

**PROFESSIONAL DEVELOPMENT OF TEACHERS IN RELATION TO
THE ADMINISTRATION OF HEAD TEACHERS IN PUBLIC PRIMARY
SCHOOLS IN TRANS-NZOIA COUNTY, KENYA**

MAURINE NASIMIYU WASIKE

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DECLARATION

I declare that this research project is my original work and has not been presented in any other University for evaluation grading purposes. It has been completed and referenced sources duly acknowledged. Where text, data, graphics or tables have been borrowed from other sources including internet, they are specifically accredited and cited in accordance with anti-plagiarism regulations. No part of this work or all may be produced without the authority of the author.

.....
Maurine Nasimiyu Wasike
E55/NKU/CE/25616/2014

.....
Date

This research project has been with our approval as university supervisors.

.....
Dr. Norbert O. Ogeta
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University

.....
Date

.....
Dr. Gabriel O. Madanji
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University

.....
Date

DEDICATION

I dedicate this work to my loving parents Mr. and Mrs. Harrison Sokoro, my husband Mr. Mathews M. Nyarango, my children Wallace, Daphney, Creflo and Angel for their time, spiritual, moral, emotional and financial support which enabled me reach this far. May the Almighty God bless you abundantly.

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ABBREVIATIONS AND ACRONYMS

| | | |
|---------|---|--|
| CCSS | : | Common Core State Standards |
| E.C.D | : | Early Childhood Development |
| OECD | : | Organization for Economic Co-operation & Development |
| PD | : | Professional Development |
| SHRM | : | Society of Human Resource Management |
| T. S. C | : | Teachers Service Commission |
| USA | : | United States of America |

ABSTRACT

In many countries, the role and functioning of schools are changing and so is what is expected of teachers in relation to Professional Development. This is in fact seen in the innovations and researches done globally in the changing world. The purpose of this study was to critically assess the Professional Development of teachers in relation to the administration of Head teachers in public primary schools in Trans-Nzoia County. The County has been facing mass exodus of teacher to other professions, conflicts were on increase with the head teachers and KCPE results have been dwindling over the past four years from 2014 to 2017. The objectives of the study were to establish the nature and types of tools used for Professional Development of teachers in public primary schools Trans-Nzoia County, find out the level and intensity of teachers Professional Development, determine the challenges and impact of teachers' Professional Development and lastly identify the possible solutions to Teachers Professional Development. The study adopted Social System Theory by Theodore Shultz (1987) which gave a deeper insight to the research study. The study adopted descriptive survey design which was suitable for this study. The target population was 286, consisting of 25 Head-Teachers and 250 Teachers in public primary schools and 11 Education Officers. Simple random sampling technique was used to get a sample size of 145 respondents from all the categories. Both qualitative and quantitative data analysis techniques were used to analyze the collected data which was then presented through calculated percentages which were presented in form of pie-charts, frequency tables and graphs. Social Package for Statistical Science (SPSS) Version 21.0 was used to analyze data. The findings were presented through descriptive statistics by use of frequencies, tables, graphs and charts. The study found out that most of the teachers preferred part-time Professional Development and short courses than full time. About 30% of the teachers were participating or were for idea on Professional Development. The teachers who participated in Professional Development improved the performance of students tremendously and lastly all the teachers had a common challenge in relation to availability of finance and time factors which determined greatly in Professional Development. In conclusion both the Head teachers and teachers have done very little in Professional Development leading to mass exodus, conflicts and poor performance of pupils in sub-sequent years. The study recommends that the Teachers Service Commission constantly reviews its policies to accommodate the changing needs of teacher Professional Development, establish programmes that accommodate all teachers and should be affordable, TSC should review teachers' salaries regularly to motivate teachers to undertake Professional Development, All education stake holders (Ministry of Education, TSC, school communities, parents) should be encouraged to support Professional Development programmes involving teachers. A further study in Professional Development was suggested upon completion of this research study in other institutions of learning.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

This chapter presented the background to the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, and significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of key terms.

1.1 Background to the Study

In many countries, the role and functioning of schools are changing and so is what is expected of teachers (Loevinge, 2010). Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks; and to do more to involve parents in schools. No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Guskey (2014) observes that education systems therefore seek to provide teachers with opportunities for in-service Professional Development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

Howey (2015) comparative review on teachers noted that effective Professional Development in developed countries is on-going, includes training, practice and

feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically. The development of teachers beyond their initial training can serve a number of objectives (Perry, 2015), including: (i) to update individuals' knowledge of a subject in light of recent advances in the area; (ii) to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; (iii) to enable individuals to apply changes made to curricula or other aspects of teaching practice; (iv) to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; (v) to exchange information and expertise among teachers and others, e.g. academics, industrialists; and (vi) to help weaker teachers become more effective. To examine these issues, Kohlberge (2014) adopts a broad definition of Professional Development (PD) among teachers: "Professional Development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher."

In support Wenger (2013) observes that the definition recognizes that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. Yvonne (2014) points out that

development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices. Leinhardt (2009) argues that even if these reforms on PD were not in place, the work of improving teacher training and support would still pose a key element of any improvement plan for education. Effective teaching is an activity that can be learned, and the notion that someone is born to teach is simply inaccurate. Improving the practice of teaching—learning to teach better does not necessarily come from teaching longer.

Cuban (2014) posits that experience does not lead directly to better instruction. Enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand these are aspects of teaching that can be learned and improved upon. Some districts, schools, and teachers are designing, implementing, and experiencing professional-learning opportunities that have the power to improve teaching and enhance student learning. Some states are working on strategies to support teacher learning and that spread the culture of continual improvement to all classrooms. These projects and initiatives are not easy: Teachers may need different supports or activities to improve their practice since what works in one school might not work in another.

The evaluation of educator effectiveness based on student test scores and classroom observation, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success (Kegan, 2014). This information may, be used as the basis for critical personnel decisions such as whether to dismiss an educator or increase his or her salary. But in order to have the impact on student learning that supporters of reform intend evaluation needs to be accompanied by insightful feedback about teacher performance that leads to a

strategic set of professional-learning activities to help educators improve their practice (Sheehy, 2013).

Dorothy (2013) argues that even if these PD reforms were not in place, the work of improving teacher training and support would still pose a key element of any improvement plan for education. Effective teaching is an activity that can be learned, and the notion that someone is born to teach is simply inaccurate. Improving the practice of teaching learning to teach better does not necessarily come from teaching longer. Moreover, all teaching learning and development activities must be integrated with the day-to-day work of teaching and the standards guiding that work.

In many developed nations and their local education policymakers, and all stake holders who work to deliver teaching and learning to students has recently made a sizable bet on the power of professional support to change teaching and boost student learning (Anderson, 2014). From federally supported and locally enacted educator-evaluation systems to the rollout of the Common Core State Standards (CCSS), the nascent changes to education all require educators to learn new and better ways to do their jobs. Almost every presentation or speech or conversation about educational reform inevitably includes some reference to the amount of support and training teachers and administrators will need in order to make key reforms real and effective in classrooms (Payne, 2014).

Cawford and Darzon (2010) found out that in many ways Professional Development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator

effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success. Information may, in some cases, be used as the basis for critical personnel decisions such as whether to dismiss an educator or increase his or her salary. Solar (2013) confirms that in order to have the impact on student learning that supporters of reform intend, evaluation needs to be accompanied by insightful feedback about teacher performance that leads to a strategic set of professional-learning activities to help educators improve their practice. State education leaders in many places know this and have specifically included direction for following up evaluation with professional learning in their public descriptions of educator evaluation for example in USA.

Bolam (2012) confirms that experience does not lead directly to better instruction but enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand—these are aspects of teaching that can be learned and improved upon. Some districts, schools, and teachers are designing, implementing, and experiencing professional-learning opportunities that have the power to improve teaching and enhance student learning.

Scribner (2014) emphasizes that teachers may need different supports or activities to improve their practice since what works in one school might not work in another. Moreover, all teaching learning and development activities must be integrated with the day-to-day work of teaching and the standards guiding that work. Given the need to improve the quality of instruction and the lack of clarity and shared knowledge about what systems and activities improve teaching, this is the right time to take stock of what is known; what kinds of activities are currently underway; and what

will be needed going forward as reforms roll through the education system. Allan (2014) confirms that as is often the case in education, successful systems and strategies emerge in many places around the country but these bright spots too often remain hidden to the majority of educational organizations because of geographic distance and the decentralized structure of schooling.

In Trans-Nzoia County most public primary school teachers have not embraced professional development in their careers which has seen less teachers enroll in universities and other tertiary colleges to enhance knowledge, skills and attitudes in their profession. This has enabled them not to meet the changing needs in the classrooms as concerns the changing needs of the learners due to the introduction of modern technology. Very few teachers have gone through courses that have enabled them gain new knowledge in the teaching field and hence improve learner's performance academically. Perhaps most grueling factor has been inadequate funds and government policies. Despite this the primary school teachers are still remunerated purely thus they are less motivated which has led to most of them seeking greener pastures in other fields. Mass exodus of teachers compounded with natural attrition has led to greater turnover in the number of teachers within the County. This is posing danger to school administrators after the introduction of performance contracts that head teachers need to sign on behalf of the teachers in their institutions. Being on the preset targets by schools, head teachers are expected to realize/achieve the objective stated. Such targets require well advanced and informed teachers. These are the teachers who have gone through professional development, unfortunately and basing on the turnover rate of primary school teachers in Trans-Nzoia County indicates clearly the struggle through which the

head teachers go through to balance between the input and realization of the preset targets in accordance to what the employer expects. In the last four years Trans-Nzoia County has faced downward trend in professional Development as analyzed as below in Table 1.1:

Table 1.1: Enrolment of teachers in Professional Development in Trans-Nzoia County 2014 –2017

| YEAR | 2014 | 2015 | 2016 | 2017 |
|---------------------------|-------------|-------------|-------------|-------------|
| Enrollments | 2,111 | 1,091 | 1,547 | 1,247 |
| Teachers leaving teaching | 87 | 98 | 89 | 101 |
| KCPE | 231.90 | 232.31 | 236.19 | 231.68 |

Source: Trans-Nzoia County Education Office, 2017

Table 1.1 indicated that the enrollments in professional development of teachers in the county have been fluctuating and decreasing drastically. For example in 2014 they enrolments were higher that is 2111 teachers compared to the rest of the years 2015-2017. The lowest enrolment was in 2015 with 1,091 teachers. From 2014 to 2015 there was a decrease of approximately 1020 teacher in enrolment, from 2015 to 2016 there was an increase of 456 teachers of which only off-set the previous year by only 44.7%. From 2016 to 2017 there was a decrease of approximately 300 teachers in professional development. In relation to the above the table further indicates that the highest exodus of teachers from the teaching profession was highest in 2017 with a total of 101 teachers, while the lowest was in 2014 with 87 teachers leaving the teaching profession. This could have been dictated by various factors both lack of promotions after professional development, lower salaries and perhaps the lack of freedom to choose or allowed to pursue professional development by the respective school administrators. The two scenarios in fact have

led to generally poor performance in KCPE in public primary schools in Trans-Nzoia County as shown in Table 1.1.

Academically the maximum mean score in KCPE is 500 carrying maximum points. The average mean score is 250. Table 1.1 indicated that the highest mean score was 236.19 in the year 2016 while the lowest mean score was 231.68 in the year 2017. Therefore the average mean score for the four years is 233.02 which is very dismal in performance in the whole Trans-Nzoia County.

The current study assessed Professional Development of teachers in relation to the administration of Head teachers in public primary schools in Trans-Nzoia County. Basing on the above statistics there is no known study on teacher professional development in trans-Nzoia County. Hence the study attempted to look critically into the challenges and problems that professional development is experiencing in relation to their respective administration with head teachers in public primary schools.

1.2 Statement of the Problem

This research sought to find out how Professional Development of primary schools is affecting the administration in the respective schools in terms of performance in relation to how teachers relate to the administration during their further studies and how much they give back to learners after the studies. This is because most of these teachers are always conflicting with their seniors. In any profession, conflicts at working places result in poor performance by the victimized staff members which leads to low morale and impetus towards work. As teachers lack of professional development leads to in low quality in teaching profession. It is well known globally

that knowledge keeps on changing rapidly through research publications, journals and books. Teaching pedagogy is rapidly changing in approaches and dissemination of knowledge. Teaching profession in most developed countries has shifted rapidly from the traditional 20th Century pedagogies. In fact there are many causes in ICT which have been incorporated in teaching, for example e-learning, e-reading, e-communication, etc. when teachers are not exposed to new technologies in teaching profession through professional development trainings in various programmes and courses then they become obsolete or outmoded, this quickly leads to poor performance from themselves and spills to poor performances in pupils seating for KCPE in sub-sequent years. In this regard this trend is not favorable especially when considering the Millennium Development Goals (MDGs) which stipulates that Kenya will be fully industrialized country by the year 2030 and secondly, Kenya will have attained zero tolerance towards illiteracy. For any development to take place in any country, professional development is very crucial in sharpening the already existing skills and knowledge that is invested in the human resource. Without PD, any given country is bound towards poverty which leads to crimes, conflicts and slows the general development.

1.3 Purpose of the Study

The purpose of this study was to critically assess Professional Development of teachers in relation to the administration of Head teachers in public primary schools in Trans-Nzoia County. Thereafter establish the effectiveness in the education sector and outcomes in terms of performance in respective schools.

1.4 Objectives of the Study

The study intended to achieve the following specific objectives:

- i) To establish the nature and types of tools used for Professional Development of teachers in public primary schools in Trans-Nzoia County.
- ii) To find out the level and intensity of teachers Professional Development in public primary school in Trans-Nzoia County.
- iii) To determine the Challenges and Impact of teachers' Professional Development in public primary schools in Trans-Nzoia County.
- iv) To identify the possible solutions to teachers Professional Development in public primary schools in Trans-Nzoia County.

1.5 Research Questions

The study intended to answer the following specific research questions:

- i) What is the nature and types of tools used for Professional Development of teachers in public primary schools Trans-Nzoia County?
- ii) What is the level and intensity of teachers Professional Development in public primary school in Trans-Nzoia County?
- iii) Which are the challenges and Impact of teachers' Professional Development in public primary schools in Trans-Nzoia County?
- iv) Which are the possible solutions to teachers' Professional Development in public primary schools in Trans-Nzoia County?

1.6 Significance of the Study

The findings of this study will be significant in the following ways:

- i) Help in making policies in Ministry of Education
- ii) Expose the strengths and weakness of Professional Development programs.

- iii) Provide knowledge to teachers and the primary schools.
- iv) The study will help in Professional Development of Head teachers and teachers in terms of capacity building.
- v) Will assist in assessing the effectiveness of Professional Development programs.

1.7 Delimitations of the Study

This study was delimited in the following ways:

- i) The study focused only on Head teachers and teachers.
- ii) The study focused only on Professional Development of teachers and administration Head teachers in public primary schools.
- iii) The study concentrated on public primary schools only.

1.8 Limitations of the Study

According to Orodho (2013), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other similar situations. They include the following:

- i) The researcher faced financial constraints due to the cost of travelling to and from different institutions and sometimes missed the respondents.
- ii) This being a vast County, accessibility to respondents posed a challenge mostly due to impossible roads during heavy rains season.
- iii) The study relied mainly on two methods of data collection which are questionnaires and interview schedule. In such a case some respondents were reluctant to spare some of their time and engage in the process.
- iv) The respondents might have given inaccurate information and some postponed appointments.

- v) The researcher was not able to control the attitudes of the respondents hence this might have affected the validity.

1.9 Assumptions of the Study

The study was guided by the following assumptions:

- i) That Professional Development improves teachers' performance in teaching the pupils.
- ii) That the Professional Development is highly supported by the Ministry of Education.
- iii) The professional Development motivates teachers since it adds value to their certificates leading to promotion on merit.

1.10 Theoretical Framework

Social System Theory of Theodore Shultz (1987)

Systems are divided into two main classes: "open" systems which interact with their environment, and "closed" systems, which do not interact with their environment.

Social systems theory generally deals with so called open systems. A school is an example of an open system because it constantly interacts with its environment. All organizations can be viewed as open-systems which take input from other systems and through a series of activities transform or convert the significance inputs into outputs (inputs of other systems) to achieve some objectives.

In terms of this social system model the school, for example takes its resources such as people, finance, material and information, and students transforms and converts these and return them to the environment (society) in the form of changed individuals. In this sense it is impossible for a school to be a closed system. Using

this system model the same form of analysis can be applied to all types of organizations. Viewing organizations as systems provides a common point of reference and enables us to take a general approach to the study of organizations, to analyze them and to decide general principles and prescriptions.

The increasing rate of change in major environment factors (technical, economic, social and governmental) has highlighted the need to study the total organization and to adopt a system approach. In order to understand the operations of organizational (schools) performance, it is necessary to consider how they achieve an internal (students learning) and external (form four graduates) balance and how they are able to adapt to changes in their environments and the demands placed upon them.

All organizations (schools) need clear aims and objectives which will determine the nature of inputs (student's enrolment and access), the series of activities to achieve outputs (graduates) and the realizations of organizational (schools) goals. Feedback about the performance of the system and the effects of its operations on the environment are measured in terms of achieving the aims and objectives. Basic principles of organization and management apply in any series of activities in any organization. The common elements of management planning, organizing, directing, coordinating and controlling apply in all cases. These essential administrative functions must be carried out in all types of organizations.

While general principles and prescriptions apply to all organizations, differences in their aims and objectives influences in the input – conversions – output process and is the series of activities involved in this process. The nature of inputs, the conversion process, and the forms of outputs will emphasize characteristic features

of a particular organization. These features highlight alternative forms of structure, management methods of operations, and behavior of people employed by or working in different types of organizations. This theory was relevant in this study in such in that it supports an efficient system in an organization as schools, where inputs and outputs must balance and objectives realized.

1.11 Conceptual Framework on Professional Development

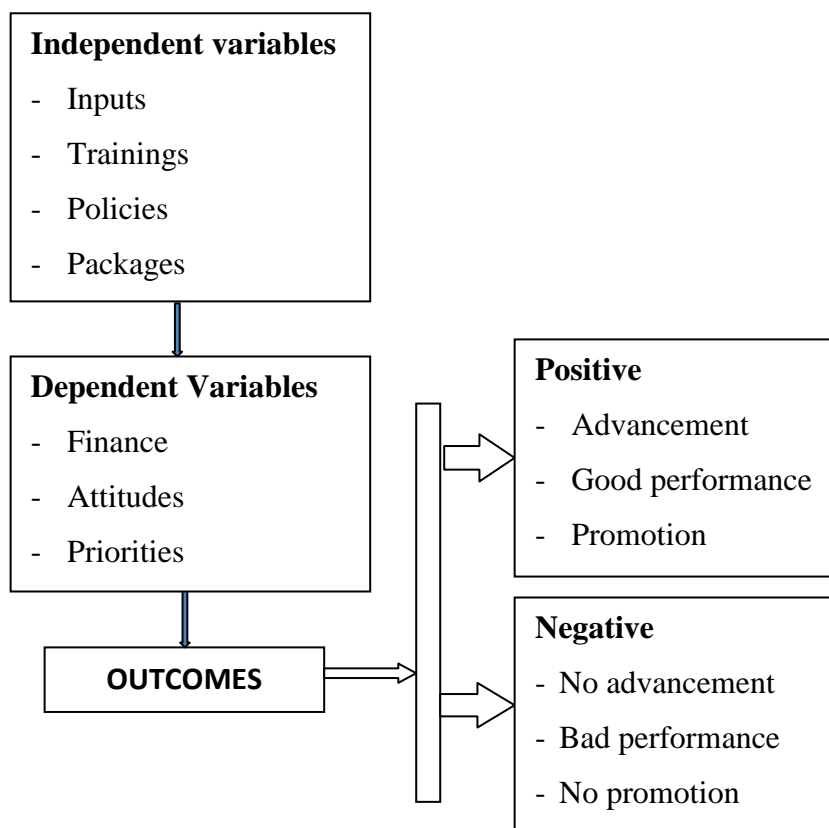


Figure 1.1: Conceptual Framework

Source: Researcher, 2017

According to Orodho (2013) a conceptual framework is a model of presentation where the researcher represents the relations between the valuables used in the study. This relationship is presented graphically. In this study the independent variables are inputs, training, policies and packages while the dependent variables

are finances, attitudes and policies. The outcomes could either be positive like i) advancement, ii) good performance and iii) promotion or negative one like i) no advancement, ii) poor performance and iii) lack of promotion.

1.12 Operational Definitions of Key Terms

Head Teacher: Refers to the senior most staff in a primary school charged with the responsibility of management, leadership and supervision of all activities and functions in the school

Inputs: Refers to efforts divulged in achieving a positive change in any organization.

Outputs: Refers to the results that have been harnessed to give a positive achievement

Professional Development: Refers to advancement in the area of specialty.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

The literature review is discussed under the following sub-headings:- Nature and Types of Professional Development of teachers, Level and Intensity of Participation of Professional Development by Teachers, Impact of Professional Development by Teachers in Schools, Challenges faced by Teachers in Professional Development in Schools

2.1 Nature and Types of Tools used Professional Development of Teachers

According to Beall (2013) in many countries, the role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks; and to do more to involve parents in schools. Charlotte and Darzon (2013) emphasizes that no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service Professional Development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

As OECD (Reed, 2014) comparative review on teachers noted that effective Professional Development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically. The development of teachers beyond their initial training can serve a number of objectives (Laurent, 2013), including:

- i) To update individuals' knowledge of a subject in light of recent advances in the area;
- ii) To update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;
- iii) To enable individuals to apply changes made to curricula or other aspects of teaching practice;
- iv) To enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;
- v) To exchange information and expertise among teachers and others, e.g. academics, industrialists; and
- vi) To help weaker teachers become more effective.

To examine these issues, (Simpson, 2014) adopts a broad definition of Professional Development among teachers: "Professional Development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as

a teacher.” The definition recognizes that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices.

2.1.1 Types of Professional Development

According to Knapp (2011) analysis of the types of development activities engaged in can be informative and may go some way towards explaining differences in teachers’ average numbers of days of professional development participation.

In his research Annunziata (2011) confirms that the type of Professional Development most often mentioned was “Informal dialogue to improve teaching”, with 93% of teachers on average reporting this activity during the survey period. Indeed, in all countries but Hungary and Mexico, it was the development activity most frequently reported, with a participation rate of more than 90% in most countries. For Hungary, “Reading professional literature” (88%) came first, and for Mexico, attendance at “Courses and workshops” (94%).

After “Informal dialogue to improve teaching”, the most frequently reported activities were attending “Courses and workshops” (81%) and “Reading professional literature” (78%). The least common types of professional development were “Qualification programmes” (25%) and “Observation visits to other schools”

(28%). However, patterns vary widely, particularly for the more structured types of activities. For instance:

- a) Courses and workshops: Participation among teachers was most common in Austria (92%), Estonia (93%), Lithuania (96%) and Mexico (94%) and much less common in Italy (66%), Turkey (62%) and particularly the Slovak Republic (50%).
- b) Education conferences and seminars: Over two-thirds of teachers participated in this activity in Lithuania (68%), Slovenia (75%) and Turkey (68%), but participation was less than half these rates in Belgium (Fl.) (33%), Malaysia (32%) and Mexico (33%).
- c) Qualification programmes: Participation in these programmes was most common in Brazil (41%), Bulgaria (50%) and Lithuania (44%) and least common in Australia (12%), Ireland (11%), Italy (11%) and Slovenia (10%).
- d) Observation visits to other schools: Around two-thirds of teachers in Estonia (63%), Iceland (60%) and Korea (67%) took part in such visits, whereas very few did so in Austria (10%), Denmark (10%), Ireland (8%) and Slovenia (8%).
- e) Professional Development Network: Participation in development networks was most common in Australia (60%) and Poland (61%) and particularly in Iceland (83%) and Slovenia (72%). In contrast, this was much less a feature of teachers' professional development in Bulgaria (20%), Italy (20%) and especially Portugal (15%).
- f) Individual and collaborative research: While more than half of teachers engaged in this activity in Brazil (55%), Denmark (52%), Italy (57%) and Mexico (63%), it was much less common in Norway (12%) and the Slovak Republic (12%).

- g) Mentoring and peer observation: Around two-thirds of teachers took part in such activities in Korea (69%), Poland (67%) and the Slovak Republic (65%), but it was much less common in Austria (18%), Denmark (18%), Ireland (18%), Malta (17%) and Portugal (15%).

Chance (2012) emphasizes that in terms of the overall levels of participation in these activities, it is evident that in some countries participation rates are consistently fairly high across most types of activities. For instance, in Lithuania and Poland participation rates are higher than average for eight out of the nine development activities. In support Lindelman (2014) confirms that these high rates result partly from the fact that individual teachers in these countries took part in a broader combination of development activities than in other countries; analysis of the database shows that in both countries, teachers undertook on average between five and six different types of activities, more than in any other countries. This relatively high level of participation across a broad range of activities may be the sign of a well-developed and active Professional Development culture.

In his research Oji (2014) shows that clearly the range and type of teachers' Professional Development activities will influence the number of days reported. It is no surprise therefore that Bulgaria, the country with the highest proportion of teachers engaged in qualification programmes (50%), is also one of the countries with the highest average number of days of Professional Development reported (31 days). Conversely Abdal-Haqq (2011) posits that, in Australia, despite above-average participation in most types of activities, the low rate of participation in qualification programmes is likely to be part of the explanation for the low average number of days reported. Mexico offers a clear illustration of the association

between the types of development activities undertaken by teachers and the resulting number of days of development. It has the highest average number of days of Professional Development reported by teachers (37 days), and above-average participation in qualification.

2.2 Level and Intensity of Participation in Professional Development of Teachers

More informal activities, such as engagement in informal discussions to improve teaching and reading professional literature, which are not readily measurable in terms of numbers of days, are excluded from these measures. The volume (or intensity) of Professional Development can be influenced by the types of development activities that teachers engage in.

More (2009) found out that engagement in Professional Development is a feature of the lives of the vast majority of teachers in the participating countries. Nevertheless, it is not trivial that some 11% of lower secondary teachers did not take part in any structured development activities. When participation rates are compared across countries, there are some notable differences. In Australia, Austria, Lithuania and Slovenia, participation is virtually universal, with less than 5% of lower secondary teachers having participated in no development activities. In Spain all teachers reported some participation. This contrasts with the situation in Denmark, Iceland, the Slovak Republic and Turkey, where around one quarter reported no participation during the period. For these four countries, such relatively high rates of nonparticipation must be a source of concern.

In his research Richardson (2013) observes that intensity of participation rates are generally high while intensity of participation may differ among teachers and across countries. The intensity of participation is measured in terms of the number of days of professional development teachers reported having taken during the survey period. On average among all lower secondary teachers in the participating countries, teachers had 15.3 days of professional development in the 18 months prior to the survey in other words, an average of just less than one day per month. But countries differ significantly. The highest average numbers were reported by Mexico (34.0 days) followed by Korea (30.0) and Bulgaria (27.2), and the lowest by Ireland (5.6 days), the Slovak Republic (7.2), Malta (7.3), Belgium (Fl.) (8.0) and Slovenia (8.3).

Stoll (2012) confirms that internationally, therefore, there is a six-fold difference between the highest and lowest intensity of participation. Are there trades-offs between participation and intensity? A comparison of the level and intensity of participation can serve to indicate different policy choices that school systems may make, e.g. to spread opportunities across all teachers or to concentrate them on a smaller proportion of the teacher population.

2.3 The Impact of Professional Development of Teachers

In many ways Professional Development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success (Kegan, 2014).

That information may, in some cases, be used as the basis for critical personnel decisions such as whether to dismiss an educator or increase his or her salary. But in order to have the impact on student learning that supporters of reform intend evaluation needs to be accompanied by insightful feedback about teacher performance that leads to a strategic set of professional-learning activities to help educators improve their practice (Shechy, 2013).

In their research in the developed nations Barden and Paul (2014) observes that Connecticut lists it as a design principle for its “Education Evaluation and Development” system, stating on its website to “Encourage aligned Professional Development, coaching, and feedback to support teacher growth.” Colorado lists “Professional Development” as a necessary support to its educator-effectiveness system, and the District of Columbia includes educator evaluation and Professional Development and supports on its webpage titled “Ensuring Teacher Success.”

Dorothy (2013) argues that even if these (PD) reforms were not in place, the work of improving teacher training and support would still pose a key element of any improvement plan for education. Effective teaching is an activity that can be learned, and the notion that someone is born to teach is simply inaccurate. Improving the practice of teaching learning to teach better does not necessarily come from teaching longer. Moreover, all teaching learning and development activities must be integrated with the day-to-day work of teaching and the standards guiding that work.

Yet the education industry including federal, state, and local education policymakers, plus all those who work to deliver teaching and learning to students—

has recently made a sizable bet on the power of professional support to change teaching and boost student learning. From federally supported and locally enacted educator-evaluation systems to the rollout of the Common Core State Standards, the nascent changes to education all require educators to learn new and better ways to do their jobs. Almost every presentation or speech or conversation about educational reform inevitably includes some reference to the amount of support and training teachers and administrators will need in order to make key reforms real and effective in classrooms.

Just how critical is professional learning for teachers to educational improvement? Berman (2015) emphasizes that in many ways Professional Development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success. That information may, in some cases, be used as the basis for critical personnel decisions such as whether to dismiss an educator or increase his or her salary. O'Sullivan and Deglan(2014) confirms that in order to have the impact on student learning that supporters of reform intend, evaluation needs to be accompanied by insightful feedback about teacher performance that leads to a strategic set of professional-learning activities to help educators improve their practice. State education leaders in many places know this and have specifically included direction for following up evaluation with professional learning in their public descriptions of educator evaluation. According to Linderlman (2014) Connecticut lists it as a design principle for its "Education

Evaluation and Development” system, stating on its website to “Encourage aligned Professional Development, coaching, and feedback to support teacher growth.” Colorado lists “Professional Development” as a necessary support to its educator-effectiveness system, 6 and the District of Columbia includes educator evaluation and Professional Development and supports on its webpage titled “Ensuring Teacher Success.”

Brookfield (2014) points out that meanwhile, 45 states and the District of Columbia have adopted the Common Core State Standards, which set out academic expectations for student achievement that have been called rigorous when compared to most standards currently in place in the states.⁸ Now, almost three years after the standards were introduced, and about a year away from implementation in most states, educators and policymakers are thinking not only about the demands these new standards will place on students; they are also grappling with the challenges teachers face as the standards inform classroom instruction.

In their research Peterson and Mandeville (2011) found out that report after report mentions the need for teacher training and instructional support as an essential part of the success of the Common Core State Standards. But even if these reforms were not in place, the work of improving teacher training and support would still pose a key element of any improvement plan for education. Effective teaching is an activity that can be learned, and the notion that someone is born to teach is simply inaccurate. Improving the practice of teaching learning to teach better does not necessarily come from teaching longer.

Clair (2012) confirms that experience does not lead directly to better instruction but enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand—these are aspects of teaching that can be learned and improved upon. Some districts, schools, and teachers are designing, implementing, and experiencing professional-learning opportunities that have the power to improve teaching and enhance student learning. Some states are working on strategies to support teacher learning and that spread the culture of continual improvement to all classrooms. Pierce (2014) observes that these states aren't alone in this effort; a number of other organizations are creating different kinds of resources to help improve teaching practice some in relation to the Common Core State Standards and some in conjunction with educator evaluation. These projects and initiatives are not easy: Teachers may need different supports or activities to improve their practice since what works in one school might not work in another. Moreover, all teaching learning and development activities must be integrated with the day-to-day work of teaching and the standards guiding that work. Given the need to improve the quality of instruction and the lack of clarity and shared knowledge about what systems and activities improve teaching, this is the right time to take stock of what is known; what kinds of activities are currently underway; and what will be needed going forward as reforms roll through the education system. Brookfield (2014) confirms that as is often the case in education, successful systems and strategies emerge in many places around the country but these bright spots too often remain hidden to the majority of educational organizations because of geographic distance and the decentralized structure of schooling.

2.4 Challenges faced in Professional Development

According to Berman (2015) introduction and summary Professional Development in education has gotten a bad reputation, and for good reason. Everyone on all sides of the education reform and improvement debate agrees that what most teachers receive as professional opportunities to learn are thin, sporadic, and of little use when it comes to improving teaching. Laurent (2013) points out that, the “Professional Development ‘system’ for teachers is, by all accounts ineffective. He adds that one likely reason for this view is the reliance on short-term, episodic, and disconnected professional learning for teachers—the kinds of training programs that are unlikely to positively influence teaching and improve student achievement. Secondly, it takes sustained investment of time into teacher training to change instruction and improve classroom outcomes. A review of research by Charlotte and Darson (2013) on the effect of Professional Development on increased student learning found that programs had to include more than 14 hours of Professional Development for student learning to be affected. None of this is lost on the educators on the receiving end of Professional Development.

Perhaps the most damning indictment of PD [Professional Development] is that even teachers themselves regard it with contempt as Daloz (2014) puts it a researcher of the American Enterprise Institute. Alternatively Lindelman (2014) emphasizes that the education industry including federal, state, and local education policymakers, plus all those who work to deliver teaching and learning to students has recently made a sizable bet on the power of professional support to change teaching and boost student learning. From federally supported and locally enacted educator-evaluation systems to the rollout of the Common Core State Standards

(CCSS), the nascent changes to education all require educators to learn new and better ways to do their jobs. However, Allan (2014) note that in the Sub-Saharan African countries PD of teachers experiences a lot of challenges in terms of school administrators, negative attitudes, lack of adequate and acute shortage of teachers in most public primary schools.

Introduction Conflict is a basic social process; there is no conceivable way of removing all conflict from an organization (American Federation of Teachers, 2013). Interpersonal conflict, often created by interdependency of people and tasks within an organization, lowers staff morale and employee productivity and drives people away. Difficult employees who foster conflicts fall into five distinct categories: attention seekers, control players, concealers, innovative malcontents and revengers (Adams and Chisholm, 2010). It would seem that in any type of employee conflict, the manager has a major decision to make in terms of ignoring the conflict or intervening in it (Clair, 2012). While it is not an easy decision to make, the ability to decide properly is an important skill for a manager. In managing conflict, a key element is feedback, which can be used as an effective communication tool.

Employee feedback allows the individual responsible for conflict management to have a certain degree of awareness of potential conflict sources within an organization; this is the first meaningful step toward both prevention and effective management of conflict (Clair, 2012). Therefore, conflict management above all else requires accomplished communication skills. Human resource managers report spending 24 to 60 percent of their time dealing with employee disputes (Daloz, 2014). The number of violent incidents in the workplace has been increasing steadily, according to a study by the Society of Human Resource Management

(SHRM), nearly 60 percent of respondents said violence had occurred in their organization during the past three years, and they identified “personality conflicts” as the leading cause (Timperly, 2011). Like birth, death, choice, and change conflict is a constant fact of life. It’s also a fact of the workplace, especially when you deal or interact with people. While disagreements and differing opinions are normal, even healthy, in work relationships, conflicts can cause your company productivity, money and employee satisfaction. Fifty three percent of workers say they lost time at work worrying about a past or future confrontation with a co-worker (Young, 2014).

Employee morale is instrumental in creating a unified and functional work environment. Morale influences the beliefs and actions of an individual or unit, as well as dictates the atmosphere demonstrated by confidence, discipline, and willingness to perform assigned tasks (Mather, 2012). Morale also symbolizes a dedicated spirit which symbolizes a dedicated spirit which unifies individuals toward a common goal. Clearly, morale is an emotional state which joins employees together in order to achieve organizational goals.

The organization consists of a synchronized social unit, formed to operate uninterrupted in order to perform universal objectives (Wideen, 2011). Proper evaluation of morale must include levels of measurement to determine the mood as exhibited by staff members. This assessment will determine morale levels to be either positive or negative, depending on the influences upon personnel behaviors. Gibb (2013) Positive or high morale, eases employee motivation, encourages teamwork, and unifies towards the organizational mission. High morale will allow correctional staff a positive self-image, promote professionalism, and properly

perform assigned tasks. Positive morale is built from the foundation of an organization, the motivation from effective leaders, and the positive influence by the peer group. Conversely, negative, or low morale, has many adverse consequences for the cohesion of the unit as a whole. Negative morale may lead to complacency and inattention to duties, which is a dangerous problem facing correctional employees (Zorfazz, 2014). Other harmful effects of low morale include increased turnover, tardiness absenteeism and abuse of sick time (Sparks and Hirsh, 2011). These results not only increase the amount of stress facing correctional staff, but create a multitude of personnel issues for supervision and administration. Negative morale reduces individual and group performance levels. Low morale tends to escalate throughout the ranks until; ultimately it poisons the entire institution (Clair, 2012). Definition of conflict, generally is disagreements or an expressed struggle between and among individuals over incompatible goals, resources, or rewards (Wideen, 2011).

In an organization, a conflict can be defined as a process of opposition and confrontation that can occur in organizations between either individuals or groups, when parties exercise power in the pursuit of valued goals or objectives and obstruct the progress of other parties (Garet, 2014). According to DeCenzo (2011), Conflicts may emanate from more than one source, disagreements and differences in styles, principles, values, beliefs, different ideological and philosophical outlooks, different status and a host of many other reasons. However, Wood and McQuarrie (2013) states that there are four distinct conditions under which conflicts may arise. These include: ambiguous roles and responsibilities, high stress environments, multiple boss situations and even the prevalence of advanced technology. The emergence of

conflicts has both positive and negative effects on the organization. Although conflict is often viewed negatively, it can lead to enlightenment if solutions are reached.

Tillema and Imants (2012) observe that the degree to which a facility supports its employees during conflicts directly affects staff satisfaction and wellbeing." Managers must serve as an example and set the tone for a positive work environment, especially during a period of transformation; they need to accept any pending changes in the work environment before they can successfully convince their employees to accept them (Dewey, 2013). In order to improve employee productivity and morale, it is important for managers to allow employees to help set department or organizational goals and resolve their conflicts amicably. Employees will work harder to reach goals if they're involved in setting them (Loevinge, 2010).

Employees resent being left out of the loop, especially when changes are going on, which can cause them to be cynical about future endeavors, their supervisors, and the company. If kept uninformed, they may also assume the worst - which their jobs are at risk. Managers need to stress both positive and negative aspects of change and be honest about the company's future. Open communication should especially be a priority when introducing any new initiatives (Bolam, 2012). In short, informed employees are happier employees; they function better, feel like part of the team, and adjust to change more easily. If management's goal is to maintain high employee morale within their organization, part of the process will involve empowering employees to act independently when appropriate by being able to resolve conflicts that arise from within and from outside. Giving employees the room to grow

professionally - and that includes allowing them to make mistakes - will increase their self-esteem and self-efficacy, thereby boosting their morale (Knapp, 2011).

2.5 Summary of Literature Review and the Gaps

The literature review confirms that Professional Development of teacher can enhance efficiency and effectiveness in the teaching career. In the developed countries, Britain, USA, Germany, France, Japan, etc., professional Development is very crucial in imparting knowledge to pupils and students in all levels of learning. In relation to the literature review it was noted that in Trans-Nzoia County there is lack of systematic Professional Development to fully support the teachers as done in the developed countries. For example, a high standard of teaching and retaining high quality teacher work force is missing. In developed countries feedback from various Professional Development trainings is highly monitored and very crucial to help the teachers to be effective in teaching profession in all levels of learning institutions. This is not considered in the Trans-Nzoia County where every teacher is just left to sponsor his/her programmes/courses with migre resources. In developed countries there are many types of Professional Development namely; courses and workshops, education conferences and seminars, qualification programmes, observation visits to other schools or learning institutions, Professional Development Network, individual and collaborative research and mentoring and peer observation. In Trans-Nzoia County there is lack of proper and systematic mechanisms of professional development programmes as listed above. This renders the whole teaching profession engulfed in conflicts, controversies, job dissatisfaction of teachers and administrators in general which eventually leads to poor quality and effective learning to pupils and students in school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section dealt with various methods and strategies that were useful in the study. It focused on research design, study locale, target population, sample and sampling techniques, data collection instruments, piloting, data collection techniques, methods of data analysis and logistical and ethical considerations.

3.1 Research Design

A descriptive survey design was used for this study. This design was best used in studies that were set to determine the status quo of any given situation. Mugenda and Mugenda (2003) observe that survey design attempted to collect data from members of a population in order to determine the current status of that population and where possible draw possible conclusions from the facts discovered. Descriptive survey was appropriate for this study. This design was appropriate for this study, as it allowed the researcher to use a few respondents to explain the Professional Development of teachers in relation to the administration of Head teachers in public primary schools in Trans-Nzoia County. It also helped to establish the effectiveness of Professional Development in relation to performance of teachers and pupils in respective schools. The design assisted both qualitative and quantitative data that was used to find the relationships displayed by the variables. Economically the design reduced the costs implications and allowed quick and efficient data collection.

3.2 Location of the Study

The study was carried out Trans-Nzoia County. This county was selected due to its socio-economic and geographical settings which are similar to those of other Counties. This County is situated around 600 KM to the Northwest from Nairobi city. It is along the Equator hence favoring farming as the economic activity. Kombo and Tromp (2006) observe that the ideal setting for any study is one that is directly related to the researcher's interest. The schools were all conveniently accessible to the researcher in terms of collecting data for this study. The Trans-Nzoia County has been facing mass exodus of teachers for example in the last four years (2014 to 2017) the total number of teacher who left is 375. Secondly, the number of teachers attending professional Development is decreasing at an alarming rate for example in 2014 it was 2111 and has been on downward trend to 1247 in 2017. Thirdly, the County is lacking proper systematic Professional Development framework to guide the teachers. Lastly the KCPE results of the pupils have been dwindling in the last 4 years with an average mean score of 233.02 in Trans-Nzoia County.

3.3 Target Population

The study was carried out in 25 public primary schools in Trans-Nzoia County.

The following was the population of the research study:

- a) Head Teachers 25
- b) Teachers 250
- c) Education Officers 11

Therefore the total population for the study was 286

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Technique

Kombo and Tromp (2006) observe that due to the limitations of time, funds and energy, a study can be carried out from a carefully selected sample to represent the entire population. Simple random sampling as a technique was used on Head Teachers, Teacher and Education Officers to get respondents for the collection of data for the study.

3.4.2 Sample Size

Table 3.1: Sample Size of the Respondents from Population

| No. | CATEGORY | TARGET | NUMBER | % |
|--------------|---------------------|-------------------|----------------|--------------|
| | | POPULATION (n) | SAMPLED (n) | |
| 1. | Head teachers | 25 | 15 | 60 |
| 2. | Teachers | 250 | 125 | 50 |
| 3 | Education Officials | 11 | 5 | 45.45 |
| TOTAL | | 286 | 145 | 50.70 |

Source: Researcher, 2016

The researcher used the simple random sampling technique due to various limitations that did not allow researching the whole population. Out of 25 Head Teachers the sample was 15. Out of 250 Teachers, 125 were sampled. Out of 11 Education Officers 5 were sampled. Therefore the total sample respondents were 145 which are 50.70% of the target population. Mugenda and Mugenda (2003) posts that a proper social science research in terms of making conclusions on data should have not less than 30% of the sampled respondents. Therefore the percentages of the sample respondents are all above 30% that is 50.70% which made the research to be perfect.

3.5 Research Instruments

The study adopted the following two research instruments namely questionnaires and interview schedules.

3.5.1 Questionnaires

The questionnaires were important in order to obtain comparable responses. According to Mugenda and Mugenda (2003), a questionnaire measures likelihood of straight, even and blunt answers. These enabled respondents to express their views without fear. The questionnaire consisted of open and closed ended items.

a) Questionnaire for Head Teachers

This instrument was structured to seek information on Professional Development of teachers and administration of Head Teachers in public primary schools in Trans-Nzoia County. The Head-teachers provided information on Professional Development issues. This is shown in Appendix I.

b) Questionnaire for Teachers

This instrument was structured to seek information on Professional Development of teachers and administration of Head Teachers in public primary schools in Trans-Nzoia County. The teachers provided information on the intensity of teachers' Professional Development in public primary schools. This is shown in Appendix II.

3.5.2 Interview Schedule for Education Officials

According to Orodho (2013), an interview schedule is an oral administration of questions to an interviewee in collecting data. In this study, the interview schedules

were used to get information from the Education Officials on the effort of the government in developing teachers professionally. This is shown in Appendix III.

3.6 Pilot Study

Questionnaires were piloted in two selected public primary school for this research study. The piloting ensured clarity and avoided ambiguity. The purpose of this pre-testing was to assist in finding out any weakness that was contained in the research instruments.

3.6.1 Validity of Research Instruments

Validity is the degree to which test measures what is supposed to measure (Kombo and Tromp, 2006). The research instruments depicted what it was intended to measure. Therefore, for the purpose of this study, the supervisors' opinion was sought after, to determine the relevance of the content used in the questionnaires.

3.6.2 Reliability of Research Instruments

The reliability of the study addressed the similarity of the results through repeated trials. Reliability is the degree to which a question consistently measures what it is supposed to measure (Gay, 2007). The identified problems will be supplied with the instruments and scored manually by the researcher for the consistency of results. The responses were analyzed after which one week period were allowed to pass before the same treatment is applied to the same respondents and analysis done. For every similar answer, two marks were awarded, while one mark for every different answer. Pearson Product Moment was used to compute the correlation coefficient, using the formula given below:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{n}\right) \left(\sum Y^2 - \frac{(\sum Y)^2}{n}\right)}}$$

Where γ = Pearson's Product Moment of Correlation Coefficient

n = the number of respondents completing the questionnaires

x = these score of the first administration.

Y = the scores of the second administration, after two weeks.

A Correlation Coefficient of +0.73 was obtained was averagely recorded for the instruments of this study which indicate a perfect relationship between the first and second results.

3.7 Data Collection Techniques

To ensure efficiency, data was collected in phases as follows:

The researcher sought permission from Kenyatta University Graduate School, Department of Educational Management, Policy and Curriculum Studies in Kenyatta University and the Ministry of Education, prior to arrangements with selected schools. Distribution of the research instruments was made by the researcher in advance through making appointments with the Head Teachers for the distribution of research instruments. Before data collection, the researcher did pre-test all the research instruments.

3.8 Methods of Data Analysis

Objective 1: To establish the nature and type of tools used for Professional Development of teachers in public primary schools in Trans-Nzoia County. Basic statistical techniques were used to analyze items of the questionnaire. Data collected

was analyzed using both qualitative and quantitative analysis methods. In relation to objective data was presented through calculation of percentages of which statistical presentation of the information was in pie-charts, frequency tables and graphs. This was quantitative and in describing issues of the outcome, the research also used qualitative method. The responses were collected and analyzed from questionnaires and interview schedule which were distributed to Head-teachers, teachers and Education Officials.

Objective 2: To find out the level and intensity of teachers Professional Development in public primary schools in Trans-Nzoia County. This was analyzed using both qualitative and quantitative analysis methods. In relation to objective two these are some of the issues on which data was collected and analyzed; for example (i) the level of Professional Development in public primary schools (ii) the intensity of the Professional Development. Data was collected and analyzed through calculation of percentages of which statistical presentation of the information acquired was presented in pie-charts, frequency tables and graphs. This was chiefly quantitative and in describing issues of the outcome of the research, qualitative method was also used. The responses were collected and analyzed from questionnaires and interview schedules distributed to the Head-teachers, teachers and Education Officials.

Objective 3: To determine the challenges and impact of teachers' Professional Development in public primary schools in Trans-Nzoia County. This was analyzed using both qualitative and quantitative analysis methods. In relation to objective three these were some of the issues on which data was collected on and analyzed; (i) the challenges of teacher Professional Development in public schools (ii) the impact

of teachers' Professional Development in public primary schools. Data was collected and analyzed through calculation of percentages of which statistical presentation of the information was presented in pie-charts, frequency tables and graphs. This was quantitative and in describing issues of the outcome the research also used qualitative method. The responses were collected and analyzed from questionnaires and interview schedules from the sampled population.

Objective 4: To identify the possible solutions to teachers Professional Development in public primary schools in Trans-Nzoia County. Qualitatively, the researcher analyzed data collected in reference to the fourth objective. This data was analyzed using both qualitative and quantitative analysis methods. The results were presented in comparative graphs, frequency tables, normal graphs and pie-charts. The method of data analysis was quantitative and to a lesser extent qualitative. The responses were collected and analyzed from research instruments distributed to sampled respondents.

3.9 Logistical and Ethical Consideration

a) Logistical Consideration

The research involved a lot funds in terms of making trips to the selected public primary schools in Trans-Nzoia County. This was also in terms of printing, typing binding, consultation, photocopying. The researcher economized the budget in order to maximize the expenditure without distorting the whole exercise. Therefore, the researcher used cost-saving measures to be precise. The factor of time was very important because of the distances involved among the selected public primary schools. Therefore, in this case simple random sampling was used by the researcher to collect data for inferential purposes.

b) Ethical Considerations

The researcher being aware of ethical principles entrenched in the constitutional right of every person ensured the provision of right to privacy to the Citizens and put in place appropriate strategies to persuade respondents to co-operate and be assured of protection of their rights. Information from the respondents was treated with utmost confidentiality.

The researcher did not subject participants to situations harmful or uncomfortable to them. The participation in research was voluntary and respondents had the right to refuse or divulge certain information about them. The participants were made aware of the positive and negative aspects or consequences of participation. This helped the respondents to know the purpose and nature of research and its benefits. The researcher asked permission to conduct the research from the relevant authorities. The researcher avoided deception in case of limited finance or volatile situations which could lead to inadequate collection of data. The researcher avoided plagiarism, which is tantamount to stealing other people's works.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter, discussions of the data collection instruments and demographic information of the respondents precede the presentation of data based on the variables of interest, as the basis for conclusions and recommendations. The study's findings, discussions and interpretations are structured systematically alongside the variables in tandem with the research questions.

4.2 Demographic Information of the Respondents

This section presents the demographic information of the participants. These include type of school, gender, teaching and headship experience and highest level of education.

Table 4.1: Type of the School

| S/N | Type | Head Teachers | | Teachers | |
|-------|---------------|---------------|-----|----------|-----|
| | | (f) | % | (f) | % |
| 1. | Boys only | 0 | 0 | 0 | 0 |
| 2. | Girls only | 0 | 0 | 0 | 0 |
| 3. | Mixed schools | 15 | 100 | 125 | 100 |
| Total | | n=15 | 100 | n=125 | 100 |

All the respondents 140 (100%), Head Teachers and teachers gave the view that those schools involved in the study were all mixed schools. None had boys or girls only. This presents a scenario where most public primary schools are mixed possibly to increase equal access by both male and female pupils.

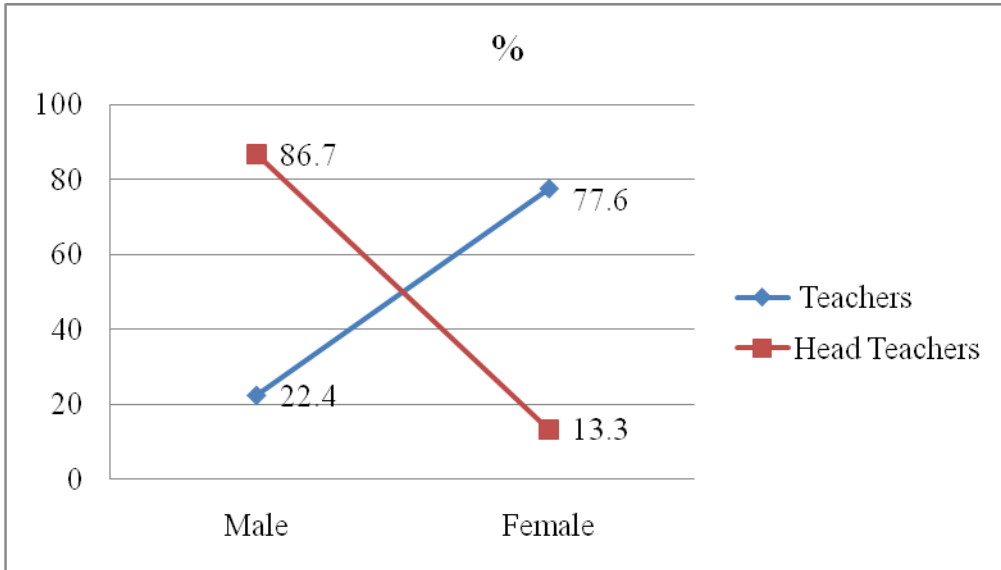


Figure 4.1: Respondents Gender

Majority of the Head teachers 13(86.70%) indicate that the main respondents were male with another 97(77.60) teachers indicating that these were mainly females. Only 28(22.40%) and 2(13.30%) teachers and head teachers were male and female respectively. Data above indicates a higher percentage of administrative positions are being occupied by male teachers while female teachers mainly don't take up such positions due to inferiority or maybe they are denied or the fear of competition altogether.

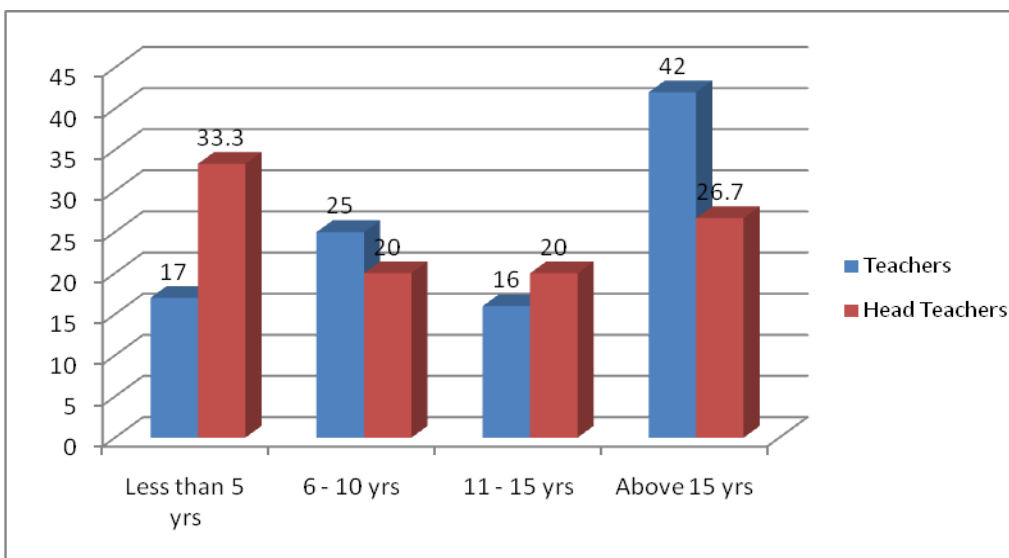


Figure 4.2: Respondents Experience

The data above indicates that majority of the teachers 53(42%) had a teaching experience of 15 years and above followed by head teachers 5(33.30%) with headship experience of less than five years. Majority of the teachers and head teachers 52(41%) and head teachers 6(40%) had a teaching and headship experience of between six to fifteen years. Even though respondents experience is cited in the demographic data, Bolam (2012) confirms that it does not lead directly to better instruction. Teachers need to enhance their teaching skills, know the strategies, understand the content and know how to unpack it in a way that the learner understands. Some of these aspects can be learned and improved through Professional Development courses.

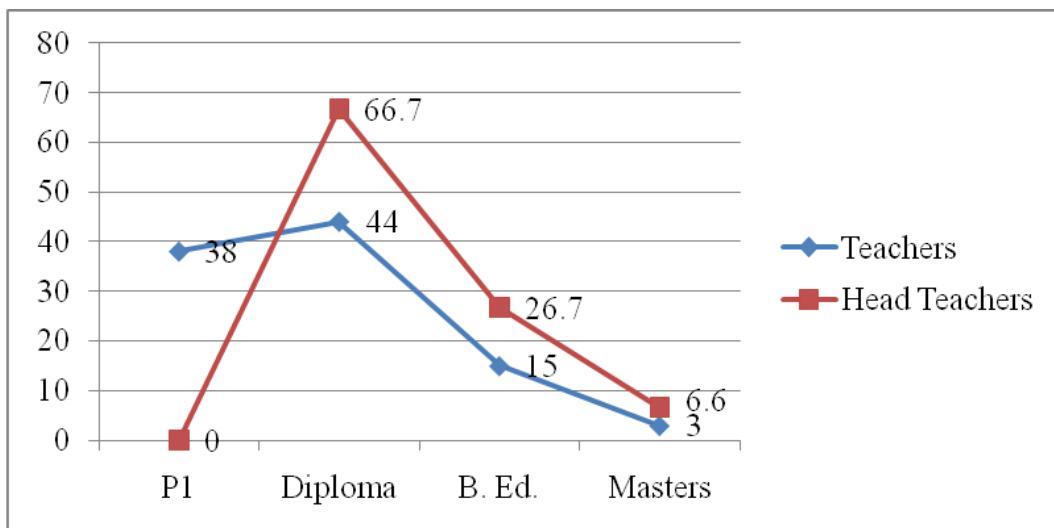


Figure 4.3: Respondents Highest Level of Education

With a total of 15 head teachers as the respondents, majority 10 (66.70%) had Diploma as the highest level of education followed by 4 (26.70%) with Bachelor of Education certificate. One of the Head teachers had a P1 certificate. On the other hand, among the 125 teacher respondents 55 (44%) and 47 (38%) had a Diploma and P1 certificates respectively with only a few with a Master's degree.

4.3 Data Presentation in Relation to Research Questions

In this section the researcher presents findings on the trends and patterns of resignation of public primary school teachers.

4.3.1 Nature and types of tools used for Professional Development of teachers in public primary schools in Trans Nzoia County.

This section aims at addressing research question one: What is the nature and types of tools used for Professional Development of teachers in public primary schools Trans-Nzoia County?

Table 4.2: Professional Development Tools

| S/N | Professional Development Tool | Head Teachers | | Teachers | | | |
|-----|---|---------------|-------|-------------------------------|-------------------------------------|----|-------|
| | | (f) | % | Professional Development Tool | (f) | % | |
| 1. | Management course | 14 | 93.30 | 1 | Seminar | 59 | 47.20 |
| 2. | Subject workshops | 13 | 86.60 | 2 | Subject workshops | 48 | 38.40 |
| 3. | Seminar | 13 | 86.60 | 3 | Academic | | |
| 4. | Academic advancement/continuing education | 12 | 80.00 | 4 | advancement/continuing education | 43 | 34.40 |
| 5. | ICT in teaching and learning course. | 12 | 80.00 | 5 | ICT in teaching and learning course | 36 | 28.80 |
| 6. | Proficiency test/assessment | 8 | 53.30 | 6 | Teacher in service course | 30 | 24.00 |
| 7. | Teacher in service course | 8 | 53.30 | 7 | Proficiency test/assessment | 25 | 20.00 |
| | | | | | Management course | 16 | 12.80 |

Both head teachers and teachers gave their views on the type of teacher Professional Development tool they have gone through in the course of their teaching career. Majority of the Head teachers 14(93.30%) had gone through management course with another 13(86.60%) having had attended subject workshops and at least a seminar. Among the teachers respondents, majority 59(47.20%) had undergone a seminar. Few teachers 16(12.80%) had attended a management course while most of them have gone through in service trainings, ICT courses, subject workshops, seminars and proficiency courses. This could be attributed by the notion that management knowledge and skills are necessary for school managers who in this case are the school heads. Berman (2015) posits that moreover most of the management trainings are on the job trainings and hence targeting some specific groups of professionals i.e. Head teachers in the management of free primary education funds and other incomes that there may be in their schools. On the other hand, Howey (2015) emphasizes that such trainings are offered as seminars whereby most teachers find it difficult to undertake due to squeezed schedules in school. They would prefer the acquisition of teaching skills to management skills which is perceived as a reserve for heads of institutions. In support Dorothy (2013) argues that Professional Development among teachers is a key element to any improvement in education. Pre-service training may not be adequate in preparing teachers for all the challenges they face during their career.

4.3.2 Level and the intensity of Teachers Professional Development in Public Primary Schools in Trans Nzoia County

This section aims at addressing research question two, “What is the level and intensity of teachers Professional Development in public primary school in Trans-Nzoia County?”

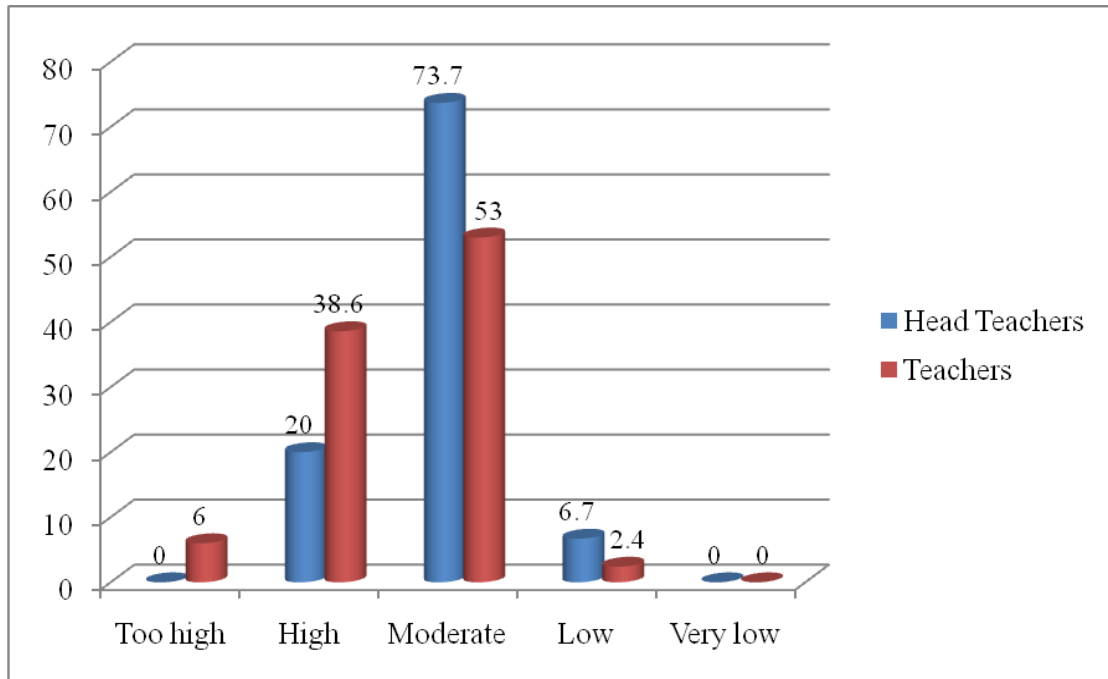


Figure 4.4: Rating the level of Teachers Professional Development

In rating the level of Teachers Professional Development in public primary schools, majority of the Head teachers 11(73.30%) and teachers 66(53.00%) rated moderate followed by teachers 48(38.60%) and head teachers 3(20.00%) rating high. None rated very low. This is an indication that both Head teachers and teachers in Trans-Nzoia County are embracing Professional Development as a way of advancing their knowledge in their profession. Stoll, (2012) confirms that internationally, there is a six-fold difference between the highest and the lowest intensity of participation.

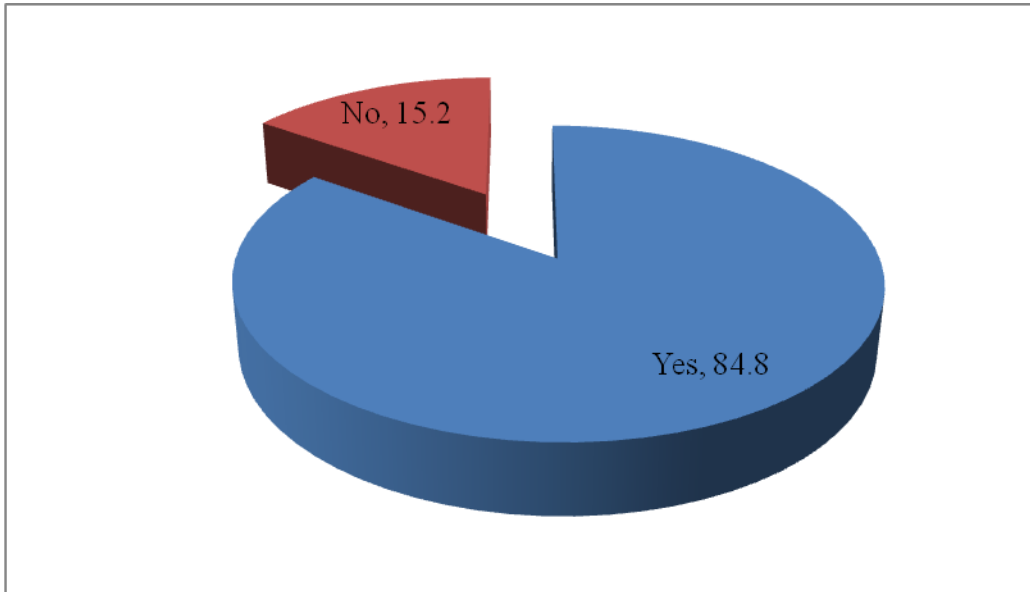


Figure 4.5: Administration Supports Teacher Professional Development

On whether the administration supports teacher's Professional Development, many teacher respondents 106 (84.80%) gave a positive response while 19 (15.20%) indicated that they did not receive any support. This was by allowing them to attend subject workshops and paying for the teachers the required fees for the same. Other administrators supported their teachers by allowing them to attend school based programmes. In many developed nations, all stake holders who work to deliver teaching and learning to students agrees that Professional Development of teachers brings about change in teaching and boost student learning (Anderson, 2014).

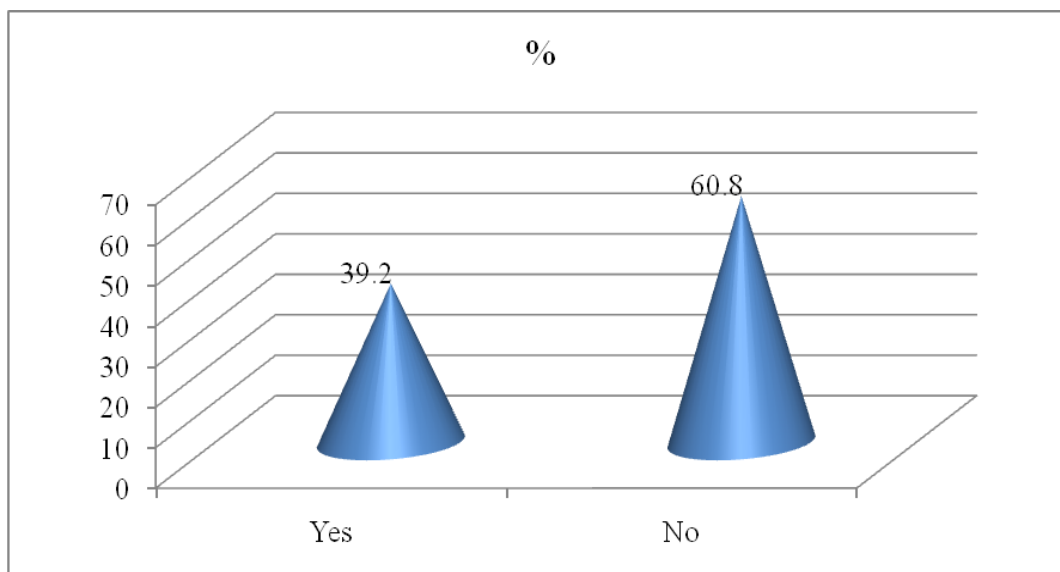


Figure 4.6: Receive Financial Support from School Administration

Majority of the teacher respondents 76 (60.80%) indicated that as teachers they did not receive any financial support from the school administration in support of teacher development while 49 (39.20%) did. This depended entirely on the tools that the teachers chose as a means of Professional Development i.e. in the case of a tool like academic advancement which costs a lot of money, the administrations did not have a vote- head for that thus could not offer any financial support in such cases.

Table 4.3: Members Undertaking Professional Development Course

| S/N | Response | Head Teachers | | Teachers | |
|--------------|----------|---------------|------------|--------------|------------|
| | | (f) | % | (f) | % |
| 1. | Yes | 10 | 66.70 | 105 | 84 |
| 2. | No | 5 | 33.30 | 20 | 20 |
| Total | | n=15 | 100 | n=125 | 100 |

Response from both Head teachers 10(66.70%) and teachers 105(84%) indicated that many members of the teaching staff were undertaking Professional

Development courses. This is driven by the fact that the needs of the society are changing rapidly and hence the teaching and learning approaches have also to change with time. Thus there is need for each teacher to better their knowledge, skills and attitudes which can be achieved through Professional Development. As is supported by Beall (2013) in many countries, the role and function of school are changing and so is what is expected of teachers. Charlotte and Darzon (2013) emphasize that no matter how good pre- service training for teachers is, it cannot be expected to prepare the teachers for all the challenges they will face throughout their teaching careers.

Table 4.4: Simple Frequency Distribution of Head Teachers Undertaking Professional Development

| Number of teachers | Tally | Absolute Frequency (f) | Relative Frequency (Rel f) | Cumulative Frequency (Cum f) | Relative Cumulative Frequency (Rel Cum f) |
|--------------------|--------|------------------------|----------------------------|------------------------------|---|
| 5 | / | 1 | 0.067 | 15 | 1 |
| 4 | / | 1 | 0.067 | 14 | 0.93 |
| 3 | //// / | 6 | 0.4 | 13 | 0.87 |
| 2 | //// / | 6 | 0.4 | 7 | 0.47 |
| 1 | / | 1 | 0.067 | 1 | 0.07 |
| | | 15 | 1 | | |

Table 4.5: Simple Frequency Distribution of Teachers Undertaking Professional Development

| Number of teachers | Tally | Absolute Frequency (f) | Relative Frequency (Rel f) | Cumulative Frequency (Cum f) | Relative Cumulative Frequency (Rel Cum f) |
|---------------------------|-------------------|-------------------------------|-----------------------------------|-------------------------------------|--|
| 10 | //// // | 7 | 0.056 | 125 | 1 |
| 9 | //// /// | 8 | 0.064 | 118 | 0.94 |
| 8 | //// /// | 8 | 0.064 | 110 | 0.88 |
| 7 | //// /// | 8 | 0.064 | 102 | 0.82 |
| 6 | //// //// | 9 | 0.072 | 94 | 0.75 |
| 5 | //// //// /// | 13 | 0.104 | 85 | 0.68 |
| 4 | //// //// //// // | 17 | 0.136 | 72 | 0.56 |
| 3 | //// //// //// | 20 | 0.16 | 55 | 0.43 |
| 2 | //// | 20 | 0.16 | 35 | 0.25 |
| 1 | //// //// //// | 15 | 0.12 | 15 | 0.12 |
| | //// | | | | |
| | //// //// //// | | | | |
| | | 125 | 1 | | |

A simple frequency distribution of the number of Head teachers and teachers undertaking Professional Development course is indicated in the table above. Absolute frequency is the number of time that number of Head teachers and teachers occurs in the distribution which is 15 and 125 respectively. Relative frequency is the number of times the Head teachers/teachers' numbers occurs in the distribution divided by the number of Head teachers/teacher respondents. Cumulative frequency is the summing up of frequencies from the bottom of a frequency distribution up for each interval. The total should be the frequency of 15 in table 4.4 and 125 respondents in table 4.5.

The information above indicates the general feedback from both Head teachers and teachers.

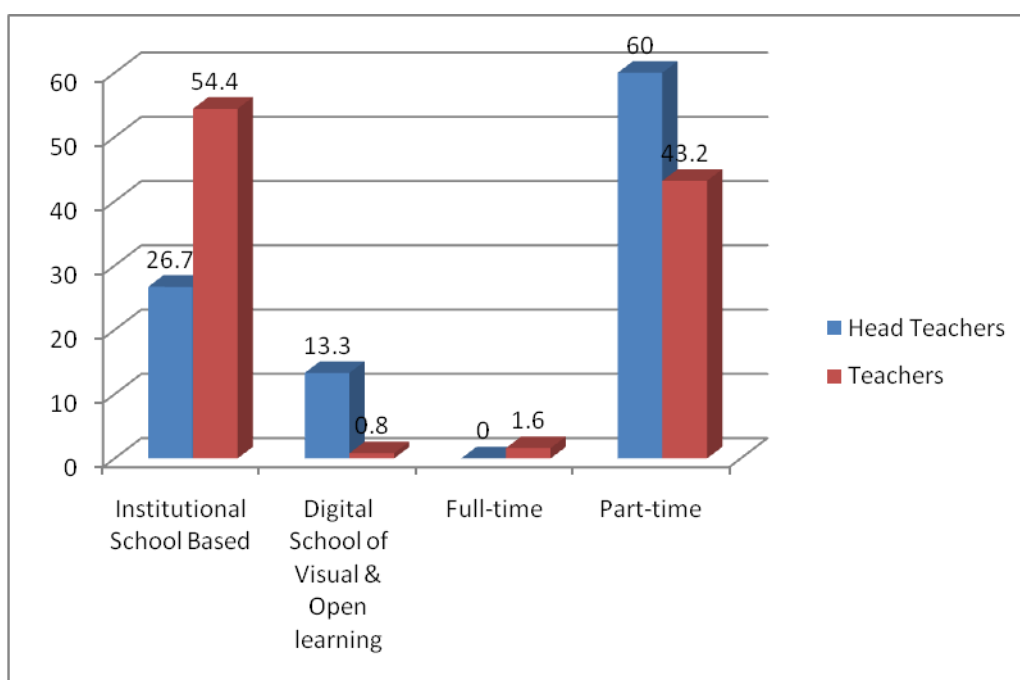


Figure 4.7: Mode of Programme

For those undertaking academic advancement or continuing education, the most common mode of Programme among Head teachers 9(60%) was part-time while among the teachers 68(54.40%) was Institutional School Based. The most unpopular among Head teachers was full-time with none of the respondents undertaking it. Only a minimal 1(0.80%) and 2(1.60%) of the total 125 teacher respondents were undertaking Digital School of Visual and Open Learning and full-time programmes respectively. Professional Development courses are mostly on-the- job courses, where an individual has to squeeze their office time and commitments to be able to attend to some of the programmes i.e. trainings, workshops, seminars or academic advancement. This on the larger part determines the mode of trainings an individual engages in, in relation to the time available and other commitments. For the Head teachers it is difficult to engage in full time programmes since they are entrusted

with management and administration of their respective schools. This makes it impossible to involve oneself in a full time programme of training. On the other hand, the teachers, still face the issue of time and commitment as determinants for the mode of trainings one under takes. Both Head teachers and teachers of primary schools in Trans Nzoia County have not fully embraced Digital learning due to lack of facilities within their reach which is compounded with negative attitude towards the same. This is clearly seen where we have very few 1(0.80%) and 2(1.60%) Head teachers and teachers respectively, undertaking Digital School of Visual and Open learning mode.

In his research Oji (2014) shows that clearly the range and type of teachers' Professional Development activities will influence the number of days reported. The above indicated programmes take varied duration. Some take days, to weeks, months and others years. Therefore the intensity of Professional Development can be influenced by the types of development activities that teachers engage in.

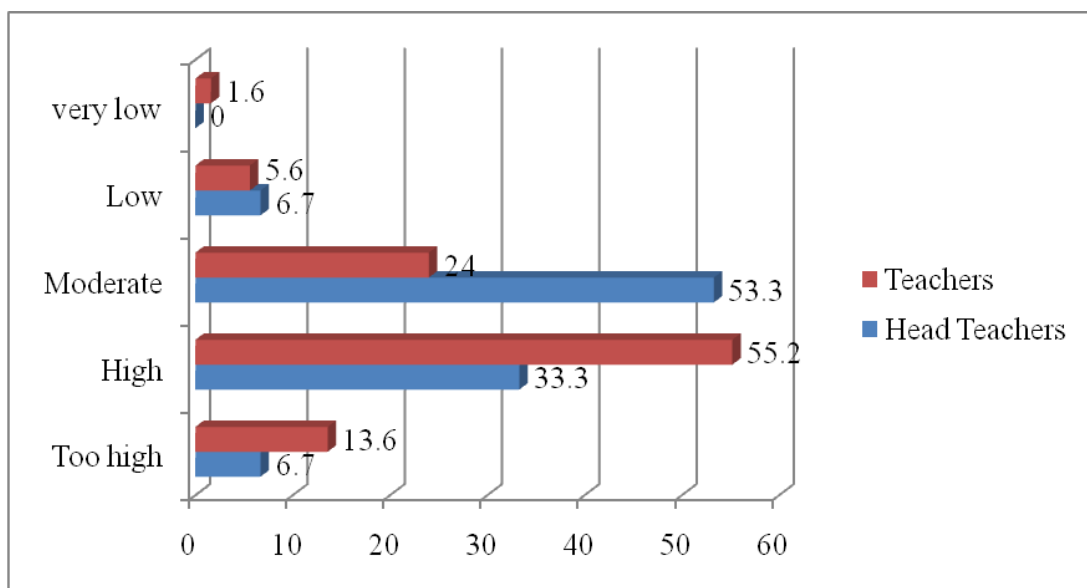


Figure 4.8: Effectiveness of Teachers who Undergo PD Courses

Rating the effectiveness of teachers who undergo Professional Development courses in terms of performance, majority of the Head teachers 8(53.30%) and teachers 69(55.20%) rated high and moderate respectively. Less teachers 7(5.60%) and Head teachers 1(6.70%) rated very low. This is attributed to an individual stability and attitude towards Professional Development. Some teachers tend to think that they do not need Professional Development and perceive it as a waste of time. Thus their approach towards Professional Development hinders the acquisition of new skills and knowledge which in the long run may lead to them being ineffective in the course of duty leading to poor performance. O’Sullivan and Deglan (2014) confirm effective teaching is an activity that can be learned. The idea that someone is born to teach is simply inaccurate. A teacher needs to keep on improving the practice of teaching and learning: to teach better, does not necessarily come from teaching longer. Laurent (2013) points out that, the “Professional Development ‘system’ for teachers is, by all accounts ineffective. He adds that one likely reason for this view is the reliance on short-term, episodic, and disconnected professional learning for teachers—the kinds of training programs that are unlikely to positively influence teaching and improve student achievement. Secondly, it takes sustained investment of time into teacher training to change instruction and improve classroom outcomes.

4.3.3 Challenges and impact of teacher’s Professional Development in Trans Nzoia County

This section aims at addressing research question three, “Which are the challenges and Impact of teachers’ Professional Development in public primary schools in Trans-Nzoia County?”

In relation to the stated research question, Allan (2014) note that in the Sub-Saharan African countries Professional Development of teachers experiences a lot of challenges in terms of school administrators, negative attitudes, lack of adequate and acute shortage of teachers in most public primary schools. From this study the responses below were cited by both Head teachers and teachers. Some are related to time, finances and others on other crucial items as stated in table 4.6.

Table 4.6: Challenges Encountered During Professional Development Course

| Head Teachers | Teachers |
|---|--|
| TIME | |
| Minimal time for study | Short rush programmes/congested programmes |
| Time consuming | Inadequate time due to workload / limited time in preparing all the professional needs |
| Takes too long to complete | Limited time especially those undertaking school based programmes |
| Tight programme/congested time thus scanty work done | Little time to attend to family |
| Hard to reach areas of training due to geographical terrain | Leaving late from seminar |
| Not adhering to time stated | Time management not adhered to |
| | Retards syllabus coverage |
| | Too much content to be covered within a short time |
| FINANCE | |
| Lack of funds leading to deferring of courses | Lack of enough finances due to over commitments |
| Expensive | Cost of course(s) high |
| Lack of money to carry out research effectively and intensively | No authorizing document to incur some expenses on PD |
| Straining teachers due to low income | |
| OTHERS | |
| Some teachers find it hard to cope with PD | Promotion no guaranteed on completion |
| Poor communication skills | Lack support from the administration |
| Lack of cooperation due to lack of sustainability | Limited accommodation |
| Lack of permission/ no leave | Poor grading by lecturers |
| Limited time with family | Prolonged during for lessons |
| Government failing to appreciate teachers effort | Loss of marks |
| | Poor relationship between lecturers and students |
| | Learning institutions located far from learners residential areas |

Table 4.7: Family Supporting Training

| S/N | Response | Head Teachers | | Teachers | |
|-------|----------|---------------|-------|----------|-----|
| | | (f) | % | (f) | % |
| 1. | Yes | 14 | 93.30 | 100 | 80 |
| 2. | No | 1 | 6.60 | 25 | 20 |
| Total | | N=15 | 100 | N= 125 | 100 |

On if the family supports the respondent on their training, majority of the Head teachers respondents 14(93.30%) and teachers 100(80%) acknowledged getting the support. Only a few 25(20%) and 1(6.60%) teachers and Head teachers respectively indicated that they did not. Those that indicated not getting any support from the family were focusing on monetary support. Some indicated that their spouses were not on any formal employment hence could not afford to support them financially.

4.3.4 Possible solutions to teachers Professional Development in public primary schools in Trans Nzoia County.

This section aims at addressing research question four, “Which are the possible solutions to teachers’ Professional Development in public primary schools in Trans-Nzoia County?”

On what needs to be done to help improve the programme offered for teachers during Professional Development, the sentiments listed below were cited by Head teachers and teachers’ respondents.

Table 4.8: Improving the Professional Development of Teachers

| Head Teachers' Views | Teachers' Views |
|--|--|
| More support from the Ministry of Education, County Government, administration and other relevant stakeholders | Give financial support School administration to be supportive Promote teachers on completion Reduce workload |
| Allow more time for research and monitoring | Teachers should embark on e-learning More financial support from the Ministry of Education, County Government and schools |
| Participants be given study leave | Venue to be centralized e.g. create cluster schools |
| Allocate few lessons/reduce the workload | Encourage flexible research in specific teaching/learning aspects |
| Need for intensive sensitization to involve more teachers | Grant HELB loans |
| Programme sustainability needed | Increase time for development courses Reduce or moderate the fees |

Gibb (2013) Positive or high morale, eases employee motivation, encourages teamwork, and unifies towards the organizational mission. High morale will allow correctional staff a positive self-image, promote professionalism, and properly perform assigned tasks. Positive morale is built from the foundation of an organization, the motivation from effective leaders, and the positive influence by the peer group. From the literature it's evident that high morale among teachers will allow correctional staff a positive self-image, promote professionalism, and properly perform assigned tasks. Positive morale is built from the foundation of an organization, the motivation from effective leaders, and the positive influence by the peer group. Conversely, negative, or low morale, has many adverse consequences for the cohesion of the unit which is the school as a whole.

4.4 Interviews Report for Education Officers

On the policy of the Ministry of Education on teachers training and Professional Development in Kenya, practicing teachers are required to regularly attend refreshers courses. They also need to be well conversant with the work within their professional framework. Professional Development is therefore most direct means through which a teacher can rise undisturbed. It is mostly cost free and less strenuous and caters for teachers of all levels, hence appreciated by many. Many teachers have embraced the issue to gaining knowledge and finance therefore they have accepted it fully.

Through the TUSOME Kenya programme which allows the officer to know staff establishment, it's possible to know the number of teachers pursuing Professional Development. One zone for example, had a total of 171 teachers.

To alleviate the challenges during the Professional Development, the employer and other stakeholders should allow teachers to have more time during training. Learning should be made free and be fully supported by all education stakeholders. The cluster training should be made residential to reduce travelling costs and improve on time management which impacts on the training. The Professional Development courses should be carried out during the school holidays to reduce time wastage for learners.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to critically assess Professional Development of teachers in relation to administration of Head teachers in public primary schools in Trans-Nzoia County. This chapter was divided into the following subsections namely summary of the research findings conclusions based on the four objectives, recommendations and finally suggestions for further research.

5.2 Summary of the Findings

The summary of the findings stated below has been guided by the study objectives.

5.2.1 Demographic

Schools involved in the study were all mixed schools. Majority of the Head teachers 13(86.70%) indicated that the main respondents were male with another 97(77.60) teachers indicating that these were mainly females. Majority of the teachers 53(42%) had a teaching experience of 15 years and above followed by Head teachers 5(33.30%) with headship experience of less than five years. Majority of the teachers and Head teachers 52(41%) and Head teachers 6(40%) had a teaching and headship experience of between six to fifteen years.

With a total of 15 Head teachers as the respondents, majority 10(66.70%) had Diploma as the highest level of education followed by 4(26.70%) with Bachelor of Education certificate. None of the Head teachers had a P1 certificate.

5.2.2 To establish the nature and types of tools used for Professional Development of teachers in public schools in Trans-Nzoia County

Both Head teachers and teachers gave their views on the type of teacher Professional Development tool they have gone through in the course of their teaching career. Majority of the Head teachers 14(93.30%) had gone through management course with another 13(86.60%) having had attended subject workshops and seminars.

In rating the level of teachers Professional Development in public primary school, majority of the Head teachers 11(73.30%) and teachers 66(53.00%) rated moderate followed by teachers 48(38.60%) and Head teachers 3(20.00%) rating high. Teacher respondents 106(84.80%) gave a positive response while 19(15.20%) indicated that they did not receive any support. In many developed nations, all stake holders who work to deliver teaching and learning to students agrees that Professional Development of teachers brings about change in teaching and boost student learning (Anderson, 2014).

5.2.3 To find out the level and intensity of Teachers Professional Development in Public Primary Schools in Trans-Nzoia County

Majority of the teacher respondents 76(60.80%) indicated that as teachers they did not receive any financial support from the school administration in support of teacher development while 49(39.20%) did. Response from both Head teachers 10(66.70%) and teachers 105(84%) indicated that many members of the teaching staff were undertaking Professional Development courses.

The most common mode of programme among Head teachers 9(60%) was part-time while among the teachers 68(54.40%) was Institutional School Based programme.

The most unpopular among head teachers was full-time with none of the respondents undertaking it. Rating the effectiveness of teachers who undergo Professional Development courses in term of performance, majority of the Head teachers 8(53.30%) and teachers 69(55.20%) rated high and moderate respectively.

5.2.4 To determine and Challenges and Impact of Teachers' Professional Development in Public Primary Schools in Trans-Nzoia County.

On if the family supports the respondent on their training, majority of the Head teachers respondents 14(93.30%) and teachers 100(80%) acknowledged getting the support. Only a few 25(20%) and 1(6.60%) teachers and Head teachers respectively indicated that they did not. Majority of the Head teachers 14(93.30%) have gone through management course with another 13(86.60%) having attended subject workshop and seminars .On other hand majority of the teachers 59(47.20%) have gone through seminars and 48(38.40%) having gone through workshops.

Majority of the respondents, teachers 106(84.80%) gave a positive respondent while 19(15.20%) indicated that they did not receive any support. Majority of the teacher respondent 76(60.80%) indicated that they did not receive any financial support from the school administration in support of teacher development while 49(39.20%) did. Majority of head teachers respondents 14(93.30%) and teachers 100(80%) acknowledged getting support from their families. Only a few 25(20%) and 1(6.60%) teachers and head teachers respectively indicated that they did not receive family support.

5.2.5 To identify possible Solutions to Teachers Professional Development in Public Primary Schools in Trans-Nzoia County

On the policy of the Ministry of Education on teachers training and Professional Development in Kenya, practicing teachers are required to regularly attend refresher courses. Many teachers have embraced PD and are gaining knowledge and finance and have therefore accepted it fully. TUSOME Kenya programme allows the officer to know staff establishment and it's therefore possible to know the number of teachers pursuing Professional Development. To alleviate the challenges during the Professional Development, the employer and other stakeholders should allow teachers to have more time during training.

5.3 Conclusions

5.3.1 To establish the nature and types of tools used for Professional Development of teachers in public schools in Trans-Nzoia County

On the basis of the findings the study concluded that both the Head teachers and teachers have at least gone through Professional Development courses at one time in their teaching career life. This is not enough in that there was a clear manifestation of in adequate programmes to steer on the professional development.

High costs of programmes, courses and tools were a great hindrance towards Professional Development. There was no effective use information and communication technology by teachers as a result of lack of Professional Development programmes mainly most them had inadequate finances to support them and also lack of support in terms of sponsors by the government and well-wishers.

5.3.2 To find out the level and intensity of Teachers Professional Development in Public Primary Schools in Trans-Nzoia County

The level and intensity of teacher Professional Development and public primary schools in Trans-Nzoia county is rated as Head teachers 11(73.30%) and teachers 66(53.00%) which is moderate followed by teachers 48(38.60%) and Head teachers 3(20.00%) rating high. Practically level and intensity which is measured through participation in terms of number of days that teachers have participated was extremely inadequate the highest being only 2 times per over ten years. This negligible participation in Profession Development is acutely not enough for quality and effective performance in the field of imparting knowledge to pupils and fulfilling the set objectives of learning.

5.3.3 To determine and Challenges and Impact of Teachers' Professional Development in Public Primary Schools in Trans-Nzoia County

The challenges were many in that they caused acute implementation of educational reforms which are necessary for the pupils learning environment. Lack of regular and systematic professional development led to poor performance in academics as a major impact. This led to conflicts and job dissatisfaction with the head teachers who needed better results regardless of professional development for the teachers. There was no clear link between design and implementation of educational reforms which are supposed to bring about by regular Professional Development.

5.3.4 To identify possible Solutions to Teachers Professional Development in Public Primary Schools in Trans-Nzoia County

In relation to strategies and solutions all schools in the County had little or no efforts made to promote professional Development of teachers. There was literary lack of

systematic Professional Development for teachers. There were no government support, very few seminars around 1 for every 4years, there was virtually no research and monitoring mechanisms and very few stringent study leaves given after a long period of bureaucracy from the ministry. By and large the head teachers and the Ministry were not keen to Professional Development but very quick to coerce better results from the obsolete teachers.

5.4 Recommendations

- a) The study recommends that the Teachers Service Commission constantly reviews its policies to accommodate the changing needs of teacher Professional Development.
- b) They should establish programmes that accommodate all teachers and affordable and create policies to guide them.
- c) Teacher Service Commission should review teachers' salaries regularly to motivate teachers to undertake professional development.
- d) All education stake holders (Ministry of Education, TSC, school communities, parents) should be encouraged to support Professional Development programmes involving teachers.

5.5 Recommendations for Further Research

The following are some issues that emerged from the study and aware therefore suggested for further research:

- i) Research in Professional Development of tutors in teacher training colleges.
- ii) Research and Professional Development of teachers in secondary schools.
- iii) Research in Professional Development of tutors in ECD training colleges.

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APPENDIX I: QUESTIONNAIRE OF HEAD TEACHERS

I am a post graduate student at Kenyatta University pursuing a Master’s Degree in Education. I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution. Please answer the questions as honestly and truthfully as possible by ticking and writing in the spaces provided.

SECTION A: General Information

1. Type of school
 Boys only Girls only Mixed schools

2. Gender Male Female

3. Experience as a Head Teacher
 Less than 5 years 6 to 10 years
 11 to 15 years Above 15 years

4. Indicate the highest level of Education.....
 P1 Diploma B. Ed
 Masters

5. What is the nature and types of tools used for professional development of teachers in public primary school & in T/N County?

6. In the table below identify by ticking (√) the type of teacher professional development tool you have gone through in the course of your teaching career.

| Professional development tool | Tick (√) |
|---|----------|
| Academic advancement/Continuing Education | |
| Teacher In-service course | |
| Management course | |
| ICT in teaching and learning course | |
| Subject workshop | |
| Seminar | |
| Proficiency test/assessment | |

7. What is the level and the Intensity of Teachers Professional Development in Public Primary Schools in T/N County.....

8. Generally, how would you rate the level of teachers' professional development in public primary schools?

Too high [] High [] Moderate []

Low [] Very Low []

9. Are there members of your staffs who are undertaking Professional Development course currently?

Yes [] No []

If yes how many?

10. For those undertaking academic advancement or continuing education, what mode of programme are they undertaking this course?

Institutional School Based []

Digital School of Visual and Open Learning []

Full-time []

Part-time []

11. How would you rate the effectiveness of teachers who have undergone PD course in terms of performance?

Too high [] High [] Moderate []

Low [] Very Low []

12. What are the challenges and impact of teacher's Professional Development in T/N County?.....

13. What challenges do you encounter during the Professional Development course in terms of:

Time

Finance

Any others challenge

14. Is your family in support of your training?

Yes [] No []

15. What are the possible solutions to teachers Professional Development in public primary schools in T/N County?.....

16. What do you think needs to be done to help improve the programme offered for teachers during PD?

.....
.....
.....

7. What is the level and the Intensity of Teachers Professional Development in Public Primary Schools in T/N County.....
8. As teachers, does the administration of your school support teachers Professional Development?
 Yes [] No []
9. Do you receive any financial support from the school administration in support of teacher Professional Development?
 Yes [] No []
10. Generally, how would you rate the level of teachers' Professional Development in public primary schools?
 Too high [] High [] Moderate []
 Low [] Very Low []
11. Are there members of your staffs who are undertaking Professional Development course currently?
 Yes [] No []
 If yes how many?
12. For those undertaking academic advancement or continuing education, what mode of programme are they undertaking this course?
 Institutional School Based []
 Digital School of Visual and Open Learning []
 Full-time []
 Part-time []
13. How would you rate the effectiveness of teachers who have undergone PD course in terms of performance?
 Too high [] High [] Moderate []
 Low [] Very Low []
14. D. What are the challenges and impact of teacher's Professional Development in T/N County?

15. What challenges do you encounter during the Professional Development course in terms of:

Time.....
.....

Finance.....
.....
.....

Any others challenge.....
.....

16. Is your family in support of your training?

Yes [] No []

17. What are the possible solutions to teachers Professional Development in public primary schools in T/N County?

18. What do you think needs to be done to help improve the programme offered for teachers during PD?

.....
.....

APPENDIX III: INTERVIEW SCHEDULE EDUCATION

OFFICERS

1. What is the policy of the Ministry of Education on teachers training and Professional Development in Kenya?
2. How do you find Professional Development in terms of how teachers are embracing the issue?
3. Are you able to tell how many teachers are pursuing Professional Development within your zone?
4. What do you think needs to be done to alleviate the challenges during the Professional Development?

APPENDIX IV: RESEARCH BUDGET

| No. | Item Description | Sub-Total | Total |
|-----|---|--|-------------------------|
| 1. | Proposal writing Desk Research, from various libraries Stationary, Computer, Photocopy, Printing and Binding | 20,000 45,200 | 65, 200 |
| 2. | Research Instruments Questionnaires(Typing & Copies) Discussion Guide | 20,000 12,000 | 22,000 |
| 3. | Data Collection Hiring of 3 research assistants@ 3,000 | 12,000 | 9,000 |
| 4. | Data Analysis (SPSS) Data Analysis | 35,000 | 35,000 |
| 5. | Final Draft Printing and Binding Typing, Photocopy, Binding | 45,000 | 45,000 |
| 6. | Transport/Miscellaneous Transport Telephone Stationery Computer Services/Internet Services | 45,000 12,000 35,000 15,000 | 107,000 |
| | GRAND TOTAL | | 283,200 |

APPENDIX V: TIME FRAME

| Activity/Duration (Months Jan-Dec) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 |
|---------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|---|---|
| Literature Rev | | - | - | | | | | | | | | | | |
| Research Instruments | | | - | - | | | | | | | | | | |
| Present Proposal | | | | | - | | | | | | | | | |
| Data Collection | | | | | | - | - | - | | | | | | |
| Data Analysis | | | | | | | | - | - | | | | | |
| Report Writing | | | | | | | | | | - | - | | | |
| Final Draft | | | | | | | | | | | | - | - | |
| Submission of Final Copy | | | | | | | | | | | | | | - |

APPENDIX VI: RESEARCH AUTHORIZATION LETTER
FROM UNIVERSITY



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Website: www.ku.ac.ke

Our Ref: E55/NKU/CE/25616/2014

DATE: 7th December, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MAURINE NASIMIYU WASIKE – REG. NO. E55/NKU/CE/25616/2014

I write to introduce Ms. Maurine Nasimiyu who is a Postgraduate Student of this University. She is registered for MED degree programme in the **Department of Edu. Mgt. Policy & Curr. Studies**.

Ms. Maurine intends to conduct research for a MED Project Proposal entitled, **“Professional Development of Teachers in Relation To The Administration of Head Teachers in Public Primary Schools In Trans-Nzoia County”**.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

GK/awn

**APPENDIX VII: RESEARCH AUTHORIZATION FROM
COUNTY DIRECTOR OF EDUCATION**

**MINISTRY OF EDUCATION
State Department of Basic Education**

Telegrams:
Telephone: Kitale 054-31653 – 30200
Fax: 054-31109
Email: transzoiacde@gmail.com
When replying please quote:



County Director of Education,
Trans Nzoia,
P.O. Box 2024 – 30200
KITALE.

Date: 10/02/2017

Ref. No. TNZ/CNT/CDE/R.GEN/I/VOL.II/I

TO WHOM IT MAY CONCERN

**RE: RESERCH AUTHORIZATION – MAURINE NASIMIYU
WASIKE – REG.NO.E55/NKU/CE/25616/2014**

The above named has authority to carry out research on “**Professional Development of teachers in Relation to the Administration of Head Teachers in Public Primary Schools in Trans-Nzoia County**” for a period ending 10th July, 2017.

This is therefore to authorize the student to collect data and/or carry out activities related to this particular exercise in Trans-Nzoia County. Whoever may be concerned is requested to co-operate and assist accordingly.

Thank you.

**DIXON O. OGONYA
COUNTY DIRECTOR OR EDUCATION
TRANS-NZOIA**

For:
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA
P. O. Box 2024 – 30200 KITALE
Tel: 020-2040448

**APPENDIX VIII: RESEARCH AUTHORIZATION FROM
COUNTY COMMISSIONER**



THE PRESIDENCY

Telephone: 054 – 30020
Fax No: 054 – 30030

MINISTRY OF INTERIOR
AND
COORDINATION OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE
TRANS NZOIA COUNTY
P.O BOX 11 - 30200
KITALE

E-mail: cctransnzoiacounty@yahoo.com

When replying please quote

TNZC/CONF/ED.12/2/VOL.II/156

10th February, 2017

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION

This is to inform you that **Maurine Nasimiyu Wasike REG. NO. E55/NKU/CE/25616/2014** of **Kenyatta University** has been authorized by National Commission for Science, Technology and Innovation to carry out research on **“Professional Development of Teachers in Relation to the Administration of Head Teachers in Public Primary Schools”** in **Trans Nzoia County, Kenya** for a period ending **10th July, 2017**

Kindly accord her the necessary assistance she may require.

**IRENE NDUNDA
FOR: COUNTY COMMISSIONER
TRANS NZOIA COUNTY**

COUNTY COMMISSIONER
TRANS-NZOIA COUNTY
P. O. Box 11 - 30200 KITALE

APPENDIX IX: RESEARCH AUTHORIZATION LETTER
FROM NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

NACOSTI/P/17/11582/15972

Date:

15th March, 2017

Maurine Nasimiyu Wasike
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Professional development of teachers and administration of headteachers in public primary schools in Trans-Nzoia,*” I am pleased to inform you that you have been authorized to undertake research in **Trans nzoia County** for the period ending **15th March, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Trans Nzoia County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

APPENDIX X: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/11582/15972**
MS. MAURINE NASIMIYU WASIKE **Date Of Issue : 15th March,2017**
of KENYATTA UNIVERSITY, 0-30200 **Fee Received :Ksh 1000**
KITALE,has been permitted to conduct
research in Transzoia County
on the topic: PROFESSIONAL
DEVELOPMENT OF TEACHERS AND
ADMINISTRATION OF HEADTEACHERS IN
PUBLIC PRIMARY SCHOOLS IN
TRANS-NZOIA
for the period ending:
15th March,2018



.....
Applicant's
Signature

MmmmmBw
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA
NACOSTI
National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No.A 13255
CONDITIONS: see back page