

APPENDICES

APPENDIX I

METHODOLOGY

This study has adopted two methodological approaches. These are historical and survey methods. The choice of these methods was based on the assumption that the process of socialization needs to be understood in diachronic and synchronic perspectives. This study, however, is exploratory by design. It focuses on the changing social structure and its relation to socialization and education.

Explication and Operationalization of the Main Concepts

Teachers' attitudes and values are translatable into five main orientations. These are: overall attitude to education, attitude to teaching, individual modernity, professionalism, and job satisfaction; all of which are expected of school teachers as agents of socialization.

In order to operationalize the above concepts, their definitions have been attempted as follows :

- (i) Education in the contemporary context includes all those activities which extend the individuals' ability to learn, relate, choose, create, communicate, challenge and respond to challenges

while living satisfactorily with an achieved status in society. This concept is multidimensional and hence, at least the following three dimensions needs to be taken into account: (a) value of education (b) value of co-education, and (c) educational liberalism. This concept has been operationalised in question no. 53. The correlation coefficient for attitude to education scores given in Appendix II, vary from minimum of $r=0.19$ for X_2 (do you believe that education only makes a person discontented ?) to maximum of $r=0.62$ for X_{14} (is it true that right from the beginning, teachers must teach the child at his or her own level, and not at the level of the grade he or she is in ?).

- (ii) Teaching is a very complex social role played by a teacher in the school. However, teaching confers upon a teacher with a special position in the teaching-learning process as a paid, and formal agent of human resource development, and socialization. Thus, the item-indicators to be considered should reflect the ideal role of teaching. This concept has been operationalised in question no. 54. The correlation coefficient for attitude to teaching scores given in Appendix III, vary from minimum of $r=0.14$ for X_{12} (teachers have very little to

contribute towards national development) to maximum of $r=0.35$ for X_6 (people become teachers when they can find nothing else to do).

(iii) Modernity is an orientation that is acquired through a process involving roles and institutions which gradually change along with formalization. The dimensions reflecting this aspect include, an interest in science, educational achievement, and other related aspects. This concept has been operationalised in question no. 56. The correlation coefficient for individual modernity scores given in Appendix IV, vary from minimum of $r=0.13$ for X_3 (do you think that mixed marriages are not desirable since both partners are of different cultures ?) to maximum of $r=0.52$ for X_6 (are you of the view that migration of people from outside would bring people of different culture, and they would become undesirable neighbours ?).

(iv) Professionalism dictates that its practitioners command a body of specialized knowledge which is not available to the public. Its dimensions, therefore, include a body of special knowledge, commitment to a life career, and permanent membership for its practitioners. This concept has been operationalized in question no. 55. The correlation coefficient for

index of professionalism scores given in Appendix V, vary from minimum of $r=-0.08$ for X_7 (do you agree that attending seminars/ workshops/ conferences in education is a sheer waste of time ?) to maximum of $r=0.54$ for X_2 (in the last five years, how many seminars related to education or teaching did you attended ?).

- (v) Job-satisfaction is an overall attitude which prevails in an individual if he or she is given cooperation, recognition, motivation, opportunity, effective leadership, and a circle of more orderly behaviour. These conditions constitute the dimensions of job-satisfaction. This concept has been operationalised in question no.50. The correlation coefficient for index of job-satisfaction scores given in Appendix VI, vary from minimum of $r=-0.16$ for X_7 (are you happy with the security of your job ?) to maximum of $r=0.68$ for X_1 (how do you describe your colleagues in this school ?).

Tool Development and Measurement

The measurement of the above orientations involved basic planning, preliminary draft, tryout, and finally item analysis in Appendices II-VI. The tool which was in

the form of a self-administered interview schedule was designed in such a way that an index could be constructed through the responses to some specific questions forming the items of that index. The answers were given numerical scores* which gauged a given attitudinal/ value orientation. For instance, zero (0) indicated the absence of a given orientation. Similarly the numerical score one (1) indicated the presence of a given orientation. Finally all scores were summed up for a given index, and the respondents were classified as high or low on a particular attitude/ value-orientation as shown in chapter VII.

* Scores were not shown to the respondents.

The Universe Under Study

Having operationalised the concepts under study, it was necessary to define the scope of the study.

At micro level, the study focused on the teaching community at the municipal level. For this purpose, and for the sake of convenience, Nakuru Municipality in the Rift Valley region was selected.

1. Sample Size: 25 percent out of 1,114 primary and 587 secondary teachers respectively, were taken with an assumption that it fairly represented the subjects under study.

2. **Sampling Procedure:** Stratified, cluster, random sampling method was used. The researcher collected a list of 1701 school teachers from the Nakuru municipal education office. This total population was further stratified into primary and secondary teachers and their separate list was prepared. Each school chosen for the study constituted the cluster of teachers. With the help of simple lottery method, using numbered paper slips, 278 and 147 teachers (total of 425) were selected from a total of 1114 primary and 587 secondary teachers respectively.
3. **Target/Subject's Description:** Any person who is publicly certified to teach and is found actively engaged in teaching in any school, within the Nakuru Municipality area.

The subjects under study constituted a community of a teaching profession. Thus, since the respondents constituted two strata, appropriate statistical techniques have been applied to ascertain the significance of any difference existing among them (Mueller and Schussler, 1961). For details please see chapters VI and VII.

Data Collection

The self - administered questionnaire was presented to the selected primary and secondary school teachers to collect primary data. The tool consisted of open-and-close-ended questions including attitude and value indices. (See questionnaire in Appendix no. VIII). Thus respondents marked, and wrote where required. For the secondary data, official records and library information services were consulted.

Data Analysis

With reference to the nature of a respondents' given orientation, an arithmetic average, also known as mean, has been used as a criterion for measurement. This has been done with the help of computer by dividing the total scores obtained by a respondent by the total number of scores constituting the index used. Thus one can state whether a respondent's overall orientation is below mean or above mean. For details, please see chapters VI and VII.