

## **Teachers' Perception on Advancement of Their Education: Implication on Societal Development Now and Beyond: A Case Study of Kithungo/Kitundu Ward**

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### **ABSTRACT**

The purpose of this study was to determine how teachers perceive the advancement of their education. The following aspects were considered: Value of education, challenges faced by teachers while advancing their education including and not limited to: Satisfaction with the current level of education, teachers having more education than other members of staff, lack of family support, teachers have other important projects to attend to, lack of administrative support, lack of support from staff members, those who have joined are no better, too old to be in a class, university education is too stressing. The study used descriptive statistics and comparative design; questionnaires were administered to one hundred and twenty teachers (120) who were present during the period of data collection (64 males and 56 females). The alpha level selected for the determination of statistical significance and hypothesis testing was 0.05. The findings of the study revealed that majority of the teachers fail to advance in their education due to personal, administrative and collegial perceptions.

Keywords: *Teacher, Perception, Advancement, Education, societal development, Kithungo*

### **1.0 INTRODUCTION**

Teacher advancement in education is an important component that influences all aspects of education now and beyond. Like other components of education, Teacher advancement in Education is influenced by social, political, economic and technological developments in a society (Kafu, 2011). Teacher advancement in Education has always been vital since time immemorial. This is because all societies in the world have always needed teachers to transmit their cultures from one generation to another (Ssekamwa, 1969). Formal teacher education was introduced in Kenya in the mid-nineteenth century by European Christian Missionaries (Karanja, 1995) and has been embraced up to date. This is because teachers are valuable human resources that a nation can count upon to mould and nurture its young minds (Kafu, 2011). Further, Teachers are at the heart of the educational process in any given society. Additionally, a teacher, according to Shiundu and Omulando (1992), is the most important person in teaching who ensures that educational program are successfully implemented by organizing and managing the

learning experiences and environments. To educate others therefore, teachers need to advance in education and have a broad background of training that provides a broad liberal education. Working as an expert requires the acquisition of knowledge and practical abilities and skills to work in complex situations. Teachers require extra education so as to develop the self-confidence to carry out their duties in demanding unique situations and implement their expertise in such a way that their customers, stakeholders and colleagues trust them (Isopahkala Brunet, 2004). They need research-based, research informed knowledge to be open to acquiring and assessing local evidence (Scardamalia and Bereiter, 2003). Teacher education is an important component of education, through it, school teachers who are considered mentors of society are prepared and produced (Lucas, 1972). Kafu (2003) posits that teacher advancement in education is ostensibly designed, developed and administered to produce school teachers for the established system of education. Loughran (2006) views teacher education as the pre-service and in-service teacher preparation where students of teaching seek to develop knowledge and skills of teaching and to learn how to competently apply these in practice. This is due to the fact that education is portrayed as a complex system embedded in a political, cultural and economic context (UNICEF, 2000; Runhaar, Konermann, & Sanders, 2013; Betanio 2015). Bernard, (1999) and Betanio (2015) posit that education has both intellectual and economic value; encouraging imagination, creativity and interest in knowledge, giving teachers more opportunities for high-paying jobs and better economic security.

As professionals, teachers have no option but to move toward becoming experts in the field (Martorell & McFarlin, 2011). Studies by Darling-Hammond (2000); International Reading Association (2000) indicates that teachers play a major role in student learning; and therefore they must advance in their education to strengthen their teaching abilities. Studies by Hofman & Dijkstra, (2010) indicate that teacher learning provide opportunities to inquire systematically on teaching practices, their impact on students, issues of teachers' work and academic advancement. Collective participation of teachers from the same department or grade is more likely to be coherent with their experiences, afford opportunities for active learning, and contribute to a shared professional culture (Birman, Desimone, Porter & Garet., 2000; Boyle, Lampriano, & Boyle, T 2005; Desimone, 2009; Guskey, 2000; Hofman & Dijkstra, 2010)

## **2.0 LITERATURE REVIEW**

### **2.1 Value of Education**

Teachers advancement in education is highly affected by their beliefs and attitudes towards the value they attach to education (Bean & Morewood, 2007; Hofman & Dijkstra, 2010). Research by National Staff Development Council (NSDC) (2001) suggests that advancement in education and professional development opportunities should account for 25% of a teacher's workweek; this indicates how vital effective professional development is for advancing the field of education. According to Otunga, Odeo and Barasa (2011) in Kenya there are many public universities with constituent colleges and private universities. This tremendous mushrooming of universities has presented good opportunities for expanded teacher education activities unlike in the early 70s. Most of the eight public universities and their constituent colleges have teacher education programs which include Moi University, Kenyatta University, University of Nairobi, Maseno University, Egerton University, Masinde Muliro University of Science and Technology. Besides having many students in education programs, there are also many education students

enrolled in module II or privately sponsored students programs (PSSP). In addition, most of the private universities also have teacher education programs. This scenario is a clear indication that teachers are important drivers of the economy (Otunga et al, 2011).

Kafu (2003) posits that developments in teacher education in Kenya have been affected by socio-economic and political changes and technological advancements locally and beyond. The impact of these developments on teacher education programs, education, teaching professional and national development is worth noting. The status of teacher advancement in education has generated great debate among the teacher educators and teacher educationists recognizing that teachers are an important group of professionals who impact totally on every sector of the economy, teacher education is considered as an indispensable driver for economic development an indication why teachers should advance in their studies (Kafu ,2011). The Kenya vision 2030, is the nation's new development blue print for 2008 to 2030 which recognizes education and training within the social pillar alongside the economic and political pillars that are cornerstones expected to transform Kenya into a newly industrializing middle income country providing a high quality life to all its citizens by the year 2030 (Republic of Kenya, 2007). The MDGs focus in three areas of human development: bolstering human capital, improving infrastructure, and increasing social, economic and political rights. Within the human capital focus, education is key. Teachers are, therefore portrayed as an important component of education whose services are important in the realization of educational goals the world over. Due to their central role in the enterprise of education, teachers at all levels require effective and sufficient education to be able to adequately carry out their roles and responsibilities (Republic of Kenya, 2007).

Lucas (1968) asserts that teacher advancement in education is the main pillar of any established system of education and the custodian of the society's culture. The Kenya government echoed the same view in the Sessional Paper No. 6 of 1988 when it stated that "there is urgent need to develop and promote teacher education program if the administration of education in the country is to succeed and national development is to be accelerated" (Republic of Kenya, 1988). This shows the importance and the role of teacher education in the survival of any society. In this respect, education is regarded as the driving force behind development in a society. This explains why emerging nations in Africa invested heavily in education in general and teacher education in particular in the mid-sixties and most part of the seventies (Kajubi, 1970).

Guskey (2000) holds that educational advancement is deemed "effective" when positive changes to instruction occur because of participation. Research outlines connections between high-quality teaching and student learning therefore supporting teacher learning (Au, 2002; Darling-Hammond, 2000; Guskey, 2000; Rosemary, 2005; Taylor, Pearson, Peterson, & Rodriguez, 2005).

Studies by Commeyras & DeGroff (1998); Doubek & Cooper, (2007) manifest that teachers' beliefs influence their perceptions of educational advancement and professional development opportunities. As a result, teachers need to have choice in what sessions to attend so that their educational and professional development opportunity best suits their learning needs Bean, Swan, A., & Morris, 2002; Desimone et al., 2002; IRA, 2000;NSDC, 2001; Taylor et al., 2005; Taylor et al., 2000).

## **2.2 Challenges Faced by Teachers when Advancing their Education**

There are many challenges faced by teachers towards acquisition of higher education including and not limited to:

### ***2.2.1 Satisfaction with the current level of education***

A teacher's years of experience, quality and level of training is correlated with children's academic achievement therefore discouraging some teachers from advancing in academics (Runhaar, 2013). Teachers in more affluent schools thrive in their comfort zones therefore failing to venture in more challenging academic circles (Ingersoll, 1999; Betonio, 2015). Such teachers pride over the minor academic achievements forgetting that new innovations like IT applications can provide them with more and better opportunities for learning and training to advance their level of IT literacy in academic and practical settings (Gomez, Sherin, Griesdorn, & Finn, 2008). Teacher advancement in education plays an important role in preparing them with the necessary knowledge and skills to improve their academic, social, and intellectual development; leading to the development of new pedagogical approaches in the field of teaching, and provides more opportunities for teachers to learn to work productively with children (McDonald, Tyson, Brayko, Browman, Delport & Shimoman ( 2011). This is an indication that education is never enough, there is always room for advancement.

### ***2.2.2 Teachers have more education than other members of staff***

The few existing studies seem to show that psychological factors have relatively large effects on teacher learning, mediating the influence of leadership and organizational condition (Geijsel, Slegers, Stoel & Kruger, 2009; Kwakman, 2003). Studies support the link between lower Social Economic Status and learning disabilities or other negative psychological outcomes that affect academic achievement and advancement. Identifying as part of a high working class in college has been associated with feelings of not belonging in higher education and intentions to drop out even before graduation (Langhout, Drake, & Rosselli, 2009).

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 teachers learning and retention (Craig, Kraf & du Plessis, 1998). A program in Kenya, the Mombasa 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-centered teaching and learning behaviors (Anderson, 2000). In India, an effective program that used interactive video technology 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; Boatman and Long 2010).

### ***2.2.3 Lack of family support***

Martorell & McFarlin (2011) documents that families from low-Social Economic Status (SES) are less likely to have the financial resources or time availability to provide teachers wishing to advance in education with appropriate academic support. Research has it that initial academic motivations are correlated with the home environment, where low literacy environments and chronic stress, negatively affect the teachers' initiative to further their studies (Aikens &

Barbarin, 2008; McDonald, Tyson, Brayko, Browman, Delpont & Shimoman (2011). In support a study by Boatman and Long 2010 continues to link lower SES to lower academic achievement and advancement, slower rates of academic progress as compared with higher SES communities. Therefore perception of family economic stress and personal financial issues bars willing teachers from achieving their academic goals.

Access to higher education remains a challenge for many families (Bettinger and Long 2013; Boatman and Long 2010; Calcagno and Long 2008; Martorell and McFarlin 2011). There are also large differences in rates of college completion by income: among students who met a minimum standard of being academically qualified for college, 89 percent of high-income students completed a bachelor's degree within eight years, whereas only 59 percent of low-income students did so (Adelman 2006; Boatman and Long 2010).

#### ***2.2.4 Other important projects to attend to***

Studies indicate that advancing in education equips teachers with the key professional skills and learning activities that enable them to tackle rapid changes, keep updated; be reflective experiment; acquire and share knowledge; be innovative, therefore allowing them an opportunity to gauge and prioritize their projects from major to minor (Geijsel et al., 2009; Janssen & van Yperen, 2004; Kwakman, 2003; Runhaar, 2008).

Literature on educational advancement and its effectiveness seem to outline a conceptual framework that can be described as an 'onion-rings' model, going from the micro-level to the macro-level perspective – with individual teachers' layers of analysis in identifying contents and forms of teachers' professional development, Teachers' Professional Sheerness (European Commission, Luxembourg 2010, Clarke & Hollingsworth, 2002). This is followed by a second layer concerned with advancement of education and teaching effectiveness in the classroom (instructional repertoires), a further layer about teachers' cooperation in school contexts, and finally considering national policies and organizational features (including issues of autonomy, accountability, evaluation in education systems) as the outer layer (Richardson & Placier, 2001).

As regards conditions affecting teacher learning, two theoretical perspectives are usually taken into account: - psychological factors (teacher cognition and motivation); - organizational factors (leadership, teacher collaboration, staff relationships and communication, locus of control, opportunities for teachers' learning). The latter factors are considered as prerequisites for linking teacher professional development and school development. The second theoretical perspective often refers to system theory on change, linking structural, cultural and political dimensions of school workplace environments to professional learning (Coburn, 2004; Earl & Katz, 2006; Nguni, Slegers & Denessen, 2006; Slegers, Geijsel & van der Berg, 2002; Toole & Louis, 2002; Zwart, 2007).

#### ***2.2.5 Lack of school administration support***

Lack of administrative support is a key barrier for teachers who wish to advance in their studies (Blase, Blase, & Du, 2008; Lambert et al., 2006; Boatman and Long 2010). This is compounded by lack of support in task management for new teachers when dealing with paperwork and extracurricular duties outside the classroom (Brown, 2005). Tickle, Chang & Kom (2010) posit that administrator support of teachers is an integral factor in a teacher's job satisfaction and advancement of their studies, where teachers have that support, satisfaction rates are higher, they

express their intent to stay and continue working and advancing their academic levels. According to Grissom (2011) School administrators play an integral role in creating an environment where teachers feel both personally and professionally supported; therefore, are more committed to remain teaching. Researchers Kersaint, Lewis, Potter, & Meisels, (2005); Kukla-Acevedo, (2009) found that administrative support is important to leavers and stayers, which supports why teachers leave the profession when they perceive a lack of administrative support of any kind. Half of educators leave the profession within their first five years of employment (Ingersoll & Smith, 2003; Ronfeldt et al., 2013). As a result, retention of highly qualified teachers is significant for all educational stakeholders because teachers are leaving before they reach the mastery level (Carroll, 2005).

School administrators should provide opportunities for teachers to try new things and make mistakes. This is essential for developing a growth mindset after all; one of the key principles of such a mindset is the willingness to try new approaches. As part of creating this space, it is important to begin with the learning in mind; that is, what will teachers and the school learn as part of the process, rather than whether the new idea is going to be a success or a failure (Chang & Kom (2010). Studies have it that collaboration, administrative support, teamwork and active participation in the teacher learning process is a very important input, throughput or outcome of learning processes (Imants, Slegers & Witziers, 2001; Vescio, Ross & Adams, 2008). On the school level research concentrates on the effects of administrative support, decentralization/ school autonomy, as well as evaluation/ accountability mechanisms and their implications for the features of teacher quality through acquisition of more education the results can be considered as positively inconclusive, apart from a few findings (Fuchs & Wößmann, 2004; Maslowski, Scheerens & Luyten, 2007).

### ***2.2.6 Lack of support from staff members***

According to research, teachers agreed that the most popular long-term professional development activities were peer support, through academic motivation, observation and sharing practice (Birman et al., 2000; Boyle et al., 2005; Desimone, 2009; Guskey, 2000; Hofman & Dijkstra, 2010). Studies indicate that collegial learning in trusting environments helps develop communities of Practice to promote school change beyond the individual classroom; - a staff culture involving mutual learning, monitoring and commitment to collaboration is found to be a key feature of effective schools; - fair uniformity of effective teacher behaviors, as linked with good socialization processes within schools, seems to be a recurring characteristic of effective schools (Darling-Hammond & Richardson, 2009; General Teaching Council UK, 2005; Ingvarson, Meiers & Beavis, 2005; Perez et al., 2007; Teddlie & Reynolds, 2000).

To improve classroom practice, teachers' advancement in education should be: - collaborative and extended over time; - include time for practice, coaching, and follow-up; - be grounded in students' curriculum, and aligned with local policies; - be job-embedded and connected to several elements of instruction like assessments and curriculum advancement (Cohen and Hill, 2000; Darling Hammond & Richardson, 2009). Among the key factors that seem to inspire teachers to advance their education include: Collaboration and joint work with other teachers on concrete tasks and problem solving, supporting teachers' mutual aid, responsibility, initiative and leadership; observation and assessment/ feedback processes; inquiry and reflection on own and others' beliefs and behaviors; teacher educators and mentors modeling the new teaching practices, encouraging teachers to implement them, and constructing opportunities for teachers to

share their learning and reflections; practical courses connected to the reality of classroom activities( Darling-Hammond & Richardson, 2009; Seago, 2004; Hofman & Dijkstra, 2010 ).

Teachers' professional development and advancement in education demands favorable conditions, which support professional development in the various stages of teachers' careers (Merilinen 1999; Hofman & Dijkstra, 2010).

School administrators play an integral role in creating an environment where teachers feel both personally and professionally supported; therefore, are more committed to remain teaching at their same school as result ( Ross & Adams, 2008; Martinussen, Adolfsen, Lauritzen, and Richardsen (2012). Mawhinney (2008) explored teachers' need to assemble and be heard and for their experiences to be confirmed. The act of validation is a coping mechanism where teachers receive social support from each other. Mawhinney (2008) observed and reported that teachers needed collegial support for survival as elites. As with other professions, the ability for teachers to gather and share experiences is important. The venting process among people who share common experiences allows teachers to move forward and feel like they are not alone. Martinussen, Adolfsen, Lauritzen, and Richardsen (2012) noted that professional collaboration and quality service and support plays a vital role in reducing stress for teachers who are pursuing advancement in education.

### ***2.2.7 Those who have joined are no better***

For centuries, teaching has been characterized as a profession that is “emotionally taxing and potentially frustrating” leading teachers to have a mindset about what should be done (Lambert, O'Donnell, Kusherman, & McCarthy, 2006; Martinussen, Adolfsen, Lauritzen, and Richardsen, 2012).

In a fixed mindset, some teachers believe that their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that is all, and then their goal becomes to look smart all the time and never look dumb. In a growth, mindset teachers understand that their talents and abilities can be developed through effort, good teaching/learning and persistence. They do not necessarily think everyone is the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it (Morehead 2015).

Majority of the teachers fail to advance in their studies because they do not see any difference between them and those who have done so, this poses a risk that some teachers are subject to social and professional isolation (McEvan 1999; Martinussen, Adolfsen, Lauritzen, and Richardsen ,2012 ). Kalaoja and Pietarinen (2001) concluded that some teachers are in many ways are satisfied with their work and level of education but a risk that these teachers "live unconsciously alone on the small "island" without support for their professional development. In a way, expectations of the small rural school teachers' professionalism and qualifications differ from those of their colleagues in urban areas for they limit themselves with narrow reasoning. The term “liminality” derives from the Latin root *limen* meaning “boundary or threshold” (Meyer & Land, 2005).

The workplace practicum utterances' and experience bars some teachers who have not moved an octave higher in their education an opportunity to do so, those who have moved a step fail to apply the knowledge and skills acquired in teacher education to actual teaching practices due to stigma from collogues (Koc, 2012). Advancement in education help teachers develop the ability

to apply their learning experiences from training situations to professional teaching situations, transforming their professional knowledge into practical workplace experience, and articulating the training of supervisors and teachers (Chalies, Bruno-Meard, Meard, & Bertone, 2010).

### ***2.2.8 Too old to be in a class***

Most current models of teachers' higher education are not working well: Majority of the teachers are far less likely to persist and graduate. Fewer than 50 percent of student teachers who register for higher education actually complete the entire sequence. This percentage is even lower for men, older teachers, part-time student teachers, and students in vocational programs. (Bailey, Jeong, and Cho 2010). In addition Galusha (2012) asserts that teachers' age, type of work and marital status constitute an important aspect of situational barrier. Lack of adequate money to cover the cost of the program constitutes yet another aspect of situational barrier and the financial barrier. The level of one's salary, access to loan and the desire to improve one's self for a better future may determine the urge to go for a loan to pursue further education.

The teachers' attitudes and beliefs regarding age influence their perceptions of field training more so in IT. They forget that IT provisions within a school's infrastructure help them to develop positive attitudes regarding IT, self-efficacy, proficiency, and usefulness, and stimulate them to apply IT to their classroom practices (Abu Al-Ruz & Khasawneh, 2011). The teachers' beliefs regarding the frequency of use of IT also influence their self-efficacy and their ability to integrate IT-assisted instruction into their teaching practices. Teachers' experiences and beliefs are important predictors of their potential integration of technology in their future classrooms but majority choose not to acquire such knowledge because of age (Anderson, Groulx, & Maninger, 2011) Current IT environments provide more opportunities for teachers and young children to learn about both subject matter and IT (Sackes, Trundle, & Bell, 2011). With the increasing number of opportunities to access, understand, and use IT both within and outside the classroom, young children develop positive attitudes toward IT, and become more proficient at using IT to learn. Early childhood teachers should recognize the benefits of IT-related applications, and increasingly integrate IT into age-appropriate lessons in classrooms (McKenney & Voogt, 2010). therefore the need to advance in education.

### ***2.2.9 University education is too stressing***

According to Betanio (2015) Education industry is one of the business organizations that offer services in terms of molding and crafting youngsters into good citizens of the country. Teaching is a very challenging job in which the teachers' performance is wrapped up in their personality. It requires a unique talent and sense of vocation if the teachers have to perform their roles exceptionally well, therefore a cause of stress (McKenney & Voogt, 2010; Betanio 2015).

McKenney & Voogt, 2010 document that stress is a condition of twenty-first-century education that continues to increase as more accountability standards and new policy initiatives are introduced, therefore, constantly bombarding teachers with more and more tasks and responsibilities. This is particularly true of teachers who are responsible not only for their classes, but are equally responsible for the behavior of their students in class and their continuing university studies (Bailey, Jeong, and Cho 2010). Jepson and Forrest (2006) conducted a multiple regression test to determine which factors contribute to teacher stress. They tested and found that teachers who were striving to reach higher academically were more stressed.

According to Betanio (2015) stress accrued by teachers striving to climb the academic ladder results into an imbalance between the demands of an environment as opposed to one’s capacity to respond to them. Wangberg (1982), Bailey, Jeong, and Cho 2010) posit that this imbalance, whether stemming from real or imagined causes, is directly related to one’s reaction, either positive or negative, dependent on one’s perception and reactions to the demand or stressor. Stress is an equilibrium state between the individual and responses to environmental demands, then stressors that are academically related are commonly associated with a variety of personal, social, and physical events, including interpersonal experiences in schools or classrooms (McKenney & Voogt, 2010).

A study done in Ghana indicates that Distance education students who are mainly adult workers may be time-bound due to work or location-bound due to geographic or family responsibilities (Galusha, 2012). It has been argued that the behavior of teachers who are continuing learners’ is influenced by a combination of factors including their needs, characteristics and situation (Knowles, 1980; Galusha, 2012). Effective learning is directly related to and dependent on the social and emotional well-being of the teacher. It is important to recognize that particular conditions may arise within the social, economic and political environment in which the teacher lives, and which influence negatively on the teacher's social and emotional well-being, thus placing the teacher at risk of learning breakdown. (Moodley, 2002; Galusha, 2012).

**3.0 METHODOLOGY**

The study used descriptive statistics and comparative design; questionnaires and interviews were administered to one hundred and twenty teachers (120) who were present during the period of data collection (64 males and 56 females).The alpha level selected for the determination of statistical significance and hypothesis testing was 0.05. The descriptive statistics used in data analysis in this study were, frequencies, percentages and standard deviation. The study was guided by the following research questions:1) What is the demographic profile of the respondents (teachers) in terms of gender, age, highest academic level, Length of time the teachers have served in the same grade,2) What are the teachers perceptions on the reasons as why they do not further their studies when grouped according to: Gender, age, highest academic level, length of time the teachers have served in the same grade, 3) What are the challenges faced by teachers in persuasion for further studies in Kitundu/Kithungo ward.

**Reliability**

**Table 1:** *Reliability*

Cronbach's Alpha	N of Items
.765	13

The Questionnaire was deemed reliable with a cronbach Alpha of .765>.0500 the set cut off point as shown in table 1 above.

**4.0 RESULTS AND DISCUSSION**

**Table 2:** *Gender of Teachers*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	64	53.3	53.3	53.3
Female	56	46.7	46.7	100.0
Total	120	100.0	100.0	

From table 2 it was noted that 64 (53.3%) were male while 56 (46.7%) were female an Indication that in Kitundu /Kithungo ward majority of the teachers are male.

**Table 3:** *Age of Teachers*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25-30	12	10.0	10.0	10.0
31-35	32	26.7	26.7	36.7
36-40	32	26.7	26.7	63.3
40 and above	44	36.7	36.7	100.0
Total	120	100.0	100.0	

Table 3 indicates that 12(10%) of the teachers who responded to this questionnaire aged 25- 30(10%) years of age, 32(26.7%) aged 31-35 years, 32(26.7%) aged 36-40 years and 44(36.7%) aged 40 years and above. From the above table there is an indication that in Kitundu\ Kithungo Ward majority of the teachers are young for they are 40 years and below(63.4%) hence fit to further their studies before getting trapped in the age syndrome.

**Table 4:** *Highest academic level of teachers*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid p1	48	40.0	40.0	40.0
Diploma	20	16.7	16.7	56.7
Undergraduate	40	33.3	33.3	90.0
masters and above	12	10.0	10.0	100.0
Total	120	100.0	100.0	

Table 4 indicate that majority of the teachers in this ward 48(40%) of the teachers are p1 (primary Teacher one), 20 (16.7%) are diploma holders, 40(33.3%) are undergraduates, 12(10%) have masters and above and are the least. This implies that in Kitundu/Kithungo ward teachers willingly can advance in their education for majority are primary teacher one and undergraduates having other levels of education to venture.

**Table 5:** *Length of time the teacher has stayed in the same grade*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	24	20.0	20.0	20.0
	2 years	4	3.3	3.3	23.3
	3 years and above	92	76.7	76.7	100.0
	Total	120	100.0	100.0	

Table 5 shows that 24 (20%) of the teachers have stayed in the same grade for one year, 4(3.3%) have stayed in the same grade for two years, 92 (76.7%) and the majority have stayed in the same grade for three years and above. This is an indication that majority of the teachers have stagnated in the same grade. This is an indication of teachers who have not discovered the value of educational advancement in professional development. This is contrary to the findings of Runhaar, Konermann, & Sanders, 2013; who found out that education has both intellectual and economic value; encouraging imagination, creativity and interest in knowledge, giving teachers more opportunities for high-paying jobs and better economic security. Therefore such teachers should be on the alert failure of which they will stagnate academically and professionally.

**Table 6:** *Teachers' satisfaction with the current level of education*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	56	46.7	46.7	46.7
	Tend to disagree	8	6.7	6.7	53.3
	Tend to agree	12	10.0	10.0	63.3
	Agree	44	36.7	36.7	100.0
	Total	120	100.0	100.0	

Table 6 denotes that 56 (46.7%) of the teachers, who are the majority, are not satisfied with the current level of education, 8 (6.7%) tend to disagree, that they are satisfied with their current level of education. These findings reveal a cadre of teachers who have moved from their comfort zones and can advance in education. This is in contrast to the findings of Betonio, (2015) who

found that some teachers thrive in their comfort zones therefore failing to see the need to move an octave higher in academics. This is an implication that the teachers in the current study are more enlightened and ready to advance in their education. 12(10%) tend to agree, that is to a certain degree, they are satisfied with their current level of education, 44(36.7%) agree that they are satisfied with their current level of education. This portrays a cadre of teachers who are in their comfort zones; they are just contented therefore no room for improvement, which is very dangerous in an academic competitive world. This is contrary to the findings of McDonald, Tyson, Brayko, Browman, Delpont & Shimoman (2011), who found out that teacher advancement in education plays an important role in preparing them with the necessary knowledge and skills to improve their academic, social, and intellectual development; leading to the development of new pedagogical approaches in the field of teaching, and provides more opportunities for teachers to learn to work productively with children. This is an indication that such teachers need motivation in order to develop a positive outlook towards advancement of their education.

**Table 7:** *Teachers have more education than other members of staff*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	52	43.3	43.3	43.3
	Tend to disagree	4	3.3	3.3	46.7
	Tend to agree	12	10.0	10.0	56.7
	Agree	52	43.3	43.3	100.0
	Total	120	100.0	100.0	

Table 7 implied that 52 (43.3%) of the teachers who responded to this questionnaire disagreed that they never had more education than other members of staff, showing that there were other teachers who had more education than themselves therefore a challenge to advance in education. Four (4) (3.3%) tended to disagree, 12 (10%) tended to agree and 52 (43.3) agreed that they had more education than their colleagues, which might bar them from advancing their education due to superiority complex therefore, a barrier. This is similar to the findings of Betonio (2015) who noted that pride over the current achievement can be a great failure for it bars one from positive thinking.

**Table 8:** *My family members think what I have is enough*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	56	46.7	46.7	46.7
	Tend to agree	12	10.0	10.0	56.7
	Agree	52	43.3	43.3	100.0
	Total	120	100.0	100.0	

Table 9 shows that 56 (46.7%) disagreed and felt that their family members do not think that the kind of education they have is enough. Twelve (12) (10%) tended to disagree. This is an indication that such teachers are given moral support by their families to climb up the academic ladder. 52 (43.3%) agreed that their family members felt that the level of education they had was enough, which is too discouraging, this cadre of teachers lacks motivation in the family circle, the more reason why they cannot advance in education. These findings are similar to Martorell and McFarlin (2011) who found that lack of family support is a great challenge towards advancement of one’s education.

Table 9: *I have other important projects to attend to*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	44	36.7	36.7	36.7
	Tend to disagree	16	13.3	13.3	50.0
	Tend to agree	8	6.7	6.7	56.7
	Agree	52	43.3	43.3	100.0
	Total	120	100.0	100.0	

Table 9 reveals that 44(36.7%) of the teachers disagreed with the statement that they had other important projects to attend, 16(13.7%) tended to disagree. This indicates a group of teacher who had no projects to prioritize therefore, no room for development. The findings of this study are contrary to those of Runhaar (2008) who found out that prioritizing one’s life projects leads to professional development. (8) (6.7%) tended to agree that they had other projects to attend to, 52 (43.3%) agreed that they had other important projects to attend to. This is a revelation of teachers who are fully engaged therefore, unable to spare time and money to advance in education, keep updated; think reflectively; share knowledge and innovation, which could allow them an opportunity to gauge and prioritize their life projects in an orderly manner.

Table 10: *The school administration thinks it is a waste of time*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	36	30.0	30.0	30.0
	Tend to disagree	12	10.0	10.0	40.0
	Tend to agree	16	13.3	13.3	53.3
	Agree	56	.7	46.7	100.0
	Total	120	100.0	100.0	

Table 10 denotes that 36 (30%) of the teachers disagreed with the statement that the school administration thinks that advancing in education is a waste of time, Twelve (12) (10%) tended

to disagree. This is an indication that such teachers have administrative support, therefore an open opportunity to further in their education. 16 (13.3%) tended to agree and 56(46.7%) who are the majority agreed that the school administration thinks that teacher advancement in education is a waste of time. This is a big challenge to the teachers who wish to advance in education due to lack of administrative support. These findings concur with the findings of (Boatman and Long 2010) who found that lack of administrative support is a key barrier for teachers who wish to advance their studies.

**Table 11:** *My members of staff make funny of it*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	56	46.7	46.7	46.7
	Tend to disagree	8	6.7	6.7	53.3
	Tend to agree	4	3.3	3.3	56.7
	Agree	52	43.3	43.3	100.0
	Total	120	100.0	100.0	

Table 11 shows that 56(46.7%) of the teachers interviewed felt that their members of staff do not make funny of advancing ones education, 8 (6.7%) tended to disagree. This is a sign that majority of the teachers do not make fun of educational advancement, meaning they give moral support which is similar to the findings of Martinussen, Adolfsen, Lauritzen, and Richardsen (2012) who noted that professional collaboration, quality service and support plays a vital role in reducing stress for teachers who are advancement in education. 4 (3.3%) tended to agree and 52 (43.3%) agreed that members of staff make funny of it. This poses a challenge to those teachers who want to further their education due to discouragement from colleagues which is the opposite Hofman & Dijkstra (2010) who found that among the key factors that seem to inspire teachers to advance in their education include peer support, Collaboration and joint work on concrete tasks and problem solving.

**Table 12:** *Those who have joined are no better*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	56	46.7	46.7	46.7
	Tend to disagree	12	10.0	10.0	56.7
	Tend to agree	4	3.3	3.3	60.0
	Agree	48	40.0	40.0	100.0
	Total	120	100.0	100.0	

In table 12 , 56(46.7%) disagreed with the statement that those who have joined are no better, this shows that at least they can note the difference, 12 (10%) tended to disagree, 4 (3.3%) tended to agree and 48 (40%) agreed that those who have joined are no better. This is an indication of a cadre of teachers who cannot see the B in the bull's feet, therefore, a great blow to those who want to advance their education. These findings are similar to those of Martinussen, Adolfsen, Lauritzen, and Richardsen (2012) who found that majority of the teachers fail to advance in their studies because they do not see any difference between them and those who have done so, this poses a risk that some teachers are subject to social and professional isolation, living in a small "island" without support for their professional development which is very dangerous.

**Table 13:** *I will join when I will have enough money*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	52	43.3	43.3	43.3
	Tend to disagree	8	6.7	6.7	50.0
	Tend to Agree	56	46.7	46.7	96.7
	Agree	4	3.3	3.3	100.0
	Total	120	100.0	100.0	

Table 13 shows that 52 (43.3%) of the teachers disagreed with the statement that they will advance their education when they will have enough money. This is a sign of teachers who are aware that money is never enough, 8 (6.7%) tended to agree, 56 (46.7%) tended to agree that they will join when money will be enough, this is a big draw back for the majority of the teachers tend to think that at one point in life money will be enough. This is similar to the findings of Martorell & McFarlin (2011) who found that lack of financial resources was the greatest barrier to teachers wishing to advance in education.

**Table 14:** *I am too old to be in a class*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	56	46.7	46.7	46.7
	Tend to disagree	4	3.3	3.3	50.0
	Tend to agree	8	6.7	6.7	56.7
	Agree	52	43.3	43.3	100.0
	Total	120	100.0	100.0	

In table 14 above 56 (46.7%) of the teachers who responded to this questionnaire disagreed with the statement that they are too old to be in a class an implication that given time and opportunity such teachers can embark on serious studies. Four (4) (3.3%) tended to disagree with the statement, an indication that to such teachers age is not a big issue which is the opposite of Anderson, Groulx, & Maninger (2011) who noted that majority of the teachers choose not to acquire knowledge because of age. 8 (6.7%) tended to agree with the statement, 52 (43.3%) agreed with the statement that they are too old to be in a class. This reveals that half of the teachers in this ward have completely resigned to the fact that they are aged and therefore not ready to further their education. These findings are similar to those of Hofman & Dijkstra (2010), who found that teachers advancement in education is highly affected by their believes and attitudes towards the value they attach to education.

**Table 15:** *University education is too stressing*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	48	40.0	40.0	40.0
	Tend to disagree	4	3.3	3.3	43.3
	Tend to agree	12	10.0	10.0	53.3
	Agree	56	46.7	46.7	100.0
	Total	120	100.0	100.0	

In this ward 48(40%) of the teachers disagreed with the statement that university education is too stressing while 4 (3.3%) tended to disagree. This shows that this cadre of teachers can further their studies smoothly which is the opposite of Jepson and Forrest (2006) who tested and found that teachers who were striving to reach higher academically were more stressed. Twelve 12 (10%) tended to agree with the statement and 56 (46.7%) agreed with the statement that university education is too stressing. This is an indication of a cadre of teachers who thrives in their comfort zones and not willing to suffer any stress therefore not willing to further their education as shown in table 15. These findings are similar to those of Galusha,(2012) who found that social, economic and political environment in which the teacher lives, influence negatively on the teacher's social and emotional well-being.

**5.0 CONCLUSION AND RECOMMENDATIONS**

This paper attempted to determine the perception of teachers in relation to advancing their education using the following stand points: Value of education, challenges facing teachers while advancing their education including and not limited to: Lack of family support, teachers having other projects to attend to, lack of administrative support, lack of support from staff members, those who have joined are no better, too old to be in a class, and university education is too stressing. While education is a right of all individuals, teachers stand a better chance of furthering their education. Their thirst for advanced specialization and knowledge to their field of profession can be enhanced through going back to the classroom, at the same time, not

compromising their teaching quality. Scholarships should be availed to the teachers by employing institutions to the teachers who show interest to advance their education.

From literature and the findings of this study, it is recommended that teachers opt to move from their comfort zone, stopping pride over their current level of education and invest in education, their families should support them morally and financially to advance in education, school administrators should support teacher to advance in their education for better performance in their schools, teachers should solicit funds from banks and non-governmental organizations to advance their education and finally, teachers should be sensitized on attitude change in relation to advancement of their education.

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