

ABSTRACT

The study sought to examine Teacher Training and Teachers' Productivity in Secondary School in Gucha District, Kenya. It was guided by the following Objectives, to determine the level of Teacher training in secondary school, to find out the level of teachers productivity In terms of preparation for teaching, classroom culture and assessment and evaluation practices in the secondary schools In Gucha- Kenya, to establish the relationship between the Teacher training and productivity in public and private secondary schools in Gucha- Kenya. Methodology, This research study was mainly quantitative and employed descriptive and correlation survey research design. Descriptive because it aimed at describing the relationship between the two vanables, Corelational since it aimed at finding the relationship between the two variables too. Twelve (12) secondary schools from Gucha district were used in the study. The study used all the 200 teachers and 308 year four students. JI the 12 secondary schools partiopated in the study including all the 308 students in year four and all the 200 teachers participated in the study too. The researcher used standardized questionnaire. The study used quantitative data analysis; the researcher used means to analyze the Teacher training of teachers. Mean were also used to analyze the level of teachers' Productivity. Correlation analysis using Pearson's product correlation coefficient was used to analyze the relationship between Teacher training level of teachers and level of teachers' Productivity. Findings, The level of Teacher training of teachers in Gucha District secondary schools is satisfactory. The study found that the general level of Career Training of teachers stood at high levels with an overall mean of 2.54. The level of teachers' Productivity in terms of planning and preparation, classroom culture and instruction and assessment in Gucha District secondary schools was found to be high. The results showed that the overall level of teachers' Productivity is high with an overall mean of 2.74. According to Pearson's coefficient the relationship between Teacher Training and the teachers' level of Productivity in secondary schools in Gucha District was strong and had the value of 0.251. Table 4 gave the nature and type of relationship between Career Training level of teachers and their level of Productivity, the discrepancy between the computed value and the critical value reveals that there was a significant relationship between Teacher training level of teachers and teachers' level of productivity in secondary schools in Gucha District. Conclusions, the researcher concluded that the null hypothesis between the study vanables was rejected and its alternate accepted leading to a conclusion that there is a strong significant relationship between teacher training level and teacher Productivity. In view of this research, the study came up with new knowledge based on the study findings. As pertains to the reviewed literature in this study, most of the studies cited were came out in different contexts with different respondents and at different times. This study in particular was unique in its timing, choice of respondents and conceptualization of the dependent and independent variables. Recommendations, the researcher made the following recommendations that, educators in Kenya face a critical juncture in the road, as a new generation begins to take the reins and the responsibilities for educating our state's children. As practitioners at all levels and policy- and law-makers consider next steps, we emphasize that in order to put high-quality teachers in all Kenyan classrooms, it will be critical to find a balance between actions focused on: short-term vs. long-term needs, and recruitment of teachers vs. Admission requirements for teacher preparation programs, should be raised. There should be parameters in place requiring Productivity-based assessment of new teacher candidates and evaluating their abilities. Decentralize instructional and budget decision-making, thus giving opportunity to locals to decide on prionty on what they need to do first. Enabling teachers and principals to make choices that will best improve student achievement; teachers and principals understand their students and working environments better, the government should give them autonomous authority to make decisions on improvement and productivity issues. Government should ensure the implementation of adequate and well planned in service training programme for teachers at all levels of the educational system in Kenya.