

**PRIMARY SCHOOL TEACHERS' PERCEPTIONS OF THE  
INFLUENCE OF PROFESSIONAL DEVELOPMENT  
PROGRAMS ON TEACHING & LEARNING  
IN BARINGO NORTH SUB-COUNTY,  
BARINGO COUNTY, KENYA**

**BY**

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**2020**

**DECLARATION**

I declare that this research thesis is my original work and has not been presented for the award of a degree or diploma in this or any other university.

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## ABSTRACT

To realize vision 2030 involves providing globally competitive quality education and relevant training to teachers in order to make their teaching effective in public schools. For the past one decade or so, teachers have been undergoing Teacher professional development in Kenya, including in Baringo. The purpose of this study is therefore to examine the perception of teachers' professional development program in on their teaching in public primary schools in Baringo North Sub-county Baringo County. . This study was guided by four principal objectives: To investigate teachers' perception of the influence of their professional development on their lesson preparation, to examine the influence of teachers' professional development on their teaching methodology, to find out the influence of teachers' professional development on their assessment skills and to establish teachers' perception of the influence of their professional development on the use of teaching aids/learning resources. The study was guided by Social Constructivism Theory postulated by Lev Vygotsky, who posited the concept of zone of proximal development. The study employed descriptive survey design. The study targeted a population of 1056 teachers and 132 head teachers To obtain a representative sample, stratified random sampling was used to select 106 teachers and 40 head teachers. Data was gathered by use of questionnaires, interviews schedule and observation guide. The data was analysed using both descriptive and inferential statistics. The validity of the instruments was ensured by consulting the supervisor and discussing with other research experts while reliability of the tools was determined through test retest method. The study established that majority of the respondents agreed that teacher professional development program has improved the ability of the teacher to state instructional objectives, also it improved teachers capacity to effectively apply one or more teaching approach in the instructional situation. The findings of this study formed a basis for policy formation and master plan on improving Teacher Professional Development by policy makers in the ministry of education. It may benefit the government and education stake holders in understanding the perception of Teacher Professional Development on their teaching function. The study may highlight crucial information on the challenges that teachers in Teacher Professional Development have on their teaching. The study recommends that the school and the ministry of education at large should support teachers throughout their careers to review their learning needs and to acquire new knowledge, skills and competence through formal, informal and non-formal learning, including exchanges and placements abroad; supporting teacher mobility

## **DEDICATION**

This master's research thesis is dedicated first to the almighty God who provided good health, peace and grace throughout the period of this research proposal write-up. Also I dedicate this piece of work to my loving wife Elima, my children Meshack, Jepchirchir and Ezra. Special dedication also goes to my parents, brothers and sisters for their encouragement and support both financial and spiritual throughout the whole program.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AFT</b>	American Federation of Teachers
<b>DEST</b>	Department of Education, Science and Training
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>ICT</b>	Information and Communication Technology
<b>IS</b>	Instructional Specification
<b>KIE</b>	Kenya Institute of Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>SDGs</b>	Sustainable Development Goals
<b>SPSS</b>	Computer Statistical Package for Social Science
<b>TLR</b>	Teaching and Learning Resources
<b>TPD</b>	Teacher Professional Development
<b>U.S.</b>	United States
<b>ZPD</b>	Zone of Proximal Development

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## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **Introduction**

This chapter examined the background to the study, statement of the problem, objectives of the study, research questions, the purpose of study, significance of the study, justification of the study, assumptions of the study, limitation of the study, scope of the study, theoretical and Conceptual framework.

#### **1.1 Background of the study**

It has long been recognised that the most important thing a teacher can do is continue to learn. The American Federation of Teachers recognises that “continuous, high quality Professional Development is essential to the nation’s goal of high standards of learning for every child” (AFT, 2002) and more importantly, the Australian Government Department of Education, Science and Training, states that the Government’s key priority in schooling is to raise the “quality, professionalism and status of teachers and school leaders”. (DEST, 2000) To that end in 2000 the Australian Government Quality Teaching Program was established. The aim of the program is to provide Professional Development to teachers Australia wide. After review the program was deemed successful and funded for a further four years to 2009.

The need for quality Professional Development for teachers is recognised at the highest levels of modern Western Society. Improving teacher quality can improve learning outcomes for students according to Andrew Leigh from Australian National University (Fraser, 2007). Leigh’s study, Estimating teacher effectiveness from two-year changes

in student's test scores, asserts that "a teacher in the top ten percent of performance can achieve in half a year what a teacher in the bottom ten percent can achieve in a full year" (Gray, 2005). Some would argue that the accuracy of any study about measuring student outcomes can be rife with difficulties, with regard to accuracy, but most would surely agree that quality teachers can only improve student outcomes. Professional Development is critical for maintaining continuous improvement in teacher quality.

Given the rapid changes in work practices, such as the use of technology (it is absolutely necessary for teachers to be computer literate) and the increased availability and volume of information, many issues arise with regard to best practice adult education or Professional Development for teachers. Schools are an area with very specific needs and requirements in terms of Professional Development (Guskey, 2000).

Valenčič Zuljan (2001) defined the professional development of teachers as: "...the process of meaningful and lifelong learning, in which teachers develop their conceptions and change their teaching practice; it is a process that involves the teacher's personal, professional and social dimension and represents the teacher's progress towards critical independent, responsible decision making and behavior." Within the framework of professional development, teachers change, improve in the professional field, as well as change, improve, and complement their pedagogical competences and behavior, and change as a person.

According to Kalin (2006), a teacher is: "...committed to continuous professional development and working with others (colleagues), is aware of the connection between one's own development and the development of students and sees its role also outside

the class: it builds the connection with people in the local community and society as a whole, with management bodies and researchers.”

Beijaard (2005) stated that a teacher’s professional identity is composed of three factors: the subject they teach, their relationship with pupils, and their role or role conception. The latter is built in relation to the object and the relation with pupils and therefore cannot be considered independently of the other two factors. According to Biddle (Beijaard 2005), most interpretations of teachers’ roles refer to teachers’ tasks, their social position, status, or the status, image, and expectations of other people (especially pupils and parents).

Similarly, (Day, 2006) stated that the identity of an individual traditionally consists of roles that are defined through the structure of an individual, institution, and society. Teachers’ expectations for their role are often associated with the environment’s expectations for their role, and finding a distinction between what actually influenced a particular role—the teacher’s expectations or the expectations of the surroundings (or the important others)—is difficult. For teachers’ expectations for their own role, scholars also consider that expectations can change during teachers’ professional careers (which is much easier than changing their own beliefs; Beijaard (2005), which is largely influenced by the experience they gain.

According to Beijaard et al. (2005), this is a completely normal process of developing a professional career path, because teachers’ professional development, the important part of which is the teacher’s role, continues throughout their career and is not something “which the teacher would have permanently possessed in the unchanged form”. In the

context of professional teacher development, Beijaard and colleagues (2005) identified three roles for the teacher: the teacher as a subject matter expert, the teacher as a pedagogical expert, and the teacher as a didactical expert, which together influence the development of the teacher's role and determine behavior in the classroom.

Thus, Beijaard sees teachers as good subject experts with a very strong knowledge base in their subject area (Poom-Valickis, Oder, and Lepik, 2012), which is not sufficient, as teachers also need to have didactic knowledge to bring the knowledge of the profession closer to pupils. According to other authors, at the same time, teachers must create also a learning environment that supports students with the optimal use of teaching methods and learning strategies (Radovan, 2011).

Nevertheless, teacher is primarily understood as the one who is responsible for designing and managing the learner's learning process (Poom-Valickis, Oder, and Lepik, 2012). Whereas "teaching cannot be reduced to mere technical or instrumental measures that are reflected in the learning achievements of pupils, the didactic aspect of teaching must necessarily be linked to the pedagogic, which also includes ethical and moral characteristics" (Beijaard, Verloop, and Vermunt, 2000), they also sees the teacher as a pedagogical expert, who emphasizes relations, values, moral and emotional factors. The pedagogical aspect is also important for teachers' personal and professional understanding of their role (Beijaard, 2005): In our postmodern societies, teachers increasingly face moral, social, and emotional dilemmas, such as how to educate students from different cultures and different social backgrounds, how to proceed with deviant behavior of pupils... Apart from these dilemmas, teachers should be aware of

many norms and values involved in their interaction and relationship with students. (Beijaard et al., 2005).

Professional development of teachers helps them to acquire relevant and new skills, ideas, knowledge to develop teaching and learning of their subjects. Teachers cannot rely only on the entry knowledge they start the career with, they need to experience professional growth like other professions. Their efficiency is measured or determined with learners' academic performance. Teachers are to be regularly developed to teach effectively. Their efficiency shows from their learners' academic performance. In country like South Africa, mass failure of learners in subjects prompt Department of Education to call for professional development of teachers. The practices in the developed countries are different from this, teachers are programmed for different professional development activities that can improve them further or sustain the quality education they have attained.

Kenyan government has done much to ensure that the number of untrained teachers has been decreased; the weak links between bodies responsible for teacher training and Ministry of Education Science and Technology (MOEST) in the nation have often led to trainee teachers who are handicapped in one area or another. For example, while ICT is now the norm rather than the exception globally, the teacher training bodies in Kenya are yet to either fully incorporate technology in their training or even produce tech-savvy graduates (Mingaine, 2013). Also, according to Nyarigoti (2013), English teachers interviewed in her study were of the opinion that many of them were inadequately prepared to teach integrated English subject in high school since their



college training handled the teaching of the two subjects (English and Literature) separately.

Pryor et al. (2012) similarly observed that less time was awarded to reading pedagogy during pre-service training in Kenya, and preference given to subject knowledge in language. This eventually becomes a challenge to the teaching of reading by the affected teachers. These among others, point to glaring gaps in professional preparation, and therefore point to the need for continuous post-graduation professional development of teachers in Kenya. While there have been significant attempts to provide professional development services and activities for practicing teachers, not much has been done in studying the influence of such programmes on teaching and learning.

## **1.2 Statement of the problem**

The Government of the Republic of Kenya recognizes the importance of teacher education as one of the important levers of accelerating the attainment of education For All (EFA) and Sustainable Development Goals (SDGs) in realization that an effective teacher education program enhances a country's social-economic growth and political stability. The Government, through the seasonal paper No. 1 of 2005, A policy Framework on Education, Training and Research recommended professional development of a comprehensive teacher-education and service standard guidelines.

Teacher professional development is one specific aspect of professional development of employees in an organization which provides opportunities for a teacher's growth after acquiring a training certificate and securing a job. It is imperative that teachers continually

hone their teaching skills through formal, informal, ongoing, and job-embedded professional-development programmes if they are to keep themselves at the cutting edge. Teacher professional development is considered to be the primary mechanism that schools can use to help teachers continuously learn and improve their skills.

Notably, professional development has been extensively researched in recent decades and many strategies and initiatives have been developed to improve its quality and effectiveness. This is however not the case in developing countries like Kenya where professional development is not offered to teachers (Kafu, 2011). In addition, while research reveals there are many theories about professional development, there is a consensus on some features of effective professional development. One-day workshops or conferences that are not directly connected to a school's academic program, or to what teachers are teaching, are considered to be less effective than training and learning opportunities that are sustained over longer periods of time and directly connected to what schools and teachers are actually doing on a daily basis (Professional Development-The Glossary of Education, 2013). This is interestingly the form of professional development used in Kenya to train teachers on how to implement a new curriculum. For instance, teachers teaching lower primary are currently being trained on how to implement the Basic Education Reforms Curriculum Framework (2017) on the job.

Despite all this still the professional developments have many setbacks. School managers for instance may encounter challenges when selecting and providing professional development opportunities such as finding adequate time during the school day for teachers to participate; securing sufficient funding particularly when school budgets are tight or being cut; lack of sufficient funding by the government; insufficient support for professional development from the administrative leadership; and lack of faculty interest or motivation

due to heavy teacher workloads (Professional Development-The Glossary of Education, 2013). With all this challenge, the government still encourages Teacher Professional Development in both public and private universities. However no study has been carried out to establish the perception of Teacher Professional Development on their teaching especially on the lesson preparation, teaching methodology, assessment skills and use of teaching aids/learning resources. Therefore this study intends to investigate perceptions of primary school teachers on the influence of professional development programs on teaching and learning in Baringo North Sub County.

### **1.3 Purpose of the study**

The purpose of this study was to examine teacher's perceptions of the influence of Teacher Professional Development programs on their practice in primary schools in Baringo North Sub-county.

### **1.4 Objectives of the study**

The specific objectives of this study were:-

- (i) To investigate teachers' perception of the influence of professional development programs on lesson preparation.
- (ii) To examine the influence of teachers' professional development on teaching methodology.
- (iii) To find out the influence of teachers' professional development on assessment skills.
- (iv) To establish teachers' perception of the influence of professional development on the use of teaching aids/learning resources.

### **1.5 Research questions**

The study seeks to answer the following questions:-

- (i) What is the teachers' perception of the influence of professional development programs on lesson preparation?
- (ii) What is the influence of teachers' professional development on teaching methodology?
- (iii) What is the influence of teachers' professional development on assessment skills?
- (iv) What is the teachers' perception of the influence of professional development on the use of teaching aids/learning resources?

### **1.6 Hypothesis**

There is no significant relationship between Teachers' Professional Development programme and their teaching.

### **1.7 Scope of the study**

This study was carried out in Baringo North Sub-county, Baringo County. The study intended to investigate the influence of primary school teacher's perception on the Teacher Professional Development program on their teaching in primary schools. The study employed descriptive survey design. The respondents of this study included: teachers, and head teachers that was selected using simple random sampling. This study was carried out as from January and November 2014.

### **1.8 Significance of the study**

Findings of this study may be useful to various educational stakeholders for the following reasons. The study may provide teachers with insightful information on the relevance of professional development programs to the teachers. The educational policy makers may also use the findings of the study to formulate guidelines on how professional development programmes can be carried out in institutions. Other researchers may also use the findings of the study to come up with other studies on professional development programmes to supplement the results: of this study to enable teachers be able to enhance their teaching profession.

### **1.9 Limitation of the study**

The study was limited to primary schools in Baringo North Sub County, due to limited time and resources it was not possible to cover all the schools in the county, consequently, findings of the study cannot be generalized to other areas due to the uniqueness of Professional development programmes inherent in different areas. The study focused on only four areas relating to Professional development; lesson preparation, teaching methodology, assessment skills and teaching aids/learning resources. The study focused on primary school teachers as the main respondents and only sought the views of the teachers and head teachers of the sampled schools.

### **1.10 Assumptions of the study**

This study took into consideration the following:-

- (i) That Teacher Professional Development is effective in improving the teaching of primary school pupils in Baringo North Sub-county
- (ii) That respondents are willing to give the required information
- (iii) Other factors influencing performance are the same in all sampled primary schools.

### **1.11 Theoretical Frame Work**

The research was guided by social constructivism learning theory postulated by Lev Vygotsky. Constructivism is a theory of knowledge with roots in philosophy, and psychology. The founders of this theory are: Vygotsky, Brunner and John Dewey, they believe that (1) knowledge is not passively received but actively built up by the cognizing subject; (2) the function of cognition is adaptive and serves the organization of the experiential world. In other words, "learning involves constructing one's own knowledge from one's own experiences." Constructivist learning, therefore, is a very personal endeavor, where by internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. Meaning that humans generate knowledge and meaning from an interaction between their experiences and their ideas i.e. students will learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way. It holds that knowledge is constructed in human beings when information comes in contact with existing knowledge that had been developed by experience.

Vygotsky (1978) highlighted the critical role played by social interactions and culture in influencing learners about what to pay attention to. Hence, if the course content is

related to the learner's particular social context and their cultural and value system, learning is more likely to occur. In addition, Mezirow (1997) reinforces the importance of communication in learning and suggests that the essential mechanisms for learning to occur are experience, reflection and discourse. Helland (2004) expands on the idea of social constructivism by stating, "individuals make meaning in dialogues and activities about shared problems or tasks". Learners should be given the opportunity to dialogue with their peers and where possible with experts in the wider academic community to solve learning related problems.

It is an appropriate theory in the education sector, in that it lays emphasis on the ways knowledge is created in order to adapt to the world. Glasersfeld (1995) describes it as a theory of knowledge in cognitive psychology and has its implication on the theory of instruction. Constructivist theory further holds that individual learners construct mental model to understand the world around them. Learning happens most effectively when learners are active in making tangible objects in real world, it is an experiential learning. Gold, (2001) defined it as a reconstruction theory than transmission of knowledge then the materials are manipulated hence making learning take place. The theory is a product of positive self esteem that guides interaction with the learners hence creating a unique teaching learning environment. Teachers use variety of instructional materials and strategies to ensure learners achieve essential learning outcomes. It is Lev Vygotsky who posited the concept of zone of proximal development (ZPD) where acquisition of new knowledge is dependent on previous knowledge through instruction.

This theory is appropriate in that through teacher professional development the teacher will be able to gain knowledge and skills in diverse areas on learner classroom environment, child behaviour leading to improved teaching methodology and lesson development. The social constructivism eventually helped the researcher in his or her professional development.

### **1.12 Conceptual frame work**

The conceptual framework of this study is based on the perception of Teacher Professional Development on their teaching. The intervening variables such as government policies, school management, the surrounding community and the societal values shape up the independent variable (leadership styles) and are likely to perception the dependent variable (students; retention and enrolment) in schools.

### **FIG 1.1 CONCEPTUAL FRAME WORK**

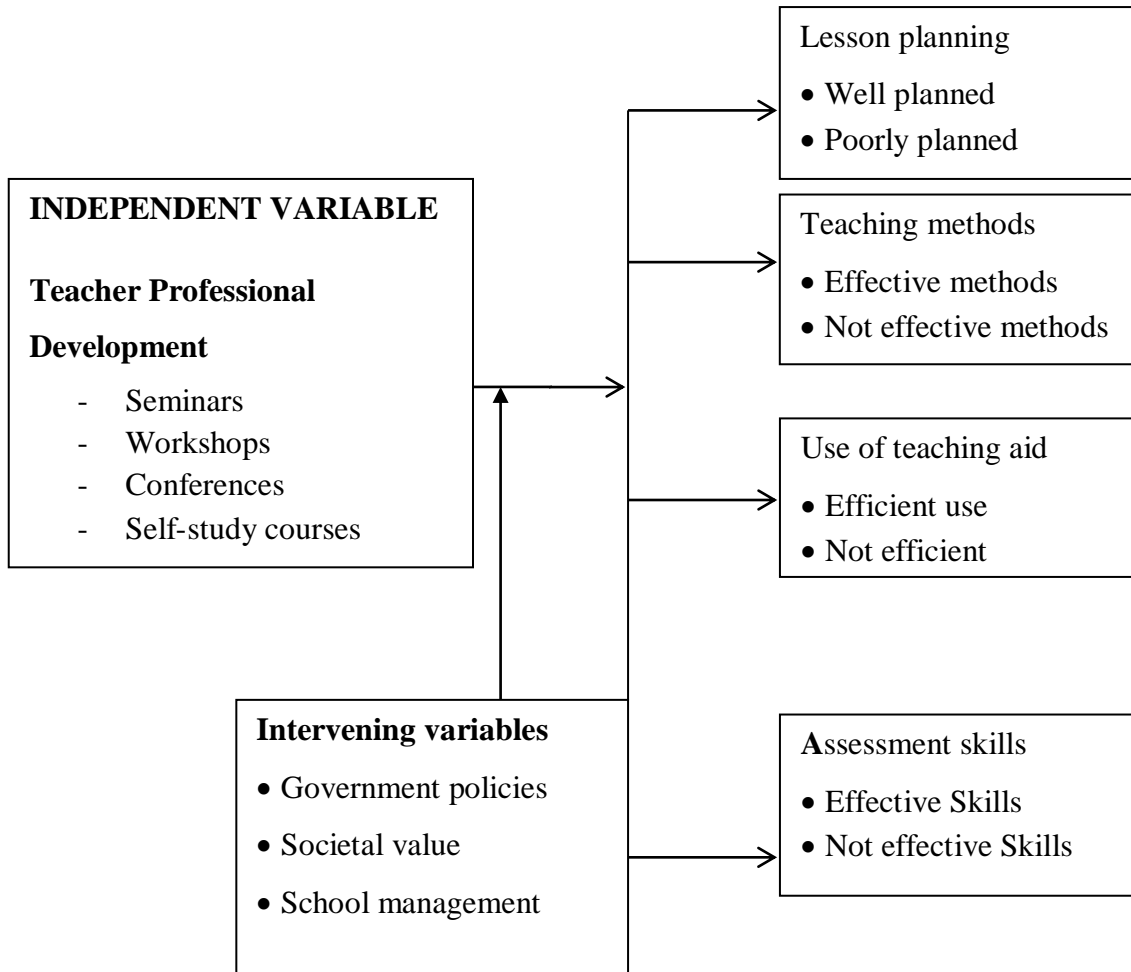
Independent variables

**Teacher Professional Development  
learning**

Dependent variable

**Teaching &**





The figure presents the relationship between the variables whereby, there is a perception that teachers professional development programs influences the teaching practice of the teacher by improving lesson planning, ensuring effective use of teaching methods, efficient use of teaching aid and better use of assessment skills. The relationship is necessitated by the government policies, societal value and school management

(intervening variable) which provide the environment for the teacher professional development to be effective in our schools through lesson planning, teaching methods, teaching aids and assessment skills.

### **1.13 Operational definition of terms**

**Achievements:** The study views it as level of academic performance obtained in the school by the pupil.

**Development:** The study refers it as the process of creating new knowledge or skills that is likely to affect teachers practise.

**Learning:** The study defines it as a change in behavior over time brought about by teacher to a pupil.

**Perception:** Refers to internal understand or thinking in a particular way

**Professional development program:** The study refers it as a process that involves the teacher's personal, professional and social dimension and represents the teacher's progress towards critical independent, responsible decision making and behavior

**Professional:** These refers to certain standard that is expected from a well-trained teacher in primary school

**Pupils:** Refers to children taught in primary schools.

**Teacher education:** Refers to education given to teachers at higher institutions of learning.

**Teacher qualification:** Refers to level of education and professionals' knowledge, skills and training acquired by the teachers in primary schools.

**Teaching aids:** Refers to things or materials which intend to help the teacher teach more effectively for example charts.

**Teaching:** The study views it as the process of explaining, illustrating or making the pupils understand information in class.

**Universal education:** Refers to the education given to all pupils in primary school all over.

### **1.14 Chapter Summary**

The study consisted of five chapters. Chapter one gives the introduction to the study by providing background information. It also included the statement of the problem, the purpose of the study, and the research questions that guided the study, theoretical framework (constructivist's theory of learning), conceptual framework, and definition of operational terms. The following chapters presented literature review, methodology, study findings and finally the conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter provides a review of both theoretical and empirical researches carried out in the area of Teacher Professional Development. This chapter tries to show the changes in the education curriculum and the increasing demands to new methods of teaching especially in primary schools. All the literature in this chapter is meant to build the basis of this study by providing a brief outlook of the research objectives.

#### **2.1 Historical development Teacher Professional Development**

Teacher professional development is not considered as a spontaneous process. It is the outcome of a complex learning process that is based on continuous reflection on teachers' everyday experiences in a given context (Vonk 2009). The learning is not one dimensional, but based on the interactions between the individual teacher and the environment in which the teacher participates. Thus, professional development is the outcome of an ongoing experiential learning process in a given context, directed at acquiring a coherent, whole knowledge, insight, attitudes and repertoires of action that a teacher needs as a basis for functioning professionally.

The ultimate goals for teacher professional development would be to bring about positive changes in the classroom instructional practices. Teacher learning in the setting of professional development needs would be closely tied to teachers' experiences, needs and practices that transpire in the classroom setting (Ball 2000). Student's work as a

tool for professional development has the potential of influencing professional discourse about teaching and learning and to engage teachers in cycles of experimentation and reflection, thus shifting teachers focus from one of general pedagogy to one that is particularly connected to their students (Qing 2009).

This new perspective of teacher professional development is further grounded on the constructivism model (Villegas-Reimer 2003). Teachers are treated as active learners who are engaged in concrete tasks of teaching, assessment, observation and reflection (King and Newman 2000). The new constructivist base of student learning requires them not only to know about facts and information, but to use higher order thinking skills, problem solving, communication and other active learning approaches to mobilize information and develop knowledge through discovery and analysis. The kind of student learning required within this paradigm would be best suited to student-centred teaching that emphasize each student to internalise and activate knowledge (Leu 2004).

Teachers are encouraged to be reflective practitioners, with sufficient subject matter and a grasp of practical approaches so that they can make informed professional choices. The programmes are expected to empower the teachers as professionals. There is a growing consensus that professional development yields the best results when it is long-term, school-based and collaborative, actively involving all the teachers and focused on student learning (Hiebert et.al. 2002). As a result, a series of related experiences would be the most effective as they allow teachers to relate prior knowledge to new experiences (Guskey, 2002). Such a model of professional development assures that pre-

service teacher education is just the first step in a career long programme of professional development.

In order to achieve ongoing professional development that reaches all teachers, programmes must be facilitated locally, and as a matter of central importance, use teachers own knowledge of their practice and the realities of their classrooms and schools. The professional development is conceived of as a collaborative process (Darling –Hammond 1995). Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interactions, not only among teachers themselves but also between teachers, administrators and community members (Villegas-Reimer 2003).

Professional development is regarded as individual development embedded in social, cultural as well as practical interchange between the individual teacher and the environment (Vonk 2009). Organization, leadership and together with the supply of support materials play strong roles in determining how vigorous the programme would be. This would be enhanced further by the use of teachers’ incentives such as reimbursing them for costs incurred, official recognition and certification after completion of the programme (Leu 2004).

In addition, the professional development process should be linked to school reforms. Reforms have been introduced over the last decade at the national level (Namibia, South Africa, Australia, England, The United States, Paraguay), while others at the local level (district or state) that requires totally new ways of teaching and learning (Leu 2004; Villegas-Reimer 2003). The reforms include an increased emphasis on active learning,

focus on students, critical thinking and problem solving. The entire teaching force should understand and be prepared to implement the new approaches. In this case, teachers are empowered as professionals and therefore should be treated in the same way that they are expected to treat their students (Mclaughlin & Zarrow 2001).

This way the teacher is conceived of as a reflective practitioner: someone who enters the profession with a certain knowledge base, who would acquire new knowledge and experiences based on that prior knowledge. Professional development is based on teachers' life history and is connected to their personality and prior life experiences that manifest unique pedagogical beliefs and practices (Vonk 2009). In the professional learning process, meaningful learning from experience would only take place when teachers reflect on those experiences by analysing and understanding teaching situations.

This would help them develop a feeling about what actions are effective in those situations and why some actions are not. Teacher knowledge construction is an ongoing process that has been nurtured by learning throughout their pedagogical journey. This was explained as the process that entails formal instruction and all the experiences that help teachers shape their knowledge base during their educational life (Alvarez 2005). In so doing, the role of professional development aids teachers in building new pedagogical theories and practices and helps them develop their expertise in the field. Thus, much of the development would be based on learning on the job (Vonk 2009). Professional development may look and be very different in diverse settings, and even within a single setting, it could have a variety of dimensions. Schools and educators

must evaluate their needs, cultures, beliefs and practices in order to decide which professional development models would be most beneficial to their particular situation. They should provide opportunities for teacher to develop a theoretical understanding of the knowledge and skills learned, are school based and integrated with school operations. This would help in meeting individual teacher needs that are primarily collaborative (Gueudet, 2006). The current study was important in that it sought to find out whether the professional development programmes provided in Kenya do enhance the learning and teaching in primary schools.

## **2.2 Models of Professional Development**

At the global context, Guskey (2000) groups various professional development models into seven which include: training, observation/assessment, involvement in a development project, study groups, inquiry, individually guided activities and mentoring. Ubben et al (2001) argue that “it is important for principals to understand these models and their applications to professional development of teachers and be able to appropriately apply the models to match individual teacher needs”.

### **2.2.1 Teachers’ Training**

Training involves sharing ideas and expertise through a variety of group-based activities. Training techniques include group presentation and discussion, workshops, seminars among others (Guskey, 2000). There should be a clear objective for organizing any teacher training programme. And in order to achieve the training objectives, there should be adequate collaboration between the principal and the teachers. Ubben et al



(2001) emphasize that training sessions must be reinforced with follow-up activities to provide feedback.

According to Adeolu (2012), for organized training such as workshop to be effective, the principal must ensure that it is well planned and the participants are sufficiently informed of the purpose and what they have to bring to the workshop. An important advantage of a workshop is the exchange of knowledge among the participants. It should be encouraged as a means of improving teachers' skills, competencies and enhancing their professional growth.

### **2.2.2 Observation/Assessment of Teachers**

This model according to Guskey (2000) uses collegial observation and clinical supervision to provide teachers with feedback on their performance. Guskey notes that observation of teachers should focus on teachers' growth, classroom management as well as quality instruction. Collegial supervision can occur where teachers come together to identify and have their common problems solved. These teachers share their expertise, learn from one another and take responsibility for their own professional development (Dolgoff, 2005).

The principal's responsibility is to foster a school climate that encourages collegial supervision among teachers since it will help enhance teachers' professional competence. For example, teachers of Geography in a school can meet and set goals so that they can work together for the improvement of students' performance as they help one another. During the teaching process, they observe one another and see how the other is teaching and they can make recommendations on the way forward. Such activity

to a greater extent leads to improvement of teachers in particular and the school in general.

Clinical observation according to Sergiovanni and Starratt (2006) takes its main data from the events in the classroom. Sergiovanni and Starratt reiterate that clinical observation of teachers be based on partnership between teacher and supervisor. Ubben et al (2001) identify five stages in clinical supervision as follows: the first of these is the pre-observation conference stage where meeting is held between the novice teacher and his/her supervisor. The aim is to establish rules and develop a plan for observation. The second stage is the actual observation. During this stage data are collected by the supervisor from the event in the classroom. The third stage is analysis and strategy. The supervisor analyzes collected data and organizes it into an understandable format to present to the teacher. The fourth stage is post-observation conference. At this conference, the teacher looks at the data and with the assistance of the supervisor and draws conclusions from it. The fifth stage is post-observation conference analysis, in which the teacher and supervisor develop a plan of action for the next cycle of supervision.

The school principals in carrying out observation/assessment of teachers either by him/herself or through delegation should focus on guiding the teacher to develop the needed competence for both personal growth and the improvement of the school.

### **2.2.3 Teachers' Involvement in a Developmental Programme**

This is where teachers are brought together to develop or review a curriculum or design a programme for a school or plan strategies to improve teaching and solve classroom

problems (Guskey, 2000). When teachers take part in these activities, “they acquire new knowledge or skills through reading, research and discussion”. Involvement in a programme such as reviewing of school curriculum, can offer teachers not only increase in their knowledge and skills but also equip them with the ability to work collaboratively in making decisions that will affect their growth. The school principals should ensure that opportunities where teachers can participate in programmes such as reviewing school curriculum or designing school programme are communicated to them.

#### **2.2.4 Teachers’ Study Groups**

This involves coming together of the school staff to find solution to common problems. “The groups could range from four to six members each and may be homogenous or heterogeneous. Although all groups focus on the same problem identified in the school, each group selects a different aspect of the problem on which to concentrate” (Guskey, 2000). At the end of each session, opportunities are provided for groups to share their findings and recommendations.

Study groups model of professional development bring focus and coherence to improvement efforts, especially if groups are carefully structured, well-trained and well supervised. It helps to reinforce the idea that schools are learning institutions for both teachers and students (Guskey, 2000).

#### **2.2.5 Teachers’ Participation in Inquiry Activities**

According to Ubben et al (2001), “inquiry may be either formal or informal process in which teachers individually or in small group formulate and research on questions of interest to them”. Inquiry as a model of professional development is based on the notion

that teachers do question their own practices and search for valid answers to their problems leading to the development of new understanding based on their discoveries. Guskey (2000) asserts that inquiry model helps teachers to be more systematic problem solvers and more thoughtful decision-makers.

### **2.2.6 Individually Guided Activities for Teachers**

With this model according to Guskey (2000), “teachers determine their own individual professional development goals and then select activities that they believe will result in the achievement of the set goals”. It is a belief that teachers are more motivated to learn when they initiate and plan their own learning activities. In this situation, teachers take responsibility for their own professional growth and the role of the school principal is to facilitate, guide and support teachers to identify individual goals which are challenging and worthwhile. Teachers could be encouraged to embark on activities such as reading of professional journals and publication on area of interest, eLearning, as well as distant education. These activities inevitably will assist and support teachers to develop professionally.

### **2.2.7 Mentoring of Teachers**

According to Betts (2000), mentoring is “a way of offering help and guidance for personal growth and career development”. Umass (2003) argues that mentoring supervision is vital because it is a source of peer support and a framework for more effective professional preparation and academic leadership. Mentoring can be done by the school principal, head of department, or teacher to teacher. The mentoring role of the principal is meant to offer support to teachers or students in adapting to school activities

and responsibilities and coping with the demands of school work. It can help teachers to have smoother transition in their profession and enhance career advancement. For example, inducting newly appointed teachers by providing them with appropriate information about the school, psycho-social support such as encouragement, advice and feedback on performance helps to boost teachers' confidence and personal fulfilment.

According to Guskey (2000), "the appropriateness of any particular model varies depending on the goals, content and context of implementation". There is need for developing teachers' professional development programme that will combine two or more models for greater effectiveness. For example, the use of study groups might lead to a training programme that could be followed by series of inquiry exercise. Guskey reiterates that combining models in a thoughtful way can provide effective means of professional growth on the part of the teacher in particular and the school in general. Whichever professional development model the school principal resort to, he/she should ensure that teachers are given opportunity to participate in the programme and also ensure that teachers are encouraged to utilize the opportunity provided.

### **2.3 Teachers' perception of the influence of their professional development on their lesson preparation**

Teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it therefore requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after

completing initial training, or who leave the profession after their first teaching post, is high (Mintzberg, 1999).

According to Barrows (1996), a distinction is sometimes made between inducting a teacher into a new school explaining the school's vision, procedures and inducting a new teacher into the teaching profession providing the support necessary to help the beginning teacher develop a professional identity, and to further develop the basic competences that were acquired in college. A number of countries and states have put in place comprehensive systems of support to help beginning teachers during their first years in the profession. Elements of such a programme can include: mentoring - the allocation to each beginning teacher of an experienced teacher, specifically trained as a mentor; the mentor may provide emotional and professional support and guidance; in many U.S. states, induction is limited to the provision of a mentor, but research suggests that, in itself, it is not enough, a peer network: for mutual support but also for peer learning, input from educational experts to help the beginning teacher relate what she learned in college with classroom reality, support for the process of self-reflection that all teachers engage in through the keeping of a journal. Some research suggests that such programmes can: increase the retention of beginning teachers in the profession; improve teaching performance; promote the teachers' personal and professional well-being (Amador, 2006).

### **2.3.1 Lesson planning**

Nacino Brown and Brown (1992) observes that although lesson planning is probably the most important element in planning for instruction, most and even in experienced

teachers often neglect it. Macharia and Wario (1989) argue that a good lesson cannot be taught without preparation. Poor lessons are due to faulty preparation. They conclude that preparing for lessons planning comes out as a very prominent feature. Kasambira (1993) defined a lesson plan as “a short, carefully written outline which contains information on the teachers’ objectives, topics, skills, strategies and activities for each period”. Macharia and Wario (1989) states that during lesson preparation teachers should asked themselves three basic questions such as “who is to be taught? What is to be taught? And how is to be taught?”These questions according to Glaser and Farr (1986) are implicit activities of a teacher before he proceeds with teaching.

Indeed the success of any lesson will to a large extent depend on how a teacher has planned for it. Berliner (1986) agree that conducting a lesson involves pedagogical skills, attitudes and away of thinking. All these facets of instruction can only be made useful through careful planning. Thus before teachers make an attempt of conducting a lesson; they ought to know how to ensure that pedagogical relations prosper in their lesson. The importance of lesson planning to any teacher is thus emphasized in this study.

Ajuoga, (2002) have argued that lesson planning allows teachers to make conscious choices about what they are going to do. They set priorities and decide on those plans Ajuoga, (2002) adds that lesson plans allows teachers to have rational goals and choose sensible means for reaching the ends they have in mind. In addition they can determine what is and what is not important from their lesson plans. According to Nacino (2000), Instructional planning makes teachers learn not to make timing and targeting errors.

Rather they will learn to make instructional decisions such as when to stay with a topic and when to move on, on the basis of a particular teaching context and particular group of students.

The very definition of the term “plan” denotes a pre – emptive approach to issue, it implies justified and reasonable anticipation of what ought to take place in sometime to come. The present study is in agreement with the authors who have positively argued for the use of lesson plans in instruction. Indeed, it was in the recognition of such values as posited in the above literature that the present study was developed and conducted to establish the teachers’ knowledge in planning for instruction which include lesson planning.

### **2.3.2 Instruction**

Instruction is detailed information on how to do something. Unless effective instructional and assessment conditions are identified and employed to implement instructional objectives, learner achievement will not increase (RoMiszowki, 1988), Simiyu (2001) points out that the role of the teacher is dynamic as the society in which he/she lives. He said that for teachers to accommodate the changes, they must prepare adequately. A well constructed educational objective is necessary but not sufficient prerequisite for preparing effective instruction.

Research conducted by (Baker and Schutz, 1967) provides the background and experience support for the utility of overall instructional planning. Through planning, the following questions shall be elicited; what outcome will the successful learners



attain as a result of the instructional? What information will be given the learner to increase his ability to perform the desired behavior? What procedures will be providing practical and assessment of the desired behavior? What are the characteristics (limits) of the correct responses choice for the desired behavior and what are the characteristics of the incorrect responses? What relevant skills must the learner possess prior to the instructions for the objective? These are the instructional specification (IS) as given by (Reda Darge, 2001).

Having all this in mind, writing lesson plan, schemes of work and preparing could be an easy task for the teacher. A lesson plan has two functions, a strategy or plan for teaching and a series of cues to be used during the lesson notes, which are details of the actual subject matter of the session (Walker and Reece 2003). Nacino (2000) have consistently argued that lesson planning allows teachers to make conscious choices about what they are going to do. They set priorities and decide on these plans. Berliner (1986) adds that lesson plans allow teachers to have rational goals and choose sensible means for researching the ends they have in mind.

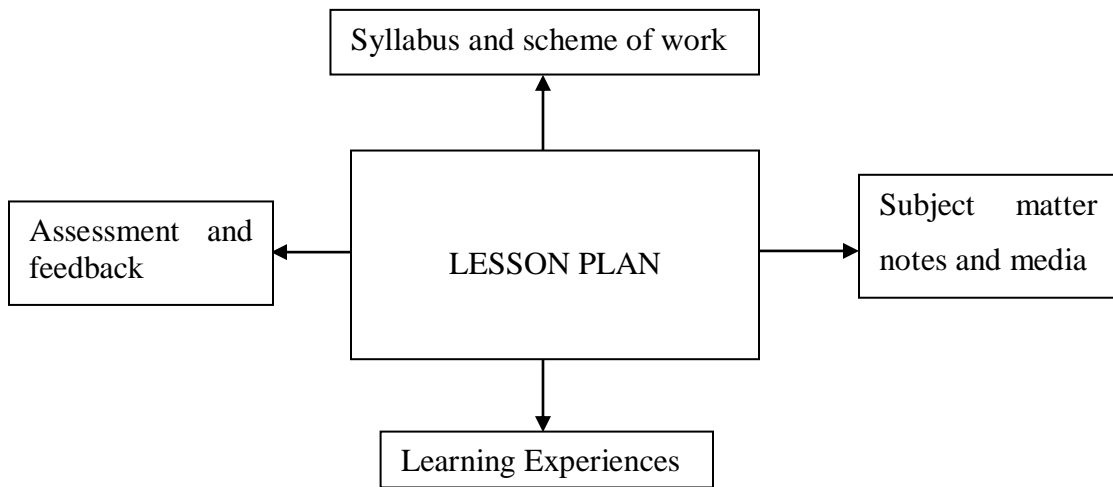
Writing lesson plan is a preliminary and essential stage that helps a teacher to increase the success –rate of anything he/she is teaching. A well planned lesson or unit is much less likely to flop. A lesson plan is dreaded part of instruction that most teachers detest. It nevertheless provides a guide for managing the learning environment. As one of the teachers' roles is that of designing and implementation of instruction, the preparation of lesson plan will ensure the organization of the lesson. Regardless of the formats all teachers need to make wise decisions about the strategies and methods they will employ

to help students move systematically towards learner goals. The more the organized a teacher is the more effective the teaching and thus the learning, is. Writing daily lesson plans is a large part of being organized.

The effective teacher needs to develop a plan to provide direction towards the attainment of the selected objectives. Teachers must decide how to sequence the teaching items according to methodology and approaches they opted for. A lesson plan should include introduction, development and conclusion. Walker and Reece (2003) research has given the content listed below as necessary while preparing lesson plans. He said that teacher's preparation enable the teachers to: analyze tasks in terms of concepts, principles and skills involved, identify important elements and determine special skills involved, state relevant learning objectives and decide prerequisite knowledge required, set goals for the lesson while making the content interesting, relate new knowledge to that of previously learned yet building on the existing knowledge, structure lesson in logical sequence integrating it with real life situations to provide continuity, encourage participation and design lesson around student for maximum student activity, employ learning aids including question and answers and provide knowledge of results and in cooperate: note taking, frequent summaries and reviews, recapitulation of lesson content, and introduction of next topics together with book references.

A scheme of work is a guideline designed to make the teaching of subjects more manageable. They provide supporting information about planning and teaching the subjects and form important documentary endures about course delivery. Schemes of

work can be used for plan for any subject and at any level. The scheme of work may include subject content, teaching strategies student activities assessment evaluation and resources.



**Fig 2.1 Lesson plan**

The figure above shows the relationship between the lesson plan and the schemes of work. Lesson plan has two functions, a strategy or plan for teaching and a series of cues to be used during the lesson notes, which are details of the actual subject matter of the session. What is contained in the lesson plan is derived from the scheme of work and it should cover the subject matter, learning experiences of the pupils and also the assessment and feedbacks from both the teacher and pupil.

### **2.3.3 Planning for instruction**

Mukwa and Too (2002) assert that planning for teaching is a very Important step in teaching. The information should be accurate, complete, up to date and relevant in

accordance to the regulations and syllabuses laid down by the Ministry of Education and other stake holders. Effective planning for instruction is the key to motivating students academic growth .Successful teachers say it matters how meaningful the context appears to students, the amount of variety introduced and the amount of students involvement necessary to meet the involves the preparation classroom members.

Brown (1992) observes that although lesson planning is probably the important element in instructional design, most and even inexperienced teachers often neglect it. Macharia and Wario, (1989) argue that a good lesson cannot not be taught without preparation. Poor lessons are due to fault preparation. They concluded that in preparing for lessons, Lesson planning comes out as a very prominent feature. Miller, (1990) has defined a lesson plan as a document that reveals the logical organization of content and instructional events design to meet specific educational goals and objectives. He continues to argue that lesson planning takes place when a teacher attempts at finding answers to questions such as when is to be taught. What is to be taught? And how is to be taught? These questions according to Chi- Glasser and Farr (1986) are implicit activities of a teacher before he proceeds to teaching.

Teachers need to develop a plan to provide direction towards the attainment of the selected objectives. They must decide how to sequence the teaching items according to the methodology and approach they opted for. Spaulding (1992) found a positive relationship between teacher orderliness and reading achievements. Moreover students within a given classroom, who judge the teacher as orderly and systematic in his

classroom management and arrangement of learning activities report greater accomplishments of work than those of their classmates who make less favourable judgment of the teacher. In this regard their classroom behaviors is also more productive at elementary school level.

There are four basic types of planning in which teachers regularly engage: Yearly, unit, weekly and daily planning. All are important for effective instruction. For teachers to gain the respect they deserve, they need to act professionally in their classroom, school and communities (Schmidt, Cogan, & Houang, 2011) said that every teacher seek to be very effective. Being effective can be realized through proper planning.

Ball and Forzani, (2009) accepts that teaching has to be designed to match the type of learning that was taking place in hierarchy. He suggested that teachers should plan before teaching in a sequence. He also suggested that it is valuable to have a sequence in instruction and a sequence can usefully be to organize the content and materials, which shall model the learner outcome. Successful teaching and learning to a large extent emanate from careful planning and preparation.

#### **2.3.4 Schemes of work**

Mukwa and Too (2002) say that a scheme of work is simply survey of the work a teacher intends to cover during a prescribed period. A scheme of work allows teachers to organize their work so that course delivery remains on target and in accordance with the syllabus content. Teachers who adhere to schemes of work are more likely to achieve the aims and objectives of syllabus being taught. They are also seen as

management tools, Monk, (1994). He also argued that schemes of work can be seen as way markers for course delivery by determining the prerequisites for moving on.

A scheme of work is next to syllabus. In order to work this out, a teacher must be very conversant with the syllabus. According to Ayot and Wanga (1987) experience has shown that the effective use of the syllabus usually provides effective teaching and learning, hence a realistic forms of measurement. So the teacher scheme of work goes in line with the syllabus which the examination council uses to decide on which areas to examine. The scheme of work focuses on which part of the syllabus to be taught in each lesson depending, on the number of periods allocated for the subject each week. The scheme should indicate the teachers objectives for each lesson and method used for presentation. Kasambira (1993) suggests that when planning for the schemes of work the teacher should consider at least six components.

**Scope** - How much content to be covered within how much time?

**Sequence** - In what order are the elements of the contents to be studied?

**Objectives** - What learning to be achieved? These objectives could be of cognitive, affective or psycho motor nature.

**Learning activities** -In what day to day experiences will learners engage that will show them to achieve the objectives?

**Materials** -What things teachers and learners need to examine to complete the learning activities?

**Evaluation** - How successfully did the teacher perform? And how successfully did the learners perform?

Ayot (1987) suggests that before the teacher prepares a scheme of work, he should follow the following steps: study the syllabus, understand the areas which are expected to be covered, should decide the topics into sub-topics, should determine the methods he will use for each particular lesson, should decide on the teaching aids to be used and decide on the time one particular topic to be covered. It is during learning of a scheme of work that the teacher should do a lot of research and thinking, with aim of covering a wide range of ideas materials, skills and tools for his future teaching.

A properly prepared scheme of work should identify what has been covered during each term and what has to be left out to give teachers who take the class during the following year a clear idea of what areas have been covered (Shulman, 2000). It should also ensure the teacher can cover all the topics outlined in the syllabus and still make teaching more effective as it focuses on what teachers want their pupils to learn and how they will achieve that learning and give teachers an opportunity to be creative and allow them have time to monitor the learning process. The schemes of work as also meant to reduce the likelihood of problems of control when pupils task and activities have been planned (Ayot, 1987). Successful teaching and the quality of pupils learning is closely related to the teachers own knowledge and understanding of subject. This knowledge needs to be built up gradually over time and is attained through planning.

## **2.4 Perception of Teacher professional development on teaching methodology**

### **2.4.1 Introduction**

Teaching and learning are two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlation between students' rating of the "amount learned" in the course and their teachers overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (Cohen, 1981). This same criterion was also put forth by Thomas Angelo, when he said; "teaching in the absence of learning is just talking". A teacher's effectiveness is again about student learning.

The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities of students to learn. It is equally filled with suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills and / or content that is being taught.

Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just "a method" or simply the method with which the teacher was most comfortable. Research indicates that students are the most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of student satisfaction and there is substantial research linking student satisfaction to



effective teaching (Theall and Frankline, 2001). A meta-analysis of 41 research studies provide the strongest evidence for the validity of student ratings since these studies investigated the relationship between student rating and student learning. The use of students' rating for evaluating teacher effectiveness is the single most researched issue in all of higher education. Over 2000 articles and books have been written on this topic over the past 70 years.

These ratings of instructor effectiveness have been a hot topic since they were first employed in mid 1920's (Chang, 2001) and they create an enamours challenge for nearly every institution that uses them (Hoyt & Pallet, 1999). Over the years student evaluation of instructors has changed significantly especially in the areas of the purpose and methodology. There is much debate within the higher education community on how teaching or teaching effectiveness may be defined (Braskamp & Ory, 1994). For instance, central (1993) defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures". Braskamp and Ory (1994) include both teaching and learning in their definitions, defining effective teaching as the creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively.

Many researchers have focused on whether or not students are legitimate judges of teaching effectiveness. Though caveats abound, the general sense is that students are both rational and reliable sources of evidence (Arreola, 1995; Braskamp & Ory, 1994, Pratt, 1997), while in class, students are exposed to all sorts of instructional experiences (lecturers, instructional materials and aids, reading, exams). They are in effect experimental consumers – able to discern quality, relevance, usefulness and teacher

interaction with students. As consumers claims that students can judge can judge what is taught and how it is taught, yet Braskamp and Ory, (1994) claim that students can only provide information with respect to teaching. However, Ory (2001) sums it up best stating, “Unless they haven’t been to class, as consumers they have a legitimate voice”. Students can answer questions about the quality of lecturers, the value of readings and assignments, the clarity of the instructor’s explanations. Students are certainly qualified to express their opinions in any case, and no one else can report the extent to which the experience was useful, productive, informative, satisfying or worthwhile.

The Kenya Institute of Education describes English literature as a dynamic subject that enables the students to communicate correctly, confidently and appropriately in different contexts (KIE 2008). The methods of teaching used for many years are referred to as the traditional time tested methods of teaching. These methods can be used for effective teaching of English but not suitable to use them all the time, (Nacino, 1980). These methods include lecture, discussion, demonstration and field work. New teaching methods could curb examination cheating in our schools” asserts that most teachers in Kenyan Secondary School use old traditional methods of teaching and as such the students are not fully prepared and lack confidence to go through the examinations on their own (Wachira, 2009). There are several methods employed by English Literature teachers which include, lecture method, discussion, demonstration, field work, questioning, discovery, assignment and simulation and role play.

### **2.4.2 Lecture method**

A lecture is a talk or verbal presentation given by a lecturer, trainer or speaker to an audience. With all the advancement of training systems and computer technology, lecturer method is still a backbone widely used in teaching and training at higher level of education. The method is economical, can be used for a large number of students, material can be covered in a structural manner and the teacher has a great control of time and material.

Davis (1993) provides evidence that students may place greater emphasis on lecture material than on textbooks. Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression and eye contact can either complement or detract from the content.

Mc. Carthy (1992) in article "Common Teaching Methods" stated that strengths of lecture method that it presents factual materials in direct, logical manner, contains experiences which inspires, stimulates thinking to open discussion, and useful for large groups. Our findings also revealed that most of the students considered lecture as best method because according to opinion of students; it creates new ideas, it is good for large class, develops creativity among students, teacher is experienced and has mastery on subject, explain all points and can answer all questions by students.

Sullivan and McIntosh (1996) said that with planning and effective presentation techniques, the lecturer can be a highly effective and interactive method for transferring

knowledge to students. Lecture gives the pupils training in listening and taking rapid notes. (Kochhar,2000). Lecture materials should be stimulating and thought provoking. Information should be delivered dramatically by using example to make it memorable, the teacher needs to use questions throughout the lecture to involve students in the learning process and to check their comprehension, reinforce learning by using verbal supports like transparencies, flip charts, and whiteboard /black board and the teacher should also take feedback of students to improve lecture method.

Lecture is the oldest method of teaching which involves reading out of notes step by step by the teacher of English Literature when presenting factual information or teaching a large class (Gitau, 2008). However, Thungu (2008) argues that the method limits the students' participation in the lesson and does not develop the students' power of reasoning. Nacino (1980) justifies the use of lecture method in secondary schools under the following conditions: when supplementing text books materials, when developing interest and appreciation, when summarizing important points after a unit study for example after reading a short story from the anthology the teacher can use lecture method to discuss the plot of the story. As advocated by the Gestalts psychologists, facts and information are meaningful only when they are in relation to the whole concept being taught (Alcron, 1970).

From the researchers experiences as an English literature teacher, it has been realized that the teacher's personality contributes a lot to the success of lecture as a teaching method e.g. manner of dressing, good diction, voice projection, correct pronunciation, proper intonation and facial expressions and gestures are effective means of developing

students' enthusiasm as well as making lecture method alive. The teacher requires proficiency of oral skills, the audience remains passive hence making learning very difficult to gauge, communication is one way and not appropriate for young learners with low / short concentration span. In the past, lectures have often been criticized as a poor way of stimulating thought and changing attitudes (Bligh, 1998). Students, especially in advanced years of study, have also demonstrated their feelings against this mode of delivery by not attending them (Huxham, 2005).

The lecture method can be very effective when used in conjunction with active learning and teaching strategies. The traditional lecture has many advantages, particularly in the large classroom, and can be effective in meeting instructional goals. Advances in technology, and the increasing ease of application can turn the lecture into a methodology which touches on learning diverse modalities and increases content relevancy. Looking at the merits of this method we can say that it is not recommended for teaching English Literature since literature as a subject requires full teacher students' interaction.

### **2.4.3 Discussion**

It is a free verbal exchange of ideas between group members or teacher and students. For effective discussion the students should have prior knowledge and information about the topic to be discussed. Mc. Carthy, (1992) stated strengths of class discussion as; pool ideas and experiences from group, and allows everyone to participate in an active process. Kochhar (2000) states that "a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching. Gitau

(2008) defines discussion method as the oral interaction between people which consists of asking questions and giving answers.

To improve group discussion, the teacher should spend sufficient time in preparing the process and steps of discussion, different aspects of the topic and the parameters should be selected for the focused discussion, sufficient time should be allotted to discuss all the issues. At the same time students should know the limit to reach a conclusion; the teacher in the beginning should be provided. There is a need to include questions to provide direction. The environment should be relaxed to foster the process of discussion. Teacher after opening the discussion should play the role of a facilitator involving every one and at the end should summarize the discussion last but not least, the students should be encouraged to listen to other's point of view and then evaluate their own and lastly the teacher should give value to all students' opinions and try not allow him/her own difference of opinion, prevent communications and debate.

Discussion method involves active participation of students and giving answers. It is an effective method of teaching since it involves active participation of students and giving feedback. Discussion method involves large or small group of learners. It's normally used by teacher to develop ideas and analyze them to come up with certain conclusions or to build up on the knowledge they already have. It allows all learners to actively participate in the lesson and thus developing interpersonal skills among them. A teacher teaching stylistic devices in the "River Between" by Ngugi wa Thiong'o the teacher can initiate a discussion among the student in identifying the styles in the novel.

Although it is the best method to use in teaching literature, it's not practical for more than twenty students, a few students can easily dominate the class, some students may not participate, it is time consuming and one can get off-track if not carefully controlled. This method is good in teaching since it is learner centred hence emphasize the development of the individual. Their organizational patterns grow out of the needs, interests and purpose of students.

Hence as a result, the structure of the curriculum is determined by the learners' needs and interests and not the adult's perception of what learners' needs and interests ought to be. The teacher's task is therefore to discover what the needs and interests are; and help the learner select the most significant of these for the study. There are a variety of ways to stimulate discussion. A large part of the process is the creation of a non-threatening, interactive learning environment that allows for the free exchange of ideas. An important element is the use of inquiry questioning to stimulate discussion and bring the forum to the highest levels. Discussion is central to active student learning in many courses. Nevertheless, facilitating a good discussion remains a challenge even for experienced faculty.

According to Thungu (2008), discussion method can be effective and successful when the following preparation is made by the teacher and the students: the students given adequate time to search for information on the topic; the teacher avails, a teacher of English Literature can use this method to teach the students'. When the students have read a story like 'Half a day' by Naguib Mahfouz from the anthology of short stories Half a Day and other stories, the setting of the story happens in an imaginary and

unnamed place. The teacher can use the vivid descriptions by the narrator to demonstrate to the students the settings of the story. For example the high buildings of several floors that makes up the school. A Street that is lined with gardens and filled with people and heavy traffic that child comes across on his first day as he is taken to school by his father.

#### **2.4.5 Field work as method of teaching**

This method has been defined as a science of selecting, observing, evaluating and reporting information in a specific area (Gitau, 2008). It involves the direct use of the environment as a source of physical information. It can be used to cover the area around the school. This method of teaching is unpopular due to the many preparations involved. Grambs (1970) presents field trip as a very effective method of teaching in secondary of information; after the lesson through follow up activities such as report writing and presentation, display of collected items and doing a test.

As Ngaroga (1996) puts it, the involvement of the students in the learning process provided by field work as a teaching method provides the learner with sound and concrete basis for conceptualization, first-hand information, makes learning more meaningful and gives the learner long lasting memory and opportunity for improving social relationships among students and between students and the teachers. The use of field work in teaching English Literature in secondary schools therefore helps in the attainment of one of the objectives of teaching English in secondary school which states that by the need of the course the learner should be able to apply field work techniques in studying oral literature.



A teacher teaching students in oral literature can use this method to send students to the field to collect information from people on the narratives in the Luhya community where the learners will meet elderly people in the community who will narrate stories to them as they record. If the lesson is about circumcision songs in the Kalenjin community, the teacher can send students to the documents or assists the students by suggesting some sources of information; and the students to be organized in appropriate groups and choose group leaders to record the points raised during discussion. Ngaroga (2008) emphasize that the teacher role during discussion should be that of a guide. The students are therefore given time to express their ideas and participate actively in the lesson.

#### **2.4.4 Demonstration**

Demonstration / modelling method is where the teacher performs as a task to show the learners can be solved in the demonstration process. It is used to pass on practical oriented information. They use learning aids (models. Mock-ups) can observe and use learning procedure profitably. The method can also handle the demonstration step by step to ease problem of understanding. This method has a strong impact on memory; it foster good thinking in groups and individuals. According to the Kenya Secondary school English syllabus, demonstration is one of the suggested teaching methods to be used by teachers. The syllabus also states that English in secondary schools should enable the learner to use non-verbal cues effectively in speaking and acquiring appropriate skills as a basis for effective speaking. The acquisition of knowledge is

possible through oral instruction like explanation while acquisition of skills can be through demonstration.

Thungu (2008) emphasizes by observation followed by doing; hence, drill and practice exercise are required to enable the students to eventually perform the activity on their own as individuals or as a group. Topics in English like grammar can be effectively taught if demonstration is used. Sound and Trowbridge (1973) observed that the emphasis in demonstration is learning by observing and it should often be followed by doing. Nacino (1985) describes demonstration as a teaching which combines telling, showing and doing for the benefit of the students. In the hands of a resourceful efficient and competent teacher, demonstration method of teaching can be very effective because it trains the students to be observers, stimulates their thinking and the formation of concepts and generalization. As wachira (2009) puts it, our students need to taught using those teaching methods that will build confidence in them so that they can perform well.

#### **2.4.6 Questioning as a method of teaching**

In the questioning technique the teacher asks questions and the learner answers them. It is one of the oldest methods of teaching and at the same time it is mostly abused method of teaching. Teachers who are lazy and those who do not prepare well for their class will resort to questioning to pass time. Nacino (1980) observed that for this method to be effective, and for the teacher to overcome the challenges such as students asking irrelevant questions, he / she must be clear with the purpose for which he / she is going to ask questions hence the questions must be prepared in advance. Clark and Starr

(1976), summarizes the purpose of questioning into five categories; for teaching, for drilling, for guidance and teaching and for evaluating.

Questions can either be factual involving mere recall of factual information and thought questions requiring effective thinking, application and intelligent manipulation of learned materials. As a teacher of English literature, one should employ thought questioning in their teaching especially in literature for effective English curriculum implementation. Ngaroga (1986) contributes to the effective use of questioning by stating the following steps to be followed by teachers:-

- State the question
- Pause to allow the student to think about the answers to the question
- Call on the name of the student
- Listen to the answers
- Comment on the answer

This method can be used by English Literature teachers to introduce a lesson. Normally a teacher starts by doing a preview of the previous lesson. If a teacher was teaching about the dominant themes in the play by Henrick Ibsen “An enemy of the people” and the previous lesson the teacher taught on the theme of misuse of power, the teacher can ask his students questions regarding the theme for example to give examples of characters in the play who have misused their powers and in which way. This should be done before the teacher introduces the day’s topic.

#### **2.4.7 Discovery method**

Discovery occurs when an individual is involved mainly in using his mental process to mediate some concepts or principle. (Sound, 1973) in this method the learner is supposed to inquiry into a problem with a view to finding some answers or reasons why the problem exists. Winfred, (2008) asserts that inquiry learning involves the learner identifying and clarifying the purpose for inquiry conclusions in new situations and developing meaningful generalizations. This method generates enthusiasm and interest in the students. It leads to long lasting memory of the facts learned. As teachers of literature this method is suitable to enable the learners acquire knowledge and develop positive skills of inquiry, critical thinking and decision making (KIE 2002). Students should be taught using problem based methods and inquiry based methods of teaching because this will develop their power of critical thinking.

A teacher of English literature should not spoon feed his students with every information by giving them notes on every aspects in either the novel or the play instead the teacher should give the students some reading tasks and questions that will enable them discover some things in the books as they read.

#### **2.4.8 Assignment as a method of teaching**

In this method, the learner is given some work to do at home or during study time. It enhances self learning, discovery and provides a good link between school, home and the community (Gitau, 2008) due to students characteristics most teachers do not give assignments to students because the students are lazy. The assignments are supposed to

be related to what they do in class. Assignment can function as a follow up activity to what has been learned in class. For example after teaching a topic in English Literature like the common stylistic devices in the novel, for example flash back, the teacher explains what flash back is, he gives examples from the novel the “River between” by Ngugi wa Thiong’o. After that the teacher can give assignments to students to identify other examples of flash back used in the novel. By doing this, the teacher will be able to gauge whether the students have understood the concept or not. This offers practice for retention and mastery; prepare student for next lesson and maintaining a proper attitude among the students. It provides direction for independent study; develop positive attitudes towards extra work and good study habits.

## **2.5 Influence of Teacher professional development on teacher assessment skills**

### **2.5.1 Teachers’ personal characteristics**

Throughout the history of teacher and teaching effectiveness research, characteristics of teachers’ personality have been investigated using variables such as flexibility/rigidity, extraversion/ introversion, locus of control, self-efficacy, general and verbal intelligence (Brophy, 1983; Darling-Hammond, 1999). In the 1960s and 1970s the effectiveness of certain personal characteristics was particularly studied. Medley and Mitzel (1963), Rosenshine and Furst (1973) and Gage (1965) are among those who reviewed the research findings.

These studies found hardly any consistency between a teacher’s personal characteristics, such as being warm hearted or inflexible, and pupil achievement. More recently, Darling-Hammond (1999) concluded that the effects of general intelligence are

inconsistent and small, but that some studies have convincingly demonstrated a positive impact of verbal ability. Since the degree to which such personality characteristics are amenable to training is debatable, this area is not further addressed in this review.

### **2.5.2 Formal qualification and experience**

Effects of teacher education – usually expressed in terms of formal qualifications such as a BA or MA degree, or being certified to teach in a specific field – have traditionally been included in “education production functions”. In industrialised countries, formal qualifications do not appear to make much difference. In developing countries they more often appear to be significant. The explanation is probably that there is little variation in formal teacher training in developed countries, and teachers are more or less uniformly equipped to carry out their job. In developing countries teacher preparation is less uniformly distributed. One might say that in developed countries, a cross-sectional and comparative study does not show a strong impact from teacher education because there is a lack of variability in the variable of interest.

### **2.5.3 Subject matter knowledge about teaching and learning**

The most frequently used analytical variables when attempting to explain why some teachers are more effective than others are mastery of subject matter and pedagogical knowledge. In the more recent research literature, an interactive construct, combining the two, namely pedagogical content knowledge appears to show promising results. Darling-Hammond (1999) refers to studies which have correlated teachers’ courses in subject matter areas and scores on subject matter tests with student achievement. She concludes that the former show positive effects more frequently than the latter. Low

variability in test scores is seen as the main reason for low and insignificant associations.

Mastery of subject matter is seen as a basic requirement that is relatively uniformly addressed in initial teacher training. In this sense the explanation of the results in this area is the same as that for overall teacher education effects. Hawk, Coble and Swanson (1985) found that the relation between teachers' training in science and student achievement was greater in higher-level science courses. Darling-Hammond (1999) lists some ten studies indicating that pedagogical training generally has a stronger effect than subject matter mastery. It should be noted that most of the studies referred to look at teaching methods related to subject matter. As suggested by Byrne (1983), subject matter mastery is likely to interact positively with knowledge on how to teach the subject. Wayne and Youngs, on the other hand, present results showing that pedagogical training in language teaching appeared to lower student achievement.

#### **2.5.4 Pedagogical content knowledge**

Ndirangu (2004), notes that teachers play an important role in the interpretation and implementation of the school curriculum. He points out further that teachers are responsible for structuring the learning environment in order to provide motivational learning experiences for the learners, pointing out the need for higher teacher training. In his seminal article in the *Education Researcher*, Lee Shulman (1986) criticised the sharp division between subject matter mastery and teachers' pedagogical skills. He introduced the concept of pedagogical content knowledge, briefly described as "subject matter knowledge for teaching". Pedagogical content knowledge is about selection of

topics, useful forms of presentation, analogies, illustrations, examples, explanations and demonstrations. Pedagogical content knowledge also includes understanding of what makes the learning of specific topics easy or difficult, including knowledge about conceptions and misconceptions that students bring to the subject. The assumption is that “deep knowledge” about the content and structure of a subject matter area is the crucial precondition for teachers’ reliance on pedagogical content knowledge in their teaching. Additional components sometimes included in the concept are knowledge of the appropriate use of teaching materials and media, as well as strategic knowledge on the application of teaching strategies.

Krauss et al. (2008) define three main components of pedagogical content knowledge: knowledge of tasks, knowledge of students’ prior knowledge and knowledge of instructional methods. These authors measured pedagogical content knowledge by means of an assessment centre type of approach, in which teachers rated real-life teaching scenarios in mathematics classes. Their results gave a basis for the hypothesis that teachers with more pedagogical content knowledge display a broader repertoire of teaching strategies for creating cognitively stimulating learning situations. Another interesting outcome was that, particularly at higher levels in the German Gymnasium, pedagogical content knowledge was highly correlated with subject matter mastery, thus suggesting that deep knowledge of the subject matter is indeed the critical precondition for pedagogical content knowledge. Results from Baumert et al. (2005) show clear positive effects of pedagogical content knowledge on students’ mathematics achievement.



In two interpretations of pedagogical content knowledge Gess-Newsome and Lederman (1999) make an analytical distinction that seems to have implications for teacher training. In the first interpretation, which they call “the integration model”, pedagogical content knowledge is seen as the integrative results of three independent components: subject matter mastery, pedagogical knowledge and knowledge of the teaching context. The implication of this interpretation would be that training for these three components could be done separately, with integration taking place as a creative synthesis by a teaching teacher. According to the second interpretation, which they refer to as “transformational”, pedagogical content knowledge is seen as a new kind of knowledge developed on the basis of subject matter mastery, pedagogical knowledge and contextual knowledge. For the first interpretation, course work in each of the components would be the most likely form of training, whereas the second would call for training in situ, practice simulations and observation in real-life teaching situations.

### **2.5.5 Teachers sense of efficacy**

Previous researchers have indicated that teacher’ beliefs about their own level of competence and their sense of self-efficacy affect their practice and students’ performance (e.g. Ashton and Webb and Hannay, 2001) and Harns and sass (2001) studied effects of the school-based teacher training on the teacher value added. The result showed that training of the teacher was positively associated with productivity in middle and high school maths. The result further received that more experienced teachers appeared more effective in teaching elementary and middle school reading.

Samopwa (2008) examined the perception of school based teaching training on the administrative perception work and teachers behaviour in the classroom. Result showed significant changes in behaviour of the teachers in classroom and on administrative work.

Oriented belief about the level of competence a person expects he or she will display in a given situation (Bandura, 1997). When teachers have a high sense of self-efficacy they are more creative in their work, intensify their efforts when their performances fall short of their goals and persist longer. Teachers' senses of self-efficacy can thus perception the learning and motivation of students, even if students are unmotivated or considered difficult (Guskey & Passaro, 1994). Although negative correlations between teachers' sense of self-efficacy and students' self-concept of ability and self-reliance have been found (Brookover et al., 1979), most studies have found a positive relation between teachers' efficacy beliefs and several student cognitive outcomes, such as achievement in core academic subjects (Hannay, 2001).

Teachers' perceived self-efficacy not only affects students' motivation directly but also indirectly via the instructional strategies teachers use to create a supportive learning environment (Ashton & Webb, 1986; Dembo & Gibson, 1985). Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organisation, are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, and exhibit greater enthusiasm for teaching (Woolfolk Hoy, 2001). These teachers have good strategies for helping students (Zedner, 2000).

Research into the effects of teachers' sense of self-efficacy has indeed shown that it positively influences teacher's practices (Wheatley, 2002). Teacher efficacy therefore seems to be a rather strong predictor of how teachers shape their teaching practices in order to encourage student's motivation and performance. In line with research on the effects of individual teachers' efficacy, scholars have recently started to examine the role of collective efficacy on teachers' practices and student outcomes. Collective teacher efficacy refers to "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard & Hoy, 2000). Because collective teacher efficacy refers to expectations of the effectiveness of the staff to which one belongs, it differs from individual teacher self-efficacy. Although conceptually different, research has shown that collective and individual sense of efficacy has similar effects on extra efforts for the organisation (Ross & Gray, 2007) and on student achievement (Goddard, 2001). To meet institutional needs in terms of skills and knowledge, the roles and capacities of trainees can be improved through school-based training. Only the trained teachers can set goals for teaching and can organize goals for reaching those goals (Pintrich & Schunk, 2002).

Ghai (1974) noted that teachers who successfully complete their school based training compared well with those who had the formal teacher training from the university college. Romberg (1985) notes that school based training led to a remarkable proportion of benefits to the affected schools or organizations as a whole. Most frequently, a change in the attitude of colleagues was reported which became visible not only in a growing interest to improve learning but also in an increased willingness to mobilize others to enrol in the program. Further important areas of perception were; the

introduction of new teaching and learning method, the improvement on existing course offerings and internalizations of schools and other educational organizations. School – based training acts as a catalyst which provokes a significant change in the teacher, redefines role, broadens vision and enhances the attributes of a teacher. It enables the teacher to be more systematic and logical in their teaching (Mumtaz, 2011).

## **2.6 Study gap**

The need to plan for these professional development programmes today in schools will help prevent and remedy future problems associated with teachers' inability to keep abreast with the evolving teaching methods or technologies inherent in the education sector. Therefore, effective implementation could help guarantee the realization of teachers' development. From the review of literature, studies conducted by Sailesh, Marohaini and Sathiamoorthy (2011) on the Instructional supervision in three Asian countries did not address supervisory skills needed for effective teachers' supervision. The study did not also look at the perception of teachers in relation to teachers' professional development. Komba and Nkumbi (2008) researched on Teachers' professional development in Tanzania: Perceptions and Practices. The study did not address the aspect of influence of teachers' professional development in enhancing teaching and learning.

Kipng'etich and Ahmed (2012) conducted a study on head teachers' perception of their roles in secondary schools in Kenya: A study of Kericho Day secondary school. This study did not address principals' perception in relation to teachers' professional development. Kerei (2010) conducted a study on factors affecting staff development in

public secondary schools in Kajiado Central district. This study ignored the influence of teachers' professional development in enhancing teaching and learning.

Lastly, Tiamaro (2009) conducted a study on teachers' professional development opportunities among the junior secondary school teachers in Ansirabe 1 district in Madagascar. The study did ignore the perception of teachers on teachers' professional development. Therefore, there existed a gap which the current study sought to address. However, there was limited empirical evidence to ascertain whether primary school teachers in Baringo North Sub County were encouraged to attend professional development programmes organized in the school, in the County or outside the County. Hence, the current study sought to investigate the teacher's perception on the influence of teachers' professional development on teaching and learning in Baringo North sub County. This study aimed at addressing the gap left by the previous studies.

## **2.7 Chapter Summary**

Programs of professional development are of central importance in any educational institution, be it in the primary, middle school, high school or even the university level. Teachers at all levels need to be trained in their related fields and subject matter on a regular basis if they are to change their teaching beliefs, attitudes and daily life practices in classrooms. Such programs will help teachers sharpen their teaching skills and deepen and improve their knowledge in the subject matter they teach, and hence improve students' learning and schools education. For positive and beneficial change to take place, there should be an alignment between the curriculum and teachers' actual experiences in teaching. Another important point is related to the time that teachers

spend on professional development and its efficiency. Teachers will benefit better from professional development that has as its main focus activities which focus on high-quality-subject-matter content.

From the literature review professional development can be a great vehicle for teaching improvement and learning success if it is prepared and given by experts and on a regular basis to meet the needs of teachers and the demands of all schools or educational institutions. There is an urgent need for teachers to be involved in programs for teachers' training and professional development. Teachers will always be learners and learning is an ongoing process and knowledge has no reachable limits. Besides that, teachers' learning is no longer seen as being straightforward whereby teachers just meet and be presented with information about effective teaching strategies. Teachers' learning process is more complex than is perceived and needs continuous reflection and evaluation if we aspire to achieve improvement and change in the Kenyan education.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter deals with the procedure that was followed in conducting the study. This includes: the description of the research design, location of the study, the target population, the sample procedure and the sample size, research instrument, validity and reliability of the instruments, data collection methods and procedures, data analysis and ethical consideration.

#### 3.1 Research design

According to Orodho (2009), research design is a comprehensive plan for data collection and analysis. The researchers' beliefs and understanding of the world influence the research design. The study adopted descriptive research design to investigate primary schools teachers' perception on influence of professional development on learning and teaching in primary schools in Baringo North Sub County which was mixed mode research approach that is qualitative and quantitative. Kothari (2004) regard the research design as an arrangement of conditions for collection and analysis of data in a manner that aimed to combine relevance to the research purpose with economy in procedures. The descriptive study method was appropriate because it explores and describes the relationship between variables in their natural setting without manipulating them.

Neuman, (2012), define quantitative research as a formal, objective, systematic process to describe and test relationships and examine cause and effect interaction among variables. Surveys may be used for descriptive, explanatory and exploratory research. A descriptive survey is necessary because it provides an accurate portrayal or account of the characteristics. Qualitative research on the other hand, involves the interpretation of phenomenon without depending on the numerical measurements or statistical methods. It is mainly concerned with observing, listening and interpreting phenomenon.

### **3.2 The Study Location**

The study was carried out in public primary schools in Baringo North Sub-county located in Baringo County. The Sub-county is bordered by Baringo central to South, Tiaty Sub-county to the East and North and finally Elgeyo-Marakwet County to the west. The Sub-county consist of 132 public primary schools; however, the Sub-county has four divisions namely; Barwessa, Kabartonjo, Bartabwa and Kipsaraman. The Sub-county is appropriate for this study because despite primary school teachers going for Teacher Professional Development there is no significant change in performance in public primary schools in Baringo North Sub-county as evident in Sub County Director of Education office.

### **3.3 Target Population of the Study**

Population refers to an entire group of persons or elements that have at least one thing in common (Patton, 2002). Target population is defined as “the population about which information is wanted” or the “totality of elements which are under discussion and about which information is desired”. The word “target” emphasizes, however, that this



population is not necessarily the same as the one that we end up sampling. In this study, the target population comprised of 1460 teachers.

### **3.4 Sample Procedure and Sample Size**

A sample is subset of a particular population, Mugenda and Mugenda (2003). Generally the sample size depends on the factors such as the number of variables in the study, the type of research design, the method of data analysis and size of accessible population. Gay in Mugenda and Mugenda (2003), suggests that for correctional studies, 30 cases or more are required; for descriptive studies, 10 percent of the accessible population is enough and for experimental design at least 30 cases are required. Since this study was descriptive in nature, the researcher sought to use a sample size equivalent of 10% of the target population. This study employed random sampling design; a design of sampling in which each item from the target population was accorded equal chance of being included in the final sample hence ascertaining objectivity in sample selection.

The researcher took 1% of the total population for pre-testing and this was 14 teachers and 4 schools were involved, and 146 teachers were selected randomly as 10% of 1460 teachers were given questionnaires

### **3.5 Research Instruments**

Both Qualitative and quantitative data collection techniques were used in this study. The two methods are complementary, each contributing to a better understanding and interpretation of the data general and to the ultimate findings (Patton, 2002). Moreover researchers prefer using methods that provide high accuracy, generalizability and

explanatory power with low costs, rapid speed, maximum management demands and administrative convenience Smith, (2006), based on these, a combination of the following research instruments were used in the study.

### **3.5.1 Questionnaire.**

Questionnaires were administered to all the respondents. They included both open-ended and closed-ended questions.

Questionnaires enable respondents to demonstrate their unique way of looking at the world, it also catches the authenticity, richness, honest and depth of response which are hall marks of quantitative data. Teacher's questionnaire will elicit data on the perception of teachers' professional development program on their teaching. The questionnaires had items on how part time program has improved their mode of instruction. It is preferred as it gathers data quickly from geographically dispersed sample population. It is deemed appropriate as many respondents can be reached (Borg and Gall, 1989). They are also economical in terms of time, effort and cost. It allows the researcher to reach large samples within a short time (Creswell, 2009). The questionnaire contained parts related to the perception of teacher's development program and its perception on their teaching and learning.

### **3.6. Pre testing**

Instruments pre-testing, also known as piloting is a preliminary study conducted on small scale to ascertain the effectiveness of the research instruments, Khan, (2008). A pre-test sample should be between 1% and 10% depending on the sample size,

Mugenda, and Mugenda (2003). In this study the researcher used a pre-test sample size equivalent to 10% of the study sample size (146), culminating into 14 respondents. Copies of questionnaire were developed and self-administered to the pre-test sample that was similar to the actual study sample in its major characteristics. This was significant as it helped to reveal aspects of ambivalence depicted by the questionnaire items that were subsequently reframed relative to the responses obtained from the respondents.

### **3.7 Validity and Reliability of Instruments**

#### **3.7.1 Validity**

Validity is a measure of the degree to which differences found with a measuring instrument depict true differences among the items being measured, Kothari (2005). In the perspective of Mugenda and Mugenda (2003), an instrument is validated by providing that its items are representative of the skills and characterises to be measured. Validity of the research instruments was reinforced by ensuring that the questionnaire items sufficiently covered the research objectives and this was subsequently confirmed by the pilot study. Other measures put in place to address issues of instrument validity took the form of exposing the questionnaire to the experts and peers for judgment and review, respectively. Validity of the instrument was also assured through randomization that proved helpful in checking the influence of extraneous variables. Randomization is considered crucial for it is the best technique of ensuring the representatives of the sample to the target population.

### **3.7.2 Reliability**

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a measuring instrument yields consistent results or data after repeated trials. In Kothari (2005), reliability of a test instrument is a measure of the consistency with which a test instrument produces the same results when administered to the group over time intervals. In this study, split-half reliability measure was employed by dividing the questionnaire items into two equal parts on the bases of odd and even appearances. The first part of the research instrument having been administered and the result obtained, the second part was subsequently administered and the results noted. Pearson's product moment coefficient of correlation ( $r$ ) was then used to compare the two scores obtained and by giving an alpha value of 0.8, indicating that the data collection instrument was reliable.

### **3.8 Data Collection Procedure**

According to Kothari (2005), data collection procedures comprises of the steps and actions necessary for conducting the research effectively and the desired sequencing of these steps. The researcher embarked on the process of collecting data from the field upon preparation of a research proposal which was assessed, corrections affected and research permit obtained from National Council of Science and Technology. With the research permit obtained, the researcher hit the ground for data collection by presenting the permit to relevant authorities such as the Sub-County education officer, and all head teachers of the sampled primary schools.

In order to increase the return rate, the researcher adopted the steps proposed by Patton, (2002). These steps involve preparing cover letters attached to each questionnaire disclosing the significant of the study as well as assuring the respondents of the researcher's commitment to confidentiality. In this study, the researcher self administered the data collection instruments to the respondents in batches of ten copies each, systematically until all were exhausted. Given that the researcher was committed to collecting the desired data, the respondent were advised to complete the questionnaire in the presence of the researcher in order to address cases of misunderstandings that may arise. In the event that the respondents were not prepared to complete the questionnaire due to any other reason, arrangements were made for the questionnaire to be collected later by the researcher for purposes of enhancing questionnaire return rate.

### **3.9 Data analysis**

Given the fact that the study was descriptive in its major characteristics, descriptive statistics was used as main method of data analysis. The analysis of the data commenced with editing and inspection of the pieces of data in order to identify simple mistakes, items that were wrongly responded to and any blank space left unfilled by the respondents. The computer statistical package for social scientists (SPSS) was used to process all the quantitative responses from the questionnaire. The questionnaire items were sorted, coded and fed into SPSS program to generate frequencies and percentages and data was presented using frequency distribution tables.

### **3.10 Ethical Consideration**

According to Creswell, (2009), there are several reasons for the adhering to ethical norms in research. Norms promote the aims of research, such as knowledge, falsifying or misrepresenting research data, promote the truth and avoid error. Moreover, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the value that are essential to collaborative work, such as trust, accountability, mutual respect and fairness. Many of the ethical norms help to ensure that researcher can be held accountable to the public.

Khan (2008) lists some of the ethical issues as informed consent, confidentiality and anonymity. Given the importance of ethical issues in several ways in the process of data collection, the researcher ensured that the respondent's identities were concealed and any information obtained was handled with utmost confidence. No harm of any nature was meted out on any respondent, aspects of privacy were observed and any cruelty avoided.

### **3.11 Chapter Summary**

This chapter described the methods and techniques that were adopted by the study. This includes discussion of geographical location for the research, the research design adopted, the targeted population, sampling size and procedures, the data collection and analysis methods employed and ethical considerations employed during the study.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **Introduction**

The purpose of the study was to examine teacher's perceptions of the influence of teacher Professional Development programs on learning and teaching in primary schools in Baringo North Sub-county. In the Chapter, data is represented, analysed and discussed as regards the influence of Teacher Professional Development programs on their practice in primary schools in Baringo North Sub-county as guided by the objectives of the study and research questions. The study sought information from teachers using questionnaires. Data analysis was done using frequencies and percentages and then the analysed data was presented in form of tables and figures. Finally, findings of the study were discussed in the light of the literature related to the teacher's perceptions of the influence of Teacher Professional Development programs on learning and teaching. Data analysis, presentation of study findings and discussion were guided by the following objectives: to investigate teacher's perception of the influence of their professional development on their lesson preparation, to examine the influence of teacher's professional development on their teaching methodology, to find out the influence of teacher's professional development on their assessment skills and to

establish teacher's perception of the influence of their professional development on the use of teaching aids/learning resources.

#### **4.1.1 Response Rate**

The study administered 146 questionnaires to the respondents. 6 questionnaires were not returned but 140 were successfully filled and returned. The response rate was therefore 96%.

#### **4.2 Demographic Characteristics of the Samples**

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was ascertained by looking at the gender, age bracket, level of education, work experience and what type of teacher development program the teacher had undertaken. Background information of the respondents, it was for purely description of the respondents.

##### **4.2.1 Gender of Respondents**

The study sought to find out the gender of respondents. Results are shown in the table 4.1.

**Table 4.1 Gender of science teachers**

<b>Status</b>	<b>Frequency</b>	<b>Percent</b>
Male	91	65.0
Female	49	35.0
Total	140	100.0

Source: Research data (2018)



Table 4.1 shows that 91(65%) were male and 49(35%) were female. This finding indicate that even though teaching profession is assumed to be dominated by women there are also more male in teaching of some subjects. Gender of the respondents assisted to understand the profile of various participants during the study

#### 4.2.2 Age of Respondents

The study sought to assess ages of the respondents. The responses were as follows

**Table 4.2 Age Bracket**

Age bracket	Frequency	Percent
20-30yrs	14	10.0
31-40yrs	63	45.0
41-50yrs	49	35.0
above 50yrs	14	10.0
Total	140	100.0

Source: Research data (2018)

Table 4.2 indicates that 14(10.0%) respondents were between the age bracket of 20-30 years, 63(45.0%) were between 31-40 years, 49(35%) were between 41-50 years and 14(10.0%) were above 50 years.

#### 4.2.3 Level of Education of the Respondents

The study intended to investigate the level of education of the respondents. The responses were as follows

**Table 4.3 Level of Education of the Respondents**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Certificate	34	24.3
Diploma	63	45.0
Bachelor's degree	28	20.0
Masters	15	10.7
Total	140	100.0

Source: Research data (2018)

In table 4.3 shows that 34(24.3%) of the respondents had attained certificate level of education, 63(45.0%) had diploma level of education, 28(20.0%) had Bachelor's degree and 15(10.7%) had masters level of education. Majority of respondents had their academic level at diploma showing that most of them are knowledgeable.

#### **4.2.4 Work experience of the Respondents**

The study intended to investigate the work experience of the respondents. The responses were as follows;

**Table 4.4 Work experience of the Respondents**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
4 years and below	35	25.0
5-9 yrs	63	45.0
10 yrs and above	42	30.0
Total	140	100.0

Source: Research data (2018)

The findings above shows that 35(25%) of the respondents had worked for a period of 4 years and below, 63(45%) of the respondents had worked for a period of 5 – 9 years and 42(30%) had worked for a period of over 10 years. This experience period is important since the teachers are able to understand their students. Teachers who stayed longer in institutions of learning were more welcoming and were able to interact effectively and professionally and ready to carry out the study. On the other hand, teachers who stayed for lesser years in teaching profession were more energetic to teaching/learning activities but were less interactive and sometimes had poor interaction skills.

#### **4.2.5 Types of Teacher Professional Development program**

The study intended to investigate the type of teacher professional development program attended by the respondents; the findings are shown below;

**Table 4.5 Types of Teacher Professional Development program**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Short term seminars/workshops	42	30.0
Diploma	50	35.7
Degree	34	24.3
Post graduate	14	10.0
Total	140	100.0

Source: Research data (2018)

Table above shows that, 42(30%) of the respondents had attended short term seminars/workshops, 50(35.7%) of the respondents agreed that they took Diploma, 34(24.3%) of them agreed on Degree while 14(10%) agreed on post graduate.

### 4.3 Findings on Specific Objectives

#### 4.3.1 Influence of Teacher Professional Development program on lesson preparation

**Table 4.6 Influence of Teacher Professional Development program on lesson preparation**

Statements/ variables	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
Has teacher professional development program positively influenced my preparation of schemes of work	44	31.4	64	45.7	4	2.9	16	11.4	12	8.6	140	100.0	3.800
Teacher professional development	53	37.9	52	37.1	5	3.6	20	14.3	10	7.1	140	100.0	3.843

program has improved my preparation of lesson														
Teacher professional development program has influenced my preparation of lesson notes	50	35.7	47	33.6	4	2.9	26	18.6	13	9.3	140	100.0	3.679	
Teacher professional development program has improved my ability to state instructional objectives	56	40.0	58	41.4	1	0.7	11	7.9	14	10.0	140	100.0	3.936	

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Source: Research data (2018)

Table above shows that 44(31.4%) of the respondents strongly agrees that teacher professional development program has positively influenced my preparation of schemes of work, 64(45.7%) agreed with the statement while 12(8.6%) strongly disagreed together with 16(11.4%) disagreed and 4(2.9%) were undecided. 53(37.9%) of the respondents strongly agreed that teacher professional development program has improved my preparation of lesson, 52(37.1%) agreed, 10(7.1%) strongly disagreed, 20(14.3%) disagreed with the statement while 5(3.6%) were undecided. According to whether teacher professional development program has influenced my preparation of lesson notes, 53(35.7%) strongly agreed, 47(33.6%) agreed with the statement while 13(9.3%) strongly disagreed, 26(18.6%) disagreed with the statement and 4(2.9%) were undecided. 56(40%) of the respondents strongly agreed that teacher professional development program has improved my ability to state instructional objectives,

58(41.4%) agreed while 14(10%) strongly disagreed, 11(7.9%) disagreed with the statement and 1(0.7%) of the respondents were undecided with the statement.

According to the findings majority of the respondents agreed that teacher professional development program has improved the ability of the teacher to state instructional objectives this was reflected by the mean of 3.936. Poor performance among the students could be contributed by lesson preparation by the teacher, the major factor that limit them from proper preparation as required like the variation of teaching methods. The findings are in line with the findings of Macharia and Wario (1989) who argues that a good lesson cannot not be taught without preparation. Poor lessons are due to faulty preparation. They concluded that in preparing for lessons, lesson planning comes out as a very prominent feature.

#### **4.3.2 Influence of Teacher Professional Development program on Teaching**

##### **Methodology**

**Table 4.7 Influence of Teacher Professional Development program on Teaching**

##### **Methodology**

Statements/ Variables	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
Teacher professional development has exposed me to a variety available teaching methods	29	20.7	76	54.3	21	15.0	14	10.0	0	0	140	100.0	3.857
Teacher professional development	32	22.9	65	46.4	14	10.0	14	10.0	15	10.7	140	100.0	3.607

program has enabled me to have competence to select the appropriate method for instructional purpose

Teacher professional development program has improved my capacity to effectively apply one or more teaching approach in the instructional situation	49	35.0	63	45.0	14	10.0	14	10.0	0	00	140	100.0	4.050
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Teacher professional development program has greatly influenced my teaching methodology	29	20.7	63	45.0	14	10.0	34	24.3	0	0	140	100.0	3.621
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Source: Research data (2018)

The table above shows that 29(20.7%) of the respondents strongly agreed that teacher professional development has exposed me to a variety available teaching methods, as 76(54.3%) agreed while 14(10%) disagreed with the statement and 21(15%) were undecided but none of them strongly disagreed. According to teacher professional development program has enabled me to have competence to select the appropriate method for instructional purpose 32(22.9%) of the respondents strongly agreed, 65(46.4%) of the respondents agreed while 15(10.7%) strongly disagreed together with 14(10%) disagreed and 14(10%) were undecided. On whether teacher professional development program has improved my capacity to effectively apply one or more

teaching approach in the instructional situation, 49(35%) of the respondents strongly agreed, 63(45%) agreed with the statement while 14(10%) disagreed and 14(10%) were undecided but none of them strongly disagreed. According to teacher professional development program has greatly influenced my teaching methodology, 29(20.7%) strongly agreed, 63(45%) of them agreed with the statement while 34(24.3%) disagreed and 14(10%) of them were undecided but none of them was undecided.

The findings established that teacher professional development program has improved my capacity to effectively apply one or more teaching approach in the instructional situation this is reflected by mean of 4.050. The findings are reflected by Wachira Kagotho (2009) article who states that New teaching methods could curb examination cheating in our schools he asserts that most teachers in Kenyan Secondary School use old traditional methods of teaching and as such the students are not fully prepared and lack confidence to go through the examinations on their own.



### 4.3.3 Influence of Teacher Professional development program on Assessment

**Table 4.8 Influence of Teacher Professional development program on Assessment**

Statements/ Variables	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
Teacher professional development has positively influenced my assessment of learning	29	20.7	76	54.3	0	0.0	14	10.0	21	15.0	140	100.0	3.557
Teacher professional development has enhanced my competence in choosing the appropriate assessment method	28	20.0	63	45.0	20	14.3	15	10.7	14	10.0	140	100.0	3.543
Teacher professional development program has improved my assessment skills	28	20.0	42	30.0	35	25.0	35	25.0	0	0	140	100.0	3.450

Source: Research data (2018)

Table above shows that 29(20.7%) of the respondents strongly agreed that Teacher professional development has positively influenced my assessment of learning, 76(54.3%) were in agreement while 21(15%) of the respondents strongly disagreed, 14(10%) of them disagreed but none of them was undecided. 28(20%) of the respondents strongly agreed that teacher professional development has enhanced my competence in choosing the appropriate assessment method, 63(45%) agreed with the statement while 14(10%) of them strongly disagreed together with 15(10.7%) disagreed and 20(14.3%) were undecided. On whether teacher professional development program has improved my assessment skills 28(20%) of the respondents strongly agreed, 42(30%) of them agreed while 35(25%) of them were against the statement and 35(25%) were undecided but none of them strongly disagreed.

The findings shows that there is an effect of assessment on learning as majority of respondents agreed that Teacher professional development has positively influenced assessment of learning as shown by a mean of 3.557. this findings are in line with the findings of Ashton and Webb, 1986) Dembo and Gibson, (1985) they established that teachers' perceived self-efficacy not only affects students' motivation directly but also indirectly via the instructional strategies teachers use to create a supportive learning environment. Samopwa (2008) further agrees that when teachers have a high sense of self-efficacy they are more creative in their work, intensify their efforts when their performances fall short of their goals and persist longer. Teachers' senses of self-efficacy can thus perception the learning and motivation of students, even if students are unmotivated or considered difficult.

#### 4.3.4 Influence of professional development program on use of teaching and learning resources

**Table 4.9 Influence of professional development program on use of teaching and learning resources**

Statements/ Variables	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total		Mean
	F	%	F	%	F	%	F	%	F	%	F	%	
Teacher professional development has widened my knowledge on the use of teaching and learning resources	35	25.0	63	45.0	14	10.0	28	20.0	0	0	140	100.0	3.750
Teacher professional development program has improved my ability to use the teaching and learning resources	28	20.0	83	59.3	14	10.0	15	10.7	0	0	140	100.0	3.886
Teacher professional development program has enhanced my competence in varying the utilization of the teaching/learning resources	34	24.3	49	35.0	14	10.0	29	20.7	14	10.0	140	100.0	3.429
Teacher professional development program has greatly influenced my utilization of the resources in the teaching/learning	35	25.0	62	44.3	14	10.0	15	10.7	14	10.0	140	100.0	3.636

Source: Research data (2018)

Table above shows that According to whether 35(25%) of the respondents strongly agreed that teacher professional development has widened my knowledge on the use of teaching and learning resources, 63(45%) of the agreed while 28(20%) of them were against the statement and 14(10%) were undecided but none of them strongly disagreed. 28(20%) of the respondents strongly agreed that teacher professional development program has improved my ability to use the teaching and learning resources, 83(59.3%) agreed while 15(10.7%) disagreed with the statement and 14(10%) were undecided but none of them strongly disagreed. 34(24.3%) of the respondents strongly agreed that teacher professional development program has enhanced my competence in varying the utilization of the teaching/learning resources, 49(35%) agreed with the statement while 14(10%) strongly disagreed as 29(20.7%) disagreed with the statement and 14(10%) were undecided. According to teacher professional development program has greatly influenced my utilization of the resources in the teaching/learning, 35(25%) of the respondents strongly agreed with the statement as 62(44.3%) were in agreement while 14(10%) of them strongly disagreed together with 15(10.7%) disagreed while 14(10%) were undecided.

The findings established there is an influence on teaching and learning resources; this is reflected as majority of the respondents agreed that teacher professional development program has improved the teacher's ability to use the teaching and learning resources. According to Lyons (2012) learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of TLR therefore enhances the effectiveness of

schools as they are the basic resources that bring about good academic performance in the students. Adeogun (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun, schools endowed with more materials performed better than schools that are less endowed.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This major objective of this chapter provides a summary of the key findings of this study, provides conclusions and make recommendations for practice and suggestions for further research based on the findings of this study.

#### 5.1 Summary of Major Findings

The main objective of this study was to examine teacher's perceptions of the influence of teacher professional development programs on teaching and learning practice in primary schools in Baringo North Sub-county. In particular the study sought to investigate teacher's perception of the influence of their professional development on their lesson preparation, to examine the influence of teacher's professional development on their teaching methodology, to find out the influence of teacher's professional development on their assessment skills and to establish teacher's perception of the influence of their professional development on the use of teaching aids/learning resources.

The study intended to investigate the influence of teacher's perception of their professional development on their lesson preparation. It was revealed that teacher professional development program has positively influenced the preparation of schemes

of work which has improved the general preparation of lesson. Furthermore it was also found that there is an influence on the preparation of lesson notes and the ability to state instructional objectives.

About the influence on professional development on teaching methodology, the study revealed that teacher professional development has brought exposure on variety of teaching methods; it has also competence in selecting the appropriate method for instructional purpose. The study also found out that teacher professional development program has improved capacity to effectively apply one or more teaching approach in the instructional situation which greatly influences teaching methodology.

According to influence of teacher's professional development on the assessment skills the study established that teacher professional development enhances competence in choosing the appropriate assessment method. It further showed that it has positively influenced the teacher's assessment of learning which positively influences assessment skills.

On perception of teacher's professional development on the teacher use of teaching aids/learning resources, teacher professional development program has greatly influenced utilization of the resources in the teaching/learning; it has enhanced competence in varying the utilization of the teaching/learning resources, it has improve the ability to use the teaching and learning resources and finally has widened knowledge on the use of teaching and learning resources.

## 5.2 Conclusions

Based on the findings from the study, it can be concluded that teacher's professional development can be used as a competitive drive in teacher performance. It can be argued that teacher's professional development program had been used to improve practises related to teacher's day to day activities, especially the lesson preparation, teaching methodology, assessment skills and their use of teaching aids/learning resources.

The study concluded that teachers are expected that it is important to make lesson planning, through teacher's professional development program teachers are emphasized to make lesson plan which ensures that pedagogical relations prosper in their lesson.

According to the effect of teacher's professional development program on teaching method the study concludes that it helps the teachers understand the different types and importance of the teaching methods which enhances and brings in effective teaching which is the creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively.

The study further concludes on the influence of teacher's professional development program on teaching by looking at assessment skills, the study concludes that teacher are responsible for structuring the learning environment in order to provide motivational learning experiences for the learners therefore teachers are called to assess their teaching methods which is related to subject matter also teachers' perceived self-efficacy not only affects students' motivation directly but also indirectly via the instructional strategies teachers use to create a supportive learning environment.



### 5.3 Recommendations

Based on the findings from this study, the study findings makes the following recommendations in order to address of the influence of teacher's professional development program on teaching performance in Baringo North Sub County, Baringo County:

- i) According to the study objective to investigate teacher's perception of the influence of their professional development on their lesson preparation, the study recommends that teachers should ensure they prepare lesson plans, schemes of work, lesson notes and instructional objectives. This will enhance their teaching and make pupils understand the content more.
- ii) According to the influence of teacher's professional development on their teaching methodology, the study recommends that the teachers should diversify their teaching methods and look for the best method that suit the pupils and can make them understand the lesson well
- iii) On the influence of teacher's professional development on their assessment skills, the study recommends that as a teacher one should have skills that can assess the pupil and identify the weaknesses so as to increase concentration on it.
- iv) According to teacher's perception of the influence of their professional development on the use of teaching aids/learning resources the study recommends that the school and the Ministry of Education at large should support teachers throughout their careers to review their learning needs and to

acquire new knowledge, skills and competence through formal, informal and non-formal learning, including exchanges and placements abroad; supporting teacher mobility.

- v) The government should prepare a procedural professional development program with specific time lines for all teachers and which should be a prerequisite for confirmation for promotion among teachers
- vi) School management should ensure that before teachers are assigned any duty they are adequately trained on their roles with regard to professional development programs. This will lead to the effective execution of their roles.
- vii) Teacher's employers should appoint a Committee in charge of coordinating and evaluating the professional development program. This will ensure that there is follow up on the effectiveness of teachers professional development program
- viii) There is need for the County government and other stakeholders to develop a framework to guide in selection of teachers that need to participate in professional development activities thus catering for all the staff in an equitable manner.

#### **5.4 Suggestions for Further Research**

The following are the researcher's suggestions for further study:

1. Since the study was limited to public primary schools within Baringo North Sub County there is a need to carry out an extensive similar study for the whole Baringo County.

2. The study used the questionnaire and interview schedules as the main instruments of data collection. Future studies should include other methods of data collection so as to cater for all groups.
3. A further study should be carried out on the relationship behind teacher professional development program and the general performance of the teacher

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## **APPENDIX I: INFORMED CONSENT**

I am a post graduate student of Moi University carrying out a research study on perception of teacher development program on their teaching in Public primary schools in Baringo North sub county' I kindly request you to answer the questions below. All responses will be handled confidentially and will be used only for this study. This questionnaire therefore is to help me collect information from you for purely academic purposes.

You are therefore kindly requested to participate and respond as best as you can to in terms in the questionnaire. The information provided will be treated

Matters to note

The information given on this questionnaire will be held in strict confidence and will be used only for the purpose of study

You are requested to read each question carefully and provide your honest response. Please tick ( ) on your appropriate response or write your answers in the spaces provided with utmost confidentiality and will be used only for the purpose of this study

Let me take this opportunity to thank you in advance for taking part in this study

Yours' faithfully

**CHEBOLEI REUBEN**

EDU/PG/EDH/1003/11

## **APPENDIX II: TEACHERS QUESTIONNAIRE**

I am a post graduate student of Moi University carrying out a research study on perception of teacher development program on their teaching in Public primary schools in Baringo North sub county' in partial fulfilment for the award of the degree of masters of philosophy in early childhood education, Moi university, Kenya

Matters to note

The information given on this questionnaire will be held in strict confidence and will be used only for the purpose of study

You are requested to read each question carefully and provide your honest response.

Please tick ( ) on your appropriate response or write your answers in the spaces provided

### **Part A: BIO DATA**

1. What is your gender?
 

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
2. What is your age bracket?
 

20 -30 years	<input type="checkbox"/>
31 – 40 years	<input type="checkbox"/>
41 – 50 years	<input type="checkbox"/>
Above 50 years	<input type="checkbox"/>
3. What is your highest level of education?
 

Certificate	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Bachelors' Degree	<input type="checkbox"/>
Masters	<input type="checkbox"/>
4. What is your work experience?

- 4 years and below
- 5-9 years
- 10 years and above

5. What type of Teacher Professional Development program have you undertaken?

- Short Term Seminars / Workshops
- Diploma
- Degree
- Post graduate

Part B: Specific objectives

Section A: Lesson Preparation

6. Kindly rate the following statements in relation to the influence of lesson preparation on learning

Strongly agree =5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

Statements	5	4	3	2	1
Teacher professional development program has positively influenced my preparation of schemes of work					
Teacher professional development program has improved my preparation of lesson					
Teacher professional development program has influenced my preparation of lesson notes					
Teacher professional development program has improved my ability to state instructional objectives					

### Section B: Teaching methodology

7. Kindly rate the following statements in relation to the influence of teaching methodology on learning

Strongly agree =5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

Statements	5	4	3	2	1
Teacher professional development has exposed me to a variety available teaching methods					
Teacher professional development program has enabled me to have competence to select the appropriate method for instructional purpose					
Teacher professional development program has improved my capacity to effectively apply one or more teaching approach in the instructional situation					
Teacher professional development program has greatly influenced my teaching methodology					

### Section C: Assessment

8. Kindly rate the following statements in relation to the influence of assessment on learning. Strongly agree =5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

Statements	5	4	3	2	1
Teacher professional development has positively influenced my assessment of learning					
Teacher professional development has enhanced my competence in choosing the appropriate					

assessment method					
Teacher professional development program has improved my assessment skills					

**Section D: Use of teaching and learning resources**

8. Kindly rate the following statements in relation to the influence of use of teaching and learning resources on learning

Strongly agree =5, Agree=4, Undecided=3, Disagree=2, strongly disagree=1

<b>Statements</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Teacher professional development has widened my knowledge on the use of teaching and learning resources					
Teacher professional development program has improved my ability to use the teaching and learning resources					
Teacher professional development program has enhanced my competence in varying the utilization of the teaching/learning resources					
Teacher professional development program has greatly influenced my utilization of the resources in the teaching/learning					

**APPENDIX III: LIST OF PRIMARY SCHOOLS BARINGO NORTH PUBLIC**

S/N	SCHOOL NAME	ZONE
1.	Kalabata	Bartabwa
2.	Terenin	Bartabwa
3.	Barbarchun	Bartabwa
4.	Kipkaren	Bartabwa
5.	Chepkew	Bartabwa
6.	Tuluk	Bartabwa
7.	Kamwetio	Bartabwa
8.	Koiserat	Bartabwa
9.	Moigutwo	Bartabwa
10.	Chepkesein	Bartabwa
11.	Toboroi	Bartabwa
12.	Kamweton	Bartabwa
13.	Atiar	Bartabwa
14.	Barketiew	Bartabwa
15.	Boruiyo	Bartabwa
16.	Chapin	Bartabwa
17.	Tunoiwo	Bartabwa
18.	Kabilany	Bartabwa
19.	Kapturo	Bartabwa
20.	Bartabwa	Bartabwa
21.	Kaboron	Bartabwa
22.	Chebugar	Bartabwa
23.	L.Kamnarok	Bartabwa
24.	Litein	Bartabwa
25.	Kamogoi	Bartabwa
26.	Siboo	Bartabwa
27.	Lekepchun	Bartabwa
28.	Bartogo	Bartabwa
29.	Kipkolony	Bartabwa
30.	Lawan	Bartabwa
31.	Keturwo	Bartabwa
32.	Kaptilomwo	Bartabwa
33.	Likwon	Bartabwa
34.	Konoo	Bartabwa
35.	Narwesa	Bartabwa
36.	Bartaragon	Kabartonjo
37.	Kalel	Kabartonjo
38.	Kapkwang	Kabartonjo
39.	Korosechun	Kabartonjo
40.	Mormorio	Kabartonjo
41.	Kaptumin	Kabartonjo



42.	Bossei	Kabartonjo
43.	Kasaka	Kabartonjo
44.	Moi KBO	Kabartonjo
45.	Nuregoi	Kabartonjo
46.	Kapkiamo	Kabartonjo
47.	Tirindinin	Kabartonjo
48.	Root	Kabartonjo
49.	Kasok	Kapsaraman
50.	Mondo	Kapsaraman
51.	Kapkoiiwo	Kapsaraman
52.	Torokwonin	Kapsaraman
53.	Kitibei	Kapsaraman
54.	Rebeko	Kapsaraman
55.	Kabargoge	Kapsaraman
56.	Poi	Kapsaraman
57.	Kaptoin	Kapsaraman
58.	Kimigul	Kapsaraman
59.	Bartolimo	Kapsaraman
60.	Chambai	Kapsaraman
61.	Kelwondonin	Kapsaraman
62.	Lobin	Kapsaraman
63.	Kipkoriokwonin	Kapsaraman
64.	Kipsaraman	Kapsaraman
65.	Kapchepkisa	Kapsaraman
66.	Barkebo	Kapsaraman
67.	Burburet	Kapsaraman
68.	Terik	Kapsaraman
69.	Akoroyan	Koroto
70.	Chebarsiat	Koroto
71.	Koroto	Koroto
72.	Kipcherere	Koroto
73.	Tibingar	Koroto
74.	Sesio	Koroto

75.	Chepkwel	Koroto
76.	Bartum	Koroto
77.	Kapkule	Koroto
78.	Sutiechun	Koroto
79.	Maramar	Maregut
80.	Tilingwo	Maregut
81.	Chemitany	Maregut
82.	Kaptigit	Maregut
83.	Kintach	Maregut
84.	Murterit	Maregut
85.	Ayrya	Maregut
86.	Cheptigit	Maregut
87.	Turbei	Maregut
88.	Kuikui	Maregut
89.	Chesangich	Maregut
90.	Maregut	Maregut
91.	Kombosang	Maregut
92.	Kampi nyasi	Maregut
93.	Chemura	Muchukwo
94.	Kiptolelyo	Muchukwo
95.	Rosondonin	Muchukwo
96.	Karisma	Muchukwo
97.	Kapluk	Muchukwo
98.	Turuturu	Muchukwo
99.	Katibel	Muchukwo
100.	Kiptaiwa	Muchukwo
101.	Muchukwo	Muchukwo
102.	AIC Kapkarani	Muchukwo
103.	Tiloi	Ossen
104.	Kabarnet	Ossen
105.	Kapkomon	Ossen
106.	Kaimogol	Ossen
107.	Ngeiwan	Ossen
108.	Kirinygalia	Ossen

109.	Seremwo	Ossen
110.	Sogom	Ossen
111.	Termet	Ossen
112.	Ossen	Ossen
113.	Kapkirwok	Ossen
114.	Kilingot	Ossen
115.	Sumeiyon	Ossen
116.	Kaptum	Sibilo
117.	Rormoch	Sibilo
118.	Kagir	Sibilo
119.	Karimo	Sibilo
120.	Rondinin	Sibilo
121.	Moinonin	Sibilo
122.	Sibilo	Sibilo
123.	Ngaratuko	Sibilo
124.	Biretwonin	Sibilo
125.	Koiboware	Sibilo
126.	Koindui	Sibilo
127.	Kosile	Sibilo
128.	Makotiony	Tirimionin
129.	Kasisit	irimionin
130.	Kasesya	irimionin
131.	Kasiber	irimionin
132.	Kamotiony	irimionin
133.	Kapchepkor	irimionin
134.	Kabiyewo	irimionin
135.	Kasisit	irimionin
136.	Kapkombe	irimionin
137.	Boin	irimionin
138.	Biringweny	irimionin
139.	Embo-rutto	irimionin
140.	Aiyebo	irimionin

## APPENDIX V: RESEARCH PERMITS



**MOI UNIVERSITY**

**Office of the Dean School of Education**

Tel: (053) 43001-8 , P.O. Box 3900  
 (053) 43555 Eldoret, Kenya  
 Fax: (053) 43555

**An ISO 9001: 2008 CERTIFIED INSTITUTION**

**REF: EDU/PG/EDH/1003/11**

**DATE: 6<sup>TH</sup> February, 2018**

**The Executive Secretary**

National Council for Science and Technology

P.O. Box 30623-00100

**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF REUBEN CHEBOLEI- (EDU/PG/EDH/1003/11)**

The above named is a 2<sup>nd</sup> year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media, School of Education.

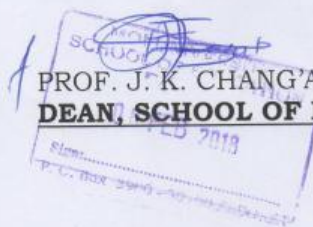
It is a requirement of his M.Ed Studies that he conducts research and produce a thesis. His research is entitled:

**“Perception of Teachers Professional Development Program on their Teaching, Baringo North Sub-County, Baringo County, Kenya.”**

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

**PROF. J. K. CHANGACH**  
**DEAN, SCHOOL OF EDUCATION**





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

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/46198/21369**

Date: **20<sup>th</sup> February, 2018**

Reuben M Chebolei  
Moi University  
P.O Box 3900-30100  
**ELDORET.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Perception of teachers' professional development program on their teaching*" I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **20<sup>th</sup> February, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*G.P. Kalerwa*  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Baringo County.

The County Director of Education  
Baringo County.

## REPUBLIC OF KENYA



MINISTRY OF EDUCATION  
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION  
OFFICE OF THE COUNTY DIRECTOR  
(BARINGO).

Our Email: countyedubaringo@gmail.com  
Tel / Fax: 053/21282

P.O. BOX 664  
KABARNET

REF: BAR/CDE/RESEARCH.GEN/VOL.11/80

08/03/2018


Reuben M. Chebolei  
Moi University  
P. O. Box 3900 - 30100  
Eldoret

**RE: RESEARCH AUTHORIZATION.**

Reference is made to your request letter Ref No. NACOSTI/P/18/46198/21369 dated 20<sup>th</sup> February, 2018 on the above subject.

I am pleased to inform you that you have been authorized to carry out research on "*Perception of teachers' professional development program on their teaching*" in Baringo County for the period ending 20<sup>th</sup> February, 2019. The authorities concerned are therefore requested to give maximum support so that this research is completed within schedule.

I take this opportunity to wish you well during this research in our County.

  
Willie Machocho  
County Director of Education  
Baringo County







## OFFICE OF THE PRESIDENT

Telephone. 053-21285  
 Fax. (053)-21285  
 E-Mail:  
 baringocountycommissioner@yahoo.com  
 baringocountycommissioner@gmail.com

**MINISTRY OF INTERIOR  
 AND CO-ORDINATION  
 OF  
 NATIONAL GOVERNMENT**

COUNTY COMMISSIONER'S OFFICE,  
 BARINGO COUNTY,  
 P.O. BOX 1 - 30400  
**KABARNET.**

When replying please quote:

**REF.NO.ADM.18/2 VOL.I/206**

**8<sup>TH</sup> MARCH, 2018**

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION**

Reference is made to a letter Ref. No.NACOSTI/P/18/46198/21369 dated 20<sup>th</sup> February, 2018 from the Director-General/CEO NACOSTI regarding the above mentioned subject.

This is to confirm that Reuben M. Chebolei of Moi University has been authorized to carry out research on "*Perception of teachers' professional development programme on their teaching*" for a period ending **20<sup>th</sup> February, 2019**

Any assistance accorded to him will be highly appreciated.

T. O. OTUNGA  
 For: COUNTY COMMISSIONER  
**BARINGO COUNTY**

COUNTY COMMISSIONER  
 BARINGO COUNTY

**THIS IS TO CERTIFY THAT:  
MR. REUBEN M CHEBOLEI  
of MOI UNIVERSITY, 158-30400  
KABARNET, has been permitted to  
conduct research in Baringo County**

**Permit No : NACOSTI/P/18/46198/21369  
Date Of Issue : 20th February,2018  
Fee Received :Ksh 1000**

**on the topic: PERCEPTION OF  
TEACHERS PROFESSIONAL  
DEVELOPMENT PROGRAM ON THEIR  
TEACHING.**

**for the period ending:  
20th February,2019**



*[Handwritten Signature]*  
.....  
**Applicant's  
Signature**

*[Handwritten Signature]*  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**



### CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
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REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH CLEARANCE  
PERMIT

Serial No.A 17519

CONDITIONS: see back page

**APPENDIX VI: MAP OF BARINGO NORTH SUBCOUNTY**

