinion, these two groups are more or less the same in terms of classroom performance. However, diploma teachers emerged as being more devoted to their work and profession and received much praise and preference in this aspect.

(iv) Many of the current graduate teachers lack a commitment to the teaching profession. They are however committed to work. The teachers are generally demoralised and can many times be found engaging in other commercial activities outside the school.

(v) Induction into schools for new teachers is poor. Whereas in some schools thorough induction that involves introduction to all aspects of the school is conducted, most teachers revealed that this was not the case for them. Induction in most schools is not treated seriously. Also, in most schools
teachers are not evaluated by headteachers in the classroom. Classroom evaluation, if it occurs, is rare and not exhaustive.

(vi) The current graduate teachers generally have high regard of themselves as teachers. They feel confident as teachers and believe they have a mastery of content. The university training, it was revealed, gave them a strong base to start from as secondary school teachers.

(vii) The training given to B.Ed. students though rated as useful and important has many shortcomings. Several factors serve to harm the quality of this education, but they can be overcome through a host of improvements.

(viii) The present teaching materials and facilities in university are inadequate compared to the number of students. More modern materials and teaching/learning aids need to be acquired.

(ix) There is a gap between secondary school curriculum and university curriculum that should be bridged.

5.4 **Recommendations of the Study**

Based on the findings of this study, the researcher wishes to make the following recommendations, most of which were provided by the respondents in the study:-

(i) Universities should conduct a continuous follow-up evaluation of their graduates in the field during the initial years of teaching so that where need is identified for improvement or dissatisfaction noted, effective and urgent measures can be initiated. In the same breadth, structures should be
established that facilitate communication and professional interaction between the universities as teacher preparation institutions and school administrations on matters of educational interest. Such initiatives would obviate the incidence of public outcry by headteachers and other educational personnel.

(ii) There should be regular in-service courses for graduate teachers initiated by the Ministry of Education. This should serve to improve teachers' teaching methods and mastery of content in different subjects. In such courses, teachers can meet regularly to improve their education among themselves. In the process, they could help each other to produce materials and teaching aids that are suitable for learning. In-service training should wherever possible, involve academic staff from the faculty of education as their interaction with their former students in the field would enhance responsiveness of the universities to the practical experiences of teaching.

(iii) Acquisition of knowledge is not only a matter of formal and theoretical instruction. The content of teacher education should accommodate a more practical approach to teaching and learning. More emphasis should also be placed on instructional competence of student-teachers as opposed to mere content mastery.

(iv) University course content in the teaching subjects should be restructured in a way as to incorporate more of the secondary school curriculum. Course content has been seen as more of preparing students for further studies than
to teach in secondary school. Since it may not be practical to change content entirely to match with secondary school curriculum, the universities should introduce special elective units for education students that have a closer relationship with the secondary school curriculum. This could be done by exposing student teachers to secondary school course content during the first two years of study at university.

(v) Teaching of science subjects must be strengthened at university. Measures such as increased number of tutorials, reduction of class sizes, emphasis on regular evaluation and improving the practicals component could offer positive impact in that direction. Use of appropriate and affordable technology should also be stepped up in the science faculty.

(vi) The ongoing right-sizing of admission into regular university programme should be maintained at manageable levels. Large classes at the universities have adversely affected standards as individual attention is denied students. They also create a conducive atmosphere for cheating during examinations. Worst of all, lecturers and learning resources are strained to unsound levels.

(vii) A policy should be established to introduce the system of new teachers being assigned to mentors during their probation period to help the novices fit more easily into their teaching job. Careful selection of competent mentors must however, first be assured.
(viii) Class and tutorial attendance ought to be observed more strictly as absenteeism has reportedly been on the increase at the university.

(ix) Student-teachers should be subjected to more individual and serious field or library research to enhance academic standards. There should be a reduction on the reliance of students on lecturers' notes.

(x) Teaching practice should be treated more seriously so that student teachers can benefit from the assistance and guidance of supervisors.

(xi) Thorough induction for new teachers in schools must be made compulsory. This should involve introduction to and briefing on all aspects of the school.

(xii) Headteachers should carry out more and consistent evaluation of new graduate teachers in classrooms.

5.5 Suggestions for Further Research

(i) This study covered only one district. There could be some benefit in replication of the study in other districts of the province or of other parts of the country. This could be done to compare findings. Research on a wider scale, such as a larger sample or wider entity such as a province could help to widen the generalizations. It could also help to improve the instrument for future or further research.

(ii) A comparative study may be conducted to determine the difference in views of current graduate teachers and their counterparts from diploma
colleges with regard to how they view their training and their perception of themselves as teachers.

(iii) There is room for research that would set directly to concentrate on comparing actual observed performance of the current graduate teachers vis-à-vis that of earlier graduate teachers. Such a study would be teacher-centred rather than headteacher-centred. Such a study might delve deeper into this research area by employing detailed observation of teachers as well as relating their performance to their training.
BIBLIOGRAPHY


HEADTEACHERS' VIEWS ON THE CURRENT B. ED GRADUATE

TEACHERS' PERFORMANCE

HEADTEACHER'S QUESTIONNAIRE

Please fill in:

Name of school: .................................................................

Number of years as teacher ................................................

Number of years as deputy H/M ...........................................

Number of years as headteacher ...........................................

Your present highest professional qualification is: (Tick √)

a) Diploma ............... 

b) S.I ....................... 

c) B.Ed. ............... (Year of graduation) ............... 

d) B.A with P.G.D.E. 

e) Masters Degree (M. Ed.) ............... 

B INSTRUCTIONS:

The purpose of this questionnaire is to collect data about the performance of the current B.Ed. graduate teacher. Please think about each item carefully and answer as honestly as you can. All information volunteered will be treated as confidential.

There are no wrong or right responses, only one honest opinion is sought. Current graduate teachers are here seen as those who have left university since 1989.

Tick the response 1, 2, 3, or 4 after each question that accurately reflects your observations or opinion of the current graduate teachers' e.g. SD √
Possible responses are:

Strongly Agree 2. Agree 3. disagree 4. Strongly Agree

Disagree

1. Current graduate teachers are effective teachers.

2. Current graduate teachers have mastery of content in their teaching subject.

3. The current graduate teachers are sufficiently trained to teach in Secondary Schools.

4. The current graduate teachers mark and correct assigned class work

5. The current graduate teachers use suitable creative teaching and learning strategies. E.g. charts, realia, models and fieldwork.

6. The current graduate teachers are able to construct useful assessment tests.

7. "These teachers" are willing to co-operate with fellow teachers for advice and consultation in their subject areas.

8. The current graduate teachers show commitment to their learners by offering to assist them remedially out of normal classroom hours.
9. The current graduate teachers are committed to the teaching profession.

SA □ A □ D □ SD □

10. The current graduate teachers are committed to work.

SA □ A □ D □ SD □

11. The current graduate science teachers are able to handle practicals with confidence and competence?

SA □ A □ D □ SD □

12. The current graduate teachers are able to adapt to the learners by scaling down the content to suit the learner's level?

SA □ A □ D □ SD □

13. The graduate teachers in question are always up to date with their:
   i) Lesson Plans SA □ A □ D □ SD □
   ii) Schemes of work SA □ A □ D □ SD □
   iii) Record of work SA □ A □ D □ SD □

14. The current graduate teachers have been effective in assisting with discipline of students in the school.

SA □ A □ D □ SD □

15. The current graduate teachers are willing to co-operate and participate in extra-curricular activities of the school.

SA □ A □ D □ SD □

16. The current graduate teachers fit well into positions of responsibility (e.g. House-master, Head of Department, Games teacher) within the school.

SA □ A □ D □ SD □
Please comment as briefly as possible to the questions:

17. How many of the current graduate teachers teach in your school?

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18. What, if any, do you consider as the major weakness(es) of the current graduate teachers?

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19. In your experience, in which specific subjects of the curriculum would you say these teachers have demonstrated positive ability?

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20. In which specific subjects of the curriculum do you say these teachers have shown weakness?

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21. In what areas within the broad school functions would you say these graduates have excelled?

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22. Have you had an opportunity to evaluate any of these current graduate teachers in the classroom?

(a) Yes ☐ No ☐ (Tick appropriately).

(b) Explanation if any: ..............................................................................................................................

23. How would you evaluate the performance of these graduate teachers in relation to:

a) Earlier graduate teachers?
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b) The diploma teachers (what’s your preference: graduate or diploma)?
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(c) Performance in National Examination results they produce?
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24. Have you ever discussed with the following about the performance of the current B.Ed. graduate teachers?

a) Deputy Headteacher Yes .......... No ............

b) Heads of Departments Yes .......... No ............

c) Other assistant subject teachers Yes.......... No ............

25. Does your school induct all new teachers systematically by introducing them to all aspects of school life? Yes ............ No ............

If yes, who does the induction?
26. Are there any current B.Ed graduate teachers in the positions of responsibility listed below?

   a) Deputy Headteacher:   Yes .........  No .........

   b) Head of Department    Yes .........  No .........

   c) Teacher in charge of examinations  Yes .........  No .........

   d) Teacher in charge of Time-tabling  Yes .........  No .........

27. Do the current graduate teachers carry themselves as responsible and respectable members within the community (out of school situation)?

28. How do these graduate teachers respond in the following situations?

   a) Inter-personal relationship with fellow staff members

   b) Student - teacher relationship?
29. Do these graduate teachers effectively maintain classroom control?

30. Comment on any issue, if any, relating to the current graduate teachers that may not have been tackled in this questionnaire
HEADTEACHERS' VIEWS ON THE CURRENT B.Ed GRADUATE TEACHERS

TEACHERS' QUESTIONNAIRE

Please fill in:
Name of School ...........................................................................................................
Year of graduation from university ............................................................................
Professional degree(s) acquired ...................................................................................

Instructions

- Current graduates are those who have left University since 1989
- The purpose of this questionnaire is to collect data from current graduate teachers on their own perception of themselves as teachers and their training.
- Please think carefully about each item and answer honestly. There are no right or wrong answers. Information volunteered will be treated as confidential.

SECTION A

Please tick the response from the options after each question which accurately reflects your honest opinion. Possible responses are:

1. What is your opinion regarding claims that the current B.Ed graduate teachers in secondary schools are ineffective? (How far do you agree).

   Strongly Agree
   Agree
   Disagree
   Strongly Disagree

1. What is your opinion regarding claims that the current B.Ed graduate teachers in secondary schools are ineffective? (How far do you agree).

   Strongly Agree
   Agree
   Disagree
   Strongly Disagree
2. You have got a complete mastery of content in your teaching subject.


3. The training you received at university armed you with a complete mastery of content in your teaching subject.


4. You had **confidence** to teach on initial posting.


5. The training given at university in the professional (education) subjects is directly relevant and useful in the actual practise of teaching.


6. You confident you have a grasp of the English language for effective communication in class.


7. You feel strongly committed to the teaching profession.


8. (For science teachers) The training received at university gave you a strong base to confidently carry out experiments and use instruments.

9. You are willing to offer **voluntary** remedial lessons in **your free time** to students who need extra tuition.

   SA    A    D    SD

10. You did not have difficulty in **adapting** and transmitting the knowledge acquired at university to the **level of secondary** school students.

   SA    A    D    SD

**SECTION B**

1. Have you ever had the opportunity to be evaluated in the classroom by the:

   a) Headteacher?    Yes    No
   b) Deputy Headteacher?    Yes    No
   c) Other teachers?    Yes    No

12. Have you had any assistance from the Head of Department to improve your instruction?    Yes    No

13. What responsibilities in the school have you held since your first posting?

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

14. Did you receive any induction when you were posted to this school?

   Yes    No

   If yes, how was it done?

   .................................................................
   .................................................................
15. Does your Headteacher visit teachers in class?  Yes ............ No ............
   If yes, for what purpose?
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16. Do you give voluntary tuition to your students in your spare time?
   Yes .............  No .............

17. What would you suggest to improve the training of graduate teachers?
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18. What in your opinion is (are) the weakness (es) of the graduate teacher training programme (if any?)
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19. Would you recommend the practise of fresh graduate teachers to be paired with more established teachers as mentors during their probation period?
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20. Comment on any issue related to current graduate teachers that may have been left out in the questionnaire.
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