PART THREE

CHAPTER VI

THE RECRUITMENT OF SCHOOL TEACHERS: Their Socio-Economic Background

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This Chapter is based on survey data collected from a cross-section of primary and secondary school teachers of Nakuru Municipality in Kenya. Nakuru Municipality is the third largest city in Kenya. It is located at 36 degrees East and 0.4 degrees South of the equator. It is about 100 kilometers South-West of Kenya's capital city; Nairobi, and 500 kilometers North-West of Mombasa ; the main sea port of Kenya. "Nakuru" is a Maasai Word meaning "a dusty place"; which is an environmental characteristic of the area. According to the 1989 census, the area which is about 78 square kilometers is inhabited by approximately 300,000 ethnically heterogeneous population.

Nakuru Municipality is strategically important both politically and economically. Politically it is the administrative headquarters of the Rift Valley province and Nakuru district. Besides, a presidential state-house, is also located here. Economically, it is the country's granary and a major industrial centre. Moreover, it is a tourist point, since there is a lake Nakuru National Park which is one of the world's biggest flamingo sanctuary. Besides, all road traffic to or from the sea port of Mombasa and Nairobi city passes through Nakuru either to the East or Central African countries.

Nakuru Municipality and Education

There are 71 schools in the municipal area of about 78 square kilometers. At the time of data collection (July-September,1996) the Municipal Education Department indicated that there were 48 primary schools with a total enrollment of 35,519 pupils and 1,114 teachers. Whereas there were 23 secondary schools having 587 teachers and an enrollment of 9,331 pupils as shown in table 6.1. For the purpose of this survey I selected a sample of 425 teachers out of which 278 were primary and 147 were secondary teachers. The sampling details are given in the appendix no. 1.1.

Table 6.1: Number of Nakuru Municipal Schools, Students and Teachers (1996, July).

	Primary schools	Secondary schools	Total
No. of schools	48	23	71
No. of teachers	1,114	587	1701
No. of students	35,519	9,331	44,850

One of the research questions which is raised in this thesis is : do all teachers come from homogenous background ? In this chapter, therefore, it is attempted to examine the socio-economic background from which these teachers are recruited. For the sake of convenience, the

socio-economic background variables are examined under two broad headings, namely social and economic.

The Social Background Variables

In this section, the following variables are examined: (i) gender, (ii) age, (iii) marital status, (iv) native place of origin, (v) area of upbringing, (vi) ethnicity, (vii) types of the family of origin, (viii) religion, (ix) parents' education and occupation, and (x) teachers' perceived occupational mobility.

(i) Gender

Teachers in Nakuru municipality are predominantly female in composition as shown in table 6.2.

Table 6.2: Percentage Distribution of School Teachers According to Gender.

Gender	Primary		Secondary		Total	
	N	%	N	%	N	%
Female	177	63.67	78	53.6	255	60
Male	86	30.94	67	45.58	153	36
Not Stated	15	5.4	2	1.36	17	4
Total	278	100	147	100	425	100

$X^2 = 7.276$, Significant at P=0.01 df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

However, the comparison of primary and secondary teachers reveals that there are about 64 percent females in primary schools as compared to about 54 percent in secondary schools. Thus the proportion of females is more among primary teachers. This difference is confirmed as statistically significant at p=0.01 level.

(ii) Age

Table 6.3: Percentage Distribution of School Teachers According to Age (based on their date of birth by July 1996)

Age (Mean 36)	Primary		Secondary		Total	
	N	%	N	%	N	%
Young: 36 years or less	126	45.32	42	28.57	168	39.53
Old: 37 years and above	92	33.09	81	55.10	173	40.71
Not Stated	60	21.58	24	16.33	84	19.76
Total	278	100	147	100	425	100

X^2 = 17.599, Significant, at P= 0.01 df=1

Note: **The above calculations excludes all the rows indicating not stated responses and grand total.**

The overall mean age of the sample was 36 years in July 1996 when the data were collected. Therefore, the sample was divided into two categories young (of 36 years or less) and old (of 37 years and above). According to

table 6.3 about 40 percent of teachers are young and 41 percent are old. Thus in term of age there appears to be no difference between the two categories. However, on further scrutiny, it emerges that among the primary school teachers the proportion of younger teachers is more (45 percent) as compared to the secondary teachers (28 percent). Whereas the old teachers in primary schools are 33 percent as compared to 55 percent in the secondary schools. This difference is found to be statistically significant at p=0.01 level. This may be due to the fact that the professional qualification of secondary school teachers require more years of studies as compared to primary teachers before their teaching appointments. However, it must be noted that 21 percent of the primary teachers as compared to 16 percent of the secondary teachers have not stated their age.

(iii) Marital Status

As regards marital status, it appears that about 77 percent of all teachers are married as indicated in table 6.4.

Table 6.4: Percentage Distribution of School Teachers According Marital Status.

Marital Status	Primary		Secondary		Total	
	N	%	N	%	N	%
Unmarried	33	11.87	44	28.08	74	17.41
Married	227	81.65	99	67.81	326	76.71
Widow/Widower	11	3.96	2	1.37	13	3.1
Separated/ divorced	4	1.44	4	2.73	8	1.88
Not stated	3	1.08	1	0.68	4	0.94
Total	278	100	147	100	425	100

X^2= 11.84, Significant at P=0.01 df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

However, the comparison of the marital status of both the groups shows that about 82 percent of the primary as compared to about 68 percent of the secondary teachers are married. There are about 12 percent unmarried teachers in primary schools as compared to 28 percent in the secondary school. The widowed and widower constitute about 4 percent among the primary teachers as compared to about 1 percent among the secondary teachers. Whereas, the separated and the divorced are 1 percent among the primary teachers as compared to about 2 percent among the secondary. The difference in marital status of married and unmarried between primary

and secondary teachers is statistically significant at p=0.01 level. This may be due to the fact that secondary teachers have to spend more years in acquiring necessary educational qualifications for their jobs.

(iv) Native Place of Origin

Although Nakuru Municipality is a part of Rift Valley province, its teachers come from different parts of Kenya. This is reflected by the teacher's native place of origin as indicated in table 6.5

Table 6.5: Percentage Distribution of School Teachers Accordingly to Native Place of Origin.

Native place of origin	Primary		Secondary		Total	
	N	%	N	%	N	%
Rift Valley province	145	52.16	56	38.10	201	47.29
Central province	58	20.86	26	17.69	84	19.76
Nyanza province	31	11.15	24	16.33	55	12.94
Western province	24	8.63	26	17.69	50	11.76
Rest (other provinces and counties)	09	3.24	8	5.44	17	4.00
Not Stated	11	3.96	7	4.76	18	4.23
Total	278	100	147	100	425	100

$X^2 = 7.521$, Significant at P=0.01, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.5 Shows that about 47 percent of all teachers come from Rift Valley province, about 20 percent from Central province, about 13 from Nyanza province, about 12 percent from Western province and 4 percent from other provinces including other countries. The table also reveals that about 52 percent of primary teachers come from Rift Valley as compared to 38 percent of the secondary teachers. Whereas from all those who come from other provinces, including other countries, about 45 percent are in primary as compared to 57 percent in secondary schools. However, the difference in number between those who come from Rift Valley and those who come from other places, among primary and secondary teachers, is found to be statistically significant at $p=0.01$ level. This may be due to the fact that Nakuru Municipality is a major industrial and administrative center and it attracts many persons from other parts of the country to take up various occupations including teaching.

(v) Rural-Urban Background (Area of Upbringing)

Analysis of the areas of these teachers' upbringing discloses that a substantial number of them were brought up in rural areas as depicted in table 6.6

Table 6.6: Percentage Distribution of School Teachers According to Their Area of Upbringing.

Area of upbringing	Primary		Secondary		Total	
	N	%	N	%	N	%
Rural	163	58.63	94	61.9	254	59.76
Urban and Sub urban	114	41	54	36.74	168	39.53
Not Stated	1	0.36	2	1.36	3	0.71
Total	278	100	147	100	425	100

X^2 = 0.608, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

According to table 6.6, teachers of rural upbringing constitute about 60 percent as compared to about 40 percent having urban upbringing. But a close look at the data shows that there is little difference in area of upbringing between primary and secondary teachers. For instance, about 59 percent among the primary teachers had rural upbringing as compared to 62 percent among the secondary teachers. Likewise, 41 percent among primary teachers had urban upbringing as compared to about 37 percent among secondary teachers. Further analysis also confirms that the difference in area of upbringing among primary and secondary school teachers is not statistically significant at p=0.05 level.

(vi) Ethnicity

Table 6.7 : Percentage Distribution of School Teachers According to Ethnicity.

Ethnicity	Primary		Secondary		Total	
	N	%	N	%	N	%
Bantu	206	74.10	113	76.87	397	75.06
Nilote	63	22.66	28	19.05	91	21.41
Cushite	4	1.44	0	0	4	0.94
Asians	2	0.72	5	3.4	7	1.65
European	3	1.08	0	0	3	0.71
Not Stated	0	0	1	0.68	1	0.24
Total	278	100	147	100	425	100

$X^2 = 0.558$, Not Significant at P=0.05, df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.7 indicates that about 75 percent of the school teachers belong to Bantu ethnic group. Whereas Nilotic ethnic group, which is the second largest group, constitutes about 21 percent. The Cushite, Asians and Europeans are insignificant minorities. Thus the difference between the ethnic background of primary and secondary teachers in Nakuru Municipality schools is not statistically significant at p=0.05 level, as most of them are recruited from Bantu ethnic group . This is

partly because of the fact that Bantus constitute the largest ethnic group in Kenya and most of them engage in business and other urban professions.

(vii) Family Type

Although in the past polygyny was predominant in Kenya, and even now it prevails to some extent, majority of school teachers in Nakuru municipality come from monogamous families according to table 6.8

Table 6.8: Percentage Distribution of School Teachers According to the Type of Family Background.

Type of family	Primary		Secondary		Total	
	N	%	N	%	N	%
Monogamous	192	69.06	114	77.55	306	72
Polygyneous	83	29.86	32	21.77	115	27.06
Others	2	0.72	1	0.68	3	0.71
Not stated	1	0.36	0	0	1	0.24
Total	278	100	147	100	425	100

$X^2 = 3.244$, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.8 indicates that 72 percent of all teachers come from monogamous families, 27 percent come from polygyneous families. Whereas hardly one percent come

from other types of families like those constituted by single parents. However, further analysis reveals that the difference between the family type of primary and secondary school teachers is not statistically significant at P=0.05 level. Thus it can be inferred that monogamism has become the main type of family in modern Kenya ; particularly among the professionals like teachers in urban areas. This may be attributed to modern education, cost of living, and Christian norms all of which discourage polygynmism.

(viii) Religion

Table 6.9: Percentage Distribution of School Teachers According to Religion.

Religion	Primary		Secondary		Total	
	N	%	N	%	N	%
Christian	273	98.2	144	97.96	417	98.12
Non-Christian	5	1.8	2	1.36	7	1.65
Not Stated	0	0	1	0.68	1	0.24
Total	278	100	147	100	425	100

X^2 = 0.32, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.9 shows that about 98 percent of school teachers in Nakuru Municipality are predominantly

Christian. This fact is similarly reflected among the primary and secondary school teachers. Therefore, further analysis also confirms that the difference in this regard, between primary and secondary teachers, is not statistically significant at p=0.05 level. This implies that the area is religiously dominated by Christianity.

(ix) Parents' Education and Occupation

Table 6.10: Percentage Distribution of School Teachers According to Fathers' Education.

Fathers' education	Primary		Secondary		Total	
	N	%	N	%	N	%
Below Secondary	190	68.34	87	59.19	277	65.18
Secondary & above	76	27.34	53	36.05	129	30.35
Not Stated	12	4.32	7	4.76	19	4.47
Total	278	100	147	100	425	100

$X^2 = 3.648$, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

According to table 6.10 about 65 percent of all the teachers indicate that their father's attained an education below secondary level. Whereas those with secondary education and above constitute about 30

percent. However, about 4 percent of the teachers did not answer the question. The difference in educational level of primary and secondary teachers' fathers is not statistically significant at P=0.05 level.

Table 6.11: Percentage Distribution of School Teachers According to Mothers' Education.

Mothers' education	Primary		Secondary		Total	
	N	%	N	%	N	%
Uneducated	165	59.35	99	67.35	264	62.12
Educated	105	37.77	42	28.57	147	34.58
Not Stated	8	2.88	6	4.08	14	3.3
Total	278	100	147	100	425	100

X^2= 3.340, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.11 indicates that 62 percent of all teachers report that their mothers are uneducated, whereas about 35 percent say that their mothers are educated. Further analysis shows that 59 percent of the primary as compared to 67 percent of the secondary teachers say that their mothers are uneducated. Moreover about 38 percent of the primary and about 29 percent of the secondary teachers state that their mothers are at least educated. Thus the difference between primary and secondary teachers'

mothers' education is found not to be statistically significant at p=0.05 level.

From the facts regarding their parents' education, it can be inferred that teachers in Nakuru Municipality are mostly recruited from lowly educated families.

Table 6.12 : Percentage Distribution of School Teachers According to Fathers' Occupation.

Fathers'occupation	Primary		Secondary		Total	
	N	%	N	%	N	%
Farming	136	48.92	76	51.7	212	49.88
Teaching	20	7.19	9	6.12	29	6.82
Business/Trading	41	14.75	16	10.88	57	13.41
Civil service, Police & Armed forces	29	10.43	20	13.61	49	11.52
Others	23	8.27	20	13.61	43	10.18
Not Stated	29	10.43	6	4.08	35	8.23
Total	278	100	147	100	425	100

X^2= 0.019, Not Significant at P=0.05, and df=1

Note: **The above calculations excludes all the rows indicating not stated responses and grand total.**

Table 6.12 gives a distribution of the fathers of school teachers by their occupations, of which farming appears to be common. This is implied by the fact that about 50 percent of all teachers say that their fathers

are farmers by occupation. This is further confirmed when the difference between primary and secondary teachers is found not to be statistically significant at p=0.05 level. This trend is similarly reflected in the case of mothers as presented in table 6.12.

Table 6.13 : Percentage Distribution of School Teachers According to Mothers' Occupation.

Mothers'occupation	Primary		Secondary		Total	
	N	%	N	%	N	%
Farming	188	67.62	94	63.95	282	66.35
Teaching	13	4.68	12	8.16	25	5.88
Business/Trading	34	12.23	16	3.4	50	11.77
Civil service, Police & Armed forces	8	2.88	4	2.72	12	2.82
Others	25	9	15	10.2	40	9.41
Not Stated	10	3.6	6	4.08	16	3.77
Total	278	100	147	100	425	100

X^2= 0.525, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

According to table 6.13, about 66 percent of all teachers indicate that their mothers are engaged in the farming occupation. Whereas about 23 percent mention other occupations. The difference between the mothers'

occupation of both primary and secondary teachers is found not to be statistically significant at p=0.05 level. Hence from the foregoing analyses, it is evident that school teachers in Nakuru Municipality come from the farming section of the society.

(x) Perceived Social Mobility

Since the teachers in Nakuru Municipality are mostly recruited from lowly educated and farming families, it is necessary to ascertain their perceived occupational mobility as presented in table 6.14.

Table 6.14: Percentage Distribution of School Teachers According to Their Perceived Occupational Mobility in Comparison to That of Their Parents.

Occupational mobility	Primary		Secondary		Total	
	N	%	N	%	N	%
Improved	165	59.35	88	59.86	253	59.53
Not Improved	85	30.58	33	22.45	118	27.76
Uncertain	21	7.55	24	16.33	45	10.59
Not Stated	7	2.52	2	1.36	9	2.12
Total	278	100	147	100	425	100

$X^2 = 1.701$, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

From table 6.14 it is evident that about 60 percent teachers say that they are in an improved occupational status in comparison to their parents. Slightly over a quarter (about 28 percent) do not perceive inter-generational mobility. Whereas over a tenth (about 11 percent) are uncertain and about two percent have not answered the question. In general, about 60, percent of all teachers feel that they have experienced occupational mobility in comparison to their parents. And teachers belonging to both the strata commonly feel that they have experienced improvement in their occupational status as compared to their parents.

The Economic Background Variables

In order to probe into their economic background, the following variables are examined : (i) perceived sufficiency of salary, (ii) additional economic activities, (iii) land ownership, (iv) house ownership, (v) earning members per family, (vi) dependent members per family, (vii) family size, (viii) economic condition at the end of month, (ix) total family income per month, and (x) perceived standard of living.

(i) The Perceived Sufficiency of Salary

Table 6.15: Percentage Distribution of School Teachers According to Their Perceived Sufficiency of Salary.

Perceived sufficiency of salary (Contentment)	Primary		Secondary		Total	
	N	%	N	%	N	%
Sufficient	19	6.83	24	16.33	43	10.12
Not sufficient	246	88.49	103	70.07	349	82.12
Uncertain & not stated	13	4.68	20	13.61	33	7.16
Total	278	100	147	100	425	100

X^2 = 12.091, Significant at P=0.01, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.15 indicates that 82 percent of all teachers declare that their salary is not sufficient. Whereas 10 percent say that their salary is sufficient, 7 percent are uncertain or do not state the sufficiency of their salary. A further probe reveals that about 7 percent of the primary teachers as compared to 16 percent of the secondary teachers claim that their salary is sufficient. Similarly 88 percent of the primary teachers as compared to 70 percent of the secondary teachers complain that their salary is insufficient. This difference is found to be statistically significant at p=0.01 level. This may be attributed to different pay scales of primary and

secondary school teachers in spite of a common cost of living within Nakuru Municipality.

(ii) Additional Economic Activities

A question regarding the additional economic activities in which teachers are engaged in order to supplement their salary reveals interesting figures and facts in table 6.16.

Table 6.16: Percentage Distribution of School Teachers According to Their Supplementary Economic Activities.

Economic Activities	Primary		Secondary		Total	
	N	%	N	%	N	%
Farming	51	18.35	29	19.73	80	18.82
Business	12	4.32	8	5.44	20	4.71
Tuitions	2	0.72	4	2.72	6	1.41
None	121	43.53	81	55.1	202	47.53
Not Stated	92	33.09	25	17.01	117	27.53
Total	278	100	147	100	425	100

$X^2 = 0.59$, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

According to table 6.16, about 48 percent of all teachers say that they are not involved in any

supplementary economic activity. However, about 19 percent do farming, about 5 percent are engaged in business and about 1 percent conduct tuition classes. Nevertheless, about 28 percent did not disclose their supplementary economic activities. A close look into the data reveals that 18 percent of the primary teachers, as compared to about 20 percent of the secondary teachers, practice farming; 4 percent of the primary teachers, as compared to 5 percent of the secondary teachers, do business. Moreover, less than 1 percent of the primary teachers, as compared to about 3 percent of the secondary teachers, conduct tuition classes. However, it is interesting to note also that about 44 percent of the primary teachers, as compared to 55 percent of the secondary teachers do not have any supplementary economic activity. While about 33 percent of the primary teachers as compared to about 17 percent of the secondary teachers did not answer this question.

(iii) Land and House Ownership

A probe into the economic assets of school teachers in terms of land held in acres, and house ownership reveals interesting information in tables 6.16 and 6.17 respectively.

Table 6.17: Distribution of School Teachers According to Their Land Ownership (in acres).

Land in acres (Mean holding 4.72 acres)	Primary		Secondary		Total	
	N	%	N	%	N	%
Below Mean	85	30.58	36	24.49	121	28.50
Mean and above	32	11.51	19	12.93	51	12.0
Not Stated	161	57.91	92	62.59	253	59.59
Total	278	100	147	100	425	100

$X^2 = 0.929$, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

The average land holding of all these school teachers is 4.72 acres. However, table 6.17 shows that about 29 percent of all teachers own less than 4.72 acres of land. Whereas only 12 percent own more than 4.72 acres of land. This trend in land ownership is similarly reflected among primary and secondary teachers. Thus the difference between the two strata in this regard is found not to be statistically significant at p=0.05 level. However, it must be noted that almost 60 percent of all teachers, do not reveal their land ownership.

Table 6.18: Distribution of School Teachers According to House Ownership.

House Ownership	Primary		Secondary		Total	
	N	%	N	%	N	%
Own	104	37.41	47	31.97	151	35.53
Don't own	163	58.63	99	67.35	262	61.65
Not Stated	11	3.96	1	0.68	12	2.82
Total	278	100	147	100	425	100

X^2 = 1.859, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

According to table 6.18, about 36 percent of all teachers say that they have their own houses, while about 62 percent say that they don't own any house. And only about 3 percent do not reply to this question. Further analysis reveals that 37 percent of the primary teachers, as compared to 32 percent of the secondary teachers, have their own house. However, about 59 percent of the primary teachers, as compared to the 67 percent of the secondary teachers, say they don't own any house. And about 4 percent of the primary teachers, as compared to about 1 percent of the secondary teachers have not replied the question regarding house ownership.

(iv) Number of Earning Members Per Family

Table 6.19: Distribution of School Teachers According to the Number of Their Earning Family Members.

Number of earning members (Mean 2)	Primary		Secondary		Total	
	N	%	N	%	N	%
Below mean (one)	139	50.0	63	42.86	202	47.53
Mean & above (two and more)	18	6.48	22	14.97	40	9.41
Not stated	121	43.53	62	42.17	183	43.06
Total	278	100	147	100	425	100

$X^2 = 8.308$, Significant at P=0.01, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

The processed data show that the average teacher in Nakuru Municipality has two earning members in the family. But, table 6.19 reveals that about 48 percent of all teachers say that they have only one earning member in their families. Whereas those with two or more earning members are 9 percent. However, 43 percent of all teachers do not answer the question. A close look at the data shows that those with one earning member among the primary teachers constitute 50 percent, as compared to about 43 percent among the secondary teachers.

As for those with two or more earning members in their families, there are only 6 percent among the primary as compared to about 15 percent in the secondary. This difference is found to be statistically significant at p=0.01 level.

(v) Number of Dependent Members Per Family

Table 6.20: Distribution of School Teachers According to the Number of Their Dependents.

Number of dependents (mean 4)	Primary		Secondary		Total	
	N	%	N	%	N	%
Below mean	148	53.24	80	54.42	228	53.64
Mean & above	88	31.66	34	23.13	122	28.71
Not stated	42	15.11	33	22.45	75	17.64
Total	278	100	147	100	425	100

X^2= 1.886, Not Significant at P=0.05, and df=1

Note: **The above calculations excludes all the rows indicating not stated responses and grand total.**

Table 6.20 indicates that about 54 percent of all teachers have less than four dependents in their families. Those with four or more dependents are about 29 percent. Whereas about 18 percent do not answer the question. Similar trend in numbers of dependents is reflected among primary and secondary teachers. However,

the difference between them is found not to be statistically significant at p=0.05 level. This may be attributed to small family size and the urban setting of municipality which discourages extended family

(vi) The Family Size

Table 6.21: Distribution of School Teachers According to the Total Members of Their Families.

Family Size (mean 5)	Primary		Secondary		Total	
	N	%	N	%	N	%
Below mean	123	44.25	69	46.94	192	45.2
Mean & above	116	41.73	49	33.33	165	38.8
Not stated	39	14.03	29	19.73	68	16.0
Total	278	100	147	100	425	100

X^2= 1.562, Not Significant at P=0.05, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.21 reveals that the mean family size among all teachers in Nakuru Municipality is about 5 members. However, the data show that teachers with less than 5 members. (of which it can be considered as small in size) constitute 45 percent. Those with five or more members (big size) constitute about 38 percent. Whereas, those who do not answer the question are 16 percent. However, the difference between primary and secondary teachers,

regarding the family is found not to be statistically significant at p=0.05 level.

(vii) Total Family Income Per Month

Table 6.22: Distribution of School Teachers According to Their Total Family Income Per Month.

Total family income per month (in Kenya Shilings) Mean 9000 KSH	Primary		Secondary		Total	
	N	%	N	%	N	%
Below mean	142	51.08	44	29.93	186	43.76
Mean & above	64	23.02	52	35.37	116	27.29
Not stated	72	25.90	51	34.69	123	28.94
Total	278	100	147	100	425	100

X^2= 14.769, Significant at P=0.01, and df=1

Note: **The above calculations excludes all the rows indicating not stated responses and grand total.**

According to table 6.22, the mean total family income earned by school teachers in Nakuru Municipality is about Ksh 9000 per month. However about 44 percent of all teachers earn less than ksh 9000. Those who earn Ksh 9000 or more constitute 27 percent. Further analysis reveals that those who earn less than Ksh 9000 among the primary are 51 percent, as compared to about 30 percent among the secondary teachers. As for those earning ksh 9000 or more constitute 23 percent among the primary and 35 percent

among found to be statistically significant of p=0.01 level. This may be attributed to different pay scales and extra income activities.

(viii) Economic Condition

It is therefore, necessary to also assess their economic condition at the end of the month.

Table 6.23 : Percentage Distribution of School Teachers According to Their Economic Condition at the End of the Month.

	Primary		Secondary		Total	
Economic condition at the end of the month *	N	%	N	%	N	%
Can save money	22	7.91	15	10.2	37	8.71
Have to borrow	125	44.96	43	29.25	168	39.53
Can manage to break even	33	11.87	50	34.01	83	19.53
Uncertain	88	31.65	36	24.49	124	29.18
Not stated	10	3.6	3	2.04	13	3.06
Total	278	100	147	100	425	100

X^2 = 17.497, Significant at P=0.01, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

* These categories have been grouped into two i.e. those who can save and break even and those who do not. This has been done in order to workout chi-square.

As shown by table 6.23, the economic condition of all teachers is not favourable. In general, only about 9 percent of all teachers claim that they are able to save some money at the end of the month. While about 40 percent say that they resort to borrowing every month, and about 29 percent are uncertain of their economic condition at the end of the month. Whereas 3 percent have not stated their economic condition.

A close examination of the economic conditions reveals that about 8 percent of the primary teachers, as compared to 10 percent of the secondary teachers, say that they can save money. Similarly, about 45 percent of the primary teachers, as compared to about 30, percent of the secondary teachers, claim that they have to borrow at the end of the month.

About 12 percent of the primary teachers as compared to about 34 percent of the secondary teachers, manage to break even. However, about 32 percent of the primary teachers, as compared to about 24 of the secondary teachers, say that they are uncertain about their economic conditions at the end of the month. Whereas, about 4 percent of the primary teachers, as compared to 2 percent of the secondary teachers, do not indicate their economic condition. Thus difference in the economic conditions experienced by primary and secondary

school teachers is found to be statistically significant at P=0.01 level. This conclusion is reflected in the perceived standard of living by the school teachers.

(ix) The Perceived Standard of Living

From the foregoing analysis it is established that teachers in Nakuru Municipality belong to a socio-economically low status group. This inference is based on a number of evidences; most teachers complain of insufficient salary and possess limited economic assets in terms of land or house. Moreover, it is revealed that although teachers have small families with few dependents and a fraction of earning members, they hardly save money at the end of the month. Thus, due to this unfavourable economic condition, teachers resort to borrowing. Therefore, it is necessary to assess their perceived standard of living in the last ten years as presented in table 6.24.

Table 6.24 : Percentage Distribution of School Teachers According to Their Perceived Standard of Living in the Last Ten Years.

	Primary		Secondary		Total	
Perceived standard of living in the last decade	N	%	N	%	N	%
Improved	95	34.17	66	44.9	161	37.88
Not Improved	142	51.08	54	36.73	196	46.12
Not stated or Uncertain	47	14.75	27	18.37	68	16.0
Total	278	100	147	100	425	100

X^2= 7.158, Significant at P=0.01, and df=1

Note: The above calculations excludes all the rows indicating not stated responses and grand total.

Table 6.24 indicates that about 38 percent of all teachers say that their standard of living has improved in the last ten years by 1996, while about 46 percent report that their standard of living has not improved. However, 16 percent are either uncertain or simply do not indicate their living standard in the last ten years.

Further analysis reveals that 34 percent of the primary teachers, as compared to 44 percent of the secondary teachers, claim that their standard of living has improved. Similarly, 51 percent of the primary teachers claim that their standard of living has not

improved in the last ten years. However, it appears that secondary teachers have experienced an improved standard of living as compared to primary teachers. This view is confirmed by the fact to be statistically significant at $p=0.01$ level. This may be attributed to the fact that pay scales of the secondary teachers are better than those of primary teachers in Nakuru Municipality.

Summary

This chapter has attempted to examine the socio-economic background from which the school teachers are recruited. The probe is approached in two dimensions: social, and economic. The analysis of social background shows that school teachers in Nakuru Municipality are predominantly female, young, native of Rift Valley, with upbringing in rural monogamous, and Christian families. Moreover, most of the teachers are of Bantu ethnic group. Likewise, most of the teachers are from families where one or both of the parents have low education and are farmers by occupation. Thus, teachers are recruited from the educationally and occupational low strata of the society. However, it is therefore, important to note that nearly 60 percent of all teachers indicate that they have experienced occupational mobility in comparison to their parents.

As for the economic background, the survey reveals that although a majority of teachers complain of the insufficiency of their salary, the perception is different between primary and secondary teachers. Moreover, there is no clear-cut involvement by teachers in additional economic activity apart from farming. An assessment on economic assets shows that most teachers don't own either land or house. At the same time, most

of them decline to disclose these assets. Moreover, teachers indicate that they have small families, with substantial dependents. In general 43 percent of all teachers count themselves as low income earners. Whereas, over a quarter (28 percent) do not rate themselves so.

In addition to the above, the school teachers find themselves in economically unfavourable conditions at the end of the month. For instance, because they hardly save, they resort to borrowing or are left uncertain of their actual economic condition. This varies between primary and secondary teachers. However, almost a half (46 percent) of all teachers indicate that their standard of living has not improved in the last ten years. Nevertheless, secondary teachers indicate that they have experienced an improved standard of living.

In short, it is evident that the school teachers are recruited mainly from the low strata of the society with diverse socio-economic backgrounds that has resulted in differential social mobility between primary and secondary teachers.