

**“ INFLUENCE OF SCHOOL BASED TEACHER DEVELOPMENT
PROGRAMME ON THE PERFORMACE OF ENGLISH IN PUBLIC
PRIMARY SCHOOLS OF MWINGI CENTRAL DISTRICT, KENYA. ”**

BY

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**A Research Report submitted in partial fulfilment of the requirements for the
award of Master of Arts Degree in Project Planning and Management of the
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DECLARATION

This research report is my original work and has not been presented for a degree in any other university.

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DEDICATION

This Research report is dedicated to my Mother Scholastica Mutheu. Thank you for elevating my self esteem.

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First I extend my gratitude to God for opening this opportunity and giving me strength to carry out this work which was the climax of long hours of study and hard work to completion.

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LIST OF ACRONYMS

SbTD	- School Based Teacher Development
DEO	- District Education Officer
DFID	- Department for International development
DRC	- Democratic Republic of Congo
GOK	- Government of Kenya
INSET	-In-service Education for Teachers
KIE	- Kenya Institute of Education
KESI	- Kenya Education Staff Institute
KRT	- KRTs Resource Teacher(s)
MOE	- Ministry of Education
MOEST	- Ministry of Education Science and Technology
PD	-Professional Development
QUASO	-Quality Assurance and Standards Officer
KCPE	-Kenya Certificate of Primary Education
TSC	-Teachers Service Commission
ICT	-Information communication technology

ABSTRACT

The aim of the study was to investigate the influence of School Based Teacher Development programme on the performance of English in Public Primary Schools of Mwingi Central District in Kenya. The purpose of the study was to establish the effectiveness of the implementation of the programme that was meant to in-service English Primary School Teachers to enable them teach the subject effectively. The study intended to create more insight on the extent to which the programme promoted the effectiveness to the English teachers in the Primary Schools of the District. Descriptive design was used in carrying out this study. The targeted population was all the English Primary School teachers and their head teachers in Mwingi Central District. The sample consisted of 61 KRTs, 58 Non KRTs and 31 head teachers. The study used 40 public primary schools which were randomly selected from the 91 public primary schools within the district. A questionnaire for both KRTs and Non KRTs was used to collect data while the head teachers were interviewed. The data was analysed by use of descriptive statistics such as frequencies and percentages. This was done by use of SPSS software packages. As for the SbTD Programme the study established that only 30% of the English teachers were inducted into the programme. As for the effectiveness of the programme the study found out that the programme actually improved English performance in the district when it was incepted. Hence the programme in itself is useful rather it is the challenges it faced that demonised it. Pertaining the measures which could be employed to overcome the challenge, the respondents make an appeal to T.S.C. to deal with the issues of under staffing in order to create time for the induction. KRTs should be promoted to diploma levels in order to motivate them to roll out the programme. Lastly a coherent and strategic plan for continuous professional development for not only primary teachers but all teachers should be established by the government.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Teacher professional development is important because “Teachers are central to the capacity of schools to perform well in this new situation. No amount of policy reform will make education more effective unless teachers are part of the change” (OECD, 1998,:11).

According to Trorey & Cullingford, (2002) professional development has assumed greater importance in all sectors of education in the western countries over the last few years. Many countries have placed strong emphasis on in-service programs for teachers’ professional development. Many of them have provided significant funds especially in the centres that provide professional development programmes for teachers. Funds have been particularly channelled in response to the needs of the teachers on the ground. In other countries such as Australia, Canada and the United States, pupil free days have been set aside for specific professional development programmes.

While professional development for teachers has had excellent progress in the western countries, most African countries on their part have had limited progress in teacher professional development and other educators in general, (Day & Sachs, 2004).

Chritie et al, (2004) as cited in Day & Sachs, (2004) observe that there are considerable differences in the nature and provision of continuous professional development for teachers in Africa. In countries such as the Democratic Republic of

Congo (DRC), where the formal education system has broken down, continuous professional development for teachers does not exist. In similarly underdeveloped but more politically stable countries where teacher development does take place such as Kenya, information is elusive because of poor record-keeping, a lack of what is written on indigenous African research and the fact that much of what is written on continuous professional development take the form of evaluation reports on donor projects.

Kenya has since independence generated a number of education policies though many of those policies have not focused on professional development for teachers both in the primary and secondary schools. Day & Sachs, (2004, : 177) argue that:

Developing and implementing a coherent strategic plan for continuous professional development for teachers in Kenya has never been a national priority, in spite of a relatively impressive record of short in-service training of teachers at various times

Hargreaves, (2001) contends that all professional work is complex and demanding. Poor professional judgement is accompanied by devastating consequences. While many teachers still have a high status and are accorded great respect in many countries, teaching as a profession is rarely viewed as complex. Yet poor teaching can mean lost opportunities, spoiled life chances and people's giving up on their own life-long learning. Its consequences may not be immediately dramatic as collapsed buildings or dead bodies but its long-term effects for people's lives can be just as damaging; if anything teaching is becoming more demonstrably complex than it has ever been.

This has increased the need for developing a strong professional development base for teachers in order to enable them cope with the new challenges such as increasing cultural diversity in places such as Ireland, Hong Kong, Japan, and Chile as well as mainland Europe.

Schools in the developing countries are, therefore, under pressure to improve learning outcomes for the rapidly growing student population. Parents, politicians and other policy-makers in such countries are no longer content with simply broadening access to education. They also want quality programmes and teaching.

The intention of this study was to investigate the effectiveness of school Based Teacher Development Programme (SbTD) for English Primary school teachers of Mwingi Central District, to determine the extent to which it promotes the teaching and learning of English subject and as they guide the many aspects of the students' lives in the school.

The Genesis of the school based Teacher Development Programme is a Baseline survey conducted in 1998 which revealed that teaching in public primary schools, was dominated by transmissional forms in which pupil's were passive" (G.O.K 2003,: 62). According to the, (MOE, 2002), the program had two broad aims which were as follows;

1. To develop reflective primary teachers who are willing to challenge their own ideas about teaching.
2. To enable the trained teachers to led schools based professional developed within their subject area in their own school. The programme was further guided by the following specific objectives;

3. To develop teachers ability to reflect on all aspect of teaching and learning
4. To guide teachers to understand and believe in the importance of children being actively involved in their own learning.
5. To encourage to plan for collaborative learning.
6. To improve teachers classroom management and assessment stall.
7. To help teachers to identify and give attention to children with specific needs.

The first phase of SbTD Programme targeted teachers in the core subjects of English , Maths, Science (GOK 2000).The course takes 5 months to complete and the graduating teacher designated as KRTS, 60,000 teachers were targeted. In the older Mwingi district which has been split out to three districts Mwingi Central District being one of them out of the total 2660 teachers, 826 were enrolled 506 male (61%) 320 female (29%), although only 421 male and 288 female completed the course. The School based Teacher Development (SbTD) was developed through the partnership between the British Department for International Development (DFID) and the Ministry of Education (MoE). It sought to address gaps in teaching methodologies among practising teachers in primary schools. SbTD is a distance mode of INSET Programme that uses self –study learning modules.

It involved officers from Key Ministry of Education institutions, such as Primary Teacher Training Colleges, Kenya Institute of Education (KIE), Kenya Education Staff Institute (KESI), District Inspector of Schools (now Quality Assurance and Standards Officers- QUASOs), Zonal Teacher Advisory Centres, the then Ministry of Education Science and Technology Headquarters, DFID advisors and the primary

school head teachers and teachers. The program involved training the primary school teachers on effective teaching of English, science and mathematics in the primary schools. Each of these subjects was carried out under its own module. It was a country wide program affecting the primary school level of education.

This study, however, covered the English part of the program only to determine the influence of the program on performance of English, the challenges that it continues to face even after its implementation and how best its effects can be utilised to promote effective teaching of the subject.

The study therefore aimed at finding out the influence of SbTD on performance, the challenges that the program implementation may have faced and whether it has any effects on the teaching and learning in the district and to suggest ways in which the effects of the program can be used to enhance and improve teaching in the District under focus. This study is thus an attempt to investigate the influence the SbTD in promoting teaching for the English teachers in the District since it is clearly understood that teachers are a very significant element in the education sector and teachers cannot operate without proper and effective implementation of career and professional development for their professional growth.

The performance of Mwingi District in the KCPE National *Examination* in the English subject from the year 2000 to the year 2008 has been poor despite the introduction of the program a situation that continues to raise great concern. The performance of the subject in terms of mean score has remained at 45 save for the year 2004 which had 49. It is from this background that despite the introduction of SbTD programme the performance of English subject is still wanting. The study is

thus an attempt to investigate how the programme has influenced the performance of English in the district.

1.2 Statement of the problem

The Study focused on whether the School based Teacher Development (SbTD) was effectively implemented and to find out the role the program is playing in the teaching and learning process in English subject in the primary schools of Mwingi Central District of Eastern Province.

....Since the completion of its implementation six years ago, there has not been any study to determine the influence of the program in promoting teaching and learning process in the primary schools of Mwingi Central District in the Eastern province. Besides, the performance of the subject has not improved as presented on Table 1 below.

Table 1.1: KCPE English Mean score Mwingi District.

YEAR	LOWEST SCHOOL MEAN SCORE	HIGHEST SCHOOL MEAN SCORE	SUBJECT MEAN SCORE
2000	22.05	79.9	50.05
2001	25.00	70.60	43.80
2002	30.16	70.00	44.33
2003	25.76	68.34	45.42
2004	28.75	74.06	49.67
2005	27.48	67.25	45.05
2006	25.88	66.73	45.54
2007	25.63	64.00	45.52
2008	25.36	57.36	45.17
2009	23.89	61.78	45.56

Source: KNEC Yearly District Result Analysis

From Table 1, it can be stated that since the year 2000 the English subject has not been performed well by the primary schools of Mwingi District. It is evident that the subject continues to be performed poorly over the years. The highest average mean was that of year 2000 when it was at 50.05 otherwise all the other years it has been below average, which according to Kenyan standards is categorized as poor performance.

It is from this background that despite the introduction of the SbTD program the performance of English subject is still wanting. This study thus is an attempt to investigate how effective the program has been implemented so far in the district and its influence on the performance of English.

This study therefore was an attempt to investigate on the influence of the School based Teacher Development (SbTD) program in promoting effective teaching of English in the primary schools of Mwingi Central District in the Eastern province of Kenya.

1.3 Purpose of the study

The purpose of this study was to establish the effectiveness of the implementation of the School based Teacher Development Program that was meant to in service English Primary School Teachers to enable them effectively teach the subject. The study will therefore create more insight on the extent to which the program promoted the effectiveness of the English teachers in the Primary schools of the District.

1.4 Research objectives

The study was guided by the following objectives:

1. To determine the extent to which the school based teacher development programme were implemented in Mwingi District in order to enhance performance of English.
2. To examine how the application of the school based teacher development programme activities have influenced English performance.
3. To find out how the challenges faced by the Teachers during the programme implementation affect the performance of English.
4. To determine how other forms of teacher development activities being utilised in the district had enhanced and promoted the performance of English.
5. To identify how the effects of the programme can be utilized to enhance and promote the performance of English in the district.

1.5 Research questions

The study was further be guided by the following research questions

1. To what extent has the implementation of school based development programme in Mwingi District enhanced performance of English as a subject?
2. To what extent has the School Based Teacher Development Programme activities influenced the performance of English.
3. What are the challenges that hinder effective implementation of the School Based Teacher Development (SbTD) activities for the teaching of English in the primary school teachers of Mwingi Central District?
4. What is the contribution of other forms of teacher development activities utilised in the District towards the enhancement and promotion of English performance?

5. What are other measures that can be taken to enhance and promote the performance of English in the District?

1.6 Significance of the study

This study anticipates to come up with a large body of information that will create more insight and a clear understanding on the effectiveness of the SbTD program not only to the English teachers in the primary schools in the district but also to all stakeholders in education in the district and to the whole country.

The study will provide sufficient data for policy makers at the National level and in the district which will enable them make informed decisions about the future implementation of professional and career development of teachers and other educators.

Information from this study will also help planners especially in the education sector to improve especially in the proper planning of the implementation of staff development programs in the district and the rest of the country.

This study will also provide information on the effectiveness of the specific program and establish the gaps that may be existing, and which may prevent the proper utilisation of the effects of the program. This will help educators to address such gaps hence enhance the effectiveness of the program.

1.7. Delimitation

The study covered the primary schools within the provincial administrative district of Mwingi Central as outlined by the government of Kenya provincial administration boundaries.

The study specifically covered the public primary schools of Mwingi District. It specifically focused on the English teachers who underwent the School Based Teacher Development (SbTD) program. This study dwelled on the English teachers of public primary schools in the district under focus. Besides, private primary schools are also not part of the study because the English teachers in these schools were not part of the SbTD programme.

1.8 Limitations

One of the limitations of the study was financial constraint. Research is usually expensive and definitely this study is likely to be expensive. To overcome this, the researcher used cheap means of transport and sometimes even walked. Another limitation was lack of KRTs in some schools which the researcher had no control over.

1.9 Assumptions on the study

It is assumed that the sample was representative of target population and that the instrument held validity and measured and permitted appropriate interpretation of data collected. It was also assumed that the primary school teachers who participated in the program were to be available in the sampled schools and would cooperate to provide accurate, honest and relevant data being sought in this study. The other assumption was that the relevant authorities would permit and cooperate with the researcher to allow data collection to take place. For instance the Head teachers would allow entry to their schools and permit their teachers to participate in data collection. It was also assumed that the schools would be open during data collection. Nothing peculiar would occur to prevent data collection.

1.10 Definition of Key Terms

Form:	Refers to the class level but used in the secondary school section in Kenya.
Key Resource Teachers:	Refers to primary school teachers nominated to represent the school in the distance course of School based Teacher Development Programme.
Primary School:	The level of basic education which is in between the pre-school and secondary school levels which covers from standard one to light
Pupils Performance:	Academic results in Kenya National Examination.
School Based Teacher Development:	Program introduced within the schools to improve teaching competencies amongst teachers.
Secondary School:	Level of basic education which comes after primary school level and covers forms one to four which prepares students for universities and other colleges.
Standard :	Refers to class level commonly used in primary section other countries use “grade” or “level” or “year one, two, etc”.
Teacher Professional Development:	All the activities teachers engage in to increase their abilities and competencies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter consists of the review of the related literature that has been done by other scholars in the field of effective teaching and that of teacher professional development. Professional development is a major compliment in many fields, including education. Professional education in most fields, including teaching, in Mwingi Central District is normally based on “A front-end loading” model, whereby, Griff, (2000, : 7) contends that:

Professionals are taught the knowledge, skills and attitudes they are thought to need before they begin to practice. The competent among these new professionals it's argued and assumed would then apply in practical situations much of the theory they have been taught, however, experienced Practitioners know that the actual world of practice does not work in this way. Real work situations are complex and fluid.

Using a front-end approach to prepare teachers is only part of the process of sustaining an effective teaching force. It is important to compliment such an approach with effective professional development programmes. Professional development for teachers is necessary and important “because of their central role as those who plan, guide, and direct the daily activities in the classroom” (Grant, 1996).

Further, Grant (1996) argues that, while many schools and districts are investing a lot of resources in new technologies in the classroom, there has been a growing

realization that these expensive resources will never be used to their fullest unless teachers are provided with professional development to guide their use.

Professional development for teachers has been defined in various ways by many different scholars. According to Tomlinson, (1997, : 27), “professional development is for individuals or groups with like needs identified by them or the school, is career-oriented or personal and is long-term”. CERI, (1998, : 18) noted that, “professional development signifies any activity that develops an individual’s skills, knowledge, expertise and other characteristics as a teacher. These include personal study and reflection, as well as formal courses”.

According to Trorey & Cullingford, (2002, : 2) “Professional development refers to the development of pedagogic knowledge and subject expertise with a view to the enhancement of student learning; it may also be related to career development and promotion prospects”. Day (1999) as cited in Day and Sachs, (2004, : 13) argue that:

Professional development consists of all natural learning experiences and those conscious and planned activities, which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching live.

Recent investigations have helped to reveal what can be done, or accomplished, prior to classroom experience and how to prepare teachers for the many uncertainties of teaching. According to Guskey & Huberman, (1995) while improvements in teacher preparation are undoubtedly needed, that alone is unlikely to be sufficient. It may be that we expect too much from pre-service training. Perhaps pre-service education for teachers is too short and has too many built-in limitations to accomplish the awesome task of adequately preparing new teachers for the demands of the classroom. To overcome these problems, we need to look beyond the shortcomings of pre-service teacher training and consider the structure of all forms of professional development in education.

There is great need to re-evaluate the way professional development experiences are structured, not only during teachers' early years in the classroom, but also throughout their teaching careers. Professional development programmes should be designed to help teachers maintain, or, in some cases, rediscover, the enthusiasm, helpfulness, and commitment they have for teaching. Moreover, there must be ways to help teachers build and refine their craft skills so that they can make better use of their powerful, and often untapped, influence on students. One of these ways can be through the organised and systematic professional development.

2.2. Contribution of School Based Teacher Professional Development

Professional development helps an organization in many ways and it varies from one field to another, but, generally in teaching, it serves some purposes.

Professional development for teachers is intended to promote the student's achievement. According to Guskey, (2000,:1), "professional development is designed to promote student achievement.

The aim of professional development is to determine the effects and effectiveness of activities designed to enhance the professional knowledge and skills of educators so that they might in turn, improve the learning of students". Cook, (1997, : 2) strongly supports this view and argues that, "the ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning. That means, educators must pay attention to the results of professional development on job performance, organizational effectiveness, and the success of all students".

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It helps to improve the teachers' knowledge, skills and performance. As Banks & Shelton (2001, : 12) have argued, the purpose of professional development. Can be summarized as the acquisition or extension of the knowledge, understanding, skills and abilities that will enable individual teachers and the schools-learning organizations in which they work to develop and adopt their range of practice, reflect on their research and practice in order to meet pupil needs. Collectively and individually, contribute to the professional life of the school; keep in touch with current educational thinking in order to maintain good practice; give critical consideration to policy, in particular how to raise standards and widen their understanding of society, in particular of information and communication technology (ICT).

Teacher professional development serves the purpose of accountability. Trorey & Cullingford (2000, p. 1) argue that, “professional development has assumed great importance in all sectors of education over the last few years due to accountability. There has been mounting pressure on schools and districts to improve education standards and educators are under pressure to account for their actions and practices”, and that:

Facing both external and internal pressures, schools, colleges and higher education institutions have been forced to undergo rapid change. The focus on higher standards and improving quality and the demands of increasing accountability mean that teachers and lecturers have an unprecedented need for ongoing professional development.

This view is strongly supported by Marsh, (1996, : 281) who observes that, “the pressing demands for accountability and quality upon teachers and media publicity given to adverse results could indicate that many groups are dissatisfied with teaching as a profession”.

Further, professional development for teachers helps to effect the increasing new changes, new knowledge and reform in education. Guskey and Huberman, (1995, : 1) identify a growing body of new knowledge as another purpose of professional development and argue that; “there is a growing recognition of education as a dynamic, professional field. Educational researchers are constantly discovering new knowledge about teaching and learning processes. As this professional knowledge base expands, new types of expertise are required of educators at all levels. And like practitioners in other professional fields, educators must keep abreast of this emerging

knowledge base and be prepared to continually refine their conceptual and craft skills”.

Professional development for teachers finally, promotes the adaptation to the increasing use of new technologies. The global technological advancement necessitates teachers’ professional development. For example, the advancement in information technology, such as use of computers, requires that teachers retrain and re-retrain in order to cope with such emerging new technology in order to prepare their students for the new global technological advancement. Grant, (1997) observed that, “professional development programmes also need to help teachers integrate technology into their ongoing practice”. Cook & Fine, (1997) also noted that; this increased flow of information—along with the current focus on educational standards that emphasize in-depth learning experiences and problem-solving abilities in mathematics, science, social studies and other disciplines has made it imperative that teachers are prepared to implement change in the classroom”.

The use of new technology in teaching and learning is being used in many developing countries and teachers need to train on how to apply such technologies. Cheng et al, (2001, : 299), for example, observed that in Bhutan, rural China and Vietnam, there is widespread use of satellite communications for teaching and in-service teacher development.

2.3. Types or Forms of Teacher Professional Development Programmes

The views held by various writers; such as Bruce & Showers, (1995), Guskey & Huberman (1997), King et al (1997), Guskey, (2000) and Banks & Mayes, (2001)

identify the following types or models of professional development which enhance teachers' professional practices:

2.3.1 Training

This type or model involves new knowledge, which is presented to teachers, that is often beyond their existing experiences, and can be disseminated in a convenient way. Consequently, programmes based on this model are organized to disseminate new knowledge or skills to teachers with the presenter being the expert who controls the content and organization of the workshop/seminar. In most cases, the focus of the training or workshop is to present evidence of good practice that has been justified as formal knowledge, approaches to new curriculum, skills concerning conflict resolution, ideas about learning styles, new technologies or cooperative learning skills. Sparks & Loucks-Horsley (1990) as cited in King et al (1997, : 241) argue that: Training and workshops are beneficial because they promote practice deemed to be worth replicating that is beyond the regular experiences of teachers. There are behaviours and techniques worthy of replication by teachers in the classroom. Teachers can change their behaviours and learn to replicate behaviours in their classroom that were not previously in their repertoire.

2.3.2 Observation or Assessment

According to Guskey, (2000) one of the best ways to learn is either by observing others, or by being observed and receiving specific feedback from that observation. Analysing and reflecting on this information can be a valuable means of professional growth.

Observation and assessment of instruction provide the teacher with data that can be reflected upon and analysed for the purpose of improving student learning. Reflection by an individual on his or her practice can be enhanced by another's observation (King et al, 1997).

2.2.3 Study Groups

Murphy, (1997) as cited in Guskey (2000) explain that in terms of teacher professional development study groups involve the entire school staff getting involved in finding solutions to common problems. Staff members are generally divided into groups each comprising four to six members. Such groups generally stay together for a school year with rotating leadership.

Although all groups focus on the same general problem, each group selects a different aspect of the problem on which to concentrate. Opportunities are then provided for groups to share their findings and recommendations with other staff members. Study groups are mainly to facilitate implementation of curricular and instructional innovations, collaboratively plan school improvement efforts, and study research on teaching and learning. Study groups bring focus and coherence to improvement efforts, especially if groups are carefully structured, well trained, and well supervised. By involving staff members, they help break down the isolation that many educators experience.

2.3.4. Individually Guided Activities

Bachler, (2003, : 1) noted that, "teachers need time and support to re-examine, redefine and reabsorb what it means today to be a student who is responsible, who

takes charge, and who self-regulates in the context of today's changing learning environment. This process may help teachers both foster lifelong learning in their students as well as realize the goal themselves".

Generally here, educators determine their own individual professional development goals and then select the activities that they believe will result in the achievement of those goals. It encourages teachers to individually take responsibility for their professional learning. The model is based on the assumption that individuals can judge their own learning needs and are capable of self-directed and self initiated learning.

In a study carried out by the Centre of Educational Policy and Innovation in the University of Leuven, (1999) in Belgium, and which focused on the teacher's professional development a solitary or collegial adventure, it was found out that there exists nowadays consensus on the importance of teachers' professional development. Also, most authors agree that the school's workplace conditions can exert great influence on this development. In the study, the impact of two workplace conditions, autonomy and collegiality, on elementary school teachers' professional development is analysed. The qualitative research reported and made it clear that this influence should be thought in a balanced way. The study found out that certain forms of autonomy and collegiality and more specifically certain combinations of both workplace conditions – have a far more positive influence on teachers' professional development than others.

This study however did not reflect on the effectiveness of school based teacher development activities and how they promote effective teaching in the teaching of

English subject in the primary schools. This study will focus in this area specifically in Mwingi district where information still remains scanty.

2.3.5. Mentoring

This type of teacher professional development typically involves pairing an experienced and highly successful educator with a less experienced colleague. Mentoring provides the opportunity for experienced teachers to take on a leadership role as they work with less experienced colleagues; Most mentors are chosen because of their expertise and will therefore have an intuitive grasp of many situations (Banks & Mayes, 2001).

The mentoring relationship, however, is a complex one, as it allows for both the mentor and the mentee to observe each other and to reflect on their practice. Also, the process of choosing a mentor is also crucial. For the mentor, this can be a disconcerting experience, as learned skills and knowledge will have become embedded in his or her actions over a number of years and responses to pupils may often be at an instinctive or intuitive level (Lazarus, 2000) as cited in (Banks & Mayes, 2001, : 91). Generally, sensitivity is required to know when it is the most appropriate time to offer advice, support or challenge the practice of the new teacher.

2.3.6. Changing Learning Approach

Calhoun, (1994) argue that an overwhelming majority of educators are thoughtful, inquiring individuals, who are inclined to solve problems and search for answers to puzzling problems in education. Inquiry/ action research provides opportunities for this to occur. The inquiry or action research model can take different forms, but most

of them can include the five steps identified by Calhoun, (1994). They include the selection of the problem or question of collective interest, collect, organize and interpret related information, study of the relevant literature and research, determine possible actions that are likely to achieve commonly valued goals and take action and document the results. This model of professional development helps educators to be more reflective practitioners, more systematic problem solvers and more thoughtful decision makers.

Hardman, et al, (2009) conducted a study on the changing pedagogical practice in Mwingi district primary schools; the impact of school-based training. The study investigated on the impact of national, school-based teacher development programme on learning and teaching in the Kenyan primary schools. Building on a national baseline study (n=102), 144 video-recorded lessons, covering the teaching of English, Mathematics and Science at Standard 3 and 6 data were analysed to investigate whole-class teaching and group based learning. Interviews were also conducted with school management committees, head teachers, teachers and pupils to elicit their views on the impact of school-based training programme on learning and teaching.

The study found out that compared to the earlier baseline, teachers were more interactive with the pupils in their whole-class teaching and greater use was made being made of group work. Lesson plans, teaching resources and flexible and flexible classroom layouts were also more in evidence.

However, the greatest impact on classroom practice was seen in the classrooms of those teachers who had undergone the most systematic in-service training.

This study though conduct in the primary school level of education focused on the pedagogy and not on the School Based Teacher development. This intended study will be focused on the effectiveness of SbTD where information about the effectiveness of the program in making English Teaching more effective for the primary school teachers in Mwingi district teachers is very scanty.

2.4. Improvement efforts in the area of Teacher professional Development

Kavulya, (2007) conducted a study on the needs assessment on the training needs of library and information science (LIS) professionals in Mwingi district. Using a survey design approach and a questionnaire for data collection found out that an overwhelming majority of the respondents were of the opinion that there exists a wide job markets and that the current training does not address their current job market needs.

This study focused on the library and information science staff and did not take attention on the primary school teachers in the country at all. Moreover, in his study, Kavulya did not in any way look at the staff or any teacher development programs in the country. This intended study will be conducted to fill this knowledge gap.

In his work, Day, (1993) conducted a study in the USA on Reflection; a necessary but not sufficient condition for professional development. He found out that few discussions on professional development occur without some reference to the central role that reflection plays in the learning life of the teacher. In this study, it was found out that in the last 20 years there has been a growing body of literature and practices which has sought to identify different levels of reflection in which involvement is

essential, it is claimed, for the maximizing of teacher growth. Yet much of this has failed to consider the need for reflection to be accompanied by confrontation if development is to occur, and alongside this, the negative and positive roles that organization culture may play in the provision of different kinds and levels of reflection and confrontation.

Two KRTs issues are addressed in this work. The first relates to our understanding and use of reflection – an essential part of the learning process; and the second, to the need for partnerships and coalitions within collaborative organizational structures which are necessary to support opportunities for the different kinds of reflection so necessary to learning, and thus contribute to the development of individual professional learning cultures in the 1990s.

Nevertheless, this study was conducted in the United States which is in a different context. Furthermore, the study focused on reflection in teaching and not on the effectiveness of the school based teacher development activities and how they promote effective teaching in the primary schools in the country, let alone in Mwingi district which is the main focus of this intended study.

In another study, in an article *Professional Development and Teacher Change* describes a model of teacher change originally presented nearly two decades ago (Guskey, 1986).

The model portrays the temporal sequence of events from professional development experiences to enduring change in teachers' attitudes and perceptions. Research

evidence supporting the model was summarized and the conditions under which change might be facilitated and described. The development and presentation of this model initiated a series of professional collaborations.

Darling-Hammond & McLaughlin, (1995) Professional development today is not solely concerned with supporting teaching and knowledge. Support is also needed for teachers to reflect on their current practice and adapt new knowledge and beliefs to their own teaching contexts. The authors suggest that effective professional development must:

- Engage teachers in practical tasks and provide opportunities to observe assess and reflect on the new practices.
- Be participant driven and grounded in enquiry, reflection and experimentation
- Be collaborative and involve the sharing of knowledge
- Directly connect to the work of teachers and their students
- Be sustained, on-going and intensive
- Provide supportive through modelling, coaching and collective solving of problems
- Be connected to other aspects of school change

The study suggests that teachers need to integrate theory with classroom practice. They need time and opportunities for exploring knowledge about the nature of (new) learning and how it might be implemented in different domains. There should also be: Opportunities for teacher enquiry and collaboration, Strategies to reflect teachers' questions and concerns and Access to successful models of (new) practice.

2.5. Challenges Facing Professional Development

There are common problems, which have been identified in many organizations that can hinder professional development endeavours. Marsh (2000, p. 281) argues that, “teachers have not been very successful in raising the status of their profession. The reasons for the limited success of the teaching profession last century seem to be just as relevant this century”. He further argues that, “some of the reasons that hinder professional development include low status, lack of competitive resources, inability to control their own selection, training and qualification, divided and ineffective organization, state interference and control and low remuneration” (p. 281).

The lack of a strategic policy framework can hinder professional development for teachers. Banks & Mayes (2001, : 3) noted that, “as yet there is no coherent framework that seamlessly supports a teacher through career-long professional development, from novice to expert teacher, from classroom teacher to subject leader to school leader”. Tickle (1994, p. 43) also argues that “in some policy statements there is no view presented of what progress, or improvement means in learning to teach”.

Also the approach given to professional development can hinder progress. Guskey (2000, p. 149) identifies ‘approach’ as one issue that can prevent success in professional development for teachers and notes that, “without a systematic approach, organizational factors can hinder or prevent the success of improvement efforts even when the individual aspects of professional development are done right”.

The culture of organizations can pose problems in the successful implementation of professional development programmes for teachers. Deal & Peterson (1994) as cited in Guskey & Huberman (1995: p. 259) noted that the culture of the organisation also hinder professional development. They argued that, “unfortunately for those interested in change, organization cultures have a better track record of maintaining a status quo than they have of changing themselves”. This view has been reinforced by Fullan, (1993) as cited in Guskey & Huberman, (1995: p. 260) and he argues that, “some of the best and most promising improvement strategies have been stifled or halted completely because of seemingly immutable factors in the organization’s culture”.

The lack of a sufficient evaluation procedure can hinder professional development process of teachers. Guskey (2000: p. 33) argues that lack of a sustained successful evaluation for much professional development in the past has limited professional development achievements. Guskey (2000: p. 33) noted that, “past experiences for example indicate that professional development evaluations have not been successful because of a number of reasons notably because of the confusion about the criteria of measuring effectiveness or may be because researchers are usually misguided and look only for “main effects” or because of the neglect of quality issues”.

Teachers themselves can be obstacles to professional development. Cheng et al (2001: p. 341) argue that lack of full participation by the teachers can limit progress in professional development for teachers and noted that, “generally, when there are training sessions or courses on new concepts and skills, teachers either reject them or are unwilling to participate. Those who participate only select carefully material that is related to their specific necessities. Others do not participate and wait until afresh

innovation comes to light. It is clear that when attendance is not mandatory only a small group of teachers participate, and it is not unusual to see only the youngest enthusiastic educators". Buchler (2003, p. 2) concurs with this view and argues that, "district plans mandate that teachers continue learning. However, despite such support and mandates, there are indications that teachers are not taking advantage of learning opportunities."

According to Guskey & Huberman, (1995) Success in knowledge-and skill-based endeavours in teacher development remains insufficient and elusive, however. When exposed to or trained in new knowledge and skills, teachers often resist or reject them, select only the bits that suit them, or delay until other innovations supersede them. They reject knowledge and skill requirements when:

1. They are imposed. As McLaughlin, (1990) notes, "We cannot mandate what matters to effective practice" (:15).
2. They are encountered in the context of multiple, contradictory, and overwhelming innovations, (Werner, 1988).
3. Most teachers, other than those selected for design teams, have been excluded from their development, (Fullan, 1991).
4. They are packaged in off-site courses or one-shot workshops that are alien to the purposes and contexts of teachers' work (Little, 1993 b).
5. Teachers experience them alone and are afraid of being criticized by colleagues or of being seen as elevating themselves on pedestals above them (Fullan & Hargreaves, 1991).

Research has also demonstrated that insufficient time is allocated to professional development for teachers. Fullan & Miles, (1992) argue that, “a fundamental lesson learned in the past decade of school reform efforts is that far more time is required for professional development and cooperative work than is now available.

In fact time has emerged as the ‘KRTs’ issue in every analysis of school change appearing in the last decade”. McDiarmid (1995, : 2) echoes the connection between new expectations for teachers and time and he argues that, “the changes teachers must make to meet the goals of reform entail more than learning new techniques. They go to the core of what it means to teach. Because these changes are so momentous, most teachers require considerable time to achieve them”.

2.6. Theoretical Framework

This study will use the human capital theory. The human capital theory proposes that investing in human capital through training increased their productivity. Human capital consists of the knowledge, skills and abilities of people employed in an organization. Bontis, Dragonetti, Jacobson & Roos, (1999) argue that human capital represents the human factor in an organization; the combine intelligence, skills and expertise that gave the organization its distinctive character.

The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-term survival of the organization.

The term human capital was originated by Schultz, (1961), who further elaborated the concept in 1981 to include either innate or acquired human abilities. Attributes which

are valuable and can be augmented by appropriate investment includes human capital. The human capital consists of stock flows of knowledge available to an organization. These can be regarded as intangible resources which, together with tangible resources (Money and Physical assets), comprise the market or total value of a business. Bontis, (1996, 1998), defined tangible resources as factors other than financial and physical assets that contribute to the value generating process of an organization and are under its control. As described by Edvinson and Malone, (1997), these comprised the value of all relationships inside and outside the organization, including those with customers and suppliers.

Armstrong, (2004) argues that human capital constitutes 'intellectual capital' that can be seen as human capital itself, and social capital which refers to the stocks and flow of knowledge derived from networks of relationships within and outside the organization. Putnam, (1996) defined social capital as 'the features of social life – networks, norms and trust – and enable participants to act together more effectively to pursue shared objectives.' The tripartite concepts of intellectual capital indicates that, while it is individuals who generate, retain and use knowledge (human capital), this knowledge is enhanced by the social interactions that generate the institutionalized knowledge possessed by an organization. This leads us to the concept of organizational capital, which is the third aspect of intellectual capital.

The human capital theory can be associated with the resource-based views of the organization as developed by Barney, (1991). The author proposes that sustainable competitive advantage is attained when the organization or the firm has a human resource pool that cannot be imitated or substituted by rivals. Boxal, (1996) called

this situation a one that confers 'human capital advantage' and noted that a distinction should be made between 'human capital advantage' and 'human process advantage.' The former results from employing people with competitively valuable knowledge and skills while the latter, however, follows from establishment of difficult to imitate, highly evolved process within the organization, such as cross-departmental cooperation and executive development. Accordingly, 'human resource advantage' (the superiority of one organization labour management over another), can be thought of as the products of its human capital and human process advantage.

Armstrong, (2004) asserts that the added value that people contributed to an organization is emphasized by human capital theory. The theory regarded people as assets, and stresses that investment by an organization in people generated worthwhile returns. Armstrong (ibid) maintains, that important though human capital theory may be, interest in it should not divert attention from the other aspects of intellectual capital – social and organization capital -, which are concerned with developing the knowledge possessed by the human capital of an organization.

Schuller, (2000), contents that 'the focus on human capital as an individual attribute may lead – arguably has already led – to a very unbalanced emphasis on the acquisition by individuals of skills and competencies which ignores the way in which such knowledge was embedded in a complex web of social relationships.'

The recognized importance of achieving human capital advantage has led to an interest in the development of methods of measuring the value of that capital, for the following reasons: human capital constituted a key element of the market worth of an

organization and its value should therefore be included in the accounts of an indication to investors or those contemplating a merger or acquisition of the total value of a business including its intangible as well as its tangible assets; the process of identifying measures and collecting and analysing information relating to them would focus the attention of the organization on what needs to be done to find, keep, develop and make the best use of its human capital. Measurements of the value of human capital can provide the basis for resource based human resource strategies which are concerned with the development of the organization's core competencies and; measurements can be used to monitor progress in achieving strategic human resource goals, and generally to evaluate the effectiveness of human resource practice, (Armstrong, 2004).

Mayo, (1999, 2001) cited in Armstrong, : 2004) believed that value added per person is a good measure of the effectiveness of human capital, especially for making inter-firm comparisons, but he argues that the most critical indicator of the value of human capital is the level of expertise possessed by an organization. He suggests that this can be done through identifying and analysing organizational core competencies. The other criteria suggested by the author is the measure of satisfaction derived from employee opinion survey and levels of attrition and absenteeism.

This evaluation study sought to establish the significance of principals of primary school performance after acquiring competencies through the SbTD programme. The major indicator of school management sought by the study includes; financial management, curriculum management, staff management, school plant management and school community relations.

From a financial point of view, the implication of human capital theory was that investing in people, adds value to the organization. Individuals expect return on their own investment, and firms recognize that the increased value of their employees should be rewarded. Armstrong observes that individuals have their own value in the market place. This value was acquired and increased through investment by their employer and themselves in gaining extra expertise and competence by means of training, development and experience.

The significance of human capital theory to the SbTD programmes lies in the fact that it is knowledge, skills and abilities of individuals that create value. Organizations' major focus should be on means of attracting, retaining, developing and maintaining human capital. For employers, the return to investment in human capital is the improvement in productivity characterized by flexibility and innovativeness of workers. Therefore, the need to enlarge skills and increase level of knowledge and competency of employees was a major concern to many organizations (Armstrong, : 204). This is a key factor to determining whether organizations prosper (Schuller, 2000).

The theory proposes that investing in human capital through training may result into increased organizational productivity. Therefore, assessing the effectiveness of any professional development activities for teachers is an important undertaking that will result into documentation of value added in the teachers of primary schools.

Therefore, the human capital theory will be adopted because it is sufficient to qualify its contribution to the accomplishment of the study.

2.7. Conceptual Frame Work

This study will be built on a staff development model developed by Joyce and shower (1999) In Hopkins (1989:142).

The model identifies four sets of variables which include teacher, school system, and staff development programmes (SbTD) and students or pupils.

The figure below illustrates the staff development evaluation model that will guide the study.

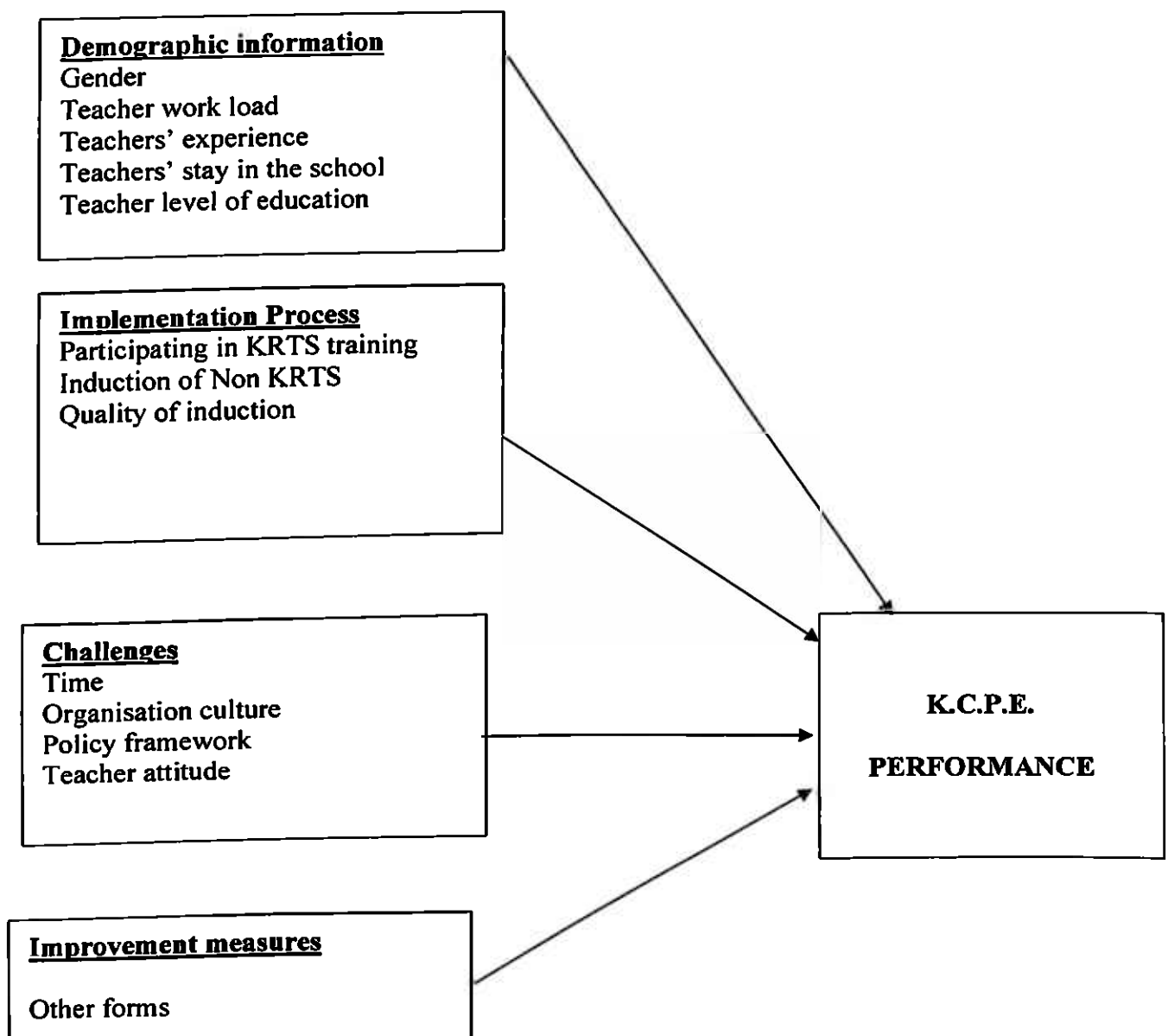


Fig.1 Conceptual Frame Work

Hopkins, (1989) states that “INSET is intended to develop knowledge skills and attitude in teacher participation in order that they:-

Should develop their own classroom practice and create wider school effects through curriculum change, school based inset or informal sharing of knowledge and experience with their colleagues. Thus there may be expectation of consequent classroom changes by teachers who did not attend the original course. These classroom changes are intended to affect pupils learning in a manner consistent with the aims of the course” (: ,148).

According to this framework, teachers enrol with variety of pedagogical skills acquired from initial college training and fully aware of social economic status of the school and pupils length of service and academic background which affect teaching-learning process and their expectations from any Programme – which affect Programme out come.

The framework also explains that the teachers are involved in the acquisition of new teaching approaches through SbTD improves their competence which in turn improves pupils learning thus improving learners performance in examination.

The conceptual framework further explains that challenges faced during introduction and implementation of the programme may affect utilisation of the effects of the programme which will in turn affect the final product which is improved pupils achievement and improved KCPE results.

The programme outcome and final product depends on how effective the programme has been implemented. thus for this particular programme, the trained teachers

designated as KRTs roll out the programme by inducting those teachers who did not attend the original course.

2.8. Operation Definition of Variables

Objectives	Variable	Measurement Scale	Tools of analysis	Type of Data
To determine the extent of which SbTD was implemented	Independent variables <ul style="list-style-type: none"> • Gender • Work load • Experience • Length of stay in station • Availability of KRT • Academic qualification Dependent variables <ul style="list-style-type: none"> • Induction of KRTS • Quality of induction 	Nominal Interval Interval Interval Nominal Ordinal Ordinal Ordinal	Measures of central tendency	Means Frequencies Percentages
To determine the relationship between SbTD and performance	Independent <ul style="list-style-type: none"> • Application of SbTD skills • Contribution of SbTD Dependent <ul style="list-style-type: none"> • K.C.P.E 	Ordinal Ordinal Ordinal / Internal	Measures of central tendency	Means Frequencies Percentages
To determine the challenges that hinder implementation of the programme.	Independent variables <ul style="list-style-type: none"> • Time • Lack of strategic policy guide lines • Evaluation procedures • Organizational culture Dependent variables <ul style="list-style-type: none"> • Teacher attitude 	Ordinal	Measures of central tendency	Means Frequencies Percentages
Improvement Efforts	<ul style="list-style-type: none"> • Sustainable Suggestions 	Listing	Measures of central tendency	Means Frequencies Percentages

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was adopted by the researcher in order to reach the sample population, collect and analyze data so as to answer the research questions. It consists of the research design, target population, sample and sampling procedures, data collection instruments and their administration on the respondents, data collection procedures and the data analysis procedures that were used.

3.2 Research Design

The study used a combination of both quantitative and qualitative approaches where both descriptive survey and naturalistic designs was used. Survey design was used in quantitative approach to carry out this study because of its appropriateness in establishing relationships between variables and facilitating the collection of information for determining the population parameter (McMillan & Schumacher, 2001). This was complemented by a naturalistic design from which, in-depth interviews were conducted.

Survey design was used because it allows for sampling and one can use the findings from the sample to generalize about the target population. Since there are 91 primary schools in Mwingi Central District, a representative sample was used and then generalized results to represent the entire population.

3.3. Target population

The study targeted all the English primary school teachers and the primary schools head teachers in Mwingi Central district.

3.4. Sample and sampling procedures

A sample is a group of subject from which data is collected. The sample was selected from among the English primary school teachers in all the primary schools in district and the findings from the study were generalised to the entire population. There are 91 public primary schools in the district with 445 English teachers. The study used 40 public primary schools randomly selected based on their homogeneous nature. From each school 4 teachers were selected and 1 head teacher was purposely selected from those same schools for interviewing. Purposive sampling is a procedure through which a subject is deliberately selected for being perceived to hold the crucial information being sought by the researcher. This procedure was used to select head teachers.

Stratified sampling procedure was also used. This is a procedure that is used to classify the population being studied into distinct classifications. In this study, this procedure was used to stratify the subjects into male and female in order to ensure equal representation of the views from both sexes. This made a total of 160 teachers and 40 head teachers bringing a total of 200 teacher respondents.

Simple random sampling was used to obtain the schools which participated in the study.

3.5. Data collection instruments

The research was conducted using questionnaires for English teachers and interview guides for head teachers.

a) Questionnaire for teachers

A questionnaire is a set of questions or statements that assesses attitudes, opinions, beliefs, and biographical information (McMillan & Schumacher, 2001). The questionnaires were used because they are economical and they ensured anonymity, permitted use of standardized questions and ensured uniform procedures, provided time for subject to think about response and were easy to score.

The KRTs and Non KRTs' questionnaires (Appendix II) were thematically divided into sections which represented the research questions. Section A consisted of Demographic information, Section B was on the extent to which the School Based Teacher Development Programme (SbTD) was effectively implemented in the primary schools of Mwingi Central district. Section C, was on the relationship between the extent to which SbTD was implemented and performance in English. Section D was on the challenges that hinder effective implementation of the School Based Teacher Development (SbTD) activities for the teaching of English in the primary school teachers of Mwingi Central District. Section E covered different forms of other teacher professional development activities that are being utilised in the district to promote effective teaching of English subject and finally Section F was on how the existing effects of SbTD can be enhanced in order to improve teacher effectiveness in the primary schools in Mwingi Central district. This questionnaire

was administered to the KRTs and the Non KRTs because it sought the same information. The analysis was however done separately.

Development of the questionnaire

The questionnaire used two techniques: multiple choice and open ended technique.

- Multiple choice questions / items were developed for they allow easier and accurate analysis of the data therefore precise interpretation of the responses. They also make numerical comparison relatively easy and in addition allow a high degree of respondents objectively in the making of responses at the same time reduce the problems of falsification.
- Open ended questions were considered feasible in order to give the parents chance to deliver rich information and not to feel constraint imposed by a fixed choice question.

b) Interview Guide for Head Teachers

This is an oral administration of an in-depth interview which entails face to face encounter with the respondent. The interview entails probing the interviewee until no further information is left out on the subject under investigation.

This interview guide included sections that sought demographic information. Section B was on the extent to which the School Based Teacher Development Programme (SbTD) was effectively implemented in the primary schools of Mwingi Central district. Section C, was on the relationship between the extent to which SbTD was implemented and performance in English. Section D was on the challenges that hinder effective implementation of the School Based Teacher Development (SbTD) activities

for the teaching of English in the primary school teachers of Mwingi Central District. Section E covered different forms of other teacher professional development activities that are being utilised in the district to promote effective teaching of English subject and finally Section F was on how the existing effects of SbTD can be enhanced in order to improve teacher effectiveness in the primary schools in Mwingi Central district.

3.6. Validity and Reliability of instruments

a). Validity of an instrument is the degree to which an instrument measures what it is supposed to measure and consequently permits appropriate interpretation of scores (Nachmias & Nachmias, 1996). Before the research instruments were administered to the sample population, there was need to validate them. To ensure validity of the instrument, the researcher reviewed the instrument with peers and other specialists especially the supervisors. This assisted in examination of the content and the degree to which the instruments would gather the information intended.

b). Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda and Mugenda, 2003). To determine the accuracy of the instrument before the actual distribution of the questionnaire (Orodho 2004), has recommended 1% of the entire sample size for pre-test purposes. The instruments were piloted in four schools using 16 (8 KRTs and 8 Non -KRTs) and 4 head teachers from four (4) schools. The school were chosen by use of simple random sample. Ambiguous questions were modified to more suitable forms. Irrelevant items were discarded and appropriate corrections made. Piloting the questionnaire also helped to determine the length of time required for the

administration of the instrument. To determine the reliability the split-half method was used during the pre-test. The split-half method involves splitting into two, one half of even numbered items and the other half of odd numbered items. The co-related results value provides the internal consistency of one half that is the degree to which the two halves of the test are equivalent. (Mugenda 2003) The coefficient (r) was obtained through the Pearson product moment. To obtain the full reliability of the instrument the Spearman Brown Prophecy formula was used.

Reliability of entire test

$R^2 = 2 \text{ (reliability of 0.5 test (r))}$

$1 + \text{(reliability of 0.5 test (r))}$

(Wersma 1989)

The score of both instruments was found to be 0.84 and 0.85 respectively hence established them as reliable. Berthoud (2000) states that a reliability index of a minimum of 0.6 is satisfactory for any research instrument.

3.7.Data collection procedures

After approval of the research by the University Supervisor, the researcher obtained a research permit from the National Council for Science and Technology. The researcher paid a courtesy call to the District Education Officer, Mwingi so as to inform of the study. The questionnaires were administered to Head teachers and the English teachers after booking appointments through the phone. Each school was given 4 questionnaires for the English teachers and the head teacher was interviewed. The English teacher questionnaires were collected later after one week.

3.8. Data Analysis and Interpretation

After the collection of raw data, it was sorted out and edited to organize the data in order to get rid of those questionnaires that are not properly filled. Descriptive statistics, frequencies, percentages, means and Tables were used to analyse qualitative data. The programme SPSS 16 was used to define the different quantitative variables. The variables were defined in all items in the questionnaire. The data was analysed in the most logical and meaningful way and relevant comments made appropriately. The analysed data was used to summarise findings and describe the population sample.

Qualitative data was derived from the open ended questions in the questionnaires and the interview guides. The qualitative data was analysed manually by developing themes under which respective information from qualitative items on the questionnaires were placed. The responses were organized in frequencies and percentages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The study examined the influence of school based teacher Development Programme on the performance of English in Public Primary schools in Mwingi District, Kenya. This chapter analysed, presented and discussed the results. It is divided into 9 sub-sections; Questionnaire return date, teachers demographic characteristics, teachers response on the influence of SbTD programme on performance of English, contribution of SbTD in effective English teaching, challenges that hindered the implementation of SbTD, other forms of teacher professional development, measures to be taken for effective utilization, demographic characteristics of head teachers, head teachers response on the contribution of SbTD in the performance of English and Head teachers response on the other forms of teacher professional development activities. The data was presented in frequencies (f) and percentage (%). Discussion of the results is also included.

4.2 Questionnaire Return Rate

One questionnaire for the KRTs and the Non KRTs and an interview schedule were used in the collection of data. The questionnaires (appendix II), was administered to 72 KRTs to and 72 Non KRT teachers too. From 35 schools the interview schedule for head teachers (appendix III) was administered to 35 of them. Four schools which were used for the pilot study were not used in the main study. Out of the 72 for the KRTs 11 (15.3%), 14 (19.4%) of the Non KRTs and 5 (13.9%) for the head teachers interview guide requested to be left out of the study since they could not get time to participate in this study.

So the KRTs who participated were 61 (84.7%) Non KRTs (80.6%) and 31(86.1%) head teachers.

4.3 The demographic characteristics of the KRTs and the Non KRTs.

This information was obtained by use of 5 multiple choice questions and open ended for both of them. The results are outlined in the following Tables in a comparative.

Table 1: Distribution of both the KRTs and Non KRTs by gender.

Gender	KRTs Resource English teachers		Non KRTs Resource English teachers	
	F	%	F	%
Male	27	44.3	21	36.2
Female	34	55.7	37	63.8
Total	61	100.0	58	100.0

The KRTs population was 61. It comprised of 27 (44.3%) males and 34 (55.7%) females. For the Non KRTs 2 (36.2%) were males and 37 (63.8%) were females. In terms of gender the population was not well represented.

This is because Mwingi Central District houses the Mwingi District headquarters and majority of the teachers were females as compared to the outskirts districts where male teachers are more than females due to harsh climatic condition of Mwingi district.

Table 2: Distribution of KRTs and Non KRTS by their educational level

Educational level	KRTs		NON KRTS	
	f	%	f	%
Doctorate	-	-	-	-
Masters	-	-	-	-
Bachelors degree	10	16.4	12	20.7
Diplomas	18	29.5	15	25.9
P1 certificate	30	49.2	29	50.0
K.C.S.E	3	4.9	2	3.4
Other (specify)	-	-	-	-
Total	61	100.0	58	100.0

Table 2 shows that P1 certificate holders are the majority at 30 (49.2%) for the KRTs and 29 (50%) for the Non KRTs. Diplomas follow with 18 (29.5%) for KRTs and 15 (25.9%) for the Non KRTs. There were 10 (16.4%) and 12 (20.7%) of KRTs and Non KRTs respectively who had obtained the degree level. Those who had attained K.C.S.E level were 3 (4.9%) and 2 (3.4%) and mainly were employed by the respective parents committee due to the acute shortage of teachers being experienced by the whole country. There were no teachers who had attained master and doctorate levels. The Table can be interpreted to mean that majority are qualified to be teachers at the primary level as per the requirements.

Table 3: Distribution of the KRTs as well as the Non KRTs working experience.

No. of years	KRTs		Non KRTs	
	f	%	f	%
1 – 5	4	6.6	2	3.4
6 – 10	5	8.2	5	8.6
11 – 15	7	11.5	10	17.3
16 – 20	29	47.5	30	51.7
Above 20 years	16	26.2	11	19.0
Total	61	100.0	58	100.0

Majority of the respondents have worked for 16 – 20 years scoring 29 (47.5%) of the KRTs and 30 (51.7%) Non KRTs respectively.

They were followed by those who had worked for over 20 years with 16 (26.7%) for KRTs and 11 (19.0%) for Non KRTs. Those who had worked for 11 – 15 years were 7 (10.5%) for KRTs and 10 (17.3%) for Non KRTs.

The findings show that majority of the teachers left their training colleges long time and hence needed the SbTD to update themselves on the current issue is teaching profession, English included. The government froze employment of teachers enmasse and that is why 1 – 10 years scored slightly less meaning teachers have not been employed in the recent past. This is also a wakeup call to T.S.C to do more research because majority of teachers will retire almost at the same time.

Table 4: Distribution of both KRTs and Non KRTs stays in their current station

Length of stay	KRTs		Non KRTs	
	f	%	f	%
0 – 5	46	75.4	39	67.2
6 – 10	13	21.3	9	15.5
Above 10 years	2	3.3	10	17.3
Total	61	100.0	58	100.0

Table 4 shows that there are mass transfers in Mwingi Central District. This is due to the fact that despite majority of the teachers having worked for over 15 years as indicated in Table 3 most of them have been in their current station for 1 – 5 years only with 46 (75.4%) and 39 (67.2 %) respectively. Those who have been in one station for 6-10 years were 13 (21.3%) for KRTs and 9 (15.5%) for Non KRTs for those in a station for over 10 years the findings were 2 (3.3%) for KRTs and 10 (17.3 %) for Non KRTs

The above results were as a result of teachers reshuffle by the D.E.O.S office due to declining results in K.C.P.E. This according to head teachers interfered with the continuity of the SbTD programmes leaving most of the schools without KRTS and piling other in one station. The reshuffle undermined the influence of the program.

Table 5: Distribution of teachers that have undergone SbTD programme in the schools.

Response	KRTs		Non KRTs	
	f	%	f	%
Yes	18	30	23	40
No	43	70	35	60
Total	61	100.0	58	100.0

Table 5 shows that only 30% of the teachers participated in the original training. The 70% were to be inducted by the KRTs which did not happen as expected. The 23 (40%) of the Non KRTs 35 (60%) did not have a KRTs in the schools. In fact some of the Non KRTs were not aware of the programme

Table 6: Distribution of KRTs /Non KRTs by their workload per week.

No. of lessons	KRTs		Non – KRTs	
	f	%	f	%
10 – 20	3	4.9	6	10.4
21 – 30	10	16.4	14	24.0
31 – 40	48	78.7	38	65.6
Total	61	100.0	58	100.0

Table 6 shows that majority of the respondents both KRTs 48 (78.7%) and Non KRTs 38 (65.6%) had a workload of between 31 – 40 lessons per week. This was too much a load for effective teaching and implementation of English curriculum. While a 10

(16.4%) of KRTs and 14 (24.0%) of the Non KRTs had a workload of between 21 – 30 and 3 (49%) and 6 (10.4%) had workload of 10- 20 lessons per week.

The KRTs responded that most of their time is spent in teaching and marking pupils' books and claimed that they had no time to prepare for an induction for Non KRTs due to the heavy workload.

4.4 Item analysis on the influence of SbTD programme on the performance of English.

The sub-section was measured by use of close ended question for both the KRTs and the Non KRTs. Majority of the questions were framed in the same way, so they were analysed on same Tables for comparison purposes.

Table 7: Distribution of responses as to the influence of SbTD programme on performance of English for both KRTs and Non KRTs.

Responses	KRTs		Non KRTs	
	f	%	f	%
Has improved performance	11	18.0	4	6.9
Has not improved performance	50	82.0	54	93.1
Total	61	100.0	58	100.0

Only 11 (18.0%) of the KRTs indicated that their school had improved while for the Non KRTs the response was 4(6.9%). However 50(82.0%) of the KRTs and 54(93.1%) of the Non KRTs indicated that their schools had not improved in English

subjects as a result of the SbTD programme. The 54(93.1%) of response were of the Non KRTs who had not been inducted in SbTD programme at all.

Table 8: Distribution of teachers response by the levels they apply SbTD activities in their teaching.

Responses	KRTs		Non KRTs	
	F	%	F	%
Applied daily	17	27.9	6	10.4
Did not apply daily	37	60.6	15	25.9
Did not apply at all	7	11.5	19	3.7
Not applicable	-	-	18	31.0
Total	61	100.0	58	100.0

From the findings of Table 8 it is clear that the KRTs 17(27.9%) applied SbTD activities in their daily teaching and only 6 (10.4%) of the Non KRTs did that. There is a big percentage of the KRTs 37 (60.6%) and another 15(25.9%) of the Non KRTs who did not apply the SbTD activities daily and there is a 7 (11.5%) of the KRTs and 19 (32.7%) the Non KRTs who did not apply the SbTD at all despite having been inducted into the programme. There is a Not Applicable response 18(31%) on the Non KRTs which is composed of those who were not inducted into the programme at all and those who had responded that they were not aware of such a programme in Table 5.

These findings are an indicator that either the programme was not well implemented or as seen in earlier discussions the teachers were very busy with their big loads of

subjects. Another interpretation of the study could be that the teachers had a negative attitude towards the programme.

Table 9: Distribution of response as to relevance of SbTD in the current teaching of English as a subject.

Response	KRTs		Non KRTs	
	f	%	f	%
Relevant	28	46	16	27.6
Irrelevant	33	54	33	56.9
Not applicable	-	-	9	15.5
Total	61	100	58	100

The irrelevant response had 33(54%) of the KRTs response while 33(56.9) was from the Non KRTs 28(46%) of the KRTs said it was still relevant and 16(27.6%) of the Non KRTs agreed with them. The response of KRTs indicates that even though they had been trained the programme was tiresome since it required a lot of preparation yet there was limited time for preparations due to the heavy work load. There were 9 (15.5%) of the Non KRTs respondents who gave a Not Applicable response. This is the group which had not heard of the programme at all or those who had not been trained.

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4.5 contribution of school based teacher development (SbTD) in effective teaching of English.

Information on the contribution of SbTD programme to effective teaching of English was obtained from the completed questionnaires of KRTs as well as the Non KRTs.

This section had three questions for both the KRTs and the Non-KRTs. One question was close ended while two were open ended. One of the open ended was in form of a Table where the respondents were to indicate whether they strongly agreed (SA) Agreed (A), Neutral (N) or Disagreed (D). The Table consisted of nine items. The results were as follows.

Table 10: Distributions of responses as to the contribution of SbTD programme to effective teaching of English.

Response	KRTs		Non KRTs	
	f	%	f	%
Yes it contributed	22	36.1	14	24.1
No, it did not contribute	39	63.9	25	43.1
Not applicable	-	-	19	32.8
Total	61	100.0	58	100.0

From the findings of Table 10, 22 (36.1%) of the KRTs showed that indeed SbTD did contribute to the effective teaching of English in public primary school while 14 (24.1%) of the Non KRTs agreed with them. A bigger percentage (63.9%) (39 respondents) showed that the programme did not contribute supported by 25 (43.1%) of the Non KRTs respondents.

The not applicable response for those who did not know much of the programmes had 19 (32.8%) of Non KRTs. The respondents attributed the lack of contribution to the following:

The programme required a lot of time to prepare and plan yet their workload was overwhelming. The programme required a lot of teaching and learning materials which were not available in the schools, most by the teachers had a negative attitude towards the programme as they claimed that it was not recognized by T.S.C and yet during the launch of the programme the teachers had been promised that they would be accredited with diploma upon completion which was never implemented leading to demotivation.

The analysis of the Table was given a three point score as follows:

1. Great Extend (GE)
2. Small Extend (SE)
3. Not Applicable (NA)

The questionnaire consisted of 9 items

Table 11: Response as to the rate at which the KRTs use SbTD activities in their daily teaching.

Response	(Great Extend)		(Small Extend)		(Not Applied)	
	G.E.		S.E.		N.A.	
	f	%	f	%	f	%
Use of classroom talk	58	95.1	3	4.9	0	0.0
Use groups	48	78.7	9	14.8	4	6.5
Use of relevant learning / teaching aids	30	49.2	25	41.0	6	9.8
Rewarding of learners	20	32.7	30	49.2	11	18.0
Use of demonstrations	27	44.3	3	4.9	31	50.8
Use of role plays	10	16.4	10	16.4	41	67.2
Use of discussions	39	63.9	20	32.7	1	16
Reflective teaching	19	31.1	22	36.1	20	32.8
Active subject panels	15	24.6	19	31.1	26	42.6
N = 61						

According to Table 11, majority of the KRTS used SbTD activities to a greater extent. For instance use of classroom talk had 58 (95.1%). Use of groups 48 (78.7%), use of relevant learning materials 30 (49.2%), and use of discussions 39 (63.9%). The above commonly used activities scored high respondent because they did not need a lot of time neither finances to organise for them except use of relevant learning / teaching materials, which scored poorly. There are those activities that were used to a small extent and they included, Rewarding learners, 30 (49.2%), reflective teaching 22 (36.1%), active Subject Panels 15 (24.6%) and use of relevant teaching / learning materials 25 (41.0%) these activities were used to a smaller extent because they

needed finance and time which were not available to the teachers. Moreover there are those activities that scored highly on not applicable. That means that a bigger percentage of the teachers never used them and they include use of Role plays 41 (67.2%), use of demonstrations 31 (50.8%), active subject panels 26 (22.6%) and reflective teaching 20 (32.8%). The activities that are rarely used needed a lot of time and finances which neither the schools nor the teachers could not afford. The above findings can be concluded that given the time and right environment, the KRTS can use the activities of SbTD program effectively to improve on English teaching as well as learning. However due to the many challenges it has been hard though they try their best as shown on the Table, to implement some of them.

Table 12: Rate at which SbTD activities were applied by Non KRTs on their daily teaching

Response	(Great Extent) (Small Extent) (Not Applied)					
	G.E.		S.E.		N.A.	
	f	%	f	%	f	%
Use of classroom talk	30	51.7	20	34.5	8	13.7
Use groups	20	34.5	11	19.0	27	46.6
Use of relevant learning / teaching aids	21	36.2	6	10.3	31	53.4
Rewarding of learners	10	17.2	13	22.4	35	60
Use of role plays	0	0.0	2	3.4	56	96.6
Use of discussions	24	41.4	30	51.7	4	6.9
Reflective teaching	0	0.0	3	5.2	55	94.8
Active subject panels	0	0.0	0	0.0	58	100.0

The findings of this Table are in contrast with Table11 (for English Teacher). While the KRTs tried as much as possible the Non KRTs response was that they did not apply much of their activities in their daily English teaching. For instance, use of role plays had 56 (96.6%) of Not Applicable, Active Subject Panels, None of the Non KRTs use it, 58 (100%) reflective teaching had 55, (94.8%) not applicable. Use of demonstration 40(69.0%), Rewarding learners, 35 (60.3%) and use of relevant learning / teaching materials had 31 (53.4%) not applicable response. As indicated earlier the above activities need a lot of time and finances for them to be organised. A lot of improvisation is also needed which would have been acquired if the teachers were inducted on the SbTD programme. Nevertheless, there are some activities which are used to a great extent by the Non KRTs. These are use of classroom talk, 30 (51.7%) use of discussion, 24 (41.4%) and use of groups 20 (34.5%). Looking at these activities, the reader will discover that these are the commonly used methods by any teacher and require little effort and time to prepare them. Use of discussion is also used to a smaller extent as per the Table11, 30 (51.7%) followed by classroom talk 20 (34.5%) and rewarding of learners 13(22.4%) for the KRTs. From the findings, the researcher can conclude that the SbTD programme is still valid and relevant and therefore there is need for the educational managers to act on the challenges facing the programme in order to achieve maximum benefits especially for the pupils in English language.

4.6 Item analysis on the challenges that hinder implementation of the school based teacher development programme for the teaching of English in public primary school.

This sub section was evaluated by use of two open ended questions and the results were presented in the frequency and percentage Table.

Table 13: Distribution of responses on the challenges faced by both KRTs and Non KRTs

Types of challenges	KRTs		Non KRTs	
	f	%	f	%
Insufficient time				
Poor motivation	61	100	58	100
negative attitude	53	86.9	45	77.6
Lack of relevant teaching/ learning materials	30	49.2	58	100
Lack of good learning environment.	39	63.9	40	69.0
Frequent transfers of teachers	20	32.8	15	25.9
Organization cultures				
High enrolment caused by FPE	39	63.9	20	34.5
Understaffing	19	31.1	27	46.6
Lack of support from relevant stakeholders	59	96.7	29	50.0
	31	50.8	33	56.9

N = KRTs=61

N = Non KRTs =58

According to Table 13, lack of time and understaffing were the major challenges faced by the KRTs with 61 (100%) of them agreeing to that. For the Non KRTs lack of time too was a challenge 58 (100%). Overload in the school curriculum was also a major challenge with KRTs indicating 53 (86.9%) and Non KRTs 45 (77.6%). High enrolment due to FPE also scored highly among the KRTs with 59 (96.7%) but it was not a major challenge 29 (63.9%) of the Non KRTs. Lack of commitment amongst teachers and negative attitude towards the programme scored highly among the Non KRTs 40 (69%) while among the KRTs 40 (63.9%).

There was also another response that the teachers lacked support from the stakeholders with 31 (58.0%) KRTs and 33 (56.9%) response from Non KRTs.

Other responses included organizational culture and unsupportive head teachers with 19 (31.1%) for KRTs and 27 (46.6%), lack of good learning environment 21 (34.4%) for KRTs and 10 (17.2%) for Non KRTs and lack of relevant teaching and learning materials was also a response with 20 (32.8%) for KRTs and 15 (25.9%) of the Non KRTs.

From this Table it is clear that the programme had not rolled out due to especially lack of time. The teachers had so many lessons to the extent that they could not implement what was expected by the SbTD programme. Lack of enough teachers contributed greatly to the failure of SbTDs programme. Understaffing of schools is not a case of Mwingi Central District alone but for the entire nation of Kenya currently.

Table 14: Responses as to how the challenges can be overcome.

Responses	KRTs		Non KRTs	
	f	%	f	%
Monitoring an evaluation of programme	61	100.0	30	51.7
Sensitizing teachers on the importance of programme through seminar and workshops.	61	100.0	25	48.1
Staffing school adequately	61	100.0	47	81.0
Formation of achieve panel	50	81.9	20	34.5
Rewarding teachers' performance through promotions.	61	100.0	36	62.1
TSC should employ more teachers for workloads to reduce hence proper implementation of the SbTD programme.	61	58	58	100
Providing enough teaching and learning materials	40	65.6	8	13.8

N= KRTs=61

N= Non KRTs =58

Monitoring and evaluation of the programme seems to be inadequate and the teachers suggest that it should be put in place with 61 (100%) of KRTs and 30 (51.7%) of the Non KRTs agreeing. The percentage for Non KRTs is smaller because they had not been inducted into the programme to know its importance. The KRTs, also felt that there was need for the teachers to be sensitized on the SbTD programme. This

indicates that the teachers who are not yet inducted do not take them seriously or ignore the programme.

For the Non KRTs 47 (81.0%) which is also a high score for sensitization to be done.

Another measure suggested rewarding of teachers through promotions 61 (100%) and 36 (62.1%) for Non KRTs, TSC to employ more teachers 61(100%) for KRTs and 58 (100%) of the Non KRTs. Though promoting KRTs had a high score of 58 (95.1%) from the KRTs, only 5 (8.6%) of the Non KRTs gave such a suggestion. Their views were that after they are inducted all (KRTs and Non KRTs) should be promoted.

Providing teaching and learning materials had 40 (65.6%) for KRTs and 8 (13.8%) for Non KRTs. The big percentage of (65.6%) KRTs was because they are already trained and know the needs of the programme. On the other hand, the lower percentage (13.8%) could be because they do not know the needs of the programme.

4.7 Item analysis on the other forms of teacher professional development.

This subsection had 2 open ended questions which were also analyzed by use of frequency and percentages Tables.

Table 15: Responses as to the other forms of Teacher Professional Development activities in the district.

Response	KRTs		Non KRTs	
	F	%	f	%
School empowerment programme	61	100	58	100
Workshop organized by QUASO and English Books Publishers	61	100	58	100
Science congress for primary schools	30	41.1	45	77.6

All the teachers 100% show that there are programmes organized by quality assurance and standards officers (QUASO and English Books Publishers. Similarly, all teachers (100%) show that there is a School Empowerment Programme. For science congress only 30 (41.1%) of the KRTs and 45 (77.6%) of the Non KRTs responded to that. The reason for the lower percentage is because this study dealt with English teachers and not science teachers

Table 16 Responses as to how the other forms of teacher professional development had influenced the performance of English.

Response	KRTs teacher		Non KRTs teacher	
	f	%	f	%
Communicates any changes in the English syllabus	45	73.8	39	67.2
Recommends new English books in the market.	32	52.5	19	32.8
Updates English teachers on methods of teaching English	15	24.6	20	34.5

According to the Table both the KRTs and Non KRTs say that any new changes is communicated to them through such sources especially through QUASO workshops with KRTs 45 (73.8%) and Non KRTs 39 (67.2%). The courses and workshops also become forum for introducing new books in the market which are recommended by the K.I.E, KRTs teacher's response being 32 (52.5%) and 19 (32.8%) for Non KRTs. There are those who indicated that the workshop updates them with new methodologies for teaching English with KRTs having 15 (24.6%) and Non KRTs 20 (34.5%). The percentages for the KRTs are higher than those of Non KRTs meaning that the SbTD programme was an eye opener for them as compared to the Non KRTs.

4.8 Item analysis on those measures to be taken for effective utilization of the effects of the programme.

This last subsection for the KRTs and Non KRTs was measured by use of one open ended question which was analysed by use of frequency and percentage Table as shown.

Table 17: Response as to the measures to be taken to ensure effective utilization of the SbTD programme

Response	KRTs Teachers		Non KRTs	
	F	%	F	%
Enough time is needed.	61	100	58	100
Reduce the workload of KRTs as well as the Non KRTs.	61	100	58	100
T.S.C to honour its promise to promote KRTs.	41	67.2	9	15.5
The implementers should try and change the attitudes of the teachers	23	37.7	34	58.6
KRTs be considered during reshuffles.	10	16.4	9	15.5

Among the measures indicated include enough time to be given to the entire English teachers to prepare and for the others to be inducted by KRTs response being 61 (100%) and Non KRTs 58 (100%). This could be done by reducing their workloads scoring (100%) from both KRTs and Non KRTs. While the KRTs said T.S.C should honour its promise of promoting them 41 (67.2%) the Non KRTs response was 9 (15.5%) only. This may be because they were not aware of the promise.

There were others who felt that the attitude of the teachers needed to be changed first with the KRTs respondents being 23 (37.7%) and the Non KRTs 34 (58.6%). Lastly

the teachers said that the KRTs need to be considered during transfers to avoid heaping them in one station.

4.9. Demographic characteristics of the head teachers

The information was obtained from six closed ended questions and the findings are shown on the following Tables.

Table 18: Responses as to the gender of the head teachers

Response	f	%
Male	20	64.5
Female	11	35.5
Total	31	100.0

The Table shows that majority 20 (64.5%) of the head teachers were male while only 11 (35.5%) were female. There is still need for women to pull up their socks and take up the challenges of being head teachers in Mwingi Central District. This however is in contrast to the gender of the KRTs and Non –KRTs whereby the female teachers were more than the male teachers in Table 1.

Table 19: Distribution of respondents as per academic qualification

Response	f	%
K.C.S.E. Certificate	-	-
P1 Certificate	25	80.6
Diploma	4	12.9
Bachelors degree	2	6.5
Masters	-	-
Doctorate	-	-
Total	31	100.0

Just like the English teachers, majority of the head teachers were P1 holders 25 (80.6%). But there were bigger percentages of the English teachers who had climbed to bachelor degree Level as compared to head teachers 4 (12.9%) and 2 (6.5%) diplomas.

Table 20: Responses as to the head teachers' length of stay in their schools.

Response (yrs)	f	%
1-5	16	16.0
6-10	11	35.5
11-15	4	12.9
16-20	-	-
Above 20	-	-
Total	31	100.0

Majority 16 (51.6%) of the teachers had been in their present stations for 1-5 years. This is because there were so many schools which were started in the last five years ago as a result of the introduction of CDF Kitty. 11 of them (35%) had been in their current stations for between 6-10, 4 (12.9%) had between 11-15 years and None had been heads in their current stations for between 16-20 years and even above 20 years.

Table 21: Responses as to the teaching experience of the head teachers

Response (yrs)	f	%
1-5	1	3.2
6-10	1	3.2
11-15	3	9.7
16-20	8	25.8
Above 20	18	58.1
Total	31	100.0

The biggest percentage of the head teachers 58.1% (18) had worked for over 20 years. This means that experience is needed in becoming head teachers. There was 25.8% (8) who had worked for 16-20 years, 9.7% (3) had worked for 11-15 years and those who were head teachers and had worked for 1-10 were only 2. Each scoring 3.2 %

Table 22: Responses as to whether the heads participated in SbTD Programme.

Response	f	%
Yes	6.0	19.4
No	25	80.6
Total	31	100.0

80.6% (25) had not been trained by the SbTD programmes are for English and SbTD programmes. This is mainly because not all head teachers taught English and SbTD Programmes are for English teachers. 19.4% (6) had been trained meaning they were English teachers themselves.

Table 23: Distribution of responses from the head teachers as to whether the KRTs in their school induct the Non-KRTs in new teaching approaches.

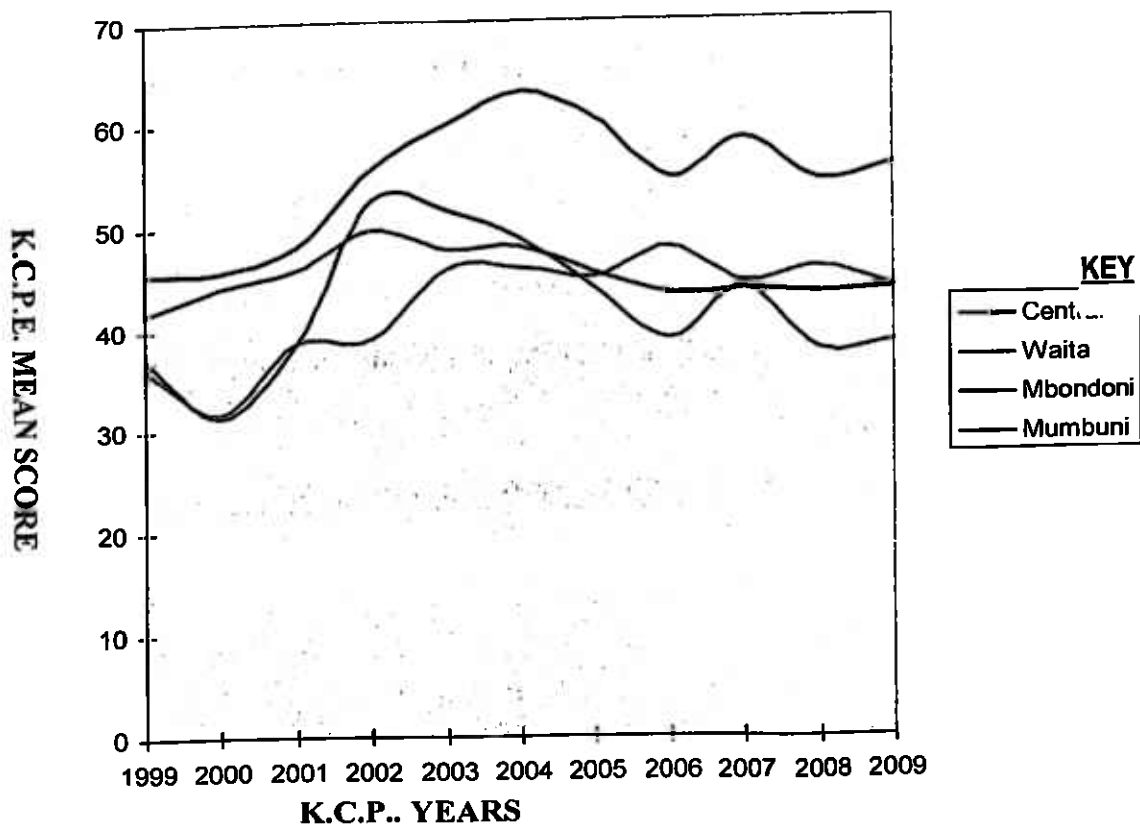
Response	f	%
Yes	6.0	19.4
No	10.0	32.2
To a small extent	15	48.4
Total	31	100.0

It is evident that the programme was not rolled out well by the KRTs to the Non KRTs because only 19.4 (6) of the head teachers indicated that other English teachers are trained by the KRTs. Majority 48.4% (15) show that the training is done to a small extent only (32.2%) (10) of the head teachers indicated that there was no training which took place in their schools.

This section had questions regarding the extent to which the School Based Teacher Development had improved the schools mean score since its insertion. The section had a Table in which the head teachers were supposed to indicate the mean score for their schools against the enrolment of pupils.

The data was combined and analysed as per different division found in Mwingi District and not as per individual schools. The data is for the last ten years.

SbTD influence on performance graph in Mwingi District from 1999-2009



From the graph it is clear that before introduction of the SbTD Programmes performance of English was low in all divisions but after the introduction of SbTD Programmes, performance took an upward trend as indicated by the mean score. This went on for some time and the mean score started dropping again. The drop was attributed to transfer of KRTs from their stations and change of attitude and demotivation of the KRTs. The employer failed to promote them to diploma levels as earlier anticipated. Due to that coupled with lack of support, time and resources teachers did not induct other teachers. As expected the programme did not roll well which deterred its implementation and undermined its influence on performance of the subject.

4.10. Information on the contribution of school Based Teacher Development (SbTD) in influencing performance of English.

The information in this sub-section was gotten by use of 1 multiple question, 1 open ended questions and 1 question in form of a Table where the head teachers were expected to tick to a Great Extent (GE), Some Extent (SE) and Not at All (NA) to some indicator of SbTD activities. The results were presented on the Table as shown.

Table 24: Distribution of responses as to whether SbTD Program had made contribution in English Subject Performance and the reasons for their responses.

Response	Yes		No		Total	
	f	%	f	%	f	%
The Key Resource Teachers are too busy due to under staffing to train others.	NA	NA	20	64.5	30	100.0
The implementation was not well done.	NA	NA	10	32.2	31	100.5
Due to the programme not having promotional benefits, the teachers are demotivated	NA	NA	9	29.3	31	100.0
There has been a lot of transfers disorganizing the programme	NA	NA	8	25.8	31	100.0

Table 24 shows that 11 (35.5%) of the head teachers agree that the programme has had an impact on English Subject performance but majority 20 (64.5%) showed that the programme has not been successful due to reasons such as understaffing 20 (64.5%) being given by all the heads who had indicated that the program is not effective. The implementation of the programme has been blamed by 10 (32.2%) of the head teachers while 9 (29.3%), of the head teachers said that the teachers were

demotivated due to the fact that they were not promoted as had been promised at the start of the programme. The mass transfers were also given as a reason for the programmes failure 8 (25.8%). The NA applicable response is for those who had indicated that the programme had succeeded in improving the performance of English language.

Table 25: Head teachers' response on the rate at which SbTD activities were applied by teachers on their daily teaching

Response	(Great Extend)		(Small Extend)		(Not Applied)		Total	
	G.E.		S.E.		N.A.			
	f	%	f	%	f	%	f	%
Use of classroom talk	25	80.6	6		0	0.0	31	100
Use groups	22	71.0	7	22.6	2	6.5	31	100
Use of relevant learning / teaching aids	7	22.6	17	54.8	7	22.6	31	100
Rewarding of learners	6	19.4	15	48.4	10	32.3	31	100
Use of demonstrations	13	41.9	10	32.3	8	25.8	31	100
Use of role play	0	0.0	6	19.4	25	80.6	31	100
Use of discussions	27	87.1	4	12.9	0	0	31	100
Reflective teaching	0	0.0	5	16.1	26	83.9	31	100
Active subject panels	0	0.0	0	0	31	100	31	100

N =31

The Table shows that the only activities that are used to a greater extent are use of classroom talk with 25 (80.6%), use of groups 22 (71.0%) and use of discussions 27 (87.1%)

There were some methods which were used to a small extent and they included use of relevant learning / teaching aid 17 (54.8%), rewarding of learners 15 (48.4%) and use of demonstrations 10 (32.3%). However there were several methods which according to the head teachers' response were not commonly by the English teachers namely use of role play 25(80.6%). Reflective teaching 26 (83.9%) and active subject panels with 31 (100%) response.

Table 26: Ways in which the head teachers used to overcome the challenges.

Response	f	%
1. It is very hard to overcome the problem of understaffing	31	100.0
2. Encourage the KRTs by giving them support in terms of finance / teaching/ learning materials	11	35.5
3. In some schools they have less load per week	4	12.9
N = 31		

According to **Table 26**, to the head teachers it is almost impossible to improve on the programme unless T.S.C. addresses issue of teachers' shortages in the country, with a 31 (100%) response. The situation was worsened by the introduction of free primary education in 2002 (F.P.E.) where the teacher now has more students to give attention, more books to mark and a bigger school to take care of. There is 11 (35.5%) of those who saw that they encourage the KRTs by providing financial support, teaching / learning materials where necessary and 4(12.9%) who indicated that they tried to give less load to the KRTs. Through the interviews the researcher discovered that, reducing the load was not working in most schools because English subject has more lessons as compared to other subjects and by reducing the number form KRTs to the other

teachers cannot work because it is the same teachers who need to be trained by the KRTs and as such they also needed time to prepare.

4.11. Information on other forms of teacher Professional Development

Under this subsection, information of the other forms of teacher professional development activities was sought by use of 2 open-ended questions. The data was analysed and placed in Table 27 and Table28

Table 27: Head teachers' response as to the other professional courses offered in Mwingi District.

Response	f	%
1. School empowerment program	29	93.5
2. Workshops organized by QUASO	31	100.0
3. Science congress for primary	10	32.3

Majority of the head teachers 31 (100.0%) attend workshops organized by Quality assurance offices, there is a 29 (93.5%) of those who attend school empowerment programs and science congress for Primary Schools had a response of 10 (32.3%)

Table 28: Response as to ways in which other professional courses offered influenced the performance of English.

Response	f	%
1. In the workshops any changes in English syllabus are communicated	26	83.9
2. Recommended books by K.I.E. are introduced	31	100.0
3. Teachers share their experiences in the teaching of English	19	61.3
4. Teachers are in –served on new methods as well as the old methods	15	48.4

According to Table, the head teachers show that any change in the English syllabus is communicated through QUASO workshops 26 (83.9%). It is in the same forums that the English recommended text book by the K.I.E. are introduced to teachers with 31 (100%0 response. Also teachers share their views on the teaching of English 19 (61.3%) and New and Old teaching methodologies are revised in those meetings. 15 (48.4%) so it looks like the other professional courses carry a heavier responsibility of improving English as compared to the SbTD

4.12 Information on the measures which can be taken to enhance effective utilization of SbTD program

The last sub-section contained 1 open ended question which sought information on what can be done to enhance the effective utilization of the effects of SbTD program.

The results are presented in the frequency and percentage Table 28.

Table 29: Response as to ways in which SbTD programme can be implemented effectively.

Response	f	%
1. T.S.C. has to deal with the under staffing in order to create time for the KRTs to train others	31	100.0
2. The qualified KRTs needs to be promoted as promised because they have a heavier responsibility of inducting Non KRTs	16	51.6
3. Transfers to be done with the KRTs in mind so that they are not heaped in one station while others lack them	11	35.4
4. The head teachers to be fully included in order to give support to the KRTs	15	48.4

Majority of the, head teachers think that if they were provided with enough teachers then the program would be successful because it needs a lot of time to prepare 31 (100.0%) there are 16 (15.6%) who responded by indicating that the teachers should be promoted to motivate moreover the head teachers felt that as transfers are being done the KRTs are supposed to be considered or be distributed in such a way that each school has at least one 11 (35.4%) and the head teacher suggest that they should be involved fully in the implementation so as to give support to the English teachers in terms of finances, time and learning / teaching materials with 15 (48.4%). Science congress is mainly for the science subjects so it had nothing to do with English.

CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This study investigated the influence of School Based Teacher Development Programme. (SbTD) on the performance of English in Public primary schools in Mwingi Central District. The SbTD programme is INSET programme organized by the MOE to equip teachers with modern pedagogical approaches thus enhancing change from teacher centred to learner centred approaches. In this chapter summary of the findings are discussed together with the conclusions, recommendations and suggestions for further study.

5.2 Summary of the research findings

The research study contained questions which covered the following areas of the school based teacher development programme and their influence on the English subject results:

Extent to which the school based teacher development (SbTD) had been effectively implemented in schools.

The contribution of school based teacher development (SBTD) activities in effective teaching of English.

The challenges that hinder effective implementation of the (SBTD programme.

The other different forms of teacher professional development and,

The measures which can be taken to enhance the effective utilization of the effects of the programme.

A survey design was used in carrying out the study for purposive sampling design was employed as literature reviewed had shown that there were English Teachers who had been inducted into the (SbTD) Programme. The targeted population was English Teachers in Public Primary Schools in Mwingi Central District as well as the Head teachers.

Those who responded to this study were sixty one (61) KRTs, fifty eight (58) Non KRTs and thirty one (31) Head teachers. The remaining four schools were used to pilot the study with another five schools (5) requesting to be left out of study because they would not get time to respond to the study.

The data was collected by use of questionnaires for both KRTs and Non KRTs and an Interview Schedule for the Head teachers. The frequencies and percentages were computed using SPSS Software Packages. The following findings were made from the study:

5.3 Conclusions

Majority of the English Teachers were females. KRTs 34 (55.7%) and Non KRTs 37 (63.8%) as compared to the male English teachers, 21 (44.3%) KRTs and 21 (36.2%) Non KRTs. In terms of gender the population was not well represented. This could be as a result of the study being done in Mwingi Central which houses the headquarters hence more women than men who are pushed outside the urban centres due to the harsh conditions of the larger Mwingi District. It is important to note that Mwingi District lies within the regions gazetted as ASALs (Arid and Semi Arid Lands). The demographic characteristics of the head teachers were however, in sharp contrast to those of the English teachers because majority were males 20 (64.5%) as compared to 11 (35.5%) of the females. The researcher calls upon the female teachers to wake-up

and take-up the challenges of being head teachers by competing with their male counterparts. On the Educational level of the teachers, most of the English teachers were P1 certificate holders with 30 (49.2%) of the KRTs and 29 (50.0%) of the Non KRTs. Some held Diplomas 18 (29.5%) for KRTs and 15 (25.9%) had Diplomas and a few 10 (16.4%) for KRTs and 12 (20.7%) for the Non KRTs having taken their first degree courses. Moreover, there was 2 (3.4%) of the Non KRTs who were KCSE holders. These were teachers employed by the respective school committee who to counter the acute shortage of teachers being experienced within the country as a result of government freeze on employment of all the teachers. The result for the head teachers were also in agreement with those of the English teachers in that majority of them were P1 Certificate holders 25 (80.6%).

The working experience for both the teachers was 16 years and above. This was due to the fact that of late teachers were not being employed en masse as was the case in the 80s. The recruitment procedures are that only schools with vacancies are allowed to employ those particular teachers. The research calls upon TSC to do a lot of research because as shown the teachers will retire at the same time as there could be a gap left in the teaching fraternity. As for the head teachers the result were that majority had over 20 years working experience i.e. 18 (58.1%). It is due to such long experience that they were deemed qualified to be head teachers. However, this should be coupled with training on administrative roles as suggested by the Koech report of 1999 (TIQET, 1999)

As for their stay in one station, both teachers and head teachers had been in their station for a short period. For instance, many of the KRTs 46 (75.4%) Non KRTs 39 (67.2%) and 16 (51.6%) of the head teachers were in their current station for between

one and five years (1-5 years). This can be interpreted to mean that in Mwingi Central District transfers are common for both the teachers and the head teachers.

The findings also indicated that majority of the school were not inducted into SbTD, with 43 (70%) KRTs and 35 (60%) of the Non KRTs. As for the head teachers only 6 (19.4%) were inducted. For the head teachers it is understood that they may not have been inducted as all may not be English teachers but for the small percentages of schools to have been inducted only leaves more questions than answers. Although there is a claim that the workloads are too big and that there are transfers heaping KRTs in one station, during the inception of the programme, nonetheless, the findings of this study show that only 30% of the teachers (English) were trained initially.

The workload of all the English teachers were found to be over burdening with 48 (78.7%) KRTs and 38 (65.6%) of Non KRTs indicating that they had between 31-40 lessons per week. The researcher agrees with them that there is very little a teacher can do with such lessons. The head teachers' responses on whether the KRTs inducted the Non-KRTs into the programme, was a mere 6 (19.4%). Yes response, on the question of whether the programme had improved school mean only. 11 (18.0%) of the KRTs and 4(6.9%) indicated that the head teachers results showed that before the introduction of the SbTD programme. Majority felt that the programme as of now was not improving English because it was not being used much. Performance of English was low in all divisions in Mwingi District but after the introduction of the programme, performance of English showed an upward trend. The mean score in English showed an upward trend. This went on for some time, then the mean score started dropping again. The drop was attributed to the transfers for the KRTs resource persons from their stations and change of attitude. Demotivation of the KRTs also contributed to the drop. The demotivation cropped in because the employer failed to

promote them to diploma levels as earlier promised. So the researcher notes at this point that the SbTD programme itself is not a failure after all, rather it is the implementation and the bottle-necks encountered that have brought about the situation on the ground today.

Though, majority of the KRTs and Non KRTS had shown that there is no improvement while the head teachers indicated that there was improvement in previous years, it could have been because the KRTs /Non KRTs had been transferred to their current station after the improvements had taken place in earlier time and resources. The most commonly used methods were those that needed little time to prepare and did not need buying of materials or services they included, use of discussions, use of demonstration and use teaching and learning materials. There is need to note that the only teaching and learning materials used were those provided by the government due to the introduction of Free Primary Education (FPE). The less commonly used activities were those that required time and resources and they included; use of role play, reflective teaching, active subject panels and rewarding of learners-extrinsic.

As for the Non KRTs, majority rarely used any of the activities except, use of discussion, use of classroom talk, use of discussion, and use of groups because as earlier, they did not require a lot of time to prepare. All the other activities were rarely used due to lack of time, resources and above all ignorance because they had not been inducted on how to prepare and use them since the SbTD programmes were not extended to them as have been planned.

The head teachers responses were in agreement with the teachers in that, they also indicated that use of classroom talk and use of groups, and discussions were the most

commonly used activities by the teachers. All the other activities were only used by a minority of the English teachers.

It was hard to overcome the challenges encountered by the SbTD programme because majority indicated lack of time due to understaffing. This is because understaffing is a national problem which may emerge to be a national disaster if quick action is not taken by T.S.C. as well as Ministry of Education. A few of the respondents showed that they had tried to lessen the work load for the KRTs but did not work because the extra lessons went to the Non-KRTs who were the trainee and thus could not be trained due to lack of time. The head teacher indicated that they tried to support the English teachers in terms of resources for their daily use.

All the respondents indicated that there were other professional courses offered in the district mainly, school empowerment program, workshops, organized by QUASO and Science Congress. It is in this course the respondents indicated that, only change in English curriculum was communicated, at the same time the recommended text books for teaching English were introduced and through sharing their experience when they met helped them a lot in their teaching New Methodologies especially technological were also passed down to the teachers during such forum.

As for the way forward all the respondents (teachers as well as head teachers) felt that there was a great need for the government to provide enough teachers for the programme to be successful. They were also in agreement that for the teachers to be motivated enough they should be promoted to the next grade as had been earlier promised. The head teachers particularly felt that there should be a lot of considerations as transfers are being effected, so as to ensure that KRTs are distributed in at least every station. The head teachers felt that they also need to be

trained on ways in which they can support the programme as well as the English teachers; irrespective of whether they are themselves English teachers or not.

5.4. Discussions

The study had five objectives which had the following findings.

The first objective was to determine the extent to which the School based Teacher Development were implemented in Mwingi District. The findings of this are that the initial stages of the programmes was done well and at least 30% for the English teacher then, were well trained and became qualified to be KRTs. They also started inducting the rest of the teachers and according to this study English mean score went up in the district. After some time, the programme had challenges in terms of lack of time and resources. This affected the programme implementation to a great extent. In their study Trorey and Cullingford, (2002) indicated that such a programme needed a lot of time and significant funds. They found out that many countries in developed world had placed strong emphasis on In-service program for teacher's' professional development. Funds had been particularly channelled in response to the needs of the teachers on the ground. In other countries such as Australia Canada and the United States, pupils' free days had been set aside for specific professional development programme. This was not the scenario found in Mwingi District because the inception (1999) of the programme coincided with the introduction of Free Primary Education (FPE) in 2002 which meant that the number of pupils increased while the teachers remained the same up to even today. That meant that the teachers had more lessons and more pupils to take care of at the expense of the programme hence its induction did not roll down well. Funds were lacking at the same time and some many (CDF) Constituency Development Fund Schools as commonly referred to in Kenya were

established. T.S.C froze employment of new teachers so the serving teachers had to be re-distributed to the new school. The curriculum is also to blame for failure to implement the programme. Kenya curriculum is packed in such a way that the child has no free time to work with the teachers while demotivation crept in because the KRTS were not promoted as had been promised. This coupled with the other reasons made the English teacher to have a negative attitude towards the programme.

The second objective was to examine how the application of the School based Teacher Development Programme activities had influence English performance. The findings of this indicated that the programme did actually improved English performance in the districts in the initial stages. So it can be said that it achieved one of its aim which was (GOK, 2003) to develop reflective primary teachers who are willing to challenge their own ideas about teaching.

The second aim, which was to enable the trained teachers to led school based professional developed within their subject area in their own schools however, did not achieve much due to the already mentioned challenges. The researcher at this point emphasizes the need for SbTD programme to be re-emphasized for when it was effective, as shown by these findings it worked to improve the English mean grade for students in Mwingi District. This kind of professional training cannot be under estimated for it serves important purposes. Hence as Cook, (1997:2) observed, the ultimate worth of professional development within their subject area in their own schools however did not achieve much due to the already mentioned challenges. This kind of professional training cannot be under estimated for it serves important purposes. Hence as Cook, (1997:2) observed, the ultimate worth of professional

development for teachers is the essential role it plays in the improvement of students learning. That means educationists must pay attention to the results of professional development on the job performance, organizational effectiveness and the success of all students. Banks and Sheltons, (2001:12) stresses that, the purpose of professional development is to collectively and individually, contribute to the professional life of the school; keep in touch with current educational thinking in order to maintain good practice; give critical consideration to policy, in particular how to raise standards and widen their understanding of society, in particular of information and communication. Hence there is no way all the benefits of SbTD programme as shown by other researchers can be ignored. There is need to reorganize the programme as well as face the challenges encountered squarely for the schools in Mwingi District to reap the benefits of this programme.

The third objective of this study was to find out how the challenges faced by the teachers during the programme implementation affected the performance of English. This study found out that the worst challenge faced by the programme is on the part of the KRTs and their trainees who were the other English teachers. According to this study English teachers had up to 40 lessons workload per teacher. At the same time, the number of pupils per class had doubled due to FPE introduction. This means the teachers are too busy teaching and the little time they get is used in marking the students' work. That meant that teachers had no time to either induct or be inducted into the programme. The other major challenge found out was lack of motivation on the KRTs which of course was passed down to the Non KRTs because they knew if they were trained they would not be promoted. The other challenge was transfers which were found to be common in Mwingi District. It seemed that the transfers did

not consider KRTs hence they were heaped in one station while other stations lacked KRTs in their schools. Due to the above challenges English mean score started dropping drastically. These challenges are not a surprise for according to a study done by Day and Sachs, (2004: 177) Kenya had since independent generated a number of educational policies but many of them did not focus on professional development for teachers both in the primary and secondary schools. He continues to state that developing and implementing a coherent strategic plan for continuous professional development for teacher in Kenya has never been a national priority. Even the most comprehensive educational report in Kenya, the Koech report, commonly referred to as TIQET, (1999) only addressed the training of school managers. Hangreaves (2001) indicates that lack of professional training has grave consequences such as, lost opportunities, spoiled life chances and pupils giving up on their own life-long learning. This has increased the need for developing a strong professional development base for teachers. The research likewise calls on the Educational Managers to look into ways in which teacher can be helped to overcome the nationwide challenges and be professionally in- serviced.

The fourth objective was to determine how other forms of teacher development programmes in the district had enhanced and promoted the performance of English. The study found out that the workshops organized by the D.E.O.s office enhanced English in that new changes in the curriculum were communicated to the leaders and trained on how to implement them. At the same time new books which had been recommended by K.I.E for teaching English were also introduced during such workshops and seminars. However, there is need to diversify other development activities for teachers in Mwingi district designed to promote students' achievement

(Guskey 2000; 1) As Darling – Hammond and Mclaughin, (1995) indicated professional development today is not solely concerned with supporting teaching and knowledge as is the case in Mwingi district, rather it should support the teachers to reflect on their current practice and adapt new knowledge and belief to their own teaching context. Teacher need time and opportunity for exploring knowledge about the nature of new learning and how it may be implemented in different domains, which is lacking in the case of Mwingi District.

The last objective was to identify how the utilization of the effects of the programme can be utilized to enhance and promote the performance of English in the District. Majority of the respondents indicated that there was need for allocation of time to the English teachers so as to utilize and promote the performance of English in the district. As such majority of them called on the T.S.C. to employ more teachers. Early research had demonstrated the same. For instance, Fullan and Miles, (1992) argued that a fundamental lesson learned in past decade of school reform effort is that far more time was required for professional development and cooperative work that is now available.

In fact time has emerged as the ‘Key’ issue in every analysis of school change appearing in the last decade (McDiamid (1995).

The issue of promotion also came out strongly in that the teachers had a negative attitude towards the programme because they were not promoted to Diploma level as had been promised during the inception of the programme. Respondents felt that if that was done then the image of the programme would have a face lift.

The other way in which the respondents felt that the effects of the programme could be utilized to enhance performance of English was by ensuring that during the transfers special consideration should be given to ensure that there is at least KRT in all the stations. There is still need for more to be inducted because the programme inducted only 30% of the teachers which is a small percentage bearing in mind that as of now schools have increased, enrolment of pupils gone up and teachers' employment by the respective school committee increased.

5.5 Recommendations

The researcher makes the following recommendations based on the findings of the study.

1. The Ministry of Education to put in place the policy frame work that will ensure that all teachers teaching English undertake the SbTD training.
2. The SbTD programme to be awarded high mark for those seeking promotion and be made a prerequisite for those joining high learning institutions to pursue English.
3. The KRTS should be given an extra remuneration by the Teachers Service Commission as a form of extrinsic motivation to rollout this viable programme.
4. Teachers Service Commission to employ more teachers due to the acute shortage in the country so as to improve on the programme implementation.
5. Ministry of Education to have regular programme on INSETS to equip teachers with modern pedagogical approaches due to the ever changing learning environments.
6. A monitoring and evaluating system to be put in place to ensure that the objectives of the programme are achieved and to mitigate challenges as they pose.

5.5 Suggestions for a further research

1. The Ministry of Education to carry out studies to establish why the programme did not roll out as expected as is revealed by the study research findings because the programme is bound to become a white elephant and thus lead to waste of resources.
2. A similar study to be carried out in other districts of the nation since the programme targeted teachers throughout the country.
3. Other programmes in the district to be studied to establish their influence in performance of English and how the key resource teachers can be incorporated and used to enhance the effects of the programme .

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO RESPONDENTS

UNIVERSITY OF NAIROBI

P.O BOX 30197 NAIROBI

OR P.O BOX 92 KIKUYU

Dear Sir/Madam,

RE: RESEARCH ON THE INFLUENCE OF SbTD PROGRAMME ON THE PERFORMANCE OF ENGLISH

I'm a final year Master of Arts Student at the University of Nairobi Conducting a research on the influence of the School Based Teacher Development (SbTD) on the performance of English subject in the public Primary schools of Mwingi District.

This is a requirement for the completion of the Masters Degree course. You have been chosen together with others to participate in this study. Feel free to answer the items in this questionnaire as honest as possible.

The answers you provide will be purposely for this study and will not be used for any other purpose. More so the information you provide will be treated with the highest confidentiality possible.

Thank you in advance

Yours Faithfully

Anne Mutete Musau

APPENDIX II

QUESTIONNAIRE FOR KRTs and Non-KRTs

Instructions

1. Do not write your name anywhere on this questionnaire
2. You are entitled to give any of your opinion which you feel is correct
3. Accurate and genuine responses are very important for this study

SECTION A: Demographic Information

1. Sex Male () Female ()

2. Level of Education

KCSE Certificate ()

P1 Certificate ()

Diploma ()

Bachelors Degree ()

Masters ()

Doctorate ()

3. Teaching Experience

1-5 Yrs () 6-10 Yrs () 11-15 () 16-20 Yrs () Above 20 Years ()

4. Did you undergo the SbTD Program in this school? Yes () No ()

5. For how long have you been in this school?

1-5 Yrs () 6-10 Yrs () 11-15 () 16-20 Yrs () Above 20 Years ()

SECTION B: Extent to which the School Based Teacher Development (SbTD) has been effectively implemented in schools

6. What is your workload? () No of periods per week.
7. Kindly rate the extent to which you have inducted the Non KRTs Resource Teachers in the new teaching approaches
More than once () Once () Not inducted ()
8. Has the performance in your subject improved in the period 2003-2009?
Yes () No ()
9. Do you apply the knowledge and skills gained in the SbTD training in your daily teaching?
Yes () No ()
10. Do you find the SbTD training currently relevant?
Yes () No ()

SECTION C: The contribution of School Based Teacher Development (SbTD) in effective teaching of English

11. Do you think the SbTD program has made contributions to the effective teaching and learning of English subject in the district?
Yes () No ()
12. If no please give reasons
- i).....
- ii).....
- iii).....

13. Please rate the contribution of SbTD activities to the effectiveness of English teachers by ticking (v) whether you strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD)

Statement	Response				
	SA	A	N	D	SD
Use of classroom talk					
Use of groups					
Use of relevant learning/Teaching aids					
Rewarding of learners					
Use of demonstrations					
Use of role place					
Use of discussions					
Reflective teaching					
Active subject panels					

SECTION D: The challenges that hinder effective implementation of the School Based Teacher Development (SbTD)

14. What challenges hinder the implementation of SbTD?

- i) _____
- ii) _____
- iii) _____
- iv) _____

15. How do you overcome the challenges faced?

- i) _____
- ii) _____
- iii) _____

SECTION E: What are the other different forms of teacher professional development?

16. Kindly list the other forms of teacher professional development activities in this District

- i) _____
- ii) _____
- iii) _____
- iv) _____

17. In what ways do you think the teacher professional development other than SbTD have influenced the performance of English?

- i) _____
- ii) _____
- iii) _____

SECTION F: What can be done to enhance the effective utilisation of the effects of the program?

18. What do you think can be done to effectively implement the program?

- i) _____
- ii) _____
- iii) _____
- iv) _____

APPENDIX III

INTERVIEW GUIDE FOR THE HEAD TEACHERS

Instructions

1. Do not write your name anywhere on this questionnaire
2. You are entitled to give any of your opinion which you feel is correct
3. Accurate and genuine responses are very important for this study

SECTION A: Demographic Information

1. Sex Male () Female ()

2. Level of Education

KCSE Certificate ()

P1 Certificate ()

Diploma ()

Bachelors Degree ()

Masters ()

Doctorate ()

3. Teaching Experience

1-5 Yrs () 6-10 Yrs () 11-15 () 16-20 Yrs () Above 20 Years ()

4. For how long have you been in this school?

1-5 Yrs () 6-10 Yrs () 11-15 () 16-20 Yrs () Above 20 Years ()

5. Did you participate in any way in the SbTD Program? Yes () No ()

6. Have the KRTs in your school been inducting the Non-KRTs in new teaching approaches?

Yes () No ()

SECTION B: Extent to which the School Based Teacher Development (SbTD) has been effectively implemented in schools

School Data

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
English Mean scores											
Enrolment of pupils											

SECTION C: The contribution of School Based Teacher Development (SbTD) in Influencing Performance of English

7. Do you think the SbTD program has made contributions to the effective teaching and learning of English subject in the district?

Yes () No ()

8. If your answer is No please give reasons?

- i) _____
- ii) _____
- iii) _____
- iv) _____

9. Please rate the extent to which the English Teachers apply the SbTD activities in their daily teaching by ticking whether it is to a Great Extent (GE), Some Extent (SE), Not at All (NA).

Statement	Response		
	GE	SE	NA
Use of classroom talk			
Use of groups			
Use of relevant learning/Teaching aids			
Rewarding of learners			
Use of demonstrations			
Use of role place			
Use of discussions			
Reflective teaching			
Active subject panels			

SECTION D: The challenges that hinder effective implementation of the School Based Teacher Development (SbTD)

10. What challenges hinder implementation of SbTD?

- i) _____
- ii) _____
- iii) _____
- iv) _____

11 How do you overcome the challenges faced?

- i) _____
- ii) _____
- iii) _____
- iv) _____

SECTION E: What are the other different forms of teacher professional development?

12. Kindly list the other forms of teacher professional development activities in the District

- i) _____
- ii) _____
- iii) _____
- iv) _____

13. In what ways do you think the teacher professional development other than SbTD have influenced the performance of English?

- i) _____
- ii) _____
- iii) _____
- iv) _____

SECTION F: What can be done to enhance the effective utilisation of the effects of the programme?

14. What do you think can be done to effectively implement the program?

- i) _____
- ii) _____
- iii) _____
- iv) _____

Thank You.