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OCCUPATIONAL FACTORS THAT INFLUENCE DEMAND FOR BACHELOR OF EDUCATION DEGREE AMONG NON-GRADUATE TEACHERS IN TRANS NZOIA COUNTY, KENYA

Opanda, Joseph Amulioto[1], Prof. Maureen Olel[2], Dr. Okwach, Tony[3]
Department of Educational Foundations and Management, MasenoUniversity, Kenya
Department of Educational Foundations and Management, MasenoUniversity, Kenya
Department of Curriculum & Instruction, Bomet University College, Kenya

ABSTRACT:There is rapid expansion of higher education the world over precipitated by factors of demand and supply leading to various innovations in programmes and mode of study. A new trend has emerged where a wide scope of working professionals, including teachers are undertaking continuing education. To teach at primary level in Kenya, a Primary 1 (P1) certificate is the minimum requirement. However, a significant number of teachers at this level either hold or are pursuing a Bachelor of Education (B.Ed.) degree. As of December, 2016, of the 4,406 teachers in public primary schools in Trans-Nzoia County, 896 possessed a B.Ed. degree. Despite their higher qualifications that have raised the unit cost of education, there is concern over the quality of education at primary level where the mean mark in Kenya Certificate of Primary Education (KCPE) has consistently remained below the average mark of 250 out of the possible 500 for over 10 years. The purpose of this study was todetermine occupational factors that influence demand for B.Ed. degree among non-graduate teachers in public primary schools in Trans-Nzoia County, Kenya. The findings indicate that personal attributes, occupational, institutional and socio-economic factors all account for the surge in demand for B.Ed. degree although economic factors signal demand most. The study also found that teacher qualifications have minimal positive effect on learner academic performance. The findings will help policy makers and educational planners plan for relevant, efficient, effective, equitable and quality education. The findings will also serve as reference material for future researchers in a related field of study.
Key word: Occupational factors, demand for higher education

I. INTRODUCTION

There is rapid expansion of higher education the world over precipitated by factors of demand and supply leading to various innovations in programmes and mode of study. In the recent past, a new trend has emerged where a wide scope of working professionals, including teachers are undertaking continuing education (CE). Demand for degree programme by the non-graduate primary school teachers is not a new phenomenon in Kenya. The surge can be traced back to the mid-1970s (Gachathi Report, 1976). In 1976, the government of Kenya's report of the National Committee on Educational objectives and policy concluded that there was a large number of people who did not get an opportunity to benefit from university education but who would have wanted to do so while continuing in their respective occupations. The findings dubbed Gachathi Report thus recommended the creation of external degree programmes to enable those who were unable to undergo full university residential education to further their studies. The purpose of this study was to establish the occupational factors that influence demand for bachelor of education degree among non-graduate teachers in Trans Nzoia, County, Kenya.

II. LITERATURE REVIEW

The teaching profession is becoming more and more complex day by day. The demands placed upon teachers are ever increasing. The environment in which they work is more and more challenging hence the need for continuous professional development. Professional development encompasses all types of facilitated learning opportunities. A variety of facilitated learning approaches such as consultations, coaching, lesson study, mentoring, reflective supervision and technical assistance have been used to equip practicing teachers with requite functional professional competencies. In their professional life, teachers are known to pursue various

interests. The following factors were identified to drive desire to acquire a Bachelor of Education (B.Ed.) degree among non-graduate teachers: becoming a better teacher, to meet employer (Teachers Service Commission of Kenya) demands, to keep abreast with current trends in education, for promotional/upward mobility purposes and desire to advance in professional knowledge and skills.

Continued Professional Learning (CPL) is a term that has been used to describe the activities carried out by teachers, schools, systems and tertiary bodies to promote personal and professional growth. With increasing emphasis on teacher accountability, it is important that teachers are not just equipped as they enter teaching but continually develop as life-long learners through CPL. The professional development of teachers should be a critical component of their on-going effectiveness and satisfaction in teaching (Hughes, 1991; Ingvarson, 1998).

In-service is accepted globally for enhancing effectiveness in professional development. Guskey (2004) states main characteristics of effective professional development are enhancement of teachers‟ content and pedagogic knowledge. This is in line with Zaslavsky and Leikin (2004) who argue that improving learning among students depends on the teaching force with appropriate mathematics and science concepts, attitude and beliefs towards teaching and learning and that they poses content and pedagogical knowledge designed for instructional practice in the classroom.

Globally, countries like United States of America, Canada, Japan and Israel invest a lot in teacher in-service training to improve quality and relevance of education (Ogwel&Kisanga, 2009). The government of United States of America supports both pre and in-service training so as to strengthen the quality of teaching and enhance pupil's performance (Barret, 1998). According to Third International Mathematics and Science Study Report (TIMSS) 1998, Japan has greatly succeeded in educating its students effectively because as a country, it fully embraces continuous in-service programmes for its teachers through mentorship, research groups and workshops (NICASA, 1998).

According to Adewoyin (1991), many U.S. states educators adhere to rigid standards of what content is to be taught to which age group. This often leads teachers to cover the material without truly teaching it. In addition, elements such as scientific method and critical thinking are often overlooked. In 1996, the United States National Academies of Sciences produced the National Science Education Standards whose focus is on inquiry based science, which is based on the theory of constructivism rather than on direct instruction of facts and methods (Okumbe, 1998).

According to Brooks and Brooks (1993) science instruction today has widely embraced support for "hands-on", student centred, inquiry-oriented and constructivist classrooms. Strengthening Mathematics and Science Education (SMASE) would offer basic skills where learners would be engaged in inquiry, observation, inferring and experimenting. Inquiry is central to science learning. They use critical and logical thinking. In this way, learners actively develop their understanding of science by combining scientific knowledge with reasoning and thinking skills (Okumbe, 1998).

A review of the professional development and motivational psychology literature identifies a number of potential motivators for educators to participate in higher education. A lot of literature identifies pedagogical content and knowledge as prime movers, thus professional learning is motivated by the opportunity to improve teaching competencies and skills and by the acquisition of knowledge in specific subject areas (Conners, 1987; Kwakman, 2003; Scribner, 1999; Wilson & Berne, 1999). However, according to Supovitz&Zief (2000) teachers participate in higher education in order to effectively serve and enable learners appropriately acquire knowledge and skills or simply help students to learn better.

Heelan (2001) notes that it will be imperative for workers to be technologically literate if they wish to pursue and advance in their careers. As the demand for highly trained workers continues to grow, workers will need higher education if they wish to remain competitive in the workplace. These factors will force adults to achieve higher education if they wish to survive and advance in the workplace.

In United States, non-traditional college students comprise an ever increasing portion of the overall number of college students (Knutsen, 2011). In his study, Knutsen sought to explore the motivating factors, both extrinsic and intrinsic, that lead U.S. workers to pursue higher education. The findings indicate that the extrinsic factors in the pursuit of higher education were to: increase job opportunities/prospects, fulfill one's professional objectives, be more secure in employment and increase personal income.

In his study, Kinyajui (2012) sought to identify the factors influencing primary school teachers' choice to pursue higher education in Limuru Sub-County, Kiambu County, Kenya. The study focused on the availability of school based programme, availability of technology and the influence of professional development. The study found out that among other factors like availability the school based learning and online programmes, the desire to improve their teaching skills influenced their pursuit of B.Ed. degree. Despite its objectives and scope, perhaps Kinyanjui's study is more contextual and relevant to the present study. The current study seeks to supplement Kinyanjui's findings. Citing Sessional Paper 1 of 2005 on Education, Training and Research the then permanent Secretary to Ministry of Education, Professor Kiyapi unveiled a new

deployment policy. He observed that the policy was meant to ensure there was strengthened capacity for teachers serving in primary schools and hence better learning for pupils.

According to a new policy released by the Teachers Service Commission (TSC), the current policy on Identification and Deployment of Head teachers, District Centre for Early Childhood Education (DICECE) Programme Officers and TAC (Teacher Advisory Centres) Tutors, the revised Scheme of Service for Non-Graduate teachers requires those on Job Group 'K' and above be posted to primary schools as Head teachers. It's against this backdrop that the researcher sought to establish if the deployment policy had a bearing on educational pursuits of non-graduate teachers in primary schools.

III. STUDY FINDINGS

Overall Staff Qualification in the 99 Sample Schools

The researcher sought to establish distribution of teachers in all the 99 sample public primary schools according to their academic qualifications. The finding are recorded inTable 1.

Table 1: Overall Staff Qualification in the 99 Sample Schools

Teacher Qualification	Frequency	Percent
Masters	68	4.4
Degree	314	20.4
Diploma	408	26.5
P1Certificate	707	46.0
Other	42	2.7
Total	1539	100.0

From Table 1, out of the total teaching force of 1539 distributed in 99 schools, 68 (4.4%) teachers held a post graduate degree in education, 314 (20.4%) an undergraduate degree, 408 (26.5) a diploma, 707 (46.0%) a P1 certificate whereas 42 (2.7%) were untrained teachers. This is to say that only 382 (24.4%) of the 1539 primary school teachers in the sample schools hold a university degree.

Further analysis of the staff qualification gives an aggregate mean index of 2.8 on the scale of Masters (5), Bachelor's (4), Diploma (3), P1 certificate (2) and UT (1). This therefore implies the mean educational qualification in public primary schools in Trans Nzoia County, Kenya is a diploma in education.

To teach in a UK state school, one needs to a have obtained a degree, and a recognisedteaching qualification. All certified Elementary school teachers in the United States must have at least a bachelor's degree and hold a state-issued license or certificate specific to teaching elementary students. Candidates that want to acquire a teaching license must hold a bachelor's degree, have had a background check, and completed the teaching examinations. All public schools require teachers to be licensed in order to teach in an elementary school classroom, prospective teachers must first get accepted into an education program and complete a bachelor's degree. The latest statistics in USA indicate the distribution of the in elementary schools teacher qualifications as, Doctorate degree, 3.9%, Master's degree, 46.5%, Bachelor's Degree44.3% Associate Degree1.9%, Some College2.9%, High School Diploma0.3%, Less Than High School Diploma0.2% - Data taken from BLS Educational attainment for workers 25 years and older by detailed occupation, 2010-11.

In a nationwide survey conducted in Thailand way back in 1998, 84.7 percent of primary school teachers held a Bachelor's degree or higher.

Distribution of Respondents According to Strand of B.Ed. Pursued at University

Current trends in education the world over have dictated diversification of the university curriculum. Most universities in Kenya offer various strands of B.Ed. degree such as B.Ed. (Special Needs Education), B.Ed. (Early Childhood Development), B.Ed. (Primary Option), B.Ed. (Early Childhood Development and Primary option) and B.Ed. degree in Secondary option.

Table 2: Strand of B.Ed. Pursued at University

Strand pursued at University	Frequency	Percent
B.Ed. Special Needs	44	10.0
B.Ed. ECD	42	9.5
B.Ed. Primary Option	73	16.5
B.Ed. ECD and Primary option	49	11.1
B.Ed. Secondary option	230	52.0
Others	4	0.9
Total	442	100.0

Primary school teachers pursue their studies during school holidays. Most teachers who hold a Diploma in Special Needs Education pursue it at degree level. This accounts for the 10% of the respondents in the study. Of the 442 respondents, 9.5% indicated pursuing a B.Ed. degree in Early Childhood Studies, 16.5% in Primary Option, 11.1% in ECD and Primary Option and 0.9% took a Bachelor's degree unrelated to education. Most startling is the 52.0% who took a B.Ed. degree in secondary option but teach at primary school level. From Table 2, it is apparent that there is an unprecedented demand for and a great diversification in higher education.The flexibility of the school based learning programme has seen Diploma in Special Needs teachers enroll for a B.Ed. degree in Special Needs Education.

Desire to Become a Better Teacher and Pursuit of Higher Education

In contrast to the approach used by Darling-Hammond which equates teacher quality with specific qualifications, Rivkin, Hanushek, and Kain (1998) identify teacher quality in terms of student performance outcomes.Their research identifies teacher quality as the most important school-related factor influencing student achievement. However, the question that begs for answers is whether additional academic credentials, thus acquisition of a B.Ed. degree, enhances teacher efficacy in Kenya. Table 3 presents perceptions of respondents regarding the relationship between higher qualification (a B.Ed. degree) and their effectiveness as primary school teachers.

Table 3: Become a Better Teacher

Become a Better Teacher	Frequency	Percent
U	27	6.1
SD	15	3.4
D	26	5.9
A	136	30.8
SA	238	53.8
Total	442	100.0

It is unexpected that of the 442 respondents, 6.1% would be undecided regarding their becoming better teachers upon acquiring a degree. Interestingly, a significant proportion, 41 (9.3%) of the graduate teachers observed that it was not their desire to become better upon acquiring the B.Ed. degree. A great majority (84.6%) enrolled in the programme with a hope of becoming more effective in their profession.

Teacher quality matters. In fact, the quality of the teacher is the most important school-related factor influencing student achievement (Rice, J.K, 2003). Sitima (1994) observed that a country's quality of education at whichever level is as good as the quality of teachers and thus quality of training programmes in place. Nwobuku (1996) similarly observed that a very important component of the education system is the teacher. Success in education is made or marred by the quality of the teaching force. This success is seen in both the teaching methodology and evaluation methods used, and of course the attitude of the teacher.

Of all the things schools can give students to help them succeed, effective teachers are the best bet. In education research, having an effective teacher consistently rises to the top as the most important factor in learning. Unfortunately, we don't know exactly what it is that makes a teacher effective. Any single indicator of teacher quality, for instance, something like years of experience rarely yields a strong correlation with improved student achievement.

Through its "highly qualified teacher" (HQT) provisions, the federal No Child Left Behind Act (NCLB) required all teachers to have at least a bachelor's degree, to have full state certification, and to demonstrate knowledge of the subject matter they teach. Several years later, despite the majority of teachers having met the law's definition of "highly qualified," there is little evidence that teacher quality has improved markedly.

In her early 2004 survey, Harvey, P (2005) investigated teachers' motivations to undertake professional development. Her findings indicate that, among other factors considered influential in motivating teachers to undertake professional development was pedagogical content. A teacher with a firm grip on pedagogical knowledge is more likely to positively affect student learning.

In a research report that examined the expectations, attitudes and needs of adults wishing to enhance their credentials after having spent some years in the workforce, Hagelskamp, C. et al (2013) observed that prospective students' main priorities were to gain knowledge and skills that were directly relevant to the workplace. This findings among potential college enrollees appears to suggest that non-graduate teachers wishing to pursue or hold a B.Ed. degree were motivated by the desire to be effective teachers.

While some studies cite vocational benefits as the most common initial motivator for adults (St. Clair, 2008), it is interesting to note that many adult students are entering higher education for reasons other than

career advancement (Mbilinyi, 2006). This is a startling observation that seems to negate the findings of this study, though overall, based on the human capital theory, education enhances the productive capacities of the labour force.

Perhaps the most significant study in this area was conducted by Eric Hanushek of the University of Rochester, who surveyed the results of 113 studies on the impact of teachers' qualifications on their students' academic achievement. Eighty-five percent of the studies found no positive correlation between the educational performance of the students and the teacher's educational background. Although 7 percent of the studies did find a positive correlation, 5 percent found a negative impact.

IV. RELEVANCE OF B.ED. DEGREE PROGRAMME

In this study, the relevance of a degree programme will be judged from the context of the relationship between knowledge and skills acquired verses job demands; and possession of higher credentials than are necessary for the performance of assigned job description (underemployment). For this reason the respondents were asked to rate the relevance of the knowledge and skills acquired in higher education and the need for the higher academic credentials in primary school teaching. Their observations are recorded in Table 4.

Table 4: Relevance of B.Ed. Degree Programme

Relevance of knowledge and skills acquired at B.Ed.	Frequency	Percent
Very Relevant	250	56.6
Relevant	164	37.1
Less Relevant	21	4.8
Irrelevant	7	1.6
Total	442	100.0

Of the 442 respondents, 250 (56.6%) observed that indeed the knowledge and skills acquired during the pursuit of a B.Ed. degree was very relevant, possibly in the execution of their mandate as teachers, 164 (37.1%) rated the B.Ed. degree as relevant, 21 (4.8%) indicated less relevant, whereas a paltry 7 (1.6%) opined that the B.Ed. degree was irrelevant as far as their professional competence was concerned.

As observed earlier, the relevance of a degree programme is be judged from the context of the relationship between knowledge and skills acquired verses job demands. In this case it is expected that knowledge and skills acquired in the endeavour to hold a degree should generate higher dividends as evidenced in increased learner achievement. However, a survey of the country's education system established that millions of Kenya's primary school children are graduated from primary school without attaining basic numeracy and literacy skills (Kimani, July 30, 2014). This findings seem to negate the essence of the pursuit of higher credentials among non-graduate teachers serving in primary schools in Kenya.

A Teachers Service Commission (TSC) report indicated that most teachers who had graduated under School Based Learning Programmes (SBLP) were incompetent and that the subject content covered under the programme was inadequate. Indicting education sector with regard to academic credentials, Otieno (2012) observed that although some teachers had advance their education, the performance in schools had not improved where the mean grade at KCPE had remained below the mean mark of 250 out of the possible 500 marks.

Head teachers' Views Regarding Necessity of Primary School Teachers to hold B.Ed.

It is generally acknowledged that promoting teacher quality is a key element in improving both primary and secondary education in Kenya. The researcher sought to find out what the head teachers' views were regarding the necessity of an undergraduate degree at the primary school level. Table 5presents their views.

Table 5: Necessity of B.Ed. Degree

Necessity of B.Ed. Degree	Frequency	Percent
Yes	93	93.9
No	6	6.1
Total	99	100.0

To majority 93 (93.9%) of the head teachers a degree was a necessity among primary school teachers. However, a small proportion (6.1%) saw no need of a degree in primary school.

The findings in Table 4indicate that despite teachers' perception of the need for primary school teachers to possess higher qualifications, the situation is still wanting as only 24.4% of the sample population met the requirement. In Thailand for example, a nation-wide survey conducted as early as 1998 showed that primary schools had 84.7 percent of teachers with a Bachelor's degree or higher

Head teachers' Comparative View Regarding Performance of B. Ed. and P1 Teachers

Teacher effectiveness is measured in terms of learner performance on standardized tests, which in Kenya include K.C.P.E and K.C.S.E. Asked for a comparative opinion regarding B.Ed. and P1 teachers' performance at primary school level, the teachers' responses are presented in Table 6

Table 6: B. Ed. Teachers are Better Performers than P1 Teachers

B.Ed. better than P1	Frequency	Percent
Yes	65	65.7
No	34	34.3
Total	99	100.0

As presented in Table 5, 65.7%of the 99 respondents believed that B.Ed. teachers were better performers than P1teachers, while 34 (34.3%) were of a contrary opinion. From the literature review, it was evident that additional academic credentials have marginal or no strong positive influence on learner achievement. However, in the current study, majority of the head teachers opined that teacher qualifications do matter.

Employer Demands and Pursuit of B.Ed. Degree

According to the human capital theory, investments in education and training raises the future returns of the labor force. Employers who develop the intellectual capital of their employees create a more productive and skilled workforce (Butler, Deprez, & Smith 2004).

Table 7: Employer Demands

Employer Demands	Frequency	Percent
U	78	17.6
SD	118	26.7
D	116	26.2
A	92	20.8
SA	38	8.6
Total	442	100.0

Table 7 presents a summary responses regarding the role of TSC in signaling demand for higher academic credential among non-graduate teacher. Of the 442 teachers who participated in the study, 17.6% were undecided as to whether it was a demand by the employer for teachers to seek higher qualifications or not, 52.9% disagreed with the statement, whereas 29.4% showed agreement.

As employers demand an increasing range of skills in their employees, many professionals are going back to school to get the specific expertise they need for a new job, for a promotion, or, in some cases, to retain their current position.

Labour markets are characterized by changing demands for knowledge and skills (Brown, Green & Lauder, 2001). Jobs are no longer defined by steady working conditions and skill (competence) requirements. Following the pace of a changing economy, job requirements are becoming more dynamic and require frequent updating, adaptation and continuing learning (Rubenson&Schuetze, 2000). In this context, CE has become increasingly significant for individuals' employability and success in the labour market. For example in the United States, professionals haveto go back to school to satisfy a state or federal mandate.

The current Policy Framework (Republic of Kenya, 2005a) sets out the national philosophy, vision, mission, goals and objectives of Kenya's education and training as being guided by, among other attributes, lifelong learning. It is against this backdrop that people serving in various aspects of society, including teachers, have continued with academic and professional development.

The TSC is charged with the responsibility of developing the profession of teaching and teaching career progression in Kenya. TSC in Kenya via the TSC Act section 35 recognizes and promotes teachers in Kenya to advance their teaching professional abilities via further studies. Currently, however, there is no policy to enforce this requirement among the practicing teachers, although for promotional purposes, teachers are undertaking teacher proficiency courses (TPC), an equivalent of professional continuing education to hone their teaching and administrative competencies

Keep Abreast with Current Trends in Education and Pursuit of B.Ed. Degree

The world is changing all around us. The pressures from the world of work to keep up with the accelerating rate of technological change and the wishes of an individual to follow a career that is self-fulfilling increases the demand for educational courses at all levels.

Table 8: Keep Abreast with Current Trends in Education

Keep Abreast educational trends	Frequency	Percent
U	22	4.9
D	17	3.8
SD	16	3.6
A	144	32.5
SA	243	55.0
Total	442	100.0

Teachers were asked whether their motivation to pursue a bachelor's degree was to keep abreast of the current trends in education. A few, 22 (4.9%) of the 442 respondents were indecisive, 33 (7.4%) showed disagreement, whereas a significant majority, 387 (87.5%) were in affirmation.

In Kenya, for example, there have been large scale reforms in the education sector aimed at rectifying the deficiencies in the management and transmission of knowledge, skills and values required by modern economies.

In order for teachers to remain effective over the years, they must keep up-to-date with constant changes in educational research, development and policy. There are frequent changes in curriculum, assessment modalities, and economic realities that affect the teaching and learning environment and processes. Teachers have to keep pace with these new developments and trends or fall behind, lose their competitive edge and place their students at a disadvantage. This calls for the modern classroom teacher to frequently update their knowledge not only in their subjects of specialty but also pedagogy, psychology, curriculum and other related classroom dynamics. There are many ways by which teachers can keep abreast of new innovations in education, among which are the internet, joining or forming professional groups, participation in conferences, seminars, research, and projects, attending short courses and most importantly upgrading of qualifications or professional training.

Desire for Promotion and Pursuit of Higher Education

In Kenya promotions in the teaching profession are based on years in service, merit and acquisition of higher academic credentials. Promotions are either to professional or administrative grades. Promotions are accompanied by privileges and enhanced remuneration, hence factored in the annual national budget.

Table 9: Desire for Promotion

Promotion	Frequency	Percent
U	15	3.4
D	10	2.3
SD	08	1.8
A	99	22.4
SA	310	70.1
Total	442	100.0

A great majority, 409 (92.5%) of teachers are returning to school majorly because they want to be promoted. A small proportion 18 (4.1%) have other reasons for their participation in higher education. According to Laura Vanderkam, author of *What the Most Successful People Do at Work* (Portfolio, 2013) and *All The Money In The World* (Portfolio, 2012), people generally decide to go back to school because they hope additional education will help them achieve their career goals, like making more money, advancing in their current occupation, or starting in a different one.

The current Non-Graduate Scheme of Service states that P1 teachers who acquire degrees should be promoted to Job Group 'K' where the TSC recognises their certificates while Diploma holders joining service at Job Group 'J' are eligible for promotion to Job Group 'K' after three years of consistent service. However, according to Ouma, W (Daily Nation, 30 October, 2016), teachers attaining higher qualification would not be automatically promoted. In a collective bargaining agreement (CBA) signed in October, 2016 between the teachers' employer (TSC) and the two teachers unions, thus Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) at Naivasha, teachers will only be promoted on the basis of their performance in school. There apparently is contradiction between the non-graduate scheme of service and the recently signed collective bargaining agreement (CBA) which needs policy direction.

Limited avenues for promotion of primary school teachers fuel the high demand for higher academic qualifications. For example in the TSC advert for a Teachers Proficiency Course (TPC) 2016/2017, the TSC

advertised a paltry 1,164 promotional posts for over 100, 000 qualifying teachers. Sources at the TSC opined that only less than 2.5 per cent of the 180,000 primary teachers in the country are promoted each year from an equivalent of job group G to Job Group H. So in this case, the teachers want to beat the system at its own game. By getting a B.Ed. degree, a P1 teacher effectively enters the Graduate Teachers Scheme of Service and is promoted to an equivalent of Job Group "K" in the public service.

The idea of tying teacher salaries to the accumulation of academic credentials and advanced degrees only makes sense as a vehicle for insuring fairness in pay and fostering continuing teacher growth, but it doesn't serve our children or schools well today. The system lacks quality control and too often encourages universities to offer quick, low quality graduate programmes in order to attract those teachers who may be more interested in salary bumps than professional development. In addition, there is no requirement that the subjects the teacher studies be related to the needs of his or her students or school.

In her early 2004 survey, Harvey, P (2005) investigated teachers' motivations to undertake professional development, in particular where postgraduate study was involved. Her findings indicate that, among other factors considered influential in motivating teachers to undertake professional development was career advancement. The findings of the survey confirm the importance teachers place on higher education as evidenced in their responses in the current study where 92.5% of the respondents indicated that their motivation to pursue a B.Ed. degree lay in their desire for career advancement.

Promotions the world over have been tied to qualifications. In America for example workers without postsecondary credentials find themselves in a harsher job market and have fewer chances for advancement. According to a TSC survey, majority of primary teachers on school-based programmes were motivated by promotion and deployment to post primary institutions rather than professional growth.

In her address to National Assembly Education Committee in February, 2018, the Teachers Service Chief Executive Officer Mrs. Nancy Macharia assured all teachers that higher qualifications will certainly count in their career progression depending on the vacancies and professional or academic requirements for each grade and position(Oduor, 2018). Premised on this revelation, more and more teachers are seeking to enhance their academic credentials. Mrs. Macharia observed that in implementing the CBA, and in line with career progression guidelines, higher qualifications including Bachelor's and Master's degrees will be a requirement for appointment to positions stipulated in the guidelines. It is clear that most common path to a better career is earning a university degree.

From foregoing discussion, there is a strong positive correlation between private return rates and the demand for higher education. This study therefore confirms and reinforces the findings of TSC survey which established that majority of primary teachers on school-based programmes were motivated by promotion and deployment to post primary institutions rather than professional growth.

V. MAJOR REASON FOR PURSUIT OF B.ED. DEGREE

After having asked teacher respondents regarding their perceptions with respect to various factors influencing their decision to engage in higher education, the researcher sought to confirm if after obtaining a B.Ed. degree their envisaged objective had been achieved. The teachers responded as presented in Table 66.

Table 10: Major reason for pursuit of B.Ed. degree

Mode of Study	Frequency	Percent
To be a better/more effective teacher	57	12.9
To acquire more knowledge	32	7.2
To earn promotion	104	23.5
To switch/change jobs	31	7.0
To raise my social status	17	3.9
To earn more/higher pay	193	43.7
To be more critical	8	1.8
Total	442	100.0

It is evident from Table 10that a paltry 57 (12.9%) of the respondents enrolled for a degree programme because they wanted to be more effective in their profession, 32 (7.2%) had an intrinsic motive of acquiring knowledge for its own sake, 104 (23.5%) were after promotions, 31 (7.0%) opined that they wanted to switch jobs, 17 (3.9%) were for social status, 8 (1.8%) wanted to be more critical whereas a great majority 193 (43.7%) were after higher pay.

In a world of competitive job market, meeting and exceeding job requirements in an ever-changing marketplace is essential (Williams and Mujtaba, 2008). Interestingly, earning a promotion and getting a higher pay were ranked high among other factors, cumulatively accounting for 67.2%. Promotions or upward mobility

in the teaching profession in Kenya comes with corresponding pay increments. This may explain why the two factors were ranked high among the teachers.

As far as an individual is concerned, he will invest in education so long as the present value of the expected stream of benefits arising from education exceeds or equals the present cost of education. This is known as the rate of return.

Now, than never before, teachers are expected to demonstrate effectiveness in the classroom. As pressure for higher KCPE mean score mounts, the responsibility for raising student achievement ultimately falls on the classroom teacher. Even though teaching these students presents greater challenges, accountability demands that schools and teachers ensure that they make academic progress. If all students are to have a chance for success, they must have teachers who know how to teach every student to a high standard.

Head Teachers' Perspective of a Quality Teacher

Being curriculum implementation supervisors in schools, head teachers were asked to identify only one factor among six others that they considered the best predictor of the performance of a teacher. Their responses are recorded in Table 11.

Table 11: Head Teachers Perspective of a Quality Teacher

Quality measure	Frequency	Percent
Qualifications	29	29.3
Learner achievement/performance	53	53.5
Teacher Experience in years	14	14.2
Teacher's grade/Job Group	1	1.0
Teacher Salary	2	2.0
Other (specify)	0	0.0
Total	99	100.0

Asked their opinion as to who a quality teacher is, 29 (29.3%) observed that qualification do matter, majority 53 (53.5%) indicated learner achievement, 14 (14.2%) teacher's experience, 1 (1.0%) teacher's grade, whereas 2 (2.0%) indicated teacher salary. To majority head teachers, qualifications of a teacher are not a measure of teacher quality. This is explained by the fact that only a 29.3% of the respondents believed qualifications were an indicator of teacher quality.

A new round of studies focused on year-to-year improvements in student achievement. Controlling for individual student backgrounds, resent studies have provided some evidence for differences in teacher qualifications affecting student achievement gains. For example, Ferguson (1991) found that scores on the teacher licensing test in Texas which measures reading and writing skills as well as a limited body of professional knowledge accounted for 20-25 percent of the variation across districts in student average test scores, controlling for teachers' experience, student-teacher ratio, and percentage of teachers with master's degrees. Ferguson and Ladd (1996) found smaller effects using ACT scores in Alabama.

Harris and Sass (2006) examined how teacher qualifications and in-service training affected student achievement in Florida. They used a value-added gains model that controls for student and teacher fixed effects. Clotfelter et al. (2007) found fairly similar parameter estimates for a variety of valued added models for elementary students and teachers in North Carolina. They found that teacher experience, education, and licensure test scores have positive effects on student achievement. However, unlike Ferguson, they find small effects of experience and educational background on teacher performance.

Though study findings have remained inconclusive as regards the correlation between teacher qualifications and student achievement, a significant volume of research studies such as Thomas (2011), Omisade (2010) and Bajah (1979) report a significant relationship between teachers qualification and students learning achievement.The findings of the present study indicate that learner scholastic achievement is the basis for determining who a quality teacher is. Implications of the findings in this study are that learner performance is better indicator of teacher quality, so that the higher the achievement level of the learner, the higher the quality of the teacher and that teacher experience, grade and salary are lesser predictors of teacher quality.

VI. DEPLOYMENT POLICY

TSC defines deployment as a process of posting teachers to areas where they are best qualified to perform. To understand how B.Ed. teachers feel about their teaching at primary school level despite holding a degree, the researcher asked them about the TSC policy that bars previously P1 and/or diploma teachers from being deployed to post primary institutions. Their responses are recorded in Table 12.

Table 12: Incase Government Rescinds Deployment Policy

Incase Government Rescinds Deployment Policy	Frequency	Percent
Yes	223	50.5
No	219	49.5
Total	442	100.0

The current policy bars previous non-graduate teachers' deployment from primary to post-primary institutions. Despite this policy, 223 (50.5%) of the teachers who pursue degrees have a preference for teaching in post-primary institutions, with slightly lower percentage, 219 (49.5%) preferring remaining at the primary level.

Majority of the non-graduate teachers teach in primary schools. However, teachers holding a Diploma in Teacher Education (DTE) and a small percentage handling special subjects like Music, ICT, Agriculture and Craft, have been deployed to teach in post primary institutions.

To qualify for appointment to teach in a primary school, a teacher must have a Certificate of Secondary Education (KCSE) minimum mean Grade C (Plain) or other recognized equivalent qualifications and in addition have a Primary Teacher Certificate (PTE) or its approved equivalent. However, currently a significant proportion of teachers at this level have obtained diploma and degree qualifications which this study has demonstrated that little or no value to the learners' academic achievement.

The findings of this study support the findings of a TSC survey that mmajority of primary teachers on school-based degree programmes were motivated by promotion and deployment to post primary institutions rather than professional growth.

VII. CONCLUSION

Although the minimum requirement to teach in a primary school is a P1 certificate, the findings of this study indicate that the average teacher qualifications in Trans Nzoia County are on the rise, averaging around diploma qualification.

Non-graduate teachers enroll in five different strands of the B.Ed. degree programmes offered in both Kenyan and Ugandan universities, thus B.Ed. (ECD) B.Ed. (Primary Option) B.Ed. (ECD and Primary option) B.Ed. (Secondary Option) and B.Ed. (Special Needs Education). However, the most preferred strand is B.Ed. (Secondary Option) degree. Their preference may in part be attributed to their expressed desire to transit from primary to post primary institutions as recorded in Table 12 where 50.0% of the 442 teachers indicated their desire to be deployed to post primary institutions.

There is not a strong enough culture of professional development among teachers especially the non-graduates. Part of the problem is not only the lack of a strong enough culture of professional development, but also poor access that teachers have to professional development opportunities.Coupled with this, there is a lack of coherence in relation to the planning of, and recognition for teachers' professional development.

Majorityof the public primary school non-graduate teachers in Trans Nzoia County who seek to enhance their academic credentialsare motivated by promotion, financial benefits and deployment to post primary institutions rather than professional growth and overall teacher effectiveness.

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