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Influence of Teachers' Pedagogical Skills on Provision of Quality Education in Cheptais Sub-County, Bungoma County, Kenya

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Abstract

Every educational process must have qualified teachers as a portion of the ingredients essential in the provision of quality educational services to pupils. With the emerging trends in education in Kenya where the quality of education has become increasingly important, teachers have to keep abreast with the changes in teaching methodologies and curriculum through in-service training. In-service education and training programme is geared towards improving teacher pedagogical skills in lesson delivery and help in addressing perennial poor performance of pupils. The paper established the influence of teachers' pedagogical skills and to find out the influence of teachers guiding and counseling development skills on provision of quality education in Cheptais Sub-County. This study was guided by the capital theory of school effectiveness and improvement and Total Quality Management Theory (TQM) and the theory of Capital theory of school effectiveness and improvement. The study employed a descriptive survey research design. The target population for the study was 41 public primary schools in Cheptais Sub County the study respondents shall be all school head teachers of the sample schools, 481 teachers and 17 sub-county education officers. Census approach was employed to select head teachers and county education officers, while simple random sampling was used to select teachers. Descriptive results indicated that teachers' professional development skills influenced the provision of quality education. Regression of coefficients results showed that teachers' pedagogical and teachers' guiding has a positive and significant relationship with provision of quality education. It was concluded that teachers' pedagogical skills and teachers' guiding influences the provision of quality education. The study recommended periodic in-service training for teachers in order to acquire and sharpen these skills. The study

recommends continuous teachers' professional development skills through in service training. This would enable a teacher to acquire the necessary pedagogical skills that are useful and very important in the provision of quality education. The study recommends carefully designed curriculum to sharpen teachers' pedagogical skills. This is the work for the Ministry of Education, Science and Technology and colleges offering teaching profession. The study also recommends an introduction of short term programmes in guiding and counseling.

Key words: *Teachers' Pedagogical Skills, Quality Education, Cheptais Sub-County, Bungoma County, Kenya*

1. Introduction

Every educational process must have qualified teachers as a portion of the ingredients essential in the provision of quality educational services to pupils (Badu, Owusu-Boateng & Saah, 2009). The achievement of Education for All (EFA) targets and Millennium Development Goals (MDGs) cannot be realized without adequate numbers of properly trained, qualified and competent teachers (Sinyolo, 2007).

It was estimated that more than 18 million teachers would be needed worldwide to meet the Universal Primary Education (UPE) goal by 2015 (The UIS Report, 2006). Sub-Saharan Africa alone would need to train and recruit close to 4 million primary school teachers to replace those who leave so as to deliver quality education to school going children of the countries (Kita & Tilya, 2010). Unfortunately, insufficient recruitment of qualified teachers and the prevalent employment of unqualified, volunteer, contract or Para-teachers has been a common phenomenon in Sub-Saharan Africa. In service-training is meant to upgrade teachers' skills, knowledge and performance, also to enable them to be more effective in delivering quality education (Mathekga, 2004).

The level of training of a teacher is an important indicator in measuring school's ability to achieve its mandated goals (Shunsuke, 2006). All over the world, both Governmental and Non-Governmental institutions recognize in-service training as an important tool for employees' development towards attainment of sustainable performance. In the study of Karhuse (2006) argues that in-service training improves the quality of services provided by employees thereby increasing the chances of attaining the fundamental goals of an institution. Cole (2008) supports the view that in service training is central in achievement of organizational objectives and employee output. According to Saleemi and Bogonko (1997) employee training is not a one stop process but ever continuous process to equip workers with necessary skills. There is evidence that better trained and more experienced teachers tend to get students of greater ability and quality educational output (Clotfelter, Ladd & Vigdor, 2006; Feng 2005). Therefore because of this positive match between quality educational service and teacher training, there is need in training teachers.

In the global scene, United States of America and United Kingdom have stepped-up efforts to improve quality of education provided by focusing on teacher training and skills. The United States of America has been in the forefront in developing teaching standards and strategies for enhancing effective teaching while United Kingdom invested in research to develop teacher framework to improve quality of student

learning. An effective teacher is required to collaborate, meet in teams and share to improve students' performance (Mertler, 2016). According to the Center for Public Education (2013) report, structuring and re-orienting professional development to current education reform demands will enable teachers improve their approach to teaching resulting in realization of effective students' learning (Center for Public Education, 2013).

In service training of teachers, the most common mix among the OECD countries includes courses in subject-matter (content knowledge), in teaching techniques (pedagogical knowledge), and practical school experience. In terms of lengths, in most of the OECD countries, 3 years for primary school teachers, 4 years for secondary school teachers are used for pre-service training. In some countries such as, France, Germany and Spain, the central education authorities (state Agencies) are responsible for providing teacher education. In other countries such as the United Kingdom, the United States and Australia the providers are both the public and private sector are responsible (Musset, 2010).

Pedagogical content knowledge is a major determiner of teaching practice and is central to teachers' curriculum decision-making at the classroom level (Jones & Moreland, 2015). It is argued that pedagogical content knowledge is a major determiner of teaching practice and is central to teachers' curriculum decision-making at the classroom level. Pedagogical skill of the teacher is a powerful force in driving the provision of quality education (Amusan, 2016). Pedagogy is when the teacher selects strategies to match pupils' needs. Effective teachers display a wide range of skills and abilities that lead to creating a good learning environment. Knowledge of content must be balanced with a solid grounding in effective teaching strategies (Hakim, 2015).

Teachers should use a wide variety of instructional methods, experiences, assignments, and materials to ensure that learners are achieving all sorts of cognitive objectives. In agreement with Tamil Nadu (2011), quality teachers would possess the following: content knowledge, which is the teachers' content background in the subject they teach, and pedagogical skills, which embrace the principles and strategies of classroom management and organization. Content pedagogy refers to the pedagogical (teaching) skills teachers use to impart the specialized knowledge/content of their subject areas (Mirzagitova & Akhmetov, 2015). Pedagogical development highlights many features that characterize expert teachers, which include extensive pedagogical content knowledge, better problem solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students. The Pedagogical skills training promote instructors to involve in practical training and support their skills to use modern and active learning methods and be reflective practitioners in education (Negassa & Engdasew, 2017). It provides teachers with a practical training to support their development as effective teachers and reflective practitioners with enhanced professional status, be able to model active learning and continuous assessment, manage change and make a difference in the education system.

Quality pedagogical process builds on the beliefs that care, learning and nurturing from a coherent whole, and that every child's well-being and engagement are prerequisites for learning (Hakim, 2015). While recognizing that learning happens in different ways and in diverse situations, the ultimate goal of the pedagogical process is to set high but

achievable expectations for each child, and to promote curiosity, exploration, critical thinking, and cooperation, so that every child develops the skills and dispositions for lifelong learning (Malott, 2010). The strategies educators use to promote learning should reflect democratic values, cognitive development and academic achievement must be combined with social development. Strategies should develop the skills children need to become responsible members of society, such as a sense of empathy and concern for others and openness and respect for diversity (Dames, 2012). Educators should provide children with opportunities to form, express, and justify their opinions, as well as to make choices and intelligent decisions and to reach consensus. The educator is responsible for making the decisions and choices about which teaching strategies provide the best support for each child to be successful as a learner and to achieve outcomes defined by national requirements and personal development goals (Jalbani, 2014).

Many studies about teacher effectiveness focus on the importance of teacher subject knowledge and pedagogical knowledge (Nadu (2011; Mshila, 2013). More recently there has been increased attention to the distinction between abstract content knowledge and pedagogical content knowledge as well as an increasing recognition of the importance of formative interactions in the classroom to enhance student learning experience (Jones & Moreland, 2015). Pedagogical content knowledge is a complex blending of pedagogy and subject content and includes aspects related to an understanding of what is to be taught, learned and assessed, an understanding of how learners learn, an understanding of ways to facilitate effective learning, and an understanding of how to blend content and pedagogy to organize particular topics for learners (Mirzagitova & Akhmetov, 2015).

As such, teachers strive to attend in-service training programmes to update their pedagogical skills. This is commonly organized by the Ministry of Education Science and Technology in form of seminars, workshops, conferences covering several schools and school-based training in order to sharpen their skills. These in-service training programmes instituted by the Government through educational bodies like KEMI are aimed at equipping teachers with the necessary competence and skills to carry out their teaching job diligently (Shavisa, Gaunya & Asiligwa, 2015).

2. Statement of the Problem

Every educational process must have qualified teachers as a portion of the ingredients essential in the provision of quality educational services to pupils. However, the provision of quality education in Kenyan primary schools remains a problem. It is expected that at the second and third grade, pupils should be able to read and write, perform basic numerical math and actively engaging in talent related co-curricular activities. However, according to MOE report (2018), majority of pupils are unable to read, write and perform basic numerical math reflecting poor quality of education.

Skill development is important to the success of any institution as the smooth and efficient running of the institutions depends on how well employees are equipped with relevant skills to perform their tasks. A teacher just like any other employee is from time to time developed through in-service training. With the emerging, trends in education in Kenya where the quality of education has become increasingly important,

teachers have to keep abreast with the changes in teaching methodologies and curriculum.

In-service education and training programme is geared towards improving teachers' pedagogical skills in lesson delivery and help in addressing perennial poor performance of pupils. Teachers have complex role and have more demands on them. Therefore they need new knowledge, skills and attitudes. It is also the belief of many educators that pre-service training of teachers is not sufficient to prepare teachers for life and so provision of in service training is vital. It was on this basis that in-service training is developed as an integral part of continuing teacher education and shall also take care of all inadequacies. Quality education depends on the training of the teachers. In-service education ensures that teachers are kept up to date and adequately empowered to offer quality educational delivery. The pre-service training, might not perfectly prepare them for effective job performance.

In the 2018, TSC banned the employment of untrained and unlicensed teachers by school Board of Management. According to TSC, recruitment of non-registered TSC teachers undermined the quality of education provided. School curriculum particularly primary schools, ECDE classes require competent tutors, demanding more skilled and knowledgeable teachers to handle. Furthermore, generally, primary teachers do not have sufficient opportunities for in-service training on a continuous and regular basis. Usually there is no recurrent budget allocation for this activity.

Past empirical studies only focused in explaining the importance and design of the in-service teacher training across the globe with little emphasis on whether there is any significant effect on local teacher skill development especially in the context of Cheptais Sub County where quality of education provided is severely poor. Ahmad, Esa, Salleh, Kadir and Razali (2009) conducted a study on the relationship between in service training with students' achievements at TVET institutions in Malaysia. A study by Adeogun (2001) in Nigeria found that the quality of any education system depends on the quality of teachers. The two studies presented both conceptual and contextual gap that the current study wish to fill.

3. Objectives of the Study

To assess the influence of teachers' pedagogical skills on the provision of quality education in Cheptais Sub-County, Bungoma County

Hypothesis

There is no significant relationship between teachers' pedagogical skills and provision of quality education in Cheptais Sub-County, Bungoma County

4. Literature Review

Theoretical Background

The paper was guided Capital Theory of School Effectiveness and Improvement and Total Quality Management Theory

Capital Theory of School Effectiveness and Improvement

The study adopted the theory of capital theory of school effectiveness and improvement (Hargreaves 2001). School effectiveness refers to the performance of the organizational

unit called the school. Performance of the school is sometime expressed as the output of the institution which in turn measured in term of the average. Performance of pupils or students depends how effective schools mobilize their intellectual and social capital to achieve required education outcomes. It is the need of government, parents, school committee and community to work together for the benefit of the school. Teachers are expected to mobilize their limited resources due to the in service teacher education and skill deliver quality education. The study is firmly anchored on this theory in the sense that it investigated outcomes after the inputs

Total Quality Management Theory

The study also adopted the theory of Total Quality Management (TQM) by Deming (1986). Total Quality Management being a modern approach to quality management is a very important component in an institution that values productivity and quality output. This is because of greater concern about efficiency, effectiveness and quality in industry and public service. TQM is an integrative philosophy of management for continuously improving the quality of products and processes. TQM functions on the premise that the quality of products and processes is the responsibility of everyone who is involved with the creation on consumption of the products or services offered by an organization. In other words, TQM capitalizes on the involvement of management, workforce, suppliers and even customers in order to meet or exceed customer expectations. TQM being a quality improvement body of methodologies that are customers based and service oriented is of importance in the education sector especially public schools in Cheptais Sub-county which are still grappling with quality and standards in education. Its orientation of involving all the stakeholders is best as it gives a common focus for those providing education and those receiving education and the final consumers or society.

Conceptual Framework

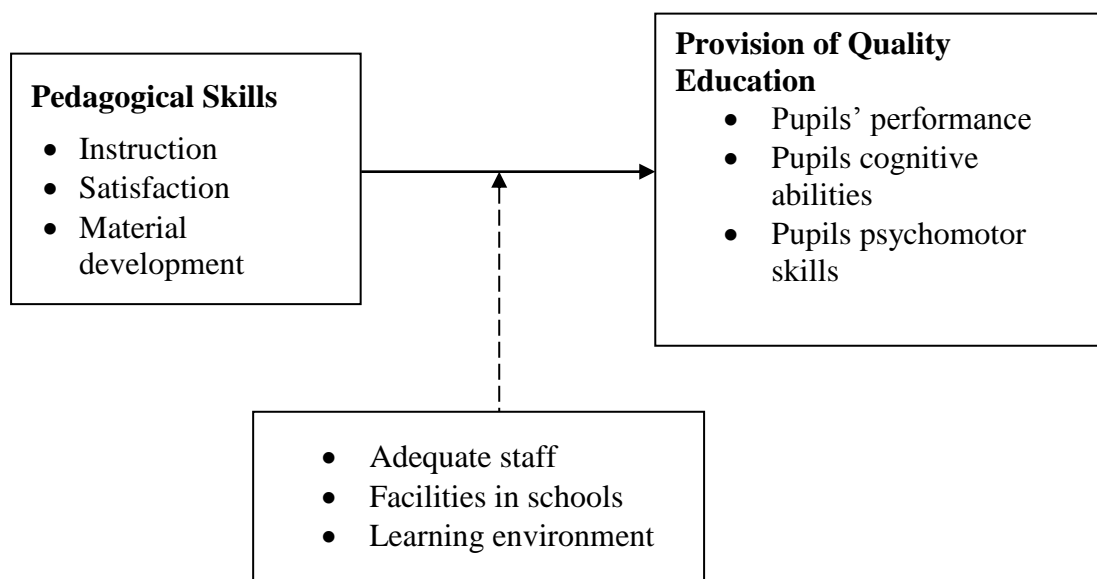


Figure 1: Conceptual Framework

5. Research Methodology and Design

The study employed mixed approach methodology. Quantitative and qualitative methods approach facilitated deeper understanding of the topic under study. The study employed descriptive survey research design. The study was carried out in public primary school in Cheptais Sub County, Bungoma County. The Sub- County borders Uganda in western side and Sirisia County in the southern part. The study focused Cheptais Sub County since quality of education is underdeveloped within the locality.

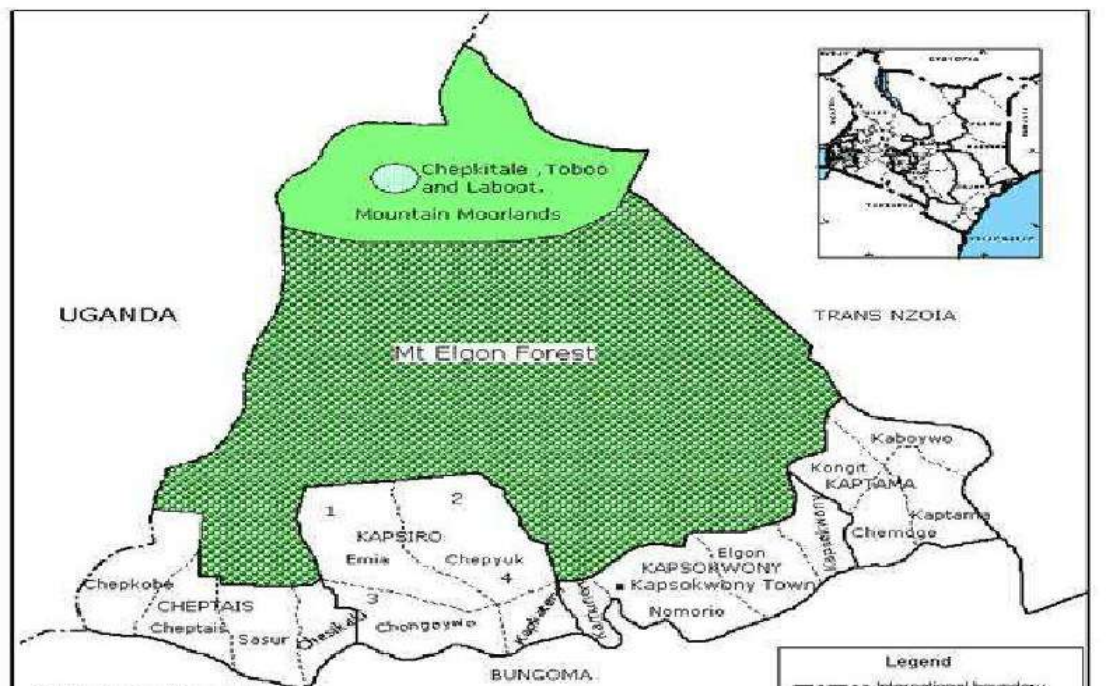


Figure 2: Map of Cheptais Sub-County

The target population for this study was 527 respondents. That is 481 teachers, 41 Head teachers, 3 Zonal Quality Assurance and Standards Officers (ZQASO), 1 District Quality Assurance Officer (DQASO), 1 sub county director (SCEO). Table 1 shows the target population under study. The main tools of data collection for this study were questionnaires and interview schedules. Teachers answered the questionnaires. The study also adopted in-depth interviews that allow open-ended conversation between researcher and units of observation. Head teachers, District Quality Assurance Officer and Zonal Quality Assurance Officers participated in the interview sessions in establishing influence of pedagogical skills on provision of quality education. The data was analyzed using descriptive statistics as the mean and Standard Deviation. It was analyzed using simple linear regression. The simple linear regression model is:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Where Y= Quality of education

β_0 = Constant

X_1 = Pedagogical skills

ϵ = Error term

6. Presentation and Discussion of Results

Teachers' Pedagogical Skills

The teachers were asked to indicate the extent in which teachers' pedagogical skills influenced the provision of quality education. The teachers answered statements on a 5 point likert scale to measure the effect of teachers' pedagogical skills on the provision of quality education. Responses were given on a five-point Likert scale ranging where 1: 'strongly disagree', 2: 'disagree', 3: 'neutral', 4: 'agree', 5: 'strongly agree'. For the purposes of interpretation, 'strongly disagree' and 'disagree' were lumped together, the scores for moderate extent were explained individually while the scores for 'agree' and 'strongly agree' are summed together.

Descriptive Results on Teachers' Pedagogical Skills

The paper assessed the influence of teachers' pedagogical skills on the provision of quality education in Cheptais Sub-County, Bungoma County. The teachers were asked to indicate the extent in to teachers' pedagogical skills influenced the provision of quality education. The results of the study are shown in Table 1.

Table 1: Descriptive Results on Teachers' Pedagogical Skills

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Content knowledge of teachers have impact on quality education	13.3%	7.0%	17.2%	34.4%	28.1%	3.6	1.3
I can understand the abilities of each of my pupils	12.5%	8.6%	12.5%	33.6%	32.8%	3.7	1.3
I always organize my subjects well	7.0%	14.8%	14.8%	37.5%	25.8%	3.6	1.2
I apply different methods of teaching to enhance learning	7.8%	11.7%	15.6%	43.0%	21.9%	3.6	1.2
Average						3.6	1.3

Results in Table 1 revealed that majority of the respondents 62.5% (34.4%+28.1%) agreed that content knowledge of teachers have impact on quality education. The results also revealed that majority of the teachers 66.4% (33.6%+32.8%) agreed that the teacher could understand the abilities of each of their pupils. The results also showed that majority of the teachers 63.3% (37.5%+25.8%) agreed that the teacher organize his/her subjects well. It was also found that a majority 64.9% (43.0%+21.9%) of the teachers agreed that the teacher could apply different methods of teaching to enhance learning. The results agree with Jones and Moreland (2015) that pedagogical content knowledge involves the understanding of subject content and includes aspects related to an understanding of what is to be taught, learned and assessed, an understanding of how learners learn, an understanding of ways to facilitate effective learning, and an understanding of how to blend content and pedagogy to organize particular topics for learners. On a five point scale, the average mean of the responses was 3.6 which means that majority of the respondents were agreeing to the statements in the questionnaire. The standard deviation was 1.3 meaning that the responses were clustered around the mean response.

In an interview session with educationist policy makers, it was found that teachers’ pedagogical skills are vital in the presentation and technical subjects. Pedagogical interaction has been proposed as one of the key parts of any learning experience. According to District Quality Assurance Officer (DQAO) and Zonal Quality Assurance and Standards Officers (ZQASO), pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning. The head teachers indicated that instructional management aims at improving teaching and learning processes through a deliberate emphasis on ways and means of instilling excellence in quality of instruction. The results are in agreement with Zuzovsky (2009) that pedagogically-focused professional development activities through in-service training may translate into action in classrooms especially during class presentation. Moreland (2015) that pedagogical content knowledge involves the understanding of subject content and includes aspects related to an understanding of what is to be taught, learned and assessed, an understanding of how learners learn, an understanding of ways to facilitate effective learning, and an understanding of how to blend content and pedagogy to organize particular topics for learners.

Inferential Results of Pedagogical skills and provision of quality education

Hypothesis:

There is no significant relationship between teachers’ pedagogical skills and provision of quality education in Cheptais Sub-County, Bungoma County.

The research question was answered through regression between teachers’ pedagogical skills and provision of quality education in Cheptais Sub-County, Bungoma County. The relevant results are presented in Tables 2.

Table 2: Goodness-of-fit for Teachers’ pedagogical skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.802 ^a	.644	.641	.46114

a. Predictors: (Constant), Teachers’ pedagogical skills

Table 2 present model fit statistics for the regression model fitted to the data. The results show that teachers’ pedagogical skills explain 64.4% of variation in the provision of quality education in Cheptais Sub-County, Bungoma County. Pedagogical content knowledge is a major determiner of teaching practice and is central to teachers' curriculum decision-making at the classroom level. Pedagogical skill of the teacher is a powerful force in driving the provision of quality education (Amusan, 2016). Table 3 provides the results on the analysis of the variance (ANOVA).

Table 3: ANOVA for the Regression of Teachers’ pedagogical skills

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	48.383	1	48.383	227.521	.000 ^b
Residual	26.794	126	.213		
Total	75.177	127			

a. Dependent Variable: Provision of quality education
 b. Predictors: (Constant), Teachers’ pedagogical skills

Table 3 presents the Analysis of Variance (ANOVA) statistics. The results indicate that the model with one predictor variable (teachers’ pedagogical skills) was statistically significant and predicts the dependent variable (provision of quality education in Cheptais Sub-County). Pedagogical development highlights many features that characterize expert teachers, which include extensive pedagogical content knowledge, better problem solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students. The Pedagogical skills training promote instructors to involve in practical training and support their skills to use modern and active learning methods and be reflective practitioners in education (Negassa & Engdasew, 2017). This results is supported with the F-Statistic equal to 227.521 and the calculated p-value equal to $0.00 < 0.05$. Regression of coefficient results is presented in Table 4.

Table 4: Model Results for Pedagogical skills and Provision of Quality Education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.188	.184		1.019	.310
Pedagogical skills	.920	.061	.802	15.084	.000

The specific model was:

$$\text{Provision of quality education} = .188 + .920X_1$$

Where X_1 is pedagogical skills

Simple linear regression of coefficients findings in Table 4 indicates that teachers’ pedagogical skills and provision of quality education are positively and significantly related ($\beta = .920$, $p = 0.000$). This means that unit increase in teachers’ pedagogical skills would lead to a subsequent improvement in provision of quality education by .920 units. The null hypothesis was that there is no significant relationship between teachers’ pedagogical skills and provision of quality. The hypothesis was tested using p-value method. The acceptance/rejection criterion was that, if the p value is greater than the significance level of 0.05, we fail to reject the H_{01} but if it’s less than 0.05 level of significance, the H_{01} is rejected. Results in Table 4 indicate that the p-value is 0.000. The null hypothesis was therefore rejected. The study therefore adopted the alternative hypothesis that teachers’ pedagogical skills have a significant relationship with

provision of quality education. Pedagogical content knowledge is a major determiner of teaching practice and is central to teachers' curriculum decision-making at the classroom level. The results are in agreement with Jones and Moreland (2015) pedagogical content facilitates effective learning, and an understanding of how to blend content and pedagogy to organize particular topics for learners.

In an interview session, head teacher IV, *“Teachers’ pedagogical skills are vital in the presentation and technical subjects. Pedagogical interaction has been proposed as one of the key parts of any learning experience”*. Zonal Quality Assurance and Standards Officers (ZQASO) indicated, *“Pedagogy describes the collected practices, processes, strategies, procedures, and methods of teaching and learning. It also includes knowledge about the aims of instruction, assessment, and student learning”*. Head teachers V indicated, *“Instructional management helps in improving teaching and learning processes through a deliberate emphasis on ways and means of instilling excellence in quality of instruction”*.

Quality pedagogical process builds on the beliefs that care, learning and nurturing from a coherent whole, and that every child’s well-being and engagement are prerequisites for learning. It provides teachers with a practical training to support their development as effective teachers and reflective practitioners with enhanced professional status, be able to model active learning and continuous assessment, manage change and make a difference in the education system. The results are in agreement with Jones and Moreland (2015) pedagogical content facilitates effective learning, and an understanding of how to blend content and pedagogy to organize particular topics for learners. According to Moreland (2015) that pedagogical content knowledge involves the understanding of subject content and includes aspects related to an understanding of what is to be taught, learned and assessed, an understanding of how learners learn, an understanding of ways to facilitate effective learning, and an understanding of how to blend content and pedagogy to organize particular topics for learners. The results are in agreement with Zuzovsky (2009) that pedagogically-focused professional development activities through in-service training may translate into action in classrooms especially during class presentation.

7. Quality Education

The study sought to measure the quality education in Cheptais Sub-County. Responses were given on a five-point Likert scale ranging where 1: ‘Underdeveloped’, 2: ‘needs improvement’, 3: ‘adequate’, 4: ‘Good’, 5: ‘Excellent’. The results of the study are presented in Table 5.

Results showed that the ability of pupils to read and write required improved. It was also established that development of co-curricular activities, level of marks scored in class and cognitive development of pupils were under developed and required improvement. Today’s teachers need to be competent to meet the requirements of changing classroom practice. As agents of change, teachers can promote quality education and improved students’ performance. Equipping teachers with necessary teaching competencies may contribute to effective implementation of education reforms. Obanya (2010) posited that teachers remain essential actors and catalyst for change in all efforts aimed at promoting quality education in schools. In order to develop a responsive and effective teacher capable of undertaking the foregoing, Obanya (2010) argues that teachers require opportunities for continuous self-

improvement; both career-long and career-wide opportunities that will enable them to acquire skills, knowledge and techniques needed for quality output when discharging their duties. Sanyal (2013) noted that an effective teacher can only be developed by quality professional preparation resulting from quality career long professional development.

Table 5: Quality Education

	Underde veloped	needs improvement	adequate	Good	Excellent	Mean	SD
The ability of pupils to read and write	29.7%	43.0%	13.3%	8.6%	5.5%	2.2	1.1
Development of co-curricular activities	25.8%	47.7%	10.2%	7.0%	9.4%	2.3	1.2
Level of marks scored in class	35.9%	45.3%	7.0%	4.7%	7.0%	2.0	1.1
Cognitive development	25.8%	46.1%	7.0%	12.5%	8.6%	2.3	1.2
Average						2.2	1.2

Quality pedagogical process builds on the beliefs that care, learning and nurturing from a coherent whole, and that every child’s well-being and engagement are prerequisites for learning. It provides teachers with a practical training to support their development as effective teachers and reflective practitioners with enhanced professional status, be able to model active learning and continuous assessment, manage change and make a difference in the education system. The results are in agreement with Jones and Moreland (2015) pedagogical content facilitates effective learning, and an understanding of how to blend content and pedagogy to organize particular topics for learners.

8. Conclusions

The paper assessed the influence of teachers’ pedagogical skills on quality education in Cheptais Sub-County, Bungoma County. Based on the findings the study concluded that teachers’ pedagogical skills influence the provision of quality education. Pedagogical content knowledge is a major determiner of teaching practice and is central to teachers' curriculum decision-making at the classroom level.

9. Recommendations

It was found that teachers’ pedagogical skills influence the provision of quality education. The study recommends carefully designed curriculum to sharpen teachers’ pedagogical skills. This is the work for the Ministry of Education, Science and Technology and colleges offering teaching profession.

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