
Teacher's Productivity in Promoting Quality Education in Public Primary Schools in Kenya

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Abstract

Researchers and policy makers agree that teacher quality is a pivotal issue in education. Quality education begins with quality teachers. Excellent teachers do more than teach the curriculum content: they inspire and enthuses their pupils and serve as role models in terms of attitudes and social relationships. This paper discusses factors that may affect the productivity of teachers in promoting the quality of education in Kenya.

Keywords: Quality, Education, Teachers, Schools, Productivity

1. Introduction

It is recognized that qualified teachers are an essential component of school programmes that result in improved outcomes for learners (Barnet,2003).Since teachers play such a major role in education of the learners, their (teachers) own education becomes a matter of vital concern. The teacher-training curriculum in place should enable the acquisition of the necessary content and pedagogical skills to help teachers bring out the expected outcomes among the learners. A quality education system must seek to provide all children and young people with comprehensive education and an appropriate preparation for working life, life in society and personal life.

The World Education Forum in Dakar in 2000 did not only emphasis the need to achieve Education for All, but did also notice the need to improve the quality of education. The Forum called for improvement of all aspects of the quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills. The Education for All targets adopted in Dakar in 2000 recognized that enrolment in school does not in itself ensure quality education. The forum pointed out that:

Teachers should therefore be provided with opportunities to train and update their skills on regular basis. (Dakar Framework for Action Article 7, World Education Forum, 2000).

Article 28 of the Convention of the Right of the Child's right to education and the State's duty to ensure that primary education at least is made free and in article 29 of the same convention the states are requested to recognize that education should be directed at developing the Child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others (United Nations, 1989). Based on the recommendations in the Dakar Framework for Action and the conventions of the right of the child, as well as a number of other international conventions and recommendations, it can be concluded that everyone has the right not only to receive education, but also to receive education of a high quality. It is in this regard that this paper explores themes on teacher's Productivity in Promoting Quality Education in Public Primary Schools in Kenya

2. Quality Education in Kenyan Situation

Educational quality has recently received a lot of attention in Kenya. The government's main document in this effort, the Kenya Education Sector Support Programme (KESSP) 2005–2010, established the National Assessment Centre (NAC) to monitor learning achievement. In 2010, the NAC released the results of its first assessment. In 2009, in collaboration with the NAC, Uwezo Kenya conducted an assessment of the basic literacy and numeracy skills of children ages 6–16 years. The Annual Learning Assessment (ALA) reached villages in 70 out of 158 districts in Kenya, and assessed nearly 70,000 children in their homes. The ALA was set at a Standard 2 level, which is the level where students are supposed to have achieved basic competency in reading English and Kiswahili and completing simple arithmetic problems. The Table below shows the percent of children who could not read a Standard 2 level paragraph or solve Standard 2 level subtraction problems:

Level of Children Assessed	Cannot Read English Paragraph	Cannot Read Swahili Paragraph	Cannot Do Subtraction
Standard 2	85%	81%	79%
Standard 5	27%	23%	30%
Standard 8	4%	4%	10%

Begi (2007) noted that the current approach for training teachers in Kenya requires reforms because teachers who are poorly prepared do a shoddy job. This calls for teacher training colleges to train teachers on how to use instructional methods to enhance quality education.

The National Committee on Education Objectives and Policies (Gacathi Report, 1975) noted that the majority of primary school teachers in the rural areas were not qualified. The Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (Kamunge report) was mandated to provide proposals and recommendations for the provision and expansion of education, training and research. It was also to look into effective management, supervision, co-ordination, harmonization and maintenance of quality education for the next decade and beyond (Republic of Kenya, 1988a). The committee recommended that teachers be given adequate in-service training on the curriculum they teach and appropriate teaching methods as a way of improving quality education. The committee observed that some teachers teach subjects for which they have a poor or weak academic background.

3. The Place of Teachers in Educational Practice

Teachers are the front-line service providers in education. Delivery of quality education is hence, critically dependent on having a sufficient supply of appropriately trained and motivated teachers. Excellent teachers do more than teach the curriculum content: they inspire and enthuse their pupils and serve as role models in terms of attitudes and social relationships. The role of quality teachers is to promote literacy and numeracy within the classrooms, especially in Primary schools because these schools are the foundation for Secondary School and Tertiary School Education and later on finding employment.

Woldab (2013) discusses that teaching is a scientific and goal directed activity and it is the most fundamental responsibility of teachers irrespective of their time and stage of education. Teaching is an intricate and complicated process involving diverse pedagogical skills and sensibility as well as scientific principles and modern approaches. Mahmood (2013) explains that teachers are the heart and soul of any education system and quality of that education system would be based on many factors but most crucial is quality of teachers. Teacher's abilities play a vital role in student's achievements and performance at all levels of education. Teachers' performance can be assessed through student's achievement. In this regard, Ackerman et al, (2006) concluded that the greatest determinant of student achievement is the teachers' characteristic.

Mahmood (2013) observes that teacher's performance consists of teacher's academic qualification, quality of teacher training, teaching experiences, pedagogical practices, professional development, structuring the material, ask higher order questions, use student ideas, and probe student comments, empathy, mentoring, coaching, subject knowledge, dedication, commitment, ability to communicate, and class management ability etc. According to Ubben & Hughes (1992), effective teachers are those that provide pupil with maximum opportunities to learn. If a teacher's role is

to help others to develop their learning capacities, it follows that management activities, organizational structures, systems and processes need to intersect to maximize teaching and learning opportunities (Ubben & Hughes, 1992 quoted in Mahmood, 2013).

According to Harden and Crosby (2000), implicit in the widely accepted and far-reaching changes in education is a changing role for the teacher. Twelve roles of the teacher have been identified in this regard and these can be grouped in six areas in the model presented: The information provider; the role model on-the-job, and in more formal teaching settings; the facilitator as a mentor and learning facilitator, the student assessor and curriculum evaluator, the curriculum and course planner, and the resource material creator, and study guide producer. The increasing emphasis on student autonomy in education has moved the centre of gravity away from the teacher and closer to the student. Indeed it has become fashionable to talk about learning and learners rather than teaching and the teacher. This increased attention to the learner may be seen by teachers as a loss of control and power which can lead to feelings of uncertainty, inadequacy and anxiety. The shift may even be seen as, in some way, a devaluing of the role of the teacher. It has to be recognised, however, that this is not true, that teaching and learning are closely related and that the purpose of teaching is to enhance learning. It is important to ensure that the changing role of the teacher is not neglected in discussions about new educational strategies and approaches to curriculum development.

James Stronge (n.d) discusses that the teacher is the representative of the content and the school. How a teacher presents himself makes an impression on administrators, colleagues, parents, and students. Often a student links the preference to a particular subject to a teacher and the way the subject was taught. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students' experience in the class. The teacher's personality is one of the first sets of characteristics to look for in an effective teacher. Teachers have been portrayed in a variety of ways in the media, ranging from detrimental images to beloved masters of their craft who inspire students to excel. Effective teachers can be seen, heard, and sensed. The effective teacher engages in dialogue with students, colleagues, parents, and administrators and consistently demonstrates respect, accessibility, and expertise. Effective teachers are easily identified through their adept use of questioning and instruction given in the classroom. Finally, an observer who knows from all sources that this person truly makes a difference in the classroom can sense the presence of an effective teacher. The true teacher is a master of teaching.

The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of country get evaluated in and through the work of the teacher. The people of a country are the enlarged replica of their teacher and they are the real nation builders. There should therefore be adequate quality of provision for effective learning to occur. This requires taking measures including increase in teacher employment and improvement of quality and status of the teaching force.

4. The Quality Factor in Education

All across the globe, countries are trying to improve quality of education. Some countries are in the earlier stages of education development, mainly striving to expand access to elementary and lower secondary education and to ensure transmission of basic skills; in these nations, reformers are less concerned with the quality of the teaching force than with just getting enough teachers into classrooms like Kenya where Poor quality education is eroding Kenya's skills base, while compounding the challenge to the country's quest for high rate of economic growth and the realization of a newly industrialized status by 2030. Other countries are entering the global knowledge economy and seeking to prepare their learners with the complex, higher-order cognitive skills that economy demands; in these nations, the major focus is strengthening the quality and effectiveness of the teacher workforce (Organisation for Economic Cooperation and Development [OECD], 2005).

Around the 1970s the quality of Nigerian education was the pride of the black race, the envy of many developing and developed nations of the world. At that time, it was alleged by some that an American degree was equal to a sixth form certificate in Nigeria. After about three decades of systematic mismanagement by both military and civilian rulers, the Nigerian education has so plummeted that what we have today is a mere shadow of its past glory. It has been said that the criteria for assessing any educational system are: the curriculum of study, the state of infrastructural facilities, the quality of students, the quality and quantity of staff, the competence of leadership, the level of funding and the direction and consistency of policy (Osisioma, 2002).

Another area of serious decline is that of staffing. Time has gone when teachers were the best both in character and learning. Today, teachers at all levels of the educational system do more of 'cheating' than 'teaching'. Teachers have become businessmen in academic garb. A situation where teachers are making industry of copyrights violation by way of 'handouts' sales to unsuspecting learners at exorbitant prices, while the learners themselves are just too glad to do less schooling, does not augur well for our educational system and the future of our country. What we have today is a pathetic story of pathetic teachers producing pathetic citizens who can not match their skills with the job market requirements.

According to Aghenta (2006), trained or educated human resources constitute manpower and personnel that bring about national development. It therefore means that the quality of education received by the citizens determines the level of development of any nation. In some South and South-East Asian countries where salaries are borderline with the basic costs of living, the only intervention that would have a dramatic impact on the rate and quality of those recruited would be a significant salary increase to make teaching comparable with other job opportunities. Short of this, in these settings there are few dramatic interventions that can make much difference; recruitment will improve only as many smaller adjustments are made to enhance the quality of teachers' work life and conditions of service.

Contrary to what many people assume, a high-quality teacher workforce is not the simple result of some traditional cultural respect for teachers. Rather, it requires deliberate policy choices. High-performing countries build their human resource systems by putting the energy up front; they concentrate on attracting, preparing, and supporting good teachers and nurturing teacher leadership talent, rather than on reducing teacher attrition and firing weak teachers (Stewart, 2009). These countries spend a higher proportion of their education dollar on classroom teachers than the United States does. This often requires trade-offs in terms of class size, special services, or facilities.

5. Developing More Effective Teachers

Special attention is therefore given to teachers because of their centrality in attaining and maintaining quality education. Recruiting well-qualified individuals into teaching, providing them with relevant training, and providing incentives for effective job performance have been the cornerstone of Developing Middle Countries (DMC)s' goals for improving quality education. A common concern across many DMCs is that teaching is considered a low-status career hence people choose it as their last resort. Moreover, well-qualified teachers may have increasing alternative employment opportunities in other sectors of the economy. Consequently, recruitment of qualified personnel into teaching has become more difficult, a problem not likely to change in the near future. Without quality teachers, there can be no quality education. Our public primary schools are filled with demoralized and tired teachers who are just teaching for a living till their retirement. To them teaching is a job, not a calling. *The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.* In countries like Singapore, Finland, and South Korea teaching profession recruits the very best and brightest, gives them paid training and retains them with merit increments, performance bonuses and outstanding contribution awards.

The teacher is a dynamic force of the school and the pivot of any educational system of the younger students. On the teacher rests the failure or success of the system. If our teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success and quality is ensured. But if they lack training in education and cannot give their heart to their profession, the system is destined to fail. Kenya's education system is in dire need of a complete overhaul starting with improving the quality of teachers so as to enhance quality education which has been an issue since independence as explicitly stipulated in the various Commissions of Education.

5.1 Teacher effectiveness

Research evidence shows that teachers are the most important of the school-related factors affecting student achievement through their effectiveness (Darling-Hammond, 2000; King Rice, 2003; McKenzie and Santiago, 2004; MOEST, 2005a). Most studies tend to emphasize qualities such as knowledge and organization of the subject matter, skills in instruction, personality, tolerance and attitudes that are useful when working with students (Braskamp, Brandenburg & Ory, 1984). Organization of course knowledge and content, clear communication with students, respectful, fair, and content driven interactions with students, concern for student learning, timely feedback; fair assignments, examinations, and grading are all viewed as important attributes of an effective teacher. International reviews dealing with effectiveness of teachers indicate that selection and training of teachers are important means of improving performance

of learning (World Bank, 1980). Teacher's self efficacy has a significant effect on the nature and quality of teachers' work and subsequently on student performance and also motivates students.

Research shows that effective teachers have more learners in their classes assigned tasks and engaged in learning throughout the day (Taylor, Pearson, & Walpole, 1999). Classrooms in which engaged learning occurs have higher levels of learners cooperation, success, and task involvement (Kemp & Hall 1992). Learners achieve more when teachers employ systematic teaching procedures and have higher rates of communication with parents. For teachers to apply all these skills and strategies of effective teaching, they must be well motivated. However, the instruments to reward and motivate teachers are limited as there are limited opportunities for their career growth (Mckenzie & Santiago, 2004).

5.2 Teacher commitment to teaching

Teacher commitment is the desire to remain in the field of education; and more specifically, as the time and effort a teacher is typically willing to devote to his or her craft, and the time and effort she/he is willing to devote to overcome difficulties encountered in the course of teaching. Research has shown a number of variables to be influential of teachers' commitment to teaching: a) job satisfaction (Fresko, 1997), b) Self-efficacy (Coladarci, 1992), and c) teacher perceptions of the degree to which administrators and other school staff provide professional support (Bess, 1979).

6. Professional training for teachers

Teachers' qualification tends to affect behavior positively but policies to improve qualification of teachers in developing countries go unsupported (World Bank, 1980). Teacher education programmes in Kenya are of low quality and lack relevance to School needs (Mckenzie & Santiago, 2004). In Kenya the current policy stipulates that a Primary school teacher should be able to teach all the Seven subjects in the primary school curriculum (MOEST, 2005b). The teachers are trained in eight subjects which does not promote mastery of content in the respective subjects and does not consider the entry grades at KCSE results in the respective subjects. The two years of teacher training is not adequate for the teacher trainee to acquire mastery in subject content and skills of pedagogy in all the 7 subjects they are supposed to teach in primary schools. This compromises the quality of teaching offered after the training. In countries where there is a large group of unqualified or modest trained teachers, it is essential that materials such as Teacher's guides and handbooks be made as detailed as possible without "talking down" to the teachers. Some new projects have attempted to prepare "user-proof materials, guaranteed to work even in the hands of the most incompetent receivers, where most of the problems of the user are anticipated and catered for as far as possible. The Caribbean countries have developed such "teacher proof" packages, complete with very detailed handbooks and instructions, in its science-teaching programmes. It is these "teacher proof" kits that led Professor John Lewis to state that: "in Russia they have very many bad science teachers but very few bad science lessons".

7. Curriculum Content in Training Colleges

A curriculum is only as good as the quality of its teachers. Positively, a curriculum is enriched by the creativity and imagination of the best teachers; negatively it is vitiated by the limitations of the poor teachers and poor teacher training. The curriculum at this level should also place more emphasis on child-centred approaches in teaching so as to enhance quality learning. Teaching in primary schools is currently dominated by transmission forms of teaching in which pupils are passive and expected to recall facts (MOEST, 2005b). This applies the traditional didactic methods of teaching applying the banking concept of Paulo Freire which sees teacher as the depositor and the learner as the bank or recipient and expected to withdraw during examinations.

7.1 In-service training

For teachers to be productive and effective they should be engaged in continuous skills upgrading. This has not been the case due to lack of adequate opportunities for in-service training which has denied most practicing teachers the chance to enhance their skills beyond those acquired during their pre-service basic training (MOEST, 2005b).

The highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy (Darling-Hammond, 1997). The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Cape Verde, Togo and Uganda, for example, 35 per cent to 50 per cent of students have teachers who had no teacher training. Yet in Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal, over 90 per cent of students do have teachers with some form of teacher training. In these latter countries, most teachers have, at least, lower secondary education; this contrasts sharply with Cape Verde and Tanzania where over 60 per cent of students have teachers with only a primary education (Postlewaithe, 1998). Perhaps as a consequence of too little preparation before entering the profession, a number of teachers in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material (Carron & Chau, 1996). This affects educational quality since student achievement, especially beyond basic skills, depends largely on teachers' command of subject matter (Mullens, Murnance & Willett, 1996) and their ability to use that knowledge to help students learn. A recent evaluation of the East African Madrasa (Pre-school) Programme noted the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to classrooms following a two week orientation training and alongside weekly trainings in Madrasa Resource Centres. (Brown, Brown & Sumra, 1999).

A national workshop on Primary Education. Organized by the Nigeria Education Research Council, April 26 May, 1971, pointed out in its conclusions the crucial importance of teachers in the development plans of the nation: "That there is a danger and self-deception for our country to fail to understand the important role and place of teachers in the development of our country. Poorly trained, discontented and frustrated teachers cannot bring about the required economic, cultural and moral rejuvenation necessary for a better future for our country. Bortei Doku, in his article on innovations in elementary School Science Teaching and Teacher Training in Ghana describes how:

"the teachers own lack of scientific knowledge was a handicap, as shown by one who interpreted "lime water" as juice from the citrus fruit".

In the competition for good quality recruits education tends to lose out because other competitors, (example industry), with large purses set the standards for attractive salaries and so education often ends up with a high proportion of "second choice" candidates. Involvement of the teacher in educational reform is crucial hence the teacher is the heart of the matter. Teacher skills and attitude count for a great deal more in curriculum renewal than do changes in content and methods. With well-educated and thoroughly trained teachers, the most broad and general suggestions as to methods will suffice, but with less intellectually sophisticated teachers it is often necessary to be much detailed and specific in the instructions.

Poorly trained teachers will only teach what they know, and so they cling to the textbook and depend on the narrow, formal framework of the system to give them their sense of security. When in doubt, they fall back on the ways in which they were themselves taught a generation. To ask such teachers to take a wider view of society's needs and to adapt their teaching boldly to them is like snatching the life-jacket from a poor swimmer. Without quality teachers, there can be no quality education; quality education begins with quality teachers. This therefore calls for stakeholders to enhance quality training which in turn promotes quality education which is a national issue today. The education sector in the country is of low quality despite the effort by the government to offer Free Primary Education and subsidized secondary education. The teacher therefore plays a great role in enhancing quality education.

In Kenya, professional qualifications for teachers are gained through pre-service and in-service teacher education programmes. However, studies of learning achievement among primary school pupils have often linked low achievement to weaknesses related to poor subject mastery by teachers (traced to weak general and pre-service education), limited teaching skills (traced to inadequate pre-service and in-service training), and high absenteeism (traced to poor motivation and working conditions (Hanushek, 1994). Teachers' lack of subject mastery (not necessarily reflected in the official qualification certification) is a major concern as teachers simply may not understand the content they are obliged to teach. This is apparently attributed to various factors, including a weak or incomplete secondary education and pre-service training curriculum that omits advanced subject content.

The most ambitious education-related Millennium Development Goal is the attainment of basic Education For All by 2015. As has been repeatedly pointed out, this poses a major challenge for national governments, civil society organizations, and the international community. Without teachers, there can be no education, and, without education, sustained economic, political and social development is not possible. The key question, therefore, is 'will there

be sufficient numbers of teachers with the necessary competence and commitment to provide quality basic education to all children? More than ever before, primary school teachers are under tremendous pressure from politicians, parents, and local communities to deliver quality education to all children.

8. Continuing support for student-centred- learning

Teacher education, both pre-service and in-service, should help teachers develop teaching methods and skills that take new understandings of how children learn into account. Just as curriculum should be child-centred and relevant, so should be instructional methods. The limited view of teaching as presentation of knowledge no longer fits with current understandings of how and what students learn. Instead, instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills; as well as expand their knowledge base. Teaching styles in many places, however, remain traditional, teacher-centred and fairly rigid or even authoritarian (Carron & Chau, 1996). When Ethiopian teachers were interviewed about the degree to which their teaching practices were learner-centred and relevant to student's lives, about half said they link lessons to the daily life of pupils at least once a week. Almost two-thirds, however, said they never or rarely ask pupils what their interests are, or what they would like to learn (Verwimp, 1999). Greater understanding of student-centred learning can be encouraged through programmes such as the Bangladeshi project on Multiple Ways of Teaching and Learning. Begun in 1994, the project helps improve teachers' skills by integrating brain research and multiple intelligences theory as the foundation for understanding children's needs (Ellison & Rothenberger, 1999). Teaching methods that facilitate active student learning rather than promote passivity and rote memorization represent a new and difficult paradigm for many teachers, but one that needs to be understood and put into practice if learner outcomes are to improve. Life skills is a term which UNICEF uses in two main ways, (i) to refer to a broad group of psychosocial and interpersonal skills, and (ii) to refer to the process of teaching and learning about these skills. As such, it is important to discuss life skills in terms of essential content and processes related to life skill-based education. Teaching and learning about life skills requires interactive, student-centred methods. Since skills are by definition active, competency is unlikely to be developed without active practice.

9. Ongoing professional development

Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast of new knowledge and practices in the field. This ongoing training for teachers can have a direct impact on student achievement. Case studies from Bangladesh, Botswana, Guatemala, Namibia and Pakistan have provided evidence that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career, contribute significantly to student learning and retention (Craig, Kraft & du Plessis, 1998). Effective professional development may take many forms; it should not be limited to formal off-site kinds of programmes. Dialogue and reflections with colleagues, peer and supervisor observations and keeping journals are all effective ways for teachers to advance their knowledge (UNICEF, 2000). A programme in Kenya, the Mombassa School Improvement Project, built on this approach to professional development and showed that teachers supported with in-service as well as external workshop training improved significantly in their abilities to use child-centred teaching and learning behaviours (Anderson, 2000). In India, an effective programme used interactive video technology to reach a large number of teachers who sought professional development. This programme found that training using interactive video technology led to improved conceptual understanding of pedagogical issues for a large number of geographically dispersed teachers (Maheshwari & Raina, 1998).

10. Teacher administrative roles

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers may hold administrative secondary roles, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether. In China, Guinea, India and Mexico it was found out that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron & Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day.

Learning occurs with teachers engaging students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, et al., 1999). As mentioned above, the opportunity to learn and the time on task have been shown in many international studies to be critical for educational quality. Schools that have been able to organize their schedules according to children's work and family obligations have seen greater success in student persistence and achievement. In Ethiopia, for example, schools that began and ended the day earlier than usual and that scheduled breaks during harvest times found that educational quality improved. "The quality of a school and the quality of teaching of the individual teacher is higher in schools that are able (and willing) to make more efficient use of the available time of its teachers and its pupils" (Verwimp, 1999).

10.1 *Diagnosis of learner's achievement*

Much of the current curriculum is weak in continuity of learning because no diagnosis is available regarding levels of thinking, learners progress from one area of content to another one. Diagnostic data helps bridge the gap between a knowledge of the general needs of learners and of the particular needs of a given group. Although most teachers accept in general the principle lacks concrete applicable meaning. One of the deterrents to applying the principle that curriculum should serve student needs has been the lack of sufficient means to determine what the needs are. Learners from deprived backgrounds need training in perception to develop reading readiness. The teacher therefore should apply curriculum of perception training

10.2 *Diagnosis of learner's individual differences*

Teachers need to know something about learners' cultural background, motivational patterns, and the content of their social learning, such as the particular meanings they bring to school, their particular approach learning tasks, and the expectations they have of themselves and others. In learning to read, the choice of content and the approach to learning depend on whether the learners are largely slum dwellers or middle class. Existing differences in mental systems and in the students' understanding of common concepts and symbols need to be taken into consideration in choosing an approach to learning tasks, in determining what materials to use. If individual differences are taken care of quality of education will be attained hence realization of 2030 vision.

10.3 *Teacher Motivation*

Universal Primary Education (UPE) is now the single most important education goal in nearly all low-income developing countries. However, the pursuit of this goal has both positive and negative impacts on teacher motivation. Efforts to attain UPE goals are usually accompanied by much increased resource flows with the support of international donor partners. But, at the same time, teachers can become seriously demoralised, especially when teacher recruitment does not keep pace with rapidly increasing enrolments, as has generally been the case in Kenya. Workloads and class sizes have increased appreciably in many countries as a direct result of the UPE policy. Teachers and teacher unions complain that most of the additional resources have been used to increase enrolment capacity and education quality without directly addressing the professional needs of teachers to be able to accommodate the changes. The following are some of the indicators of teacher motivation or demotivation depending on how they are handled which affects quality:

10.4 *Teacher's Remuneration*

Teachers in most low-income countries earn poverty wages of USD 2-4 a day. Typically, teachers in Africa have at least five direct dependents. Only in India and Lesotho do qualified teachers earn anything like a living wage that covers even their most basic subsistence needs. The situation for the very large numbers of unqualified and newly qualified teachers is considerably worse. Pay is so low that teachers, like many of their students, do not eat properly before coming to school. Over one-third of teacher respondents in Ghana, Sierra Leone and Zambia agreed with the statement that 'teachers in this school come to work hungry'. The minimum household survival incomes for teachers are typically two-three times more than the basic government salary (including allowances), and frequently more than this. Table 1 shows that teachers in the large majority of LIDCs earn less than three dollars a day, which is usually the main source of

household income. Given that most households have more than five people, household income per head is well under one dollar a day.

Table 1: Primary Teacher Gross Income per Day, mid to late 1990s (US dollars)

	<1	1 to 2	2 to 3	3 to 4	4>	
AFRICA	DRC	Burundi	Ethiopia	Benin	Burkina	
	Guinea	Gambia	Ghana	Chad	Faso	
	Bissau	Malawi	Kenya	Eritrea	Congo	
		Rwanda	Madagascar	Togo	Mali	
		Sierra Leone	Mozambique		Mauritania	
		Sudan	Nigeria		Niger	
		Zambia Zimbabwe	Tanzania		Senegal	
	ASIA	Afghanistan	Bangladesh			India
		Cambodia	Nepal			
		Lao	Pakistan			
Vietnam						
LATIN AMERICA	Nicaragua					

Source: Bennell (2004)

11. Status and Vocational Commitment

The low and declining status of the primary school teacher is identified as a major factor contributing to low occupational status and poor motivation in all the country reports. In most countries, this is closely related to limited vocational commitment to teaching among the majority of teachers. The general perception of stakeholders and teachers in all countries is that the teaching profession no longer commands the high status it enjoyed 30 years ago and that teachers, especially primary school teachers, are now 'undervalued by society'. The country studies confirm that teaching is very much regarded as 'employment of last resort' by most school leavers and university graduates. Occupational solidarity among teachers is generally low in Africa and in particular, but quite high in South Asia. In Ghana, in particular, three-quarters of teachers working in rural schools do not feel they are respected.

11.1 Secondary employment

Not surprisingly, it is not easy to get reliable information on the extent to which teachers are supplementing their salaries through secondary employment activities. However, teachers in most countries have no alternative but to find extra income from somewhere. The most common activities are private tuition classes after school, vending, taxi driving and, in rural areas, selling (and consuming) their own agricultural produce.

The implications of secondary employment that are enumerated in the Sierra Leone report are typical: "There are pervasive concerns that the extent of after-school tuition adversely affects teacher commitment in official classes. Some teachers deliberately do not teach the full syllabus thereby forcing students to attend private classes. Given high levels of poverty in rural areas private tuition markets are too thin for teachers to increase their incomes to any significant degree. Even so, teachers commonly sell cakes and sweets to their own pupils during break times at primary schools. At rural schools, pupils also frequently work on teacher's farms.

In some schools, this activity is done on a regular basis and is effectively part of the timetable"

(Harding and Mansaray, 2005:14). This is applicable in our Kenya where we have extra tuition from pre-school due to frustrations from the teachers of the meagre salaries. In Zambia, "competition for the time of the teacher has greatly affected their concentration on schoolwork" (Musikanga, 2005:32).

11.2 Promotion opportunities

Career progression opportunities remain limited in most countries, which mean that a teacher's salary increases by relatively little over time. Being able to double one's salary over a 30-year career is still the exception in Africa. Teachers in some countries (such as Malawi) complain that their promotion prospects are considerably worse than for other civil servants in comparable occupations. Promotion criteria are also still based largely on qualifications and years of service.

Consequently, both good and bad teachers get promoted together, which many teachers find very demoralising. In some countries (such as Malawi) promotions are based on interviews, which are widely criticised for their lack of transparency just like Kenya. In Bangladesh, only 5-10 percent of teachers manage to get promoted to higher positions during their careers. There are clear guidelines for promotion in Nepal, but they are 'rarely applied'. In Kenya, teachers who live in remote areas have virtually no chance of being visited by QASO (Quality Assurance and Standard Officers), which dramatically reduces their promotion prospects. In Pakistan, teachers have to acquire additional qualifications in order to be promoted, which many, especially women and those working in remote areas, find especially difficult to study. In Kenya it is demoralizing because even after the advanced professional growth teachers get very little increment that is not commensurate their expenditure in college.

Teachers in Kenya complain that the system of teacher upgrading is 'haphazard and erratic'. Attempts have been made in some countries to introduce performance/merit based systems, but to date they have been unsuccessful. Appraisal instruments are too complicated and, without major changes in pay structures, most teachers see little point in taking new appraisal systems seriously.

11.3 Teachers 'Working and living conditions

Teachers' working conditions affect their ability to provide quality education. Many aspects of school life and educational policy go into teachers' perceptions of their employment. As mentioned above, the condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. A study in 12 Latin American countries found that children in schools where many teachers work in other jobs in addition to teaching are 1.2 times more likely to have lower test scores and/or higher grade repetition (Willms, 2000). Effective teachers are highly committed and care about their students (Craig, Kraft, & du Plessis, 1998); they need supportive working conditions to maintain these positive attitudes.

In China, where there has been massive migration to the cities, it is increasingly difficult to find teachers willing to work in rural areas due to poor working and living conditions. Consequently, China provides scholarships to people in rural areas to train as teachers. Rural teachers also earn 10 percent more and may have housing built for them. China provides long-distance professional development through satellite television and the Internet, as well as by organizing rural schools into clusters with one central resource center for materials and assistance (Asia Society & Council of Chief State School Officers, 2010). The Australian federal government also gives financial incentives to teach in rural areas, away from the coasts where most young Australians prefer to live. In fact, providing bonuses to teach in hard-to-staff rural or urban schools is a common practice globally (McGaw, 2010).

Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country in rural setups. Finding decent accommodation in rural areas is a major problem for most teachers. Travel to work tends to be a much bigger problem for urban teachers. The high cost of travel contributes to teacher absenteeism and lateness in urban schools. In Zambia, teachers at remote rural schools can spend up to half their salary on transport and accommodation costs incurred during the monthly visit to the District Education Office to pick up their pay.

11.4 Teacher's workload

The available evidence on teacher workloads is particularly weak. Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. The available indicators, especially pupil-teacher ratios (PTRs) are too crude to draw robust conclusions. While PTRs are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of LIDCs.

However, the introduction of free universal primary education in Sub-Saharan Africa has generally resulted into many challenges.

12. Lessons that Kenyan Government can borrow to improve quality education

From the discussions of this paper, there are several lessons and aspects that could be borrowed towards enhancing the teaching profession, thereby improving the quality of education:

- Like Finland, Kenya should raise the standards for new teachers, so as to attract the most able young people into teaching profession. If this is done in Kenya teaching will be a highly sought-after career. Other countries don't just wait for prospective teachers to apply but actively recruit teachers. Singapore, for example, selects prospective teachers from the top one-third of their secondary school class. Strong academics are essential, along with a commitment to the profession and to serving the nation's diverse students. Trainees receive a stipend equivalent to 60 percent of a teacher's salary while in training and commit to teaching for a minimum of three years (Ho, 2010). Singapore also actively recruits mid-career candidates, believing their experience in the world of work is valuable to students (Asia Society, 2006). Kenya should borrow from this.
- In England, the government has taken steps to raise the status of the profession: a sophisticated advertising campaign that recruited new candidates; teacher awards programs on television; encouragement of alternate routes into teaching to compete with traditional university teacher training programs; and bonuses for those who commit to teach in high-need communities. As a result, teaching went from the 92nd career choice to the top career choice within five years (Barber & Mourshed, 2007).
- When shortages occur, all these countries focus on recruiting teachers in innovative ways rather than lowering the standards to get more teachers. One added benefit of this attention to recruitment and induction is far lower attrition rates among new teachers than in the United States. If this is applied in Kenya our education will be superb and the future of our country will be bright.
- High-performing countries (such as Finland and Singapore) limit the number of candidates accepted into teacher education programs to get higher-quality applicants and to secure better job placement rates, thereby increasing the attractiveness of the profession. Other countries (such as England and the United States and Kenya) do not limit the numbers of people who prepare to become teachers hence compromising quality.
- The central theme of Singapore's Teacher Education Model for the 21st Century (TE21), announced by its National Institute of Education in 2009, is that 21st century learners need 21st century teachers who not only possess 21st century literacy's themselves, but also can create the learning environments that enable their students to develop such skills. In Singapore schools many of the changes put forward under TE21 echo the teacher preparation reforms being made in a number of other countries. These include placing more emphasis on guided practice in classroom settings from the beginning of training and holding teacher education institutions accountable for a set of initial teacher competencies that directly relate to the national standards. If Kenya adopted this the teacher quality will increase hence education quality.
- In contrast, all teachers in Japan participate regularly in lesson study. This traditional practice, in which groups of teachers review their lesson plans and consider how to improve them, provides a mechanism for self-reflection and continuous improvement.
- In China, classrooms are routinely open for observation; teacher trainees, practicing teachers, and administrators are required to observe and provide feedback on a certain number of their colleagues' lessons each year. China also has weekly teacher research groups that focus on classroom improvement and whose work may be published (Asia Society, 2006). Singapore's policy of "teach less, learn more" frees up time in the school day for professional development as well as planning and working with students outside the classroom; every teacher is guaranteed 100 hours of professional development every year (Darling-Hammond, 2010).
- Compared with U.S. teachers, those in Asia spend fewer hours teaching classes and more hours providing feedback to students individually or meeting with families to collaboratively diagnose classroom problems and design solutions. The trade-off for this increased attention to improving professional practice tends to be larger class sizes (Schleicher & Stewart, 2008).
- International studies show that to attract high-quality graduates into the teaching profession, entry-level teacher salaries must be roughly comparable to those in other careers that these graduates could enter. But

beyond the entry level, working conditions—being treated as a professional, having the opportunity to work with colleagues, and having opportunities to advance—seem more important than salary (Schleicher & Stewart, 2008).

- In Singapore, teachers' performance is appraised annually by several people on multiple measures, including classroom instruction and results, collaboration with parents and community groups, and contribution to their colleagues and the school as a whole. It is important to note that high-performing countries have developed strong systems of professional and school-level accountability. They do not, however, base these systems solely on student test scores, but on a wider range of school improvement goals, professional contributions, and indicators of student well-being. Kenya should borrow a leaf from these countries to enhance quality teacher for quality education.
- In countries where there is a large number of unqualified or little trained teachers like Kenya it is essential that materials such as Teacher's guides and handbooks should be made as detailed as possible without "talking down" to the teachers. Some new projects have attempted to prepare "user-proof" materials, guaranteed to work even in the hands of the most incompetent receivers, where most of the problems of the user are anticipated and catered for as far as possible. The Caribbean countries have developed such "teacher proof" packages, complete with very detailed handbooks and instructions, in its science-teaching programmes. It is these "teacher proof" kits that led Professor John Lewis to state that: "in Russia they have very many bad science teachers but very few bad science lessons".
- Typical strategies for improving teacher preparation and upgrading include extending the length of pre-service general education, increasing the development of teaching skills during pre-service education, and maintaining continuous school-based in-service training
- In-service training programs should include adequate general education (10 years to full secondary) and that effective training programs include two key elements: (i) alignment of teacher training with the curriculum that graduates will be expected to teach, and (ii) supervised practice teaching reported success of locally focused training programs in South Asia suggests that this model is worthy of further experimentation in countries like Kenya.
- Among the key issues for the next decade is the need to design better teacher incentive systems. The prospect of identifying low-cost incentives to motivate teachers to perform in new or better ways has a powerful appeal to countries caught in the squeeze of simultaneous declines in education quality and resources (Chapman, Snyder, and Burchfield 1993).

13. Conclusion

Without quality teachers, there can be no quality education. Teachers need to be supported in terms of training and professional development so as to produce quality products. A curriculum is as good as the quality of its teachers. Positively, a curriculum is enriched by the creativity and imagination of the best teachers; negatively it is vitiated by the limitations of poor teachers and poor teacher training. Strategies should be put in place to revamp teacher training if the country is to realize vision 2030.

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