

TEACHER QUALITY : KENYA FOCUS.

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and

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Introduction.

- Teacher quality is significantly and positively correlated with pupil attainment (Darling Hammond 2005, Greenwald Hedges and Laine 1996, Rockoff 2004 in European Union 2010).
- Kenya inherited - from colonialist - low academic grades recruited in teaching profession.
- Colonial mentality had it that Africans did not require quality education
- They had low IQ(Sifuna, 1975)

Historical Background Ctd

- Primary school class 2, 4, 7 and form 2 graduates and Christian converts would be trained as primary school teacher (Sifuna 1975).
- The training duration was very short and inadequate with crowded curriculum (Sifuna 1975).

Statement of problem

- To date Kenya tends to recruit low grades in teaching profession

Objectives of this study

To:

- Trace the level of education of Primary School teachers.
- Examine the mode of teacher training in Teachers Training Colleges.
- Establish whether there is continuous primary school teacher professional development

Theoretical Framework

- Differential teacher effectiveness is a strong determinant of differences in student learning" (Darling-Hammond, 2000).
- Teacher effectiveness determines student learning outcomes.
- The single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers" (Sanders 1998).

Guiding Question

- What comes first, good schools or good teacher education programs? (Goodlad, 1994, p.1).
- In agreement with Goodlad we say, good teacher education comes before good schools because quality teachers make good schools.

Methodology

Document analysis of following policy documents in Kenya education:

- i. The Master Plan on Education and Training 1997-2010;
- ii. The Sessional Paper No.1 of 2005 (MOEST 2005)
- iii. Primary teacher education syllabus (MOEST 2002)

Findings

- Policy documents advocate quality teachers
- Majority primary teachers -certificate holders -P1
- Course requirement:
 - Kenya Certificate of Secondary Education (KCSE) aggregate grade C (plain) and D+
 - with D in Mathematics,
 - C-(minus) in English (MOEST 2004) .

Note 'A' is the highest grade to recruit medicine, engineering ---

- No reliable teacher professional development

Literature supporting findings

- Otieno (Standard News paper Thursday August 21st 2010), from a study by African Population and Health Research Centre and Ministry of Education, reports that some teachers are not competent to teach the subjects they teach
- A teacher scores 17% in a test set for students the teacher teaches.
- Oriedo (Standard Newspaper Wednesday September 1st, 2010 page 28 and 30) report that the main cause of poor student performance in school is poor teaching methods.
- About 8.6% of the teachers indicated that they did not have any experience in teaching mathematics yet they taught it.

Supporting Literature

- The study established that only about half the pupils attained the desirable levels 3 and 4 of competency in literacy, indicating that there is still a large number of children whose performance is below average.
- Research has clearly indicated that reading skills among students in the primary school are very low limiting a child's potential achievement and success (USAID 2011, Research Triangle Institute 2010).

Mode of Training:

- 2 year residential, concurrent training course
- Students take :
 - 10 subjects in the 1st year
 - 9 subjects in 2nd year and
 - Practical teaching.

CONCLUSION

- Kenya tends to recruit low grades for primary teacher training & no effective TPD

Recommendations

- Implement Content of policy documents
- All teacher training- university 5 year course
- Entry –KCSE grade A
- Should be consecutive grounding content and pedagogy
- Link theory with plenty of teaching practice.
- Establish sustained teacher professional development programme.
- No untrained teacher should teach any level
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End