TEACHERS PERCEPTION ANDTHEIR INFLUENCE ON TEACHERS' PREPARATION OF PROFESSIONAL DOCUMENTS IN SECONDARY SCHOOLS IN ELDORET WEST DISTRICT, UASIN GISHU COUNTY, KENYA.

BY

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DECLARATION

DECLARATION BY THE CANDIDATE:

This thesis is my original work and has not, to the best of my knowledge, been presented for a degree in any other university or institution of higher learning in any other part of the world. No part of this work may be reproduced without prior permission of the author and/or Moi University.

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DEDICATION

This work is dedicated with lots of love to the most important people in my life; My late father, Christopher Ratemo who was the fountain of inspiration for my further education, my mother Elizabeth Bonareri Ratemo who has always been there to encourage me; my siblings Silas Monyenye, Violet Kerubo and Brian Misaro for their strength and love which inspired me to be the best I can. To my sons Basil Calvin Magara, Fitzherbert Kaiser Magare and Don Brunno Ratemo Kizito and Angel Moraa Kizito, my daughter, for the fulfillment I find in them. Lastly, to my dear husband Dennis Kizito Magare who is a motivation to my academic life.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

AFT: American federation of teachers

DQAS: Directorate of Quality Assurance

DQUASO: District quality assurance and standards Officers

ICT: Information communication and Technology

INTASC: Interstate new teacher assessment and support consortium

KIE: Kenya Institute of Education

KNEC: Kenya National Examination Council

MOE: Ministry of Education

NEA: National Education Association

TSC: Teachers Service Commission

UK: United Kingdom

UNESCO: United Nations, Education Social and Cultural Organization

ABSTRACT

This study sought to investigate the teacher perception and their influence on teachers' preparation of professional documents in Eldoret West District. The researcher's experience and a reconnaissance study carried out in a number of schools in Eldoret west district revealed that most teachers do not prepare the required professional documents. The objective of this study was to find out the relationships between teacher personal attributes, workload, teachers' other responsibility and teacher professional development on the preparation of professional documents. This study was based on Douglas McGregor's' theory X and Y (1960). This study used theory Y that posits that people are naturally active; they set goals and enjoy striving to achieve them. That is, teachers desire to prepare professional documents but there are perceptions that influence this desire. The study adopted a descriptive survey design. It involved secondary school teachers selected from sampled schools in Eldoret west district, Uasin Gishu County. The researcher collected data from133 teachers using the mixed approach method by using questionnaires for teachers and interview schedules for head teachers. Data was analyzed using descriptive and inferential statistical techniques with the help of Statistical Package for Social Sciences (SPSS). The study sought to find any statistically significant relationships between teachers' perceptions and their preparation of professional documents. The statistical significance was analyzed using Chi Square (X^2) tests. The study findings indicated that some of the teacher's perception had an influence on the preparation of professional documents in secondary schools. HODS played a crucial role in facilitating the preparation of professional documents. Preparation of professional documents mainly involved induction on communication and information technology skills, with professional training and consultative meetings being held as need arose as far as the preparation of professional documents is concerned. Head teachers perceptions were that HODs should take a more active role in development of professional documents of the school. The study concluded that teacher personal attributes like pre-service qualification, gender, and age have no statistically significant relationship with the preparation of professional documents. The study also concluded that teacher's weekly teaching workload has a statistically significant relationship with the preparation of professional documents in Secondary schools. The study further concluded that some teachers have other responsibilities to play other than teaching. For instance, some are class teachers, house masters, and heads of departments. Such teachers with extra responsibilities may not have enough time to prepare professional documents compared to teachers who are not charged with extra responsibilities. The study recommended that all public secondary schools should invest more in teachers by encouraging and informing them the importance of professional documents. The ability to prepare professional documents is a sure way of improving the performance in examinations, it also enables teachers to clearly understand and comprehend the curriculum effectively and efficiently. The findings of this study are significant because the M.O.E could use them in improving the efficacy of teachers in preparation of professional documents to ensure more quality education is imparted on secondary school students.

CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

1.1 Introduction

This study sought to investigate the teacher perception on the influence on teacher preparation of professional documents in the Kenyan secondary schools by investigating the relationship between teacher personal attributes such as pre-service qualification, gender, age, and preparation of professional documents, established the relationships between workload, teacher other responsibilities, teacher professional development and the preparation of professional documents. The main problem of the study was that despite the emphasis laid on the preparation of professional documents during the training of teachers and the importance of such documents, most secondary school teachers sometimes do not prepare the documents.

This chapter highlights the background information to the problem, statement of the problem, purpose of the study, objectives of the study, the research questions, research hypotheses, assumptions of the study, scope and limitations of the study, justification of the problem, significance of the study, and the theoretical and conceptual framework of the study.

1.2 Background to the Problem

Secondary school education is a gateway to the opportunities and benefits of economic and social developments. Demand for access to higher levels of education is growing dramatically as countries implement universal primary education. The World Education for All efforts provides added momentum for the growth in secondary education. Further,

globalization and the increasing demand for a more sophisticated labour force combined with the growth of knowledge based economies give a sense of urgency to the heightened demand for secondary education (Kerre, 2010).

Education in any form, traditional or modern, shapes the destiny of the society (Daily Nation, 2005). Today education is considered the critical software for development. But for it to play this role effectively there must be a cadre of competent teachers. The education programme that prepares and supplies such a crop of teachers to educational institutions is called Teacher Education. By extension, teacher education is an integral component of education. It involves the preparation of properly identified and selected individuals for the teaching profession.

The professionalism in teaching is internationally. For instance, in New Jersey there are standards set for teachers in instructional planning and strategies. One of the standards of teachers in New Jersey is that all teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community and curriculum goals and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and performance skills of all learners. According to McNergney & McNergney (2007), both the American Federation of Teachers (AFT) and the National Education Association (NEA) professional organization for teachers, sometimes called teacher unions, acknowledge in their codes of ethics of teachers responsibility to perform their work. The NEA (1975) preamble to its code of ethics describes the responsibility as follows;-

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standard (McNergney & McNergney 2007).

The interstate New Teacher Assessment and support consortium (INTASC), the council of Chief state school officers – state superintendents of Public instruction set standards for teachers and among the standards is the ability of a professional teacher to offer quality instruction through proper instructional planning. (McNergney & McNergney, 2007, p. 5)

The formal teacher education programme being practiced in Kenya today was introduced in the mid-nineteenth century by the early missionaries and much later by the colonial government. The purpose was to prepare school teachers for the fledging mission and government sponsored schools. It was structured, designed and conducted by identified individuals though not professionals in teacher education. The intention of mounting this education programme was noble, to develop and instill specific teaching competencies in the teacher trainees.

Teacher education, therefore, ensures that teachers are equipped with knowledge and skills to carry out their duties effectively. Any trained teacher, as a policy is charged with the responsibility of classroom teaching and preparing and maintaining lesson plans and lesson notes, schemes of work, record of work covered and students' progress records. (The Kenya handbook of teachers, 2006). A head of department is charged with the

responsibility of ensuring that schemes of work, lesson plans, and records of work covered and student's progress records are prepared and adhered to in the course of teaching. (The Kenya Handbook for teachers, 2006). The H.O.D's are therefore supposed to prepare their own supervision schedules and monitoring tools for this purpose. The reports produced by these internal based quality assurance officers are expected to be tabled before the respective school management.

The Kenya Handbook for Teachers (2006) stipulates the role of the principal as being in charge of academic standards and records. The principal is the immediate inspector of the schools and in particular he/she must check the teaching standards by reference to schemes of work, lesson plans, records of work done, students' progress records, pupils exercise books and also by actual visits to the classroom to see the work of individual teachers. The ministry on the other hand, through the directorate of quality assurance (DQAS) is mandated with the responsibility of ensuring that there is effective implementation and delivery of curricula in all institutions of learning. In this regard the DQAS only provide external scrutiny as to how curricula are being implemented at the school level. The above requirements are enshrined in the Ministry of Education charter which requires that schools and other institutions be visited and standards assed by DQAS on regular basis. For example, in the secondary sub sector the requirement is that each secondary school is externally assessed every three years (Quality Assurance and Standards Circular No. 1 of 2009). During the visits, the DQAS officers look at the professional documents such as schemes of work, lesson plans among others and supervises teachers in classrooms to find out if they adhere to the prepared documents.

Planning for instruction is the process of making detailed information on how to teach. Teacher planning is the thread that weaves the curriculum, or what of teaching, with the instruction or the how of teaching (Jeffrey, 2008). Planning is very important as it provides some measure of order in an uncertain and changing environment. It is during planning that a teacher prepares teacher Professional documents such as schemes of work, lesson plans, students' progress records and record of work covered. Schemes of work is a detailed analysis and sub division of the syllabus into weeks, terms and periods for the purpose of orderly and systematic teaching or learning. They encourage the teacher to read widely, plan his/her lessons and develop them well, they ensure the syllabus is completed within a given period of time etc.

A lesson plan is a systematic instruction comprising the amount of teaching that can be given at one time to students. It shows what the teacher and his/her students should cover during a single or double lesson. It is important in achieving wastage of time and energy of both teacher and student, creates self confidence in the teacher among others.

A record of work covered is a summary of work done in class at the end of every lesson. It helps the teacher learn about ability of his/her students especially when the record of work reveals the number of assignments, tests and examinations that the teacher has given out. It also helps the teacher adjust and draw up more appropriate schemes of work, lesson plans and strategies in classroom.

By keeping a record of work the teacher becomes successful in his/her teaching career and the fact this record of work can be used in case of any eventualities immediate transfers etc. Students' progress records consist of marks and grades achieved by pupils

during the term as the work is covered. It shows progress of each child and they are a testimony that the teacher is working, assess what has been achieved in the past by the learners, show present rate of progress that the learners are making, show areas of difficulty for individual learners so that remedial teaching can be planned for etc.

1.3 Statement of the Problem

Teacher preparation during pre- and in-service training is crucial if quality education is to be delivered to learners. () Efforts have been made to define teacher preparedness and learner performance. According to UNESCO (2015), teacher preparedness refers to a complex process of a teacher processing professional values and being able to practice them. **(ibid)***

When Kenya attained self-rule in 1963, trained teachers were inadequate to teach all the public schools. Untrained teachers were recruited to fill the gaps. (Republic of Kenya, 1964) Teacher preparedness, however, was a mandatory aspect to every teacher before entering the classroom.

Teacher preparedness starts at pre-service training and all the prerequisite requirements. In-service courses attended enhance effectiveness of classroom teaching and promotes timely preparation of professional documents.

A World Bank report highlighted by Ngugi (2016) shows that learners in Kenya are cheated out of education as teachers do not have the adequate preparation and do not cover the syllabi. Ngugi states that most teachers do not adequately prepare for the classroom delivery yet Kenya is among growing economies that spend a substantial

amount of their national budgets. Kenya has a policy which requires teachers to understand teacher professional documents which they use in the preparation, implementation, and evaluation of a learning activity. The Teacher Service Commission manual for teachers (2012) states that every teacher shall have updated documents before engaging in classroom activity. The documents include schemed of work, lesson notes, learners' progress records, and any other relevant material that directly impacts learners' performance.

Despite this emphasis put on preparation of professional documents and the importance of such documents, most secondary school teachers do not prepare them as revealed by a reconnaissance study carried out by the researcher in a few schools in Eldoret West District, Uasin Gishu County. This study, therefore, sought to investigate the teachers' perceptions on the influences of preparation of professional documents by secondary school teachers in the area.

1.4 Purpose of the Study

The purpose of this study was to find out the teachers perception and their influence on teachers' preparation of professional documents. The study intended to find out how teachers personal attributes, workload, other responsibilities, and teacher professional development influence of professional documents.

1.5 Objectives of the Study

 The objectives of the study were:-

I.   To investigate if there is a relationship between teachers perceptions on personal attributes such as pre-service qualification, gender, age and preparation of professional documents.

II. To find out if there is a relationship between teacher perceptions on workload of secondary school teachers and preparation of professional documents.

III. To investigate the relationship between teacher perceptions on other responsibilities and the preparation of professional documents.

IV. To find out whether there's a relationship between teacher perceptions on professional development and the preparation of professional documents.

1.6 Research Hypotheses

H_{01}: There is no statistically significant relationship between personal teacher attributes and the preparation of professional documents by secondary school teachers in Eldoret West District, Uasin Gishu County.

H_{02}: There is no statistically significant relationship between the workload and the preparation of professional documents by secondary school teachers in Eldoret West District, Uasin Gishu County.

H_{03}: There is no statistically significant relationship between the teachers other responsibilities of secondary school teachers and the preparation of professional documents by secondary school teachers in Eldoret West District, Uasin Gishu County.

$H_{04:}$ There is no statistically significant relationship between professional development of secondary school teachers and preparation of professional documents by secondary school teachers in Eldoret West District, Uasin Gishu County.

1.7 Assumptions of the Study

The study was done under the assumptions that all secondary school teachers were adequately trained and qualified, were expected prepare professional documents effectively, planning and scheming was a policy requirement for every teacher, and that the respondents would give correct, honest and reliable information regarding their preparation of professional documents.

For the statistical inference analysis, the test were carried out under the assumptions that the sample size was relatively large enough (>30), the results from the respondents were independent, and the distribution of the data was normal with no strong skewness.

1.8 Scope of the Study

The study sought to find out the teacher perceptions and their influence on teacher preparation of professional documents. The study was done on secondary school teachers in Eldoret West District of Uasin Gishu County, Kenya in 2014. The teacher perceptions being the independent variables were limited to personal attributes (gender, pre-service qualification, and experience), workload, other responsibilities, and professional development. The dependent variable was the preparation of professional documents. The data was collected using questionnaires and interviews. SPSS was used to carry out Chi Square (X^2) tests to determine statistical significance.

1.9 Limitations of the Study

Limitations that hindered the study are as follows:-

I.   The use of stratified sampling technique was difficult as the classification of strata was hard because of limited data available at the Ministry of Education offices. More so, there are no online records making the records cumbersome to obtain.

II.   The Chi Squares tests were at times hindered because of sample size requirements. Some schools have very few teachers hence provide very small sample sizes. This made carrying out the tests in some instances faulty.

III. Descriptive statistics computed are not fairly reflective of the total population because of strong skews and outliers.

IV.   (a) The McGregor Theory tends to overgeneralize and oversimplify people as being one way or another. People cannot be put on the extremes only. No enterprising man belongs to either theory X or Y fully. (b) It also suggests that a job itself is the key to motivation. But all people do not see motivation in the job. The management has to motivate people to work.

V.   Carrying out the study in some schools in the district was hard because of the logistics required to reach the physical locations to hand out questionnaires and carry out interviews.

VI.   The data from the responses by teachers may be inaccurate as some teachers are not willing to admit fault in preparation of professional documents.

1.10 Justification of the Study

The Education Act Cap 211 lays emphasis on the responsibility of the Department of Education to monitor effectiveness of schools in the provision of quality education. The

Commonwealth secretariat (1993) defines effectiveness of a school in terms of the extent to which the school achieves its objectives and goals of education. The M.O.E and has delegated the responsibility of monitoring the effectiveness of schools to the County Quality Assurance Officers (CQUASO) formerly known as the inspectorate.

The M.O.E and Human Resource Development through TSC (1998:5) provides the following as the role of H.O.Ds in secondary schools. On department management H.O.Ds are supposed to;

Promote efficiency in the teaching process in the department with regard to syllabus grasp, schemes of work formulation, records of work maintenance and records of tests and examinations. A scheme of work is one of the accountable documents CQUASO were interested to check. A lesson plan is also another accountable document which an inspector or CQUASO were interested to check in lesson preparation.

According to Nsubuga (2000, p.87), even if the syllabus is excellent, there is a good deal of planning left to teachers. They must therefore before the beginning of the year, decide how they are going to spread the programme in each subject over the year.

A reconnaissance study carried out by the research in May 2010, in the district revealed that most teachers do not prepare professional documents and no research has been done in the district to establish the cause. It was therefore necessary to undertake the study in the district.

A study carried out by Rugut (2004), on teachers' preparation and students' competence in secondary schools in Nandi South District revealed that most mathematics teachers

knew very well about the teacher preparation policy and the training received by teachers was adequate. Further, a study by Indimuli (2003) on the role of lesson preparation in the management of learning, it was found out that in all schools that were visited teachers did not prepare lesson plans. According to quality assurance and standards circular No. 1 of 2009, recent visits and assessment by junior officers from the ministry and particularly QASOS revealed cases of laxity in teacher preparation. There was need therefore for this study to fill the gap by addressing the problem of the teacher by looking at teacher perception on the influencing on teacher preparation of professional documents.

1.11 Significance of the Study

The findings of this study are significant because the M.O.E could use them in improving the efficacy of teachers in preparation of professional documents. This would then facilitate the fulfillment of industrialization by 2020. To achieve this long term goal, our education system should be geared towards improving performance in our schools both from teachers and students. It is also hoped that the findings of this study would give valuable information to the institutions within the ministry of education such as the CQUASO to develop a plan of action that encourages teachers to effectively prepare professional documents.

The findings would also help school administrators and heads of departments to develop a plan of action that encourages teachers to effectively .prepare professional documents. eachers on the other hand would also see the need of having these important documents. For researchers, the study would enable them acknowledge by filling information on areas not covered by the study that is, it would stimulate further studies.

1.12 Theoretical Framework

This study was based on Douglas McGregor's (1960) assumptions which are often used to illustrate how people in organizations can be motivated. A review of McGregor's assumptions is a good starting place;

Theory X Assumptions

1. People are naturally lazy; when faced with a choice they normally prefer to do nothing.

2. People work mostly for money and status

3. The main force keeping people productive in their work is fear of being demoted or fired.

4. People remain, children grow larger; they are dependent learners.

5. People expect and depend on direction from above, shown and trained in prior methods of work.

6. People need supervisors who would watch them closely enough to be able to praise good work and reprimand errors.

7. People have little concern beyond good their immediate motivational interests

8. People need specific instructions on what to do and how to do it; larger policy issues are none of their business.

Theory Y Assumptions

1. People are naturally active; they set goals and enjoy striving to attain them.

2. People seek many satisfactions in work, pride, in achievements enjoyment in process, sense of contribution, pleasure in association, stimulation of new challenges and so forth.

3. The main force keeping people productive is the desire to achieve their personal and social goals.

4. People are normally mature beyond childhood; they aspire to independence, self-fulfillment and responsibility

5. People close to the situation see and feel what is needed and are capable of self-direction

6. People who understand and care about what they are doing can devise and improve their own methods of doing work.

7. People seek to give meaning to their lives by identifying with nations communities,

   Companies or caused.

8. People need a sense that they are respected as capable of assuming responsibility and self-direction.

9. People need over increasing understanding; they need to grasp the meaning of their activities in which they have cognitive hunger as extensive as t6hje universe

10. People crave genuine respect from others.

This study thus used theory Y that believes that teachers are naturally active; they set goals and enjoy striving to achieve them and the main force keeping the teachers productive is the desire to achieve their personal and social goals. The assumptions in this theory relate to the objectives of this study. For instance the assumption that people

constantly grow; it's never too late to learn: they enjoy learning and ever increasing their understanding and capability relate to experience of the teachers in that teachers gain more skills through the time spent on preparing professional documents. The assumption that people who understand and care about what they are doing can devise and improve their own methods of dong work relate to workload. In this case teachers who understand and care about their workload can devise their own methods of doing their work. A number of assumptions also relate to motivation. The assumption that people are naturally active, they set their goals and enjoy striving to attain them is an internal motivation. The assumption that people seek many satisfactions in work, pride in achievements enjoyment process, sense of contribution, pleasure in association, stimulation of new challenges and so forth also relate to internal motivation. The assumption that people need to be encouraged and assisted relates to external motivation as in teachers would need some encouragement and assistance to enable them to prepare professional documents. This theory would therefore guide the ideas that were discussed in this study on the teacher perception on the influencing on teacher preparation of professional documents.

1.3 Conceptual Framework

<u>Independent variables (Teacher perceptions)</u>   **<u>Dependent variables</u>**

| Teacher personal attributes such as age, experience and gender |
| Teacher workload |
| Teacher other responsibilities |
| Teacher professional development |

| Preparation of professional documents |
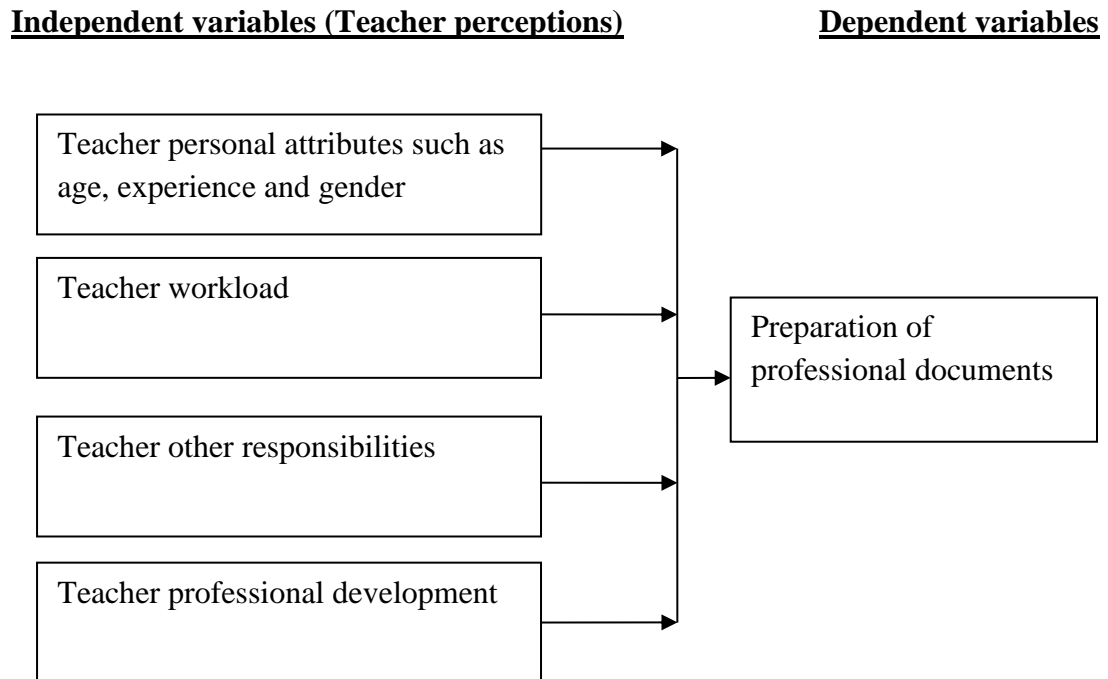
Figure 1.1: Conceptual Framework

(Source: Researcher 2019)

In this study the independent variables were; the teacher personal attributes, teacher workload, teacher other responsibilities and teacher professional development. All these influence the preparation of professional documents, which is, the dependent variable. Personal attributes vary from teacher to teacher and may influence the preparation of professional documents. Teachers who are overloaded in their work and have more responsibility may not get enough time to prepare adequately.

1.14 Definition of Terms

Gender- Is a range of characteristics of femininity or masculinity. Depending on the context the term may refer to sex. For purposes of this study gender refers to the state of the secondary teacher being male or female.

Lesson – a systematic instruction in a subject that comprises the amount of teaching that can be given at one time to the students. In this study a lesson refers to a secondary school teachers instruction in a subject that comprises the amount of teaching that he or she can give at one time to the students.

Lesson Plan- For purposes of this study, a lesson plan is a well prepared, systematically arranged programme by a secondary school teacher through which the desired information is conveyed to students. This study investigated the teacher perception on the preparation of schemes of work.

Motivation- Is an internal psychological feeling which produces goal directed behavior. It is an ongoing process because human needs are never completely satisfied (Saleemi, 2009, p.44). In this study motivation would refer to the conditions that would cause a secondary school teacher to prepare professional documents and pursue them with vigour and persistence.

Pre- service qualification- means an exam that you have passed or a course of study that you have successfully completed (Oxford Advanced Learners Dictionary, p.1186). For purposes of this study, Pre-service qualification means a course of study that a secondary school teacher successfully completes before service.

Professional documents – are sets of papers containing official and technical information that relates to teaching and learning. In these study professional documents refers to the sets of papers containing schemes of work, lesson plans, record of work covered and students' progress records prepared by secondary school teachers.

Record of work covered- In this study a record of work covered would refer to a summary of the work done or covered in class at the end of every lesson by a secondary school teacher. This study investigated the teacher perception on the preparation of record of work covered.

Schemes of work- Is a detailed analysis of the syllabus into weeks, terms, and periods for the purpose of orderly and systematic teaching or learning. (Mukwa & Too, 2002, p.66). It is a document that interprets the syllabus and systematically arranges the content to be covered over a specific period of time (Thungu, et.al, 2008, p.77). This study investigated the teacher perception on the preparation of preparation of schemes of work.

Student's progress records- Are records which show the learners achievements in every piece of work that is assessed. (Thungu, et.al, 2008, p.83). For purposes of this study students' progress records are records showing the students' performance in every piece of work that is assessed.

Teacher experience-experience refers to knowledge and skill gained through the time spent on doing a job or activity. (Oxford Advanced Learners Dictionary, p.513).For purposes of this study teacher experience refers to the knowledge and skill gained through time spent the teaching profession by secondary school teachers.

Teacher professional development-Is the growth that occurs through the professional cycle of a teacher (Glatthorn, 1987). In this study professional development refers to growth that occurs when secondary school teachers get further training in their subjects.

Teacher workload-For purposes of this study, workload refers to the number of lessons a teacher has to teach in addition to the other responsibilities in schools.

Teacher other responsibilities- For purposes of this study, teacher other responsibilities refers to the state or job of being in charge of someone or something and making sure what they do is right and satisfactory.

Teacher attributes- are qualities or characteristics of a teacher. The study looked at three personal attributes of teachers i.e. gender, pre-service qualifications, and experience.

1.15 Chapter Summary

This chapter has presented an introduction to the study, the background to the problem, the statement of the problem, the purpose and objectives of the study, research hypothesis, assumptions of the study, scope and limitations, justification, significance, theoretical and conceptual framework and the definition of terms used in the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the preparation of professional documents. It particularly focuses on preparation professional documents, and the teacher perception on the influencing on teacher preparation of professional documents.

The review was conceptualized under the objectives of the study and their relationship with preparation of professional documents; these were the main issues in this study. The sections in this chapter are; Preparation of professional documents, teacher perception on the influencing on teacher preparation of professional documents, related studies and summary of literature reviewed.

2.2 Preparation of Professional Documents

2.2.1 Schemes of Work

According to Mukwa & Too (2002), a scheme of work is a detailed analysis and sub-division of the syllabus into weeks, terms and periods for the purpose of orderly and systematic teaching or learning. It indicates the amount of work or ground a teacher or student is likely to cover during a week, a month, a term or a whole year. According to Ayot & Patel (1987), a scheme of work is a written description of the work that has been planned for a particular content to be covered over a specified period of time. According to Macharia (1987), a scheme of work is a work plan indicating sequentially the topics or themes on a given subject. It is a projection of what the teacher intends to cover with

his/her students within a given period. In other words, a scheme of work is simply the survey of the work a teacher intends to cover during a prescribed period.

Teachers should prepare their teaching schemes in advance so as to ensure that resources are collected in time. The schemes should be checked by the Heads of subject Departments and finally by deputy Head Teacher or teacher. Staff members should be informed about the deadlines (Bakhda, 2004).

The preparation of schemes of work is about breaking up the content of a syllabus into meaningful components or units and arranging these components in a logical sequence for teaching. Schemes of work no doubt represent an effort by the teacher to plan systematically. It therefore means that a teacher prepares schemes of work before embarking on the teaching period. As the teacher prepares schemes of work, it's necessary for them to pay attention to changing times, changing nature of students, the available learning facilities as well as changes in subject matter. Schemes of work prepared in a certain year for a certain class may not be suitable for use in another year unless the changes that may have occurred have been accommodated.

Schemes of work are prepared yearly or termly. More often than not, teachers are supposed to prepare them at the beginning of the year or term and follow them in their day to day curriculum implementation. The school administration should provide materials for preparation. The schemes of work are normally prepared in triplicate so that the individual teacher retains one copy, the head of department another copy and the head of the school another copy.

A scheme of work serves the following functions according to Mukwa & Too (2002). To begin with, they encourage a teacher to read widely, plan his/ her lessons and develop the same well, especially for lessons, which require more time and attention in preparations at the beginning of the course or the term. Secondly, it helps teachers or student teachers to provide continuity in the lessons and sequence in the learning in an orderly manner. This approach gives students a sense of order in whatever they are learning. Thirdly, the scheme of work ensures that the syllabus is completed or covered within a given period of time. This is made possible by the use of topic schedule.

Without a scheme of work, a teacher may take a lot of time on one or so lessons topics leaving him /her with little time to attend to other topics. Fourthly, when a teacher or a student-teacher has prepared a scheme of work, he/she becomes confident in his work because he/she would have consulted a variety of relevant sources of information, selected suitable media and materials for instruction and prepared the appropriate instructional objectives. (Mukwa & Too, 2002) Fifth, a Scheme of work helps a teacher make requisition for the necessary materials and also encourages him/her to check on all the materials available in the school. This is so because the teacher shall have indicated these materials in the scheme of work. Further, by the end of the course or specified period, a teacher can study the scheme of work to see what he/she taught well and what he did not teach well; what he/she covered and what he/she might have left out. This would help a teacher make adjustments in his/her instructional design for the following season. (Mukwa & Too 2002).

For instance he/she could make changes in the techniques and approaches selected to conduct a given topic. This is the quality of a professionally growing teacher. In addition to that, Schemes of work facilitate lesson planning since they give a teacher ready instructional objectives, topics/sub-topics, learning aids, reference etc. These are indicated in the scheme of work. Lastly, in the event of an emergency or handing over or taking over from a departing teacher, it is very easy to know where one reached and what he/she had covered. This makes it easier to know where one reached and what he/she had covered. This makes it easier for the new teacher to start off from where his or her colleague left. Schemes of work make it easy for supervisors and schools inspectors to advice and counsel the teachers in their charge .They also help the head teachers and other educational administrators check on whether the teacher is following the agreed syllabus or whether he/she has hatched up his/her own alternative syllabus. (Mukwa & Too, 2002). When making a scheme of work, a teacher must be aware of the following problems. Some of these are beyond control. However a teacher can make provisions for them. The problems include:-

A scheme of work is an individual teachers' affair and this may not be acceptable to others e.g. during handing over. The Ministry of education has attempted to provide schemes of work in some subjects in primary schools. But some teachers have complained that they do not understand how the analysis of subjects was done. (Mukwa & Too, 2002).

Frequent changes in the school teaching staff either because they are proceeding to leave, retirement or getting normal transfer. Most of these teaching personnel leave their schemes of work uncompleted. (Mukwa & Too, 2002)

Schemes of work should be designed to ensure that the knowledge, skills and capabilities, understanding and attitudes of the pupils are developed over a particular period in order to ensure progression in learning. (Susan, et.al, 2006).

2.2.1.1 Elements of a Good Scheme of Work

According to Mukwa & Too (2002), a good scheme of work comprises two main parts: - the title and the body. The title includes the subject itself, subdivision of the subject, the term, the class, the duration, period and the year. All these information is presented at the top of the scheme of work. According to Ayot & Patel (1987), the essential elements of a scheme of work include; administrative details such as; name of school, class, subject, term and year.

The main body of the scheme of work comes immediately after the title and consists of nine vertical columns containing the following elements, starting from the left:

i)   The week/lesson – which answers the question "when am I going to teach? A school term has about 13 weeks. However, not all the weeks were available for teaching. A teacher should therefore indicate time schemed for in terms of weeks available for teaching in the particular school term and the available teaching lessons each week.

ii) Lesson topic/subtopic- Topic is a section or portion of the subject area that has been selected for teaching by the teachers. The Topics are sourced for from the syllabus

iii) Lesson objective which answers the question "what behavior do l expects the student to demonstrate after the lesson? According to Mukwa and Too 2002, a lesson objective is a description of the behavior expected of a learner after instruction. According to Ayot & Patel (1987), in writing objectives a teacher is guided by the following questions:-

    a. What do you what to be learnt by learners?

    b. How do these objectives relate to long-term objectives of the subject?

iv) Teaching method- which answers the question "how would l arrive at the objective l have set for myself or which ways shall l use to arrive at the set goal? Mukwa & Too (2002) say that for the achievement of comprehensive objectives of different subjects, teaching methods are needed to expose the learner to knowledge and experiences helpful.

v) Learning aids which answer the question "which materials would l use to arrive at the set goal. Learning aids/resources are teaching and learning materials needed to reinforce or supplement learning activities. They are also called educational aids, audio-visual aids or teaching aids. They include – textbooks, chalkboards, real things or resource persons, radios, models, libraries, maps, charts or audio visual aids like films, filmstrips or television programmes.

vi) References which answers the question "which are the source of information for the lesson" References must include the titles of the materials /resources

consulted, the authors/editors and where possible the pages from which that information is extracted.

vii) Assessment column which answers the question, how do I know that l have arrived at the set goal? It is necessary to specify the type of assessment tool the teacher intends to use e.g. examination test, projects.

viii)   Remarks columns which answers the question "was there anything odd about my planned instructional work?"

ix) Learning activities. Learning activities are a description of what the students were doing or involved in during the teaching-learning process. (Ayot & Patel, 1987). Learning activities for each of the lessons in the scheme of work should be indicated. Only the main learning activities are necessary in the schemes of work.

(Sample of scheme of work in appendix VII)

Every teacher has a scheme of work, but it may exist only inside his/her head and it may be incomplete. Just as the curriculum is the answer to the learners' question, "why do we have to learn this? The scheme of work is the answer to the teachers' question, "what am I going to do?

Unfortunately the scheme of work has been devalued by bureaucrat belief of many teachers that exist only to satisfy – in this obsessional morbid distrust of professional discretion and of pulling up plants to see are growing – managers and inspectors craving for ' evidence' of adequate needs to be rescued from this fate.(Atherton, 2010).

It is the teachers' equivalent of the builders plan and the engineers block working document. It is not immutable, just as building plans can be checked. It is made to be

messed with, to be annotated and scrawled all over. It is a useful evaluation tool you can have because given that most of us repeat it year on year, reference to last years' well-worn scheme (and the year before) gives the best guide on how to change things for this year. (Atherton, 2010).

In Qatar, a scheme of work for grades 1 to 12 is a long-term plan to help schools to achieve the aims for science and introduction to the standards. It interprets the new curriculum standards and translates them into coherent teaching units, typically 6 to 12 hours of work. The scheme shows how the units can be distributed with each grade and across grades in a sequence, continuity and progression in children. The units can then act as a guide to teachers when they create the scheme (SEC Teachers Network, 2010)

The Qatar scheme of work for science: Draws the standards together into coherent, manageable teaching units, indicates the approximate number of teaching hours for each unit and orders the units across two semesters of the school year so that they build on preceding work, link with and prepare children for the next grade and also develops sufficient detail in each unit about what to teach for the teachers to be allocated. (SEC Teachers Network, 2010).

The flow of the units reflects continuity and progression in children's learning throughout the school year and provides one or more opportunities to revisit particulars, standards or groups of standards throughout the course. This gives children the chance to consolidate their learning in a range of contexts and to make connections between aspects of the subject (SEC Teachers Network, 2010).

2.2.2 Lesson Plan

A lesson plan is a systematic instruction in a subject that comprises the amount of teaching that can be given at one time to the students. (Too & Mukwa, 2002) A lesson plan is a systematically planned approach to teaching and learning that consists of the subject and the topic to be taught, objectives and an introduction, activity and conclusion stages, to be used by the teacher when teaching. A lesson plan is a detailed description of the course of instruction for an individual lesson. (Mitchell & Tchudi, 2009) It shows what the teacher and his /her students should cover during a single or a double lesson. In the words of L.B. Sands, a lesson plan is actually a plan of action. It includes the working philosophy of the teacher, his/her knowledge of philosophy ,his/her information about his/her understanding of his/her pupil, comprehension of the objectives of education, his/her knowledge –of the material to be taught and his/her ability to utilize effective method. Thus, a lesson plan is the way the teacher intends to keep his students busy during a particular period. It indicates what and how the teacher and his/her pupils are going to do in that period. A daily lesson plan is developed by a teacher to guide class instruction. The detail of the plan would vary depending on the preference of the teacher and the subject being covered. There may be requirements mandated by the school system regarding the plan. (Mitchell & Tchudi, 2009)

2.2.2.1 Preparation of Lesson Plans

Preparation involves asking oneself pertinent questions about ones pupils, subject matter as well as the best methods for handling the subject matter. The objectives must specify what students would achieve, how they would go about it, the conditions under which it were done, the standards of achievement and how this were measured.

Teachers should prepare lesson plans at all times. Preparation involves giving much thought to the subject matter, in terms of knowing the right sources of information and not taking pupils for granted. Lesson plans should be prepared for every lesson that is being taught.

According to Mukwa & Too (2002), a good lesson plan should include the following- Name of teacher, date, time (time table period and sequential time) ,school ,class or form and number of learners ,subject ,topic ,sub-topic if any, content – specific course / topic content to be covered in a sequential order, course aims stated in broad or short term goals and objectives to be met by both the learner and the teacher. It is necessary that a teacher or a student teacher prepares a lesson plan for the following reasons.

 A lesson plan acts as a form of reminder of what a teacher is going to teach how he or she intends to teach it. The actual lay out of the lesson notes makes it necessary for a teacher to consider perceptions which he or she might otherwise ignore or skip. According to Monica & Sarita (2005), an ideal lesson plan should be:-

Objective based-the lesson plan must be based on one or other objectives, written and defined clearly. The plan should have appropriate material aids –correct decision regarding the charts, graphs, diagrams, and maps should be taken while preparing ideal lesson plans, marked of proper places, which the teacher is to use while teaching. The plan should also be based on previous knowledge so as to avoid any difficulty in acquiring new knowledge by the pupils. It should also be divided into units-lessons are of three types; Knowledge lessons, skill lessons and appreciation lessons. All relevant steps of these three types of lesson plans should be determined in an ideal lesson plan. Each lesson should be divided into suitable units so that the pupils may understand it gradually.

Further the lesson plans language should be simple-The simplicity of the lesson and clarity of thoughts should be according the mental level of pupils. The lesson plan should be subject centered, not language oriented. It should be made clear what activities a teacher and the pupils are to perform. The activities of a teacher and the pupils should be determined before –hand in an ideal lesson. More so the teacher should gain the knowledge of maxims of teaching. Only then, he /she can use appropriate strategies or methods, tactics, techniques and aids in order to classify the events and facts, which occur in different situations and a possible correlation, should occur to enable the pupils to acquire the knowledge as a whole. Examples should be used which have relevance with the daily life of pupils. This depends upon the comprehensive knowledge and experience of the teacher. The techniques and occasion of providing individual guidance to the pupils should be indicated and the lesson plan encourages a logical development and preparation.

The lesson plan provides an outline of one lesson within a scheme of work. In planning a lesson, you are working out the detail required to teach one aspect of the scheme of work. (Capel, et.al, 2009).

The lesson plan format

Lesson plans formats may vary from one educational institution to another, in Kenya primary schools teacher training colleges have a very comprehensive lesson plan formats. At universities, which specialize in secondary and post-secondary teaching the format is different.

(Sample of lesson plan format in Appendix VIII)

Generally, a well-developed lesson plan reflects interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teachers philosophy of education, which is what the teachers feels is the purpose of educating the students. School requirements and a teacher personal tastes, in that order, determine the exact requirements for a lesson plan. Unit plans follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or weeks. Modern constructivists teaching styles may not require individual lesson plans. The unit plan may include specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles. (Mitchell & Tchudi, 2009)

2.2.2.2 Importance of Lesson Planning

First lesson planning is important in achieving definite goals and objectives – while preparing a lesson plan the teacher should keep before him the general and specific aims of each lesson. Thus his field of work were delimited. Should think of ways, means and devices to realize his aim most successfully. (Monica & Sarita, 2005)

Secondly lesson planning is important in preventing wastage – lesson planning prevents wastage of time and energy of both the teacher and the taught. Prepared beforehand, the treatment of the lesson were logical orderly and systematic with no haphazard or thoughtless teaching. All efforts were made to clarify the main point during the allotted period. There shall be neither repetition nor disunity between the different steps of the lesson. (Monica & Sarita, 2005).

Lesson planning also creates self confidence in the teacher – by planning his lesson wisely in relation to his topic and his class a teacher shall enter the classroom with full confidence in himself. He shall know how to proceed, what general and particular lines are to be followed, what material to be used and what activities are to be carried out by him as well as by his pupils. His lesson notes would indicate the steps that he would follow and the stages through which he would pass. Fully prepared to deal with all the possible difficulties likely to arise during the course of a particular lesson a teacher is sure to achieve success through lesson planning. (Monica & Sarita, 2005).

It also creates thoroughness and effectiveness – keeping in view the mental capacities, attitudes, habits, interests and aptitudes of the pupils to be taught, a good lesson is planned before actual teaching. The teacher collects all the teaching aids, illustrative materials and other essential things that contribute to effective teaching. He were able capture pupils' interests and make learning natural and effective. (Monica & Sarita, 2005).

Lesson planning also makes evaluation possible – a good lesson planning enables the teacher to evaluate his work as the lesson proceeds. He would try to learn from both success and failure. Evaluation is possible only when definite aims and objectives are kept in view. Learning experiences are given to realize those aims while tests of progress are prepared for undergoing the outcomes of instruction. (Monica & Sarita, 2005).

2.2.2.3 Purposes and Functions of Lesson Planning

There are a number of important purposes and functions to the planning of lessons which are worth noting. First and foremost, planning enables a teacher to think clearly and

specifically about the type of learning he or she wishes to occur in a particular lesson, and to relate the educational objectives to what is known about the pupils and the place of study. (Kyriacou, 1998)

Secondly, it enables the teacher to think about the structure and content of the lesson. This includes thinking about how to devote to each activity. Indeed one of the most important skills is that of judging how much time should be spent on each activity in a lesson and the best pace of progress through the activities (Kyriacou, 1998)

Thirdly, planning quite considerably reduces how much thinking the teacher would have to do during the lesson. Once the lesson is in progress there were much to think about in order to maintain its effectiveness. The fact that the lesson as a whole has been well planned means that you can normally focus your attention on the fine tuning of the lesson, rather than trying to make critical decisions on the hope. (Kyriacou, 1998)

Fourthly, planning leads on to the preparation of all the materials and resources in general that were needed. (Kyriacou, 1998)

Fifth, keeping notes would provide a useful record for the teachers future planning, particularly in relation to giving similar lessons to another group of pupils and in planning which would extend what they have done in that particular lesson. Indeed, it is very useful, particularly in the early years of teaching to make a brief note at the end of each lesson of any point you want to draw your attention at some future time when you need to refer to the lesson notes again. (Kyriacou, 1998)

2.2.3   Record of Work Covered

A record of work is simply a summary of the work done or covered in a class at the end of every lesson. (Ayot & Patel, 1987). After teaching, the teacher writes down what has been covered and this is called a record of work. The teacher evaluates his/her performance and it is therefore a true record of his /her feelings about the lesson and the students learning progress. Thus the teacher must keep a summary of the work covered and do so every day after the lesson.

(Sample Format of record of work in appendix IX)

2.2.3.1 Importance of Keeping a Record of Work

It helps the teacher to learn about the ability of his/her students especially when the record of work reveals the number of assignments, tests and examinations that the teacher has given out. It also helps the teacher to adjust and draw up more appropriate schemes of work, lesson plan and then evaluate his/her teaching strategies used in the classroom. By keeping a record of work the teacher becomes successful in his /her teaching career and the fact that this record of work can be used in case of any eventualities, immediate transfer, unexpected death, escape for green pastures, prolonged sickness among other things makes it important every time a lesson is taught. (Ayot & Patel, 1987)

2.2.3.2 Preparation of Records of Work Covered

Most schools have record books for the same at departmental levels. Teachers are expected to record the work they have already covered in class for every lesson taught. (Macharia & Wario, 2009)

2.2.4 Students Progress Records

The progress consists of marks and grades achieved by the pupils during the term, as the work is covered. The progress record is designed to show the progress each child is making every week. It is recommended that the teacher should asses the progress made by each child on every piece of work given. (Macharia & Wario, 2009)

2.2.4.1 The Purpose of Student's Progress Records

School records are official documents and may be required to be produced by official administrators. They are in a way a testimony that the teacher is working. They also serve to assess what has been achieved in the past by the learners, to show the present rate of progress that the learners are making, to show the areas of difficulty for individual learners so that remedial teaching can be planned for, to provide the basis for guidance and counseling of learners and to assist in the smooth transition of learners from one school to another.

If records are going to serve their purposes well, the following principles should be kept in mind the records must be easy to keep, easy to understand and be based upon knowledge that is common to all teachers, the records should provide enough details about a subject to enable another teacher to make a balanced judgment and they must be neatly kept. (Macharia & Wario, 2009)

Preparation of professional documents is a very important aspect in curriculum implementation for effective results. The ministry of Education through the Directorate of Quality Assurance is mandated with the responsibility of ensuring that there is effective implementation and delivery of the curricula in all institutions of learning. In this regard,

the DQAS provide external scrutiny as to how curricula are being implemented at the institutional level. This means that the respective institutions managements have the responsibility to ensure quality in day to day of curricula delivery processes.

The above requirements are enshrined in Ministry of Education charter which requires that schools and other institutions, be visited and standards assessed on regular and on a daily basis or weekly basis. For example, the secondary sub sector, the requirements is that each secondary school is externally standard assessed every three years while primary schools are to be assessed once every term.

At school/Institutional level it is the responsibility of the management to develop clear work plans on how to ensure that each and every teacher carries out his/her responsibility appropriately for the benefit of the learner. In this respect the principals/Head - teachers, Deputy Head - teachers, Heads of Departments and any other administrative officers for example Deans of Curriculum are expected to develop their own supervision schedules and monitoring tools for this purpose. Reports produced by these Internal/school-based Quality Assurance officers are expected to be tabled before the respective schools management committees.

The above internal Quality Assurance Officers continuous standards assessments are critical to the achievements of required knowledge, skills and competencies amongst learners. Without the realization of this, all the efforts of the education sector were of little effect. As such internal curriculum delivery assessment provides the backbone of the education system.

2.3 Teacher Perceptions that may Influence Preparation of Professional Documents

There are various perceptions that may influence the preparation of professional documents by secondary school teachers. This section would discuss perceptions under the following items;

    i)   Teacher personal attributes.

    ii)   Workload

    iii)   Teacher other responsibilities

    iv)   Teacher professional development

2.3.1   Teacher Personal Attributes

Personal attributes are often the subject of college admission essays, job interview, psychological assessments and most other things where the personality of an individual is a subject of curiosity. Attributes can be positive or negative, constant or changing, and differ according to the opinion of the describer. Attributes embody attitudes, beliefs and skills and are often the direct result of social endorsements or circumstances and individual history. An attribute is also defined as a quality or characteristic of a person.

According to Shewanda Pugh (2017), personal attributes, in its strictest definition, refers to trait, circumstances, condition, or other item, thought to result from a specified cause. Therefore personal attributes would consist of traits in an individual thought to result from a specified cause.

A broader definition of personal attributes would consist of traits in an individual. This section would discuss teacher personal attributes under the following items:-

    (i)   Pre-service qualification of teachers

(ii)   Experience

(iii)   Gender

2.3.1.1 Pre-service Qualification of Teachers

According to oxford advances learner's dictionary, qualification means an exam that you have passed or a course of study that you have successfully completed. According to MacMillan English dictionary for advanced learners, qualification means something such as a degree or a diploma that you get when you successfully finish a course of study.

In east Africa secondary school teachers are trained mainly at two levels. They are trained at diploma and graduate levels. In Kenya the following categories of secondary school teachers are trained. The 1st category is diploma teachers. These are trained at diploma teachers colleges. The course takes three years after K.C.S.E. Diploma student teachers are trained mainly in specialized areas in sciences, technical education, languages and music. The 2nd category is the bachelor of education degree. They are trained at universities. The course takes four years after K.C.S.E. Finally there are postgraduate diplomas in education teachers. These comprise of graduates who are training to become teachers. Their training takes one academic year. Secondary school graduate teachers are trained at faculties of education of various universities. The curricula for training are in many respects identical.

Further secondary school teachers with a degree certificate can further their studies by undertaking a master's degree. The course entails one year of coursework and another year of research. Therefore in Kenya, secondary school teachers can be diploma holders, degree holders, and postgraduate diploma in education holders or master's degree

holders. Teachers in secondary schools have different academic qualifications which they acquire before and during service. Some are diploma holders, others are degree holders and others have masters' degrees. Some even have other qualifications other than the ones mentioned above. The various qualifications may have influence the preparation of professional documents. It is expected that the highly qualified teachers should prepare the professional documents more efficiently and punctually than the less qualified ones.

2.3.1.2 Experience

According to MacMillan English dictionary for advanced learners, experience refers to knowledge or a skill gained through time spent on doing a job or activity. Experience as a general concept comprises knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event. The history of the word experience aligns it closely with the concept of experiment. The Concept of experience generally refers to the know-how or procedural knowledge, rather than propositional knowledge; on the job training rather than book learning. Philosophers dub knowledge based on experience "empirical knowledge" or "posteriori knowledge". The interrogation of experience has a long tradition in continental philosophy. A person with considerable experience in a specific field can gain a reputation as an expert.

Types of experience

The word experience may refer, somewhat ambiguously both to mentally unprocessed immediately perceived events as well as to the purported wisdom gained in subsequent reflection on those events or interpretation of them. Some wisdom-experience

accumulates over a period of time, though one can also experience a single specific momentary event. Experience can be mental, emotional, spiritual, vicarious or virtual.

Changes in experience through history

Some post modernists suggest that the nature of human experiencing has undergone qualitative change during transition from the pre-modern through the modern to the postmodern.

Alternatives to experience

Immanuel Kant contrasted experience with reason; "Nothing indeed, can be harmful or more unworthy of the philosopher, than the vulgar appeal to the so- called experience. Such experience would have never existed at all, if at the proper time, those institutions had been established in accordance with ideas.

Secondary school teachers experience varies from one teacher to another depending on the time spent on the profession. It is expected that teachers who have been in the profession for long should find it easy to prepare the professional documents because of the expertise gained as a result of repeating the same year in year out unlike the teachers who are less experienced who may find it hard because of being fresh from college. Therefore experienced teachers should prepare professional documents with a lot of ease and punctuality than the less experienced teachers.

2.3.1.3 Gender

Gender is a range of characteristics of femininity and masculinity. Depending on the context, the term may refer to the sex (i.e. state of being male or female), social roles (as gender roles) or gender identity. (Macmillan Dictionary)

Sexologist John Money introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word "gender" to refer to anything but grammatical categories. However, Money's meaning of the word did not become widespread until the 1970's when feminist theory embraced the distinction between biological sex and the social construct of gender. Today, the distinction is strictly followed in some contexts, especially the social sciences and the documents written by World Health Organization (WHO), but in many contexts, even in some areas of social sciences and documents gender has expanded to include "sex" or even to replace the latter word. Although this gradual change in the meaning of gender can be traced to the 1980's, a small celebration of the process in the scientific literature was observed when the Food and Drug Administration started to use "gender" instead of "sex" in 1993. "Gender" is now commonly used even to refer to the physiology of non-human animals, without any implication of social gender roles.

Secondary school teachers are either male or female. Males and females have different roles to play in their families and society. Female teachers have extra family responsibilities like bringing up children, taking care of the children and their families at large among other household chores. Male teachers on the other hand do not have many roles to play in the family. They therefore have ample time to prepare the professional documents compared to their female counterparts who have extra roles to play in their families.

2.3.2 Work load

According to Macmillan English dictionary, workload is the amount of work that a person or an organization has to do. Workload also refers to the amount of work assigned to or expected from a worker in a specified period of time. It is also the amount of work that a machine produces with a specified period of time. In reference to this study workload refers to the number of lessons a teacher has to teach in addition to other responsibilities in schools. The maximum workload recommended by T.S.C for secondary school teachers in 30 lessons. However workload may vary from one school to another depending on the number of teachers in the school.

The Elementary Teachers Federation of Ontario (ETFO), surveyed members about the amount of time they spend on work related activities and their attitudes about workload. The study revealed that full time public elementary teachers can work an average 53 hours per week. Over 27 of those hours are spent on non-classroom duties such as preparing for classes, marking, working with individual students, supervising students, completing paper work and contacting parents. The survey also found out that almost all teachers feel overworked and reported that work related demands have had a negative impact on their personal lives.

According to a research published by Mugikuu (2005) on 'Influence of teachers motivation on students' performance in K.C.S.E. in public secondary schools in Kwale County', findings on workload indicate that teachers were likely to be in class for increasingly long hours, coupled with larger class sizes, more subjects which in the long run became major demotivators amongst teachers, large class sizes and heavy workloads

also makes teachers resistant to extra work effort that is needed to boost students' academic achievement.

According to a report on Secondary Teacher Workload Study carried out by the Australian Council for Education Research (2004) which looked at the hours worked, the kinds of manageability for principals, middle managers and teachers in New Zealand, the study identified 'moderate' to 'severe' workload problems among teachers and managers in New Zealand secondary schools, the report also noted that the actual number of hours worked by teachers in Secondary schools was high. From both the survey and case studies, the report noted that middle managers (mainly HODs) were clearly the group most affected. Almost all teachers described their workload as heavy but said it was manageable, most of the time. A significant number said that at certain points workload exceeded their capacity to manage and that this negatively affected their teaching.

Another study on Teacher Perceptions Influencing Students' Academic Achievement in Secondary Schools in Nyandarua County in Kenya, showed that significant differences were observed in schools mean score depending on teachers' weekly teaching workload. Schools where teachers had a weekly teaching workload of 25 lessons or less registered a significantly higher mean score than schools where teachers had 26 lessons or more. The study therefore concluded that teacher's weekly teaching workload has a significant effect on academic achievement in Secondary schools in Nyandarua County. (Kimani, et.al, 2013)

The workload of secondary school teachers vary from school to school depending on the number of teachers in a particular school. According to the ministry guidelines, a secondary school classroom teacher should have a maximum of 30 lessons per week. (The East African Standard, June 21, 2006). However, this often varies from school to school depending on staffing in a particular school. Some teachers may have less than 30 while others more. It is therefore expected that teachers with less workload have enough time for preparation of professional documents than teachers who are overloaded because they spend most of their time teaching and have less time to work on the professional documents.

2.3.3 Teacher other Responsibilities

Responsibility is a duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill and which has a consequent penalty for failure (Business dictionary). According to Macmillan dictionary responsibility is the state or job of being in charge of someone or something and making sure that what they do or what happens to them is just right or satisfactory. Oxford dictionary defines responsibility as the state or fact of being accountable or to blame for something.

Other responsibilities expands a teacher horizon to other issues. These issues may be academic or non-academic and help the teacher to diversify into other avenues of Knowledge (Bakhda, 2004).

Other nonacademic duties of a teacher involve taking students for games, sports or other activities. It may involve organizing outings, sports fixtures, trips and various outdoor

pursuits. A teacher can develop confidence in his students if he proves to them that he is interested in other aspects of the school curriculum and in particular, their physical & mental growth (Bakhda, 2004)

Responsibilities of a teacher transcend the act of merely passing on knowledge and disciplining students. A proactive teacher can direct a student to lead a fulfilling life that can go beyond a successful career. If you thought a teaching job as a cake walk, think again. The responsibilities and duties of a teacher are many and varied.

Teachers act as facilitators for incorporating and encouraging intellectual and social development in the formative years of a student's life. The emphasis that education helps uplift someone socially, intellectually, emotionally and personally is what a teacher fosters in children all through pre-school, high school and college.

A teacher has a responsibility to play towards students, parents, management and towards themselves. In an emerging world, responsibilities of an educator have increased several folds. From being a person who just imparts bookish knowledge, an educator has now power to shape a better world for students and empower them with knowledge to take on the world.

Role of the Teacher toward Students

Towards Students, teachers are expected to inculcate model behavior and mannerisms by self-example, prepare long-term teaching programs and daily lessons in accordance with the guidelines of the school's education system, provide activities and materials that engage and challenge the students intellectually, understand and implement the use of

information technology in lesson preparation and teaching. Teachers are also expected to shift between formal and informal methods of teaching, like debates, discussions, practical activities, experiments, projects and excursions, plan, set and evaluate grade test, exams and assignments, supervise student conduct during class, lunchtime and other breaks, understand the diverse background students come from, their strengths, weaknesses and areas of interest. Teachers should also be honest in student appraisal and avoid favoritism, enforce discipline by firmly setting classroom rules, resolve conflict among students by encouraging positive debate and be ready to adjust teaching styles to meet individual needs of students.

Towards Parents

Teachers are obliged to keep parents well-informed about their ward's progress, take time out to discuss an issue, or a problematic behavior and encourage parents to promote various diverse interests of their children. Teachers are also supposed to Inform parents about after-school activities like excursions, meetings, as well as detention, keep the parent feedback journal updated, encourage parent participation in parent-teacher meets and finally, work with parents for the betterment of their child's future.

Towards Management

Teachers are expected to be actively involved in staff meetings, educational conferences, and school programs and to voluntarily participate in organizing sporting events, and other excursions like camping trips, picnics, educational tours, etc. Teachers must also maintain a healthy relationship with all teaching and non-teaching staff members. In

addition to that teacher's help out in formulating school policies and carry out administrative duties relevant to their position in the school.

Towards Themselves

A teacher must be a teacher out of choice, and not by default, acquire relevant professional education and training to get the right concepts of teaching. A teacher must demonstrate honesty and sincerity towards the profession and accept that being a teacher does not make you a 'know-it-all'; so it's important to become a partner in the learning cycle with the students. A teacher has to accept that no two students would think, act and react alike, and respect that diversity. A teacher must also upgrade knowledge and learn new ways of teaching and avoid indulging in unethical behavior, and at all times maintain the dignity of a teacher-student relationship.

In an emerging world, responsibilities of an educator have increased several folds. From being a person who just imparts bookish knowledge, an educator now has the power to shape a better world for the students and empower them with knowledge to take on the world!

In conclusion, the following quote seems quite appropriate. It was from a book by Chauncey P. Colegrave called "The Teacher and the school". It was written in 1910, but the words still ring true today. No one can justly expect that all teachers, or any teacher, shall endlessly be patient, free from mistakes, always perfectly just, a miracle of good temper, unfailingly tactful and unerring in knowledge. But people have a right to expect that all teachers shall have fairly accurate scholarship, some professional training,

average mental ability, moral character, some aptness to teach and that they shall covet earnestly the best gifts.

Some teachers have other responsibilities to play other than teaching. For instance some are class teachers, house masters in the case of boarding schools; some are heads of department's etc. A report of the study on 'Challenges Faced by Deputy Head teachers in Secondary Schools Administration and the Strategies they use to tackle them in Imenti South District, Kenya' revealed challenges faced by deputy head teachers as poor preparation due to increased workload. (Kariuki, 2012) Such teachers with extra responsibilities may not have enough time to prepare professional documents compared to teachers who are not charged with extra responsibilities.

This study intends to find out how teacher other responsibilities other than teaching influence their preparation of professional documents.

2.3.4 Professional Development.

From Wikipedia (n.d.) free encyclopedia, professional development refers to the acquisition of skills and knowledge both for personal development and for career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as an intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

According to oxford Advanced Learners Dictionary, professional development day refers to a day on which classes at schools are cancelled so that teachers can get further training in their subjects. Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data driven design and teacher learning. However it does not determine whether accountable measures are being gathered to determine if this information has benefited the education system as a whole.

Professional development refers to the development of a person in his or her professional role. According to Glatthorn (1987), by gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their ability. Professional workshops and other formally related meetings are a part of the professional development experience (Ganzer, 2000). Much broader in scope then career development, professional development is defined as growth that occurs through the professional cycle of a teacher (Glatthorn, 1987). Moreover, professional development and other organized in-service programs are designed to foster the growth of teachers that can be used for their further development. One must examine the content of those experiences through which the process would occur and how it would take place (Ganzer, 2000; Guskey, 2000).

This perspective, in a way, is new to teaching in that professional development and in-service training simply consisted of workshops or short term courses that offered teachers new information on specific aspects of their work (Brookfield, 2005). Champion (2003) posited that regular opportunities and experiences for professional development over the past five years had yielded systematic growth in the teaching profession.

Many have referred to this dramatic shift as a new image or a new module of teacher education for professional development (Cochran-Smith & Lytle, 2001; Walling & Lewis, 2000). In the past 15 years there have been standards-based movements for a reform (Consortium for policy research in education, 1993; Hord, 2004; Kedzoir & Fifield, 2004; Sparks, 2002). The key component of this reform effort has created a much knowledge base that has helped to transform and restructure quality schools (Guskey, 1995). Much of the available research on professional development involves its relationship to student achievement relationship. Variables are the school, teacher, student level related to the level of learning within the classroom instructional strategies, classroom management, curriculum design, student background knowledge and student review of several studies. Marzano (2003) concluded that professional development activities experience achievement of the aforementioned variables.

Opportunities for active learning, content knowledge and the overall coherence of staff development are the top three characteristics of professional development. Opportunities for active learning and content are specific strategies for staff development refers to material. Overall coherence refers to the staff development program perceived as an integrated whole and development activities building upon each other in a consecutive

fashion. Marzano (2003) warned, however that standardized staff development activities which do not allow for application were ineffective in changing teacher behavior. Richardson (2003) published a list of characteristics associated with effective professional development, stated

> Statewide, long term with follow up; encourage collegiality; foster agreement among participants on goals and visions; have a supportive administration; have access to adequate funds for material; outside speakers, substitute teachers, and so no; encourage and develop agreement among participants; acknowledger participants existing beliefs and practices; and make use of outside facilitator/ staff developers. (p. 402).

Kedzoir & Fifield (2004) described effective development as a prolonged facet of classroom that is integrated and incorporates experiences that are consistent with teacher's goals; aligned with standards, assessments other reform initiatives and beset by the best research evidence. Elmore (2002) described professional development as sustained focus over time that is consistent with best practice.

Teacher development is important because students deserve the best, teacher preparation programs provide educators-to-be with tools, mentors and hands on experience they would need once they begin their career. (Edutopia staff, 2008) Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school related perception influencing school achievement, so it is critical to pay close attention to how we train and support new and experienced educators. It is critical for veteran teachers to have on going and regular opportunities to learn from each other. Ongoing professional development keeps teachers up to date on new research on

how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. (Edutopia staff, 2008)

A good teacher should not be afraid of taking up academic and other challenges. This is because new challenges equip a teacher with experience and knowledge which results in more self – confidence and sometimes promotion. (Bakhda, 2004)

A keen teacher regularly attends insets and continually upgrades by taking relevant courses. Through effective self-development, a teacher is most likely to be promoted in his/her department or even in the entire school (Bakhda, 2004)

This study sought to find out if at all there is any relationship between teacher professional development and the preparation of professional documents. It is expected that teachers who undergo professional development regularly prepare professional documents because of the continuous knowledge they gain during the in service courses that is aimed at higher achievement of students which comes about as a result of good teacher preparation unlike teachers who rarely go for in service or teachers who do not go for in service courses at all.

2.4 Related Studies

Rugut (2004), carried a study on 'Teacher preparation and students competence in secondary schools; A case of Kemeloi Division in Nandi South district.' The study sought to investigate whether teachers prepared their lessons adequately to develop

student's competence in secondary school mathematics. The study examined teacher preparation and student's competence in secondary school mathematics, it also investigated whether teacher's prepared adequately, identified the main problems associated with teacher preparation and the kind of procedures or policies in math's department in secondary schools in Kemeloi Division.

The study adopted a survey type research that involved 10 sampled schools in Kemeloi Division. The study population involved head teachers, mathematics teachers, heads of department and form three students in each of the sampled schools. The study came up with the following recommendations;

A significant majority of teachers perceived that teacher preparation had a great effect on student competence while a small number reported that preparation of documents had no effect on student's competence. It also found that majority of teachers agreed that experience had a great effect on teacher preparation while a small number of the teachers reported little effect. An insignificant number of the teachers said it had no effect on teacher's preparation. A significant number reported that the administration played a major role in teacher preparation policy. A small number of the teachers did not see the role played by the administration on teacher preparation. Most of the teachers strongly supported the teacher's preparation policy. A small number did not support it. Majority of teachers agreed that there were problems associated with teacher preparation policy but a significant population did not have any problem. The results also showed that the majority of teachers knew the school policy in teacher preparation while an insignificant number reported not to know.

The study came up with the following recommendations;

The school administration should aggressively make it clear the importance of preparing well before going to class, the ministry of education needs to update the policy and to send circulars to schools on teacher preparation policy, the school management should assist new teachers in the profession be able to understand the ministry of education policies in teacher preparation, the administration should also enhance and support teachers to achieve their goals, objectives in the subject, more so make mathematics department active and functional the administration should be checking the records of work and scheme of work to give meaning and importance to preparation policy, to minimize the problem of heavy workload faced by teachers, the ministry of education should balance teachers in secondary schools, the school administration should also support teachers by providing them with the necessary material or in any other way, the ministry of education should prepare seminars and workshops for teachers to help teachers understand the importance and used of the documents and the MOE should organize in service courses, seminars and workshops on teacher preparation policy.

This study centered on mathematics teachers only and preparation of lesson plans. However, teacher preparation does not involve lesson plans only. It also involves preparation of schemes of work, record of work covered and student's progress record. This study intends to fill the gap by looking at all teachers regardless of their teaching subjects and preparation of all professional documents in general. In the same study teachers agreed that there were problems associated with teacher preparation. Reasons given by teachers included- heavy workload, lack of materials

and laxity of administration in supporting teachers. The study did not come up with teacher perceptions influencing teacher preparation. This study intends to fill the gap by looking at teacher perceptions that influence the preparation of professional documents.

The study also came up with a number of recommendations that featured on the school administration and the ministry of education. For instance the study recommended that the school administration should be checking the records of work and schemes of work to give meaning and importance to preparation policy, it should also support teachers by providing them with necessary materials among others. However, for this exercise to be successful the teacher has got also a part to play. No single recommendation featured on the teachers. This study therefore intends to fill the gap by addressing the problem of the teacher by looking at teacher perceptions that influence the preparation of professional documents.

Indimuli (2003), carried out a study on the role of lesson preparation in the management of learning challenges in secondary school mathematics; A case of Lugari district. The study investigated the effect of lesson preparation on effective management of learning challenges in secondary school mathematics. The study was carried out in the Lugari district of western province, Kenya

The population of the study consisted all secondary schools mathematics teachers in all secondary schools in Lugari district and form 4 students in the schools that had classes up to form 4. The study adopted an ex post facto design type designed to gather information from both students and teachers on events that had already occurred concerning their

teaching and learning experiences in mathematics. The study found out that professional qualification and teaching experience did not seem to be a setback in cases where teachers used their acquired skills responsibly. It was found out that majority of the teachers in the sample were professionally qualified graduate teachers. The rest were trained diploma teachers. The problem with the teachers interviewed was that they did not seem to recognize the role of some of the essential skills such as lesson planning on effective teaching. Given the fact that these skills are emphasized in colleges of education, the issue of unplanned teaching should be a priority area in the search for quality teaching mathematics education. Concerning the issue of teaching experience, the teachers interviewed had in most cased adequate teaching experience. The mean teaching experiences was 6 years with a standard deviation of 3.4. However the number of years alone may not be a reliable measure of one's professional experience. What may be important is the exposure of teachers to professional developmental experiences such as seminars and in service courses. The study recommended that the inspectorate section of the ministry of education should be strengthened so that its advisory services in mathematics education were taken seriously by teachers in schools. It also recommended that the current practice of accepting schemes of work and lesson notes as sufficient accountable documents for lesson preparation should not apply to key subject areas like mathematics which require a comprehensive plan. Further it recommended that secondary schools institutions should provide an enabling environment for mathematics teachers to prepare their lessons comprehensively by providing them with lesson preparation notebooks similar to mark books provided to keep records of student's achievement. The study also concentrated on mathematics teachers only. This study

would attempt to fill the gap by looking at all teachers across all subjects because all teachers need to prepare regardless of their teaching subjects. The study recommended that M.O.E should strengthen its advisory services and institutions to provide an enabling environment for mathematics teachers to prepare their lesson. No single recommendation centered on the teacher's involvement. This study would therefore base itself on the teacher.

According to Quality Assurance and standards curricula No.l of 2009, recent field visits and assessment by senior officers from the ministry and particularly QASOS, have revealed cases of laxity in the teacher preparation.

In addition, the general preparedness and record keeping were found to be wanting in many schools. The following weaknesses were identified as impacting negatively on the quality of curricula delivery in schools/institutions:-

1) Poor and incomplete lesson plans in many primary and secondary schools

2) Undated, un-timed and unstructured teaching notes amongst many secondary school teachers.

3) Incomprehensive and incomplete schemes of work

3) Inadequate records of learners performance (progress reports)

4) Failure by teachers to keep records of work they have covered in class

5) Unmarked class attendance registers. The above situation reflects failure on the part of the Head teachers / principals their deputies and Deans of curriculum and H.O.Ds to carry out internal quality assurance and standards assessment work in their respective institutions. As a result they cannot assure quality curriculum delivery

processes in their institutions and departments. This may mean that some schools management committees no longer effectively carry out the supervisory as required.

In a situation where teachers cannot produce the mandatory professional documents and records cited above, the expected teaching and learning outcomes may not be realized. It is for this reason that the professional documents must be put in place by the institutions. Curriculum delivery standards assessment must be teacher and class based and not mere institutional cataloguing. For this reason all external standards assessment carried out in schools and other institutions must from there include carrying out teacher's preparedness and curriculum delivery in the classroom teaching using the DQAS classroom tool.

In the view of the issues raised above, the ministry did not come up with caused of laxity in teacher preparation. This study intends to fill this gap by looking at the teacher perceptions that influence the preparation of professional documents.

A study by Adebe (2004) looked at the roles performed as expressed by HoDs and Head teachers. The design of the study was 'ex-post facto' because the cause and effect relationships that were to be studied were not amenable to experimental manipulation. The study location was Kakamega East district in Western Province, which has 28 public secondary schools with 28 duly appointed secondary head teachers and 84 appointed heads of department. A pilot study involving two principals and six HoDs was carried out in two randomly selected schools. Fifty one HODS and seven Head teachers took part in the study. It was expected, that on analysis of generated data the findings may help in re-engineering the role of the secondary HODs so as to increase their efficiency and effectiveness in the changing education scenario within Kakamega East district and

Kenyan secondary schools in general. The main findings of the study were; HODS play a crucial role in Curriculum development and implementation, financial, human and instructional resource management; financial management, guidance and counseling are not their expected roles. Preparation of HODS mainly involved induction on communication and information technology skills, with professional training and consultative meetings being held as need arose. Head teachers perceptions were that HODs should take a more active role in management of the school. Conclusions of the study included the fact that HODS mainly aspire to the position because of the desire for leadership, service to the community and professional growth. The HODS suffer from role overloads; with most of their roles conflicting with those performed by class teachers, subject heads and head teachers. Regular professional courses, seminars and workshops need to be organized in order to equip the HODS with appropriate knowledge and skills for effective performance of their duties and responsibilities. Policy recommendations were that HODs be professionally qualified with post graduate qualifications in educational administration, KESI to institute mandatory training for those aspiring to the position of HODs or head teachers; TSC should come up with a scheme of service for HODS with post graduate qualifications.

2.5 Knowledge Gap

The study by Rugut (2004) centered on Mathematics teachers and preparation of lesson plans only. This study will a knowledge gap by focusing on all teachers and preparation of more professional documents.

Furthermore, in the Rugut study, the reasons given by teachers for poor preparation of lesson plans were heavy workload, lack of materials, and laxity of the administration to support teachers. This study will be looking at the perceptions of teachers on the influences of preparation of professional documents.

The study by Indimuli (2003) centered on the role of lesson preparation in the management of learning challenges in secondary school mathematics. This study sought to fill the gap by looking at teachers across all subjects.

More so, the Quality Assurance and Standards circular No. 1 of 2009 cites that cases of laxity in teacher preparation, general preparedness, and record keeping were found to be wanting. In view of the issues raised, the ministry did not come up with the causes of laxity in teacher preparation. This study filled the gap by looking at the perceptions of teachers on the influences of teacher preparation in secondary schools in Eldoret West District, Uasin Gishu County.

2.6 Summary

This chapter has presented a review of related to the study. The section has dealt with preparation of professional documents in secondary schools, teacher perceptions influencing preparation of professional documents and related studies. The teacher perceptions that may influence preparation of professional documents include teacher personal attributes like gender, pre service qualification and experience. Other perceptions include workload, teacher other responsibilities and teacher motivation, preparation of professional documents, Qualification of the teachers, experience marital status and gender.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the procedures and methods of data collection. It includes the study area, the research design, the target population, the sampling design and sample size, the data collection procedures, the research instruments, validity and reliability and methods of data analysis and presentation.

3.2 Research Design

The study adopted a mixed method approach i.e. it used both qualitative and quantitative methods. The researcher finds this design the most useful way of getting a general overview of the phenomena under investigation and create a balanced and efficient data collection. However, the challenge was trying to ensure that both methods complement each other instead of duplicating each other. The study adopted a descriptive survey research design because views, opinions, attitudes and suggestions of educational practices can be collected. (Kothari, 2004) The study intended to establish the attitudes, opinions and suggestions of the respondents towards teacher perceptions that may the influence preparation of professional documents.

3.3 The Study Area

The study was carried out in Eldoret West District, Uasin Gishu County. The District is new and was established in 2007 from the larger Uasin Gishu District, now Uasin Gishu County. The District has two divisions namely; Turbo and Soy. The district is also

divided into seven zones namely; Kiplombe, Moi's Bridge, Turbo, Soy, Sirikwa, Sugoi and Koisagat.

The district has a total of 51 schools categorized as follows: - 34 district schools, 6 provincial schools and 11 private schools. It has a total of 375 teachers. Following a reconnaissance study carried out in the district, it was evident most of the teachers did not prepare professional documents. The district was therefore appropriate for the study.

3.4 Target Population

The researcher targeted a total population of 51 secondary schools in Eldoret west district, Uasin Gishu County. The study consisted of secondary school teachers and head teachers. According to staffing records at Eldoret west district office, Eldoret west has a total of 51 secondary schools with a total staffing of 375 teachers of which 270 are male and 105 are female.

3.5 Sampling Technique and Sample Size

The sample of the study was selected by obtaining a list of all schools in Eldoret West District, Uasin Gishu County. The schools were categorized into 3 categories using stratified sampling techniques as follows; provincial schools, district schools and private schools. Simple random sampling was used to select 30% of the school from each category (Mugenda & Mugenda, 1999). Stratified sampling was used because it ensured inclusion of the sample of subgroups which otherwise were omitted entirely by other methods (Mugenda & Mugenda, 1999). The disadvantage of stratified sampling is that, if not carefully stratified, bias occurs resulting in some group of population being

unrepresented (Kisilu & Tromp, 2006). However this was resolved by ensuring a representation from all categories.

Teachers were selected as follows; 15 Head teachers and 15 Heads of Departments were sampled through automatic inclusion. In each of the schools selected half the total number of teachers was sampled. In schools where there are less than 10 teachers, all teachers were involved.

3.5.1 Sample Size

Kothari (2004) recommends adoption of proportional allocation of a sample size ranging from 10% to 30% of the study population. The researcher therefore adopted 30% for schools and a 50% for teachers. The schools in the district were grouped and selected through stratified sampling as follows:-

	NUMBER	SAMPLE	PERCENTAGE
PROVINCIAL	6	2	30%
DISTRICT	34	10	30%
PRIVATE	11	3	30%

The total number of schools sampled were 15 which represented 30% of the total number of schools in the District. A total of 133 secondary school teachers were selected as follows; from each of the selected schools 1 head teacher and 1 head of department were automatically included to give a total of 30 respondents this procedure is justified because it selects typical and useful cases only, in this study, the head teacher and the head of department. The heads of department were selected using convenience sampling.

This means that the readily available HODs participated in the study. The teachers were selected using stratified sampling techniques to constitute 50% representation of the total number of female and male teachers in each of the schools so as to give equal chance to male and female teachers. The total number of male teachers in the selected schools were 54 while females constituted 49 teachers. In each school, 50% of the total number of male and female teachers were sampled for the study. (54 males and 49 females to give a total of 103). This brings the total sample to 133 secondary school teachers.

3.6 Data Collection Instruments

This research used semi-structured instruments so as to balance between quantity and quality of data and to provide more information. This delicate balance between quality and quantity of information is useful for a fuller explanation of the phenomena under investigation. (Oso & Onen, 2008) The researcher used questionnaires and interview schedules. A set of 15 questionnaires were administered to 15 heads of department, and another set to 103 teachers. Interviews were instituted to 15 head teachers.

3.6.1 Questionnaires

A questionnaire is a method of data collection closely associated with surveys. It is used to gather large amounts of data from many subjects inexpensively. It's a collection of items to which a respondent is expected to react to in writing. (Oso & Onen, p.85) Questionnaires are advantageous in that they are free from bias because answers are in the respondents own words and they give the respondents enough time to give well thought answers. They are also low cost even when the universe is large and is widely spread geographically.

Questionnaires were used because the study was concerned with variables that cannot be directly observed such as views and opinions. Secondly, the target populations was largely literate and were unlikely to have had difficulties responding to the questionnaire items. Two sets of questionnaires were used; one for the 15 heads of department and another set for the 103 teachers

The questionnaires had both open ended questions and close ended questions. Close ended questions are either Yes or No questions or they were answered in a Likert type slanting response scale. (Appendix II and III).

3.6.2 Interview Schedules

An interview is an oral administration of a questionnaire or an interview schedule. They are face to face encounters. (Mugenda & Mugenda, p.83) Interviews guard against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. They were also more flexible than questionnaires because the interviewer adapted to the situation and got as much information as possible.

Interviews enabled the researcher to collect information that could not be directly observed or difficult to put down in writing and captures meaning beyond words. (Oso & Onen, 2008) In this study the researcher would target 15 secondary school head teachers. (Appendix IV).

3.7 Ethical Considerations

Ethics is the study of the right behavior and addresses the question of how to conduct research in a moral and responsible way. Thus ethics not only addresses the question of

how to use methodology in a proper way to conduct sound research, but addresses the question of how the available methodology may be used in the right way (Osburg et.al., 2018).

The researcher got clearance from the respective authorities before pursuing the research. During the research, the researcher introduced herself to the participants, gave a brief description of the topic and the purpose of the research. The researcher also gave a good faith estimate of the time required and promised anonymity and confidentiality. The respondents were also informed that participation was voluntary and sought permission from the respondents to begin. The researcher was highly sensitive to human dignity.

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3.8. Data Collection Procedures

The clearance to carry out the research was sought from Moi University, department of Curriculum, Instruction and Education Media. The researcher then obtained a permit from the National Council for Science and Technology. The researcher then get clearance from the county Education Office then proceeded to the individual selected schools to seek for permission and book an appointment. The researcher then created a rapport with the teachers and instructions were provided on how to answer the questions.

3.9. Validity and Reliability

3.9.1 Validity

Validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. Validity therefore answers the question "are my findings true? (Kerlinger, 1973) Validity is the extent to which research instruments measure what they are intended to measure. (Oso & Onen, 2005) The researcher would

ensure validity by working with experienced researchers to improve the instruments to show that it's valid. To test for validity of questionnaires in the study, the researcher conducted a pilot study among some schools in Eldoret. The Completed questionnaires were then be availed to the researcher's supervisors and suggestions from the researcher's supervisors were incorporated into the questionnaire to improve their validity. The feedback obtained from the piloting was used to correct the items in the research instruments on the clarity and ambiguity. Validity was ensured by source triangulation method; the use of multiple data collection methods including questionnaires, interview schedules to ensure that there was a consistency in the results. Responses from both the Head Teachers' interviews and Teacher and HODs' questionnaires were expected to align in order to be sure the data was valid.

3.9.2 Reliability

Reliability refers to the consistencies that an instrument demonstrates when applied repeatedly under similar conditions. (Kerlinger, 1973) Reliability was determined through a pilot study and computing a Pearson's product moment correlation coefficient.

The instruments were administered to secondary school teachers in one of the schools in Eldoret town, got answers and analyzed the results. Keeping all initial conditions constant, after two weeks the same questionnaires were administered a second time. From the two responses a Pearson's product moment formula for correlation were used to compute correlation coefficient in order to establish the extent to which the items of the questionnaire were consistent in eliciting same responses every time they were administered. From these two sets of responses a computation for correlation were

calculated to stability. The coefficient was $+0.6$ and according to Mugenda & Mugenda (1999), the instrument yielded data that has stability.

3.10 Data Analysis and Presentation

The data collected was analyzed using descriptive and inferential statistical techniques. Data was analyzed using percentages and frequencies that were diagrammatically presented using pie charts and tables. Chi Square (X^2) was used to analyze data for relationships. The data was computed with the help of statistical package for the Social Sciences (SPSS) program. Data collected by questionnaires and interview schedules and was analyzed and explained accordingly.

3.11 Chapter Summary

This chapter involved research design and methodology where the following areas were covered; introduction of the chapter, the study area, target population, sampling design and sample size, data collection instruments, ethical considerations, data collection procedures, validity and Reliability and data analysis and presentation.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION, INTERPRETATION AND

DISCUSSION

4.1 Introduction

This chapter presents the key findings of the study that sought to establish perceptions that influence the preparation of professional documents in secondary school teachers in Eldoret West district, Uasin Gishu County-Kenya. The findings with regard to the study sample characteristics are presented first. The second aspect presents descriptive statistics for perceptions that influence the preparation of professional documents.

4.1.1 Demographic Characteristics

Population characteristics like Gender of the respondents, age bracket, initial professional qualification and highest professional qualification, were likely to have a bearing on the quality and validity of the responses. Thus in order to assess the respondents' competency the sample characteristics of 103 teachers from the secondary school in Eldoret West district were analyzed. The results are presented in table 4.1:

4.1.1.1 Gender of the Respondents

Table 4.1: Gender of the Respondents

Demographic characteristics of the teachers			Demographic characteristics of the HoDs	
Gender	Frequency	Percentage	Frequency	Percentage
Male	66	64.1	12	80
Female	37	36.0	3	30
Total	**103**	**100**	**15**	**100**

Findings indicated that 66% of the teachers' respondents were males while 36% were females across secondary schools in Eldoret West district. The study indicated that there were more males HoDs teachers with 80% compare to female HoDs with 30%. This shows that both males' and females' opinions were fairly captured. On average, the males were the majority compared to their female counterparts in secondary schools in Eldoret West district.

4.1.1.2 Age of the Respondents

Table 4.2: Age of the Respondents

Demographic characteristics of the teachers			Demographic characteristics of the HoDs	
Age bracket	Frequency	Percentage	Frequency	Percentage
20-29 years	41	39.8	4	26.7
30-39 years	41	39.8	7	46.7
40-49 years	20	19.4	3	20.0
50 years and above	1	1.0	1	6.7
Total	**103**	**100.0**	**15**	**100.0**

The findings indicated that 20-29 years and 30-39 years group constituted 39.8% of teachers respectively and was the highest category followed by 40-49 years group with 19.4% and the 50 years and above group which made up 1% of the teachers. Further findings indicated that 26.7% of HoDs were aged between 20-29 years, 46.7% of HoDs

were aged between 30-39 years, and 20% of HoDs were aged between 40-49 years and the 50 years and above group which made up 6.7% of the HoDs. The lowest number of respondents was within the 50 years and above year group which constituted 1% and 6.7% respectively. From the pattern that emerged, it can be said that majority of teachers are young adults at 79.6%.

4.1.1.3 Initial Professional Qualification

Table 4.3: Initial Professional Qualification

	Demographic characteristics of the teachers		Demographic characteristics of the HoDs	
Initial professional qualification	**Frequency**	**Percentage**	**Frequency**	**Percentage**
P1	**5**	**4.9**	1	6.7
Diploma	**21**	**20.4**	3	20.0
Degree	**77**	**74.8**	11	73.3
Total	**103**	**100.0**	**15**	**100.0**

The results also showed that the initial professional qualification of teachers respondents were bachelor's degree holders with 73.8% followed by diploma with 20.4% and P1 with 4.9% of the teachers respondents. On the other side, initial professional qualification of

HoDs respondents were bachelor's degree holders with 73.3% followed by diploma with 20% and P1 with 4.9% of the HoDs respondents.

4.1.1.4 Highest Professional Qualification

Table 4.4: Highest Professional Qualification

Highest professional qualification	Frequency	Percentage	Frequency	Percentage
Diploma	13	12.6		
B.ED	72	69.9	13	86.7
P.G.D.E	6	5.8		
M.E.D	11	10.7	1	6.7
PHD	1	1.0	1	6.7
Total	**103**	**100.0**	**15**	**100.0**

On the highest professional qualification 12.6% of the teachers respondents had diploma qualification, 69.9% of the respondents had B.ED qualification, 5.8% of the respondents had a P.G.D.E qualification, 10.7% of the respondents had a M.E.D qualification and 1.0% of the respondents had a PHD qualifications. On the other hand, 86.7% of the HoDs respondents had B.ED qualification, 6.7% of the HoDs had a MED qualification and 6.7% of the HoDs had a PHD qualification. So respondents were generally educated enough to appreciate effective preparation of professional documents and therefore gave reliable information.

4.1.1.5 Teaching Experience

Table 4.5: Teaching Experience

	Demographic characteristics of the teachers		Demographic characteristics of the HoDs	
Teaching experience	Frequency	Percentage	Frequency	Percentage
0-5 years	54	52.4	2	13.3
5-9 years	23	22.3	8	53.3
10-15 years	11	10.7	1	6.7
Over 15 years	15	14.6	4	26.7
Total	**103**	**100.0**	**15**	**100.0**

As shown in table 4.1, the teachers' respondents' length of service in the school ranged from a minimum of 1 year to a maximum of 15 years. Fifty four respondents, making up 52.4% have been teaching for a period of less than 5 years, 22.3% of the respondents have been teaching for 5-9 years, 10-15 years have been teaching for 10-15 years and 14.6% of the respondents have been teaching for more than 15 years. Majority of the teachers' respondents (52.4%) fell in less than 5 years. The rest of respondents fell in the category of 5-15 years. On the other hand of HoDs respondents 13.3% had taught less than five years, 53.3 had taught for 5-9 years, 6.7% had taught for 10-15 years and 26.7% had taught for more than 15 years. Hence, both teachers and HoDs have got a good

experience in teaching, therefore, had a good understanding on the perceptions that influence the preparation of professional documents in the Kenyan secondary schools.

4.1.1.6 Departments

The study sought to determine the department the Head of departments were heading, the results were as follows

Table 4.6: Departments

Department	Frequency	Percentage
Science	3	20.0
Arts/humanities	3	20.0
Languages	4	26.7
Mathematics	2	13.3
Technical applied science	1	6.7
Quality assurance and standard	1	6.7
Guidance and counseling	1	6.7
Total	**15**	**100.0**

It was established from the findings that 20% of the HoDs respondents were heading science department, 20% of the HoDs respondents were heading Arts/humanities department, 26.7% of the HoDs respondents were heading science language, 13.3% of the HoDs respondents were heading mathematics department, 6.7% of the of the HoDs respondents were heading Technical applied science, 6.7% of the HoDs respondents were

heading Quality assurance and standard and 6.7% of the HoDs respondents were heading

Guidance and counseling.

4.1.1.7 Number of Years as the Head Department

The study sought to determine the numbers of years the respondents have been in the

department and the results were as follows;

Table 4.7: Number of Years as the Heads of Department

Time(years)	Frequency	Percentage
Less than 5 years	8	53.3
5-9 years	5	33.3
10-15 years	1	6.7
16 years and above	1	6.7
Total	15	100.0

It was established from the findings that 53.3% of the HoDs respondents have been

heading the department for less than 5 years, 33.3% of the HoDs respondents have been

heading the department for 5-9 years, 6.7% of the HoDs respondents have been heading

the department for 10-15 years and 6.7% of the HoDs respondents have been heading the

department for more than 16 years. Therefore indicating that majority of HoDs

respondents have good knowledge on the preparation of professional documents in

secondary schools.

4.1.1.8 School Provision of Readily Prepared Professional Documents

The study sought to determine whether school provides readily prepared professional documents and the results were as follows;

Table 4.8: School Provision of Readily Prepared Professional Documents

Professional Document		Yes	No	Total
Lesson plan	f	29	73	**103**
	%	28.2	70.9	**100**
Scheme of work	f	45	57	**103**
	%	43.7	55.3	**100**

It was established that 28.2% of the respondents concurred that school provide lesion plan and 70.9% of the respondents never concurred that school provide lesion plan. It was also established that 43.7% of the respondents concurred that school provide scheme of work and 55.3% of the respondents disagreed that school don't provide scheme of work.

4.1.1.9 Principals' Responses on Policy for Preparation of Professional Documents

According to the interviews carried out to the principal on policy for the preparation of professional documents, they said that, "professional documents are prepared priors to the beginning of the term of the year, I quote "*professional document should be prepared a week to opening day from first term of every year. The documents to cover the whole year if possible*".

They further indicated that the policy is well communicated to the teachers on the preparation of professional documents this is according to the majority of principals' responses. The study further wanted to know how principals support the preparation of professional documents, they said that, "providing material necessary for preparation of teaching and teaching documents, and delegating of responsibility to heads of various department and regular checking of prepared documents ensures that teachers do their work". Therefore from the principals interviews responses it is clear that they are playing their role as it is required as far as the preparation professional documents is concerned.

It was also established from the principals interviews that professional documents expected to be prepared by the teachers included schemes of works, lesson plan, record of work of work covered and progress record but most teachers majored on the preparation of the preparation of scheme of work, record of work covered and progress records.

4.1.1.10 Department Provision of Readily Prepared Professional Documents

The study sought to determine whether school provides readily prepared professional documents and the results were as follows;
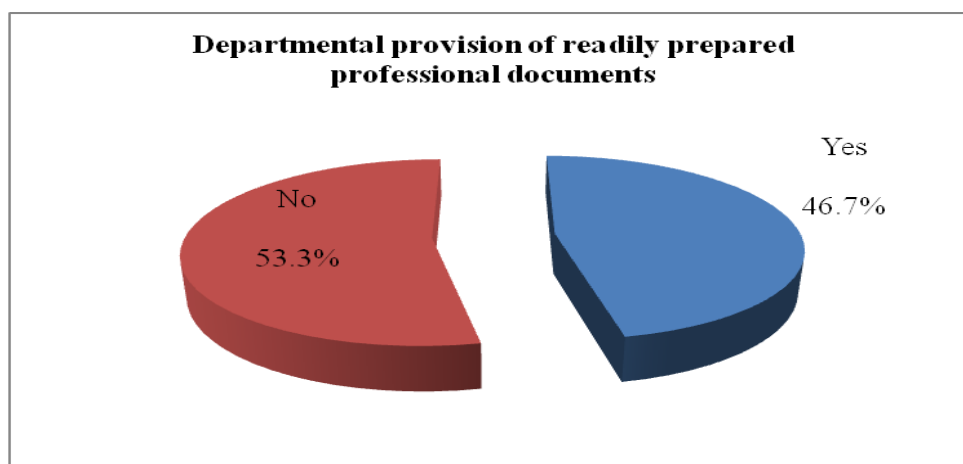
Figure 4.1: Department Provision of Readily Prepared Professional Documents

It was established that 46.7% of the HoDs concurred that department provide readily prepared professional documents and 53.3% of the HoDs never concurred that department provide readily prepared professional documents.

4.1.1.11 Teacher Professional Document Preparation

The researcher was interested to know which professional documents teachers prepare in schools and the results were as shown in the table below;

Table 4.9: Teacher Professional Document Preparation

Professional Document		Yes	No	Total
Lesson plan	f	76	27	103
	%	73.8	26.2	100
Scheme of work	f	92	11	103
	%	89.3	10.7	100
Record of work covered	f	94	9	103
	%	91.3	8.7	100
Students' progress record	f	94	9	103
	%	91.3	8,7	100
Lesson notes	f	100	3	103
	%	97.1	2.9	100

It was established that 96% of the respondents prepare lesson plan and 2.9% of the respondents don't prepare, 73.8% of the respondents prepare scheme of work and 26.2% of the respondents prepare dot prepare, 89.3% of the respondents prepare record of work

covered and 10.7% dot prepare, 91.3% of the respondents prepare students progress record and 8.7% of the respondents prepare don't prepare and 97.1% of the respondents prepare lesson notes and 2.9 never prepared the lesson plan.

4.1.1.12 Departmental Professional Document Preparation

The researcher was interested to know which professional documents department prepare in schools and the results were as shown in the table below;

Table 4.11: Departmental Professional Document Preparation

Professional Document		Yes	No	Total
Lesson plan	f	7	8	**15**
	%	46.7	53.3	**100**
Scheme of work	f	14	1	**15**
	%	93.3	6.7	**100**
Record of work covered	f	14	1	**15**
	%	93.3	6.7	**100**
Students' progress record	f	11	4	**15**
	%	73.3	26.7	**100**
Lesson notes	f	12	3	**15**
	%	80	20	**100**

It was established that 46.7% of the respondents prepare lesson plan and 53.3% of the respondents don't prepare, 93.3% of the respondents prepare scheme of work and 6.7% of the respondents prepare dot prepare, 93.3% of the respondents prepare record of work

covered and 6.7% dot prepare, 73.3% of the respondents prepare students progress record and 26.7% of the respondents prepare don't prepare and 80% of the respondents prepare lesson notes and 20 never prepared the lesson plan.

4.1.1.13 Frequency Preparation Of Professional Documents

The study sought to determine from the teacher how often do they prepare the professional documents and the findings were as shown below;

Table 4.12: Preparation of Professional Documents

    a. **Teachers**

Professional Document		always	occasionally	Seldom	never	Total
Lesson plan	f	37	37	13	16	**103**
	%	35.9	35.9	12.6	15.5	**100**
Schemes of work	f	70	26	3	4	**103**
	%	68	25.2	25.2	3.2	**100**
Record of work covered	f	76	19	6	2	**103**
	%	73.8	18.4	5.8	1.9	**100**
Students' progress records	f	78	22	1	2	**103**
	%	75.7	21.4	1	1.9	**100**

Note: f – frequency of teachers; % of teachers

b. HoDs

Professional Document		always	occasionally	Seldom	never	Total
Lesson plan	f	4	6	1	4	**15**
	%	26.7	40	6.7	26	**100**
Schemes of work	f	12	3	0	0	**15**
	%	80	20	0	0	**100**
Record of work covered	f	14	1	0	0	**15**
	%	93.3	6.7	0	0	**100**
Students' progress records	f	11	4	0	0	**15**
	%	73.3	26.7	0	0	**100**

Note: f – frequency of HoDs; % of HoDs

It was established from table 4.5 that 35.9% of the respondents prepare lesson plan always, 35.9% of the respondents prepare lesson plan occasionally, 12.6% of the respondents prepare lesson plan seldom and 15.5% of the respondents never prepare lesson plan.

It was also established that 68% of the respondents prepare scheme of work always, 25.2% of the respondents prepare schemes of work occasionally, 25.2% of the respondents prepare scheme of work seldom and 3.2% of the respondents never prepare scheme of work.

It was further established that 73.8% of the respondents prepare record of work covered always, 18.4% of the respondents prepare record of work covered occasionally, 5.8% of

the respondents prepare record of work covered seldom and 1.9% of the respondents never prepare record of work covered.

It was finally established that 75.7% of the respondents prepare students progress records always, 21.4% of the respondents prepare students progress records occasionally, 1% of the respondents prepare students progress records seldom and 1.9% of the respondents never prepare students progress records.

4.2 Teachers' Workload

The study sought to determine teachers' workload in school, the results were as shown below;

Table 4.13: Workload

    a. **Teachers**

Number of Lessons	Frequency	Percentage
Less than 9 lessons week	10	9.7
10-19 lessons week	30	29.1
20-29 lessons a week	58	56.3
30 and above a week	5	4.9
Total	**103**	**100.0**

b. **Heads of Department**

Number of Lessons	Frequency	Percentage
Less than 9 lessons week	0	0
10-19 lessons week	6	40
20-29 lessons a week	6	40
30 and above a week	3	20
Total	**15**	**100.0**

It was established that 9.7% of the respondents have less than 9 lessons per week, 29.1% of the respondents have 10-19 lessons per week, 56.3% of the respondents have 20-29 lessons per week and 4.9% of the respondents have 30 and above lessons per week. Although in reality it would appear that most of the teachers had minimum of between 17 and 30 lessons per week. This loading is within the ministry of education recommendation which states that a class teacher teaches a maximum of 27 lessons week, Head of Department 18-22 lessons per week, the deputy head teacher 10-20 and the head teacher 4-12 lessons per week respectively (Ministry of education, 2003).

4.2.1 Influence of Workload on the Preparation of Professional Documents

The researcher sought to determine the ways workload as a teacher influence the preparation of professional documents and the results were as follows;

Table 4.14: Influence of Workload on the Preparation of Professional Documents

	Strong agree	Agree	Undecided	Disagree	Strong Disagree	Total
My workload allows preparation of professional documents	23(22%)	44(43%)	4(4%)	14(14%)	18(18%)	**103(100%)**
My workload hinders preparation of professional documents	22(21%)	23(22%)	6(6%)	39(38%)	13(13%)	**103(100%)**

According to the teachers it was established that workload allows preparation of professional documents 23(22%) of the respondents strongly agreed, 44(43%) of the respondents agreed, 4(4%) of the respondents were undecided, 14(14%) of the respondents disagreed and 18(18%) of the respondents strongly disagreed.

According to the teachers it was established that workload hinders preparation of professional documents 22(21%) of the respondents strongly agreed, 23(22%) of the respondents agreed, 6(6%) of the respondents were undecided, 39(38%) of the respondents disagreed and 13(13%) of the respondents strongly disagreed.

From the principals interview although it provided mixed reactions majority of them indicated that, I quote, " (1) the higher the workload the higher the chances of tending not to prepare all the professional documents, (2) Too much workload causes shortage of time thus delaying the preparation of the professional documents. From the principals interview responses it was clear that workload reduces teachers' efficiency in the preparation of professional documents.

4.3 Other Responsibilities Other Teaching

The researcher was interested to know which other responsibilities teachers have other than teaching and the results were as follows;

Table 4.15: Other Responsibilities

a. **Teachers**

Responsibility	Frequency	Percentage
Deputy head	8	7.8
Senior teacher	5	4.9
Class teacher	55	53.4
House/dorm teacher	10	9.7
Subject teacher	1	1.0
Games teacher	2	1.9
Patron (Drama music)	1	1.0
Not at all	21	20.4
Total	**103**	**100.0**

b. **Head of Departments**

Responsibility	Frequency	Percentage
Class teacher	9	60
Boarding master	1	6.7
Academic committee	1	6.7
Not at all	4	26.7
Total	**15**	**100.0**

It was established that 7.8% of the respondents were deputy head, 4.9% of the respondents were senior teacher, 53.4% of the respondents were class teacher, 9.7% of the respondents were house / dorm teacher, 1.0% of the respondents were subject teacher, 1.9% of the respondents were games teacher, 1.0% of the respondents were patron (Drama music) and 20.4% of the respondents were just teachers with other responsibilities.

4.3.1 Influence of Other Responsibility on Preparation of Professional Documents

The researcher sought to determine the influence of responsibility on preparation of professional documents; the results were as shown in the table below;

Table 4.16: Influence of Other Responsibility on Preparation of Professional Documents

	Strong agree	**Agree**	**Undecided**	**Disagree**	**Strong Disagree**	**Total**
My other responsibilities allow preparation of professional documents	16(16%)	55(53%)	7(7%)	18(18%)	7(7%)	**103(100%)**
My other responsibilities hinder preparation of professional documents	14(14%)	32(31%)	6(6%)	40(39%)	11(11%)	**103(100%)**
My other responsibilities have no influence on preparation of professional documents	20(19%)	30(29%)	(14(14%)	22(21%)	17(17%)	**103(100%)**

It was established from the findings that other responsibilities allow preparation of professional documents 16(16%) of the respondents strongly agreed, 55(53%) of the respondents agreed, 7(7%) of the respondents were undecided, 18(18%) of the respondents disagreed and 7(7%) of the respondents strongly disagreed.

It was also established from the findings that other responsibilities hinder preparation of professional documents 14(14%) of the respondents strongly agreed, 32(31%) of the respondents agreed, 6(6%) of the respondents were undecided, 40(39%) of the respondents disagreed and 11(11%) of the respondents strongly disagreed.

It was further established from the findings that other responsibilities have no influence on preparation of professional documents 20(19%) of the respondents strongly agreed, 30(29%) of the respondents agreed, (14(14%) of the respondents were undecided, 22(21%) of the respondents disagreed and 17(17%) of the respondents strongly disagreed.

4.3.2 Principals' Responses on Influence of Other Responsibilities on Preparation of Professional Documents

From the interview, the principals indicated that other responsibilities retards the preparation of professional documents depending on the teachers' commitment, "if a teacher has to many responsibilities they may neglect the preparation of professional documents or even be a way for games/drama/music competitions, thus the preparation of professional documents is ignored, therefore less time for their preparation".

4.4 Professional Development

4.4.1 In-Service Training

The researcher sought to determine the whether teacher are going for in-service training, the results were presented in the table below;
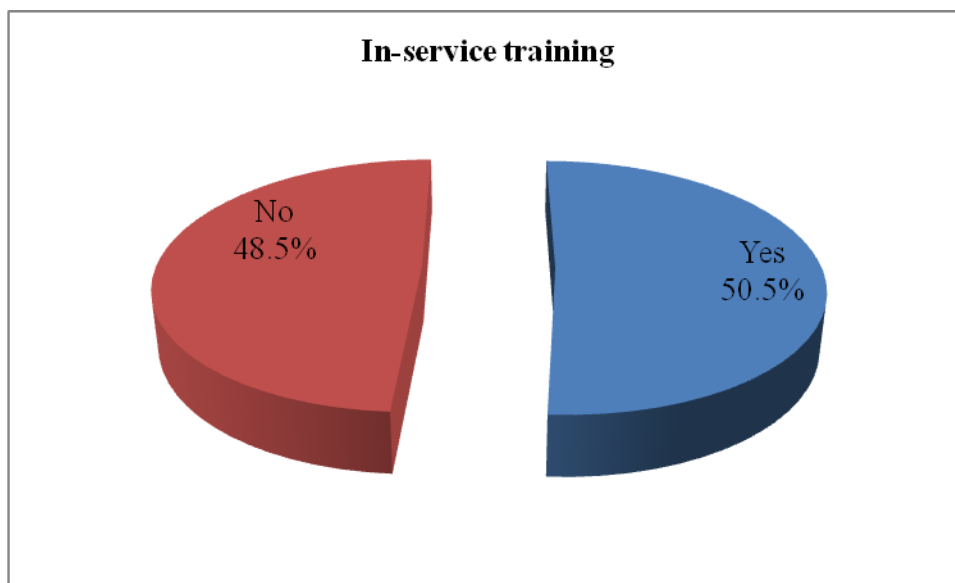
Figure 4.2: In-Service Training

From the figure above it established that 50.5% of the respondents concurred that they attend in-service training and 48.5 of the respondents have never attended in-service training. Although the researcher sought to find out if they have attended how often, it was indicated that 17% of the teachers have attended once a term, 31% of the teachers have attended once a year, 5% of the teachers have attended once in two years. Therefore results revealed that at least all teachers have attended in-service training.

4.4.2 Principals' Responses on Teachers' In-Service Training

From the principals response on teachers in-service training, some of the indicated that they never send them for in-service training, some of them sent teachers on regular basis

depending on when it occurs, and some of them about once per term to some teachers who represent department. Therefore, in-service training to teachers is dependent on the school and how they about it.

4.4.3 Extent Professional Development Influence Preparation of Professional Documents

The study sought to find out the extent professional development influence preparation of professional documents, the findings were as shown below;

Table 4.17: Extent Professional Development Influence Preparation of Professional Documents

   a. **Teachers**

Influence	Frequency	Percentage
To a greater extent	88	85.4
To a low extent	13	12.6
Not at all	2	1.9
Total	**103**	**100.0**
Head of Departments		

   b. **Heads of Department**

Influence	Frequency	Percentage
To a greater extent	14	93.3
To a low extent	1	6.7
Total	**15**	**100.0**

It was established from the teachers that professional development influence preparation of professional documents 85% of the respondents to a great extent, 13% of the respondents to a low extent and 2% 85% of the respondents to a not at all. From the other on HoDs, professional development influence preparation of professional documents 93.3% of the respondents to a great extent, 6.7% of the respondents to a low extent.

4.4.4 Principals' Responses on the Influence of Professional Development on Preparation of Professional Documents

It was established that professional development on preparation of professional documents reminds teachers on how well to prepare professional documents. They are informed on the new developmental ways of preparing the documents. Professional development tends to motivate the teachers on the preparation of professional documents and it equips teachers with necessary skills and knowledge that updates teacher on the new requirements on the preparation of professional documents.

It was also established that some of the problems that are associated with the preparation of professional documents included; lack of time, workload in school, laxity, Inconsistency of subject teachers more so BOG/PTA teachers since the number of teachers is small, it's rare to find a teacher handling a certain class from January to December because of this it's not possible for a teacher to prepare professional documents for the whole year. Another problem is shortage of materials such as books and uncooperative teachers.

The principals also provided remedies to the problems this included; employing more teachers to reduce workload, improving on working conditions, providing more books so as to create a wide variety, talking to teachers who may fail to prepare the documents, encouraging teachers by taking to them to seminars such as SMASSE and other facilitation seminars, spreading responsibilities to all teachers equitably, frequency checks on the preparation of professional documents, recognizing, appraising and rewarding those who duly prepare their professional documents.

According to the principals' responses on dealing with teachers who do not prepare professional documents, the best way to deal with it was talking and reminding on the importance of such documents, if they persist should be given verbal warning and if necessary recommend for disciplinary action against such teachers and advise them on the same using a friendly language to know that personal growth and smooth teaching depends on preparation of professional documents.

4.4.5 Head of Department Significance Communication on Preparation of Professional Documents

The study sought to determine the how often HoDs talk to teachers on significance of preparing professional documents and the results were as follows;
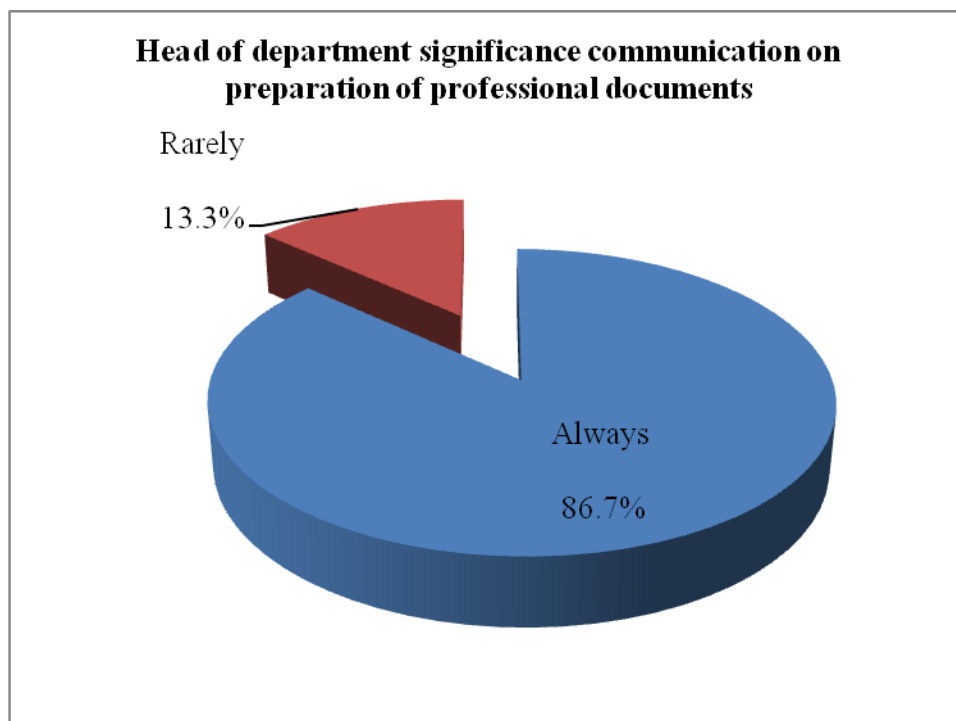
Figure 4.3: Head of Department Significance Communication on Preparation of Professional Documents

It was established that 86.7% of the respondents indicated that HoDs talk to teachers on significance of preparing professional documents always and 13.3% of the respondents indicated that HoDs talk to teachers on significance of preparing professional documents rarely.

4.4.6 The Relationship between Perceptions Influencing Preparation of Professional Documents

On determining if all the variables on perceptions (independent variables) and there significant relationship to preparation of professional documents (dependent variable) the study went ahead to compute a Chi-square test indicating how the variables interacted in the study. The model summary indicated that over 100% of the data was used to compute the Chi-square test. This was deemed sufficient because it was over 50% which is the

desired amount of data. The Chi-square test provides an overall test of significance of the fitted test. The p-value of .963 indicates that all the variables in the equation are important hence the overall regression is significant.

4.5 Relationship between Teacher's Perception and the Preparation of Professional Documents

4.5.1 Relationship between Teachers and HoDs' Gender and Preparation of Professional Documents

Table 4.18: Chi-Square Tests (Teachers)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.438[a]	6	.963
Likelihood Ratio	1.639	6	.950
Linear-by-Linear Association	.057	1	.812
N of Valid Cases	103		

Note: a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .01.

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (1, N=103) = 1.438, p = .963. This indicates that no statistically significant association between Gender and preparation of professional documents; that is, both Males and Females equally prepare professional documents.

Table 4.19: *Chi*-**Square Tests (Heads of Department)**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.272[a]	2	.529
Likelihood Ratio	1.654	2	.437
Linear-by-Linear Association	.278	1	.598
N of Valid Cases	15		

Note: a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .47.

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (2, N=15) = 1.272, *p*= .529. This indicates that no statistically significant association between Gender and preparation of professional documents; that is, both Males and Females equally prepare professional documents.

4.5.2 Relationship between Teachers and HoDs' Workload and Preparation of Professional Documents

Table 4.20: Chi-Square Tests (Teachers)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.800[a]	6	.015
Likelihood Ratio	11.142	6	.084
Linear-by-Linear Association	7.669	1	.006
N of Valid Cases	103		

Note: a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .05.

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (3, N=103) = 15.800, p=.015. This indicates that there statistically significant association between teachers' workload and preparation of professional documents.

Table 4.21: Chi-Square Tests (Heads of Department)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.616ᵃ	2	.164
Likelihood Ratio	4.772	2	.092
Linear-by-Linear Association	3.018	1	.082
N of Valid Cases	15		

Note: a. 6 cells (100.0%) have expected count less than 5. The minimum expected count is 1.40.

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (4, N=15) = 3.616, p=.164. This indicates that there is no statistically significant association between Head of department's workload and preparation of professional documents.

4.5.3 Relationship between Teachers and HoDs' other Responsibilities and the Preparation of Professional Documents

Table 4.22: Chi-Square Tests (teachers*)*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.637ᵃ	8	.470
Likelihood Ratio	6.677	8	.572
Linear-by-Linear Association	.725	1	.395
N of Valid Cases	103		

Note: a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .02.

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (5, N=103) = 7.637, p=.470. This indicates that there is no statistically significant association between teachers' responsibility and preparation of professional documents.

Table 4.23: Chi-Square Tests (Heads of department)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.357[a]	3	.147
Likelihood Ratio	7.267	3	.064
Linear-by-Linear Association	4.673	1	.031
N of Valid Cases	15		

Note: a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .47.

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (6, N=15) = 5.357, p = .147. This indicates that there is no statistically significant association between head of departments' responsibility and preparation of professional documents.

4.5.4 Relationship between Teacher Professional Development and the Preparation Of Professional Documents

Table 4.24: Chi-Square Tests (Teachers)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.578ᵃ	4	.813
Likelihood Ratio	1.415	4	.842
Linear-by-Linear Association	.085	1	.770
N of Valid Cases	103		

Note: a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .02.

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (7, N=103) = 1.578, p=.813. This indicates that there is no statistically significant association between teachers' professional development and preparation of professional documents.

Table 4.25: Chi-Square Tests (Heads of Department)

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.637ᵃ	1	.104		
Continuity Correction ᵇ	.744	1	.388		
Likelihood Ratio	3.404	1	.065		
Fisher's Exact Test				.200	.200
Linear-by-Linear Association	2.462	1	.117		
N of Valid Cases	15				

Note: a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is

.93.

b. Computed only for a 2x2 table

From the table above "**Pearson Chi-Square**" row. It is indicated that that χ^2 (8, N=15) =

2.637, p=.104. This indicates that there is no statistically significant association between

head of departments' professional development and preparation of professional

documents.

4.6 Discussion of the Findings

The Chi-square coefficient test of perceptions on the influences of teacher preparation of

professional documents, teachers' personal attributes was 0.963. The Chi-square

coefficient test for head of departments' was 0.529, therefore showing no positive

association. In personal attributes the study involved teachers with different pre-service

qualifications. 4.9% of the teachers had p1, 20.24% had a diploma and a majority of

74.8% had a degree as the initial pre-service qualification. As for H.O.Ds 6.7% had a P1,

20.4%had a diploma while a majority had a degree. As for gender male teachers were

64% while females were 36%.As for H.O.Ds male were more than females. For the age

brackets, 39.8% were aged between 20-29 years, 39.8% between 30-30years while 19.4%

were aged between 40-49years. Only 1% of the teachers were 50 years and above. For

H.O.Ds, 26.7%were aged between 20-29 years, 46.7%between 30-39years while 20%

were aged between 40-49years. Only 6.7% were aged 50 years and above. Generally

there are more young teachers and H.O.Ds. The number reduces as age increases because

as teachers age, some quit teaching and look for greener pastures. Some go to head institutions and etc. However for H.O.Ds, majority are of age bracket 30-39 years because of the experience they have in teaching. From the study a majority of teachers joined the service with a degree. The study indicated that there was no relationship between teacher personal attributes like pre- service qualification, gender, age and preparation of professional documents.

The Chi-square coefficient test for teachers' workload is 0.015. Therefore showed a positive relationship between teachers' workload and preparation of professional documents. Some teachers agreed that a high workload may hinder preparation of professional documents as teachers may not get enough time to prepare. However, most teachers reported that workload did not affect preparation of professional documents. Some H.O.Ds indicated that high workload may hinder preparation of professional documents. Others indicated that high workload allowed preparation of professional documents. Although it would not be used to confirm the relationship as might lead to bias. On the other hand it was indicated that the Chi-Square coefficient for head of department's workload and preparation of professional documents was 0.164 hence showing no relationship.

The findings also indicated that there was no relationship between teacher other responsibilities and the preparation of professional documents as well as head of departments' other responsibilities and the preparation of professional documents with 0.470 and 0.147 respectively.

Most teachers have other responsibilities other than teaching. In this study 7.8 % of the teachers were headteachers,4.9% were senior teachers,53,4% class teachers, 9.7% house teachers,1.9%games teachers and 1.0% were music patrons and 20.4% didn't have extra responsibilities. Among the H.O.Ds, 60% were also class teachers, 6.7% were boarding masters, 6.7% academic masters and 26.7% did not have extra responsibilities other than being H.O.Ds. Most teachers and H.O.Ds indicated that extra responsibilities did not affect preparation of professional documents.

The relationship between teacher professional development and the preparation of professional documents the Chi Squire coefficient for the teachers indicated 0.813 and on the other for head of departments is 0.104.From the study, 85.4% of the teachers indicated that professional development had a low influence on preparation of professional development while 1.9% of the teachers indicated that professional development did not influence preparation of professional documents at all. Most H.O.Ds indicated that professional development had a great influence on preparation of professional development while 6.7% of them indicated that professional development had an influence at a low extent. Therefore the results showed no association among the variables.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of all the previous four chapters. Chapter one on introduction, chapter two on review of related literature, chapter three on research methodology and chapter four on tabulated results and findings. It is divided into sections that include summary of the findings, conclusion and recommendation.

5.2 Summary of the findings

The study established that quite a big majority of the teachers concurred that they prepare professional documents. Among the documents prepared by the teachers included lesson plan, schemes f work, record of work covered and progress records although this documents are also prepared by the head of departments in some schools. The results from teachers indicated that 46.7% prepare the document and 53.3% do not prepare them. The same applies to head of departments 46.7% of the respondent readily provide readymade professional documents and 53.3% do not provide.

According to the findings on workload, majority of the teachers indicated that 93.3% workload influences preparation of professional documents. On the other of head of department, majority of the respondents 63.1% agreed that workload allows that preparation of professional documents while 52% of the teachers disagreed that workload hinders the preparation professional documents.

The findings also indicated that teachers and head of departments have other responsibilities apart from teaching. Although this other responsibilities 86.7% of the head of departments agreed that they never influenced the preparation of professional documents.

Finally, the findings indicated that majority of the respondents both teachers and head of department, that is, 86.7% revealed that professional development influenced the preparation of professional documents in school respectively.

5.3 Conclusions

The study concluded that teacher personal attributes like pre-service qualification, gender, and age have influence on the preparation of professional documents. It was expected that the highly qualified teachers should prepare the professional documents more efficiently and punctually than the less qualified ones. It is also expected that teachers who have been in the profession for long should find it easy to prepare the professional documents because of the expertise gained as a result of repeating the same year in year out unlike the teachers who are less experienced who may find it hard because of being fresh from college. Therefore experienced teachers should prepare professional documents with a lot of ease and punctuality than the less experienced teachers.

Secondary school teachers are either male or female. Males and females have different roles to play in their families and society. Female teachers have extra family responsibilities like bringing up children, taking care of the children and their families at large among other household chores. Male teachers on the other hand do not have many

roles to play in the family. They therefore have ample time to prepare the professional documents compared to their female counterparts who have extra roles to play in their families.

The study concluded that teacher's weekly teaching workload has a significant effect on the preparation of professional documents in Secondary schools. The workload of secondary school teachers vary from school to school depending on the number of teachers in a particular school. According to the ministry guidelines, a secondary school classroom teacher should have a maximum of 30 lessons per week. However, this often varies from school to school depending on staffing in a particular school. Some teachers may have less than 30 while others more. It is therefore expected that teachers with less workload have enough time for preparation of professional documents than teachers who are overloaded because they spend most of their time teaching and have less time to work on the professional documents.

The study further concluded that some teachers have other responsibilities to play other than teaching. For instance some are class teachers, house masters in the case of boarding schools; some are heads of departments and many others. Such teachers with extra responsibilities may not have enough time to prepare professional documents compared to teachers who are not charged with extra responsibilities. Responsibilities of a teacher transcend the act of merely passing on knowledge and disciplining students. A proactive teacher can direct a student to lead a fulfilling life that can go beyond a successful career. If you thought a teaching job as a cake walk, think again. The responsibilities and duties of a teacher are many and varied.

The study finally concluded that teachers' professional development is important because students deserve the best, teacher preparation programs provide educators-to-be with tools, mentors and hands on experience they would need once they begin their career. Great teachers help create great students. In professional development refers to the development of a person in his or her professional role and gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their ability. Moreover, professional development and other organized in-service programs are designed to foster the growth of teachers that can be used for their further development. One must examine the content of those experiences through which the process would occur and how it would take place.

5.4 Recommendations

Based on the findings on the study the following recommendations were made:-

1. All public secondary schools should invest more in teachers by encouraging and informing them the importance of professional documents. The ability to prepare professional documents is a sure way of improving the performance in examinations, it also enables teachers to clearly understand and comprehend the curriculum effectively and efficiently.

2. The school should clarify the activities carried by the teacher for effective teaching and learning during and after the lesson thereby balancing teachers' workload. These experiences should be stated clearly in the professional documents and be sequentially geared towards achieving the class objectives. They guide the teacher to plan in advance the teaching/learning experiences, methods and the varied activities the class will be engaged in during the lesson.

3. Teachers should clearly define their responsibilities in school since it is necessary in the effective teaching of life skills education because it helps the teacher to focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance, organize the content to be taught in advance, plan, prepare and assemble teaching/learning resources, take the opportunity to visualize and conceptualize in advance the teaching strategies and methods and select and design appropriate assessment methods.

4. Teachers should be encouraged to continue with professional development since it involves the career long processes and related system and policies designed to enable them to acquire, broaden, and deepen their knowledge, skill, and commitment in order to effectively perform their work roles. The stages of professional development for teachers have been characterized as consisting of pre-service, induction, and in-service, all of which follow a period termed "apprenticeship of observation" – a stage when individuals are school students and before they enter a formal pre-service preparation program.

5.5 Suggestions for Further Research

The following were suggestions for further research.

1. Since this study was conducted in Eldoret West district, Uasin Gishu County, further research should be conducted involving a larger sample of schools to validate the findings of this study and shed more light on the perceptions influencing preparation of professional documents in secondary school teachers across the country.

2. A study to determine the influence of principals on preparation of professional documents in secondary schools should be done to find out how their contribution.

3. Another study should be carried out to find out of these professional documents are put into good use by the teachers after preparation.

4. Another study should be conducted to find out if teachers in the higher institutions of learning prepare professional documents.

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APPENDECES

APPENDIX I: INTRODUCTION LETTER

RATEMO SARAH,

MOI UNIVERSITY,

SCHOOL OF EDUCATION,

P.O BOX 3900-30100,

ELDORET.

Dear Respondents

I am a postgraduate student in the Faculty of Education, Moi University, intending to carry out a research on teacher perception on the influence on the preparation of professional documents in secondary schools in Eldoret West District, Uasin Gishu County.

The purpose of this study is to find out the teacher perception on the influence on the preparation of professional documents. This research will help policy makers to makers to make a plan of action that encourages teachers to prepare professional documents effectively. I therefore humbly request to respond to all items attached in the questionnaire.

Your ideas will make this research successfully. Your response will be treated with utmost confidentiality and for the intended study. Any additional information can be written in the space behind the questionnaire.

Thanks in advance for your co-operation

Yourfaithully,

Ratemo Sarah.

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Instructions; Please tick (V) or fill in the blanks appropriately. Do not write your name anywhere on this Questionnaire.8

PART 1: PERSONAL ATTRIBUTES

1. What is your sex?

   Male   (   )

   Female   (   )

2. What is your age bracket?

   20 – 29   (   )

   30 – 39   (   )

   40 – 49   (   )

   50 and above   (   )

3. What is your initial professional qualification?

   P 1   (   )

   Diploma   (   )

   Degree   (   )

4. What is your highest professional qualification?

Grade	Tick
Diploma	( )
B.ED	( )
P.G.D.E	( )
M.E.D	( )
PHD	( )

   Others

   specify……………………………………………………………………

   ……………………………………………………………………………

5. What is your teaching experience?

Less than 5 years   (   )

5 – 9 years   (   )

10 – 15 years   (   )

Over 15 years   (   )

6. What are your teaching subjects?

    i.   …………………………………...

   ii.   ....

7. Does the school provide the following readily prepared documents? (Tick Appropriately)

                                  YES   NO

Lesson plan   (   )   (   )

Schemes of work   (   )   (   )

7. Which professional documents do you prepare as a teacher?

Lesson plan   (   )

Schemes of work   (   )

Record of work covered   (   )

Students progress record   (   )

8. How often do you prepare the following professional documents (tick appropriately)?

	ALWAYS	OCCASSIONALY	SELDOM	NEVER
Lesson plan				
Schemes of work				
Record of work covered				

Students progress records				
Any other				

PART 11: WORKLOAD

9. a) What is your work load?

Less than 9 lessons a week ( )

10 – 19 lessons a week ( )

20 – 29 lessons a week ( )

30 and above a week ( )

(b) Use the following scale to respond to the question

Tick appropriately

SA – strongly agree

A – Agree

U – Undecided

D – Disagree

SD – strongly disagree

In what ways does your workload as a teacher influence the preparation of professional documents?

	SA	A	U	D	SD
My workload allows preparation of professional documents					
My workload hinders preparation of professional documents					
My workload has no influence on preparation of professional documents					

PART III: OTHER RESPONSIBILITIES

10. (a) which other responsibilities do you have other than teaching?

Deputy Head   (   )

Senior Teacher   (   )

Class teacher   (   )

House/dorm teacher   (   )

None at all   (   )

Others, specify …………………………………………………

(b) In what ways does your responsibility influence your preparation of professional documents? Tick appropriately.

SA – Strongly agree

A – Agree

U – Undecided

D – Disagree

SD – Strongly disagree

	SA	A	U	D	SD
My other responsibilities allow preparation of professional documents					
My other responsibilities hinder preparation of professional documents					
My other responsibilities have no influence on preparation of professional documents.					

PART 1V: PROFESSIONAL DEVELOPMENT

11 (a) Do you go for in service courses?   Yes (   )

                                                   No (   )

(b) If yes, how often

Once a term   (   )

Once a year   (   )

Once a term   (   )

Once in 2 years   (   )

Any other…………………………………………..

(b) To what extent do you think professional development has an influence on preparation of professional documents?

To a greater extent   (   )

To a low extent   (   )

Not at all   (   )

APPENDIX III: QUESTIONNAIRE FOR HEAD OF DEPARTMENTS

Instruction: please tick or fill the blanks appropriately.

PART 1. PERSONAL ATTRIBUTES

1. What is your sex?

   Male　　　　　(　　)

   Female　　　　(　　)

2. What is your age bracket

   20 – 29　　　　　　(　　)

   30 – 39　　　　　　(　　)

   40 – 49　　　　　　(　　)

   50 and above　　　　(　　)

3. What is your initial professional qualification?

   Grade　　　　　　　tick

   P1　　　　　(　　)

   Diploma　　　(　　)

   B.ED　　　　(　　)

   Others specify

4. What is your highest professional qualification

   Grade　　　　tick

   Diploma　　　(　　)

   B.ED　　　　(　　)

   P.G.D.E　　　(　　)

   M.E.D　　　　(　　)

   PHD　　　　(　　)

   Others specify

5. For how long have you been teaching

Less than 5 years   (   )

5 – 9 years   (   )

10 – 15 years   (   )

Over 15 years   (   )

6. For how long have you been a head of department

Less than 5 years   (   )

5 9 years   (   )

10 – 15 years   (   )

Over 15 years   (   )

7. Which department do you head?

Science   (   )

Arts   (   )

Languages   (   )

Mathematics   (   )

Any other, specify………………………………………………………………

8. For how long have you been head of department?

Less than 5 years   (   )

5-9 years   (   )

10-15 years   (   )

Over 15 years   (   )

9. What are your teaching subjects?

(a) …………………………………….

(b) …………………………………..

10. (a) Does your department provide readily made professional documents for teacher in your department?

Yes   (   )

No   (   )

(c) If yes, which ones?………………………………………………………

11. Which professional documents do teachers in your department prepare?

Lesson Plan   (   )

Schemes of work   (   )

Record of work covered   (   )

Progress records   (   )

12. How often are your teachers keen on preparing professional documents?

	ALWAYS	OCCASSIONALLY	SELDOM	NEVER
Lesson plans				
Schemes of work				
Record of work				
Students progress records				
Any other				

13. How often do you check the preparation of professional documents?

	ALWAYS	OCCASSIONALLY	SELDOM	NEVER
Lesson plans				
Schemes of work				
Record of work				
Students progress records				
Any other				

PART 11: WORKLOAD

14. What is your workload?

Less than 9 lessons a week   (   )

10-19 lessons a week   (   )

20-29 lessons a week   (   )

30 and above a week   (   )

14 (a) Which other responsibilities do you have other than teaching?

Deputy Head   (   )

Senior Teacher   (   )

Class teacher   (   )

House/dorm teacher   (   )

Games teacher   (   )

Others specify……………………………………………………………….

None at all   (   )

(b) IN what ways does your responsibility as head of department influence your preparation of professional documents? Tick appropriately.

	SA	A	U	D	SD
My responsibility as head of department allows preparation of professional documents					
My responsibility as head of department hinders preparation of professional documents					
My responsibility as head of department has no influence on the preparation of professional documents					

PART 1V: PROFESSIONAL DEVELOPMENT

15(a)Do teachers in your department go for in service courses? Yes   (   )

                                                          No   (   )

(b) If yes, how often

Once a term   (   )

Once a year   (   )

Once a term   (   )

Once in 2 years   (   )

Any other ……………………………………………………………………………..

(c)To what extent do you think professional development has an influence on preparation of professional documents in your department?

To a greater extent   (   )

To a low extent   (   )

Not at all   (   )

(d) How often do you talk to teachers on the significance of preparing professional documents"

Always ( )   Rarely ( )   Never ( )

APPENDIX IV: INTERVIEW SCHEDULE FOR HEADTEACHERS

1(a) What is the policy of preparation of professional documents in your school?

(b) Is the policy well communicated to teachers?

(c) As a head teacher how do you support the teacher preparation policy?

2(a) Which professional documents are your teachers expected to prepare?

(b) Which professional documents do they prepare?

3(a) How does workload of your teachers influence their preparation of professional documents?

4. How do other responsibilities held by teachers others than teaching influence their preparation of professional documents?

5(a) How often do you send your teachers for in service courses?

 (b) How does professional development influence the preparation of professional documents?

6(a) From your own experience, what are some of the problems associated with preparation of professional documents?

(b) From your own experience, what are some of the solutions to the problems mentioned above?

7. How do you deal with teachers who do not prepare as required?

APPENDIX V: WORK PLAN

1. **May –July 2010**   - Identification and Development of Research Topic
2. **August 2010** - Preparation of Research Instruments and compiling the proposal
3. **September /October 2010**- corrections, presentation and defense of the research proposal
4. **November/December 2010** -corrections and piloting of the research instruments and modifications.
5. **January –February 2011**- Data Collection
6. **March –April 2011**   **-** data classification, analysis and interpretation
7. **May 2011**   - preparation of the first draft of the thesis
8. **June 2011**   - correction and preparation of final draft of thesis
9. **July 2011**   -presentation of thesis for defense.

APPENDIX VI: RESEARCH BUDGET

Stationary …………………………..………..…….…………Kshs. 3,500/=

Photocopying …………………………………….……………….… Kshs. 5,000/=

Binding.…………………………………..……………..…… Kshs. 3,000/=

Envelopes ………………………..……………………..……… Kshs. 500/=

Internet Charges ……………………..……………………… Kshs.35, 000/=

Typing and printing ………………..……………..……….....… Kshs. 35,000/=

Transport and Fuel ……………………………….…….…… Kshs. 30,000/=

Contingencies …………………………………………….… Kshs. 10,000/=

Total …………………………………………….……… <u>Kshs. 122,000/=</u>

APPENDIX VII: SAMPLE FORMAT OF A SCHEME OF WORK

Subject – Term – Class – Duration-----------

Week Lesson	Lesson Topic	Learning Objective	Learning Activities	Method	Learning Aids	References	Assessments	Remarks

APPENDIX VIII: SAMPLE FORMAT OF A LESSON PLAN

Date .... Class ....

Area of work ....

Aim ....

Learning objectives ....

Learning outcomes ....

Time	Teacher Activity	Learner Activity	Notes/ Equipment needed

Source: (Capel, S., et.al, 2009)

APPENDIX IX: SAMPLE FORMAT OF A RECORD OF WORK

Subject……………………………………………………………………….

DATE	WORK ACTUALLY COVERED	REMARKS