

CHAPTER VII

THE SCHOOL TEACHERS: THEIR ATTITUDINAL AND VALUE-ORIENTATIONS

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School teachers considerably influence their pupils not only through formal instruction given by them in the classroom, but also by their informal interactions. It is, therefore, necessary to have some knowledge about the attitudinal and value orientations of these teachers which directly or indirectly get reflected in their behaviour. The inquiry in this chapter is presented in two sections. In Section-I, I have explored some of the existing sets of attitudinal and value-orientations of school teachers of the Nakuru Municipality, whereas, in Section-II, I have attempted to survey the overall orientations among school teachers and try to relate some of them to some of the background variables in order to find out the nature as well as the type of relationship between the two. Finally, I have presented the summary and the conclusion arrived at in the chapter.

I

The School Teachers: Their Attitudes and Value-orientations in Nakuru Municipality.

The Municipal Education Department, in conjunction with the Ministry of Education and the Teachers' Service Commission (T.S.C.), exercises full control over teachers. This is in terms of recruitment, promotion, salary, inspection of the organizational climates of the schools, and disciplinary measures against erring teachers. Thus, for the sake of maintaining all these administrative aspects smoothly, the education officer has framed some sets of attitude and value-orientations expected of school teachers. These orientations entitled beatitudes (based on Biblical sayings of Christ cited in Mathew chapter V ; declaring certain classes of people as blessed) are displayed on the official notice board as follows :

Eight Beatitudes For Teachers

1. Blessed is the teacher who practices tolerance, for the children will learn patience.
2. Blessed is the teacher who practices honesty, for he will win pupils confidence.
3. Blessed is the dedicated teacher, for his goodness will be revealed in a child at later date or age.
4. Happy is the teacher who can afford to smile, for he shall put a smile on the face of his pupils.

5. Blessed is the teacher who is kind, for the pupils will imitate him.
6. Blessed is the teacher who is fair, for the pupils will learn justice.
7. Blessed is the teacher who loves, for he will be loved.
8. Blessed is the teacher who is thorough in his planning, for he will achieve his aim.

Source : The Office of Municipal Education Officer,
Indoor Notice Board, 25 July, 1996.

The above notice is corroborated by the Teachers' Service Commission, an excerpt of which is given below.

Teachers' Conduct

Republic of Kenya, Teacher Service Commission : Code of Regulation For Teachers (Revised Edition, 1986)
Government Printer, 1986:25

Performance of Duties

- (a) The teacher shall perform such teaching, administrative and supervisory duties that relate to the teaching service, and any other duties which he may be required to perform to promote education and the teaching service. He shall perform these duties as assigned, unless he has leave to be absent from such duties given in accordance with Regulations in Chapter VI of this Code.
- (b) A teacher shall be required to obey the directions given by the Commission, its Agents, the Headmaster, a person appointed in accordance with the Education Act, Section 18(1) and (2) or any other person under whose supervision he is placed by the Commission.
- (c) A teacher who is absent from duty without permission given in writing as provided in the Code shall have committed a gross breach of these Regulations. Such absence may be without pay and shall result in interdiction which may lead to dismissal from employment with loss of benefits.

- (d) No teacher shall enter into any other contract of service without prior consent and agreement of the Commission.
- (e) A teacher shall be required at all times to perform his duties and to conduct himself in a manner that befits a responsible and professional teacher, both at his work and in his relationship with fellow teachers, his pupils, and the members of the public.

In view of the above expectations, which define a teacher's role in Kenya, I have attempted in this section to examine the attitude and values of the school teachers with reference to the following criteria: (i) attitude to education, (ii) attitude to teaching, (iii) individual modernity, (iv) professionalism, and (v) job satisfaction. For each of these criteria, an index is constructed.

(i) Teachers' Attitude to Education.

The index of teachers' attitude to education takes into account three main conceptual dimensions: (a) value of education, (b) value of co-education, and (c) educational liberalization. These dimensions form the sets of indicator-items. The indicator-items are given in question number 53 of the questionnaire along with numeric score in brackets. Numeric score zero (0) shows a negative and numeric score one (1) shows a positive attitude to education. By computing the three dimensions, an overall-index is constructed. The results are presented in table 7.1.

**Table 7.1: Percentage Distribution of School Teachers
According to Their Attitude to Education.**

Overall Attitude to Education (Mean 7.64)	Primary		Secondary		Total	
	N	%	N	%	N	%
Positive	164	58.99	111	75.51	275	65
Negative	114	41.01	36	24.49	150	35
Total	278	100	147	100	425	100

$\chi^2 = 11.487$, Significant at $P = 0.01$ and $df=1$

Table 7.1 indicates that out of the 425 teachers interviewed, 65 percent have positive attitude to education. But when primary and secondary teachers are compared, it is found that about 59 percent of the primary teachers vis-a-vis about 76 percent of the secondary teachers maintain a positive attitude towards education. This difference is found to be statistically significant at $p=0.01$ level. Thus, in general, secondary teachers have a more positive attitude to education as measured by our index, than primary teachers.

(ii) Teachers' Attitude to Teaching.

A teacher has a special position in the teaching-learning process as a paid agent of human resource development and socialization. In this context some sets of indicator-items constituting an overall index on

attitude to teaching has been constructed. The indicator-items forming the index are given in question number fifty four (54) of the questionnaire along with numeric score in brackets. Numeric score zero (0) indicates negative attitude. Numeric score one (1) shows a positive attitude to the role of teaching. The results are shown in table 7.2.

Table 7.2: Percentage Distribution of School Teachers According to Their Attitude to Teaching.

Attitude to Teaching (Mean 7.37)	Primary		Secondary		Total	
	N	%	N	%	N	%
Positive	137	49.28	84	57.14	221	52
Negative	141	50.72	63	42.86	204	48
Total	278	100	147	100	425	100

$\chi^2 = 2.381$, Not Significant at $P = 0.05$, and $df=1$

From table 7.2, it can be observed that out of the 425 teacher respondents, a majority, that is, 52 percent maintain a positive attitude to teaching. However, when the data are examined further, it is revealed that about 51 percent among the primary teachers have negative attitude as compared to about 43 percent in the case of secondary teachers. Those who maintain a positive

attitude among the primary teachers constitute 49 percent as compared to 57 percent among secondary teachers who have a more positive attitude to teaching. However, further analysis shows this difference not to be statistically significant at $p = 0.05$ level.

(iii) The Degree of Modernity Among School Teachers.

The index on overall modernity is an adapted and modified version of Inkeles's overall modernity scale (short form version of O.M. Scale, 1974). The modification has been done mainly to ensure suitability while maintaining the original objective. The index consists of twelve indicator-items reflecting aspects such as openness to new experience, independence from traditional authority or allegiance, belief in the efficacy in science and modern medicine, in careful planning, civic and political affairs. The item whose score is zero(0) reflects the absence and score one (1) reflects presence of modernity.

The index appears in the question fifty six (56) of the questionnaire. The data are given in table 7.3.

Table 7.3: Percentage Distribution of School Teachers
According to Their Degree of Modernity.

Degree of Modernity (Mean 9.20)	Primary		Secondary		Total	
	N	%	N	%	N	%
High	148	53.24	68	46.26	216	51
Low	130	46.76	79	53.74	209	49
Total	278	100	147	100	425	100

$\chi^2 = 1.874$, Not Significant at $P = 0.05$ and $df=1$

A cursory look at table 7.3 shows that out of the 425 teachers examined with reference to their degree of modernity, 51 percent are rated high. However, on further scrutiny, it emerges that among the 278 primary teachers interviewed, about 53 percent are high in their degree of modernity as compared to about 46 percent of the 147 secondary teachers. Thus, it seems that primary teachers are characterised with a higher degree of modernity than the secondary teachers. But, chi-square test shows that the difference in degree of modernity between primary and secondary teachers is not statistically significant at $p=0.05$ level.

(iv) The Overall Level of Professionalism Among School Teachers.

A profession is a career which delivers unique services demanded by the society. Therefore, professionalism is characterised by such aspects like: a command of a specialized knowledge, continuous in-service growth, and career commitment. In the light of these dimensions, indicator-items given in question number fifty five (55) of the questionnaire form an index of professionalism. The indicator-items whose score is zero (0) shows an absence or low level, and score one (1) shows the presence or a high level of professionalism respectively. The results are indicated in table 7.4

Table 7.4: Percentage Distribution of School Teachers According to Their Level of Professionalism.

Level of Professionalism (Mean 10.67)	Primary		Secondary		Total	
	N	%	N	%	N	%
Mean and above (High)	168	60.43	44	29.93	212	49.88
Below Mean (Low)	110	39.57	103	70.07	213	50.12
Total	278	100	147	100	425	100

$\chi^2 = 35.779$, Significant at $P = 0.01$, and $df=1$

A glance at table 7.4 indicates that out of the 425 teachers interviewed, there are as many as those with low

level of professionalism as those rated high by our index (49.88 percent as compared to 50.12 percent) However, a scrutiny of the data reveals important facts. For instance, in the case of the primary teachers about 60 percent show high level of professionalism as compared to about 30 percent of the secondary teachers. Moreover, about 40 percent of the primary teachers indicate low level of professionalism as compared to 70 percent among the secondary teachers. Thus primary teachers appear to be more professionally oriented than the secondary teachers. This fact is confirmed when X^2 test shows the difference between the two to be statistically significant at $p=0.01$ level. This may be due to the fact that most of the primary school teachers are professionally trained in teacher-training colleges.

(v) The Degree of Job Satisfaction Among School Teachers.

The battery of items forming the index of job satisfaction is presented in question number fifty (50) of the questionnaire. Numeric score (1) shows a presence (high degree) of job satisfaction and score (0) indicates absence (low degree) respectively. The results are presented in Table 7.5.

Table 7.5 Percentage Distribution of School Teachers
According to Their Degree of Job Satisfaction.

Degree of Job Satisfaction (Mean 5.75)	Primary		Secondary		Total	
	N	%	N	%	N	%
High (Mean and above)	149	53.69	77	52.38	226	53
Low (Below mean)	129	46.4	70	47.62	199	47
Total	278	100	147	100	425	100

$\chi^2 = 0.057$, Not Significant at $P = 0.05$, and $df=1$

According to table 7.5, 53 percent of the 425 teachers interviewed are satisfied with their job. This trend is also reflected among primary and secondary teachers. For instance, of the 278 primary teacher respondents, about 54 percent are satisfied with their job as compared with 52 percent among the 147 secondary teachers. This difference is found not to be statistically significant at $p = 0.05$ level.

Thus, the above analysis shows that all teachers are not alike in their attitudes and values. For instance,

- (i) The secondary teachers have more positive attitude to education than the primary teachers and the difference is statistically significant.

- (ii) The secondary teachers have more positive attitude to teaching than the primary teachers but the difference is not statistically significant.
- (iii) In terms of individual modernity, the difference between the two groups is not statistically significant. Both are almost equally high and low on the modernity index.
- (iv) But in terms of professionalism, the primary school teachers are more professional than the secondary teachers and this difference is statistically significant.
- (v) Finally, with regard to job satisfaction, it is found that the degree of the difference between the two groups is statistically not significant though the 54 percent of primary teachers and 52 percent of secondary teachers are satisfied with their job.

In short, we find that teachers significantly differ only in two criteria:

- (i) the secondary teachers have more positive attitude to education than the primary teachers and
- (ii) the primary teachers are more professional than the secondary teachers.

From the following analysis, there is lack of clearly discernible pattern of attitudinal and value orientations between primary and secondary teachers. This may perhaps be due to the fact that in post-colonial Kenya, there has been both continuity and discontinuity in the processes of education and socialization as discussed in chapter V. That is, the Kenyan leaders want Kenya to be a modern nation at the same time they are determined to retain some of the traditional values in the name of nationalism. This conflict between tradition and modernity has created an ambivalence which is reflected in the teachers' orientation as revealed by our data. this is the essence of the diversity of orientations that perpetuates the continuity and discontinuity of the process of education as well as socialization in contemporary Kenya.

The above pattern of their attitude and value-orientation however, needs to be explained. For example, the question which arises is: do these teachers differ on these criteria due to the fact that they belong to different strata of teaching or is it because of their difference on socio-economic variables ? This question is examined in the following section.

II

Socio-Economic Background and Attitudes As well as
Value-Orientations of School Teachers.

(1) Teachers' Attitude to Education and their Socio-
Economic Background.

In the first part we saw that in comparison to the primary teachers the secondary teachers have more positive attitude to education. However, now we try to see this difference in the context of their socio-economic background in tables 7.6 and 7.7.

Table 7.6: Percentage Distribution of School Teachers According to Their Social Background Variables and (Overall) Attitude to Education.

Independent Variables		N	Primary Teachers %	Secondary Teachers %	Chi-square	df	P	Significance
Gender	Male	153	31.29	35.29	9.376	3	0.05	S
	Female	255	41.96	21.96				
Age (Mean=36)	Young(36 & below)	165	36.36	33.94	11.453	3	0.01	S
	Old(36 & above)	176	39.77	22.94				
Native Place of Origin	Other Places	206	30.1	32.04	14.281	3	0.01	S
	Rift Valley	201	47.26	19.9				
Area of Upbringing	Rural	254	35.43	29.13	6.662	3	0.05	NS
	Urban	168	43.45	21.43				
Teachers' Religion	Christian	417	38.85	26.14	1.735	3	0.05	NS
	Non-Christian	7	28.57	14.29				
Teachers' Denomination	Mainland Church	299	40.13	24.41	4.482	3	0.05	NS
	Others	121	34.71	30.58				
Fathers' Education	Below Secondary	277	40.79	25.63	6.760	3	0.05	NS
	Secondary & above	129	37.21	28.68				
Mothers' Education	Uneducated	147	41.5	23.81	4.819	3	0.05	NS
	Educated	264	37.5	27.65				
Fathers' Occupation	Farming	212	37.26	30.19	7.215	3	0.05	NS
	Other occupation	178	38.2	24.72				
Occupational mobility in comparison to parents	Improved	161	39.13	21.12	7.280	3	0.05	NS
	Not Improved	196	46.43	14.29				

Notes:

S= Statistically Significant,
NS= Not Statistically Significant,

Only those responses showing attitudinal and value score above mean are calculated.

Table 7.6 Reveals that from among several social background variables, it is gender, age, and native place of origin which show a significant difference between primary and secondary teachers in terms of their attitude to education. In the case of gender, among the primary teachers more females have positive attitude to education, whereas, among the secondary teachers more males have positive attitude to education.

Concerning the age, among the primary teachers, the older ones have more positive attitude to education. But, among the secondary teachers younger ones have more positive attitude to education.

As for the native place of origin, among the primary teachers, those belonging to Rift-valley have a more positive attitude to education, whereas, among the secondary teachers the outsiders have more positive attitude.

Table 7.7: Percentage Distribution of School Teachers According to Their Economic Background Variables and Overall Value of Education.

Independent Variables		N	Primary Teachers %	Secondary Teachers %	Chi-square	df	P	Significance
Additional Income Activity	No Activity	202	47.03	27.72	6.285	3	0.05	NS
	Other Activity	106	38.68	30.19				
Land Ownership in Acres (Mean=4.72)	Less (Below Mean)	121	45.45	20.66	9.703	3	0.05	S
	More (Mean & above)	51	29.41	35.29				
House ownership	Own	151	37.09	24.5	4.479	3	0.05	NS
	Not Owned	262	39.31	28.24				
Total number of Earning members per family (Mean=2.08)	Less (Below Mean)	202	42.08	22.28	8.327	3	0.05	S
	More (Mean & above)	40	27.5	40.0				
Total number of dependent per family (Mean=4.05)	Less (Below mean)	336	41.07	24.11	1.845	3	0.05	NS
	More (Mean & above)	16	37.5	25.0				
Total family income per month (Mean=9323.56)	Less (Below mean)	186	46.77	21.51	19.815	3	0.01	S
	More (Mean & above)	116	32.76	33.62				
Economic condition at the end of the month	Can save & manage	120	30.83	33.33	31.725	3	0.01	S
	Not able	168	48.21	8.93				
Standard of living in the last ten years	Improved	253	40.32	20.55	5.333	3	0.05	NS
	Not improved	118	46.61	11.02				
Sufficiency of salary	Sufficient	43	27.91	46.51	11.227	3	0.05	S
	Not sufficient	380	40.0	23.68				

Notes: S= Statistically Significant,
 NS= Not Statistically Significant,
 Only those responses showing attitudinal and value score above mean are calculated.

Table 7.7 indicates that among the selected economic variables, significant difference exists between primary and secondary teachers only in the case of land ownership, total number of earning members per family, total family income per month, economic conditions at the end of the month, and sufficiency of salary.

With reference to land ownership among primary teachers those who have less land have a positive attitude to education. But, among the secondary teachers it is the opposite. In connection with the total number of earning members per family among the primary teachers, those who have less members have positive attitude to education, whereas among the secondary teachers it is the opposite. Similarly, in terms of total family income per month among the primary teachers, those who have less income have a positive attitude to education, whereas among the secondary teachers it is again the opposite.

With reference to the economic condition at the end of the month, it is found that from among the primary school teachers, those who are not able to save have more a positive attitude. Among the secondary school teachers, however, those who are able to save and manage have a more positive attitude. Finally, with reference to the perceived sufficiency of income among the primary

teachers, those who perceive that their income is not sufficient have more positive attitude to education.

Thus no logical pattern emerges with reference to the relationship between socio-economic variables and the teachers' attitude to education. Therefore, it can be concluded that the difference in the attitude to education between the primary and secondary teachers cannot be explained by any socio-economic variables. It can be perhaps explained by the fact that the secondary teachers are more educated than primary teachers, therefore, they have more positive attitude to education. However, this is just a hypothesis which needs to be further tested.

(ii) The Teachers' Professionalism and Their Socio-Economic Background.

As observed in the first part of this chapter, the primary teachers are more professional than secondary teachers. In this section therefore, we attempt to ascertain this difference in the context of their socio-economic background presented in table 7.8 and 7.9.

Table 7.8: Percentage Distribution of School Teachers According to Their Social Background Variables and Level of Professionalism.

Independent Variables		N	Primary Teachers %	Secondary Teachers %	Chi-square	df	P	Significance
Gender	Male	153	33.33	14.38	7.983	3	0.05	S
	Female	255	42.35	8.24				
Age (Mean=1960.17)	Young	165	32.37	10.98	21.104	3	0.01	S
	Old	176	46.43	10.12				
Native Place of Origin	Other Places	206	34.95	14.08	8.494	3	0.05	S
	Rift Valley	201	43.78	7.46				
Area of Upbringing	Rural	254	39.37	9.84	1.727	3	0.05	NS
	Urban	168	39.88	11.31				
Teachers' Religion	Christian	417	39.81	10.55	2.963	3	0.05	NS
	Non-Christian	7	28.57	0.0				
Teachers' Denomination	Mainland Church	299	43.14	10.37	7.182	3	0.05	NS
	Others	121	31.40	9.92				
Fathers' Education	Below Secondary	277	44.04	8.30	7.425	3	0.05	NS
	Secondary & above	129	31.78	14.73				
Mothers' Education	Uneducated	147	41.5	8.84	4.206	3	0.05	NS
	Educated	264	39.77	11.36				
Fathers' Occupation	Farming	212	39.62	10.85	0.195	3	0.05	NS
	Other occupation	178	37.64	10.67				
Occupational mobility in comparison to parents	Improved	161	34.78	18.58	8.319	3	0.05	S
	Not Improved	196	27.97	11.02				

Notes:

S= Statistically Significant,

NS= Not Statistically Significant,

Only those responses showing attitudinal and value score above mean are calculated.

Table 7.8 indicates that out of the social background variables selected for analysis only the gender, age, native place of origin and occupation significantly differ between primary and secondary teachers in relation to their level of professionalism.

In the case of gender, among the primary teachers more females have a higher professional attitude. However, among the secondary teachers, males have a higher professional attitude.

Concerning the age, among the primary teachers, the older ones have a higher professional attitude. Whereas, among the secondary teachers, younger ones show a higher professional attitude.

As for the native place of origin, among the primary teachers, those belonging to Rift-valley show a higher professional attitude, while among the secondary teachers, only those who come from other places have a higher professional attitude.

With reference to occupational mobility in comparison to parents, it is observed that among primary teachers, more of them have improved their status as compared to the secondary teachers.

Table 7.9: Percentage Distribution of School Teachers According to Their Economic Background Variables and Level of Professionalism.

Independent Variables		N	Primary Teachers %	Secondary Teachers %	Chi-square	df	P	Significance
Additional Income Activity	No Activity	202	36.14	9.9	1.391	3	0.05	NS
	Other Activity	106	38.68	13.21				
Land Ownership in Acres (Mean=4.72)	Less (Below Mean)	121	41.32	7.44	7.357	3	0.05	NS
	More (Mean & above)	51	39.22	21.57				
House ownership	Own	151	43.71	11.26	3.717	3	0.05	NS
	Not Owned	262	36.26	10.31				
Total number of Earning members per family (Mean=2.08)	Less (Below Mean)	202	41.58	9.41	8.591	3	0.05	S
	More (Mean & above)	40	30.0	15.0				
Total number of dependent per family (Mean=4.05)	Less (Below mean)	336	35.96	11.40	6.590	3	0.05	S
	More (Mean & above)	16	50.0	8.20				
Total family income per month (Mean=9323.56)	Less (Below mean)	186	45.16	10.22	16.485	3	0.01	S
	More (Mean & above)	116	33.62	13.79				
Economic condition at the end of the month	Can save & manage	120	23.33	29.17	24.882	3	0.01	S
	Not able	168	33.33	13.69				
Standard of living in the last ten years	Improved	253	29.81	21.74	8.533	3	0.05	S
	Not improved	118	33.16	12.24				
Sufficiency of salary	Sufficient	43	27.91	18.60	10.081	3	0.05	S
	Not sufficient	380	41.05	9.47				

Notes: S= Statistically Significant,
 NS= Not Statistically Significant,
 Only those responses showing attitudinal
 and value score above mean are calculated.

From table 7.9, it is evident that a substantial number of economic background variables analysed in relation to the level of professionalism among primary and secondary teachers reveal significant difference between the two. These variables are : total number of earning members per family, total number of dependents per family, total family income per month, economic condition at the end of the month, the perceived standard of living in the last ten years and, sufficiency of salary.

With reference to the total number of earning members per family among the primary teachers those who have less members have a high professional attitude. Whereas, among the secondary teachers it is the opposite. In connection with total number of dependents per family among the primary teachers those who have more dependents show a high level of professionalism, while among the secondary teachers it is the opposite. Similarly, in terms of total family income per month among the primary teachers those who have less income show a high level of professionalism, whereas, among the secondary teachers it is again the opposite.

Concerning the economic condition at the end of the month, it is revealed that among the primary teachers, those who cannot save and manage show a high professional

attitude. The same trend is also reflected among the secondary teachers.

In case of the standard of living in the last ten years, it is found that among the primary teachers those who have noticed any improvement show a high professional attitude. Among the secondary teachers, it is the opposite. Finally, as for the perceived sufficiency of the salary, it is observed that among the primary teachers, those who find it not sufficient show a high professional attitude, in the case of secondary teachers it is the opposite.

From the foregoing analysis, it is obvious that there is no regular pattern of relationship between socio-economic variables and the teachers' professional attitude. Therefore, it can be maintained that the professional attitude among teachers can not be adequately explained by socio-economic variables.

The only explanation, therefore, is that the primary school teachers are professional because most of them are professionally trained in teacher-training colleges, where as secondary teachers lack this kind of training. However, this is just a hypothesis which needs to be further tested.

Summary

This chapter reveals that the attitude and value orientations expected of school teachers in Kenya (as the case of Nakuru Municipality indicates) are framed in Biblical norms entitled beatitudes. This value and attitude system is corroborated formally by the teachers' conduct outlined by the Teachers Service Commission and even further elaborated by teacher trainers. These attitude and value orientations are translated by me into five main value and attitude orientations, namely, (i) over all attitude to education, (ii) attitude to teaching, (iii) modernity, (iv) professionalism and (v) job satisfaction.

The analysis of the above orientations shows that all teachers are not alike. For instance, the findings indicate that,

1. The secondary teachers have a more positive attitude to education than the primary teachers and the difference is statistically significant.
2. The secondary teachers have more positive attitude to teaching than the primary teachers but the difference is not statistically significant.
3. In terms of individual modernity, the difference between the two groups is not statistically

significant; both are almost equally high and low on the modernity index.

4. In terms of professionalism, the primary school teachers are more professional than the secondary teachers and this difference is statistically significant.
5. Finally as regards to job satisfaction, it is found that the degree of the difference between the two groups is statistically not significant though 54 percent of primary teachers, and 52 percent of secondary teachers are satisfied with their job.

In short, we find that these teachers significantly differ only on two criteria: (i) The secondary teachers have a more positive attitude to education than primary teachers, and (ii) the primary teachers are more professional than the secondary teachers.

The above pattern of their attitude and value-orientations needs to be explained. For example, the question which arises is: do these teachers differ on these criteria due to the fact that they belong to different strata of teaching or is it because of their difference on socio-economic variables? The answers to this question are as follows.

I. Attitude to Education.

(a) Social Variables :

The analysis reveals that among a composite of social background variables, it is only, gender, age, as well as the native place of origin which indicate significant difference between primary and secondary teachers. In the case of gender, it appears that from among the primary teachers females have a more positive attitude to education as compared to the secondary teachers among whom the males have more positive attitude.

Concerning the age, it emerges that the older teachers among the primary teachers have a more positive attitude to education, whereas, among the secondary teachers the younger ones have more positive attitude.

As for the native place of origin, it is found that among the primary teachers those who come from Rift-valley have more positive attitude, whereas among the secondary teachers the outsiders have more positive attitude.

(b) Economic Variables:

Among the selected economic variables, significant difference exists between primary and secondary teachers only in the case of land ownership, total number of

earning members per family, total family income per month, economic conditions at the end of the month, and sufficiency of salary.

With reference to land ownership among primary teachers those who have less land have a positive attitude to education. But, among the secondary teachers it is the opposite. In connection with the total number of earning members per family among the primary teachers, those who have less members have positive attitude to education, whereas among the secondary teachers it is the opposite. Similarly, in terms of total family income per month among the primary teachers, those who have less income have a positive attitude to education, whereas among the secondary teachers it is again the opposite.

With reference to the economic condition at the end of the month, it is found that from among the primary school teachers, those who are not able to save have more a positive attitude. Among the secondary school teachers, however, those who are able to save and manage have a more positive attitude. Finally, with reference to the perceived sufficiency of income among the primary teachers, those who perceive that their income is not sufficient have more positive attitude to education.

Thus, no logical pattern emerges with reference to the relationship between socio-economic variables and the

teachers' attitude to education. Therefore, it can be concluded that the difference in the attitude to education between the primary and secondary teachers cannot be explained by any socio-economic variables. It can be perhaps explained by the fact that the secondary teachers are more educated than the primary teachers, therefore, have more positive attitude to education. However, this is just a hypothesis which needs to be further tested.

II. Professional Attitude

(a) Social Variables:

Among the social background selected for analysis, only the gender, age, native place of origin, and occupational mobility in comparison to parents differ significantly between primary and secondary teachers in relation to their level of professionalism.

With reference to gender, the two facts are revealed (i) primary teachers in general have a higher level of professionalism than secondary teachers and (ii) female teachers among them show a high level of professionalism.

As for the age variable, the analysis points out that in general primary teachers show a high level of professionalism of which it is more distinct among elder teachers.

In the case of native place of origin, once again primary teachers show a high level of professionalism as compared to secondary teachers. However, among the primary teachers it appears that a substantial number of teachers in the Rift Valley are highly professional.

Another important variable analysed is the teachers' occupational mobility in comparison to their parents. The results show that in a broad sense teachers have experienced occupational mobility. But this mobility is more evident among the primary teachers, who also appear to be more professional than secondary teachers.

The only explanation to the above difference, is that primary school teachers are more professional perhaps due to the quality of training they undergo in teacher training colleges, where as secondary teachers lack this kind of training. However, this is a hypothesis which needs to be tested.

(b) The economic background variables :

A substantial number of variables analysed in relation to the level of professionalism among primary and secondary teachers reveal a significant difference between the two. These variables are; total number of dependents per family, total family income per month,

economic condition at the end of the month, the perceived improvement in the standard of living in the last ten years and sufficiency of the salary.

The above variables show a very weak relationship of the level of professionalism between primary and secondary teachers. But what it does is that it reflects economic difference between the two. However, what remains is the fact that primary teachers in general show a high level of professionalism than secondary teachers. This may be attributed to their professional training.

Since no logical pattern emerged with reference to the relationship between socio-economic variables and teachers' orientation, it can be tentatively concluded that: although school teachers are expected to play an important role in the modernization of contemporary Kenya, their effects may not be uniform because of the diversity in their socio-economic background and attitudinal and value orientations.