PERCEIVED EFFECTIVENESS OF TEACHER TRAINING PROGRAMMES
OFFERED BY INTERNATIONAL SECONDARY SCHOOLS IN NAIROBI
KENYA

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RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTERS OF BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS
UNIVERSITY OF NAIROBI

2014
DECLARATION

Declaration by student

This research project is my original work and has not been submitted for examination in any other university.

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Declaration by Supervisor

The research project has been submitted with my approval as the University of Nairobi Supervisor.

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DEDICATION

I dedicate this thesis and my work to my family and friends. Thank you for your support.
ACKNOWLEDGEMENT

My profound gratitude and deep regards goes to my supervisor Prof. Peter K’ Obonyo for his exemplary guidance, monitoring and constant encouragement throughout the course of this project.
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ABSTRACT

Training in the most simplistic definition, is an activity that changes people’s behavior. Increased productivity is often said to be the most important reason for training. Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Effectiveness is the measure of performance of the trainees against some expected level of performance. The International secondary schools in Kenya are private, coeducational day schools, which offer an education program for students of all nationalities. The study was guided by Human Capital theory that is based on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. The research employed cross sectional survey design that involves the collection of information from any given sample of the population element once. The population of study comprised 672 teachers in 13 international secondary schools in Nairobi County, Kenya. The study used a sample of 67 respondents drawn from the randomly selected international secondary schools. The response rate was 88.06% for all the respondents. The study found out that majority of the respondents agreed to great extent that several training programmes have been organized for teachers. The study also found out that majority of the respondents agreed to great extent that training needs analysis was conducted prior to organizing for the training programmes. The study concluded that training programmes had been organized for teachers in the international secondary schools. The study also concluded that training programmes improved the ability of teachers in teaching. The study recommended that that training programmes should be organized for teachers to improve on effectiveness. The study also recommended that training programmes should be regularly done to add passion to the teachers.
CHAPTER ONE
INTRODUCTION

1.1 Background of Study

Training in the most simplistic definition, is an activity that changes people’s behavior. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire people by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Salamon, 1999). Training is indeed a waste of money when the desired behavior does not occur. Gupta (1999) acknowledges that not all performance problems can be addressed by training. The key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to insure that the right training is implemented. Without the right training, employees can be your biggest liability (2000). Trained effectively, however, they can become our biggest asset (Bartram and Gibson, 2000).

Rosner (1999) adds another ingredient for success. He states, “The most effective programs train individuals in new behaviors and then train managers to support employees as they apply learning daily” (Rosner, 1999, p.43). Support and endorsement from management can greatly enhance training results. One can conclude that training is not always the answer, and when it is the answer, it has to be the right training.
Rue and Byars (2000) note that human capital theory assumes that workers as individuals have needs that motivate them to work when satisfied. According to Green and Thorogood (2004) this theory proposes that humans are motivated by multiple needs and that such needs vary in importance. Green (2004) categorizes the needs into high order needs and low order needs. The higher order needs are self-actualization which include need to reach ones full potential. Rue and Byars (2000) add that doing things for the challenge of accomplishment, intellectual curiosity, creativity and aesthetic appreciation and acceptance of reality are part of higher order needs. Self-esteem need (Linstead, Fulop and Lilley 2004:284) is another higher order need which is a need for recognition and belief in one’s self. Rue and Byars (2000) add confidence and leadership, competence and success, strength and intelligence to the list of needs to be fulfilled.

The study is anchored on Human Capital theory which argues that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity, effectiveness and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment (Spender, 1996). Human Capital Theory puts on that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory (Wright, Smart & McMahan, 1995). Human capital theory stresses the significance of education and training as the key to participation in the new global economy.
Organization of Economic Cooperation and Development (OECD, 2000) claims that the radical changes to the public and private sectors of the economy introduced in response to globalization will be severe and disturbing to many established values and procedures.

Since 1976, Kenya instituted the first international schools. Majority of these schools are situated in Nairobi and they offer wide range of courses both academics and co-curricular. With the rapid global change in the education system, Kenya has not been left behind, the number of international schools have been on the rise. Such schools include; Brook house International School and Braeburn High School (KIE, 2005). It is imperative therefore, that to achieve institutional performance and enhance credibility, institutions should emphasize the effective training programmes. International schools have been representing Kenya in international competitions because of their competency in training programmes (Mukudi, 2004).

1.1.1 The Concept of Perception

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). Perception is closely related to attitudes. In other words, whenever a person is confronted with a situation or stimuli, he or she interprets the stimuli into something meaningful based on prior experiences. The perception process follows four stages: stimulation, registration, organization, and interpretation. A person’s awareness and acceptance of the stimuli play an important role in the perception process. Receptiveness to the stimuli is highly selective and may be limited by a person’s existing beliefs, attitude, motivation, and personality (Assael, 1995).
According to Kreitner and Kinicki (2012), perception is the process of receiving and deriving meaning from stimuli present in an individual’s internal and external environment. Kreitner and Kinicki further state that to perceive is to see, hear, touch, taste smell or sense internally something, event or relation and to organize, interpreter and derive meaning from the experience. It is therefore a process made meaning to the environment from experience and varies from one person to another since different individuals see the same thing in different ways. Perception is the process by which an individual selects, organizes and interprets stimuli into something meaningful (Anderson & Paine, 1975).

1.1.2 The Concept of Effectiveness

Effectiveness looks at the extent to which the training is able to meet the objectives set at the onset of the training (Al-Khayyat, 1998). Effectiveness looks at various parameters which will include acquisition of the desired skills and competencies, ability of the trainees to transfer the knowledge to the workplace, the training techniques used and the effectiveness of the methods used (Motwani and Frahm, 1994). Effectiveness is looked at by measuring the performance of the trainees against some expected level of performance. In addition to the mentioned parameters such as environmental favorability the extent to which the transfer or work environment is supportive of the application of new skills and behaviors learned or acquired in training. Thus, learned skills will not be demonstrated as behaviors learned or performance if individuals are denied the opportunity to perform them (Bernardin, 2008).
Effective training programs require the dedicated support of top management (Motwani and Frahm, 1994). Such organizations provide training mapped to employee and organizational needs (Moretti, 2004), and provide this at the proper time. Yet, not all companies place the same emphasis on, or show the same commitment to employee training (Roberts and McDonald, 1995; Hughey and Mussnug, 1997). Some institutions work hard to recruit the best people and yet spend relatively little effort to retain them once hired (Read and Kleiner, 1996). There is evidence to show that benefits accrue to organizations that are committed to employee training (Wills, 1994).

Organizations that place a high value on training commit resources to the management of the training process. They devote time to ensuring that their training programs are appropriate for them given their existing IT skill sets (Eighteen, 1999). Such firms are most successful at maximizing the effectiveness of their training programs (Huang, 2001). Organizations that commit effort and finances to training programs and employee development do so with the objective of a pay-off in terms of increased skill-sets, increased motivation, increased knowledge transfer (Pate, 2000), more positive psychological and organizational dynamics, as well as a measurable competitive edge.

1.1.3 Training Programmes

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies (Arthur, Bennett, Stanush & McNelly, 1998). Training has specific goals of improving one's capability, capacity, and performance. Training means
giving new or present employees the skills they need to perform their jobs. Having high-potential employees does not guarantee that they’ll succeed. Instead they must know what you want them to do and how you want them to do it. If they don’t they will improvise or do nothing productive at all (Dessler, 2008). Most of the employees come to organizations having academic qualifications but no knowledge and skills about the job (Goldstein, 1980). They are very new at the workplace and have no familiarity with it. Due to this situation, these workers need further training to face their workplace in an easy, well structured way to enable them perform better; and for this purpose training is planned to give them a specific knowledge and skills about their jobs (Fitzgerald, 1992).

Specific training initiatives have specific goals. These include: training students in schools to improve their academic performance, employee development in organizations to improve productivity, the development of skills, knowledge, and attitudes (Burden and Proctor, 2000), and a means of achieving a competitive edge (Hallier and Butts, 2000). Given the rapid growth of information technology, specific training skills is a continual need to provide opportunities for students in the employment market. The failure to provide such training increase the chance of failure and such academic institutions may fail in the long run (Auer, 1995).

Within the education sector, training can be considered to encompass organized, structured, formal events and sessions offered to teachers as an initiative. This paper does not consider on-the-job daily experiences to be classed as formal training (Lev, 2001). Training is not as easy as it seems but it requires a huge investment of money in human capital. It has many advantages like creating competitive return for a firm,
innovations, chances of learning about new technologies, improving and developing employee skills and hence increasing the institutions’ overall performance. Training is at the forefront of organizational priorities and is one of the most crucial aspects of the quality improvement process or the basis for successful total quality management programs (Berkley, 2005). Most managers believe that a good training program is crucial to a company’s success (Kelly, 1993). Any institution wishing to achieve its goals and to survive in an increasingly competitive world must utilize effectively and efficiently it’s most valuable asset the skills of its employees (Hughey & Mussnug, 1997).

1.1.4 International Secondary Schools in Nairobi Kenya

The International secondary schools in Kenya are private, coeducational day schools, which offer an education program for students of all nationalities. Their curriculum draws from rigorous standards and benchmarks from around the world, with the objective of providing a challenging program that allows students to transition to the best schools internationally, as well as top universities (Republic of Kenya, 2005). These schools are a perfect solution for an expatriate student in Kenya. International schools provide similar standards of schooling around the globe, providing for an easy transition between schools whether they are in France or USA (Yara and Wanjoji, 2011).

There is usually local population, who feel they prefer to try other systems other than the national curriculum and it also makes it easier for those that wish to pursue their studies abroad. Schools may follow a curriculum model from the US, UK, France etc. Primary instruction may be any language (and multiple languages are usually taught),
but it is usually in English. Schools also provide internationally accepted accreditation such as the international baccalaureate, admission and enrolment procedures vary from school to school, Space is often limited and student based on nationality, Tuition tends to be expensive based on local standards, but offers high standards of learning, boast smaller class size, first-rate facilities and extracurricular. Boarding facilities are available at some schools, but most only provide day classes (Nzwili, 2011).

The International General Certificate of Secondary Education (IGCSE), qualification is very common amongst international Secondary Schools in Kenya, is a globally recognized qualification. IGCSE, formed in 1988, is a comprehensive two year programme, spread over class 10 and 11 and leads to the final examination offered every May and December. The IGCSE assessment is conducted by two UK assessment bodies such as Edexcel (also known as London Examinations) and Cambridge International Examination (CIE). A student who has passed IGCSE is eligible for any qualification, like AS/ A level, International Baccalaureate education Diploma or any international pre-university programme (www.isk.ac.ke).

Like other modern programmes, IGCSE offers a wider range of subjects and encourages high academic standards through a practical approach to teaching and learning (www.isk.ac.ke). Assessment is not limited to conventional written papers and they consist of a variety of tests e.g. oral and listening tests. The assessment is aimed at wide ability range of students, with an eight-point grading scale, from A to G with A being the highest. Most subjects offer a choice between core curriculum and extended curriculum. This gives students of all ability levels the freedom to choose subjects that are right for them thereby, the opportunity to score good grades. The
core curriculum is an overview of the subject and is suitable for students who are expected to achieve grades C to G. The extended curriculum is, sort of, a specialization in that subject. It is more challenging and designed for students who are expected to achieve grades A to C (www.isk.ac.ke). There is need for teacher training in international secondary schools to be capable to handle a wider scope of programmes offered by the institutions (www.isk.ac.ke). The expansive curriculum that covers many foreign languages and other disciplines like Aerospace studies requires well trained, efficient and effective teachers. According to (Yara and Wanjohi, 2011) these international secondary schools require teachers with a higher level of caliber in handling students.

1.2 Research Problem

Despite the increase in the amount of research that has been conducted into the area of training and education, many training initiatives do not actually address the real needs of training programmes. Teachers feel that there is often significant gap between the perceptions of the training providers and those available at the academic institution (Burden and Proctor, 2000). This is in because of what sometimes appear as key problem areas to the trainer may have little importance for the trainees. This may be because many training providers have little managerial or vocational experience of learning institutions and fail to understand the practical problems facing teachers in these international learning institutions (Burden and Proctor, 2000). Berkley (2005) argued that it is important for the training offered to be tagged so as to ensure that the training remains relevant and the training programs continually develop.
International schools play a major role in instituting training programmes that aid the students in academic performance. According to a report on performance in secondary schools in Kenya, prepared by the Provincial Education Board (2001), international schools provide a wide range of study options compared to the private and public secondary schools. These schools have initiated training programmes in order to embrace information technology systems in teaching; enable members of staff acquire knowledge and information on the international syllabus. In addition, since international schools have a global presence, the trainings have been used to build capacity in world class teachers with international outlook to enable the students acquire global perspectives on various international issues. International academic syllabus is dynamic and changes with the changing needs of employers. In order to enable teachers deliver quality education that matches the employers’ needs, international schools have invested heavily in training programmes.

Several studies have been done by scholars on effective training programmes employed by private and public secondary schools in Kenya. Maritim (2007) studied assessment of training and development programmes and their impact to effective organizational performance a case study of Post bank, the result of the study was a positive relationship of the factor as shown by the correlation of the study. Lwiki (2007) studied the effect of staff training on performance in co-operative training institutions in Kenya with specific emphasis on Co-operative College of Kenya, the study found out several purposes of effective training. Anyoli (1998) studied determinants of on-the-job training: a study of final manufacturing firms in Nairobi-Kenya and Gakuru, (2006) studied the relationship between training practices and performance a survey of companies listed in the NSE the findings of the study showed
relationship of training practice and performance. Keating (2001) argued that effective training programmes in schools leads to improved performance, Penny (2008) did a study on teachers’ efficacy in secondary education in Uganda. Kavula (2013) did a study on determinants of implementation of public procurement regulations in Kenya’s secondary schools. But limited research has been done on international secondary schools in Kenya; this therefore forms our research gap. This study therefore aims at investigating the effectiveness of training programmes among international secondary schools in Kenya. To achieve this, the study will seek answers to one research question: What is the effectiveness of teacher training programmes offered by international secondary schools in Nairobi Kenya?

1.3 Research Objective
To establish the effectiveness of teacher training programmes offered by international secondary schools in Nairobi Kenya.

1.4 Value of the Study
This study would be important to the policy makers in the government especially in the education sector as it would inform them of the effectiveness of training programmes in secondary schools in Kenya. The Government would benefit from the study in formulating policies and measures geared at stimulating growth of the education sector. The study would also be used by experts or educationalists to understand the effectiveness of training in secondary schools and be able to come up with relevant/appropriate solutions.
The findings of this study would also be important to secondary school management all over Kenya as it would inform them on how to successfully implement effective training programmes that would add value to the students’ performance in co-curricular as well as academic performance. The study would also avail significant information that would give a clear insight of the significance of effective training programmes.

The results of this study would also be important to researchers and scholars, as it would form a basis for further research. The scholars would use this study as a basis for discussions on effectiveness of training programmes in secondary schools in general in their quest to improve performance at all levels. The study would also be a source of reference material for future researchers on other related topics; it would also be used by other academicians who undertake the same topic in their studies. They may find this study relevant in formulating research areas in future.

The study would also be important in the development and application of the theory of human capital. Through the findings of this study, the applicability of human capital theory in training programmes would be felt and applied in real scenarios.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presented a review of the related literature on the subject under study presented by various researchers. It also reviewed literature with respect to the research objective on the effectiveness of training programmes among international secondary schools in Kenya. The specific areas covered here were theoretical perspectives, the role of training programmes in organizations, effectiveness of training programmes and factors affecting effectiveness of training programmes.

2.2 Theoretical Foundation
The study was guided by Human Capital theory. Human capital theory is based on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population (David, 2001). Human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity, effectiveness and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment (Spender, 1996). The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Woodhall, 1997).
Human Capital Theory puts on that investment in human capital will lead to greater economic outputs however the validity of the theory is sometimes hard to prove and contradictory (Wright, Smart & McMahan, 1995). Labor was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1993). Friedman (2007), in his book, “The World is Flat”, wrote concerning the importance of education in the new global knowledge economy. Throughout western countries, education has recently been re-theorized under human capital theory as primarily an economic device. Human capital theory is the most influential economic theory of western education, setting the framework of government policies since the early 1960s.

Smith (1976) formulated the basis of what was later to become the science of human capital. Over the next two centuries, two schools of thought were distinguished. The first school of thought distinguished between acquired capacities that were classified as capital and human beings themselves, who were not. The second school of thought claimed that human beings themselves were capital. In modern human capital theory all human behaviour is based on the economic self-interest of individuals operating within freely competitive markets (Becker, 1975).

Human capital theory stresses the significance of education and training as the key to participation in the new global economy. Organization of Economic Cooperation and Development (OECD, 2000) claims that the radical changes to the public and private sectors of the economy introduced in response to globalization will be severe and
disturbing to many established values and procedures. The success of any nation in terms of human development is largely dependent upon the physical and human capital stock. Thus, recent social research focuses on the behavioral sciences of humanity in relation to economic productivity. Generally, human capital represents the assets each individual develops to enhance economic productivity (Barney, 1991).

Further, human capital is concerned with the wholesome adoption of the policies of education and development. Smith (1976) argued that an educated population is a productive population. Human capital theory emphasizes how effective training increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability.

### 2.3 Training Programmes

According to Rae (1991), though many organizations are concerned with the contribution of training to organization performance, the feasibility of such validation and evaluation was not consistently ascertained. One of the reasons provided by Huang (2001) is that training programmes often focused only on the quantity of training provided and not the quality of training. It has been found that in many areas of training and development, evaluation is difficult, especially management level training or human relations training, as the outcomes are not quantitatively defined (Rae, 1991).

Mulder (2001) concurred that at times, the standards for the required level of quality are not adequately defined, other than using superficial scales in an attempt at quantification – which then raises the question of validity and reliability of the
training evaluation measures. Torrington and Hall (2000) thus stated that though training tended to be nebulous and unsatisfactory, there is still a need for organizations to demonstrate that the training conducted was of value to the organization.

Phillips (1991) found that a majority of Human Resource Development (HRD) specialists are still reluctant to evaluate the effectiveness of training programs conducted. One of the reasons is that organizations were not able to find a tool for measurement that is both parsimonious and results-oriented (Huang, 2001). Huang (2001) thus suggested that perhaps there may not be a strong link between training evaluation and training effectiveness though companies that evaluate training programs are more likely to find a greater degree of effectiveness from the trainings provided by virtue of the fact that there was evaluation.

Training programmes have been linked to variables other than organizational performance. Again, many of these additional outcomes are related to performance indirectly. Sirianni and Frey (2001) evaluated the effectiveness of a nine-month leadership development program at a financial services company with presence in Canada, Europe, Latin America, and Asia. Participants included 29 service and operations market managers, district managers, and a regional president. The 13 training modules (e.g., managing conflict, motivating others, priority setting) were delivered in three-hour sessions every two weeks. Measures of program effectiveness included ratings offered by participants as well as other objective measures including regional scorecard results, which were collected on a monthly basis and used to determine service quality (Frey, 2001).
2.4 Effectiveness of Training Programmes

Effective training programmes in education require the dedicated support of top management (Schonewille, 2001). Such educational institutions that provide training mapped to students and organizational needs and provide it at the proper time. Yet, not all institutions place the same emphasis on, or show the same commitment to employee training (Roberts, 1995; Hughey et al., 1997). Institutions or firms that place a high value on training commit resources to the management of the training process. They devote time to ensuring that the target individuals get the training programs that is most appropriate for them (Eighteen, 1999). Such institutions are most successful at maximizing the effectiveness of their training programs (Huang, 2001). Organizations that commit effort and finances to training programs and employee development do so with the objective of a pay-off in terms of increased skill-sets, increased motivation, increased knowledge transfer (Pate, 2000), more positive psychological and organizational dynamics.

To ascertain the effectiveness of training, a training evaluation is required (Bramley and Kitson, 1994; Cheng and Ho, 2001; Rae, 1991; Tennant, Boomerang, & Roberts, 2002). From the results of the training evaluation, the organization will then be able to ascertain more accurately whether the training conducted had been effective. This is because training evaluations are conducted using measurable criteria (Grensing-Pophal, 2004). Unfortunately, most organizations do not conduct comprehensive training evaluations. According to Bedinham (1998), even though most managers are comfortable with the evaluation of technical training beyond the initial end of course level, these managers will not be comfortable at the thought of evaluating the effectiveness of non-technical training, such as interpersonal or conceptual skills as
these skills are deemed to be non-quantifiable. Broad and Newstrom (2001) however, stated that for training to be effective, the skills and knowledge learnt during training must be transferred to the job. Salas, Burke, Bowers and Wilson (2001) thus asserted that effective training helps to determine whether the training has been effectively transferred on the job.

2.5 Factors Affecting Effectiveness of Training

From the literature, it has been found that various factors can determine the amount of information learned during the training process. Factors that affect the effectiveness of training comprise individual characteristics, work environment, training design and trainer characteristics. These factors play a great role in instilling effectiveness to the trainees.

2.5.1 Individual Characteristics

Numerous studies have found individual trainee differences can determine the amount of information learned during training, and transferred to the job. These effects have been shown to be independent from training design factors (Fleishman and Mumford 2009). Trainee characteristics such as personality, trainee ability, and motivation effects were originally identified by training practitioners as factors affecting transfer of training. Notwithstanding, further empirical testing of these characteristics was very rare in earlier transfer studies.

Among various personality variables, locus of control was hypothesized in many earlier studies to affect the transfer process (Noe and Schmitt, 2006). Locus of control is defined by Rotter (2011) as a generalized expectancy that organizational outcomes
in terms of rewards and reinforcements in life are controlled either by an individual’s own actions (internality) or by other forces (externality). In a training situation, trainees with strong belief that they can control the provision of organizational outcomes are more likely to facilitate application of training content on their jobs. Such outcomes can be recognition, promotions, salary increase and job enlargement. Studies of Tziner (2011) indicate that those with an internal locus of control who benefited from a relapse prevention module exhibited higher levels of mastering the training contents. They were more likely to use trained skills and transfer strategies and were shown to transfer those trained skills to the workplace.

Self-efficacy plays a role in the transfer of training. Bandura (2006) defines self-efficacy as “peoples judgments of their capabilities to organize and execute courses of action required to attain designated types of performances”. It is clear that trainees with a high level of confidence in attaining anticipated performance and behavior change will be more likely to apply what they have learned from training on the jobs. Motivation plays an important role in training since individuals with inadequate motivation are likely to be poor in mastering the training content and subsequent training performance. Motivational variables can be grouped into: career and job attitudes, organizational commitment, decision and reaction to training and post training interventions. Mumford (2009) revealed trainee characteristics such as aptitude and motivational levels were among the most consistent predictors of trainee performance, stronger even than course content variables. Recently, several studies have confirmed that trainee’s motivation to attend training and to learn, affects their level of skill acquisition, retention, and willingness to transfer learning to the workplace (Mathieu, 2010).
Career and job attitudes generally refer to the cognitive state of psychological identification with one’s career and job. Trainees who frequently engage in cognitive or environmental search activities are expected to have better understanding of their strengths, weaknesses and interests. In fact, they recognize the importance of learning new skills and refining current skills (Facteau, 2010). Post training interventions such as feedback and relapse prevention might influence trainee’s motivation to transfer new acquired skills and knowledge back to their jobs. A study by Martocchio and Webster (2012) indicated that trainees receiving negative feedback resulted in less learning over time than those receiving positive feedback.

### 2.5.2 Work Environment

Even if the durability and flexibility of original learning were strong, there may be conditions back at the work site that mitigate against having effective training. Trainees will also have some understanding about the general extent to which factors in the workplace support employee training. These general perceptions of workplace support are referred to as the transfer climate. Although practitioners stress the importance of the work environment in creating positive transfer, empirical research focusing on this dimension is limited. Recent studies have been based on such work environment variables as support-in-organization, continuous learning culture and task constraints (Tracey, 2010).

Organizational climate refers to a range of characteristics of an organization, such as policies, reward systems and managerial behaviour; to which employees attach meaning on the basis of their own values, beliefs, needs and other individual characteristics. Tannenbaum and Yukl (2002) define climate as perceptions of the
environment that evolve out of interaction among organizational members. An organizational climate is said to exist when a group of individuals share a common perception of the work context. An example of this is the positive correlation shown between social support and motivation to learn and between social support and trainee self-efficacy (Wagner and Gooding, 2007). Other studies proved a positive relationship between an ‘updating’ climate (one that encourages updating of technical knowledge and skills and personal growth) and attendance and interest in training, seminars and professional meetings.

The supports-in-organization variables come from the concept of social support that is said to be influential when employees believe that other client systems in the organization such as the supervisors and peers provide them with opportunities for practicing new skills and knowledge in the job setting (Noe, 2006). Opportunities to practice ensures that when trainees have plenty of chances to apply what they have learned to their jobs, a larger amount of training content can be transferred (Ford, 2012). Basically, there are four major sources of social support; subordinate, peer, supervisor and top management (Facteau, 2010).

Another major component of work environment is task constraints. Mathieu (2012) found that task constraints were shown to be negatively, but only marginally, related to training motivation. A study by Facteau (2010) revealed that manager’s perceptions of task constraints in the environment were not significantly related to their pre-training motivation and perceived training transfer. In summary, transfer can be facilitated when the trainee has the opportunity to practice new learned skills back on the job. This can depend on supervisory support and assistance. One suggestion, as
yet untested, is to form support groups among trainees following a training experience.

Training environment that includes: training facilities, site layout, sound lighting, hardware environment, classroom climate, teacher and student involvement of the soft environment. Therefore, only the training of managers and trainers work together to create a better learning atmosphere and environment. According to Martin (2010), training environment has an effect on training effectiveness on human resource practices among employees.

2.5.3 Training Design

Learning from a training program is a necessary but not sufficient cause for effectiveness of training to occur. That is, the potential for training effectiveness depends on the quality and depth of the original learning that occurs in the training; Rouiller and Goldstein (2003) found that better learners did better at transferring what they learned. The quality and depth of learning depends on the characteristics of the design and delivery of the training. Baldwin and Ford (2008) proposed a model of factors in the training process that can affect transfer. According to this model, transfer will be enhanced when the training design includes identical elements, the general principles of a skill are taught, a variety of stimulus conditions are presented in the training to increase generalizability, and, generally, distributed training practices are used.
Poor instructional design skills are also in evidence in the use of instructional strategy for all types of learning outcomes (e.g. lecturing), failure to ensure that the conditions for learning for a particular type of learning outcome are present, teaching at a rule or procedural level instead of giving general and deeper principles, failure to give multiple examples and non-examples of concepts in a variety of contexts, providing inadequate practice time and poor feedback, or employing inadequate test designs (Smith-Jentsch, Salas and Brannick, 2001).

Many times during instruction, the trainer does not take the opportunity to provide additional or supportive guidance on using the skills back on the job (Baldwin and Ford, 2008). It is often up to the students to translate theoretical concepts and models into procedures and practice at the workplace. While bright students may be able to do this, it places too great of a cognitive load on mediocre and slower students, who will have great difficulty if they can do it all.

Salas and Bowers (1998) summarized the literature on the effects of pre-practice conditions on learning. Pre-practice conditions are those training procedures that impact the trainee’s receptivity and acquisition of knowledge prior to skill practice exercises in the training program. Salas and Bowers (1998) noted that the following factors should contribute to transfer: attentional advice that teach general strategies for doing the task; meta-cognitive strategies that teach self-regulation; and team pre-briefs that define performance expectations and clarify team member roles and responsibilities. Learning based on this review, they recommended the use of these various factors as part of the design of training programs.
2.5.4 Trainer Characteristics

A study conducted by McCracken (2009) found that within the training influences category, 14% of the responses described specific attributes of trainers that are important to supporting training transfer. They labeled them trainer characteristics and defined this subcategory as a trainer’s knowledge of the subject matter, professional experience, and knowledge of teaching principles as important in supporting training transfer.

One quality of trainer delivery considered particularly influential in learning transfer is trainer expressiveness. An expressive trainer is one who shows appropriate vocal intonations and is generally fluent through sounding natural and normal in rate of speaking. In human resource development, trainer expressiveness is part of a subset of trainer behaviours named “immediacy,” whereby trainers motivate trainees through their nonverbal and verbal behaviour (Brown, 2005).

A trainer can be inexpressive through speaking in a monotone voice with lots of “ums” and “ahs,” or expressive through use of an animated vocal tone and maintenance of vocal fluency. Research examining the effects of trainer expressiveness on recall suggests that the more expressive the instructor, the more trainees remember (Brown, 2005). In the context of the seductive details research, it seems that a non seductive, expressive trainer will be most effective for trainee recall. Seductive details might be beneficial for problem solving because the distractive nature of seductive details allows trainees to form their own framework of events and gain a more comprehensible model.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter discussed the methodology that was used in gathering the data, analyzing the data and reporting the results. Here the researcher aimed at explaining the methods and tools that were used to collect and analyze data to get proper and maximum information related to the subject under study.

3.2 Research Design
The research employed cross sectional survey design. This is a type of descriptive research design involving the collection of information from any given sample of the population element once (Ngechu, 2004). Mugenda and Mugenda (2003) noted that a survey attempts to collect data from members of a population and describes phenomenon by asking individuals about their perceptions, attitudes, behaviour or values.

Cross-sectional research design was chosen because it appeals for generalization within a particular parameter. The data obtained was standardized to allow easy comparison. Moreover, it explores the existing status of two or more variables at a given point in time. This design was meant to enhance a systematic description that is accurate, valid and reliable as possible regarding the effectiveness of teacher training programmes offered by international secondary schools in Nairobi Kenya.
3.3 Population of the Study

Population refers to all the items in the field of inquiry (Kumar, 2008). According to Ngechu (2004), it is the specific population about which information is to be collected (It is a well defined or specified set of people, group of things, households, firms, services, elements or events which are being investigated). Our population of study comprised 672 teachers in 13 international secondary schools in Nairobi County, Kenya. This population is distributed as shown in table 3.1 below.

Table 3.1: Population of the Study

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braeburn Schools</td>
<td>57</td>
</tr>
<tr>
<td>Brook house Schools</td>
<td>59</td>
</tr>
<tr>
<td>GEMS Cambridge International Schools</td>
<td>91</td>
</tr>
<tr>
<td>Hillcrest International Schools</td>
<td>49</td>
</tr>
<tr>
<td>St. Christopher School</td>
<td>43</td>
</tr>
<tr>
<td>St. Austine School</td>
<td>55</td>
</tr>
<tr>
<td>Premier Academy</td>
<td>41</td>
</tr>
<tr>
<td>Braeside School</td>
<td>42</td>
</tr>
<tr>
<td>Light academy schools</td>
<td>39</td>
</tr>
<tr>
<td>Oshwal Academy school</td>
<td>37</td>
</tr>
<tr>
<td>Nairobi International school</td>
<td>45</td>
</tr>
<tr>
<td>Nairobi Academy School</td>
<td>67</td>
</tr>
<tr>
<td>Peponi school</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>672</strong></td>
</tr>
</tbody>
</table>
3.4 Sample Design

Mugenda and Mugenda (2003) define a sample as a sub-set of a population. Sampling is a process of selecting subjects or cases to be included in the study of the representative of the target population. This study used a sample.

The study used a simple random sampling in selecting respondents to participate in the study from all the schools within Nairobi County. According to Mugenda and Mugenda (2003), a sample proportion of between 10% - 30% is appropriate for the generalization of the research findings. This study used a sample proportion of 10% because the population is big enough to reduce on data redundancy. The researcher also used simple random sampling technique in collection of the data. According to Mugenda and Mugenda (2003), simple random sampling is a sampling technique where each and every unit (teacher) of the study population has an equal and independent chance of being selected into the sample. The sampling was done on the teachers teaching in all the international secondary schools in Nairobi County, Kenya. This study used a sample of 67 respondents as shown in table 3.2 below.
Table 3.2: Determination of the Sample

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total Population</th>
<th>Sample Proportion</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braeburn Schools</td>
<td>57</td>
<td>0.1</td>
<td>6</td>
</tr>
<tr>
<td>Brook house Schools</td>
<td>59</td>
<td>0.1</td>
<td>6</td>
</tr>
<tr>
<td>GEMS Cambridge International Schools</td>
<td>91</td>
<td>0.1</td>
<td>9</td>
</tr>
<tr>
<td>Hillcrest International Schools</td>
<td>49</td>
<td>0.1</td>
<td>5</td>
</tr>
<tr>
<td>St. Christopher School</td>
<td>43</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>St. Austine School</td>
<td>55</td>
<td>0.1</td>
<td>6</td>
</tr>
<tr>
<td>Premier Academy</td>
<td>41</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>Braeside School</td>
<td>42</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>Light academy schools</td>
<td>39</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>Oshwal Academy school</td>
<td>37</td>
<td>0.1</td>
<td>4</td>
</tr>
<tr>
<td>Nairobi International school</td>
<td>45</td>
<td>0.1</td>
<td>5</td>
</tr>
<tr>
<td>Nairobi Academy School</td>
<td>67</td>
<td>0.1</td>
<td>7</td>
</tr>
<tr>
<td>Peponi school</td>
<td>47</td>
<td>0.1</td>
<td>4.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>672</strong></td>
<td></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

3.5 Data Collection

The study used primary data to be collected through questionnaire (Cooper and Schinder, 2003). The questionnaires had both open and close ended questions. The closed ended questions used a five point Likert scale where respondents will be required to fill according to their level of agreement with the statements. The unstructured questions used to encourage the respondents to participate in the study.
The questionnaire comprised two sections. The first included the demographic characteristics while section two will deal with the identified factors/objectives.

3.6 Data Analysis

This study employed descriptive statistics. The purpose of descriptive statistics is to enable the researcher meaningfully describe a distribution of scores or measurements using a few indices or statistics (Kombo & Tromp, 2006). The statistics was generated with the aid of computer software statistics package for social science (SPSS). For the purpose of effective communication to ultimate users the researcher will present the findings using percentages, frequency, means and standard deviations. The results were presented in tables and charts.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction
This chapter presents research findings, analysis of the data and interpretation of the data collected from the respondents on the effectiveness of teacher training programmes offered by international secondary schools in Nairobi, Kenya. The data collected was analyzed and the findings were presented using frequencies and percentages outlined in the frequency tables.

4.2 Response Rate
A total of 67 questionnaires were distributed and administered to the respondents, 59 questionnaires were returned giving an average response rate of 88.06% for all the respondents as presented in Table 4.1.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>completed</td>
<td>59</td>
<td>88.06%</td>
</tr>
<tr>
<td>Not completed</td>
<td>8</td>
<td>11.94%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.3 Demographic Characteristics of Respondents

4.3.1 Age of the Respondents
The study sought to establish the age bracket of the respondents in the international secondary schools in Nairobi County.
Table 4.2: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 – 25 years</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>26 – 35 years</td>
<td>14</td>
<td>24%</td>
</tr>
<tr>
<td>36 – 45 years</td>
<td>18</td>
<td>31%</td>
</tr>
<tr>
<td>46 – 55 years</td>
<td>13</td>
<td>22%</td>
</tr>
<tr>
<td>56 and above</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the findings in Table 4.2, majority of the respondents 31% (18) were aged between 36 – 45 years, 24% (14) of the respondents were aged between 26 – 35 years, 22% (14) of the respondents were aged between 46 – 55 years, 18% (11) of the respondents were aged between 18 – 25 years while 5% (3) of the respondents were aged between 56 and above years.

4.3.2 Gender of the Respondents

The study sought to establish the gender distribution of the respondents. The findings are distributed in Table 4.3.

Table 4.3: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>64.4%</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>35.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

31
From the findings, 64.4% (38) of the respondents were male while 35.6% (21) of the respondents were females. This shows that majority of the respondents at the international secondary schools were males.

4.3.3 Highest Academic Qualification

The study sought to establish the highest academic qualification of the respondents. The findings are distributed in table 4.4 below.

Table 4.4: Highest Academic Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>12</td>
<td>20.3%</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>31</td>
<td>52.5%</td>
</tr>
<tr>
<td>post graduate</td>
<td>16</td>
<td>27.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As indicated in the above table, majority of the respondents 52.5% (31) had bachelors degree as their highest level of education. 27.2% (16) of the respondents had post graduate as their highest level of education while 20.3% (12) of the respondents had diploma as their highest level of education.

4.3.4 Years of Service

The study sought to establish the highest academic qualification of the respondents. The findings are distributed in table 4.5 below.
Table 4.5: Years of Service

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>14</td>
<td>24%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>18</td>
<td>31%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>13</td>
<td>22%</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the findings, majority of the respondents 31% (18) had been teaching in the school for between 6-10 years, 24% (14) of the respondent had been teaching in the school for between 1-5 years, 22% (13) of the respondents had been teaching in the school for between 11-15 years, 18% (11) of the respondents had been teaching in the school for Less than 1 year, while 5% (3) of the respondents had been teaching in the schools for More than 15 years.

**4.4 Effectiveness of Training Programmes**

The study sought to establish the effectiveness of the effectiveness of training programmes in international secondary schools.
Table 4.6: Effectiveness of Training Programmes

<table>
<thead>
<tr>
<th>Effectiveness of Training Programmes</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several training programmes have been organized for us teachers</td>
<td>3.6872</td>
<td>0.8946</td>
</tr>
<tr>
<td>The training programmes are tailored to the needs to teachers</td>
<td>3.3276</td>
<td>0.8715</td>
</tr>
<tr>
<td>The training needs analysis is conducted prior to organizing for the training programmes</td>
<td>3.9652</td>
<td>1.0038</td>
</tr>
<tr>
<td>The training programmes have improved the ability of teachers in teaching</td>
<td>4.6813</td>
<td>1.3977</td>
</tr>
<tr>
<td>The training programmes have facilitated timely completion of syllabus by teachers</td>
<td>4.5826</td>
<td>1.2568</td>
</tr>
<tr>
<td>The training programmes have promoted high level of professionalism among the teachers.</td>
<td>4.0181</td>
<td>1.1095</td>
</tr>
<tr>
<td>The outcome of the training programmes is regularly reviewed</td>
<td>3.7155</td>
<td>0.9379</td>
</tr>
<tr>
<td>Training programmes have improved the leadership abilities of teachers</td>
<td>4.5617</td>
<td>1.2193</td>
</tr>
<tr>
<td>Training programmes have improved the guiding and counselling ability of teachers</td>
<td>4.6119</td>
<td>1.3660</td>
</tr>
<tr>
<td>Training programmes have improved teaching passion among teachers</td>
<td>4.3361</td>
<td>1.2547</td>
</tr>
<tr>
<td>Training programmes have provided teachers with the international perspective of international curricula</td>
<td>3.9679</td>
<td>1.1035</td>
</tr>
<tr>
<td>The training programmes are offered to teachers according to their areas of specialization- Subjects they teach</td>
<td>3.8712</td>
<td>0.9156</td>
</tr>
</tbody>
</table>

From the findings on the above table, the study found out that majority of the respondents agreed to great extent that several training programmes have been organized for us teachers as shown with a mean of 3.6872 and a deviation of 0.8946.

The study also found out that majority of the respondents agreed to a moderate extent
that the training programmes are tailored to the needs to teachers as shown with a mean of 3.3276 and a deviation of 0.8715. On whether training needs analysis is conducted prior to organizing for the training programmes, the study established that majority of the respondents agreed to a great extent as shown with a mean of 3.9652 and a deviation of 1.0038. On whether training programmes have improved the ability of teachers in teaching, the study established that majority of the respondents agreed to a very great extent with a mean of 4.6813 and a deviation of 1.3977. The study established that majority of the respondents agreed to a very great extent that training programmes have facilitated timely completion of syllabus by teachers as shown with a mean of 4.5826 and a deviation of 1.3977.

On whether training programmes have facilitated timely completion of syllabus by teachers, the study established that majority of the respondents agreed to a very great extent as shown with a mean of 4.5826 and a deviation of 1.2568. The study also found out that majority of those interviewed agreed to a great extent that training programmes have promoted high level of professionalism among the teachers as shown with a mean of 4.0181 and a deviation of 1.1095. Regarding whether the outcome of the training programmes was regularly reviewed, the study established that majority of the respondents agreed to a great extent as shown with a mean of 3.7155 and a deviation of 0.9379. The study further found out that training programmes had improved the leadership abilities of teachers to a very great extent as shown with the mean of 4.5617 and a deviation 1.2193. On whether training programmes had improved the guiding and counselling ability of teachers, the study found out that majority of the respondents agreed to a very great extent as shown with a mean of 4.6119 and a deviation of 1.3660.
Regarding the statement whether training programmes had improved teaching passion among teachers, the study established that majority of the respondents agreed to a great extent with a mean of 4.3361 and a deviation of 1.2547. The study found out that majority of the respondents agreed to a great extent that training programmes had provided teachers with the international perspective of international curricula as shown with a mean of 3.9679 and a deviation of 1.1035. The study further established that majority of the respondents agreed to a great extent that training programmes were offered to teachers according to their areas of specialization—Subjects they teach as shown with a mean of 3.8712 and a deviation of 0.9156.
### 4.5 Factors Affecting Training Effectiveness

**Table 4.7: Effecting of Training Effectiveness**

<table>
<thead>
<tr>
<th>Factors affecting Training Effectiveness</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The work environment affects training effectiveness</td>
<td>3.9134</td>
<td>0.9713</td>
</tr>
<tr>
<td>Understanding of the curricula by teachers affects training effectiveness</td>
<td>2.7347</td>
<td>0.4415</td>
</tr>
<tr>
<td>The design used in the training affects the training effectiveness</td>
<td>3.6712</td>
<td>0.7953</td>
</tr>
<tr>
<td>The characteristics of the trainer affects the training effectiveness</td>
<td>4.5139</td>
<td>1.2579</td>
</tr>
<tr>
<td>Personality of the teachers affects the effectiveness of the training</td>
<td>2.3872</td>
<td>1.4319</td>
</tr>
<tr>
<td>Attitudes of the trainer to understand affects effectiveness of the training</td>
<td>3.4168</td>
<td>0.4417</td>
</tr>
<tr>
<td>Teachers’ locus of control affects training effectiveness</td>
<td>2.2718</td>
<td>0.4357</td>
</tr>
<tr>
<td>Remuneration awarded to teachers affect training effectiveness</td>
<td>4.5942</td>
<td>1.3559</td>
</tr>
<tr>
<td>Teachers’ duties affect the training effectiveness</td>
<td>3.8440</td>
<td>0.9173</td>
</tr>
<tr>
<td>The level of self efficacy affects training effectiveness</td>
<td>4.5572</td>
<td>1.3315</td>
</tr>
<tr>
<td>Teachers’ organizational commitment affects training effectiveness</td>
<td>2.9451</td>
<td>0.4376</td>
</tr>
<tr>
<td>Teachers’ post training interventions affects training effectiveness</td>
<td>3.3762</td>
<td>0.6519</td>
</tr>
<tr>
<td>The schools management affects training effectiveness</td>
<td>4.6132</td>
<td>1.2533</td>
</tr>
<tr>
<td>My personality changed after the training</td>
<td>2.5671</td>
<td>0.4284</td>
</tr>
<tr>
<td>My level of self efficacy improved after the training</td>
<td>4.1294</td>
<td>0.9744</td>
</tr>
<tr>
<td>Training has enabled me deliver quality teaching</td>
<td>4.5641</td>
<td>1.2590</td>
</tr>
<tr>
<td>Training has enabled me complete the syllabus on time</td>
<td>4.4679</td>
<td>1.1095</td>
</tr>
<tr>
<td>Training has improved my mentorship ability</td>
<td>3.9137</td>
<td>0.8641</td>
</tr>
<tr>
<td>Training has improved my teamwork in the school</td>
<td>4.6746</td>
<td>1.3756</td>
</tr>
<tr>
<td>Training has improved my commitment to the school</td>
<td>4.3581</td>
<td>1.0975</td>
</tr>
<tr>
<td>Training has made teaching interesting</td>
<td>3.6773</td>
<td>0.7613</td>
</tr>
<tr>
<td>Training has enabled me to teach more subjects</td>
<td>3.2198</td>
<td>0.5615</td>
</tr>
<tr>
<td>Training has improved my knowledge of the new syllabus</td>
<td>4.6188</td>
<td>1.2897</td>
</tr>
</tbody>
</table>
From the findings in the Table 4.5, the study found out that majority of the respondents agreed to a great extent that the work environment affects training effectiveness as shown with a mean of 3.9134 and a deviation of 0.9713. The study also found out that majority of the respondent agreed to a moderate extent that understanding of the curricula by teachers affects training effectiveness with a mean of 2.7347 and a deviation of 0.4415. On whether the design used in the training affects the training effectiveness, the study established that majority of the respondents agreed to a great extent as shown with a mean of 3.6712 and a deviation of 0.7953. Regarding the statement as to whether the characteristics of the trainer affects the training effectiveness, the study established that majority of the respondents agreed to a very great extent with a mean of 4.5139 and a deviation of 1.2579. The study further found out that majority of the respondents agreed to a moderate extent that personality of the teachers affects the effectiveness of the training as shown with a mean of 2.3872 and a deviation of 1.4319.

Regarding the statement as to whether attitudes of the trainer to understand affects effectiveness of the training, majority of the respondents agreed to a moderate extent as shown with a mean of 3.4168 and a deviation of 0.4417. The study found out that majority of the respondents agreed to a little extent that teachers locus of control affects training effectiveness as shown with a mean of 2.2718 and a deviation of 0.4357. On whether remuneration awarded to teachers affect training effectiveness, the study found out that majority of the respondents agreed to a very great extent as shown with a mean of 4.5942 and a deviation of 1.3559. Majority of the respondents agreed to a great extent that teachers’ duties affect the training effectiveness as shown with a mean of 3.8440 and a deviation of 0.9173. The study established that majority
of the respondents agreed to a very great extent that the level of self efficacy affects training effectiveness as shown with a mean of 4.5572 and a deviation of 1.3315.

Regarding the statement whether teachers’ organizational commitment affects training effectiveness, the study established that majority of the respondents agreed to a moderate extent as shown with a mean of 2.9451 and a deviation of 0.4376. The study also found out that majority of the respondents agreed to a moderate extent that teachers post training interventions affects training effectiveness as shown with a mean of 3.3762 and a deviation of 0.6519. The study established that majority of the respondents agreed to a very great extent that the schools management affects training effectiveness as shown with a mean of 4.6132 and a deviation of 1.2533. On whether respondents’ personality changed after the training, the study established that majority of the respondents agreed to a moderate extent as shown with a mean of 2.5671 and a deviation of 0.4284. The study found out that majority of the respondents agreed to a great extent that their level of self efficacy improved after the training as shown with a mean of 4.1294 and a deviation of 0.9744. Majority of the respondents agreed to a very great extent that training has enabled them deliver quality teaching as shown with a mean of 4.5641 and a deviation of 1.2590. On whether training has enabled the respondents to complete the syllabus on time, majority of them agreed to a great extent as shown with a mean of 4.4679 and a deviation of 1.1095.

From the findings, the study found out that majority of the respondents agreed to a great extent that training has improved their mentorship ability as shown with a mean of 3.9137 and a deviation of 0.8641. The study also found out that majority of the respondents agreed to a very great extent that training has improved their teamwork in
the school as shown with a mean of 4.6746 and a deviation of 1.3756. On whether training has improved respondents’ commitment to the school, majority of them agreed to a great extent as shown with a mean of 4.3581 and a deviation of 1.0975. Regarding the statement as to whether training has made teaching interesting, the study established that majority of the respondents agreed to a great extent with a mean of 3.6773 and a deviation of 0.7613. The study found out that majority of the respondents agreed to a moderate extent that training has enabled them to teach more subjects as shown with a mean of 3.2198 and a deviation of 0.5615. Finally, the study found out that majority of the respondents agreed to a very great extent that training has improved their knowledge of the new syllabus as shown with a mean of 4.6188 and a deviation of 1.2897.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter discusses the findings of the study, draws up conclusions and makes recommendations. The conclusions and recommendations were drawn in addressing the research objective which was to determine the effectiveness of teacher training programmes offered by international secondary schools in Nairobi Kenya.

5.2 Summary of study Findings
Regarding the effectiveness of training programmes, the study established that that majority of the respondents agreed to great extent that several training programmes had been organized for teachers. This is consistent with the work of Huang (2001) who stated that training programmes often focus only on the quantity of training provided and not the quality of training. The study also established that majority of the respondents agreed to a moderate extent that the training programmes are tailored to the needs to teachers. On whether training needs analysis was conducted prior to organizing for the training programmes, the study established that majority of the respondents agreed to a great extent on the said statement. The study established that majority of the respondents agreed to a very great extent that training programmes improved the ability of teachers in teaching. The study established that majority of the respondents agreed to a very great extent that training programmes facilitated timely completion of syllabus by teachers. The study also established that majority of those interviewed agreed to a great extent that training programmes have promoted high level of professionalism among the teachers. This is consistent with the work of
Schonewille (2001) who effective training programmes in education require the dedicated support of top management.

The study established that majority of the respondents agreed to a great extent that the outcome of the training programmes was regularly reviewed. The study further established that majority of the respondents agreed to a very great extent that training programmes had improved the leadership abilities of teachers to a very great extent.

On whether training programmes had improved the guiding and counselling ability of teachers, the study established that majority of the respondents agreed to a very great extent. This contradicts the work of Baldwin and Ford (2008) who indicated that many times during instruction, the trainer does not take the opportunity to provide additional or supportive guidance on using the skills back on the job.

The study established that majority of the respondents agreed to a great extent that training programmes had improved teaching passion among teachers. The study also established that majority of the respondents agreed to a great extent that training programmes had provided teachers with the international perspective of international curricula. The study further established that majority of the respondents agreed to a great extent that training programmes were offered to teachers according to their areas of specialization.

On factors affecting training effectiveness, the study established that majority of the respondents agreed to a great extent that the work environment affects training effectiveness. The study also established that majority of the respondent agreed to a moderate extent that understanding of the curricula by teachers affects training
effectiveness. On whether the design used in the training affects the training effectiveness, the study established that majority of the respondents agreed to a great extent on the said statement. Regarding the statement as to whether attitudes of the trainer to understand affects effectiveness of the training, the study established that majority of the respondents agreed to a moderate extent on the said statement. The study established that majority of the respondents agreed to a great extent that teachers’ duties affect the training effectiveness. The study further established that majority of the respondents agreed to a very great extent that the level of self efficacy affects training effectiveness.

The study established that majority of the respondents agreed to a moderate extent that teachers’ organizational commitment affects training effectiveness. The study also established that majority of the respondents agreed to a moderate extent that teachers post training interventions affects training effectiveness. The study further established that majority of the respondents agreed to a very great extent that the schools management affects training effectiveness. On whether respondents’ personality changed after the training, the study established that majority of the respondents agreed to a moderate extent on the said statement. Regarding the statement whether training improved mentorship ability, the study established that majority of the respondents agreed to a great extent on the said statement. The study also established that majority of the respondents agreed to a very great extent that training improved their teamwork in the school. This is consistent with the work done by Fleishman and Mumford (2009) who argued that trainee characteristics such as personality, trainee ability, and motivation effects were originally identified by training practitioners are factors affecting transfer of training. The study established
that majority of the respondents agreed to a very great extent that training improved their knowledge of the new syllabus.

5.3 Conclusion

The study established that that majority of the respondents agreed to great extent that several training programmes had been organized for teachers. The study therefore concludes that training programmes had been organized for teachers in the international secondary schools. The study established that majority of the respondents agreed to a very great extent that training programmes improved the ability of teachers in teaching. The study therefore concludes that indeed training programmes improved the ability of teachers in teaching. The study also established that majority of the respondents agreed to a great extent that the outcome of the training programmes was regularly reviewed. The study therefore concludes that indeed the outcome of the training programmes was regularly reviewed for effectiveness.

The study concludes that training programmes had improved teaching passion among teachers. The study also established that majority of the respondents agreed to a great extent that training programmes had provided teachers with the international perspective of international curricula. The study therefore concludes that training programmes had provided teachers with the international perspective of international curricula. The study further established that majority of the respondents agreed to a great extent that training programmes were offered to teachers according to their areas of specialization. The study therefore concludes that that training programmes were offered to teachers according to their areas of specialization.
The study established that majority of the respondents agreed to a great extent that the work environment affects training effectiveness. The study therefore concludes that work environment affects training effectiveness. The study also established that majority of the respondent agreed to a moderate extent that understanding of the curricula by teachers affects training effectiveness. The study therefore concludes that the respondents had a divided opinion on the said statement.

The study established that majority of the respondents agreed to a moderate extent that teachers’ organizational commitment affects training effectiveness. The study therefore concludes that the respondents had a divided opinion on the statement. The study further established that majority of the respondents agreed to a moderate extent that teachers post training interventions affects training effectiveness. The study therefore concludes that the respondents had a divided opinion on the said statement. Regarding the statement whether training improved mentorship ability, the study established that majority of the respondents agreed to a great extent on the said statement. The study therefore concludes that training improved mentorship ability. Finally on whether training improved teamwork in the school. The study concludes that indeed training improved teamwork in the school.

5.4 Recommendations

The study concluded that training programmes had been organized for teachers in the international secondary schools. The study therefore recommends that training programmes should be organized for teachers to improve on effectiveness. The study concluded that outcome of the training programmes was regularly reviewed for effectiveness. The study therefore recommends that training programmes should be
reviewed regularly to improve effectiveness. The study concluded that training programmes had improved teaching passion among teachers. The study therefore recommends that training programmes should be regularly done to add passion to the teachers.

The study concluded that work environment affects training effectiveness. The study therefore recommends that there should be a conducive working environment to improve on training effectiveness. The study concluded that the respondents had a divided opinion on the whether understanding the curricula by teachers affects training effectiveness. The study therefore recommends that teachers should have a good background of the curricula to improve on training effectiveness. The study therefore concluded that the respondents had a divided opinion on whether teachers’ organizational commitment affects training effectiveness. The study recommends that organizational commitment among teacher should be instilled since it affects training effectiveness.

5.5 Recommendations For Further Research
A study should be conducted on the strategies being employed by school administrators to cope with the challenges faced by teachers on the implementation the training programmes.
A study on the effects of training programmes on academic performance of students in the international schools.
A study on the same topic - perceived effectiveness of teacher training programmes offered by international secondary schools in Nairobi Kenya to be conducted in region of the country so as to generalize the research findings.
5.6 Limitation of the Study

The study was limited by the fact that it was not possible to control some intervening variables. For example, there were variations in the capacity of the teachers due to experience and training. However, the researcher used interview method and Questionnaires which were simplified. Some might be having more work experience in the perceived training programmes better than others and therefore the generalization of findings to all schools needs to be considered basing on this possible diversity.

In the course of the study the researcher experienced quite a number of limitations that possibly interfered with the quality of the data; some schools were far in the interior from the main road. However, the researcher used hired taxi as a means of transport.
REFERENCES


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Hughey, A.W., Mussnug, K. J. (1997). Designing effective employee training programmes”, *Training for Quality*, 5(2) pp52-7


APPENDICES

Appendix I: Questionnaire

SECTION A: Demographic Information

Please answer the following questions by ticking appropriately in the spaces provided

1. Name of your school ________________________________

2. What is your age?
   - 18 - 25 [ ]
   - 26 – 35 [ ]
   - 36 – 45 [ ]
   - 46 – 55 [ ]
   - 56 and above [ ]

3. What is your gender?
   - Male [ ]
   - Female [ ]

4. What is your highest academic qualification?
   - Diploma [ ]
   - Bachelors degree [ ]
   - post graduate [ ]

5. How many years have you been a teacher in this school?
   - Less than 1 year [ ]
   - 1-5 years [ ]
   - 6-10 years [ ]
   - 11-15 years [ ]
   - More than 15 years [ ]
SECTION B: EFFECTIVENESS OF TEACHER TRAINING PROGRAMMES

6. International schools have been offering several training programmes to the teachers in their quest to improve the teaching capacity. Kindly indicate the extent to which you agree with the effectiveness of the various training programmes. Use a scale of (5) = very great extent (4) = Great extent (3) = Moderate extent (2) = Little extent (1) = No extent at all.

<table>
<thead>
<tr>
<th>Effectiveness of Training Programmes</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Several training programmes have been organized for us teachers</td>
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<tr>
<td>The training programmes are tailored to the needs to teachers</td>
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<tr>
<td>The training needs analysis is conducted prior to organizing for the training programmes</td>
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<tr>
<td>The training programmes have improved the ability of teachers in teaching</td>
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<tr>
<td>The training programmes have facilitated timely completion of syllabus by teachers</td>
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<tr>
<td>The training programmes have promoted high level of professionalism among the teachers.</td>
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<td>The outcome of the training programmes is regularly reviewed</td>
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<tr>
<td>Training programmes have improved the leadership abilities of teachers</td>
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<td>Training programmes have improved the guiding and</td>
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</table>

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counselling ability of teachers

Training programmes have improved teaching passion among teachers

Training programmes have provided teachers with the international perspective of international curricula

The training programmes are offered to teachers according to their areas of specialization- Subjects they teach

Factors affecting Training Effectiveness

The work environment affects training effectiveness

Understanding of the curricula by teachers affects training effectiveness

The design used in the training affects the training effectiveness

The characteristics of the trainer affects the training effectiveness

Personality of the teachers affects the effectiveness of the training

Attitudes of the trainer to understand affects effectiveness of the training

Teachers’ locus of control affects training effectiveness

Remuneration awarded to teachers affect training effectiveness

Teachers’ duties affect the training effectiveness
7. In what other ways has the training programmes affected you? Please indicate
................................................................................................................................................

8. In your opinion what should be done to improve of teacher training in the
international secondary schools?
................................................................................................................................................

Thank You Very Much for Your Co-Operation