IMPACT OF EMPLOYEE TRAINING AND DEVELOPMENT ON PERFORMANCE: A
CASE OF TEACHING STAFF IN PUBLIC SECONDARY SCHOOLS IN MAGARINI
DISTRICT, KILIFI COUNTY

BY

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D53/MSA/PT/21853/2010

A Research Study Submitted in Partial Fulfillment of the Requirements for the Award of
Master of Business Administration Degree of

KENYATTA UNIVERSITY

JULY 2013
DECLARATION

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

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DEDICATION

I dedicate this research project to my family for their love, patience and encouragement. To my lovely daughter Anita, in you my strength lay. You give me a reason to go on for I know you need me and because I love you.
I thank the Almighty God for giving me the strength and perseverance to complete this research project. To Mr. Mbalu, thank you for allowing me to use your library services, Mr. Karani for encouraging me on and being strong at my weakest. To my classmates, you made life bearable with your timely sense of humor to ease the tension during difficult times at the university, may there be a hand ready to assist you in times of need. Mr. Ng’eno, thank you for your assistance during the analysis of data for the study. Mr. James Maina, my supervisor, you were patient and always guided me well. I appreciate you.
ABSTRACT

The aim of this research study was to investigate the effects of teachers’ professional training on academic performance of students in public secondary schools in Magarini district. This is following a downhill trend on performance recorded in the last four years in the district. It was be guided by the following objectives: to assess the proportion of trained and untrained staff in public secondary schools in the district; to analyze the performance in different subjects over a period of time and to find the correlation between training and performance. The researcher used survey design. The target population was 1350 respondents from 15 public secondary schools. The researcher then used stratified sampling method on schools and then randomly picked 50% from each stratum. Data was collected using a questionnaire which had both open-ended and closed-ended questions. Data was analyzed using descriptive statistics. The SPSS software package was also used to analyze the data then presented in form of tables, pie-charts and bar graphs. The researcher found out that the level of trained teachers was higher than that of untrained teachers. The study also revealed that the correlation between training and performance was very weak and that it may not be wholly responsible for the poor performance in the district. The researcher recommended that other research studies should be conducted to establish other factors that might be causing the low performance.
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CHAPTER ONE: INTRODUCTION

1.1. Background to the Study

According to Migwi (2011), attracting the most qualified employees and matching them to their jobs for which they are best suited is important for the success of any organization. Understanding what is happening with teachers’ availability, training and quality is one of the most pressing issues facing education in Africa today. Over the past decade many African countries have been reducing their investments in teacher training and recruiting nonprofessional teachers both as a cost-cutting measure and as a quick-fix solution to the teacher shortage. The full impact of this trend is only now being felt as the teaching profession fragments and learning outcomes deteriorate.

A good quality teacher can guide the learning process of children, making learning relevant and stimulating. S/he can impart knowledge and skills that will help children to secure their educational rights, improve their health and self-esteem, and gain fair employment. A teacher can also be a role model by embracing the principles of social justice and treating all students equally without discrimination, while encouraging each student’s unique strengths. Indeed, a dedicated and well-trained teacher can provide children with the essential skills to critically analyze challenge and improve the discriminatory attitudes or behavior that may be present in their homes, schools and communities (Kago, 2006).

While it is generally agreed that teachers can shape learning and young lives, there remains considerable debate as to the national and local-level policies and programmes that best support teachers. Topics of debate include the level of schooling teachers should have themselves, what length of training they need and what professional development and support they should be able to draw on in order to fulfill these ambitious roles. Each strand of the policy and practice spectrum is complicated, interdependent and determined by contextual factors. In many African countries constrained education budgets coupled with the inconsistent and uncoordinated involvement of various actors in supporting teachers further complicate appropriate policy responses. An alarming trend concerns the low levels of student achievement. Though there is little existing research that directly correlates students’ achievement outcomes with teachers’
training, qualification and contract variations, the fact that teachers are the main staff responsible for supporting pupils’ learning makes a connection between these two factors highly likely. The Education for All Global Monitoring Report (EFA GMR) finds that, ‘what students achieve in school is heavily influenced by classroom practices and teacher’ skills. One of the most important requirements for sustained progress towards better quality in education is an improved learning environment, encompassing the physical school infrastructure, the learning process and the interaction between children and teachers’ (UNESCO GMR, 2010: 114–115).

Magarini is a relatively new district. It was formed in 2009 from the larger Malindi district. It has a total of 22 secondary schools and out of these, 15 are public secondary schools. A few schools in Magarini District have been quoted in many reports from the District Education Office, as having teachers and administrators of such schools, conscious of professional training, but tangible evidence to back up such claims are lacking, more over performance in many schools in the district does not necessarily point to success or failure of learning programmes being to professional development, hence the urgent need to confirm or discard the notion.

1.2. Statement of the Problem

Performance of learners at different learning levels in secondary schools in the district has not been impressive, raising concern by parents, the community at large and education officials. According to data collected from Magarini district education office, performance in the last four years shows a downhill trend as follows: 2009-4.1145, 2010-4.0244, 2011-3.9919, 2012 -3.9018. In 2011, out of 634 students who sat for KCSE from 15 public secondary schools in Magarini district, only 13 students (about 2%) had B and above, 421(66%) had D+ and below. The concern is heightened against the backdrop of adequate teaching and enough resource, enough teachers, and enough learning centers. While all seems to be fine, suspicion has been cast on teacher’s professional competence.

Quite a number of researches have been done on the area of teacher’s professional training: for example; factors that influence teachers to enroll for high education, policies, trends and practices of continued professional development, but little has been carried out on the teacher’s
professional training and academic performance and more so none has been carried out in Magarini district. This therefore led the researcher to carry out this research to establish how teacher’s professional training affects academic performance in Magarini district and fill the research gaps.

1.3. Purpose of the study

The purpose of the study was to investigate the impact of employee training and development on performance, a case of teaching staff in public secondary schools in Magarini district.

1.4. Research Objectives

This study was guided by the following specific research objectives:-

i) To assess the proportion of trained and untrained staff in public secondary schools in Magarini district.
ii) To analyze the general performance in different schools over a period of 3 years
iii) To find the correlation between training and performance

1.5. Research Questions

The following are research questions generated from the objectives:-

i) What is the proportion of trained and untrained staff in public secondary school?
ii) How is the general performance in different schools over time?
iii) Is there any relationship between training and performance?

1.6. Significance of the Study

This study is of great significance because it will provide information to managers in secondary schools and other educational institutions on the need to employ trained personnel in order to have better academic performance. The research finding is useful to policy makers while making policies on employment of teachers. It will also add to the body of knowledge where scholars and researchers can find reference materials for their work and also use it as a basis for further research.
1.7. **Scope of the study**

The study is on the effects of formal teachers training on academic performance of public secondary schools. This study is limited to Magarini District and so, it will be difficult to generalize the findings to other districts which might not have similar characteristics or problems.
CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter will review theories related to the study and also look at the empirical literature. This will include recent studies from various parts of the world carried out inline with the study at hand and therefore will help identify the gaps left and the mitigative measures to address the problem.

2.1. Theoretical Framework

This study adopted the views of Allport discussion on the psychological concept of perception as the way through which we evaluate people that we are familiar with. Allport conceived that in perception, the perceiver is the “judge” and person perceived, the “other”. In this study therefore, the secondary schools students are to serve as judges judging their teachers professional competence and their teaching effectiveness. The study is hinged on Allport (1966) theory. It served as the theoretical basis for students’ perception of teachers’ knowledge of subject matter, attitude to work and teaching skills in Magarini District Public Secondary schools.

Allport theory was found appropriate for this study because of his explanations on the process involved in person perception. He explained three concepts:

First; Common judgment sets: In evaluating a person, there must always be a special reason in view. The reason for this study is to determine whether students’ perception of the selected teachers’ variables will determine or correlate with students academic performances. European Journal of Educational Studies 3(3), 2011

Second; Categorization Tendency: Allport asserted that one of the most important things to do in perceiving any object is to place it in a familiar category. That is to place a person in the category of generalized order. This study is evaluating the secondary school teachers based on standard assessment of teachers as stipulated in literatures. The selected variables and students’ academic performance belongs to familiar category in education psychology.
Third; Combining Cues: - Allport claimed that judging peoples involves putting together many bits of information. This study therefore will determine the reliability of students' perception of teachers' knowledge, attitude and teaching skills, using a statistical measure of their responses with their academic performance.

Another theory is the expectancy theory of motivation which asserted that motivation combines two concepts, valence and expectancy (Vroom, 1964). Valence refers to the preference of the individual toward a particular outcome or outcomes or the attractiveness of the outcome (Lawler, 1973; Vroom, 1964). This concept refers to the relative value an individual places on outcomes. In other words, a teacher values a variety of things, which includes student performance or respect from colleagues. On the other hand, expectancy refers to a person's belief about the likelihood that their efforts result in the desired outcome (Vroom, 1994). Lawler (1973), in his analysis of the developments in motivation theory, he argued that individuals expect that their efforts placed into a task lead to certain desirable outcomes. Moreover, organizational theorists such as Lawler (1973) have argued that individual performance in an organization is a multiplicative function of ability and function. Vroom (1964) and Lawler (1973) both agree that teacher performance and ultimately student performance links to the ability of staff, the motivation level of staff, or some combination of the two. Teachers perceive that if their own output in the form of instructional techniques influences the student achievement and leads to the student meeting their overall goal of achievement. The intensity at which teachers instruct leads to the attainment of the students' goal. A school climate that resembles a dictatorship guides teachers to become unmotivated and not enthusiastic about completing the requirements of the job. According to Dzubay (2001) a teacher's attitude, performance, and overall job satisfaction changes dramatically in this type of environment described above.

2.2. Empirical Literature Review

The amount and quality of education a teacher receives is a logical place to start for determining teacher quality. A number of recent studies have looked at the effects of undergraduate major, undergraduate school quality, graduate degrees, and in-service training. Rothstein (2010) notes that while including student, teacher and school fixed effects will ameliorate bias due to sorting of teachers and students to schools and classrooms, teacher quality estimates will still be biased if students are assigned to teachers on the basis of unobserved achievement shocks and these
shocks are serially correlated. For example, a student could have an uncharacteristically high score one year, be assigned to a certain teacher based on this score, and then fall back to more characteristic achievement levels.

A ten student reduction in class size, for example, is typically associated with 0.1–0.3 standard deviation increase in student test scores (Hanushek and Rivkin, 2010). Student outcomes. Aaronson, Daniel, Barrow, Lisa, Sander, William. (2007) examine matched student-teacher data from Chicago public high schools and found that no major is statistically significant in predicting student math scores. Betts et al. (2003) access a large dataset from the San Diego Unified School District and found mixed results for elementary, middle, and school teachers. In elementary schools, having a degree in science (biology, chemistry, physics) is significantly related to having students with lower reading scores and a degree in social science is correlated with gains in math.

Clotfelter, Charles, Ladd, Vigdor and Jacob (2010) examine data from state-wide end of course assessments for tenth grade students in North Carolina. The authors use a cross-subject analysis with student fixed effects to estimate the potential differential effects of attending an undergraduate institution that was unranked, not competitive, competitive, or very competitive. At the middle school level, a bachelor’s in math or English is tied to gains in math scores and a minor in social science significantly predicts gains in reading scores. There is not a statistically significant relationship between major and student outcomes at the high school level. All gains or losses are relative to their omitted major and minor in education. Also, statistical significance is at the one percent level. Relative to attending an uncompetitive school, attending a very competitive school leads to a roughly 0.02 standard deviation increase in normalized student achievement, which, according to their estimates, is approximately one-third of the effect of having 1-2 years of teaching experience. However, Kane et al. (2008), Clotfelter et al. (2006) and Clotfelter et al. (2007) find no significant relationship between college selectivity and math and reading scores in elementary and middle schools. Rankings were based on information for 1997-98 freshman class from Barron’s College Admission Selector. Perhaps most surprising from my review of teacher characteristics is that there is no systematic relationship between holding a master’s degree and student outcomes.
Harris and Sass (2011) note that among 12 recent studies, only Betts et al. (2003), Dee (2004), Nye et al. (2004) find positive correlations between teachers holding a master's degree and elementary math achievement. The rest find insignificant or even negative effects of possessing a master's degree on student achievement in math or reading. This is a major policy concern as graduate degrees are often required for full teacher certification in some states and invariably lead to higher teacher salaries (Hanushek and Rivkin, 2006). Professional development (PD) programs also do not appear to significantly affect student outcomes. Jacob and Lofgren (2004) take advantage of a natural experiment in Chicago public schools where low-performing elementary schools that had failed to meet national standards on reading exams were placed on probation and given resources to purchase additional PD services. Using a regression discontinuity design, the authors found no effect of additional PD on math or reading scores. Garet et al. (2008) use an experimental design to study the impact of an intensive PD program with coaching for early reading teachers. While the PD program increased teacher knowledge and altered instruction, neither the PD program alone nor the PD program with coaching yield improvements in student reading scores. Garet et al. (2010) employ a randomized, controlled trial to see how PD affects middle school math achievement and find similar results; the PD intervention produced significant changes in instructional practice but not student achievement. Lastly, Harris and Sass (2011) look at PD received by teachers in all public Florida schools at all grade levels and distinguish between PD focused on content or pedagogy. They find that contemporaneous PD is associated with either no change or a reduction in teacher productivity but do find some evidence for positive effects of lagged PD on middle and high school math scores.

An article from the Daily Nation, (June, 2000) elaborately introduced the subject of untrained graduate teachers preferring to teach in schools within their counties, as the article claims at their home districts, it is easy to be posted there, rather than fight it out in urban centres, where employment competition is high. This means schools such as Mjanaheri, Jaribuni, and Magarini secondary schools have a high number of teachers without professional grades. Such teachers from a rural set up may be knowledgeable in the subject, but lack a professional back up. One important skill for the teacher is to analyze changes in the environment with other members of
the work community to see these changes in relation to the teacher's and the school's possibilities and to determine which changes and outcomes are of the greatest relevance to the development of teaching. Teacher's professional and academic competencies are seen in ability to make use of the learning opportunities available in the environment. Their work is linked to society in many ways. In the future, being a teacher will mean willingness to take active part in influencing social development because the teacher influences the kind of values pupils adopt and how education is effected in the school. Both of these require a sound idea of education and the future, the basis is built during teacher education. Teacher education needs close contact and diverse interaction with its environment in order to be able to anticipate and influence factors which will bear upon teaching in the future. It is not easy to gauge these attributes in the larger Kilifi County, for the simple fact that disparities in examination results for many secondary schools in Kilifi County are glaringly clear.

Some students according to Professor Karega Mutahi at the annual meeting of the heads of secondary schools (June 2009) perform exceptionally well while others have a fluctuating performance graph. For successful secondary schools teacher education seems to be based on a solid foundation which is worth emulating by other schools. It tells us about the where, what, who and when on how teacher education functions in order to achieve educational objectives, in this case, better examination results. There could be other factors in the county which may influence performance, but as explained above, lack of professional competence could be a leading course.

Competence as one's professional work role is important in the overall learning process. Rawls (2007) reported that activities involving adult education, supervised occupational experience programs, classroom teaching, and program administration and policies were the main sources of problems for teacher. In addition, other studies identified additional problems associated with the performance of professional activities of both beginning and experienced high school teachers (Borko 2004). Overall, teachers are expected to be well grounded in their academic subject and prepared adequately to understand the child and help him/her to learn through a well integrated general education, professional training and academic orientation. The Education Report, (2009) across Kenya, the Coast included (specifically rural schools in Magarini district) is not kind to the sentiments above.
2.3. Professional Training Criteria

The success of any education system no doubt depends on the available methodological competence, educational qualification level, and the administrative machinery established for its implementation. In recognition of this fact, therefore professionalism is given a major emphasis in all teaching activities. For this reason, there has been an upsurge in attempts to acquire professional teaching qualifications such as the Teacher Primary School Certificates, Bachelor of Art Education etc, and other educational qualifications that are needed to become a professional teacher.

On the other hand, there has been a general conception in Kenya among teaching and non teaching staff that the ability to teach with enthusiasm may be both inborn and acquired and that academic qualification without undergoing a period of professional training may not endeavor learners to the best knowledge that would otherwise be provided by professionally qualified teachers. Professional courses in education intended to remove deficiencies in the teaching and learning process include educational measurement and evaluation, educational psychology, and Educational Management and Planning. This means that the effects of teacher’s professional and academic training on job effectiveness need to be investigated to assess their job value.

The following professional development criteria were suggested by educationist Ojienda at a workshop for secondary schools in Meru (June 2001) they can be considered for better teaching; it is sustained, intensive and content focused to have a positive and lasting impact on classroom instruction and teacher performance, it is aligned with and directly related to state academic content standards, student achievement standards, and assessments, it improves and increases teachers knowledge of the subject they teach, it advances teachers understanding of effective instructional strategies founded on scientifically based research, it is regularly evaluated for effects on teachers effectiveness and student achievement.

2.4. Professional Training of Secondary School Teachers in Magarini

The challenge set for the classroom teacher is high. Besides having to master their various subjects, they must have command over a wide repertoire of different teaching methods and strategies (Pedagogy) and understanding of the learning processes of students. For this reason, particular attention has been devoted to teacher education. Under headlines like academization
and professionalization, reforms have been carried out at all levels of education. In addition to secondary school teacher education, other forms of teacher education have been more or less tightly linked to universities especially now. The overall aim is to improve the quality and status of profession of teachers. For example, throughout the history of teacher education in Kenya secondary school teacher education has been at universities. Subjects are studied in subject faculties while the pedagogical contents are studied at a department of teacher education, which is normally located within a faculty of education or a university where they offer Bachelor of Education.

A report from the DEO’s office in Kilifi, elaborately criticizes majority of secondary school teachers. It is well known that a teacher’s way of thinking and beliefs guide his or her behaviour and decision inside and outside the classroom. The report mentioned that there is lack of pedagogical content knowledge by most teachers, meaning, combining of knowledge and pedagogical skills that are necessary for the organization of classroom situations and activities of learners. This he explained as the knowledge that embodies the aspects of content most necessary for teaching competence. The report revealed that in schools such as Bamba and Godoma secondary schools, had very few professionally qualified teachers of the caliber necessary to make instructional impressions that can substantially influence performance analysis. The D.E.O report pointed out that, Biology and Chemistry had a mean score of only 33% and 32% respectively a clear indication that teachers who handled these subjects, some were of untrained degree holders who only used their past secondary school knowledge in teaching these subjects, far from what was expected had they had professional qualifications.

It also means that in most schools in the county, such teachers exist. The report further pointed out that at Mjanaheri Secondary School in Magarini District, Chemistry subject in both form 3 and form 4 was under a volunteer expatriate and the school did not have a teacher for that subject, posted by the teachers’ service commission. The school has no qualified teachers. They have employed the services of form four graduates to teach their students. Among these teachers, the highest qualified is in his first year at the university and is not even doing education. With this kind of foundation for their secondary education, they may not be in a position to compete with students from other secondary schools whose teachers are trained and experienced.
The former permanent secretary made it clear in the seminar that both teacher expertise and teacher knowledge of subject matter differ from ordinary scholarly knowledge and pedagogy. In other words, teachers have to be able to fuse the subject matter knowledge and pedagogical content knowledge in their everyday actions in the classroom. Furthermore, in addition to knowledge of science pedagogy, content knowledge includes an understanding of what makes the learning of a specific concept difficult and what instructional strategies could help in presenting different aspects, students' attitudes towards different subjects, learning and school, the cognitive development and reasoning abilities of a wide range of students and so on. Professional development he concluded was what promotes competence, as it can be content focus, intensive when applied and can have a lasting impact on classroom instruction and teacher performance.

2.5. Content, Standard, Assessment and Student Achievement.

The following investigation assumes that professional development effects on student achievement are mediated by teacher knowledge and practice in the classroom and that professional development takes place in the context of high standards, challenging curricula, accountability through assessment done by administrates and other stakeholders. The presence of many university graduate teachers, with no background of professional grades has impacted negatively on students' performance to an extent that there is a constant under performance.

First, professional development must be of high quality in its theory of action, planning, designs and implementation; it should be intensive, sustained, content focused, coherent, well defined and strongly implemented, it should be based on a carefully constructed and, it should promote and extend effective curricula and instructional models—or materials based on a well defined and valid theory of action (Cohen, 2000).

Secondly, teachers must have the motivation, belief, and skills to apply the professional development to classroom teaching (Borko, 2004) Supported by on going school collaboration and follow—up consultations with experts. Doing so could require overcoming such barriers to new practices as lack of time for preparation and instruction, limited materials and human resources, and lack of follow—up support from professional development providers.
Thirdly, teaching (improved by professional’s development) raises student achievement. The challenge is evaluating the gains. This can be done through testing and assessment if the test results are good, then it can be urged that the success has been brought about by application of qualified teaching methodology.

A report released by the former Minister for education professor Ongeri (2009) and widely publicized in the Kenyan media had disturbing revelations as follows: At the National scene, the girl’s secondary schools that performed well were Alliance girls’ high school, which was ranked 3rd, nationality followed by Moi Girls and Kenya high school. They were ranked 6th and 7th in that order. None of the Girls school in the coast were ranked anywhere above 30, same case with the boys school, Maranda High School in Nyanza Province, Alliance high school in Central Province, Starehe Boys school were ranked 1st, 2nd and 4th in the order above. Not one coast schools came close to the leading 30 secondary schools. This prompted serious questions with answers also provided.

A meeting that followed after the release of the report in Mombasa in Nov, 2009 captured in the Annual Head teachers retreat (National Convention, Nov. 2009) minutes and report contained in the Kenya National Union of Teachers, March 2010 Edition, first Alliance principals explanation, guidelines, and suggestions detailing the process of continued professional development otherwise called staff development or teacher development starts with the recruitment process of the initial students of teacher education, induction, in-service teacher education, and further education deforming it as consisting of all natural learning experiences. It also involve those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, groups or school and which contribute, to the quality of education in the classroom. It is the process by which alone and with others, teachers review, renew and extended their commitments as agents of change and by which they acquire and develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues. The principal added that the success of their school has been dependant on the professional qualification of the staff at his school.
2.6. Teacher staffing and promotion in Magarini District

The District Education Officer Magarini, in his report to the Ministry of Education dated 18th July 2012 on statistics comments has highlighted staff qualification both academic and professional, where most teachers teaching in secondary schools in the County have good academic qualifications, but few combine academic and professional qualification. The comments made are that most teachers posted from Universities having completed their B.E.D.in Education report to schools, but soon apply for transfers to their respective districts, citing many challenges that they face in schools far away from their district. This was also confirmed by the Coast provisional Directors of education at a leaders forum in June, 2010(Daily Nation June,-18th -2010) who divulged that some secondary school, especially in the rural areas, citing both Bamba and Ganze secondary school from Kilifi county, had a shortage of professionally qualified teachers adding that, as staff in those schools were mainly untrained graduate, teacher on job group J Teachers in Graduate Teachers 11 and I in job group K and L were few. Still only a few secondary schools had senior Graduate teacher in Jobs Group M or N. These were common in most secondary schools in Kilifi County.

In the same forum, the Provincial Director of Education explained that direct appointment will normally be made in the grades of Untrained Graduate Teacher, Job Group J and graduate Teacher II, job Group K. in exceptional cases, however, direct appointment beyond these grades may be made by the Teachers Services Commission in consultation with the Ministry in charge of Education, provided that the candidates is in possession of the requisite minimum qualifications and experience required for appointment to that grades, as backed by the revised scheme of service for secondary school teachers/revised, January, 2008 which also stipulates for appointments to the grades of Graduates Teachers II, a candidate must be in possession of any of the following qualifications:- A Bachelors degree and a postgraduate diploma in Education from a recognized university/institution, a Bachelor of Education degree from a recognized university and A Masters degree from a recognized university.

Untrained Graduate Teachers will be eligible for promotion to other grades if they have successfully undertaken a postgraduate diploma in Education from a recognized training institution. From the P.D.E’s explanations and remarks quoting from teachers’ statistics, he further observed that some teachers remained static in the Grades and Levels. This pointed to
some of the reasons why standards remained low in examination performance in the County, as compared to a county such as Nairobi where the thirst for training and academic advancement is insatiable (Ogendo, 2010).

2.7. Summary and Knowledge Gaps to Be Filled

Previous studies show that academic performance of students can be as a result of a variant of factors. These include salary, teachers’ attitudes and perceptions, socio economic status and teacher training among others. Most of the studies tried to correlate the relationship between the teachers’ behavior and academic performance of the students. Some researchers agree that there is a correlation between the teachers’ level of education and the students’ academic performance however other researchers argue the relationship is minimal. For Example, Harris and Sass (2011) who found that PD is associated with no change or a reduction in teacher productivity.

This research aims to add to the existing body of literature on the effect of teachers’ professional training on academic performance in public schools and fill knowledge gaps left by earlier studies including mitigative measures to address the problem.

2.8. Conceptual Framework

Figure 2.1: Conceptual Framework

Independent variables

- Proportion of trained staff
- Proportion of untrained staff

Dependent variable

- Student Academic performance

Intervening variable

- Government policies

Source: researcher 2013
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains research design used to carrying out the study. It also discusses the targeted population, sample, method used in picking respondents and types of instruments used to collect data. Finally it explains the technique used in analyzing and presenting data.

3.1. Research Design

This is an evaluation of the effects of teacher’s professional training on academic performance in public secondary schools in Magarini District. The researcher used survey research design. This is because it allows for systematic data collection to describe specific characteristics of a group of persons, objects, or institutions. It also allows for standardization and uniformity both in the questions asked and in the method of approaching subjects, making it far easier to compare and contrast answers by the respondent groups. It also ensures higher reliability than some other techniques (Dilbert, 2004), hence the choice for the survey research design.

3.2. Target Population

The study targeted a total population of 1350 respondents. This includes 1200 students from the 15 public secondary schools and 150 members of the teaching staff from the same secondary schools in Magarini district.

3.3. Sampling technique and sample size

The researcher used stratified sampling on secondary schools. The strata used consisted of girls’ schools, boys’ school and mixed schools from the district. The researcher used random sampling to pick 50% of the schools in each stratum. The principals and academic heads from these schools were the respondents and the academic records of students from these schools were used in this study. This has been summarized in table below:
Table 3.1: Table showing the composition of Participating Schools

<table>
<thead>
<tr>
<th>Strata of Respondent</th>
<th>Target population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls schools</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Boys schools</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Mixed schools</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>8</td>
</tr>
</tbody>
</table>

3.4. Data Collection Method

The data collection instrument used was the questionnaire. A questionnaire is a standard list of questions relating to the particular investigation under study. It included open-ended and closed ended questions. The researcher also used secondary data which included school performance records over time of each subject. This was provided by the academic heads of each secondary school in the district.

The researcher sought for permission from the school principal by going in person to explain her intention to conduct the research. The researcher then presented the questionnaire to the principal to fill in and also to the academic head in the school. The data was collected on the same day. The researcher was provided with the performance records of the schools visited with details of academic performance for the past three years. The data collected was recorded in table as shown below:

Table 2.2: A template to show the percentage number of trained teachers
| Identification of School visited | trained staff \((T)\) | Untrained staff \((UT)\) | Total number of staff (both trained and Untrained) | Percentage of trained staff 
\[x = \left(\frac{T}{T + UT}\right) \times 100\] |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.3: A template to show percentage mean grade for different schools

<table>
<thead>
<tr>
<th>School</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Average</th>
<th>(% = \left(\frac{\text{Average}}{12}\right) \times 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5. Data Analysis and Presentation

After collecting the data, it was then coded to show the proportion of trained and untrained teachers per school in different years and educational performance of students from the same schools in the selected years which were measured by their mean grades.

The analysis was performed using descriptive statistics. SPSS software was used to compute the coefficient of the correlations between the variants of training and performance. As a prediction of the relationship between variables a scatter plot was first developed and hence the correlation coefficient determined to establish the degree of association between variables.
CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

4.0. Introduction

The aim of this research was to assess the impact of employee training and development on performance. This chapter presents and analyses data collected about the subject matter as per the instruments stated in chapter three.

4.1. Response Rate

Samples of 8 schools were selected; questionnaires were successfully administered to all categories with all questionnaires being fully answered and returned. The researcher collected them on the same day to enable the analysis of the data. Information given through school performance records for the past three years was also analyzed.

The table below illustrates the number of questionnaires distributed to each category.

Table 4.1: A table showing the response rate among schools

<table>
<thead>
<tr>
<th>Categories</th>
<th>No. of questionnaires</th>
<th>Response</th>
<th>Response rate%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls schools</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Boys schools</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Mixed schools</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.2: A table showing summary of response rate and training status of respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of response</th>
<th>Rate%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>49</td>
<td>54</td>
</tr>
<tr>
<td>Untrained</td>
<td>42</td>
<td>46</td>
</tr>
</tbody>
</table>

Figure 4.1: Proportion of Training among respondents

From figure 6 above, fifty four percent (54%) of the teachers in Magarani public schools are trained and forty six percent (46%) are untrained. The trained teachers were those with bachelors and diplomas in education. The untrained teachers were all KCSE holders. This is a ratio of 5:4 teachers in the district. Some schools, like school 2, had no trained teachers at all. School 3 and 5 had over eighty percent (80%) untrained teachers. In schools 1 and 6 it was average. However, there were schools, like school 4 whose teachers were all trained and others, like schools 7 and 8 had over sixty percent (60%) trained teachers.
4.2. Details of the respondents

Figure 4.2: Professional status of the Respondents

![Bar graph showing professional status of respondents]

Figure 4.2 above, the bar graph indicates that most of the respondents were Principals at 75% while 25% of the total respondents were Academic teachers. The research also found that none of the respondent was a headmaster.

Figure 4.3: Gender details of the Respondents

![Bar graph showing gender details of respondents]

Figure 4.3 above, the bar graph indicates that 87.5% of the respondents were Male, and 12.5% were Female.
The figure 4.3 above indicates that majority of the respondents who are the heads of institutions were male at 87.5% while the female were only 12.5%.

![Bar graph showing the distribution of respondents based on gender.](image)

**Figure 4.4: Details on Experience in Service**

The bar graph in figure 4.4 above shows that among the respondents majority had served for more than five years. This constituted 62.5% of the total respondents while those whose period of service was below 5 years were 37.5%.

![Bar graph showing the distribution of respondents based on experience in service.](image)

**Figure 4.5: Level of Education**

![Bar graph showing the distribution of respondents based on level of education.](image)
The bar graph in figure 4.5 above indicates that 62.5% of the respondents possessed a degree as their highest level of education while 25% of them were having Diplomas. A few of them at 12.5% possessed master's degrees.

**Figure 4.6: Details of the schools visited**

![Bar graph showing percentage of schools](image)

The bar graph in figure 4.6 above shows that 12.5% of the schools visited were for girls only while 87.5% were mixed schools. None of the visited schools were for boys alone.

**Figure 4.7: Staff Population**

![Bar graph showing staff population](image)

From the bar graph in figure 4.7 above, it is clear that 62.5% of the visited schools had a staff population between 6 and 10 teaching staff. 25% of them had between 11 and 15 teaching staff while few schools at 12.5% had more than 15 teaching staff.

**Table 4.3: A table of data used to determine percentage proportion on staff training**

<table>
<thead>
<tr>
<th>Staff Population</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 - 10) Teachers</td>
<td>62.5%</td>
</tr>
<tr>
<td>(11 - 15) Teachers</td>
<td>25%</td>
</tr>
<tr>
<td>Above 15 Teachers</td>
<td>12.5%</td>
</tr>
<tr>
<td>Identification of School visited</td>
<td>trained staff $(T)$</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>School 1</td>
<td>6</td>
</tr>
<tr>
<td>School 2</td>
<td>0</td>
</tr>
<tr>
<td>School 3</td>
<td>2</td>
</tr>
<tr>
<td>School 4</td>
<td>16</td>
</tr>
<tr>
<td>School 5</td>
<td>1</td>
</tr>
<tr>
<td>School 6</td>
<td>10</td>
</tr>
<tr>
<td>School 7</td>
<td>7</td>
</tr>
<tr>
<td>School 8</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

This objective was set to assess the proportion of trained and untrained staff in public secondary schools in Magarini district. From the table 4.3 above out of the 8 schools visited only one school had 100% of teaching staff being trained and one school had no trained teaching staff. The other schools had part of teaching staff being trained while others were not. Their respective percentage of training status were 54.54%, 20%, 10%, 55.56%, 77.78% and 63.64%.
Table 4.4: A Table of data used to determine the percentage performance means of schools over a period of 3 years.

<table>
<thead>
<tr>
<th>School</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Average</th>
<th>( % = \left( \frac{Average}{12} \right) \times 100 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>-</td>
<td>2.766</td>
<td>2.788</td>
<td>2.777</td>
<td>23</td>
</tr>
<tr>
<td>School 2</td>
<td>2.411</td>
<td>3.014</td>
<td>3.114</td>
<td>2.846</td>
<td>24</td>
</tr>
<tr>
<td>School 3</td>
<td>5.608</td>
<td>3.000</td>
<td>3.100</td>
<td>3.903</td>
<td>33</td>
</tr>
<tr>
<td>School 5</td>
<td>-</td>
<td>-</td>
<td>4.857</td>
<td>4.857</td>
<td>41</td>
</tr>
<tr>
<td>School 6</td>
<td>5.142</td>
<td>5.131</td>
<td>5.037</td>
<td>5.103</td>
<td>43</td>
</tr>
<tr>
<td>School 7</td>
<td>2.236</td>
<td>2.854</td>
<td>2.511</td>
<td>2.534</td>
<td>21</td>
</tr>
<tr>
<td>School 8</td>
<td>3.045</td>
<td>3.001</td>
<td>3.075</td>
<td>3.040</td>
<td>25</td>
</tr>
</tbody>
</table>

This objective was set by the researcher to analyze the performance in different subjects of different schools over a period of 3 years.

4.4. Correlation analysis

This objective was set to find the degree of association between the two variables under study which were the training and performance. First a scatter plot was develop to predict the nature of relationship between variables. A data table used is as shown in table 4.5 below;

Table 4.5: A table of data used for developing scatter plot
<table>
<thead>
<tr>
<th>Identification of school visited</th>
<th>Percentage (%) of training status of teaching staff {Independent variable (x)}</th>
<th>Percentage (%) of School Performance mean {Dependent variable (y)}</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>54.54</td>
<td>23</td>
</tr>
<tr>
<td>School 2</td>
<td>0.0</td>
<td>24</td>
</tr>
<tr>
<td>School 3</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>School 4</td>
<td>100</td>
<td>53</td>
</tr>
<tr>
<td>School 5</td>
<td>10</td>
<td>41</td>
</tr>
<tr>
<td>School 6</td>
<td>55.56</td>
<td>43</td>
</tr>
<tr>
<td>School 7</td>
<td>77.78</td>
<td>21</td>
</tr>
<tr>
<td>School 8</td>
<td>63.64</td>
<td>25</td>
</tr>
</tbody>
</table>
From the scatter plot it is clear that there is a small relationship between the two variables. The higher the percentage of staff training does not necessarily leads to increase in performance. To find the magnitude of the existing relationship of variables the correlation coefficient was determine to establish their degree of association.

4.6. Correlation Co-efficient ($r$)

Table 4.6: A table of data used to determine correlation Co-efficient
From the correlation formula 

\[
    r = \frac{n \Sigma (xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2][n \Sigma y^2 - (\Sigma y)^2]}}
\]

\[
    r = \frac{(8 \times 13237.88) - (381.52 \times 263)}{\sqrt{(8 \times 26661.3 - 145557.51) \times (8 \times 9599 - 69169)}} = 0.2448
\]

From the correlation statistics above the r-value is 0.2448, a positive value. This indicates that the percentage level of staff training positively correlated. The value of correlation coefficient is small meaning the degree of correlation is weak. This indicates that the performance is not dependant on the training of staff in different schools.
CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction
The chapter summarizes the findings, discusses them and suggests recommendations based on the findings.

5.1. Summary of Major Findings

Assessment for the proportion of trained and untrained staff in public secondary schools in Magarini district.

Fifty four percent (54%) of the teachers in Magarani public schools are trained and forty six percent (46%) are untrained. The trained teachers were those with bachelors and diplomas in education. The untrained teachers were all form four leavers with KCSE certificates. This is a ratio of 5:4 teachers in the district. In some schools like school 2, there were no trained teachers at all and school 3 and 5 had over eighty percent (80%) untrained teachers. In schools 1 and 6 it was average. However, in other schools like school 4 had no untrained teachers and schools 7 and 8 had over sixty percent (60%) trained teachers.

Analysis of the academic performance of different schools over a period of 3 years.

School 4 had the best performance for the last three years at fifty three percent (53%). It was followed by school 6 with forty three percent (43%) and then school 5 with forty one percent (41%). School 8 had twenty five percent (25%) and school 1 had twenty three percent (23%). The least was school 7 with twenty one percent (21%). Performance among the schools was below par with only one school at average and two schools fairly below average whereas all other schools performed quite dismally over the three years under study.

The correlation between training and performance.

There was a very small correlation between performance and training. School 4 which had 16 trained teachers and no untrained teachers was leading with a mean percentage of fifty three percent (53%). It was followed by school 6 at forty three percent (43%) which had more trained teachers than the untrained ones. Only school 5 had more untrained teachers than trained ones
and registered a fair performance at forty one percent (41%). Schools 7 and 8 performed poorly even with high number of trained teachers.

5.2. Answers to Research Questions

Research question 1: What is the proportion of trained and untrained staff in public secondary schools?

Answer: Fifty four percent (54%) of the teachers in Magarani public schools are trained and forty six percent (46%) are untrained. The trained teachers were those with bachelors and diplomas in education. The untrained teachers were all form four leavers. This is a ratio of 5:4 teachers in the district. In some schools like school 2, there were no trained teachers at all and school 3 and 5 had over eighty percent (80%) untrained teachers. In schools 1 and 6 it was average. However, in other schools like school 4 had no untrained teachers and schools 7 and 8 had over sixty percent (60%) trained teachers. The ratio between trained and untrained teachers is almost average and in one of the schools their no trained teacher. The trend is alarming as the number of untrained teachers should be very minimal. One of the schools, however, has all its teachers trained but in all the other schools the presence of untrained teachers is evident.

Research question 2: How is the general performance in different schools over time?

Answer: School 4 had the best performance for the last three years at fifty three percent (53%). It was followed by school 6 with forty three percent (43%) and then school 5 with forty one percent (41%). School 3 had 33% performance mean while School 8 had twenty five percent (25%) and school 1 had twenty three percent (23%). The least was school 7 with twenty one percent (21%). Performance among the schools was below par with only one school at average and two schools fairly below average whereas all other schools performed quite dismally over the three years under study.

Research question 3: Is there any relationship between training and performance?

Answer: There was a small positive correlation between training and performance as the coefficient was found to be 0.2448. School 4 which had 16 trained teachers and no untrained teachers was leading with a mean percentage of fifty three percent (53%). It was followed by school 6 at forty three percent (43%) which had more trained teachers than the untrained ones. Only school 5 had more untrained teachers than trained ones and registered a fair performance at
forty one percent (41%). Schools 7 and 8 performed poorly even with high number of trained teachers. School 4 which had all trained leaders performed considerably well with a margin difference of +10 mean score to their second placed school. This showed training posed a mixture of impacts in that it has positive impact on performance in other schools while had no positive impact in other schools. It is evident that performance in some schools is low even with trained teachers. This shows that training of staff has not been the main factor affecting performance of schools in the district.

5.3. Conclusion

The number of untrained teachers in the public schools in Magarini district is too high and in one of the schools, all the teachers are untrained and are employed by the parents. This means even the principal, deputy principal and academic teacher are all untrained and might have effect on the availability and delivery on pedagogical skills. This was evident during data collection the researcher had difficulty in obtaining data for calculating mean scores for the last three years. Untrained teachers could also be lacking motivation due to the meager pay they earn. They also lack instructional skills, content depth and other professional competences.

The presence of many untrained teachers may have contributed to the poor performance in the district. The best school with trained teachers performed exemplary well as compared to the others with untrained teachers. This shows that it could be a different story if most teachers were trained in Magarini district. With this one alone, there is a strong correlation between teachers’ training and academic performance as majority of schools with a higher percentage of untrained teachers scored poorly in these ratings.

However, there is overall poor performance in most schools in Magarini whether the teachers are trained or not. There are schools with a high percentage of trained teachers and yet they performed poorly. It shows there are also other factors contributing to poor performance of public schools in the district and some of them could be bigger than teacher training variable.

5.4. Recommendations

From the conclusion made in the study, the following recommendations can improve the situation;
Based on the research findings, the existence of untrained teachers in most schools is an indication that schools at Magarini District are understaffed. Therefore, the research recommends that the number of teachers in Magarini district should be increased to improve the overall number of teachers. In addition, the untrained teachers should be subjected to training in order for them to acquire the required skills. This can be achieved through sponsorship or other possible ways of enabling training to take place.

From the study findings, especially the value of correlation coefficient, training didn’t emerge as the key factor that has impact on performance among schools in Magarini District. Other factors that might improve performance should be put into practice. For instance, schools should embrace the culture of competition between students as well as between schools.

Lack of incentives could be a hindering issue on performance. Generally, the performance mean from the schools visited for study didn’t portray encouraging results despite some with teachers being adequately trained. Proper incentives therefore should be provided as a means of motivating them. This could result in a positive reinforcement in improving performance mean.

To curb the abysmal performance noted in the findings, the research recommends serious emphasis on the student behavior and character. The influencing factors that may be building the character and behavior of learners should be eliminated. Such factors as early marriages, drug abuse, and lack of parental guidance ought to be properly governed. This can be achieved by the involvement of relevant stakeholders, for example, existing political leadership.

5.5. Suggestions for Further Study

This study aimed to establish the impact of teacher training on performance in schools and the research showed there was a small positive correlation between the two variables, however further study should be carried out to ascertain the other factors contributing to poor performance of schools in Magarini district.
REFERENCES


Dear sir/Madam,

RE: RESEARCH PROJECT

I, Mercy Githae, Reg. No. D53/MSA/PT/21853/2010, is a student at Kenyatta University. I am required to carry out a research study as a requirement for the completion of the degree in Master of Business Administration (Human Resource and Management option).

My study is on Impact of employee training on performance. Attached is a questionnaire to assist me to collect the relevant data. Any information given will be treated with confidentiality. Your cooperation is highly appreciated.

Thank you in advance.

Yours Faithfully,

Mercy Githae
INSTRUCTIONS: KINDLY ANSWER AND TICK WHERE APPROPRIATE

SECTION 1: Demographic Information

1. Professional Status

   Head master  [ ]  Principal  [ ]  Academic teacher  [ ]

2. Gender:  Male  [ ]  Female  [ ]

3: Experience in service

   Below 5 years  [ ]  Above 5 years  [ ]

4: What is your level of education?

   Secondary school  [ ]
   Diploma level  [ ]
   University degree  [ ]
   Masters degree  [ ]
   Specify any other __________________________

SECTION II

1. What type of school is it?

   [ ] Mixed
   [ ] Boys only
   [ ] Girls only

2. How many teachers do you have in your school? ____________
3. What are their qualifications?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed</td>
<td></td>
</tr>
<tr>
<td>B.Ed</td>
<td></td>
</tr>
<tr>
<td>Diploma in education</td>
<td></td>
</tr>
<tr>
<td>Untrained</td>
<td></td>
</tr>
</tbody>
</table>

4. What reasons would you give for poor performance of students in your school?

5. What was the mean grade of your school for the years below?

<table>
<thead>
<tr>
<th>Year</th>
<th>form 1</th>
<th>form 2</th>
<th>form 3</th>
<th>form 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. In your opinion why do most schools have high numbers of untrained teachers in the district?

Thank you
## Appendix III: Activity Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing</td>
<td>October-February</td>
</tr>
<tr>
<td>Data collection</td>
<td>March-May</td>
</tr>
<tr>
<td>Data Analysis and presentation</td>
<td>June-July</td>
</tr>
</tbody>
</table>
Appendix IV: Budget

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>20,000</td>
</tr>
<tr>
<td>Library services &amp; Stationary</td>
<td>5,000</td>
</tr>
<tr>
<td>Internet Services</td>
<td>10,000</td>
</tr>
<tr>
<td>Typing and Printing services</td>
<td>15,000</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>5,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60,000</strong></td>
</tr>
</tbody>
</table>