

**STAFF TRAINING ANDTEACHER PERFORMANCE IN PRIMARY
SCHOOLS IN KISAU DIVISION, MBOONI
DISTRICT- KENYA**

BY

KATUNDU ABEDNECO MUTUKU

BED/21319/81/DF

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DECLARATION

I **KATUNDU ABEDNECO MUTUKU** do hereby declare that this research report is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.

Signature:  Date: 13.12.2010

KATUNDU ABEDNECO MUTUKU

BED/21319/81/DF

APPROVAL

This project has been submitted for examination with my approval as university supervisor.

Signature 

MR. MABONGA ERIC

Date 15/12/2010

DEDICATION

This work is dedicated to my wife Linet Mumo, my children Dennis and Brian. Also to my father katundu Kilonzo.

God bless you.

ACKNOWLEDGEMENT

Special thanks go to Stephen Mwanzwii head teacher Nduluku primary school, my brother sammy and friends; Patrick Munuve, Samuel Mwangangi, and Stephen Maingi whose encouragement and financial support made it possible for me to carry out this research.

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ABSTRACT

The study entitled staff training and teacher performance in primary schools was carried out in kisau division, mbooni district- kenya

The general objectives of the study was to determine the effects of staff training an development in the performance of teachers in primary schools in Kisau division.

To identify methods used in staff and development in primary schools .To identify factors hindering effectiveness of staff training and development of teachers in primary schools . To determine the challenges faced by schools in staff training and development. To determine the indicators of improved teacher performance as a result of training and development.

The project adapted describes survey design. The researcher was concerned with gathering facts as they were found. A descriptive research determines and reports as accurately as possible the facts as they are found in their natural setting.

The findings suggest that training helps improve performance of employees and various training methods can be used to ensure staff development. It is therefore recommended that staff should be trained to help them improve in their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Training implies the act for increasing the knowledge and skills required for efficient performance. Gary (2004) defines training as the process of changing employee behavior, altitude and opinions through some type of guided experience.

He further defines staff development as the process through which managers acquire skills, experiences and attitude necessary to become and remain successful managers. Staff development therefore is generally the growth of the individual worker in all aspects thus training is part and parcel of staff development.

The major purpose of development is to improve managerial behavior and organizational performance.

According to Gupta (2008) staff training should be distinguished from education, training is any process by which the aptitude, skills and abilities of employees to perform specific jobs are increased.

Training and development are vital components that need to be carried continuously in any organization to improve performance of employees to achieve the organizations effectiveness.

Cole (2004), defined staff training as the acquisition/ improvement of job technical skills necessary for carrying out orderly operations for smooth and successful performance. It's inclusive of all process that leads to improvement of personnel I an organization. Training when conducted properly helps an organization cope with the changing technology and this in turn motivates, which is indicted by their

performance. Organizations use different method to train and develop their staff.

The method of staff training and development is mostly determined by the organizational needs and the level, ability and competence of the employee. Every training program has to be evaluated and the process of evaluating training has been defined by Muslims J Laurie (1996) as any attempt to obtain information (feedback) on the effects of training program and to assess the value of the training in the light of that information. Education leads to control, which means deciding whether or not the training was worthwhile and what improvements are required to make it more cost effective.

Although most primary schools face staff shortages that in turn have affect their general performance an the number of teachers that can be given permissions to society requires continual improvement in technology that can only be achieved through staff training and development.

The number of primary school teachers seeking diploma and university courses has in the recent past been increasing steadily. This has been attributed to the increasing desire for promotion and prestige. These are however not he only effects of training to the individual teacher and the institutions at a large. The world is changing fast and therefore there is an increasing challenge for education to update and improve the knowledge and skills so as to remain relevant.

1.2 statement of the problem

Primary school teachers play a vital role in development of an all round individual. The way an individual reacts or behaves in largely affected by his/her background and more especially the basic educational background.

The teacher can only be able to play this vital role of molding and welding an individual when him or herself is adequately trained and continuously developed. The ever changing societal require that primary school teachers being the foundation layers for learners continually upgrade their skills and knowledge to meet the technological, political, social and economic changes for the modern society.

This project therefore intends to determine the impacts staff training and development on the performance of teachers in primary schools in Kisau division.

1.3 Conceptual framework

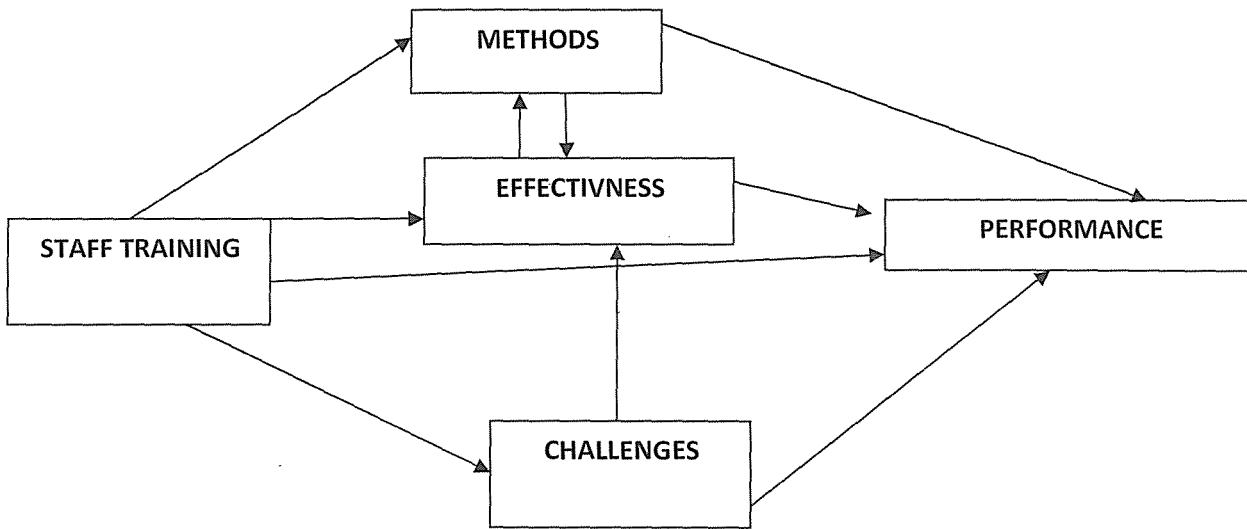


Fig 1.3 Conceptual framework

Source: Researcher

The conceptual framework show that staff training is influence by the method or techniques adopted by the institutions or an individual staff member to acquire the required skills and the effectiveness for those

methods. The staff training methods may be on the job training program or off the job training programs which may take differ from. However several challenges may negatively affect the effectiveness of the raining program. the research aims that establishment whether staff training that is the methods and their effectives influences the general performance for teachers in primary schools .. it also sough to establish the challenges that affect staff training in school and how they can be mitigated the diagram above seeks to establish the research objectives, whether there is any link between the different variables.

1.4 General objectives of the study

The general objectives of the study was to determine the effects of staff training an development in the performance of teachers in primary schools in Kisau division.

1.5 The specific objectives for the study were:-

- I. To identify methods used in staff and development in primary schools.
- II. To identify factors hindering effectiveness of staff training and development of teachers in primary schools.
- III. To determine the challenges faced by schools in staff training and development.
- IV. To determine the indicators of improved teacher performance as a result of training and development.
- V. To determine the contribution of staff training and development on the performance of teachers in primary schools.

1.6 research questions

The research questions were:

- (i) Which methods are used in staff training and development in primary schools ?
- (ii) What factors hindering effectiveness of staff training and development in primary schools ?
- (iii) What are the challenges faced in staff training and development of primary school teachers?
- (iv) What are the indicators of improved teacher performance as a result of staff training and developmental primary schools?
- (v) What is the contribution of staff training and development on the performance of teachers in primary schools ?

1.7 significance of the study

This study will be of great significance to the primary school teachers shall be able to appreciate the importance training and development in the performance of three duties. Head teachers shall appreciate the role of staff training and development and therefore have a positive attitude the role of staff and development and therefore have a positive attitude towards staff development in addition they be able to coordinate the training and development of their staff by providing the right resource personnel (trainers).

The ministry of education shall also use the findings of the study to implement appropriate policies for teachers training and development.

The teacher' service commission shall also use the finding of this study to implement appropriate policies for teachers training and development as relates to study leaves and scholarships.

The findings of this study shall serve as a source of important information in development of training programs for teachers and determining the training need of primary teachers.

1.8 assumption of the study

The following assumptions were made in the course of the study.

- a) Training and development programmers affect the performance of primary school teachers.
- b) The training given by the respondents was true.
- c) The samples selected were representative.
- d) The research instruments used were adequate and appropriate for the study.

1.9 limitations of the study

The research study was limited to Kisau division an only primary schools were investigated. The study concerned more on the urban primary schools and the other stakeholders such as the ministry of education officers were not investigates. The study also did not involve the teacher's employers.

1.10 s cope of the study

The study covered primary schools in Kisau divisions of Mbooni district and targeted both public and private primary school teachers.

The study was conducted in three months and considered data for the three years.

1.11 Definitions of operational terms

Trainings:

This is importing new skills of work or a task

Performance:

The result of work done in an organization, it is measured against laid down standards.

Motivation:

This is feeling of one to be part of an organization i.e. being satisfied in an organization.

Policy

Policies are general statements which guides thinking in decision making.

Supervision This refers to the expert overseeing of workers performance to ensure that workers are efficiently instructed, guided and assisted to ensure effective and efficient performance of their task in the organization.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter evaluates relevant literature on the subject of training and development. The literature review was based on the objective of the study and was discussed under the following sub – titles:

- Need for training.
- Characteristic of a good training program.
- Objective of training and development.
- Training methods.
- Challenges in staff training and development.
- Factors hindering effectiveness of staff training and development in primary schools .
- The indicators of training in performance of primary school teachers.
- Contribution of staff training and development of the performance of teachers in primary schools .

2.2 Need for training

According to Dessler Gary, (2004) the need for staff training can be summarized as:

- a) When hired employees are to be shown how to perform their duties.

- b) When existing employees are to acquire new skills and knowledge affecting their duties.
- c) Changes in technology mean that people are faced with situation that requires training.
- d) Changes in the need of society require adjustment in the education that learners are exposed to.

2.3 Characteristics of training

- It's a systematic plan planned by examining performances result through performance appraisals to reveal weakness & strength.
- It's all extensive i.e. for all people regardless of rank in the organizations.
- It's mutually beneficial for both employees and organization.
- It's continuously throughout the carrier once started.

2.4 Objective of training

Once the training needs are identified, the next step is to set training in concrete terms and to decide the strategies to be adopted to archive these objectives. The overall aim training program is to fill the gap between the existing and desired poll of knowledge, sills and aptitude. Objectives of training express the gap between the present and desired performance level. Training objectives should be stated in terms of changes required in the behavior and performance. Gupta (2008), the main objective of training may be defined as:

- Imparting to new entrants the basic knowledge and skills necessary in performance.

- Assisting employees function more effectively in the present position by exposing them to the latest concepts of information and techniques.
- It building up a second time competent officers and preparing them to occupy responsible positions.
- Training ensures a steady source of competent employees in the organization.
- Training and development broadening the mind of senior officers through exchanging experiences so as to overcome narrowness of outlook.
- Imparting customer education for the purpose of meeting the training need of the company which deals with the public.
- To promote high morale and good organizational climate.
- To make managers more professional.
- Staff development ensures optimum utilization of human and material resources for maximum reforms.

2.5 Factors hindering training effectiveness

William Chuck (2003) holds that the factors the hinder the effectiveness for training are:

- Training benefits are not made clear to top management.
- Top management hardly rearwards/compensates trainers/supervisors for carrying out effective training programmes.
- Top management rarely plans any budgets for training.

- Without proper incentives from top management the middle level management does to account for training in the production schedule.
- Behavioral changes required in training are often not clear.
- External training techniques on methods of work not required in the trainees organizational practices.
- It is very difficult to get adequate/ relevant and timely information about external training programs.
- Often trainers/supervisors give limited counseling/constellation services on training to the rest of the organization.

2.6 Training methods.

Training methods depend on the organization and suitability of the skills and can be classified into two categories.

- Internal training (on the job training)
- External training (off the job training)

2.6.1 On the job training

On job training programs are usually undertaken within the organization. The trainee may works under a highly skilled person in the job which may be done through coaching or in classroom provided by the company with machines & equipment identical with those in work place.

On job training programs has several advantages. Fro instance they effectively utilize trainers or instructors who are experienced in the specific in the specifies area of training. They allow trainers to practice without fear of being observed or criticized by scenario or co – workers.

In addition the correct methods can be thought continually without interfering with smooth flow of production.

They however suffer from a number of limitations such as:

- Splitting of responsibilities leads to organizational problem of co – ordination.
- Sometimes it may lead to additional investment in the necessary equipment at the vestibule for learning only.
- The increased cost of training by having the employees do some productive work while undergoing training.
- It has limited use on those jobs which are easy to cope.
- Training environment is artificial giving trainees' problem of adjustment when they go back to their place of work.
- On the job training method involves methods like simulation and apprenticeship method, coaching, understudy, job rotation, etc.

On job Training programs include:-

(a) Orientations/ induction training

According to Mullins J Laurie (1996), is a type of training meant to adopt workers to specific job requirements? Most organizations have a formal orientation program for new employees how join the organization. Usually the new employees could be put under old or senior employees.

Reason for induction training

- (i) It helps to build up new employees' confidence in the organization and himself so as to become an efficient employee.
- (ii) Helps to develop a feeling of belongingness and loyalty to the organization
- (iii) Help to forge God relationship between newcomers and the old employees
- (iv) Helps to give newcomers necessary information in the organization
- (v) Help to have good impression of the organization.

Information provided during orientation programs include:-

- History of organization
- Operations and products
- Organization structure
- Location of departments
- Rules and regulations
- Safety measures
- Grievances procedures
- Personnel policies (staff procedures)

(b) Apprenticeship

Apprentice is one of the oldest training methods. The worker is paced under a qualified senior who he/she understudies. The worker learns by

observing and assisting his senior. It is common for trade jobs. The main advantage of this method is that it combines the theory and practice. It is however time consuming and experience. www.whitestag.stafftraining

(c) Delegation

Lewis S Pamela et al (2001) describes as the process where by the superior assigning g certain responsibilities and authority to his/her subordinates. The subordinates learn through performance of the job or duties delegated. It is a common method of staff training and development especially when training a successor as it exposes the trainee to most of the areas of concern in a particular position.

(d) Refresher training/ retrieving

This helps worker to learn new away of handling things while still line their jobs. It also assist workers to refresh the knowledge and skill learned long time age, e.g. seminars, workshops, etc.

(e) Job rotation

In job rotation employees perform more tasks on a give schedule. The objective of job rotation is to make workers conversant with different parts of their jobs. The worker may be assigned duties in different departments on work observe different departmental head. The employee is moved from one department to the other on a planned schedule. Job rotation helps reduce boredom and by providing variety of work it infuses new concepts to the elders executives. The executives also get the chance to move up to a higher position by developing them to generalists. However job rotation may cause disturbance in organizations operations and the trainee may find it difficult to adjust to frequent moves. www.whitestag.stafftraining

(f) Membership to committees

Committees enable members to interact together, pool their experiences and ideas with an aim of solving problems. The committee members as a result develop some problems solving skills. The trainees learn through discussion in committee meetings where they get acquainted with different view points and alternative methods of problem solving and also learn interpersonal skills.

(g) Creation of “assistant to” positions

A trainee is posted to a department as an assistant. He/she acquire actual managerial experience. This is also a common method of staff training and development when training a successor as it exposes the trainee to most of the areas of concern in a particular position that he or she is to assume in future.

(h) Vestibule training

In this method of training, a training centre called a vestibule is set up an actual job condition are duplicated or stimulated in it. (Gupta 2008)

It is similar to apprenticeship. The only difference is that the lines managers on the job floor itself do not provide it. It is instead provided by special instructors outside/away from the job floor.

Vestibule training has the following advantages:-

- Can be imparted to a large number of people without affecting work at the work floor
- Relieve off the superior the responsibility of training
- Instructors are specialized and devotes full attention to training

- The trainees concentrate better as it's away from the normal work situation.

2.6.2 off the job training method

This refers to training and development programs undertaken outside the organization. The trainees attend classes outside the organization as regular or part-time trainees. Educational courses undertaken during a career are frequently done on a part time basis leading to a diploma, degree or even master's qualification. It considered that such courses provide value for both the employer and the participant. It is of great value to both the organization's needs.

Off the job training methods have the following advantages

- Provides analytical thinking thus developing problem solving ability.
- Encourages open mindless which serves as a mean of integrating knowledge received from different basic branches.
- Trainees learn to arrive at useful generations / principles by comparing various alternative solutions to ease problems which cannot have one answer.
- It creates great interest in trainees as is based on real life problem / solutions.
- Since it deals with life situations, their descriptions and solutions it is popular with everyone.

Disadvantages off the job training method

- Training period is limited.

- Training may have to rely on explanations and diagrams and may not have actual medicine demonstrations.
- There is less in production by the organization because trainees are away from work.
- It needs a lot of time to organize.
- It is financially costly for the organization.
- Training is limited to the illiterate employees.

External/ off job training methods include:-

a) Training institutions

Specialized institutions offer training in specific field e.g. colleges, universities, and polytechnics. The training programs in colleges may take a considerable duration of time ranging from tailor made short courses to long programs that can last up to five years.

b) Lectures, conferences and seminars

These are formally organized talks by an instructor on specific topics. They may be used to impart knowledge and develop analytical skills. These methods are essential when technical or special information of complex nature is to be provided. They are appropriate in imparting knowledge and skills to a large number of participants at the same time lectures can be organized as a conferences or seminars and can be supplemented by case studies and demonstrations.

c) Case study

Workers evaluate and analyze a real life situation suggesting alternative solution to prevailing problems. Such analysis is used in solving

problems at hand. They are required to identify and analyze the problem, suggest and evaluate alternative courses of action and choose the most appropriate solution. The trainer guides the session and ensures that no relevant information is overlooked. This method of training promotes the development of analytical thinking and problem solving skills and also encourages open mindedness and provides a means of integrating interdisciplinary knowledge.

d) Brainstorming sessions

This consists of evaluating of ideas put forward by a group of people convened for that particular purpose.

e) Opening distance and E-learning

Derrick Torrington (2006) holds that as technology enables interesting and interactive presentation of distance learning materials, there is evidence of considerable enthusiasm on the part of the organizations to pursue this approach to develop and take advantage of the opportunities it can present. The most significant changes in training over the last five years in the use of e-learning although its still heavily used by IT staff E-learning can be defined as learning that is delivered, enabled or mediated by electronic technology. However the enthusiasm of from organization is not sufficient. Sadler Smith et al (2000) found that managers did not widely use such distance learning methods, and they were perceived as less effective than other methods.

2.7 challenges in staff training and development

Gareth R Jones Al (2003) identifies the following as key challenges to staff training and development.

- The cost of staff training and development is high to both the employer and the individual worker.
- Identification of training needs is a complex exercise that may require the services of human resource expert.
- The ever changing policies on staff development on matters relating to study leaves and the accompanying incentives.
- Inflexible study programs that make it almost impossible to study while working.
- The commercial nature of private schools whereby has a lot of workload and therefore not being able to undertake studies.
- Lack of information on high education access.
- Other persona issues and commitments such as family responsibilities and lack of interest.

2.8 contributions of self training and development on the performance of teachers in primary school

According to Robbins P Stephen Et Al (2001), training benefits the employer or management and the individuals in the following ways.

Training and development programs are not an unnecessary expense to the employer but the employer derives several benefits from staff training and development. These benefits include:

- Less supervision – adequately trained employees will need less supervision as they are self reliant in work performance.
- Economical operations – well trained employees will use the organizational resources prudently as there will be less wastage of materials and low rates of accidents.

- High morale – training help to improve job satisfaction and moral of workers. Their attitude toward the organization will also change positively and therefore they increase the general commitment towards the attainment of the organizational goals and objectives.
- Uniformity – training enhances uniformity of procedures as the best method of performance can be standardized and taught to all employees.
- High productivity – when skills of the employees are increased the performance of the employee is enhanced in term of quality and quantity.
- Manpower development – training enables the organization to have a steady supply of competent people to fulfill the organization’s human resource needs. The organization will therefore minimize the need to outsource competent human resources.
- Less learning – training helps to reduce learning time to reach acceptable level of performance (eliminates trial and error)

Training and development programs have a number of benefits to the individual employee. According to A Cole, these benefits include:

- Training creates a feeling of confidence in the mid of the worker. This in turn increases efficiency in the organization and therefore better performance.
- Training enable an individual acquire new skill which are an asset for the individual. Once an employee acquires some particular skill, he or she become more useful in the organization and may not lose them easily.

- Trainings provide opportunities for quick promotion and self development. The trainee is likely to be promoted to higher chances for promotion and even greener pastures in other organization.
- Trained individuals handle machines safely and are less prone to accidents which can cause much loss for the individual employee and also the organization.
- Training developed adaptability among workers. Trained employees adjust easily to changes in the operational environment of the organizations.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the procedures that the researcher followed in conducting the study. The chapter describes there research designs the population and the location of the study and the sampling procedures and the small size. The chapter also describes the instruments that were employed din data collection, how data was collected and the procedures that were used in data analysis and interpretation.

3.2 Design of the study

The project adapted describes survey design. The researcher was concerned with gathering facts as they were found. A descriptive research determines and reports as accurately as possible the facts as they are found in their natural setting (saunders, Lewis & Thonhil, 2000).

According to Mugenda and Mugenda (1999) and Gay (1992), evaluation research involves a systematic process of collecting and analysis data in order to make a decision. Evaluation research aims at analyzing the extent to which a process meets the organization's goals.

3.3 Locale

The research study was carried out in Kisau division of Mbooni district district. The research targeted teachers in primary schools in Kisau division. There are 15 primary schools in the division that teaching population of 164 teachers.

3.4 sample selection and sampling strategy

1. The research was carried out in Waia, Kisau division using questionnaires, interviews and personal observation. Six schools were selected of which four were public primary schools and two were private primary schools.

The schools were purposely selected as the researcher targeted all categories of primary schools. The six selected has a teaching population of 71 of teachers and 30 were targeted for the study.

The head teachers in all the schools were deliberately selected since the have access to mere information on human resources in schools. The rest of the teachers were randomly selected in their respective schools.

3.5 Research instrument

The following instrument were used in the study

- Questionnaires
- Interviews

a) Questionnaires

The questionnaires were designed according to the targeted responders. Teachers were head teachers and teachers.

The questionnaires were based on the objectives of the study and used both upon and closed ended questions and were also brief and to the point.

Questionnaires were hand delivered to he schools. Follow ups were made through personal visits and through telephone calls. The researcher later collected the filled questionnaires (see appendix i)

b) Interviews

Structured questions were prepared based on the objectives of the study. The interviews were conducted through face to face with the head teachers using an interview guide and information recorded/ collected through writing notes. (see appendix ii)

3.6 Data collection techniques and strategy

The researcher called the target institutions to obtain permission and book appointments. This was followed by personal visits to the institutions. The researcher introduced himself by producing the introduction letter from the university authorities (see appendix iii)

The questionnaires were administered by random sampling that is the first teachers in each institution were given the questionnaires to fill. The head teachers were purposefully selected for interview since they have access to most information relating to their staff qualifications and training.

3.7 Analysis, techniques and interpretation

Simple statistical techniques used for analysis and data were presented through simple pie charts and bar graphs. This is because they are easy to interpret and they are also accurate and clear.

CHAPTER FOUR DATA ANALYSING AND DISCUSSION

4.1 Introduction

This Chapter seeks to analyze data collected through interviews and questionnaires from various primary schools and around Kisau division.

The data analysis contains quantifiable findings and appropriate recommendations that will insist in streamlining the training programs to improve performance of primary schools. The analysis was guided by the following objectives:

- (i) To identify used in staff training and development in primary schools .
- (ii) To identify factors hindering effectiveness of staff training and development of teachers in primary schools .
- (iii) To determine the challenges faced by schools in staff training and development.
- (iv) To determine the indicators of improved teacher performance as a result of training and development.
- (v) To determine the contribution of staff training and development on the performance of teachers in primary schools .

4.2 Summary of the Data

The data of the study was analyzed each key objective.

4.2.1 METHODS USED IN STAFF TRAINING AND DEVELOPMENT IN PRIMARY SCHOOLS .

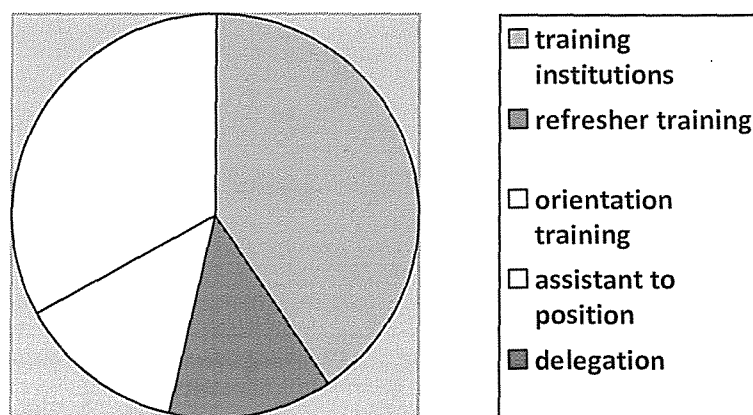
The researcher sought to find out the main methods used in staff training and development of teachers in primary schools . The results of the findings are presented in the table below.

Table 2 Training methods

Method	Respondents	Percentage
Training institutions	12	37
Refresher training	3	9
Orientation training	2	6
Assistant to position	8	24
Delegation	8	24
Total	30	100%

Source: primary

Figure 2: TRAINING METHODS



Source: primary

As shown in the pie chart above, the most common methods used for staff training and development is through training institutions. 24% of the respondents identified assistant to position and delegation as also important staff training and development methods. The least used method was orientation or induction training.

Most teachers attend either part time or full time programs in training institutions of their choice. Most teachers are never given orientation when they are posted to new schools and therefore discover things on their own.

4.2.2 Factors Hindering Effectiveness of Staff Training and Development in primary schools .

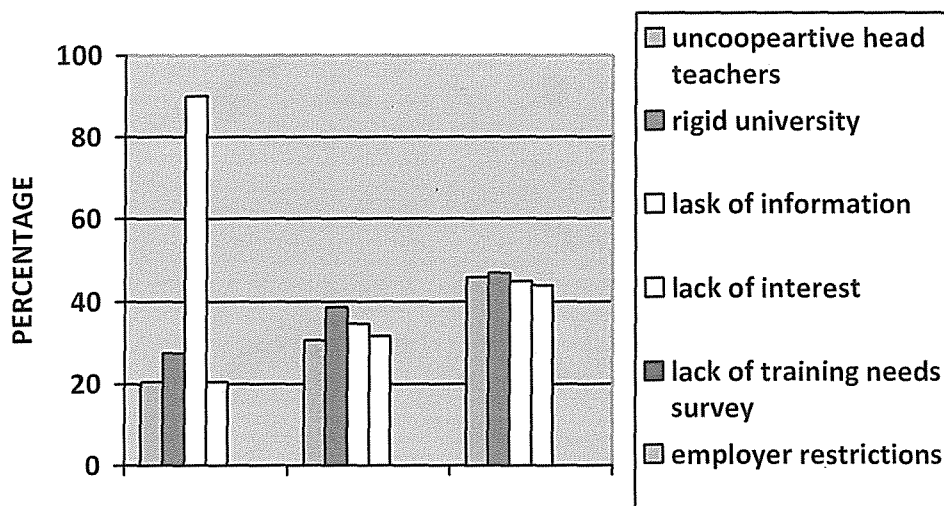
The researchers sought to find out the factors that hinder the effectiveness of training and development of the teaching staff in primary schools. The results of the findings are presented in the table below.

Table 3. Factors hindering Effectiveness of Staff Training in primary schools

Factors hindering effectiveness of staff training in primary schools	Response	Percentage
Uncooperative head teachers	3	10
Rigid university programs	6	20
Lack of information	4	13
Lack of interest	4	13
Lack of training needs survey	7	24
Employer restrictions	6	20
Total	30	100

Source: Researcher

Figure 3 Factors hindering effectiveness of staff training in primary schools



As indicated in the above bar graph, the major factors that hindering effectiveness of staff training and development of primary schools is lack of needs assessment. 20% of the respondent identified rigid university programs and employer restrictions, 13% felt that lack of information and lack of interest were a majority hindrance while 10% pointed out uncooperative head teachers. In effect there is need to carry training need assessment in order to ensure effective staff training and development.

4.2.3 Challenges Faced By Primary Schools Staff Training and Development.

The researchers sought to find the major challenges faced by primary schools in training and development of the teaching staff. The results of the findings are presented in the table below.

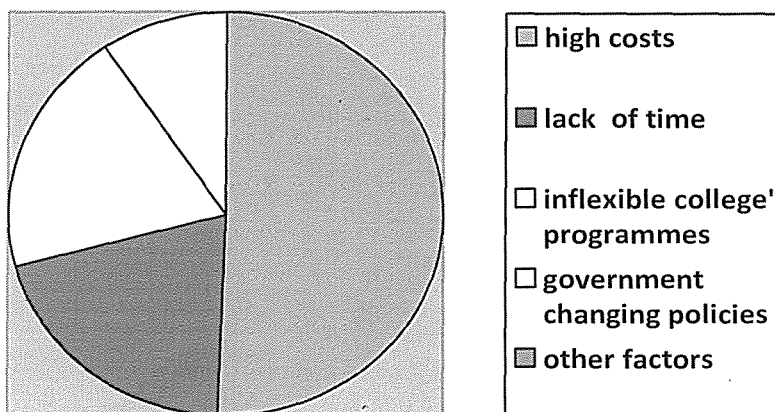
Table 4. Challenges Faced By Primary Schools in Staff Training and Development.

Figure 4. Challenges Faced By Primary Schools in Staff Training and Development

Challenges	Response	Percentage
High costs	15	50
Lack of time	6	20
Inflexible college's programs	4	13.3
Government changing policies	2	6.7
Other factors	3	10
Total	30	100

Source: primary

Figure 4. Challenges faced by Primary schools in staff training and development



Source: Primary

The result indicated that 50% of the respondents identified high training costs as the major challenge faced by primary schools in training and development of the teaching staff 20% pointed out lack of time, 13.3% inflexible college programmes 6.7% Government changing policies while 10% pointed out other factors. This means that the cost of training need to be looked into as it is a major challenge to most teachers

4.2.4 Indicators of Improved Teacher Performance As A Result Of Training and Development.

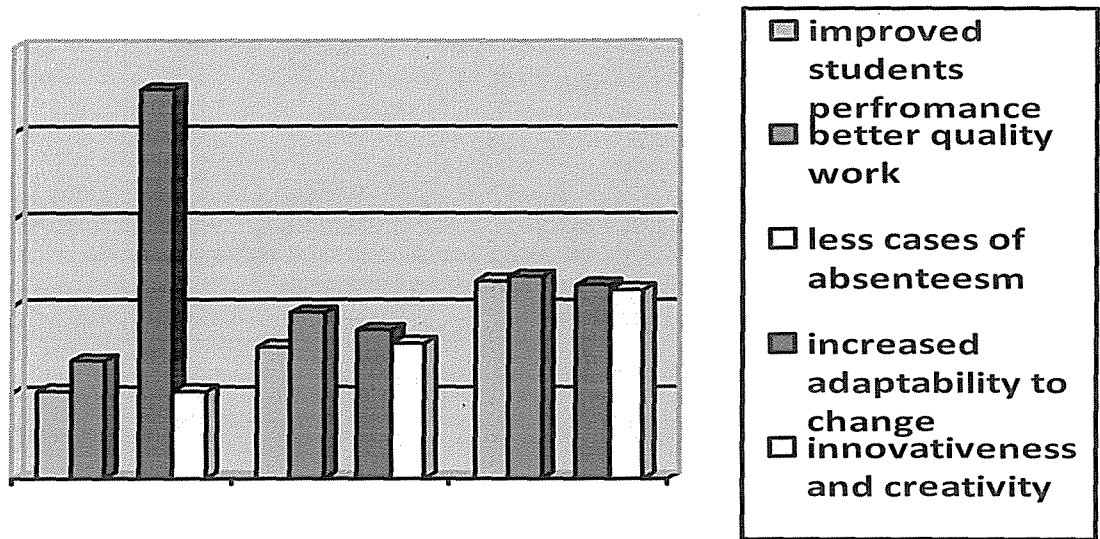
The researchers sought to find out the indicators of improved teacher performance as a result of training and development. The results of the findings are presented in the table below.

Table 5. Indicators of improved teacher performance as A result of training and development

Indicator	Response	Percentage
Improved students performance	11	36.7
Better quality work	8	26.6
Less cases of absenteeism	4	13.3
Increased adaptability to change	2	6.7
Innovativeness and creativity	5	16.7
TOTAL	30	100

Source: Primary

Figure 4.5 indicators of improved teacher performance as a result of training and development.



From the response above, the major indicators of improved teacher performance as a result of staff training and development is improved students performance with 36.7%, better quality work 26.6% innovations and creativity 16.7%, less cases of absenteeism 13.3% and increased adaptability to change 6.6%. Teacher who undergo any staff training and development programs perform better as a result of increased skills and morale.

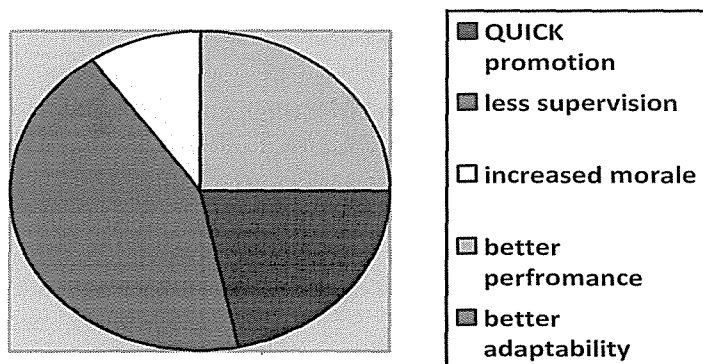
4.2.5 The contributions of staff training and development on the performance of teachers in primary schools .

The researcher sought to find out the contribution of staff training and development on the performance of teachers in primary schools . The results of the findings are presented in the table below.

Table 6. The contribution of staff training and development on the performance of teachers in primary schools .

Contribution of training and development	Response	Percentage
Quick promotion	8	28.6
Less supervision	5	16.7
Increased morale	6	20
Better performance	9	30
Better adaptability	5	16.7
TOTAL	30	100

Figure 4.6 the contribution of staff training and development on the performance of teachers in primary schools .



As evidenced in the chart above, 30% pointed out the contribution of staff training and development on the performance of teachers in primary schools in better performance 28.6% quick promotion and 20% increased morale. Better adaptability and less supervision both had 16.7% of the respondents.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMANDATION

5.1 Introduction

This project sought to examine the impacts of staff training and development on the performance of teachers in primary schools in Kisau division.

The data was collect in form of survey and analyzed as indicated in chapter four. This chapter therefore presents a summary of the findings, conclusion reached as well as some recommendations and areas warranting future or further research are also highlighted

5.2 Summery Of Findings

The study found that:

- (i) Most common methods used for staff training and development is through under taking in programs in training institutions. Assistant-to positions and delegation are also important staff and development methods. The least used method was orientation or introduction training.

Most teachers attend either part time or full time programs in training institutions of their choice. Most teachers are never given orientation when they are posted to new schools and therefore discover things on their own.

- (ii) The major factors that are hindering effectiveness of staff training and development in primary, employer restrictions, lack of information and lack of interest and uncooperative head teachers are also among the factors that hider the effectiveness of staff training:

(iii) High training cost is the major challenge faced by primary schools in training and development of the teaching staff. In addition, lack of time, inflexible college programs and government changing policies also pose challenges to staff training and development. This means that the cost of training need to be locked into as it is the key challenge to most teachers.

(iv) The major indicators of improved teacher performances as a result of staff training and development is improved student performance, better quality work, innovativeness and creativity, less cases of absenteeism and increased adaptability to change 6.6%. teacher who undergo any staff training and development programs perform better as a result of increased skills and morale.

(iv) The contribution of staff and development on the performance of teachers in primary schools is seen through better performance, quick promotion, increased moral, better adaptability and less supervision.

5.3 Conclusions

Based on the findings of the study it can be concluded that;

- I. Most primary schools have no formal orientation programs for the new staff.
- II. Most primary school teachers undertake self sponsored training and development programs.
- III. Lack of proper training needs assessment has hindering effectiveness of staff training and development in primary schools .
- IV. Cost of training is a major challenge to both the schools and the individual teachers.

- V. Staff training and development leads to better performance of teachers which is evident in improved students performance, better quality work, innovativeness and creativity, fewer cases of absenteeism and increased adaptability to change.

5.4 Recommendations

- I. Training need assessment need to be carried out in primary schools and the results made available to teachers so that they can make informed choices as far as training and development is concerned.
- II. The government should subsidize the cost of staff development for teacher in order to increase their knowledge and skills and therefore improve performance.
- III. Teacher need to be allowed adequate time to develop themselves so that they can efficiently respond adequately to changes in the teaching learning environment.

5.5 Suggestions for further research

An investigation can be done on teachers training need assessment for teachers at all levels.

There is need to repeat the same research using students in both secondary schools and tertiary institutions.

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APPENDIX 1

GENERAL QUESTIONNAIRES FOR TEACHERS

INSTRUCTIONS

The questionnaires are designed to gather information about you for use in the study of the effect of staff training and development in primary schools . You are assured that your answers will be treated with confidentiality. Therefore do not provide your name or the name of your school.

You are kindly asked to respond to all items.

Please indicate the correct option as correctly and as possible by putting a tick (✓) on one of the options.

1. Gender

Male () female ()

2. How long have you been in teaching profession?

1 – 5 years ()

6 – 10 years ()

11 – 15 years ()

16 – 20 years ()

Over 20 years ()

3. Indicate your age by ticking in the brackets

Over 41 years ()

36 – 40 years ()

30 – 35 years ()

Those below 25 years ()

4. Indicate your highest academic qualification

EACE/KCSE/ ('O' Level) (form 4) ()

KACE/EAACE ('A' level) (Form 6) ()

ATS/DIP ED. /TECH teacher ()

Bsc and PGDE ()

B Ed. ()

M Ed ()

5. Have you undertaken any training in the past three years?

Yes ()

No ()

6. If yes, indicate the level of you training

Certificate ()

Diploma ()

Degree ()

Masters ()

Workshop & seminars ()

Not trained ()

7. Was the training relevant to your current job/ responsibility?

Yes ()

No ()

8. Which of the training do you prefer most?

Training institutions ()

Refresher training ()

Orientation training ()

Assistant to position ()

Delegation ()

9. Are there any factors that are affecting the effectiveness of staff training and developmental primary schools?

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10. What major challenges do you face in staff training and development?

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11. Are there any factors that are affecting the effectiveness of staff training and development of teachers?

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12. What are the indicators of improved teacher performance as a result of staff training and development in primary schools ?

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13. How is staff training and development contributing to the performance of teachers in your school?

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