An Investigation into the Factors Affecting Teacher Development in Secondary Schools in Kangundo District, Machakos County of Kenya

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Mwanza, Fildelima
An investigation into the factors

May 2012
DECLARATION

This research project is my original work and has not been presented in anywhere for the purpose of examination.

Signature.............................................................. Date...15.1.2012

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This research project has been submitted for examination with our approval as the supervisors.

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DEDICATION

To my mum: Rhoda Patrick, my sisters: Norah, Jane and Justine; and my brothers: Augustine and John.
ACKNOWLEDGEMENT

I am deeply grateful to my supervisors: Mr. Chrispen Maende and Mr. Robert Nzulwa for their guidance during the project writing and all the staff members of Kenyatta University for seeing me through the MBA programme. Special thanks go to my family for their encouragement, moral and financial support; for whom without their support my success could not be realized. Finally, to my friends: Jeff, Ken and Steve, for their encouragement and support during the project writing.
ABSTRACT

The purpose of this study was to investigate the factors that affect teacher development in secondary schools. The focus was on whether teacher promotion, curriculum, finance availability and training needs assessment affect teacher development. It was also to establish if there are other factors besides these. The study was undertaken through a descriptive study that aimed at investigating the relationship between the independent and the dependent variables and data collected mainly by questionnaires. The target population was secondary school teachers in Kangundo District where a total of 125 teachers were interviewed. The study grouped employees into three levels: the principals and deputy principals (top level), the head of departments (middle level), and subject teachers (lower level). This had the different levels represented in their respective strata as each of them had different characteristics. Data collected from the field was first be coded according to themes researched on the research for computer use in summarizing the data in tables. It was entered using produced using statistical package for computer sciences (SPSS) packages. Frequency tables were generated using EXCEL and STATA. It then gave the distribution of responses in the questionnaire in terms of pie charts, pyramids and bar graphs. This feedback can then be significant in that institutions that deal with teacher development may get an insight into the policy formulation of teacher development. The study revealed that, but for financial availability, teacher development is influenced by teacher promotion, curriculum change and training need assessment. The researcher found out that training and development courses were ill planned, and the facilitators ill prepared. Also, most of the courses took very little time for meaningful learning. Merit was not usually the criteria for teacher promotion and teachers were not rewarded for attending continuous training and development courses. Besides, the study revealed that teachers were not involved in curriculum change but compelled to implement changes they had little knowledge on. Moreover, finance availability as proxied by government support was inadequate. Further, it revealed that teachers were not incorporated in identifying their training needs. The study recommends that training and development courses be well planned such that they are in line with the curriculum and meet the training needs of teachers. They should also be programmed over longer period for maximum results. Teachers should be rewarded after undertaking development courses and promotions to be based on merit. In addition, teachers should be incorporated in curriculum change and in-serviced before they are asked to implement these changes. Also, teachers should be involved in identifying their training needs. Further research should be conducted on teacher motivation and its impact on teacher development and school administration and its impact on teacher development.
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DEFINITION OF OPERATIONAL TERMS

Development: A form of personal improvement that usually consists of enhancing knowledge and skills of complex and unstructured nature.

Education: Refers to activities, which aim at developing knowledge, skills, moral values and understanding required in all aspects of life rather than knowledge and skill related to a limited field of activity.

In-service: An activity which teachers undertake after they have begun teaching that concerns their professional improvement. It covers all forms of training and development designed to help practicing teachers become more effective in their work.

Training: A planned process to modify attitudes, knowledge and skill behaviour through learning experience, and effective programme in any activity or a range of activities.
# ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening Mathematics and Sciences in Secondary Education</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organisation</td>
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CHAPTER ONE
INTRODUCTION

1.0 Background of the study
Employee development refers to continued training offered to employees for the improvement of their skills and competence for better performance. Every organization has its own employee development policy. This policy should express the organization’s commitment to the continuous development of the skills and abilities of employees in order to maximize their contribution and give them the opportunity to enhance their skills, realize their potential, advance their careers and increase their employability both within and outside the organization.

Provision of quality education to a country’s citizenry is fundamental to the success of any government’s overall development strategy. In Kenya, the Kenya Institute of Education set up in 1968 after being merged with Curriculum Development Research Centre has been used to work on teacher education that revolves around developing the employee. Since independence, the Kenyan government has addressed challenges facing the education sector through commissions, committees and taskforces. It is this desire that led to the first commission after independence which came up with the report of the Kenya Education Commission (Ominde, 1964). This report sought to reform the education system inherited from the colonial government to make it more responsive to the needs of independent Kenya, (GOK, 2005). The report of the National Committee on Educational Objectives and policies focused on redefining Kenya’s educational policies and objectives, social and cultural aspirations of the people of Kenya, Gachathi, G.O.K. 1976).

Mackay Report (1981) led to the removal of the advanced (A) level of secondary education and expansion of other post-secondary training institutions. Besides, the report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond focused on improving education financing, quality and relevance (Kamunge, 1988). In addition there is The Commission of Inquiry into the education
system of Kenya, The Koech Report, (1999) that was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual, social responsibility, accelerated industrial and technological development, life-long learning and adaptation in response to changing circumstances.

Yet, with all these reports, the same challenges still face the educational sector. (G.O.K.,2005), points out that the Government commits itself to the recommendations made by delegates attending the National Conference on Education and Training, held between 27th and 29th November, 2004, to develop sector policies and implementation strategies that will ensure the provision of relevant and quality education and training to Kenyans. This reveals that the education sector is still faced with the issues of access, quality and equity despite having an increased population over the years, various commissions and committees to work on quality.

For any productive output, employees should be trained. It is this prerequisite that led to increased training institutes as recommended by Mackay, (1981). By 2005, the country had six (6) public universities and thirteen (13) recognized private universities all of which offer teacher-training courses. However, (GOK, 2005) reports, “The educational sector still faces a number of challenges such as access, equity, quality, relevance, efficiency in the management of educational resources, cost and financing of education, gender and regional disparities, and teacher quality and teacher utilization.”

Besides, only a small proportion of those who have been in high school have been able to perform well. The level has been characterized by poor performance in national examinations especially in subjects such as Mathematics and Sciences. The largest proportion gets grades that leave them wasted at the end of the day, as they do nothing but manual jobs that could otherwise have been done without secondary education. Yet, this is not because untrained personnel (teachers) are in charge of the students. (GOK, 2005). Though most of the teachers are graduates, they are arts oriented which results in shortages especially in Mathematics, Sciences, English and Kiswahili. Also, secondary teacher training combines teaching methodology and subject mastery .Under this system both the academic and methodology suffer from overburdened programme.
Although good performance has been elusive, question that triggers the mind then is, several contributions have been brought out to help make education fit for the students. One such contribution was the idea of curriculum development. However, even with curriculum development, the teacher is to work on the implementation of the new curriculum. Thus, Sitima (1987), in considering the new 8-4-4 system said that the trained teachers require some in servicing to tune them up for the 8-4-4 system of education.

Eshiwani (1993) advised that because the improvement of education depends on the improvement of teacher competency, there is need for a systematic upgrading and training programmes for primary, secondary and third level teaching staff through long-term and short-term courses and for upgrading the management skills of the head teacher through in-service training.

In the past, it has been noted that teachers thus have to be developed if better results are to be realized. Curtis,(1964) informed the attendants that the teacher training conference held in August, 1956, was as a result of looking for what institutes should do in their attempt to produce good teachers. He pointed out that if the quality and methods of training are the responsibility of training colleges, the status of the teaching profession, as a whole would be improved. But this has not happened and besides this the teacher has never learnt to study, and their performance after college is normally a story of continuous academic decline. The report noted that though younger teachers were self-conscious of this, they too found themselves in the same trap. The Assistant Education Officers charged with the responsibility of maintaining certain standards failed as they bogged down in the fee collection, sharing and distributions of equipment and do not know the different age groups to be of help.

(Cole, 1997) commented that human resources need attention from the organization’s management if they were to realize their full potential in their work hence the need for this research to assess the training needs for the development of teachers to realize their full potential. In Kenya, delivery and provision of quality education depends on many
factors and the role of the teacher as the most single important agent in the delivery of teaching, thus teachers must be given quality training followed by sustained in-service programmes and be accorded fair and objective opportunities for career development and upward mobility, (Kamutanga, 2000). Similarly, Hunter (1984) noted that head teachers and teachers need continuous professional development in order to maintain and upgrade their skills and to incorporate effective procedures identified in current research. On the same note, Mugiri (1986) recommended that teacher education must be seen as a gradual sequence of experiences in professional growth that begins at the initial stage at the college followed by further in-service training cycles. There must be continuity and reinforcement of training and growth throughout the teacher’s career.

In Kenya, key players in the in-service training for teachers in secondary schools were the Kenya Education Staff Institute (KESI), District Education Board (DEB), Kenya National Union of Teachers (KNUT) and donors such as Strengthening Mathematics and Sciences in Secondary Education (SMASSE). As noted earlier much has not been achieved despite repeated attempts to develop the teacher.

Teacher development has been a burning issue for a long time not only in Kenya but also in many other parts of the world. (Goldhaber and Hannaway, 2010) state, ‘Education is fundamentally a human capital enterprise. The nation’s public schools are given the crucial task of helping provide students with the human capital—the knowledge and skills required for their success in college and the workplace. In addition, the human capital of the nation’s teachers largely determines whether schools are successful at this endeavor. Unfortunately, there are troubling signs about the quality of the nation’s classroom. These signs have far-reaching implications for student learning, economic and social equality and the growth rate of the United States economy as a whole’.

In response, the study tried to look for ways of handling this question that began with the training of the untrained personnel in the teaching profession. This study tested whether teacher development is dependent on these factors: promotion, curriculum change, finance availability and training needs assessment. Specifically, the research investigated which specific factors in secondary education influence teacher development.
1.2 Statement of the problem

The background of the study has shown that there has been repeated teacher education. The government’s desire for quality education and teacher development is clearly presented through its policies and commissions set towards a quality education. For instance, the implementation of the Mackay report (1981) resulted to increased training institutes. Yet, secondary education continues to be characterized by poor performance in national examinations. In Kangundo District, schools continue to perform dismally in examinations with more than half of the students scoring D+ and below (mean grade) in K.C.S.E. in 2010. (Muasya, 2004) noted that the bulk of the school leavers could not be absorbed at higher levels of education or work force, based on academic merit.

(GOK, 2005) “Secondary education has been characterized by poor performance in national examinations especially in core subjects such as Mathematics and Sciences...Majority of secondary school teachers’ classes are too large for lecturers to pay attention to methodology and therefore the quality of the teacher is often compromised.” According to MOEST, Kenya Education Sector Support Programme (2005-2010), delivery of quality education and training to all Kenyans (2005), one of its objectives was capacity building for 45000 education managers as one strategy to improve the quality of education.

As indicated by the results, though repeated teacher education has been done for a long time, the results are not promising. (Enos, Njeru and Orodho, 2003) General performance in K.C.S.E. examination in languages and science subjects was below 50% and 40% respectively in 2001 and 2002. In 2001 students’ performance was 34.7% and 34.4% for females and males respectively. The performance in the subjects dropped sharply to stand at 29.7% and 29.6% for females respectively in 2002. In Mathematics, national mean was 15.8% for girls and 21.2% for boys in 2001. In the district, the district mean score for 2010 was 4.236, a rise from a previous 3.730. There is therefore no much difference as this is a mean of D+. Therefore, it was against this background that the research study sought to investigate the factors that affect development of secondary school teachers in Kangundo District.
1.3 Objectives of the study

1.3.1 General objective
The general objective of the study was to investigate the factors affecting teacher development in secondary schools.

1.3.2 Specific objectives:
The research objectives were based on the following.

i. To establish how promotion of teachers affect teacher development.
ii. To determine the effect of curriculum change on teacher development.
iii. To establish the effect of finance availability on teacher development.
iv. To establish the effect of the training needs assessment on teacher development.

1.4 Research questions.
The research questions were based on the following.

i. How does promotion of teachers affect teacher development in Kangundo District?
ii. How does curriculum change affect teacher development in Kangundo District?
iii. Is there a relationship between finance availability and teacher development?
iv. How does training needs assessment affect teacher development?

1.5 Scope
This research was carried out in Kangundo District of Eastern Province in Kenya, 14 schools were selected for this research. In the 14 schools, the teaching staff comprising of the head teachers, departmental heads and the rest of the teachers will be interviewed. This will give an aggregate of 140 teachers. The district was valid for the study because Kangundo District has some of the oldest high schools in country and the teachers in the schools are of mixed ages. The high population in the region influences high intakes in the schools, thanks to the climatic conditions in the region and its closeness to the capital city that provides an opportunity to access technology.
1.6 Significance of the study
Little research has been done locally on this topic. Therefore the study will be of significance to a number of stakeholders. It will yield data and information useful to: One, the government which will use the findings in policy formulation on teacher development needs for effective performance. Besides, the Ministry of Education, KESI and TSC will use such results in preparation of in-service courses, seminars and workshops for their teachers. In addition, institutions of higher learning will use the results to enrich their curriculum for teacher training and make it relevant to both present and changing demands of the Kenyan secondary schools. Finally, the findings will be of use to non-governmental organizations that fund education.

1.7 Limitations
Finances were a limitation to enable interviews to all respondents. Use of dropping and picking questionnaires helped reduce on expenses incurred and enabled the researcher cover more ground. Moreover, lack of adequate time to get the questionnaires back affected the period for data collection. A follow up was done to help solve this problem. Some respondents were not ready to divulge information they considered private. However, this was solved by confirming that the information will be treated as confidential.

1.8 Assumptions of the study
The research assumed that the respondents fully understood the concept of employee development and were ready to give genuine responses. In addition, it was hoped that the data collection instruments brought out adequate information for analysis.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviews the variables of the study, and the discussion focuses teacher promotion, curriculum change and financial availability. The review of the literature focuses on the effect of the above variables on teacher development.

2.2 Human Resource Development
According to Armstrong (2001) Human Resource Development (HRD) is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. HRD is essentially a business-led approach to developing people within a strategic framework. It gives rise to Strategic HRD – development that arises from a clear vision about people’s abilities and potential and operates within the overall strategic framework of the business, Harrison (1997). It is concerned with enhancing resource capability in accordance with the belief that a firm’s human resources are a major source of competitive advantage. It is therefore about developing the intellectual capital required by the organization, as well as ensuring that the right quality of people is available to meet present and future needs.
HRD has the following elements:

- **Learning** - defined by Bass and Vaughan (1966) as ‘a relatively permanent change in behaviour that occurs as a result of practice or experience.

- **Education** - the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity.

- **Development** - the growth or realization of a person’s ability and potential through the provision of learning and educational experiences.

- **Training** - the planned systematic modification of behaviour through learning events, programmes and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.
It is based on the philosophy that first, Human Resources Development makes a major contribution to the successful attainment of the organization’s objectives and that investment in it benefits all the stakeholders of the organization. Second, Human Resource development plans and programmes should be integrated with and support the achievement of business and human resource strategies. Third, Human Resource Development should always be performance-related – designed to achieve specified improvements in corporate, functional, team and individual performance and make a major contribution to bottom-line results. Fourth, everyone in the organization should be encouraged and given the opportunity to learn – to develop their skills and knowledge to the maximum of their capacity. Fifth, personal development processes provide the framework for individual learning.

Susan (2012) Human Resource Development (HRD) is the framework for helping employees develops their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Organizations have many opportunities for human resources or employee development, both within and outside of the workplace. Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases.

As a theory, it is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement. Adam (2001) states, “The capacities of individuals depended on their access to education. Human Resource Development is the integrated use of training, organization, and career development efforts to improve individual, group and
organizational effectiveness. HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Groups within organizations use HRD to initiate and manage change. Also, according to Xavier University, HRD Programme, HRD ensures a match between individual and organizational needs.

HRD as a process occurs within organizations and encapsulates: Training and Development (TD), that is, the development of human expertise for the purpose of improving performance, and 2) Organization Development (OD), that is, empowering the organization to take advantage of its human resource capital, Swanson (2010). TD alone can leave an organization unable to tap into the increase in human, knowledge or talent capital. OD alone can result in an oppressed, under-realized workforce. HRD practitioners find the interstices of win/win solutions that develop the employee and the organization in a mutually beneficial manner. HRD does not occur without the organization, so the practice of HRD within an organization is inhibited or promoted upon the platform of the organization's mission, vision and values.

2.3 Teacher development

Many definitions describe teacher development as continuous training through seminars, workshops, conferences or formal instruction of teachers for continual development of their skills and abilities in order to maximize their contribution to the teaching profession. As cited by Fullan and Hargreaves (1992), Ryan(1987) defines staff development as: ‘Those activities planned for and/or by teachers designed to assist them in more efficiently and effectively planning and attaining designated education purposes’.

In addition, they cite Yarger, Howey and Joyce (1980) as having defined staff development using five modes of in-service: first, as job-embedded, which emphasizes ‘hands on’ experience to improve teaching skills while working with students. Second, job-related, which is closely related to the job, but does not take place during teaching. Third, general profession, which consists of experiences to improve general competence, but is not tailored as closely to specific needs as to the above experiences. Fourth, Career/credentialed, which helps one to obtain a new credential or prepare for a new role.
Fifth, personal, which facilitates personal development that may or may not relate to teaching.

Staff development programmes are a systematic attempt to bring about change—change in classroom practices of teachers, change of beliefs and attitudes and change in the learning outcomes of students (Guskey, 1986) as Fullan and Hargreaves cite.

Poor performance in national exams and the failure of school leavers to fit in the outside labour market even with their basic education necessitates establishment of development programmes for effective teaching and learning process. As a result, the Ministry of Education to set up Kenya Institute of Education and merge it to Curriculum Development and Research Centre at the beginning of 1968 in an attempt to deal with this problem. (Mwendwa, 1968) states the institute's functions include: promoting, coordinating, and cooperating in the provision of conferences for teachers and others engaged in educational activities. In addition, (Kiano, 1968) argued, 'It has been assumed that a teacher is just a person from whom children could get facts. However, more is demanded from the teacher nowadays. Besides, giving information, he should encourage his students to develop mental abilities to the highest degree possible, guide them in forming positive and acceptable social values in life, encourage them to become self-reliant individuals, guide them in acquiring healthy physical habits, enquiring minds and positive attitudes'. In a report presented at the conference on Teacher Education 2\textsuperscript{nd} May, 1968; the minister's speech, was that, 'Kenya requires teachers who have confidence in themselves and in their ability to play their role in the society...It requires teachers with both an understanding of what they teach and its relevance to the development of their new and changing society.' This need can only then be realized if the already trained teachers take refresher courses, or go to seminars and conferences to improve on their delivery and learn new ideas being brought to the education sector.

It is with this in mind that the Commission of Inquiry into Public Service Structure and Remuneration (Republic of Kenya, 1970) and Report of the Training Review Committee (Republic of Kenya, 1971) emphasized the need for training public servants to increase efficiency. Similarly, National Commission on Educational Objectives and Policies
Republic of Kenya (1976) emphasizes continuous training and retraining for enhanced knowledge, skills and attitudes for high level of competence.

To achieve this goal Kenya Institute of Administration (1961) was established for training of all civil servants of varying grades but only a handful of teachers got a chance. Later it was decided through a report that KESI (Ministry of Education 1978) be established for there was a serious deficiency in management training among education administrators in Kenya. In 1981, KESI was established under Legal Notice No.565 of December 1988 (Ministry of Education 1999) with the mandate to undertake training in administration and management positions within the Ministry of Education. Though it has trained many people of all cadres, it is not clear whether achievements have been made especially in areas of curriculum and instruction, staff personnel, student personnel, financial management, school-community relations and school plant. The reason for this assumption is that we still have many cases of strike conflict in schools.

This requirement does not only affect those in managerial positions but also the rest in the teaching profession, as they too will get into managerial positions after sometime. This is so because the current scheme of service has been used to promote teachers to given positions. Not only has management raised issues but also poor performance in Math and Sciences led to the need to look for a way out. As a result, David O. (1999), Japan and Kenya entered a five-year agreement set to strengthen understanding of Mathematics and Sciences and enhance interaction among Math and Science teachers through subject and strengthening of existing subject panels. The programme began in 2000 but up to now, the performance in these subjects has been dismal.

Bolam (1982) stated that human resource development was concerned with ensuring an adequate supply of appropriately trained and prepared people for all positions in a system, focusing on enhancing people’s general capability, resourcefulness, flexibility and capacity to change and self-development by schools and teachers in order to introduce new ideas and approaches. According to (MOEST, 2005) the teacher resource was one of the most important inputs in the education system and therefore efficient management and utilization of teachers was critical to quality of learning outcome. Further, he defined in-service Education and Training as those education and training
activities engaged in by primary and secondary school teachers and principals, following their initial professional certification and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.

Glatthorn (1990) defined teacher development as a professional growth a teacher achieves because of gaining increased experience and examining his or her teaching systematically. In this study, training will be used to include INSET to upgrade teachers, prepare them for new administrative roles, curriculum related and refresher courses.

Mutaho (2000), pointed out that schools are expected to improve delivery of their services and teachers being the ones who taught must be more equipped with new skills on service delivery and improvement programmes in their day-to-day management practices. Similarly, American Federation of Teachers (2006), on teacher quality stated that a school’s system the most important asset was its teaching force and the most important investment a school’s administrators and parents can make to a school system is to ensure that the teacher continue to learn. It is for this reason that the research study will try to find out whether all schools in Kangundo District are concerned with their teachers’ in-service training development.

2.4 Teacher promotion
Promotion refers to the advancement of an employee from one job position to another job position that is of a higher salary range, a higher job title and more often higher job responsibility. Sometimes it results in an employee taking on the responsibility of managing and overseeing the work of other employees. Employees desire promotion because of the impact it has on pay, authority, responsibility and the ability to influence broader organizational decision making. Promotion raises the status of the employee who receives it, as it is a visible sign of esteem from the employer and a sign of recognition for the employees who make significant and effective contributions. Individual contributions must be eligible for promotions that recognize and reward their role as contributors.
A promotion is a powerful tool about what is valued within an organization. Thus, it must be available to employees who play any role in the contribution of work and value. Promotion from within is a good business practice. Internal promotion policies can generate loyalty through the recognition of individual merit and improved morale by fulfilling employee’s needs for increased status.

Enos, Njeru and Orodho (2003) on development of the teaching force, argue that professional development and efficient management of the teaching force are crucial factors in raising the relevance and quality of secondary education. Generally, it is accepted that a well-trained and highly motivated teaching force capable of understanding the needs of the learners and curriculum in order to implement it effectively, is a prerequisite to the promotion of high achievement among students. Equally important is the management of the teaching force through optimal estimation of students or trained teacher ratio, which could result in savings that could be utilized to augment the funding of non-salary requirements of the sub-sector.

In addition, Sikes (1996) cites that Peck, Fox, and Morston (1977) argued that teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seemed to recognize the effectiveness of teachers who are satisfied with their teaching performance. Moreover, she cites Rothman (1981) as having suggested that this association exists because teachers serve as more than just educators; they are role models. The benefits of teacher satisfaction for both teachers and pupils points to the importance of studying how teachers feel about work. Further, Sylvia and Hutchinson (1985) concluded: ‘Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels and intrinsic work elements.

The question of teachers’ upgrading and promotion featured prominently in the Report of the Teachers’ Salary Commission Kenya Colony and Protectorate (1961) having been drawn by the Lawrence Commission. The commission members distinguished ‘upgrading’ from ‘promotion’. Promotion meant that the teacher be moved to a position of responsibility or higher responsibility for the supervision of the work of other teachers or of students in training while upgrading would refer to a teacher who is not necessarily so promoted but his basic salary is increased for having attained higher qualification or
for meritorious service. Though the Lawrence Commission (1961) identified the upward mobility as two separate avenues, the present teachers' problem encompasses both of them and they combine to create a demoralized situation of the teaching profession. Recommendations stated by the commission on ways of upgrading and promoting teachers included: the teacher to attain a higher academic standard through private study, full time or part time attendance at classes which makes him qualified to teach more advanced work, and he may further undergo successfully a course of teacher training relevant to this higher work. In such a case, the teacher should automatically be placed at the next incremental date on the segment of the scale appropriate to his higher qualification. His upgrading to the higher scale should not depend on his getting a post at the higher level, since his basic salary should depend on qualifications and not upon the level of teaching undertaken. The assumption was that he would be given work appropriate to his qualifications at the earliest opportunity. During the first year in which he teaches at the higher level, he will be on probation.

If a teacher attains a higher academic standard but does not undergo the appropriate teacher training or undertake it successfully, his salary should be moved, at the next increments below the beginning of that segment which relates to the trained teacher with qualifications. Without attaining a higher qualification, the teacher may in an exceptional case, deserve financial recognition for distinguished service. Such recognition would not qualify or entitle him to teach at a higher level. It is strongly recommended that this method should be used sparingly, indeed only to recognize quite outstanding merit in the work of a teacher. The recommendations of the Lawrence Commission catered for promotion on academic grounds, on merit and provided for retraining. To what extend the ministry of education took these recommendations seriously and to what extent they benefitted the teaching profession cannot be said with any unanimity. As indicated below, complaints by teachers strongly prove the disregard given to them.

Additionally, (Ominde, 1964) observed that attention must be given to the importance of adequate opportunities for promotion as a factor in teacher morale. The Commission held that teachers' morale would be upheld only if adequate opportunities for promotion were there. The Report went on to point out that, 'Morale is a double sided coin, one side
relates to the salaries and working conditions while the other is concerned with the facilities and encouragement to do a good and useful job'. The situation is that not all these factors have combined to contribute to the morale in the teaching profession. To date, the standing of the teacher in the society still raises questions, his morale still doubtful. Ominde (1964) recommended that one important means for promoting a healthy professional spirit is a well understood and a well established opportunity for a teacher, by his own effort to rise from the bottom. This was well said, and for quite a time it worked but later problems arose when the teacher found out that 'his own efforts' alone were not enough to help him rise from the bottom as he needed the recommendation and blessings of his seniors who allegedly demanded 'unattainable loyalty and treats from a teacher left at the bottom'. This created a situation of demoralization and an uncertain future for the teacher. As a result, the teaching profession continues to lose its teachers to other attractive government departments or private sectors, which not only offer them better pay but also better working conditions.

As stated earlier, in Kenya, teacher promotion has been a burning issue where teachers in secondary schools have been S1 and Graduate teachers. (Hansard, 1965) reported that promotion to S1 grade was done by completing satisfactorily a two-year 'crash-programme' course whose inception was 1965. This affected secondary, tutors in training colleges and some P1 teachers. There was no rule on the promotion of S1 and graduate teacher. However, many of the former T1 had been promoted to AT or Education Officer Status. Other promotions included promotion on special merit where Chief Education Officers were mandated to promote any teacher whose work and responsibility in their opinion warranted promotion. Muya (1991) argues that promotion of teachers on merit could lead to absurd situations citing an instance where a teacher holding an 'A' level certificate could remain as a P2 teacher while another with only Kenya Certificate of Primary Education (K.C.P.E.) could rise to an approved teacher.

The KNUT officials (1995) urged the government to scrap the promotion method (merit method) since it was being abused. He suggested that teachers should be promoted after passing a professional test. Speaking at a seminar, he added that the union and the TSC should agree on how to promote teachers automatically after passing a professional test.
or serving for a period of not less than five years. Beth (2004) reported that in 1998, a teachers' promotion course was organized. A total of 4300 teachers were trained out of which 976 diploma teachers were promoted to (AT) III grade and this was backdated to July 1996. However, an embargo put on by the Ministry of Education in the same year inhibited the promotion of 3172 teachers who were due for promotion. (Billow, 2004) reported that this had led to P1 teachers having to put their own initiative to further their education by enrolling for a bachelor's degree as a way of enhancing their chances of promotion.

Were, (1982) noted that twenty years since the recommendations by the Ominde Report in 1964 stating that the government should provide a 'well educated, keen, competent, respected and a contended teaching force which Ominde believed to be, 'by far the most important contribution that the government can make to the schools of Kenya' could be described in the words of the recommendations. Further, he argues that there has perhaps been a deliberate failure on the part of the government to build this desirable teaching force.

2.5 Curriculum change

The dynamic nature of the environment in which education process takes place has meant that the education system itself has to be transformed regularly in order to remain relevant and useful to the Kenyan society. Efforts to change the process of education have aimed at improving effectiveness. Examples of major innovations in Kenya include the adoption of the 8-4-4 system of education and introduction of free primary education. Unfortunately, these have not been successful due to lack of effective planning and implementation, (Simuyu and Chemwile, 2001).

Wainaina (1984) in his conducted study of Thika Municipality on the teaching of Religious Education identified problems like teachers being overloaded with curriculum subjects, in-adequate in-service courses, lack of teacher involvement in the initial curriculum development at the national level, teachers' inability to use modern instructional procedures, for example role play, and shortage of instructional materials.
Shiundu (1980) in his research on the teaching of social sciences found that academic status of subjects was low due to lack of textbooks, learning and teaching resources, lack of preparation that is pre-service and in-service training course hence failure in its implementation. A new program in curriculum development therefore entails not just the need for new attitudes but also new knowledge and skills. It would be wrong therefore to assume that those teachers in the classroom will automatically pick up the new skills and knowledge without further training (Hawes, 1978).

Dale, (1988 Walker and Barton, 1987) argue “Teachers are in strange position of being simultaneously both the subject and the agent of change. They are required to change themselves and what they do to meet specifications laid down by policy makers who know neither them nor the contexts in which they work. They may be required to make changes, which they believe, based on their professional experience, to be inappropriate or impossible. And, inevitably, the fact that they are required to implement these imposed changes means that their professional freedom and autonomy is further curtailed.” Apple (1987) refers to this as the ‘proletarization’ of teachers. The imposed changes have their origins from a variety of factors such as economic trends, historical events, different political parties coming to power, social and cultural developments, demographic trends, or technological advances (Levin, 1976).

Official sources express recognition of the complexity of teaching at the present. For instance, HMI in England and Wales noted that ‘The school teacher’s task is increasingly complex and demanding’ (DES, 1983); and OECD ministers issued a press comminiqu’e stating that:

The task of teachers is today more complex and demanding than in the past. They have to respond to the wishes of parents regarding educational outcomes, the social need for wider access to education, and pressures for more democratic participation within the schools, (1985).

Even so, further changes add to the complexity and teachers are continually required variously to alter their administrative and organizational systems, their pedagogy,
curriculum content, the resources and the technology they use, and their assessment
procedures. Moreover, in so doing they are required to acknowledge their ‘inadequacies’.

As changes are introduced, it is important to note that, though change may focus upon
various areas of school life and conditions, practice, knowledge, skills, expertise, beliefs,
understandings and qualities, implementation of change is not a one-way process. It is
influenced by teachers’ ideologies – beliefs and values, the body of ideas which they hold
about education, teaching, the schooling process in particular and life in general.
Therefore, it is not possible to attempt to change one aspect without affecting all the
others. Hargreaves (1988) notes that ‘changing the teacher involves changing the person
(and therefore) changing the life. Those responsible for imposing change have usually
failed to recognize this. They have failed to recognize the nature of teaching, that lives
are not neatly compartmentalized and the fact that teachers comprise of a heterogeneous
group in terms of their lives, beliefs and values.

In Kenya, efforts to change the process of education have aimed at improving effectives.
Examples of major innovations in Kenya include the adoption of the 8-4-4 system of
education and introduction of free primary education. However, the 8-4-4 system and free
primary education have not been successful due to lack of effective planning and
implementation.

2.6 Finance Availability
2.6.1 Remuneration
The crucial issue facing teacher education is always the urgent need to provide better
working and life conditions for teachers. This issue is central to teacher education in that
most of the teacher candidates rarely find teaching an attractive job. Theirs is an
alternative to getting a quick entrance to the job market after school. Consequently, the
students are not anticipating teaching and do not attend to the kinds of skills needed by a
teacher. They do not focus their energies on learning for teaching; rather, they
concentrate on getting through and into the job market outside the school. Secondly, it is
common knowledge that the salaries of teachers are disastrously low. In Brazil for
instance, at average, the salary of license secondary teachers was Cr $2,397 (Pereira and
Nascimento, 1986). Thirdly, the status of teachers is so low that most teachers are unable
to identify themselves as teachers. Unable to eat properly, live and dress adequately, receive proper medical care, and experience leisure, teachers are becoming increasingly hopeless about enhancing their lives. Most of those with talent are leaving the teaching profession and are randomly looking for better-paid and higher status alternatives. Add to this condition the state’s tendency to continue to treat teachers as objects of manipulation through authoritarian decrees and techno bureaucratic logic, then one understands why teacher education is an unattractive option for most bright young people. Teachers must be recognized as professionals and become increasingly involved in policy making regarding their professional lives. Their standard of living must be elevated to one in which they can take pride (Coutinho, 1992).

The recruitment, performance and retention of teachers is dependent on the ‘opportunity cost’ of being a teacher, and the most important aspect of this opportunity cost is the wage received versus that received by individuals employed in the non-teaching professions (Hernani-Limario, 2005). The pressing question in economics of education literature is whether the remuneration offered to teachers is sufficient to guarantee acceptable teacher quality by attracting, recruiting and retaining the most attractive individuals in terms of productive statistics.

For instance, in South Africa, available statistics show that salaries of South African educators have simply not kept up with those of other professional groups. The Education Labour Relations Council called for salary increases of 5% for teachers in the highest rank while those in the lowest would receive 29% increase. The South African Democratic Teachers Union (SADTU) proposed salary increase of 11% or 12% for the lowest paid teachers and no increase for those at the top salary scale (Hosking, 2000). The intention was to discourage the acquisition of additional qualification and promotions that would increase remuneration.

Moreover, Enos, Njeru and Orodho (2003) note that though with the introduction of post graduate diploma in education increased the number of secondary school teachers from 30,621 in 1990 to 44,378 in 1997, thereafter it declined steadily to 43,378 in 1998, 40,782 in 1999, and 40,090 in 2000. The same trend was observed among the trained teachers who increased steadily from 19,431 in 1990 to 40,347 in 1998. A further decline to
38,992 in 2000 that constitutes a focal area of concern with regard to work force needs given the rising demand for education.

2.6.2 Government Support and Budgetary Allocation.

McLaughin and Talbert (1990) point out that some of the contextual factors that impact upon teacher development are the society/community, school system, the school, the department and the classroom. They further state that society and community would include the government support. They say the way in which society perceives teachers and teaching would likely affect how the teachers view their development. More government support is in its financial support, legal and policy framework.

A report of the task force on student discipline and unrest in secondary schools (2001) states that since independence, the Kenyan government had set a number of committees and task forces to review the education system and tackle the emerging issues with a view to improving the quality of education and delivery of education services. In addition, it stated that recommendations arising from the reports of these committees and task forces had guided educational policy formulation in enhancement of growth and development of education in the country; it further stated that this in itself was a demonstration of the government’s commitment to the provision of quality and effective educational services.

However, the government had been faced by challenges such as high cost of financing education, thus lack of adequate financing to support implementation of education programmes as reported by the same task force (2001). This is also a challenge to the development of teachers. According to Totally Integrated Quality Education and Training, (TIQET, 1999), it defined costing of education as the process of establishing unit cost of education at the various levels; resourcing as the process of searching for new sources of funds for financing education to increase revenue; and financing of education as the process of budgetary allocation, both public and private on a rationalized basis to ensure equitable distribution. Among the critical issues of educational financing of the report, was the recent increase in teachers’ salaries, education and training that consumed about 40% of the recurrent budget and the dominance of personal emoluments between
1995 and 1998. This was a main feature within the sub-sectors; in the secondary level at almost 100% due to increased number of secondary school teachers at about 58% between 1990 and 1997.

The same report mentioned that the intention of MOEST to continuously in-service, train and develop teachers had been hampered by inadequate funding. The same commission of inquiry reported that once teachers have completed pre-service training, there were limited opportunities to enhance their professional growth and development.

Kosgei, Maiyo and Chepkurui (2006) argue that education is both a private and social investment that is shared by individual students, their families, employers, government and other groups including international agencies. The sharing varies depending on the proportion of public funds and private funds from region to region. The Kenyan government gives increasing shares of budgetary allocations to the education sector because it plays an important role in promoting economic growth and development through provision of skilled labour (GOK, 1988). According to World Bank, estimates, the proportion of GNP (Gross Domestic Product) devoted to education in developing countries, Kenya included, rose on the average from 2.3% in 1960, to 4.5% in 1984, and the proportion of the national government budget rose from 11.7% in 1960 to 16.1% in 1984 (Psacharopoulos and Woodhall, 1985).

However, declining public resources is the major reason why the state must review its roles as financier of education. Implementation of SAP’s (structural adjustment programmes) in most African countries has had a major effect on the provision of basic social services like education, health and nutrition among others (Kosgei, Maiyo and Chepkurui, 2006). Further, they note that the government’s full responsibility in financing university education ended in 1974, when a new policy of cost sharing was implemented in 1974/5 academic year. Financing of university education was to be shared between students and government (Eshiwani, 1993). In 1995, Higher Education Loans Board was set up to run the new loaning system. However, the scheme has not been able to recover loans. (Cheboi, 2002) records that in 1995, HELB disbursed 630 million as loans to first year students yet it had only managed to recover 6.420 million monthly from 3,000 loanees instead of a possible 12.7 million from all loan recipients for
that year. (Mwiria and Ng’ethe, 2002) points out that some students lie about the education, employment and income status of their parents, some even claim that their parents are dead when they are alive and working yet the board cannot verify the information given in the application forms. Therefore, the current loan scheme is felt as benefiting the rich and not the poor yet education is viewed as a basic human right and therefore efficiency in financing it is often a focus of public debate. Even with donors’ support, sustainability has been a problem.

2.7 Training needs assessment (TNA)

According to ("LVWSTSAN Report www.unhabitat.org"n.d.) A need is not a want or a desire. It is a gap between “what is” and “what ought to be”. Therefore, needs assessment is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to knowledge, skills and attitudes.

Training needs assessment (TNA) is usually related to organizational and individual performance. Thus, a needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals. The primary purpose of the training needs assessment is to ensure that there is a need for training and to identify the nature of what a training programme should contain.

A training needs assessment provides the information needed for developing training plan that is based on the learning needs of the participants. It increases the relevance of the training and the commitment of the learners, as they are involved in the preparation of the training design that reflects their expressed needs. Thus, it helps to foster a rapport between the facilitators and the participants. The facilitators can acquire basic knowledge of the strengths and limitations of the participants and the learners can become partners in analyzing their own learning needs.
MDF (2005) Training Needs Assessment determines the purpose and learning objectives of tailor-made training in organisations. It forms the basis of focused design and evaluation of training sessions. Training Needs Assessment builds on organization analysis (whether it is strategic orientation or another exercise leading to a clear profile of what should be done). Further, Janice and Diana (1996) define training needs assessment as a critical activity for the training and development function. The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services. The needs assessment is the first step in the establishment of a training and development program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment. Moreover, Anderson (1995) INSET argues that training is based on the training needs assessment of the participants but the question is whose needs are to be assessed. It questioned whether they were to be of a particular group of students, individual teachers, a department within the school, the district or the nation.

It continued to argue that if INSET participants did recognize a need as having priority for them, activities aimed at meeting that need would be judged irrelevant. Therefore, this research study aims at finding out the training needs of secondary school teachers in Kangundo District and whether it is a factor that can affect development of these teachers.

For the SMASSE Project whose aim is to strengthen the quality of Mathematics and Science Education at secondary schools in Kenya through in-service training of serving teachers carried out training needs assessment in nine districts “pilot districts” through baseline studies in 1998 identified challenges affecting teaching and learning of Mathematics and Science as possible approaches and strategies for dealing with them thus forming the basis for development of INSET curriculum for the SMASSE Project.
(1999) and subsequent years. This research hopes to find out training needs assessment in other subjects and other areas of teacher development in the district.

According to Education for All (EFA, 2001), KESI was one of the agencies that offered in-service training and education. However, according to Resource Materials for school Heads Handbook on Educational Management (1997) noted that most of the KESI training packages and methods had been initiated from above by MOEST where the participants had very little to say in the training. At the same time, it noted that the training method which used workshop/seminars tended to emphasize on acquisition of knowledge and not specific skills and there was no follow up and implementation of training programmes. This research study hopes to fill the gap and find out the training needs of the teachers themselves in Kangundo District.

Unpublished paper presented during the 1999 SMASSE national INSET identified the training needs that made it necessary for Science and Mathematics Secondary school teachers training to undergo in-service education and training as:

- Curriculum changes due to changing education policy to meet contemporary societal needs.

- Changes in approaches and methods of teaching due to change of environment for continuous research on the effectiveness of teaching and learning methods and approaches and practicing teachers were to be updated on current trends.

- It also provided a good opportunity to make a follow up and undo retrogressive acts, attitudes and practices where sometimes most of the pre-service training in universities and teacher colleges may be more theoretical thus INSET was essential to harmonise pre-service training.
Other training needs included Eraut (1995), he argued that teachers need continual renewal of their knowledge and their capabilities to provide appropriate learning strategies for their students.

2.8 Conceptual Framework

A conceptual framework is a tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. According to Bogdan and Biklen (2003) a conceptual framework is a basic structure that consists of certain abstract blocks which represent the observational, experimental and analytical aspects of a process or system being conceived. The interconnection of these blocks completes the framework expected outcomes.

**Figure 2.1: Conceptual framework**

![Conceptual Framework Diagram]

(Independent variables) Intervening variables (dependent variable)

Author (researcher, 2012)
The conceptual framework above presents the independent variables as teacher promotion, curriculum change, finance availability and training needs assessment with intervening variables as political climate and socio-cultural factors. The dependent variable is teacher development.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter sets out various stages and phases that were followed in completing the study. It involves a blueprint for the collecting, measurement and analysis of data. This section gives an overall scheme or plan conceived to aid the researcher in answering the raised research questions. It is a stage where most decisions about how research was executed and how respondents were approached, as well as when, where and how the research was completed was made. Therefore, in this section the research identified the procedures and techniques that were used in the collection, processing and analysis of the data. In particular, the following sub-sections are included in this chapter: research design, target population, data collection instruments, data collection procedures and finally data analysis.

3.2 Research Design

This study was conducted through descriptive survey. The study was concerned with finding out factors that affect teacher development in secondary schools. It specifically intended to investigate the relationship between teacher development (dependent variable) and promotion, curriculum change and finance availability, (independent variables). Such issues would best be investigated through survey. According to Schinler and Coopers (2004), descriptive studies are more formalized and typically structured with clearly stated hypotheses or investigative questions. It serves a variety of research objectives such as descriptions of phenomenon characteristics associated with a subject population- enable the researcher to rapidly collect data and understand a population from a part of it. Such is what could be derived from a study of teacher development. The survey research design generally entails provision of quantitative and numeric descriptions of some part of the population. It therefore not only describes but also explains how the variables interrelate to affect a given variable. For the purpose of this study, the survey design investigated factors affecting teacher development by selecting a sample population and analyzing it thus giving conclusions on the study.
3.3 Target population
The target population for this study was a sample of all the teachers from the 19 public secondary schools in the district; this included the principals who are in the administrative positions. Kangundo District has some of the oldest schools most of which have embraced technology and consist of all generations of teachers in a relatively good number that can provide the focal point for the study of the nature of development among the secondary teachers.

3.4 Research Instruments
This section highlights the tools used to collect data. The main tools were questionnaires. The selection of these tools was guided by the nature of the data to be collected, the time available as well as by the objectives of the study. The researcher was mainly concerned with views, opinions, perceptions, feelings and attitudes of those in the teaching profession about teacher development. Such information can be best collected through the use of questionnaire technique

Walker (1985) argued, “Questionnaires offer considerable advantages in administration; they present an even stimulus to a large number of people simultaneously and provide an investigation with a relatively easy accumulation of data. Questionnaires enable the person administering them to explain the purpose of the study and give the meaning of the items that may not be clear. Besides, they give the respondent more freedom to express their views or opinions in writing and make suggestions especially when open-ended questions are included where as close-ended questions guide the respondent to give specific responses to the researcher.

3.4.1 Validity of instruments
According to Kothari (2004), validity refers to the extent to which an instrument measures what it is supposed to measure. The researcher will validate the research through content validity. The researcher will establish the content validity by seeking the opinion of the supervisor and revising the questionnaires accordingly.
3.4.2 Reliability of instruments
Mugenda and Mugenda (2003), asserts that reliability refers to the degree to which a particular measuring procedure gives similar results over a number of repeated trials. A pilot study was carried to ensure reliability of the questionnaires.

3.4.3 Pilot study
The researcher sent some few questionnaires to the schools. These were filled by some administrators and some teachers at random from selected strata. The pilot study was useful in detecting unclear directions, insufficient space for writing responses, wrong phrasing of questions and clustered questions. The final questionnaire was then printed and dispatched to the field for data collection with the help of research assistants.

3.5 Sampling techniques
The study employed stratified sampling to select the sample. The stratified sampling is a technique that identifies subgroups in the population and their proportions and selects from each subgroup to form a sample. It groups a population into separate homogenous subsets that share similar characteristics to ensure equitable representation of the population in the sample. It was preferable for this study because it aimed at proportionate representation with a view of accounting for the difference in subgroup characteristics.

The researcher was convinced that the target population is not uniform because mixed and single sex schools, day and boarding schools may not necessarily have similar characteristics and even so is the personnel in the different departments within the school. As such, the target population and accessible populations could not be regarded as homogenous. Stratified sampling technique therefore ensured that the target population is divided into different homogenous strata and that each sub-group (strata) was represented in the sample in a proportion equivalent to its size in the accessible population. This ensured that each sub-group characteristic was represented in the sample thus raising the external validity of the study.
3.6 Sample population
Gay (1992) established that stratified sampling could be used to select equal-sized samples from each number of subgroups if subgroups are desired. The sample therefore consisted of 14 public secondary schools. A total of 125 teachers in 14 schools were arrived at after using Krejcie Robert V. Morgan Deryle W. “Determining sample size for Research Activities data collection”. Because most schools in the district are district schools, an average of 10 teachers per school was used. The teachers were categorized as: school heads, deputy heads, heads of departments and subject teachers (heads of departments not included).
Within each strata, the table was used to determine the number of sample size to be interviewed.

Table 3.1: sample population

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Sample size no.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Teachers</td>
<td>70</td>
<td>59</td>
</tr>
<tr>
<td>ii. Heads of departments</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>iii. Deputies</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>iv. Principals</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>140</td>
<td>125</td>
</tr>
</tbody>
</table>

3.7 Data collection procedure
The researcher sought official permission of the District Education Officer, Kangundo District before undertaking the research. The researcher then administered the questionnaires to respondents at their work place. The researchers later organized with the respondents to collect the questionnaires within a period of four days. The process took a period of about two weeks.

3.8 Data Analysis
The study is both qualitative and quantitative in nature. After the data was collected, it was checked for completeness ready for analysis. The data from the field was first coded according to the themes researched on the research. This was to enable the use of
computer in the summarizing of data in tables. The data was entered using SPSS. Qualitative data was analysed using SPSS while the quantitative data was analysed using Excel and STATA. Frequency tables were produced using the STATA. The data was also be presented in terms of pie charts pyramids and pyramid cones and graphs using EXCEL.

Table 4.1 Quanitative Section Data

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Computer</th>
<th>Nature of Business</th>
<th>Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the respondents' data entered into the computer.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter gives the analysis and findings of the generated information from the questionnaires. It includes questionnaire return rate, demographic information, research questions and findings.

4.2 Questionnaire Return Rate

This refers to the proportion of the sample that participated in the study. The questionnaire was administered to a sample of 125 teachers in 14 secondary schools in Kangundo District. Out of these, 73 teachers filled and returned the questionnaires. The questionnaire return rate was tabulated as in the table below:

Table 4.1 Questionnaire Return Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Sample</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>125</td>
<td>73</td>
<td>58.4</td>
</tr>
</tbody>
</table>

The return rate was 58.4%. This rate was above the minimum return rate that should be at 40%. The unreturned questionnaires were due to absenteeism as a result of out of station commitments.

4.3 Demographic characteristics of respondents

4.3.1 Gender of respondents

As shown below, 61.11 were male while 38.89 were female. This implies that more males responded. This may be attributed to gender variations that result to different personal and official commitments that may have forced the females not to respond. It may also imply that the district has employed more male teachers than female.
4.3.2 The Age of Respondents

The respondents were asked to state their age. The information is tabulated below.
As indicated below, 33.33% are aged below 30 years; 23.61% within the age bracket of 30-40; and 30.56%, 40-50; while 12.5% are above 50 years. This implies that the age bracket for productive generations dominate the schools in the district hence a good distribution for those who have just left college with the basic training and those seasoned teachers. Only the aged, about to retire form the smallest proportion.
4.3.3 Marital status

Further the respondents were asked to state their marital status. The results indicated that 76.71% were married while 23.29% were single. This implies majority would not only have demands at their work place but also in their homes.
4.3.4 Level of formal education of respondents.

The respondents were asked to state their level of formal education and the results are as shown below: The results showed that majority 69.86% are degree holders while a minority of 6.85% holds certificates. This may be attributed to the nature of the job at secondary level that demands high qualifications.

Figure 4.4 Highest academic qualifications

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Graduate</th>
<th>Postgraduate</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freq.</td>
<td>Percent</td>
<td>Freq.</td>
<td>Percent</td>
</tr>
<tr>
<td>11</td>
<td>15.07</td>
<td>69.86</td>
<td>51</td>
</tr>
<tr>
<td>6</td>
<td>8.22</td>
<td>5</td>
<td>6.85</td>
</tr>
</tbody>
</table>

4.3.5 Teachers’ Work Load

Majority of teachers have a high work load at 40.28% with more than 25 lessons per week while only 5.56% have less than 10 lessons per week. This implies that most of the teachers are overloaded as the average should be between 20-25. This could be due to increased government sponsored schools that demand higher workforce and shortages experienced as a result.
4.3.6 Teaching experience

Respondents’ response indicated that 30.14% had less than 5 years’ experience. This figure gives us the majority. It confirms the results that a good number of teachers are young as indicated in the age of the teachers which may be due to new recruitments. However, results indicate a fair distribution across the experience divisions. This implies that the teachers can offer quality services.
4.3.7 Teachers current position

The respondents were asked to state their job positions. Majority with 61.64% were teachers, 19.18% heads of departments while 9.59% were deputy principals and the same percentage for principals. Teachers with no administrative position form the majority as the profession adopts a vertical mobility structure where the number reduces with the movement to the next rank.
4.4 Teacher training and development

Respondents were asked to compare their results since the inception of continuous training and development programmes. The pie chart given below shows the results given.
Results indicate that 27% reported that there was a lot of improvement, 64% said there had been slight improvement, 6% no change while 3% indicated a big drop. This implies that as a result of continuous training and development, the teachers, results improvement.

4.5 How teacher promotion affects teacher development.

Respondent’s results showed that 9.23 percent indicated that teacher promotion greatly affects teacher development. The highest percentage of 30.77 stated that teacher promotion moderately affects teacher development. This implies that not all teachers go for development because of promotion. It could be because the compensation does not commensurate the new rank the employee attains and thus not a motivation.

<table>
<thead>
<tr>
<th>teacher promotion</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>very low</td>
<td>21</td>
<td>32.31</td>
<td>32.31</td>
</tr>
<tr>
<td>low</td>
<td>15</td>
<td>23.08</td>
<td>55.38</td>
</tr>
<tr>
<td>moderate</td>
<td>20</td>
<td>30.77</td>
<td>86.15</td>
</tr>
<tr>
<td>great</td>
<td>3</td>
<td>4.62</td>
<td>90.77</td>
</tr>
<tr>
<td>very great</td>
<td>6</td>
<td>9.23</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

However, when asked if promotion of teachers was a basis for their career development, in response, 60.27 % reported that that was the case while 39.73% said no. This indicates that teachers value promotion and in effect the reason for their continued development despite the feeling that it moderately affects teacher development.
Table 4.3 a) Promotion basis for teacher development

<table>
<thead>
<tr>
<th>Is the promotion of teachers a basis for their career development</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>44</td>
<td>65.67</td>
<td>65.67</td>
</tr>
<tr>
<td>no</td>
<td>23</td>
<td>34.33</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

b) Promotion basis for teacher development

<table>
<thead>
<tr>
<th>teacher promotion</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>29</td>
<td>39.73</td>
<td>39.73</td>
</tr>
<tr>
<td>1</td>
<td>44</td>
<td>60.27</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

4.6 Effect of curriculum change on teacher development

The respondents were asked to state whether curriculum change necessitates teacher development. Majority with 44.29% agreed while a minority of 7.14% strongly disagreed. This implies that curriculum change makes it necessary for teachers to be developed.

Table 4.4 a) Curriculum change necessary for teacher development

<table>
<thead>
<tr>
<th>Curriculum change necessitates teacher development</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>18</td>
<td>25.71</td>
<td>25.71</td>
</tr>
<tr>
<td>agree</td>
<td>31</td>
<td>44.29</td>
<td>70</td>
</tr>
<tr>
<td>disagree</td>
<td>16</td>
<td>22.86</td>
<td>92.86</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>7.14</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
b) Curriculum change necessary for teacher development

<table>
<thead>
<tr>
<th>Curriculum change</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>24</td>
<td>32.88</td>
<td>32.88</td>
</tr>
<tr>
<td>1</td>
<td>49</td>
<td>67.12</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

A further question was to rate the extend to which curriculum change affects in-service training and development. The tabulation below shows that 16.13% indicated that it affects to a very low extent, 17.74% low, 38.71% moderate, 22.58% great while 4.84% very great. As shown in table b) those who said no were 24 (32.88%) while the proportion of the yes group was 49(67.12%). This implies that a majority of the respondents felt that curriculum change affects in-service training and development.

Table 4.5 Curriculum change and teacher development

<table>
<thead>
<tr>
<th>Curriculum change</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>very low</td>
<td>10</td>
<td>16.13</td>
<td>16.13</td>
</tr>
<tr>
<td>low</td>
<td>11</td>
<td>17.74</td>
<td>33.87</td>
</tr>
<tr>
<td>moderate</td>
<td>24</td>
<td>38.71</td>
<td>72.58</td>
</tr>
<tr>
<td>great</td>
<td>14</td>
<td>22.58</td>
<td>95.16</td>
</tr>
<tr>
<td>very great</td>
<td>3</td>
<td>4.84</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

4.7 Effect of finance availability on teacher development

Out of the sampled population, 39.39% said that government support and budget was very low, 31.82% low, 10.61% moderate and 9.09% great and very great. This implies that most of the respondents felt that government support had a low impact on teacher development possibly because government allocations have been inadequate.
Table 4.6 Government support

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>very low</td>
<td>26</td>
<td>39.39</td>
<td>39.39</td>
</tr>
<tr>
<td>low</td>
<td>21</td>
<td>31.82</td>
<td>71.21</td>
</tr>
<tr>
<td>moderate</td>
<td>7</td>
<td>10.61</td>
<td>81.82</td>
</tr>
<tr>
<td>great</td>
<td>6</td>
<td>9.09</td>
<td>90.91</td>
</tr>
<tr>
<td>very great</td>
<td>6</td>
<td>9.09</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Moreover, respondents were asked whether there was government budgetary allocation for in-service training and development of teachers. 46.58% responded no while 53.42% said yes. This implies that there could be a possibility that some of the respondents are not aware of it and if they are may be they have not benefitted from it.

Table 4.7 Government budgetary allocation

<table>
<thead>
<tr>
<th>Is there government budgetary allocation for in-service training and development of teachers in this district</th>
<th>Freq.</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0- No</td>
<td>34</td>
<td>46.58</td>
<td>46.58</td>
</tr>
<tr>
<td>1- Yes</td>
<td>39</td>
<td>53.42</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

a) Remuneration

Secondly, finance availability was measured on the basis of remuneration. Respondents were asked to rate the extend to which remuneration affects in-service training and development of secondary school teachers. The largest group with 35.94% said that remuneration affects teacher development to a very low extend while the least at 9.38% affects teacher development greatly. This means that remuneration is not basically the reason for teacher development.
On the effect of finance availability as measured by remuneration on teacher development, the graph below indicated that 86.3% perceive teaching as a stepping-stone to a better job, 72.6% reported that retention of teachers in the teachers profession is quite dependent on their remuneration, 98.63% felt that employees in the public sector with the same qualifications were better remunerated than they, 93.15% said that teachers’ remuneration has forced them to seek for better pay outside the profession while 93.15% felt that the remuneration teachers get affect the level of motivation towards their desire for personal development. This implies that teachers’ remuneration is not perceived to be of much benefit to necessitate teacher development.

**Figure 4.9 Remuneration and teacher development**

<table>
<thead>
<tr>
<th>remuneration</th>
<th>Freq</th>
<th>Percent</th>
<th>Cum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>very low</td>
<td>23</td>
<td>35.94</td>
<td>35.94</td>
</tr>
<tr>
<td>low</td>
<td>14</td>
<td>21.88</td>
<td>57.81</td>
</tr>
<tr>
<td>moderate</td>
<td>14</td>
<td>21.88</td>
<td>79.69</td>
</tr>
<tr>
<td>great</td>
<td>7</td>
<td>10.94</td>
<td>90.63</td>
</tr>
<tr>
<td>very great</td>
<td>6</td>
<td>9.38</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
4.8 Effect of the training needs assessment on teacher development.
Respondents were asked what kind of additional training they need in their current job. In response 35 percent said that they needed a lot of training, 51 percent some training, 9 percent little training, 4 percent no training while 1 percent did not know. This means that they are not effective as they lack some skills that should be filled by the additional training. Those who argued that they need no training or did not know may imply that they are not aware of what is expected of them hence their failure to need more training.

Figure 4.10 Training need assessment

- A lot of training: 35%
- Some training: 51%
- Little training: 9%
- No training or don't know: 4%
4.9 Direction and magnitude of the Independent variables in relation to teacher development

Table 4.9: Two sample T-Test with equal variance

<table>
<thead>
<tr>
<th>Variable name and T-statistics</th>
<th>teacher training and development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex (T-statistics)</strong></td>
<td>1.85**</td>
</tr>
<tr>
<td>Mean Female Proportion</td>
<td>0.7857</td>
</tr>
<tr>
<td>Mean Male Proportion</td>
<td>0.9318</td>
</tr>
<tr>
<td><strong>teacher promotion (T-statistics)</strong></td>
<td>2.013**</td>
</tr>
<tr>
<td>Mean No Proportion</td>
<td>0.8000</td>
</tr>
<tr>
<td>Mean Yes Proportion</td>
<td>0.9643</td>
</tr>
<tr>
<td><strong>Training needs assessment (T-statistics)</strong></td>
<td>0.070</td>
</tr>
<tr>
<td>Mean No Proportion</td>
<td>0.8571</td>
</tr>
<tr>
<td>Mean Yes Proportion</td>
<td>0.8644</td>
</tr>
<tr>
<td><strong>Curriculum change (T-statistics)</strong></td>
<td>0.51</td>
</tr>
<tr>
<td>Mean No Proportion</td>
<td>0.8333</td>
</tr>
<tr>
<td>Mean Yes Proportion</td>
<td>0.8776</td>
</tr>
<tr>
<td><strong>Remuneration (T-statistics)</strong></td>
<td>0.4193</td>
</tr>
<tr>
<td>Mean No Proportion</td>
<td>0.8000</td>
</tr>
<tr>
<td>Mean Yes Proportion</td>
<td>0.8676</td>
</tr>
<tr>
<td><strong>Government support and budget (T-statistics)</strong></td>
<td>0.231</td>
</tr>
<tr>
<td>Mean No Proportion</td>
<td>0.8529</td>
</tr>
<tr>
<td>Mean Yes Proportion</td>
<td>0.8718</td>
</tr>
</tbody>
</table>

Note: ***, **, and * denotes 1 percent, 5 percent and 10 percent level of significance respectively
Table 4.10: Preferred Regression Model for Teacher Training and Development
(Dummy =0 no improvement, 1 improvement)

<table>
<thead>
<tr>
<th>Variable Description</th>
<th>Coefficient</th>
<th>t-statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Promotion (Dummy =0 no promotion, 1 promotion)</td>
<td>0.1889</td>
<td>1.89</td>
</tr>
<tr>
<td>Curriculum Change (1 strongly disagree, ..., 4 strongly agree)</td>
<td>0.0947</td>
<td>1.76</td>
</tr>
<tr>
<td>Government Support and Budget (Dummy =0 no support, 1 government support)</td>
<td>0.0099</td>
<td>0.11</td>
</tr>
<tr>
<td>Generation (Dummy =0 no effect, 1 affects)</td>
<td>-0.3107</td>
<td>1.73</td>
</tr>
<tr>
<td>Needs Assessment (1 don't know, 2 no training, ..., 5 a lot of training)</td>
<td>-0.1106</td>
<td>2.31</td>
</tr>
<tr>
<td>Teachers sex (Dummy =0 female, 1 male)</td>
<td>0.0381</td>
<td>0.41</td>
</tr>
<tr>
<td>Teachers age</td>
<td>-0.0534</td>
<td>0.71</td>
</tr>
<tr>
<td>Teachers marital status (Dummy =0 single, 1 married)</td>
<td>-0.1334</td>
<td>1.08</td>
</tr>
<tr>
<td>Teachers highest academic qualification (1 diploma, ..., 3 postgraduate)</td>
<td>-0.0768</td>
<td>0.89</td>
</tr>
<tr>
<td>Type of school (Dummy =0 province, 1 district)</td>
<td>-0.0924</td>
<td>0.74</td>
</tr>
<tr>
<td>Years the teacher have been in the teaching profession</td>
<td>-0.0715</td>
<td>1.20</td>
</tr>
<tr>
<td>School enrolment</td>
<td>-0.0080</td>
<td>0.11</td>
</tr>
<tr>
<td>Average duration in days of in-service courses the teacher attended</td>
<td>0.0141</td>
<td>1.94</td>
</tr>
<tr>
<td>R-squared</td>
<td>1.125</td>
<td>2.55</td>
</tr>
</tbody>
</table>

Note: the absolute t-statistics are inside the brackets; ***, **, and * denotes one percent, five percent and 10 percent levels of significance respectively.

Source: Author’s own computations
Establish how promotion of teachers affects teacher development.
Regarding the extent to which promotion of teachers affects in-service training and development of secondary school teachers 36 (55.39 percent) of the sampled teachers who responded opined that it was low, 20 (30.77 percent) said it was moderate while only 9 (13.85 percent) said that teacher promotion greatly affects teacher development.
From the two sample T test with equal variance, the T- statistics shows that there is statistical difference between teachers promoted and those not yet promoted; implying that without controlling for other variables teacher promotion significantly affects teacher development. Promoted teachers are more likely to face more training and development than those who are not. Teacher promotion is statistically significant at 5% level of significance. This implies that we are 95% confident that teacher promotion affects continuous teacher training and development.

Effect of curriculum change on teacher development
Regarding the extent to which curriculum change affects in-service training and development of secondary school teachers 21 (33.87 percent) of the sampled teachers who responded opined that it was low, 24 (38.71 percent) said it was moderate while 17 (27.42 percent) said that the change in curriculum greatly affects teacher development. Although there is a higher likelihood that curriculum change positively improves teacher training and development, without controlling for other variables, statistical tests do not support that curriculum change affects teacher development. Nevertheless, after controlling for other variables, curriculum change is statistically significant at 10% level of significance. This means that we are 90% confident that curriculum change positively affects teacher training and development.

Establish the effect of finance availability on teacher development
Regarding the extent to which finance availability through government support and budget, affects in-service training and development of secondary school teachers 47 (71.21 percent) of the sampled teachers who responded opined that it was low, 7 (10.61 percent) said it was moderate while only 12 (18.18 percent) said that finance availability
as proxied by government support and budget greatly affects teacher development. Though statistical test does not support the significance of the coefficient for government support even at 10% level of significance, availability of government support and budget is more likely to positively improve teacher training and development.

Regarding the extent to which finance availability through remuneration, affects in-service training and development of secondary school teachers 37 (57.82 percent) of the sampled teachers who responded opined that it was low, 14 (21.88 percent) said it was moderate while about one fifths 13 (20.32 percent) said that finance availability as proxied by remuneration greatly affects teacher development.

A further perception regarding whether and how finance availability as proxied by remuneration affects teacher development, established that the remuneration teachers get affect the level of motivation towards their desire for personal development. This was supported by 93.15 percent of the teachers who responded. Moreover, 93.15 percent said teachers’ remuneration has forced them to seek for better pay outside the profession, 98.63 percent had a feeling that public servants with same qualifications as teachers are better remunerated. Almost three quarters (72.6 percent) of the teachers were of the view that retention of teachers in the teaching profession is quite dependent on their remuneration; while more than four fifths (86.3 percent) perceived teaching as a stepping-stone to a better job for most people. From the regression model, remuneration is statistically significant at 10% indicating that it does not affect teacher development. This implies that we are 90% confident that remuneration negatively affects teacher development.

From the two proxies for finance availability namely government support and budget and remuneration it is clear that finance availability does not have an effect on teacher training and development.
Establish the effect of the training needs assessment on teacher development.

From the two sample T test with equal variance in table 4.9, the T- statistics shows that there is no any statistical difference between those who need additional training and the ones who don’t. This implies that without controlling for other variables training needs assessment has no significant effect on teacher development. However, after controlling for other variables, results indicate that the coefficient for training needs analysis is statistically significant at 5% level of significance. We are therefore 95% confident that training needs analysis negatively affects teacher development. This means that if you reduce training needs then you are likely to improve teacher development. In other words, as training needs increases there is less likelihood of teacher development.

In addition, from the T-statistics for the sex variable a great proportion of males (93.2 percent) benefitted from teacher training and development programmes as compared to the proportion of female (78.6 percent) who benefitted. Since the difference in the two proportions for the sex variable was statistically significant at 5 percent level of significance, it implies that we are 95 percent confident to say that teacher training and development programmes benefitted more male teachers as compared to female teachers. Moreover, from the preferred regression model, variable for average duration of in-service training showed that the more the number of day spent on the courses the greater the probability of teacher development. This is statistically significant at (1.94*). This means that we are 90% confident that the average number of days for in-service courses positively affects teacher development. There is also a higher likelihood of teachers with lower experience to be more developed than those with more experience. This may be because the young may be having a lot of zeal while the old teachers don’t or the package they get does not bring in anything new to them as an indicator of development. As concerns qualifications, those with lower qualifications had a higher likelihood of developing as opposed to those with higher qualifications. Teacher in provincial schools improved more than those in district schools.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
The chapter presents a summary conclusion, recommendations and suggestions for the study.

5.2 Summary
The purpose of the study was to investigate factors affecting teacher development in secondary schools in Kangundo District of Kenya. Four objectives were formulated to guide the study. The study aimed at determining whether teacher promotion, curriculum change, finance availability and training need assessment influence teacher development. The study adopted descriptive survey design. The target population was 140 teachers, (teachers, heads of departments deputy heads and head teachers) of Kangundo District. The sample comprised 125 respondents. Data was collected by use of questionnaires which were dropped personally by the researcher.

5.2.1 Teacher promotion
The first objective was to establish how promotion of teachers affects teacher development. Analysis and interpretation of data on this objective revealed that teacher promotion influences teacher development. The T Statistics at (1.85**) indicates that teacher promotion significantly affect teacher development. This is further proved by the preferred regression model whose coefficient is (1.89**).

5.2.2 Curriculum change
Curriculum change was the second objective. After data analysis and interpretation, curriculum change was found to positively influence teacher development after controlling for other variables in the preferred regression model as the coefficient was (1.76*). This indicates that there is a significant relationship between curriculum change and teacher development.
5.2.3 Finance availability

The third objective was finance availability which was investigated at two levels namely: government support and budget; and remuneration. Analysis and data interpretation of this objective revealed that the both proxies: budget support and budget and remuneration do not affect teacher development without controlling for other variables. Even after controlling for other variables, government support and budget coefficient is not significant though remuneration’s coefficient is significant at (1.73*). Nevertheless, under the two proxies for finance availability, finance availability does not influence teacher development.

5.2.4 Training need assessment

This was the final objective. Data analysis and interpretation of this objective indicated that training need assessment negatively affects teacher development. Training need assessment coefficient is significant at (2.31**). This means that as training needs reduced there was increased teacher development and vice versa.

5.3 Conclusion

From the aforementioned findings, it can be concluded that teacher promotion, curriculum change and training need assessment affect teacher development. Therefore all these factors are crucial if we have to realize teacher development which in effect will improve the teacher. Finance availability does not influence teacher development as teachers may fail to have the motivation for personal development especially if there is no monetary advantage.

5.4 Recommendations

Based on the findings, the research makes the following the following recommendations:

5.4.1 Recommendations for practice

i) Teacher development courses should be well planned to avoid interfering with the school’s calendar.

ii) Continuous training and development courses should be curriculum based to address the needs of students.
iii) Educate teachers so that they may have positive attitude towards teacher development course.
iv) Teacher promotion to be based on merit.
v) Rewards should follow continuous training and development.
vi) Curriculum change should involve all the stakeholders in education.
vii) Government support should be increased to support teacher development.
viii) Teachers should be involved in the identification of training need assessment.
ix) Job analysis should be conducted regularly to help teachers realize their training needs.

5.4.2 Recommendations for further research
Based on the findings the researcher makes the following suggestions for further study:
i) Teachers’ motivation and impact on teacher development.
ii) Teachers’ attitude on teacher development.
REFERENCES

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Were, J.O. (1982): *Methods of Promoting Teachers in Kenyan Schools; What effects does the Promotion of teachers both in the Secondary and Primary Schools have on Kenyan Education System?*

APPENDICES

Appendix A: Teachers' questionnaire

Please respond by putting a tick or writing on the space provided. Don’t write your name or school but kindly be as honest as possible.

1. What is your sex?
   - Male
   - Female

2. What is your age?
   - Below 30 years
   - Above 50 years
   - Between 40-50

3. What is your marital status?
   - Married
   - Divorced
   - Single

4. What is your highest academic qualification?
   - Diploma in education /s1 teacher
   - Graduate
   - Post graduate (masters)
   - Other (specify)

5. What is your teaching load?
   - Below 10 lessons per week
   - Between 20-25 per week
   - Between 11-20 per week
   - Above 25 per week

6. What subjects have you specialised in?

7. Indicate the size of your school in terms of number of streams

________________________________________

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8. Indicate the type of school
   □ District   □ Provincial

9. For how long have you been in the teaching profession?
   □ > 5 years       □ > 10-15 years
   □ > 5-10 years    □ < 15 years

10. What is your school enrolment?
    □ Below 100 students   □ Between 200-300
    □ Between 100-200     □ Above 300

11. Do you hold an administrative position?
    □ Yes       □ No

12. If your answer to question 11 above is yes, which position?

13. Has your designation to the post in 12 above a result of taking up development courses?
    □ Yes       □ No

14. If no what would you attribute your promotion to that position to?

15. What is the average duration of in-service courses you have attended?
    1 day  □ 2 days  □ 2 weeks
              □ 3 days  □ 1 week  □ 3 weeks

16. In the last two years, which of the following courses have you attended?
    (a) Curriculum-related  □
    (b) Emerging issues in education  □
    (c) Management-related  □
17. Were the in-service training courses relevant to your duties as a teacher?

☐ Yes  ☐ No

18. In your view, having been involved in in-service training and development programmes, what do you think are weaknesses of these courses?


19. What recommendations can you make to improve the in-service courses offered?


20. Are there any government in-service training policies for secondary school teachers in this district?


21. As a teacher who has undergone continuous training and development programmes in which way do you think your school has benefitted from these programmes.

☐ Better results realised

☐ Improved discipline

☐ Both teachers and students motivated

☐ All the above

☐ None of the above

☐ Other benefits

(specify)
22. Compare your results since the inception of continuous training and development programmes. What is your comment?

- □ A lot of improvement
- □ Slight drop
- □ Slight improvement
- □ Big drop
- □ No change

Other (specify)

23. Are teachers consulted on areas that need in-service training and development programmes?

- □ Yes
- □ No

24. Who organizes the training and development programmes of teachers?

25. Use the key given to indicate your opinion towards the items that are listed below. Put a tick against the response that best describes your opinion.

Strongly agree 1, Agree 2, Uncertain 3, Disagree 4, Strongly agree 5

| i. Continuous development and training are important to teachers | 1 | 2 | 3 | 4 | 5 |
| ii. Continuous teacher development courses have changed your attitude towards work. | 1 | 2 | 3 | 4 | 5 |
| iii. After undertaking various in-service courses, you can now teach your area of specialization better. | 1 | 2 | 3 | 4 | 5 |
| iv. After training, many teachers are making follow up of their students performance. | 1 | 2 | 3 | 4 | 5 |
| v. In-service courses should be continuous for all teachers. | 1 | 2 | 3 | 4 | 5 |
vi. Students who joined secondary school with high KCPE marks are doing well in school.
vii. After undertaking development courses, teachers are more motivated.

26. Comment on any other factors that affect performance of teachers and students apart from development and training of teachers.

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**Government support and budgetary allocation**

27. Is there government budgetary allocation for in-service training and development of teachers in this district? □ Yes □ No

28. If yes, how can you describe the government budgetary allocation for in-service training and development of secondary school teachers?

□ Adequate □ Inadequate

29. In your opinion, do you think that the government is committed to budgetary allocation for in-service training and development programmes? Give reasons for your answer.

---

30. At what levels does the government offer budgetary allocation for training and development of teachers?

□ National □ Provincial □ District
31. Rate the extent to which each of the following affects in-service training and development of secondary school teachers. Please tick where appropriate

<table>
<thead>
<tr>
<th></th>
<th>1. Very low</th>
<th>2. low</th>
<th>3. moderate</th>
<th>4. great</th>
<th>5. very great</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Government support and budget</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Available training course</td>
<td></td>
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</tr>
<tr>
<td>iii. Teacher promotion</td>
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<td></td>
</tr>
<tr>
<td>iv. Remuneration</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Curriculum change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Attitude of teachers on personal development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Time pressure</td>
<td></td>
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</tr>
</tbody>
</table>

Promotion of teachers

32. Is there a criteria that the TSC uses in the promotion of teachers?

33. What criteria?

34. What would you say of the criteria used in question 33 above?

35. Is it possible for a teacher to foretell when he/she is eligible for promotion?
   ☐ Yes  ☐ No

36. Do teachers value promotions?
   ☐ Yes  ☐ No

37. If yes, to what extend?
38. Is the promotion of teachers a basis for their career development?  

39. Does a teacher who has gone through development programmes enjoy benefits that commensurate the level that he/she has reached?  □ Yes □ No  

40. Does promotion of teachers affect their remuneration to a large extent?  
□ Yes □ No  

41. If no, could this be considered a failure on the part of the employer?  

42. What recommendations would you give on methods used in teacher promotion?  

Curriculum change  

Tick the most appropriate response  

43. Curriculum change necessitates teacher development.  

Strongly agree □ agree □ disagree □ strongly disagree □  

44. Teachers should be on the fore-front in the decision-making process of what changes should be included in the curriculum.  

Strongly agree □ agree □ disagree □ strongly disagree □  

45. Most teachers are caught by surprise by the curriculum changes that they are asked to implement.  

Strongly agree □ agree □ disagree □ strongly disagree □  

46. Teachers are rarely involved in the initial curriculum development at the national level.  

Strongly agree □ agree □ disagree □ strongly disagree □  

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47. Poor preparation on the implementation of the new curriculum at the pre-service and in-service level has led to poor status of subjects.

Strongly agree □ agree □ disagree □ strongly disagree □

48. Teachers perceive most of the curriculum changes that they are asked to implement as inappropriate.

Strongly agree □ agree □ disagree □ strongly disagree □

49. Teachers’ freedom and autonomy in their profession is curtailed by imposed changes.

Strongly agree □ agree □ disagree □ strongly disagree □

50. Teachers have been put in a strange position of being the subject and agent of change.

Strongly agree □ agree □ disagree □ strongly disagree □

51. Curriculum change can be of benefit only if all stakeholders are involved in all stages of curriculum development.

Strongly agree □ agree □ disagree □ strongly disagree □

52. Teachers must be fully prepared before they are asked to make any implementations on curriculum change.

Strongly agree □ agree □ disagree □ strongly disagree □
Finance availability

a) Remuneration

53. The remuneration teachers get affect the level of motivation towards their desire for personal development.
   Strongly agree □ agree □ disagree □ strongly disagree □

54. Teachers’ remuneration has forced them to seek for better pay outside the profession.
   Strongly agree □ agree □ disagree □ strongly disagree □

55. There is a feeling that public servants with same qualifications as teachers are better remunerated.
   Strongly agree □ agree □ disagree □ strongly disagree □

56. Retention of teachers in the teaching profession is quite dependent on their remuneration.
   Strongly agree □ agree □ disagree □ strongly disagree □

57. Teaching is usually perceived as a stepping-stone to a better job for most people.
   Strongly agree □ agree □ disagree □ strongly disagree □

b) Government support and budgetary allocation

58. Is there government budgetary allocation for in-service training and development of teachers in this district?
   □ Yes □ No

59. If yes, how can you describe the government budgetary allocation for in-service training and development of secondary school teachers?
   Adequate □ Inadequate □

60. At what levels does the government offer budgetary allocation for training and development of teachers?
   □ National □ Provincial □ District
Training needs assessment

61. Are teachers asked of their training needs?

Yes ☐  No ☐

62. Do teachers contribute in the identification of their training needs?

Yes ☐  No ☐

63. Who organizes courses for training needs of teachers?

☐ Provincial Education Officer

☐ District Education Officer

☐ School

64. What are your main tasks in relation to your job?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

65. What major problems/constraints/challenges do you find in executing your duties?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

66. What other skills do you need in relation to your job? List up to five.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
67. In your current job, what kind of additional training do you need?
Kindly tick appropriate box
- [ ] A lot of training
- [ ] Some training
- [ ] Little training
- [ ] No training
- [ ] Don’t know

68. What recommendations would you give on training needs assessment?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Appendix B: Letter of Introduction

SCHOOL OF BUSINESS
KENYATTA UNIVERSITY,
P.O. BOX 43844-00100,
NAIROBI.

Dear Respondent,

RE: COLLECTION OF SURVEY DATA

I am a post graduate student at Kenyatta University, pursuing a master’s degree in Business Administration. Part of the course demands that a research be carried out for fulfillment of the requirements of the degree programme.

I am carrying out a research on the topic, “FACTORS AFFECTING TEACHER DEVELOPMENT IN SECONDARY SCHOOLS IN KANGUNDO DISTRICT, MACHAKOS COUNTY OF KENYA.” Kindly, assist me collect the data by filling in the attached questionnaire.

The information you provide will be used for academic purposes only and will be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Yours faithfully,

Fildelma.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing the topic</td>
<td>4 weeks</td>
<td>March 2011</td>
</tr>
<tr>
<td>Proposal writing</td>
<td>12 weeks</td>
<td>May-July 2011</td>
</tr>
<tr>
<td>Proposal presentation and corrections</td>
<td>4 weeks</td>
<td>February 2012</td>
</tr>
<tr>
<td>Piloting</td>
<td>1 week</td>
<td>March 2012</td>
</tr>
<tr>
<td>Data collection</td>
<td>2 weeks</td>
<td>March 2012</td>
</tr>
<tr>
<td>Data analysis</td>
<td>4 weeks</td>
<td>April 2012</td>
</tr>
<tr>
<td>Final report, binding and handing in project</td>
<td>6 weeks</td>
<td>May 2012</td>
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### Appendix D: Budget

<table>
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<th>Activity</th>
<th>Estimated cost</th>
<th>Total</th>
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<td>Transport 10000</td>
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<td></td>
<td>Internet 4000</td>
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<td></td>
<td>Copies 6000</td>
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<td></td>
<td>Stationery 2000</td>
<td>22,000</td>
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<tr>
<td>2. Piloting</td>
<td>Questionnaires</td>
<td>4,000</td>
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<td></td>
<td>Research assistants</td>
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</tr>
<tr>
<td>3. Data collection</td>
<td>Copies of research instruments</td>
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<td>4. Data analysis and report writing</td>
<td>SPSS data entry and analysis</td>
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<tr>
<td></td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stationeries, copies and binding 3,500</td>
<td>23,500</td>
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<tr>
<td>5. Project</td>
<td>Copies and binding</td>
<td>2,500</td>
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<td></td>
<td>Miscellaneous</td>
<td>5000</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>66,000</strong></td>
</tr>
</tbody>
</table>
Appendix E: List of Schools in Kangundo District

1. Misyani
2. Kangundo
3. Imilini
4. Kyevaluki
5. Kathithyamaa
6. Manyatta
7. Kamanzi
8. Kawauni
9. Mukunike
10. Matungulu
11. Holy spirit*
12. Muli*
13. Mbusyani
14. Kavilinguni
15. Kwakathule
16. Kanzalu slopes*
17. Kitwii
18. AIC Ndovoini*
19. Matetani
20. Mulingana
21. Jimmy Thyaka*
22. Kakuyuni
23. Popular*
24. Kawethei
25. Kikambuani
26. Kyeni*

Note * private schools.