FACTORS LEADING TO THE ENROLMENT OF SECONDARY SCHOOL TEACHERS IN THE MASTER OF EDUCATION SCHOOL BASED PROGRAMME IN KENYATTA UNIVERSITY

BY

ALICE NAWANJAYA ALI

E55/6530/2003

A thesis submitted to the School of Graduate Studies in partial fulfillment of the requirements for the award of the Master of Education Degree of Kenyatta University
DECLARATION

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

.................................................. Date..........................  
Alice Nawanjaya Ali

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

........................................... Date..............  
Prof. Jotham Olembo

Professor of Education, Department of Educational Management, Policy and Curriculum Studies, Kenyatta University.

........................................... Date..............  
Prof. Jack Green Okech

Professor of Education, Department of Educational Management Policy and Curriculum Studies, Kenyatta University.
DEDICATION

To all those interested in understanding and contributing positively to the socio/economic challenges and implications in trends in Education in Kenya.
ACKNOWLEDGEMENTS

I thank my supervisors Professor Jotham Olembo and Professor Jack Green Okech for their dedicated supervision and utmost guidance. My gratitude to secondary school teachers in the M.ed School Based Programme in Kenyatta University for responding to the questionnaires. Mr. Bonjana deserves gratitude for his editorial contribution. My friends and colleagues Dr. Stella Mukhovi, Dr. Kurgat, Mary Waudo and Imbuye Ruth for sharing experiences with me and giving me the morale for academic excellence. To my husband Ali Sabatia Ali, my children Mulroney, Ibsen, Dinah, Gentrix, Patriciah and Amina. Parents Dr. Meshack Isiaho, Ruth Shamwama, sisters and brothers. Thank you for your encouragement and patience. Without all of you, this work could not have been completed. You are a treasure to me. Thanks to the Almighty God for His sufficient grace in all circumstances that prevailed.
ABSTRACT

The school based program is a holiday based in service that allows working people all over the country to further their education. Stringent conditions from their employers in some cases have made it very difficult for teachers to enroll for fulltime studies. Thus, this programme is a new development in teacher training in Kenya leading to widening access to education. Enrolment indices for both primary and secondary school teachers in the SBP have increased. The main objectives of the study was to investigate factors that lead to enrolment of secondary school teachers in the M. Ed SBP. This study was guided by five research questions derived from the objectives. Variables for this study were enrolment indices, admission criteria, structure of the programme, cost of the program and employer related factors. A descriptive research survey was adopted by the researcher. KU was purposively sampled out of the six universities as the area for research. The researcher identified the target population of an estimated 500 secondary school teachers undertaking the Med SBP in the academic years 2005 to 2006. The sampling frame was derived from the office of Academic Registrar in KU where the researcher used convenience sampling technique to get the sample size of 50 M. Ed SBP Secondary school teachers for the study. The data collected were analyzed both quantitatively and qualitatively. Qualitative data collected were analyzed thematically by coding categories which were organized according to a particular research question. Once the themes, categories and patterns had been identified, the researcher evaluated the usefulness of the information in answering the research question. Quantitative data collected by questionnaire were analyzed using descriptive statistics, such as frequency distribution tables, means, and percentages. This research established that secondary school
teachers enroll in the M.Ed. SBP due to problems emanating from their employer and specifically due to the desire for upward mobility and to improve their salary remunerations. From the research, it was evident that secondary school teachers are comfortable with the School Based Programme in Kenyatta University in terms of the admission criteria, structure of the programme and the cost of the programme. Thus the enrolment in the programme was increasing due to its flexibility. The study suggested that there should be a comparable study on the secondary school teachers’ enrolment in School Based Programmes in all public universities. Recommendations from this research are that the teachers’ employer should initiate secondary school teachers training and offer subsidies because it is an expensive venture. The government through Higher Education Loans Board should consider extending loans to teachers in the School Based Programme.

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LIST OF ABBREVIATIONS

BoG    Board of Governors
DEO    District Education Officer
DPM    Department of Personnel Management
KESI   Kenya Educational Staff Institute
KNUT   Kenya National Union of Teachers
KSSHA  Kenya Secondary Schools Association
K.U    Kenyatta University
KUPPET Kenya Union of Post Primary Education Teachers
Med    Master in Education
MoEST  Ministry of Education Science and Technology
MTCs   Ministerial Training Committees
NGOs   Non –Governmental Organizations
PDE    Provincial Director of Education
PTA    Parents and Teachers’ Association
SBI    School Based In- Service
SBP    School Based Programme
TSC    Teachers’ Service Commission
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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Distance learning, on/line learning, Web-based, home study course, correspondence courses, further adult education, continuing education, professional development and life-long learning are all terms used to describe an educational training process that is a key component for successful organizations (UCEA, 2006).

Continuing Education elicits several definitions. One of the most comprehensive applicable definition is Liveright and Haygoods” (1969) version, ‘a process whereby persons who no longer attend school on a regular full time basis undertake sequential and organized activities with the conscious intentions of bringing about changes in information, knowledge undertaking, skill appreciation and attitudes for the purpose of solving personal and community problem’ (Courtenary, 1990).

Continuing Education movement began in the 20th century. As the world moved to an industrialized economy, the need for Continuing Education and improved access for adults challenged traditional educational values and created opportunities for both professional and personal skill enhancement and enrichment (UCEA, 2006). University School -Based Programme is in
the category of Continuing Education. This is a holiday-based in-service servicing of teachers, a new development in teacher education geared at accessing teachers to higher education. It is one of the methods mostly used in developed countries where it is referred to as school-based in-service (SBI) (Iravo, 2002).

School-based in-service was initiated in the mid 1970s in the United States of America, Canada, United Kingdom, Australia and New Zealand. Japan and Israel adopted SBI in 1992 and 1996 respectively. Towards mid 1990s, several African countries inclusive of Lesotho, Ghana, Swaziland and Kenya adopted SBI policies (Iravo, 2002). In New Zealand a system of ‘a teacher-only days’ is in place in some schools, used for planning and for teacher education. Some individual teachers also attend courses during school time. In other cases, teachers are released for longer periods for degree or postgraduate university study while others enrol in distance education courses to upgrade their qualifications (Iravo, 2002).

The Master of Studies Degree (M St.) in the University of Cambridge is designed as a two year part-time course and it is awarded on the basis of attendance of specified number of course sessions and examinations consisting of a thesis, practical tests, and essays. The course structure has collaborative studio projects, lectures and seminars, communication workshops, meetings with directors of study and supervisors. An award of
this degree depends on attainment of acceptable standards in all the course components (University of Cambridge Guide Course 2007/2008).

The Master in Education Degree is designed for teachers who are trained graduate teachers with teaching experience of at least three years in Primary/secondary School and/or primary teacher training college and/or Tertiary education and/or administration in primary/ secondary education.

The programme is institutional based and self-sponsored. Under institution mode of education, each year is divided into three sessions. Students are expected to receive lectures during three school vacations i.e. April, August and December, for a period of three to four weeks each session. The rest of the time is spent on supervised assignments or projects at their work stations.

In the first year of study, candidates are expected to study and pass nine units of common courses meant to provide a base through courses from each of the education areas. In the second year of the study, candidates are required to cover: two units of common courses, six units of one of the areas of specialization and two units of research project carried out in the problem related to their field of specialization.

Every educational advancement brings potential benefits and risks, some of which are not easy to predict as in the SBP. At the same time, the hidden costs of educational advancement may be quite devastating, Anderson and
Devault (1973). In face of such concerns Cole (1984) observes that one would ask why adopt new technologies? Three reasons are advanced; first, the potential benefits perceived or expected, and second, promoting human development through educational transformations and lastly, costs of inertia versus costs of change.

New technologies often improve the ones they replace. Public preferences matter as key determinants as to whether a technology is to be promoted or prohibited, since it is ultimately individuals and communities that stand to gain from change or to bear its costs. Training and development are issues that have to be faced by every organization. Cole (1997), states that the amount and quality of training carried out varies enormously from one organization to another.

Anderson and Devault, (1973) observes that we have not yet developed adequate knowledge for good program design, particularly in the area of the relationship between a teacher’s behaviour and students’ learning. A major weakness of teaching has been the classroom teacher’s inability due to limited time and responsibilities to get beyond the four walls of the classroom and interact with other colleagues. This condition contributes to a narrowing concept of education and inability to view the educational process as continuous.
New design activities must acknowledge these changes and principles underlying them. They mark the development of new energy level for education and perhaps, an effective means for challenging persistent educational problems. This is an area that needs research because the contributing factors of the secondary school teachers’ enrolment in the SBP have not been explored.

Cole (1997) asserts that human resource is the most dynamic of all the organizational resources. They need considerable attention from the organization’s management if they are to realize full potential in their work. He notes that the majority of organizations do have a positive policy on training and development. In this case, the Ministry of Education Science and Technology is expanding in training its employees through the SBP in universities in Kenya today.

MoEST, (2003) observes that the new political dispensation in Kenya is a rare opportunity to make up for mistakes that have cost the education sector dearly. These include, low participation and high wastage rates, regional and gender inequalities, poor performance, inappropriate or inadequate legal framework, issues of governance and management, structure of the education system and the role of the non-state providers among others. Thus, secondary school teachers are able to enroll for further studies at any level which may in turn correct some of these mistakes. It is against this
background that the researcher chose to conduct a research on the factors leading to the enrolment of secondary school teachers in the M.Ed SBP.

1.2 Statement of the problem

Teachers of all cadres in Kenya are advancing their education, this is because training and development is an issue that has to be faced by every organisation. With the opened avenues for heightened academic and professional activities, secondary teachers have embraced the desire to further their education either on full time basis where the employer grants them study leave, through parallel programmes or School Based Programmes. Although it is clear that professional development is important for teachers, studies have not been adequately undertaken on enrolment in some of these programmes and specifically the School Based Programme as at 2007. There are several studies on performance of teachers in Kenya (Koech, 1994; MoEST 1993; MoEST.1998; Wachira, 1996; Okumbe, 2001). There is need for information on enrolment indices in the School Based Programme. Such data could assist the employer to address pertinent issues that could arise as a result of secondary school teachers enrolling in the programme. Consequently, such information could assist universities offering this programme to assess the performance of the programme in terms of enrolment indices and the numbers that graduate. This study, therefore, sought to investigate factors leading to the enrolment of secondary school teachers in the M.Ed SBP.
1.3 Purpose of the Study

The purpose of this study was to investigate factors leading to the enrolment of secondary school teachers in the M.Ed School Based Programme in Kenyatta University.

1.4 Objectives of the Study

1. To identify the admission criteria in the M. Ed School Based Programme in Kenyatta University.
2. To determine the structure of the M.Ed School Based Programme in Kenyatta University.
3. To establish the cost of the M.Ed School Based Programme in Kenyatta University.
4. To investigate the effect of the employer related factors on the enrolment of secondary school teachers in the M.Ed School Based Programme in Kenyatta University.

1.5 Research Questions

1. How do the admission criteria in Kenyatta University contribute to the enrolment of secondary school teachers in the M.Ed SBP?
2. How does the structure of the M.Ed SBP in Kenyatta University contribute to the enrolment of secondary school teachers in the M.Ed
SBP?

3. To what extent does the cost of the M. Ed SBP in Kenyatta University lead to the enrolment of secondary school teachers in the programme?

4. How the employer does related factors (provision of study leave, need for transfers, remunerations, promotions criteria) influence enrolment, the enrolment of secondary teachers in M.Ed SBP?

1.6 Significance of the study

Changing technology and economic reforms are creating dramatic shift in the structure of economies, industries and the labour market throughout the world. The rapid increase in knowledge and the pace in changing technology raise the possibility of sustained economic growth with frequent job changes during the individuals’ lives. These developments have created two key priorities for education; it must meet the economies growing demands for adaptable workers who can readily acquire skills and must support the continued expansion of knowledge. Quality of service by any employee therefore depends on the level of training.

Teachers are enrolling in various programmes offered by universities in Kenya. The biggest constraint to the effective recognition of the teachers’ performance and development is the data available on factors leading to the teachers’ enrolment in these programmes. Such information could be vital for researchers who could wish to conduct a similar research. Data on factors
leading to the enrolment of secondary school teacher in the M.Ed SBP in Kenyatta University, investigates all possible factors leading to teachers enrolment in this programme. This data is not only for planning purposes, but also, for evaluating and monitoring development programmes for the universities and the teacher’ employer.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations

1. The study covered Kenyatta University among universities in Kenya.

2. The current study excluded all teachers undertaking the SBP in Kenyatta University at other levels like the undergraduate students. The study concentrated on secondary school teachers enrolled in the M.Ed SBP.

1.7.2 Delimitation

Teachers have many opportunities open for them to advance their education. They include parallel programmes, regular programmes, Distance Education and the School Based Programmes in all public universities in Kenya. In all these programmes, teachers can undertake the Bachelor of Education (B.Ed) degree, Post Graduate Degree in Education (P.GDE) or Master of Education (M.Ed) in any of their teaching subjects. However due to time and financial constraints, this study concentrated on secondary school teachers undertaking the M.Ed in the SBP in Kenyatta University.
1.8 Assumptions of the Study

The assumptions in this study were:

1. At the time of the research all M.Ed students undertaking the School-Based programme could be available hence no interruptions in the study.

2. The respondents could cooperate and give accurate responses to the questionnaires.

1.9 Theoretical Framework

This study was based on expectancy theory developed by Vroom 1964. The theory focused on the notion that people’s response to any development programme depends on valence, expectancy and instrumentality. According to this theory, these factors can motivate or demotivate one’s participation in a given development activity as he strives to improve his reputation. This theory was propounded by Vroom 1964 who recognizes valence as the degree of perceived attractiveness of a given development programme, expectancy as a belief concerning the probability of getting a particular outcome or set of outcomes from the programme and instrumentality as the expected utility or usefulness of a specific product or outcome resulting from one’s participation programme.
In the current competitive world, School Based Programmes are some of the development programmes that enhance professional reputation for secondary school teachers. On this basis, secondary school teachers will be motivated or demotivated by different factors to enrol in these programmes in a university of their choice depending on their belief and expectancy.

1.10 Conceptual Framework

Fig.1.1 proposed relationship between independent and dependent variables of the study.

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On the basis of the expectancy theory which emphasizes valence or programme attractiveness, expectancy concerning the programme outcome and the value or usefulness of the outcome of a given programme. This study was guided by the assumption that the way secondary school teachers perceive the attractiveness and value of the Master of education School Based programme in Kenyatta University in relation to the admission criteria, structure of the M.Ed programme, cost of the programme and employer-related factors were likely to have a direct influence on their enrolment in this programme in Kenyatta University.

The model in Figure 1 which was based on study objectives, literature review and theoretical framework formed the basis of the study. According to the conceptual framework, secondary school teachers’ participation or valuation
of the School Based M.Ed programme in Kenyatta University in terms of the admission criteria, structure of the M.Ed programme, cost of the programme and employer-related factors are expected to influence their enrolment into the programme.

1.8 Operation Definition of Terms

Enrolment: The total university population registered in a country yearly.
**Head teacher:** School-based agent of the Teachers Service Commission and manager of a school on behalf of the MoEST in accordance with CAP 212-of the laws of Kenya.

**Management:** A process of working towards the achievement of set goals through planning, organizing, controlling, staffing, communicating, directing, evaluating, and co-coordinating in an organization or an institution.

**Performance:** This is how close the school is in terms of meeting its set ideals or expectations.

**Secondary school:** Refers to a place where students are taught and provided secondary school education and supported by public funds.

**School Based Programme:** Refers to holiday based learning that allows teachers all over the Kenya to further their education during the months of April, August and December.

**Training:** Any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purpose of occupation or task.

**University:** A higher educational institution.
University School-Based Programmes: Refers to the Kenyatta University programmes that allow students for 4 weeks to receive lectures during school holidays and the rest of the remaining time spent on working on supervised assignments or projects at the workstation.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature reviewed in this chapter is presented in the following sections. Importance of the M.Ed School-Based Programme in Kenyatta University, admission criteria, cost of the programme, structure of the programme, employer related factors and summary.

2.2 Objectives of University Education

The aims of university education as the national “think tank” in shaping and propelling national growth are as follows:

- To develop in students and scholars the ability to think independently, critically and creatively.
- To adapt, develop, advance, preserve and disseminate knowledge and desirable values, and to stimulate intellectual life.
- To educate and train the high level human capital needed for accelerated development through industrialization of the economy.
• To nurture the internalization of universal knowledge including the technological advance, with a view to harnessing national development.

• To provide the basic and applied research, knowledge, skills and services that help solve the problems facing the society.

• To create a society in which both merit, based on diverse talents and equity in development are recognized and nurtured.

• To inculcate entrepreneurial skills among the graduates thereby enabling them to create employment for themselves and for others (Muya, 2003).

2.3 Importance of the M.Ed. School Based Programme

All teachers regardless of their previous training, education and experience must be given further training and development. This is because competence of teachers will never last forever, due to such factors as curriculum change, technological change, transfers and promotions. Training provides the teachers with the specific skills for specific duties; development provides conceptual skills for general duties (Okumbe, 2001).

Training is any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupational task (Cole 1984). Changing demands for society, increasing complex technologies, and
variable economic support levels necessitate more deliberate planning for education (Andersen & Devault, 1973).

Teachers can readily be trained to change specific aspects of their behaviour towards pupils and that apparent small modifications can have dramatic effects on social economic status of their adult occupation (Morrison & McIntyre, 1971). Under favourable circumstances, training has the dual function of utilization and motivation. By improving employees' ability to perform the tasks required by an institution, training allows better use to be made of human resources, by giving employees a feeling of mastery over work and recognition by the management.

Some of the gains of training include: greater productivity and quality, less scrap or spoilt work, less need for close supervision, gender versality and adaptability to new methods, less need for close supervision, fewer accidents, greater job satisfactions showing it in lower labour turnover and less absence (Graham & Bennet, 1998).

In-service is the education intended to support and assist the professional development that teachers ought to experience throughout their working lives. It is a process where teachers become more professional. Education changes are rapid, the speed of change and the explosion of knowledge requires people to learn a fresh at intervals and throughout their lives (Dean, 1991).
Watkins (1973) concurs with Dean (1991), that the society changes and in the process it gets enlightened and it will demand for accountability even in the school system. Pauline Perry, in Dean (1991) also describes school focused in-service as all strategies employed by the trainers and teachers in partnership to direct teaching programmes in such a way as to meet the identified needs of a school and to raise the standards of teaching and learning in the classroom. Teachers are, therefore, expected to keep pace with societal needs and aspirations.

In-service training should be made mandatory, longer in duration and organized in field facilities (Iravo, 2002). Teachers need to be thoroughly trained in educational administration and management. A study to determine the adequacy of various efforts by professional development agencies in meeting education administrators’ needs was recommended (Kalai, 1998). These courses should be administered immediately after appointment. Such a study would seek to establish the experiences that newly appointed teachers have been exposed to and determine the extent to which such experiences promote teachers growth. This explains why it was necessary to carry out a study on the factors contributing to the trend in enrolment of secondary school teachers in the M.Ed. SBP.

High quality in-service training is the key for raising standards through updating teachers’ skills and enabling them to keep pace with best practices.
Teaching should become a learning profession. Continuing improvement requires a user friendly, relevant framework for teachers’ professional development allowing access to best practice in teaching and learning on and off the job. Professional development opportunities should enable teachers to update their subject knowledge and teaching skills; increasing the provision of teaching resources but also holding them accountable for their success in national innovations (e.g. aspects of the national curriculum) and whole school needs as identified in the school plans and raising the achievement of their students. Specific initiatives that have been introduced or that are being planned by the Kenya Educational Staff Institute in conjunction with Kenya Institute of Education are:

- A professional framework for teachers which identifies national standards at key stages; qualified teachers; subject leaders; special educational needs co-ordinators and head teachers.

- Opportunities for teachers who are excellent classroom practitioners to be recognized as advanced skilled teachers.

- Training for school leadership through the Kenya Educational Staff Institute’s qualifications for headship and leadership programme for serving teachers.

- Support for teacher action research funded by the Kenya Institute of Education.
• New arrangements for appraisal and a system for performance management linked to pay through their employer, the Teachers Service Commission.

• Support for teacher professional development linked to the raising standards agenda.

• Professional development is to be influenced by the individual’s professional needs and aspirations as well as the needs and priorities. (Iravo, 2002).

Professional knowledge cannot be considered independently on how it is learned and used and that it is constructed through experiences. If individual teacher development is to be a priority and teachers are to be encouraged to select professional development activities, that they judge will meet their needs, this must be signaled by changes in the messages that are transmitted at the levels of the macro-culture and the school.

Although KESI has been carrying out training on school management for over 15 years (MoEST, 2001), still secondary schools continue to suffer from poor management. Training should help the educational organization to:

♦ Increase its productivity
♦ Increase both quality and quantity of its output
♦ Enhance its human resource planning that buffers drastic manpower changes, which are likely to occur.

♦ Improve workers morale, satisfaction and motivation

♦ Attract the most needed employees through the provision of special training.

♦ Reduce and prevent work related accidents.

♦ Reduce obsolescence among employees.

♦ Create a sense of personal growth among employees.

♦ Reduce the problems that are associated with suppression of employees (Okumbe, 2001).

It is paramount to identify and train the right people to head schools (MoEST 1999). Quoting the words of an experienced head teacher of a well-managed school in Nairobi “a school stands or falls by its head teacher”. In-service training should be provided regularly to managers and administrators, teachers and curriculum implementers. Appointment of head teachers is made from serving teachers, most of whom have no prior training in institutional management.

Lack of in-service training adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training. Eshiwani,(1993) noted that reasons cited for poor performance of educational systems in Kenya as well as many developed countries was weak managerial capabilities in those systems. He further
states that it was with such realization that the government in 1981 established the Kenya Educational Staff Institute KESI staff for the MOEST.

Effective management training builds upon basic education received by managers at school and colleges (Graham & Bennet 1998). Management training affects how managers define problems, choose strategies and determine the range of options to be considered when formalizing policies. It influences the organizational structure of enterprises and attitudes creativity, industriousness and capabilities of individual executives. In turn, these factors determine productivity levels within business and hence the economic performance of nations. This prompted a study to investigate factors contributing to the enrolment of the secondary teachers in the M.Ed. SBP.

Target groups for training are, in- serving officers in administrative and managerial positions within education and training sectors of (MoEST, 1991) which aim at facilitating improvement in the performance skills, and quality of educational services in Kenya. Most officers within education and training sectors are recruited from among trained teachers since pre-service training concentrated on teaching and learning skills. Such officers, therefore, require additional knowledge, skills and attitudes in management, administration and planning of educational policies, programmes, projects and activities. These officers require continuous preparations to cope with challenges in management of change arising from perpetual innovations and reforms in the education.
Whereas some teachers take teaching as a job others take it as a vocation. Dissatisfied teachers will take the earliest opportunity to pull out of the job. It is, therefore, necessary to ensure teachers grow in their profession to boost their morale and take their job more positively. In this connection, the mere avoidance of staleness is one of the great justifications of in-servicing. There has been an outcry on the performance of head teacher in the recent past. Stakeholders like parents have proposed head teachers to resign and reapply for their jobs. This is a move aimed at weeding out incompetent head teachers in spite of in-servicing of head teachers that is in process.

It is further observed that despite high fees charged in many secondary schools, the buildings are dilapidated and facilities acutely inadequate. The issues highlighted make this study necessary that is to establish factors leading to enrolment of secondary school teachers in the SBP. Many university graduates’ expectations are often shattered upon entering the competitive job market when they realize landing a job of their dream is not easy despite being armed with a university degree. Ngunjiri (1998) observes that the issue of jobless university graduates inevitably bring to mind the relevance of the kind of training being offered in the universities today.

The rise in educated unemployment among university graduates and the rapid technological and economic development in the labour industry have influenced the education sector. This has resulted in the market-driven
education; type of education that enables graduates to be self-employed or to fit in the labour market by perceiving appropriate changes in technology (Muya, 2003). In view of the above, it was important to investigate whether enrolment in the school-based M.Ed programme by teachers was as a realization of this factor or there could be other factors to that effect. The decisions for school-based programmes affect the nature and success of educational policy. In-service teacher training provides for continuous professional growth, directly related to the teacher’s on-the-job performance.

Tasks for teachers and education systems today are as complex as they have always been (Harris 2001). For policy makers worldwide, the principle education and training questions continue to be:

a) What kind of knowledge and skills does this workforce need to enable the nation to compete internationally?

b) What kind of attitudes do teachers need to inculcate in their students in order to ensure that they work in the manner appropriate to current national and global economic situations?

c) What kind of teachers do we need in order to deliver these skills, values and this curriculum?

d) Do they need to be professional in any traditional sense of the word? (Harris, 2001).
The practicing teacher should have the opportunity for the growth with respect to changing job requirements, whether these changing requirements are employer initiated or self-initiated. Professional learning experiences should be available to the teacher whenever they are needed. The teacher should be kept informed of available educational opportunities and, that individual teacher, the school and other partners in teacher education should be able to maintain anticipatory design strategy to provide for possible future professional development need. There was need to establish whether the above reasons had influence on the enrolment of secondary school teachers in the M.Ed. SBP thus necessitating this study.

2.4 Admission Criteria

Enrolment has been a process that allows students to get opportunities of learning in Kenya at all levels. Factors leading to secondary school teachers’ enrolment in the M.Ed SBP are multi-dimensional whereas Holmberg (1994) has identified factors of high enrolment as convenience, flexibility and adaptability. Admission into SBP programme follows the common regulations for all faculties in Education. For one to be eligible for registration he/she must be a trained graduate teacher with experience of at least three years in primary/secondary school teaching and/ or primary teacher training college and/or in Diploma Teacher Training College and/or tertiary education and/or Administration in primary/secondary education.
Thus, candidates must satisfy the above requirements before they are admitted to the programme (Kenyatta University Calendar 2000-2001).

Table 2.1 Enrolments in Tertiary Education, 1995

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>No. of institutions</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Polytechnics</td>
<td>600</td>
<td>31,000</td>
</tr>
<tr>
<td>Institutes of Technology</td>
<td>17</td>
<td>6,244</td>
</tr>
<tr>
<td>Technical Training Institutes</td>
<td>20</td>
<td>7,945</td>
</tr>
<tr>
<td>National Polytechnics</td>
<td>3</td>
<td>7,927</td>
</tr>
<tr>
<td>Technical Teachers Training colleges</td>
<td>1</td>
<td>510</td>
</tr>
<tr>
<td>Primary School Teachers Training Colleges</td>
<td>25</td>
<td>16,878</td>
</tr>
<tr>
<td>Diploma Teachers Colleges</td>
<td>3</td>
<td>1,362</td>
</tr>
<tr>
<td>Public Universities</td>
<td>5</td>
<td>43,038</td>
</tr>
<tr>
<td>Private Universities</td>
<td>12</td>
<td>4,845</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>686</strong></td>
<td><strong>119,749</strong></td>
</tr>
</tbody>
</table>

*Source: Republic of Kenya 1998*

Since 1990s, there has been a growing interest by teachers of all cadres to further their education. This has been observed by a high enrolment of teachers to various school-based degree programmes. Enrolment in tertiary institutions was recorded at 119, 749 in 1995 total enrolment for regular students as shown in the table below. Public universities had the highest number of students enrolled (43,038) among the tertiary institutions (Abagi, 1998).
Table 2.2 M.ED School Based Intake 2003 – 2005

<table>
<thead>
<tr>
<th>Date</th>
<th>Intake</th>
<th>Session</th>
<th>Year</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2005</td>
<td>April 2005</td>
<td>April 2006</td>
<td>2004</td>
<td>119</td>
<td>126</td>
</tr>
<tr>
<td>April 2005</td>
<td>April 2005</td>
<td>April 2005</td>
<td>2004</td>
<td>130</td>
<td>100</td>
</tr>
<tr>
<td>August 2005</td>
<td>August 2005</td>
<td>April 2006</td>
<td>2005</td>
<td>56</td>
<td>57</td>
</tr>
</tbody>
</table>

*Source: Admissions Office Kenyatta University M.Ed Programme 2006*

This upsurge in enrolment has threatened the secondary schools that the Teachers Service Commission has had to put stringent measures on leave with pay for these teachers as a mechanism to check their numbers. Notwithstanding the above, teachers have gone ahead to register themselves into school-based programmes. (Table 2.2) on Kenyatta University admission shows enrolment of secondary school teachers in some of the programmes from 2003-2006. Hence, the need to investigate factors contributing to the enrolment in the School Based M.Ed. Programme.

Some of the teachers who enroll for these courses are administrators in the sense that majority are head teachers or heads of various departments in secondary schools. Educational administration course is to guide people to achieve organizational goals (Barasa & Njeri 1990). The administrators interact with workers and their employers that it is imperative that they should know that it is their responsibility to promote good working
relationship between the workers, such as staff members and their employer. They must understand every individual worker and the institution. In educational administration, this means that the head teacher and the heads of departments must understand the interaction between the teachers, the school and the Teachers Service Commission. To do this, they must first understand their role and expectations of the school. Second, they must understand the needs of each teacher in that school. This study was to establish whether the above are some of the reasons influencing teachers’ enrolment in the M.Ed. SBP.

2.5 The structure of the programme

The M.Ed SBP in KU was conceived for the purpose of upgrading the quality of teaching in secondary schools. To equip candidates with wide knowledge and research skills in education. And at the same time give them an opportunity to specialize in Educational Administration, Curriculum Development, Educational Foundations, Educational Psychology and Communication Technology and with enough skills that will allow them to proceed further.

First year courses are basically foundation courses meant to provide a broad base through courses from each of the foundation courses. In the second year candidates zero in an area of specialization and a Research Project carried out in the problem related to their field of specialization. The structure of the
programme requires students to identify issues in their professional activity; to analyze and reflect on these issues during classroom lectures and discussion periods. Time is given for these students to challenge theory and practice. All courses are taught in units. A unit is defined as a 35 one-hour lecture. Under the present mode of school-based programmes, a unit is made up of 28 hrs. One-hour lectures or its equivalent and, assignments equivalent to 7 one - hour lectures. The mode of examination consists of continuous assessment tests, assessment of practical, and one final university examination (Kenyatta University Calendar 2000-2001).

### 2.6 The Cost of the M.Ed School Based Programme

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (East Africa Nationals)</td>
<td>120,000</td>
</tr>
<tr>
<td>Tuition (East Africa Nationals) Science Based</td>
<td>130,000</td>
</tr>
<tr>
<td>Tuition (East Africa Nationals)</td>
<td>260,000</td>
</tr>
<tr>
<td>Registration.</td>
<td>1500</td>
</tr>
<tr>
<td>Caution (Refundable)</td>
<td>2,000 once</td>
</tr>
<tr>
<td>Material Development</td>
<td>3,300</td>
</tr>
<tr>
<td>Identification</td>
<td>500</td>
</tr>
<tr>
<td>Examination</td>
<td>5,000</td>
</tr>
<tr>
<td>Medical</td>
<td>2,000</td>
</tr>
<tr>
<td>Library</td>
<td>1,500</td>
</tr>
<tr>
<td>Activity</td>
<td>1,000</td>
</tr>
<tr>
<td>KUSA membership</td>
<td>100</td>
</tr>
<tr>
<td>KUSA subscription</td>
<td>100</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
</tr>
<tr>
<td>1st session</td>
<td>60,800</td>
</tr>
<tr>
<td>2nd session</td>
<td>38,100</td>
</tr>
<tr>
<td>3rd session</td>
<td>38,100</td>
</tr>
</tbody>
</table>

*Source: Admission Office Kenyatta University 2006*

High cost of education in Kenya is among other issues driving more and more students outside Kenya. Makerere and Kampala International universities have in the recent past a 50% rise in student admission from Kenya. National universities in Rwanda admitted majority of the 5,000 Kenyans who enrolled in their universities (Clotfelder and Charles, 2010). Table 2.3 indicates the fees structure for the courses as at 2005/2006. The research was intended to establish how the fees structure influences the enrolment of secondary school teachers in the M.Ed SBP.

### 2.6 Employer related factors

Human Resource is the most dynamic of all the organizational resources. Considerable attention from the organization's management is needed if they are to realize full potential in their work. Majority of organizations do have a positive policy on training and development (Cole 1984). A policy for staff development needs to have, as its central aim, the improvement of the school as well as the development of the individual skills and expertise. It should, therefore, set out the balance it seeks to achieve between the needs of the individual members of staff from training and development opportunities at
each stage of their careers and the school needs associated requirements for staff training.

A good development policy should define the aims of staff development in the schools, state the responsibility for managing staff development, and indicate procedures to be followed and arrangements for monitoring and evaluation. (Goddard & Emerson, 1993). After an employee has been selected, recruited and inducted, he has got to be developed to better fit the job and the organization. No one is a perfect fit at the time of entrance; therefore some training and education must be undertaken.

Organizations have no choice of whether to develop employees or not, the only choice is that of method. Planned development programme all return value to the organization in terms of increased productivity, heightened morale, reduced costs and greater organizational stability and flexibility to adapt to changing external requirements. In the USA, one of the earlier legislative attempts in this regard was the Manpower Development and Restructuring Act of 1962. This was designed to assist in the conversion to new skills of those persons thrown out of work by changing job requirements. In 1994, the Economic Opportunity Act was directed towards training assistance for young entrants in the job market (Flippo, 1984 in Iravo, 2002).

It is imperative that all teachers be trained in institutional management to counter mistakes that have cost the education sector dearly in terms of low
participation and high wastage rates, regional and gender inequalities, poor performance, inappropriate or inadequate legal framework, issues of governance and management, structure of the education system and the role of the non-state providers (Elimu Yetu Coalition, 2003). A study to determine whether some of the factors listed above influence the secondary school teachers’ enrolment in the university school based programme is important to the Ministry of Education and other stakeholders.

Every organization seeks to succeed in accomplishment of its specified goals. Success comes through efficiency (Mbiti, 1974). The head teacher is the chief executive of a school and the success of any school depends on how effective the head teacher is as an administrator. Educational administrator performs the following tasks:

- Curriculum and instruction supervision,
- Student personnel management,
- Human resource management,
- School plant,
- Business plant,
- School community enhancement,

The major concern of a school is to facilitate teaching and learning process. It is imperative for the head teacher to provide an appropriate working environment for the goal to be realized. The head teacher needs to be
thoroughly trained in educational administration and management to enhance performance of their duties (Ongoto, 2004; Wachira, 1996).

The success of a school depends on the resourcefulness of the head teacher. On him falls the responsibility of planning the entire operation of the school throughout the year. The head teacher must expose the child in the school to functional education. He must realize that his major task is to make the school's purpose clear to everyone to see that the necessary equipment and monetary resources are available for school use and motivate his staff, the pupils and the parents to produce a lively school as well as excellence in work performance. However, most secondary school head teachers do not perform their duties and responsibilities as expected. There is financial mismanagement in institutions by head teachers and BoG Chairmen;

- They introduced unauthorized vote heads contrary to the laid down policies,
- There is evidence of no transparency on the actual fees they charge especially with regard to other unspecified levels,
- In most schools, students who were awarded bursaries were also required to pay other levies,
- Fees structures were often given on piecemeal basis by most schools. Students were compelled to pay for projects that had been completed (Ongoto, 2004).
Thus, head teachers should make track records in academic standards, financial management, and personnel integrity and at the same time sit and pass approved tests in education management before consideration for promotion to the next grade (Ongoto, 2004). This study was intended to establish whether some if not all of these recommendations influenced the reasons why secondary school teachers enrolled in the M.Ed SBP.

The teaching profession, often conservative and inbred, tends to fear radical departure from present practices. Professionally, acceptable teacher activism most notably concerns itself with pay and prestige rather than with problems of change and education. In typical school organization today, teachers are treated as interchangeable parts (aside from subject matter division). Neither role definition nor compensation plan recognizes differences in task levels of responsibilities, or individual capabilities. Andersen (1973), ‘One must start with the assumption that an educator is never fully educated and that like the best of the university professors, his intellectual and practical development is a continuous thing and must be nourished regularly’. With this assumption then in-service education must be replaced with a new view of the ‘intellectual and practical development’ of educators as a continuum beginning with the decision to prepare for the teaching profession and ending only on retirement’. As such, it was important to research in the area of M.ED SBP to ascertain its sustainability with regard to the enrolment of secondary school teachers.
It is very rare for a teacher to be supported by the school to attend a longer, award-bearing course and where teachers are working for a higher degree; this is almost invariably at their own experience and in their own time. Training opportunities might be available to staff in one subject area but not in others. The task of those responsible for teacher education is to prepare teachers who are able to orchestrate variables so that children learn what best prepares them to improve mankind’s relation to the world (Andersen & Devault 1973). Relevance requires an analysis of the relationship between teachers’ education and their ultimate functioning as teachers. The priorities for teachers’ education and training activities are largely determined by the subjects that qualify for funding through the national grant for in-service education, and paid study leave. Professional development is often ad hoc with insufficient linkage across school development planning, person development planning and appraisal. There is little consistency in how much the school spent on professional development; very few teachers believe professional development activities have any impact on their work in the classroom. Still other studies indicate that even graduates of strong programmes leave teaching after three to five years unless they have adopted to conform to existing limitations of the school. Teacher education programmes has the following ‘ought’s’:

- A teacher’s competence should be continuously growing with respect to given knowledge, teaching, performance and expected students’ outcomes.
• Professional learning experiences should be available to the teacher whenever they are needed.

• The teacher should be kept informed of the available educational opportunities.

• The individual teacher, the employing school and other partners in teacher education should be able to maintain anticipatory design strategy to provide for possible future professional development needs (Andersen and Devault, 1973).

It is against this background that the researcher chose to carry out a research on factors leading to the enrolment of secondary school teachers in the M.Ed SBP.

2.7 Evaluation of SBP

According to Campbell and Corbally, (1971), curriculum is the total of all intended learning experiences that the youth have under the supervision of the school. Instruction is defined as the process of implementing the curriculum. The justification of the head teacher is to give leadership to the learning and teaching process.

The term curriculum is used to denote the subjects taught in schools. Presently, it is used in the broader sense to refer to the abilities of children towards effective participation in the life of the community and the nation. It is considered to be everything that transpires in the course of planning,
teaching and learning by the school. It may be seen as the sum total of all the experiences the learner undergoes, for which the school accepts responsibility. According to the MoEST (1997) a school curriculum consists of a number of subjects, which give the pupils a given body of knowledge, skills and develop their activities, the co-curricular which create and develop their interest, and the hidden curriculum.

An important purpose in education is teaching and learning. Teachers do the teaching while students do the learning. The administrator must enhance the aspects of teaching and learning in any given school. According to Campbell and Corbally (1971), administrators can enhance teaching and learning by, discerning and influencing the development of goals and policies, establishing and coordinating the planning and implementation of organizational programmes, and producing and managing resources, money and material to support the organization and its programmes.

Every organization is involved in decision-making. This is the responsibility of the administrator. The administrator cannot make decisions alone; he needs other people to help him in formulating workable decisions. He is expected to use other professionals and staff members. In this respect, the head teacher needs to involve staff members in making decisions and policies affecting the school. Okumbe (2001), while giving the steps to be followed in training needs assessment, notes that, evaluating the effectiveness of a training method is important. He observes that a well-planned evaluation
procedure shows the extent to which the training has been effective. This enables the Human Resource Managers to provide corrective mechanisms. Cole (1997), states that training should be evaluated in terms of merit and worth. In these evaluators are interested in the process and outcomes of training. He notes that the subject matter of evaluation embraces the trainees and their trainers, learning context, course content, learning methods employed and the materials used in the programme. According to Worthen and Sanders (1987), a management oriented evaluation is an essential part of good decision making. Decisions are made on inputs, processes and outputs. This approach clarifies who will use evaluation results, how they will use them, and what aspects of the system they are making decisions about.

2.8 Problems of School Based Programmes

MoEST (2001) points out that an earlier curriculum on the in-service training did not emphasize on non-cognitive aspects. Wachira (1996) states some of the shortcomings as:

- Too short a duration leading to a crash program.
- Courses not timely, sometimes coming after a head teacher had made numerous mistakes over years.
- Lacking an evaluation system to assess whether head teachers had grasped the content.
• Failing to address emerging problems in school management, as it was not frequent enough.

In her findings Wachira (1996) included the contention that on-the-job learning involved ‘‘trial and error’’ experience. The connotation was that head teachers have little or no guidance on how to manage schools and they had to struggle to keep afloat. She further notes that all the headship preparation modes had shortcomings hence the inadequacy in the preparation of head teachers in the necessary management skills. She recommends that in-service training be made mandatory and more on financial management and that, participants be examined in the areas covered during the course. A study has, therefore, to be conducted to prove or disapprove these findings at university level in-servicing.

2.9 Training and Capacity Building for Secondary School Teachers.

The MoEST (1998) Report points out that, training policy and practice of head teachers are governed by the existing arrangement structures and institutions involved in the public sector, pre service and in-service training. According to the report, training policy for all public servants are formulated and implemented at the following levels:
• Directorate of Personnel Management (DPM),

• Ministerial Training Committees (MTCs) in every government ministry/department were established by the DPM.

• The Directorate of Personnel Management established staff development and human resource development units and capacity utilization in training institutions for pre-service programmes at universities, professional technologies, and certificate and artisan programmes in-service training and support programmes.

The following agencies are listed by the report as agencies to lead in-service training:

• KESI

• TSC and employers of teachers

• The inspectorate

• The ministry headquarters and field staff

• Head teacher organizations including KSSHA, KNUT and others (KUPPET)

• Local communities/school governors and NGOs

• Teacher education institutions

• Development partners and agencies

Olweya and Abagi (1999) while commending on performance of teachers in their duties, recommend that inefficient teachers should be removed from the system in order to reduce costs and improve the quality of education. This
has made it necessary for this study, that is, analyze the impact of the in-service courses offered by the universities in the school based programmes.

SUMMARY

The literature reviewed focused on the importance of M.Ed SBP in Kenyatta University. Since this is training on the job, it was important to explore some of the benefits of the programme on secondary school teachers which could in turn shed light on enrolment indices. The information on admission criteria could ascertain to some extent the flexibility or non-flexibility of the M.Ed SBP in Kenyatta University on the secondary school teachers admitted in the programme from the years 2003 to 2007.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter contains methodological details; Research design, Variables for the study, location of the study, target population, sample and sampling techniques, construction of research instruments, pilot study, data collection techniques and ethical considerations.

3.2 Research Design

This research adopted a descriptive research survey. Kenyatta University was purposively sampled out of the six public universities as the area for research. The researcher identified a target population of an estimated 500 secondary school teachers undertaking the M.Ed School Based Programme in the academic years 2005 to 2006. Gay (1993) defines it as a research design that attempts to accurately define a given situation. Descriptive enquiry portrays an accurate profile of a person, events or situations. It requires extensive previous knowledge of the situation to be researched or to be described, so that one may know appropriate aspects on which to gather information (Robson, 1996).
3.3 Location for the Study

This study was undertaken in Kenyatta University which is situated 23km from the city of Nairobi. The University is on Nairobi - Thika dual carriageway on 1,100 acres of land. It draws its population from all over the country. Apart from Makerere and Nairobi Universities, it is one of the oldest institutions preparing graduate and postgraduate secondary school teachers in East and Central Africa.

The university status was achieved in August 23rd, 1985 when the Kenyatta University Act received Presidential assent making the university a fully-fledged university. The Act became operational on September 1st, 1985 and the new university was inaugurated on December 17th, 1985. Kenyatta University immediately started establishing new faculties and constituent colleges.

Kenyatta University offers a number of courses in the school based programme from which the researcher chose the M.Ed SBP for secondary school teachers. As indicated earlier the school based courses are undertaken during the school holidays hence, Kenyatta University was convenient for the researcher to collect data when the students were in session and because she had a rapport with them. Familiarity with the university facilitated data collection.
3.4 Target Population

The target population was an estimated 500 secondary school teachers enrolled in Kenyatta University M.Ed SBP in the academic years 2005-2006.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

The principle objective of a sampling procedure is to secure a sample, which, subject to limitation of size, will produce the characteristic of the population especially those of immediate interest to the research (Mwangi, & Mweche, 2004). In this study, purposive and convenience sampling were used. Purposive sampling as a non probability sample was used by the researcher deliberately to select Kenyatta University out of the six public universities in Kenya. The university represents diversity in socio-economic and ethnic composition. The researcher was familiar with the university creating good rapport with the respondents that resulted in the ease of data collection. No similar research had been carried out in this university as at 2007.

3.5.2 Sample Size
The researcher used convenience sampling technique since the study was during the school holidays. Chances of getting all the respondents at a sitting were minimal apart from when the SBP was in session. The questionnaires were administered to the respondents while the programme was in session. According to Airy (1972) in descriptive studies a sample of 10-20% is acceptable. Thus, 60 secondary school teachers could represent 12 % of the estimated 500 secondary school teachers enrolled in the M.Ed SBP as the desired sample size. Ten cases were used in the pilot study and these were not included in the sample study in which case the study could not be compromised.

3.6 Construction of research Instruments

3.6.1 Questionnaire

Questionnaires were used to obtain important information about population such as factors contributing to the enrolment of secondary school teachers in the M.Ed SBP. The questionnaire was considered as the most appropriate instrument in this study because of convenience. It allowed for unapproachable respondents to be reached conveniently. Respondents could also have adequate time to give well thought answers and in their own words free from the bias of the interviewer.
They contained structured closed-ended questions for objective responses and unstructured open-ended questions for subjective responses. Each item in the questionnaire was developed to address specific research questions of the study (Mugenda and Mugenda (1999). The questionnaire consisted of two sections: in **Section A**, information gathered was on demographic/personal characteristics of respondents like age, gender, faculty, course being pursued, areas of residence, socio-cultural background.

In **Section B**, information sought was on the factors influencing the enrolment of secondary school teachers in the M.Ed SBP, importance of the programme, structure of the programme, cost of the programme in terms of fees, reasons for enrolment and duration. In this section, the questionnaire was designed in a scale of opinion (Kothari 2002). Ranked items in the questionnaire were arranged to identify frequencies or opinions and views that assisted in explaining and grounding further the findings of the study especially with regard to research questions.

The study used 5-points to 1-point scale labelled and scored as “Strongly Agree”, with a score of five points, “Agree” a score of four, “Not Sure”, with as score of three, “Disagree” with a score of two points and “Strongly disagree’ with a score of one point’ for easier interpretation of the data, the response categories, “Strongly Agree”,5 and “Agree” 4 were merged into **Agree**, while “Not Sure ”3, “Disagree”2, and “Strongly Disagree”1 were merged into **Disagree**. The developed questionnaire was administered to fifty
secondary school teachers in the M.Ed SBP in the academic year 2005/2006. The data was computed manually using descriptive statistics.

### 3.7 VALIDITY OF THE RESEARCH INSTRUMENTS

The researcher ensured content validity of the instruments through expert judgment. The researcher consulted her peers and supervisors (who are experts) who helped her in determining content validity by establishing how well that content area had been sampled by the test items (Borg & Gall, 1989).

### 3.8 RELIABILITY OF THE INSTRUMENTS

According to Bell (1993), whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable. Reliability of instruments is its level of internal consistency or stability over time, (Borg & Gall, 1989). Bell (1993) concurs with Borg and Gall that reliability is the extent to which a test procedure produces similar results under constant conditions on all occasions. To test the reliability of the instrument, the researcher used the split-half technique Roscoe (1969), states that, the split-half method during the pre-test can be used to establish the internal consistency (coefficient of a test). The split-half technique involves splitting the statements of a test into halves of odds and even items, then calculating the Pearson’s Correlation coefficient (r) between the scores. The correlated results’ value provides the internal consistency in terms of items.
The coefficient was to be obtained through the Pearson Product Moment Formula.

Four filled questionnaires were purposely selected and named 1,2,3,4. In computing the split-half reliability, the test items were divided into two halves of odds and even items. The results from the two halves were compared. From the reliability of half the test, the half correlation of the whole test was then estimated using the Spearman Brown Prophecy formulae.

The reliability coefficient (re) for the full test is given by the formulae;

\[ RE = \frac{2R}{1+r} \]

Where \( re \) = reliability of the original test

\( r \) = reliability of coefficient resulting from correlating the scores of the odd items with the scores of the even items.

The correlated results value provided the internal consistency of one half, which was the degree to which two halves of the tests were equivalent or consistent in terms of items used. Once the items correlated highly that is \( RE > 0.80 \) then the instruments were reliable to be used in the research (Mugenda & Mugenda, 1999).

3.9 PILOTING
A pilot study was conducted on a population similar to target population. 10 cases which represented the target population in all the major aspects were used in pre-test (Mulusa, 1988).

Therefore 10 students out of 60 secondary school teachers enrolled in the university school-based M.Ed programme were randomly selected for piloting. This was geared towards assessing the clarity of the instrument items so that those that failed to measure the variables could be modified or disregarded completely. Students selected were not involved in the actual study (Nkpa, 1997). This enabled the researcher to make alterations where necessary and improve the instruments (Mugenda & Mugenda1999).

3.10 Data Collection Techniques

Data were collected systematically in the following order:

1. As a mandatory requirement for any form of research, the researcher sought permission from the Ministry of Education.

2. Research instruments were administered personally by the researcher during both the pilot and the main study. The respondents were expected to read carefully and understand the questions before answering/filling the questionnaire.

3. The respondents were given ample time to fill the questionnaire in the presence of the researcher. Where this was not possible, the researcher left
the respondents with the questionnaires to collect at an agreed date or otherwise as agreed with the respondents and was not to exceed two weeks from the time of administering the instrument.

3.11 Methods of Data Analysis

Descriptive statistics were used to analyze the quantitative data. Tables of frequency distributions, means, percentages, graphs and pie charts were used to organize, describe and summarize the collected demographic data (Kothari, 2002). The frequency distribution showed the count of individual scores in a sample for a specific variable. A frequency table indicated “how many times” each response occurred. Cross tabulation produced two-way tables that showed the frequency responses and the relationships among two or more variables. The frequencies were expressed in percentage form. Qualitative data collected were analyzed thematically by coding categories which were organized according to a particular research question. Once the themes, categories and patterns had been identified, the researcher evaluated the usefulness of the information in answering the research questions. The data was organized into frequency tables with one pie chart on gender percentages.

3.12 Ethical and Logistical considerations
This study involved human subjects hence effort was made to uphold the well-being values and dignity. Various ethical principles were followed such as approval from relevant authorities, informed consent of respondents and confidentiality of information provided.
DATA PRESENTATION, RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter deals with the presentation of the data collected, the results from the findings and discussions in relation to objectives of the study.

4.2. Admission criteria

The first objective of the study was to provide baseline data on the characteristics of teachers enrolling in the M.Ed SBP in Kenyatta University. It was important to find out how these factors led to the enrolment of secondary school teachers in the programme.

4.2.1 Characteristics of Secondary School Teachers enrolled in the M.Ed School Based Programme.

Table 4.1 Ages of the Respondents Enrolled in the SBP

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>40-49</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>50-59</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>20-29</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Age of respondents
Table 4.1 presents results of the age of secondary school teachers enrolled in the School Based- Programme in Kenyatta University. The highest number of respondents, 26 (52%) was aged between 30 – 39 years and only 4 (8%) were above 50 years. The limited number of teachers 4(8%) enrolling in the programme in the age bracket of 20-29 years is an indication of teaching experience. In this case some have taught for less than five years therefore they cannot easily enrol in the M.Ed School-Based Programme.

Marital Status of Respondents

Table 4.2 Marital Status of Respondents Enrolled in the SBP

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>Widow</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Single</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Married respondents formed the majority of the respondents at 46 (92) % while the rest of the respondents were either single 3(6%), or widows 3(2%) (Table4.2). In families the men are the decision makers and especially where there are financial implications. Females are committed to family chores like taking care of children and could not wish to be away from home. Most men improve their income due to pressures from family and the tendency to meet life challenges.

Gender of respondents

Table 4.3 Gender of respondents
<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>36</td>
</tr>
</tbody>
</table>

Majority of the respondents were males 32 (64%) and females 18 (36%) (Table 4.3). The limited number of females is an indication of few women willing to take up tasking and challenging endeavours. Affordability could also be a reason for low enrolment on the part of the women.

From Figure 4.1 we see that majority of males have enrolled in the M.Ed School Based- Programme.

**Level of education**

**Table 4.4 Level of Education**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td>PGDE</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Level of education played an important role in the admission process as this was one of the key determinant factors for one to be accepted in the
The M.Ed SBP is designed for teachers who are trained graduate teachers (Kenyatta University Calendar 2000-2001). From the data collected, most of the respondents had attained B.Ed 43 (86%) whereas 3 (6%) respondents had a diploma (Table 4.4). In his study, Dean (1991) observed that changes in education are rapid such that the speed of change and explosion of knowledge requires people to learn afresh at intervals and throughout their lives. This could be an indication of why the secondary school teachers are interested in the programme.

Teaching Experience

Table 4.5 Teaching Experience of the Respondents

<table>
<thead>
<tr>
<th>No of years</th>
<th>No of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>6-14</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>15-25</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>

Most of the respondents 25, (50%) had a teaching experience of between 6 – 14 years, 9 of (18%) respondents between 1-5 and16 (32%) an experience of 15 – 25 years (Table 4.5). Teaching experience of more than six years seems to increase the enrolment numbers in the School Based Programme as can be observed from (Table 4.5). At the same time the teaching experience was one of the criteria for admitting the teachers in the programme for it was assumed experience would enable them to tackle the course adequately and also make the teachers accountable in the school system (Watkins, 1974).
**Designation**

**Table 4.6 Designation of Respondents**

<table>
<thead>
<tr>
<th>Designation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Teachers</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>HoD</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>HT</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>DHT</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

Even though teachers with various designations have enrolled in the programme as follows; assistant teachers 18 (36%), whereas head teachers 36 (18%), deputy head teachers 8(16%) and 15(30%) were heads of departments (Table4.6). The high percentage of assistant teachers could be attributed to desire for upward mobility. This statement is supported by Okumbe (2001) in which he observes that training provides the teachers with specific duties, development provides conceptual skills for general duties. In addition, Cole (1984) on personnel management observes that training is any learning activity which is directed towards acquisition of specific knowledge and skills for the purpose of an occupational task. This and other studies suggest that further training for teachers and their development is key to success in education.

**Year of Enrolment**

**Table 4.7 Year of Enrolment**

<table>
<thead>
<tr>
<th>Year of Enrolment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
</table>
With regard to year of enrolment, majority of the respondents 132 (88%) enrolled in the M.Ed – SBP in the year 2004/2005 whilst 3 (2%) in 2001/2002, 3 (2%) in 2002/2003 and 12 (8%) 2003 – 2004. We can observe from (Table 4.7) that the number of enrolments in the School Based Programme for secondary school teachers seem to be increasing.

**Sponsorship of the respondents to the Programme**

**Table 4.8 Sponsorship of the respondents**

<table>
<thead>
<tr>
<th>Sponsorship</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>47</td>
<td>98</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

The highest number of respondents 47 (98%) was self- sponsored in the M.Ed. SBP (Table 4.8) which implies that the idea of the M.Ed School-Based Programme is self- initiative. Whereas, the Ministry of Education has taken the initiative of training head teachers and head of departments, the assistant teacher seem to have been left out (MoEST, 1991). It is reasonable to accept that most secondary school teachers undertaking this programme felt that the classroom experience was not enough, further training is viewed as an alternative way of recognizing and this could be achieved through the
School-Based Programme. This could also be in response to the performance of teachers as a result of a study carried out by (Olweya & Abagi, 1999) which tended to support the removal of unperforming teachers from the system in order to reduce the costs and improve the quality of education.

Training of Teachers

Table 4.9 Training of the respondents

<table>
<thead>
<tr>
<th>Training of Teachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other organisations</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Government</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>School</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Self</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The highest number of respondents 24 (48%) agreed on the training of teachers being initiated by self, 21 (42%) the government 4 (8%), the school employer nil and other organizations 1 (2%). According to the research the teachers play a greater role in initiating their upward mobility in terms of advancing their education. The Ministry of Education seems to play a minimal role as can be observed from the data.

4.3 The Structure of the Programme
The second objective of the study was to identify how the structure of the programme leads to the enrolment in the M.Ed School-Based Programme. The structure of the programme was in terms of course specialisation, duration of the course in terms of academics years programmed and evaluation of the programme.

Area of Specialisation

Table 4.10 Area of Specialisation of the Respondents

<table>
<thead>
<tr>
<th>Area of Specialisation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Administration</td>
<td>30</td>
<td>67</td>
</tr>
<tr>
<td>Planning</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Curriculum</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Economics of Education</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Education Foundation</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4.10 presents the results of secondary school teachers’ area of specialisation in terms of unit courses, the time given for completion of the course and mode of examination. The majority of the respondents were specializing in Educational Administration 30 (67%), curriculum 5 (11%) Educational Foundation 1 (2%), Planning 6 (13%), Economics of Education 3 (7%). This data tends to support the results of earlier studies reviewed above. Iravo (2002) ascertained that teachers need to be thoroughly trained in educational administration and management. This finding is important because it provides substantive evidence that lack of skills in education administration and management has led to the increased percentage of
enrolment in the School- Based Programme. This is a pointer as to why the majority are assistant teachers who sponsor themselves for this course.

**Duration and Mode of Evaluation**

**Table 4.11 Duration of the M.Ed SBP**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>Not sure</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Inadequate</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

Majority of the respondents, 39 (78%), felt the duration of the M.Ed SBP course was adequate, 5 (10%) observed it was inadequate and 12% were not sure (Table 4.11).

**Table 4.12 Mode of examination**

<table>
<thead>
<tr>
<th>Mode of examination</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>44</td>
<td>92</td>
</tr>
<tr>
<td>Inadequate</td>
<td>16</td>
<td>8</td>
</tr>
</tbody>
</table>

From the data collected (Table 4.12) 44 (92%) respondents were satisfied with the mode of examination whilst 16 (8%) thought it was inadequate. The respondents seem to be satisfied with the programme. (Cole, 1997) assents to this kind of evaluation. The subject matter of evaluation embraces the trainees and their trainers, learning context, course context, course content,
learning methods employed and the material used in the programme. Thus the respondent’s satisfaction with the structure of the programme is an indicator to why they are enrolling in it.

As it has been observed earlier, the teachers enrolled in the School- Based Programme, are basically assistant teachers, with a teaching experience of six to fourteen years. In his study on factors leading to low enrolment of female students in undergraduate (Muya, 2003), notes that education has become market driven, enabling graduates to be self employed or to fit in the labour market by perceiving appropriate changes in technology. It could be with this realization that the teachers will not hesitate to go for further studies even at their own costs.

**Problems Encountered in the Course of undertaking the programme**

**Table 4.13 Problems Encountered During the Programme**

<table>
<thead>
<tr>
<th>Factors</th>
<th>% Disagree</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate reference material in the university</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>Inadequate finances to cater for fees and other requirements</td>
<td>38</td>
<td>62</td>
</tr>
<tr>
<td>Inadequate time to complete</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Programme failing to address current issues</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td>Family commitments</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>Employer related factors/ restrictions</td>
<td>42</td>
<td>58</td>
</tr>
</tbody>
</table>

The problems encountered in the cause of undertaking the M.Ed SBP in K.U (Table4.13). Most of the secondary school teachers enrolled in the M.Ed SBP
at 27 (54%) agreed that reference materials were inadequate, 23 (46%) disagreed that the materials were inadequate. In the area of finances to cater for fees and other requirements, 31 (62%) of the respondents agreed that it was inadequate, 19 (38%) disagreed. On time given to complete the programme 16 (33%) of the respondents agreed that the time allocated was inadequate. 34 (67%) disagreed that the time frame was inadequate. This implies that the time allocated for the programme is adequate.

The majority of the respondents 35 (69%) disagreed with the issue of the programme failing to address current issues. 15 (31%) agreed that it failed to address current issue. This could be a contributing factor to the teachers’ enrolment into the programme as it has been observed earlier. Most of the respondents 27 (54%), felt that family commitments was one of the problems encountered in the process of undertaking the programme while 23 (46%) disagreed on family commitments. Generally, 29 (58%) of the secondary school teachers agreed that the employer related factors were a problem, whereas 21 (42%) disagreed.

Results of the School Based M.Ed Programme

4.14 Results of the SBP M.Ed

<table>
<thead>
<tr>
<th>Expected Results</th>
<th>% Disagree</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This section intended to elicit which particular influences the course has had on the teachers and the effect the changes would have in their working stations (Table 14) shows a 10 factor items on the results of the M.Ed. SBP. As far as mastery of over the subject areas is concerned, 28 (55%) agreed whereas 22 (45%) of the respondents disagreed. Only recognition by the management whereas 28 (56%) of the respondents believe it 22 (44%) disagreed with the M.Ed SBP leading to leads to recognition by the management.

Majority of the respondents 42 (83%) agreed that the SBP leads to greater productivity. Only 8 (17%) of the respondents disagreed. From the data collected 32 (63%) disagreed that the SBP leads to less scrap or spoilt work and 18 (37%) agreed to this factor. 28 (55%) of the respondents agreed that the M.Ed SBP results in less supervision on assigned work tasks whereas 12 (45%) respondents disagreed implying that supervision will always be necessary regardless of undertaking the course or not.

<table>
<thead>
<tr>
<th>Factor</th>
<th>No</th>
<th>No</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery over the subject areas</td>
<td>45</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>Recognition by management</td>
<td>44</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Great productivity and quality</td>
<td>17</td>
<td>08</td>
<td>83</td>
</tr>
<tr>
<td>Less scrap or spoilt work</td>
<td>63</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td>Less need for close supervision</td>
<td>45</td>
<td>12</td>
<td>55</td>
</tr>
<tr>
<td>Greater job satisfaction</td>
<td>23</td>
<td>14</td>
<td>77</td>
</tr>
<tr>
<td>Less absence from duty</td>
<td>84</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>Participation in national innovation</td>
<td>27</td>
<td>14</td>
<td>73</td>
</tr>
<tr>
<td>Flexibility to changing external requirements</td>
<td>23</td>
<td>21</td>
<td>77</td>
</tr>
<tr>
<td>Heightened morale</td>
<td>24</td>
<td>12</td>
<td>76</td>
</tr>
</tbody>
</table>
(36) 77% of the respondents who agreed that SBP results into greater job satisfaction while 14(23%) of the respondents disagreed. Only 8(16%) agreed that the programme results into less absenteeism from duty. Majority 42(84%) of the respondents disagreed. On participating in national innovations, 36(73%) of the respondents agreed whereas 14(27%) disagreed that the M.Ed SBP results into participating in national innovations. A majority of the respondents 29 (77%) agreed that flexibility to changing external requirements is a result of the SBP while 21(23%) disagreed. A higher percentage 38(76%) agreed that the M.Ed SBP leads to heightened morale whereas 12(24%) disagreed. These findings suggest that the students speak highly of the programme, claiming that it has made them realize positive changes in the quality of education.

1.4 COST OF THE PROGRAMME

Table 4.15 The cost of the programme

<table>
<thead>
<tr>
<th>Cost of the programme</th>
<th>% Disagree No</th>
<th>% Agree No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very expensive</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td>Expensive</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>58</td>
<td>42</td>
</tr>
</tbody>
</table>

The third objective was to examine how the cost of the M.Ed SBP programme in Kenyatta University leads to the secondary school teacher’s enrolment in the programme. Table 4.15 shows a 3 factor items on the cost of the M. Ed programme in KU. 17(34%) believed that it was not very
expensive whereas 33 (66%) saw it as very expensive. 11 (23%) of the respondents rated it as not expensive whilst 39(77%) did rate it as expensive; 29(58%) of the respondents disagreed that it was satisfactory and 21(42%) agreed that it was satisfactory. It can be observed that the respondents considered the programme as expensive. This could be because they are sponsoring themselves.

1.5 Employer Related Factors

Table 4.16 Employer Related Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>% Disagree No</th>
<th>% Agree No</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve my teachings skills</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>To specialize in educational course</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Desire for further studies</td>
<td>18</td>
<td>09</td>
</tr>
<tr>
<td>To gain knowledge and research skills in education</td>
<td>17</td>
<td>08</td>
</tr>
<tr>
<td>Desire to change my career</td>
<td>70</td>
<td>36</td>
</tr>
<tr>
<td>Desire for promotion</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>To meet the challenges of a growing profession</td>
<td>21</td>
<td>10</td>
</tr>
</tbody>
</table>


The fourth objective was to investigate the effect of the employer-related factors on the enrolment of secondary school teachers in the M.Ed. The question answered was how do employer-related factors (need, transfers, remunerations, and promotions) lead to the enrolment in the programme. (Table 4.16) indicates factor items that are considered when choosing to undertake the M.Ed. SBP. From the data collected, most of the secondary school teachers who responded, 32(64%) joined Kenyatta University M.Ed
SBP to improve their teaching skills whereas 18 (36%) did not agree. As far as specializing in educational courses is concerned, 35(70%) of the secondary school teachers did enrol in the M.Ed course for that purpose. 15(30%) did not enrol for that specified purpose. In the area of desire for further studies, the highest 41(82%) agreed while 9(18%) disagreed. Most of the secondary school teachers enrolled in the M.Ed SBP agreed in the area of gaining knowledge and research skills in education 42(83%), whilst 8(17%) disagreed.

In desiring to change the career 36 (70%) disagreed as to reasons for their enrolment in the M.Ed SBP whereas 14(30%) agreed to this effect. On desire for promotion, 30(60%) strongly agreed whereas 20(40%) disagreed. In the area of meeting the challenges of a growing professional, 40(79%) of the respondents strongly agreed whereas 10(21%) disagreed. A close observation reveals that the majority of the students joined the programme due to the need to further their education and for professional enrichment.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The first part of this chapter gives a summary of the study based on study problems and findings. The second part brings on board the implications of the findings. The third presents part a conclusion of the study based on the findings and finally the suggested recommendations and areas considered being gaps left out by the study which would need further investigation.

5.2 Summary

This research was undertaken to establish the factors leading to the enrolment of secondary school teachers in the M.Ed SBP in Kenyatta University. Literature review fell under the following headings: An overview of University Education, importance of the M.Ed SBP, admission criteria, cost of the programme, Structure of the programme, and Employee-related factors. Chapter three was concerned with research methodology and here, the research design, location of the study, target population, sample and sampling techniques, and research instruments were addressed. Chapter four
presents data analysis, results and discussions all related to the research objectives and questions.

5.2.1. Characteristics of secondary school teachers attending the M.Ed SBP in Kenyatta University

The range in age of the respondents varied from above 20 years to over 50 years. Out of this number of respondents majority happened to be aged between 30-31 years and were male. The teaching experience of the teachers was the highest at 6-14 years. Gender enrolment was unbalanced because the male outnumbered the females. The number of the assistant teachers was high compared to the other teachers. Seemingly they enrolled in the programme to better administrative skills.

5.2.2 Admission criteria in the programme.

The admission criteria favoured the enrolment of secondary school teachers in the M.Ed SBP hence enrolment trends tended to increase from 2001 to 2006.

5.2.3 Structure of the M.Ed SBP

The time given was viewed as adequate. The students were satisfied with the time duration, mode of examination hence the increase in enrolment. They viewed the programme as market driven because it makes them fit in the job market by perceiving changes in the labour market.
5.2.4 Cost of the programme

From the study undertaken it is evident that cost of the M.Ed SBP is expensive.

5.2.5 Problems encountered in the course of undertaking the programme

The following were the problems undertaken in the course of undertaking the programme; Inadequate reference materials in the university, inadequate finances to cater for fees and other requirements, inadequate time to complete the programme, the programme failing to address current issues and family commitments. It was noted that some of these problems could be solved by the teacher having an individual initiative to seek for solutions.

5.2.6 Employer related factors on the enrolment of teachers in the M.Ed SBP

From the findings, it was clear that the factors related to the employer led to the teachers’ decision to undertake the M.Ed SBP.

5.3 Implication of the Study

From the study undertaken, it is evident that: the majority of the teachers who undertake M.Ed SBP do so due to the need to cater for their professional advancement. However, most of them sponsor themselves. This implies that the teachers’ employer does not take the initiative to train them.
On the problems encountered in the cause of studying, the respondents recorded that many problems were emanating from the employer and family commitments. It should be noted that the majority of the teachers enrolled in this programme were married. This implies that the teachers enrol in the M.Ed SBP programme due to pushing factors from their employer like desire to be considered for promotion pegged on teacher qualifications, improve their salary remunerations among other factors.

It is clear from this study that, the M.Ed SBP is expensive but the teachers continue to enrol in the programme not necessarily to change their career/profession but to be able to cope with challenges arising from perpetual innovations in education among other factors listed.

Respondents agreed to the factors leading to their enrolment into this programme as emanating from their employer. They agreed to the fact that the M.Ed SBP is beneficial to them as far as their professional advancement is concerned an area they believe has been neglected by the employer.

The desire to further education is high among secondary school teachers however if not guarded carefully most of their time could be spent on their personal worth other that schoolwork; keeping in mind that it is holiday -based.
From the research, it is evident that the enrolment indices are increasing implying a contribution to the professional growth. The consequences of these rising numbers would raise a lot of questions in terms of high turnover rates, performance in schools and education standards and the course in terms of substance/value to others.

5.4 Conclusion

It is noteworthy that a mixture SBP. This research established that enrolment indices were going up from the year 2001 to 2007 when the research was being undertaken.

Secondly the teachers in this programme foresee good results emanating from new experiences gained from furthering their education. This implies a success to the proponents of the programme and an increase in enrolment indices.

With the many open opportunities for teachers to advance their education, the SBP seems to attract teachers because of its flexibility among other factors.

5.5 Recommendations

1. From the research conducted, majority of the teachers sponsor themselves for the M.Ed SBP, this could be an area where their employer could consider subsidizing because at the end of the day
both the teacher and the employer (school) would benefit from advancement in training. Government through Higher Education Loans Board should consider extending loans to the School Based Programme students.

2. The government through the Teachers Service Commission should enhance opportunities for promotion of teachers on completion of the course.

5.6 Possible Areas of further Research

1. The teacher advancement is supposed to benefit the teacher as well as the learner and the school. Further research should be conducted on the impact of SBP on the performance of the teachers undertaking the programme.

2. It is important for the teachers’ employer to ascertain, through Research, the turnover rate of the teachers who graduate from the M.Ed. SBP.
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Nairobi: Kenya Literature Bureau.

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D.C.
APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE

RESEARCH QUESTIONNAIRE

This questionnaire is designed to gather general information about you and factors contributing to enrolment of secondary school teachers in the school based M.Ed. Programme. The information you provide will be confidential.

Your cooperation is very much appreciated.

SECTION A

BACKGROUND INFORMATION

The numbers 1-4 represent codes in response from the respondent, (please tick □ where appropriate).

1. Your age: 20-29 □ 30-39 □

2. Marital Status: Single □ Married □ Divorced □ Widow □
3. Sex: Male 1 Female 2

4. What are your academic qualifications?

Diploma 1 B.ED 2 B.SC 3 PGDE 4
Other specify ......................................

5. Teaching experience: 1-5 1 5-14 2 15-25 3 25-35

Designation: H/T 1 D/H/Teacher 2 HOD 3 other specify.............................................

7. When did you enrol for the programme? (Please tick (✓) where appropriate)

<table>
<thead>
<tr>
<th>Year</th>
<th>Code</th>
</tr>
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<tbody>
<tr>
<td>2001/2002</td>
<td>1</td>
</tr>
<tr>
<td>2002/2003</td>
<td>2</td>
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<tr>
<td>2004/2005</td>
<td>3</td>
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<tr>
<td>2005/2006</td>
<td>4</td>
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</table>
SECTION B

Please read each item carefully. Indicate about the correct option as correctly and as honestly as possible by putting a tick on one against each of the columns given, please indicate by putting a (✓) around the number which best describes the level of involved in each item described. The meaning of each number (response codes) is given here below:

Strongly Agree (SA)-5”, “Agree (A)-4”, “Not Sure (NS)-3” “Strongly Disagree (SD)-2”, “Disagree (D)-1”

8. Have you ever attended any other school-based programme?


If yes, state the institution……………………………………………………………..


Other specify………………………………………………………………………………

10. Which of the following reasons contributed to your decision to enrol in the Kenyatta University school-based programme? (Please tick {✓} where appropriate)
### Admission Criteria

11. Who sponsored you for this programme?

Self  1  Government  2  School  3  other  4

Specify………………………………………………

12. Please comment of the cost of the programme

*Please tick √ where appropriate*

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<tr>
<td>Very expensive</td>
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<tr>
<td>Expensive</td>
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<tr>
<td>Satisfactory</td>
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</table>

### Factors

<table>
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<tr>
<th>Factors</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>To improve my teaching skills</td>
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<tr>
<td>To specialize in Educational course</td>
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<tr>
<td>Desire for further studies</td>
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<td>To gain knowledge and research skills in Education</td>
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<td>Desire to change my career</td>
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<td>Desire for promotion</td>
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<td>To meet the challenges of a growing profession</td>
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</table>
Structure of the programme

13. Below are the courses offered in the programme. Which is your area of specialization (Please tick √ where appropriate)

- Education Administration
- Curriculum Development
- Foundations of Education
- Education Psychology
- Communication Technology

14. Currently the programme extends over two years. Comment on this ration (Please tick √ where appropriate)

- Adequate time
- Inadequate time
- Not Sure

Briefly state reasons for your answer…………………………
………………………………………………………………

15. The mode of examination in the programme is through continuous assessment tests, assessment of practical, written assignments and a final university examination. Please comment of this mode of examination.

(Please tick √ where appropriate)

- Adequate
- Inadequate
16. What are some of the problems you encounter in the process of undertaking the programme? *(Please tick ✓ where appropriate)*

<table>
<thead>
<tr>
<th>Response codes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate reference materials in the university</td>
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<td>Inadequate finances to cater for fees and other requirements</td>
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<td>Inadequate time to complete</td>
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<td>Programme failing to address current issues</td>
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<td>Family commitments</td>
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<tr>
<td>Employer related factors/restrictions</td>
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Answer........................................................................................................
........................................................................................................
...........................................................................................................16

17. What are some of the possible solutions to these problems? Briefly explain
........................................................................................................
........................................................................................................
........................................................................................................
Employer related factors

18. Who takes the initiative of training teachers? (Please tick \( \checkmark \) where appropriate)

- The government \( \checkmark \)
- The school \( \checkmark \)
- Self \( \checkmark \)
- The employer \( \checkmark \)
- Others \( \checkmark \)

If others specify……………………………………………………………………..

19. In your opinion, which of these factors could be results of the school based M. Ed programme? (Please tick \( \checkmark \) where appropriate)
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<tr>
<th>Response Codes</th>
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<th>5</th>
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<tbody>
<tr>
<td>Mastering over their subject areas</td>
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<tr>
<td>Recognition by management</td>
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<tr>
<td>Greater Productivity and quality</td>
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<tr>
<td>Less scrap or spoilt work</td>
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<td>Less need for close supervision</td>
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<td>Greater job satisfaction</td>
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<td>Less absence from duty</td>
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<td>Participation in national innovations</td>
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<td>Flexibility to changing external requirements</td>
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<tr>
<td>Heightened morale</td>
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