INFLUENCE OF SCHOOL BASED DEGREE PROGRAMMES ON TEACHERS' WORK PRODUCTIVITY IN NANDI COUNTY

BY

KOECH JULIUS KIPSANG

A THESIS SUBMITTED TO THE SCHOOL OF HUMAN RESOURCE DEVELOPMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE DEGREE IN HUMAN RESOURCE DEVELOPMENT

MOI UNIVERSITY

2014

DECLARATION

Declaration by Candidate

This is my original work and has not been presented for examination in any other institution.

…………………………….   …………………………………………

Koech Julius Kipsang   Date

Reg. No. SHRD/PGH/032/07

Declaration by Supervisors

This thesis has been submitted for examination with our approval as University Supervisors

………………………………   .………………………………………..

Prof. Mulongo L.S.   Date

Department of Development Studies

School of Human Resource Development

………………………………...   …………………………………………..

Prof. Joshua Kwonyike   Date

 Department of Development Studies

School of Human Resource Development

DEDICATION

I dedicate this thesis to my family members and friends. I am grateful for your unconditional love, financial support and advice during my time in school. May the Almighty God reward you abundantly.

ACKNOWLEDGEMENT

I am first and foremost indebted to God, the giver of life and all success. Secondly, to Moi University for allowing me to undertake the course. I am obliged to register my sincere gratitude to my supervisor Prof. Leonard Mulongo and Prof. Joshua Kwonyike for their guidance, support and constructive criticism during the preparation of this thesis.

ABSTRACT

Career development has become an emerging issue as employees endeavor to cope up with changing technology, job security and increase in salary and promotions in most organizations. However in other sectors like education they have not been able to fund their employees for trainings or provided time for them to attend trainings. Due to the absence of such policies, primary school teachers have opted to school based programmes to further their career development for various reasons. The purpose of this study was to assess the impact of school based degree programme on teachers' work productivity; the study objectives were, four specific research objectives were addressed: to examine the effects of SBDP on teachers productivity in Nandi county, to investigate factors influencing teacher to enroll in SBDP in Nandi County, to examine the expectation of teachers upon completion of SBDP in Nandi County, to identify the challenges faced by teachers attending school based degree programmes in Nandi County and to identify the gaps in SBDP and recommend remedies for addressing the gaps. The study adopted a case study research design. The target population for the study was 202 respondents comprising of teachers and quality assurance and standard officers from Nandi County. The research tools included questionnaire and interview schedule. Descriptive statistics, frequency tables and bar graphs were used to present the data. Chi-square test was used to establish the relationship between school-based degree programme and teacher work productivity. The study recommends that, there is need for the ministry of education to support primary school teachers develop their careers through financial support like giving them loans and study leave. There is also need for the ministry of education to set standards for universities offering the courses on SBDP so that they are equipped with better library resources so that teachers can keep abreast with the latest developments in the teaching profession. The study further recommends the need for schools with teachers attending the SBDP to have extra time fixed for them so that they compensate for their absence in school. The study established that several factors were influencing teacher to enroll in SBDP in Nandi County, in particular the study established that increase in salary, promotion, looking for greener pastures, career development, job security, improved self-esteem, acquiring new skills and enrolling for a master's programme after completion were the main driving force for primary teachers in Nandi County to enroll in SBDP. Regarding the expectation of teachers upon completion of SBDP in Nandi County, the study established that teachers expected an increase in salary, promotion, acquisition of new skills, improved self-esteem, enroll in a masters programme, get greener pastures and improved job security. Regarding the Effects of SBDP on teachers work productivity, the study identified that improved instructional effectiveness, improved interpersonal relationships and development of new skills. The results however found out that school based degree programme negatively impacted on the teachers work productivity. In particular, absenteeism and inability to cover the syllabus negatively impacted on teachers work productivity. Regarding the challenges faced by teachers attending school based programmes in Nandi County, the study identified that lack of employer support, fixed school time table, family responsibilities and inadequate facilities at that institutions offering the courses were the major challenges faced by teachers. Regarding the measures that could improve the nature of SBDP, sustainable training program for all primary school teachers enabling them to further their careers, strong support from the ministry of education in terms of resources such as finances and study leave, preparation of flexible time tables and the need to increase the perspective on SBDP so that all people understand what SBDP is and how it works were proposed.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Operationalization of Terms

Assessment - The process of collecting information purposefully using different Tools for decision making.

Teachers - Individuals who teach and play significant roles in shaping the school and developing shared goals

Productivity - Ability to produce work according to the expected standards or beyond the expected standards of the employer.

Career development - A process of improving both the individual's academic standing as well as acquisition of greater competence discharging professional obligations.

Training - A planned process of acquiring knowledge , skills and behavior change through leaning experience to achieve effective work performance and enhancing productivity an activity.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter contains the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, definitions of operational terms.

1.2 Background of the Study

To manage an organization effectively, it requires staffing them with competent personnel. As a result, many require extensive training to acquire the necessary to be able to make substantive contribution towards the organization's growth, (Barron and Hagerty 2001). If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to the their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Hagerty 2001).

Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training.

Kenya has a huge public sector, employing the highest number of human resources with varied skills. One such organization is the education sector. The pressure for expansion requires a re-examination of the mechanisms for the preparation and development of teachers and managers of education system so that quality of education is not affected negatively. According to the classical academic phase model, the better the teacher the more will students learn Aggarwl, (1985), but if students do not learn, it is not because they have not been taught enough.

Schools are the 'formal agencies of education' where the future citizens are shaped and developed through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest level. This requires the effectiveness and commitment of all stakeholders particularly teachers, school leaders and management Aggarwl, (1985). To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated and competent teachers. Inline with this, Mohanty (1990) stated that in educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs effective instructional support. The relevant and quality education can be provided for the learners by engaging well trained and professional teachers at all levels of education. It is meaningless to build schools and distributed educational materials without effective and efficient manpower that can transmit the educational content to learners.

If training programmes are properly designed, they can create an effective work force and a sound institutional image. Teachers may improve their skills and knowledge. According to Rebore (1998), staff development programmes help teachers abreast development in

their respective subjects as well as in the development of education in general. However, not much attention has been paid to teacher training and as such many teachers have tended to further their training through their own self initiative through a programme that has been known as school-based programme.

1.3 Statement of the Problem

Even though education managers are acutely aware of the benefits of staff development, numerous problems continue to bedevil staff development in education sector. Crucial among them are limited availability of staff development programmes coupled with scarcity of time on the part of teachers. Majority of the teachers have quite some time been undertaking self initiated training with a view of enhancing their skills with the expectation of developing their careers, promotion among other things. Some teachers initially trained as p1 have off late enhanced their education to degree and masters level-qualifications. From the foresaid many teachers who successfully finish their self-initiated programmes opt to resign from teaching profession and look for opportunities elsewhere. Therefore, there is need to properly investigate, the effects of self-initiated training programmes on teachers work and productivity. This self-initiated programmes is uncontrolled and unguided by the existing primary school policy and time is not provided according to ministry of education calendar, besides the new circular issued by the ministry of education collide with the universities calendar offering school based the programmes and as such there is a high possibility that a lot of time will be devoted by teachers who are already enrolled in the programme on their assignments and attending the course at the expense of teaching hence the research is timely because it is clear that

this area has not been covered by earlier researchers and thus creates a knowledge gap that this study endeavors to cover.

1.4 Objectives of the Study

The main objective of this study was to assess how School based degree programme affect teacher's work productivity: A case of Nandi County

1.4.1 Specific Objectives

The specific objectives included:

(i) To investigate factors influencing teacher to enroll in SBDP in Nandi County.

(ii) To examine the expectation of teachers upon completion of SBDP in Nandi County

(iii) To examine the effects of SBDP on teachers work productivity in Nandi County.

(iv) To identify the challenges faced by teachers attending school based programmes in Nandi County

(v) To identify the gaps in School based degree programme

1.4.2 Research Questions

The study was guided by the following research questions:

(i) What are the factors influencing teacher to enroll in SBDP in Nandi County?

(ii) What are the expectations of teachers upon completion of SBDP in Nandi County?

(iii)What are the effects of SBDP on teachers work productivity in Nandi County?

(iv)What are the challenges faced by teachers attending school based programmes Nandi County?

(v) What are the gaps in School based degree programme?

1.5 Hypotheses

The following hypotheses were tested:

H0: There is no significant relationship between school-based degree programs and teacher productivity.

H0: There is no significant relationship between school-based degree programs and promotions.

1.6 Justification of the Study

Staff development programmes refer to designed training programmes intended to enhance employees' productivity, in this case, teachers. Both the private sector and the government, has established numerous teachers training colleges and university education faculties to deal with the emergent "diploma disease" now reaching epidemic proportions among serving primary school teachers. Noteworthy indeed is the fact that staff development programmes (SDP) in Kenyan primary schools have been correlated to teachers' effectiveness by a host of government policy documents (Government of Kenya, 1999) and scholarly works of education researchers notably Ngala (1997) and Orlosky et al (2005). However, even though education managers are acutely aware of the benefits of staff development, numerous problems continue to bedevil staff development practices in primary schools of Kenya. Crucial among them are limited availability of staff development programmes; scarcity of time and financial resources on the part of teachers. This study attempted to shed light on the SBDP a practice related to staff development programmes in primary schools of Kenya and its effects on teachers work productivity in Nandi County.

1.7 Significance of the Study

The findings from the study would give an insight into the impact of school-based training programs and teacher's work and productivity. To the policy makers the study serves as a guiding tool for them to come up programmes that caters for teacher's career development so as to address the imbalance of job opportunities arising from self initiated training programmes. The study would be useful to teachers of primary schools

in Kenya in general and in Nandi county in particular because the findings of the study can help the teachers understand the impact of school-based training programme on their work and productivity and how it affects students perfomance.

1.8 Scope of the Study

This study was carried out in Nandi County. It explored how school based degree programme affects teacher's work productivity. The respondents in this study were primary school teachers and quality assurance and standards officers. The study targeted 200 teachers from Nandi county and 2 quality assurance and standards officers. The sampling procedure involved identifying five teachers currently enrolled/graduated from the programme. Each of the identified respondents was requested to identify two members each who are also on the programme. The same process continued until 200 different teachers were identified. Purposive sampling technique was used to select the quality assurance and standards officers

1.9 Limitations of the Study

Given that the study covered Nandi County only, the findings of the study is limited to this area and may not be generalized to all other counties in Kenya. Any generalization to other population may be made with dire consideration of the characteristics of such population.

1.10 Theoretical Framework

This study was hinged on the theory of human resource management as espoused by DeCenzo and Robbins and Owens (1987). The central postulate of this theory is that proper management of staff invariably translates into enhanced productivity or effectiveness on their part.

The key concepts housed by this theory are: acquisition; development; motivation and maintenance of staff. The personnel function of staff acquisition is carried out on the basis of pre-entry qualifications. Staff development however, involves well-planned activities intended to enhance teachers' productivity through the job training programmes. Staff development activities are also well-documented motivators. Besides, well developed workers (teachers included) are easier to maintain for the overall success of an organization. But otherwise, it does not suffice to acquire, deploy and assign tasks to new staff. Rather, it is imperative that they are constantly developed among other management practices, to increase their effectiveness as they face the reality and expectation of the teaching profession. Expected therefore, is proper management of staff development programmes by head teachers and other concerned education managers with a view to enhancing teachers' effectiveness.

1.11 Conceptual Framework

A conceptual framework is the foundation upon which a research problem rest as it is a logical, descriptive and elaborated network of association among variables (Mugenda and Mugenda 2003). In this study teachers work productivity is indicated by the impact that teachers has on independent variable in figure 1.1

Figure 1.1 Conceptual Framework of the Teachers work productivity in schools

Independent variable   **Dependent**

Teachers Related Factors

- Time

- Rates of absenteeism

School Related Factors

- Training

- Management styles

- Resources

Teachers work productivity

- ❖ students' academic performance in examinations

- ❖ punctuality at school and class

- ❖ giving extra lessons to students

- ❖ contribution to the progress of the school through participation in co-curricular

Source: Researcher (2012)

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews the literature relevant to the study. It explores issues pertaining human resource management, the concept of training, principles of training, training policies and resources, benefits of training, education and productivity, relationship between school-based programme and teachers' work productivity, effect of SBDP on teacher productivity, factors influencing teacher's enrollment in SBDP and conceptual framework.

2.2 Human Resource Management

For any institution to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the institution. According to Armstrong (1996), human resource management has emerged as a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organizations. Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization.

2.3 The concept of Training

According Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or employment.

Training refers to the process of changing the skills, attitudes and knowledge of employees with the purpose of improving their level of competence. The focus of training is the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force or to offer a particular service to mention but a few. Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively

According to Tracey (1984), training and development comprises of all activities aimed at developing career and new skills for employees to enable them become more productive and competent continuously. In the opinion of Nadler (1984) training refers to a systematic learning experience at a particular time and designed to create change in behavior. The aim of training in human resource development is to achieve high quality work and produce products or service of utmost quality in the organizational surrounding and context where development is taking place. A lot of studies on the employees work productivity at both private and public institutions have been done. However, very few studies have been carried out on the relationship between school-based training programmes and its effects on employee's productivity. Besides, the numerous studies carried out on workers at firms are mainly in business and production sectors leaving out teacher and thus this serve as a guide in case of this study. This is because teachers too

serve as workers but in an educational organization. It is against such a background that study is carried out.

2.3.1 Principles of Training

Since the main objective of training is to equip leaner's with skills and knowledge necessary for effective work performance and productivity, its clear that grasps of the ways in which learning theories are applied. According to kennedy et. Al, (1992) there are four main requirements for training to take place: motivation, cue, response and feedback.

2.3.2 Training Policies and Resources

In the opinion of kennedy *et. al*, (1992) organizations should have different policies for training depending on the class or level of employment. In his opinion he pointed out that training policies are necessary for the following reasons:

(i) To provide guideline for those responsible for planning and implementing training

(ii) To inform employees of the training and development needs opportunities

(iii)To provide for equality of opportunities throught the organization

(iv)To ensure that organizational training resources are allocated to predetermined requirements.

However, in his study the author looked at business organizations and productions sectors in both public and private firms, however, his study failed to look at teachers as employees but in the education sector he did not mention how career development of teachers can be enhanced without jeopardizing their work productivity.

2.3.3 Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve:

➢ High morale - employees who receive training have increased confidence and motivation

➢ Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste

➢ Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided

➢ Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations

➢ Provide recognition, enhanced responsibility and the possibility of increased pay and promotion

➢ Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression

➢ Help to improve the availability and quality of staff

Derrick *et. al,* (2000) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. Sherman *et. al,* (1996) argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance. Many studies on training correlates have indicated a strong association between training and pupil academic achievement. Wekesa (1993) found out that head teachers who were well trained provided effective instructional leadership more often registering high academic achievement on the part of their students. Staff development programmes which aim at bolstering instructional leadership prowess of teachers will therefore impact on teachers' effectiveness. Ngala (1997) also found out that effective teacher management practices including staff development programmes relate positively.

2.4 Teacher Training

While many teachers are trained before they start their service, others begin work without teaching qualifications and get their initial training in-service. Programmes of continuing professional development have been offered for various different purposes that include raising the skills of the teaching force generally, supporting curriculum development, and enabling teachers to undertake new roles. In practice, some of these distinctions may be blurred: in Pakistan, for example, a primary teachers orientation course was run in the interests of curriculum reform, served as continuing professional development for many teachers, but provided initial training for unqualified teachers already at work Mehrota,

(2007). Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely. An early distance-education programme in Kenya, for example, concentrated on raising teachers' own educational background, seen as the highest priority. A much more recent programme in Kenya, designed to support the increasing use of information technologies in schools, is entirely concerned with reorienting teachers for the changed career development and change in technology.

2.5 The Nature of School based Degree Programme

The nature of school based degree programme is defined as a planned event, series of events or extended programme of accredited learning offered in higher institutions of learning. As professionals, teachers need to keep pace with the rapid developments in order to be familiar with new knowledge and technologies. According to Ozen (2001), due to rapid advances in technology and science the information content of our world today grows and doubles in comparatively short periods of time. Likewise, the roles that individuals have to fill in their professional and personal lives vary so rapidly that it sometimes becomes difficult to follow and to keep pace with them. In this respect, schoolbased degree programme is regarded as necessary for teachers and it is powerful in fostering teachers'development.

Consequently, in order to learn extensively from the programme, follow-up support and practice are required to take place. As Hiep (2001) claims, along with the teacher training, teacher development must be a vital component in teacher education since

development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences and deal with change and divergence. Moreover, Hargreaves and Fullan (1992) states that professional development programmes runs the risk of emphasizing skill development of teachers rather than personal and professional development, which is a threat for extensive learning and development.

Another shortcoming of training programmes is that; they are questionable in terms of satisfying the needs of the teachers. Hargreaves and Fullan (1992) claim that these programmes rarely address the individual needs and concerns. On the other hand, needs of the teachers cannot be neglected during the programme and therefore, these programmes should be organized well in terms of addressing teachers' acceptance of the need for such a programme and the content of it. The possible shortcomings of such a programme such as, limitation of time and extended learning, and ignoring the need of teachers bring one of the most important drawbacks into light; teacher resistance. All things considered, schoolbased degree programmes can have important contributions to foster teachers' knowledge and improve their classroom practices. However, these programmes' limitations and strengths need to be considered. As Day (1999) puts forward, where INSET doesn't take account of the development phases of teachers, their intellectual and emotional development needs, it is unlikely to enhance their capacity for skilled commitment over the longer

2.6 Factors Influencing Teacher's Enrollment in SBDP

For real teacher's career development, the teacher herself/himself has to perceive it positively. The teacher has to see and accept the need to grow professionally. A teacher

who perceives career development positively is eager to attain new knowledge, skills, attitudes, values, and dispositions. Within such dispositions there is pride, self esteem, team spirit, commitment, drive, adventure, creativity, and vision. All these attributes have to be owned by the teacher (Mosha 2006). Teacher's perception depends on self evaluation. A motivated teacher learns from others and is more likely to attend various professional development activities. Collegiality within the school is part of the school culture. According to Mosha, (2006) most of the primary school teachers undertake the SBDP with the view of enhancing their skills with the expectation of retiring in a better job group so as to earn a competitive package on retirement, increase in salary, career development among other things. Ngala (1997) indicated that employees use development programmes to ascend to higher social status and recognition in the society. While to some development programmes boosted their confidence in handling difficult topics and other teaching roles, many teachers averred that high education and training enabled them to get better jobs in other sectors of the economy. In other words, staff development programmes facilitated inter occupational mobility. Many teachers on the other hand perceived staff development programmes as a means of broadening their view of educational matters in addition to boosting their socialization skills due to wider interaction with colleagues from other parts of the provinces.

2.6.1 Professional Development

A number of related concepts have been used to describe professional development in education, as is evident from the numerous terms used to describe the concept in the literature. Such terms include: 'in-service training', 'professional growth', 'personal development', 'on-the-job training' and 'personnel development'. Steyn and Van Niekerk

(2002) explain professional development as a formal systematic programme that is designed to promote personal and professional growth. Professional development, therefore, refers to the participation of teachers in development opportunities, in order that they might become better equipped as teachers and educational leaders. Teacher professional development refers to the means, activities and processes by means of which teachers enhance their professional knowledge, skills and attitudes, so that they might, in turn, improve the learning of their students and or venture into other careers (Guskey, 20007).

According to Du Plessis, Conley and Du Plessis (2007), teacher professional development is the sum total of all the activities carried out by an individual or system in order to promote staff growth or renewal. Also, Du Plessis et al. (2007) view professional development as involving the acquisition of skills, concepts and attitudes to enhance performance. In the same vein, Moletsane (2004) argues that professional development should be seen as more than the mere learning of knowledge and skills. Rather, it should include personal development, thus enabling teachers to grow in character and maturity, and enabling them to cope with the multiple challenges placed on them. Thus, as argued by Du Plessis et al. (2007), teacher professional development is not an event, but is rather a continuous and career-long process.

Competent, dedicated and well-performing teachers are any school's most important resource. Teachers are the professionals who are most directly responsible for helping students to learn. In contrast, the students either benefit, or suffer, from the quality of the teaching that they receive.

Thus, as argued by Du Plessis et al. (2007), teacher professional development is not an event, but is rather a continuous and career-long process. Also, De Cenzo and Robbins (1996) maintain that development focuses on the future and has a long-term effect.

According to Rathogwa (2006), the Department of Education notes that, without the support of teachers, fundamental policy changes can never be put into successful practice. The successful transformation of the Department of Education and Training is ultimately dependent on the professional development of teachers (Republic of South Africa, Department of Education, 1995).

Professional development should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching, by means of which they acquire and develop their knowledge, skills and attitudes (Day, 1994: Dean, 1991). Importantly, Jones (1993) argues that teacher development programmes should be about professional growth and school improvement.

Jones (1993) further asserts that teachers must be motivated to participate in professional development programmes that could encourage them to exhibit a positive attitude to partaking in skills and knowledge development programmes. Also, teachers are to be made conscious of the benefits of professional development, both for them and for the organisation, as a result of the transformation achieved (Heystek et al., 2005).The concept of 'need-focused development' that Heystek et al. (2005) promotes is regarded as crucial, with the researchers indicating that such development might and should develop into goal-focused development. Similarly, Jones (2009) and Widener University (2006) aver that need analysis is crucial to a successful outcome. Widener University (2006) argues that need analysis helps to identify and to address problem areas, meaning that teachers

are to be assisted in realising that there is a need for them to develop. A need can develop when a teacher realises that she or he lacks competency in employing a particular method of instruction, or in teaching in conformance with the requirements of the content of the new curriculum.

To Bush and West-Burnham (1994), professional development embraces two related concepts, namely expanding theory and improving practice, which is explained below. First, in expanding theory, professional development is seen as a process spanning an individual's career, whereby the teacher continues to develop the knowledge and skills required for effective professional practice. Finally, improving practice is the notion that knowledge acquisition and skills development should be more directly related to the substantive problems faced by teachers. Republic of South Africa, Department of Education (1995) believes that the most direct way of raising the quality of teaching and learning is through a comprehensive reform and redirection of professional development for teachers. The policy assumes that most teachers recognize the need and the responsibility for improving themselves hence continued professional development for teachers.

2.6.2 Education and Productivity

Apart from participating in the recruitment and appointment of their teachers, head teachers and deputy head teachers have the overall control over the utilization of their staff in Kenya. Through interaction and working with teachers, head teachers form their impressions of the job performance and productivity level of their teachers. Over time, these crystallize into belief systems. For head teachers, teachers' work and productivity are determined by effective teaching measured by his students' academic performance in

examinations, punctuality at school and class, giving extra lessons to students and contribution to the progress of the school through participation in co-curricular activities such as sports, students' discipline, committee assignments as may be given by the principal. If teachers fail to measure up in these various assignments they may be perceived uncooperative and unproductive. Because head teachers are mainly concerned with achieving results, they want to work with and through teachers who are cooperative, responsible and productive.

2.6.3 Career Development

Schoolbased programme has been used to support teachers' career development both through structured programmes, designed for specific groups of teachers, and by providing opportunities for individual teachers to raise the level of their own qualifications. Highly targeted programmes have been used for teachers who have gained, or are seeking, a new role. In Burkina Faso, for example, with the aid of the international network, three cohorts of head teachers were trained between 1997 and 2001 (Terret 2007). In India, a number of targeted programmes have been run by open universities. The Indira Gandhi National Open University, for example, offered a programme in child guidance, for teachers wanting to specialize in guidance and counseling (Mehrota 2007). Larger numbers of teachers, seeking higher qualifications in their own career interest, have been enrolled by open universities on BEd and MEd courses. Universities have increasingly made online courses available internationally with the result that some teachers are now pursuing a cross border degree.

2.6.4 Teacher Upgrading

Open universities, particularly in Asia, have provided a mechanism for reaching large audiences of teachers. In India they have seen teacher education as a priority: a third of students at Yashwantrao Chavan Maharashtra Open University, for example, were teachers (Manjulika and Reddy 1996). In Indonesia government raised the level of the qualification needed for primary-school teachers with the result that some 273,000 teachers needed an upgrading course. The Indonesian open university, Universitas Terbuka, responded with a distance-education programme using printed materials, radio and television, which had three elements: general education, the subject knowledge that trainees were teaching in school, and pedagogy. By 1996 over 76,000 students had graduated from the course, while 244,500 were still enrolled in it (Asian Development Bank 1997). In a programme that ran for more than twenty years the federal ministry of education in Pakistan used the Allama Iqbal Open University to provide inservice education on a new curriculum for primary-school teachers. The university's Primary Teachers

Orientation Course was launched in 1976 and, in its initial ten-year phase, reached nearly 84,000 teachers; 56 per cent of these completed the course and 38 per cent qualified for a university certificate. By 1999 a further 50,000 teachers had been recruited on to a revised course which had a higher completion and pass rate (Perraton 2007, Allama Iqbal Open University 1999). Different mechanisms have been used in other parts of the world. In Brazil, for example, an unstructured programme "A-Plus" was developed by a consortium including the non-profit television channel, TV-Futura. The programme has three elements: broadcasts, a printed magazine to support them, and a network of

community officers to visit schools. In 2001 some 40,000 teachers were involved with the programme while the general audience for the television programmes was estimated at 2 million. A-Plus was intended to influence classroom practice: "Unlike the majority of teacher training programmes, A-Plus allows teachers to observe, discuss, probe and interact with what other teachers are doing or trying to do. In general, teacher training is confined to situations in which teachers are exposed to theories about teaching, abstract discussion about general issues, or are being directly taught. Seldom do they have the opportunity to watch and interact with their peers – a fundamental tool for the creation of a learning community." Oliveira 2007 Teacher upgrading has also formed a component in programmes of curricular change. However, the author has only addressed the development of teacher upgrading in the developed world, without considering the challenges that it faces in developing countries. Therefore, the current study will endeavour to provide a more comprehensive view of the teacher upgrading programme.

2.6.5 Technological Change

In a rapid evolution, schoolbased degree programmes has changed and has embraced a changing mix of technologies. These have been used for two purposes: to distribute teaching material to learners, and to allow interaction between learner and tutor or among learners. Print, used as the main teaching medium has remained a staple and printed materials are still used even for online courses, for learners with restricted internet access. Radio and television have been valuable in reaching large audiences and in providing an immediacy and a stimulus. Both print and broadcasts can be used to provoke responses by students but are necessarily one-way media. In contrast, face-to-face contact has proved its worth in maintaining learners' interest, in promoting dialogue and, crucially

for teacher education, in allowing for the supervision of teaching practice. Computer-based technologies have been used with four different functions in teacher education. First, they have been used to distribute teaching materials, avoiding mailing costs or the time constraint of broadcasts, though transferring reproduction costs from the teaching institution to the learner. Second, computer-based learning allows simulated two-way communication. Third, where there is internet access, learners can communicate with their tutors or with fellow students, taking part in e-learning. Fourth, teachers or trainers with internet access, can download and use open educational resources. We return, below, to the differing cost implications of these uses. The extent to which it is practicable to use the more sophisticated communication technologies depends on the state of development of the technology within the country concerned. In Burkina Faso, print and meetings of head teachers were the only feasible technology; radio was appropriate for the scattered audience in Mongolia; in contrast China's technological development meant that it was feasible to use video, satellite television, and internet links to

support teacher education in Gansu. Despite this, the authors do not offer suggestions as to how universities can smoothly and effectively make this transition from the current paradigm to the new era. Therefore the current study will offer suggestions as to how this can be achieved.

2.7 Relationship between School-Based Programme and Teachers' Work Productivity

The problem of teacher work productivity is not related only to the level of teacher instruction but also to the level and quality of training attained and time spent with students. Both the academic level achieved and the quality of time dedicated to students contributes to teachers work productivity. Researchers such as Holmes, (1986) in Kanu (1996), refer to teacher productivity when they stress that the quality of education depends on the quality of the teacher. According to Warham (1993), the positivist view of the scientific teacher suggests that only research generated from academic sources is relevant to assessing teacher productivity. However, Warham (1993) points out that the middle view of the critically reflective teacher attempts to overcome these difficulties by accepting that knowledge generated from both inside and outside the classroom is important for assessing teacher work productivity. According to Tracey (1984) although training is intended to changing the skills, attitudes and knowledge of employees with the purpose of improving their level of competence and productivity, majority of teachers time is devoted to his work assignments leading to teachers absenteeism and thus a negative consequences on the part of students. First, when teachers are not consistently present, students tend to misbehave more; administrators must then dedicate more resources to discipline. Second, teacher absenteeism hurts school collegiality: when teachers are not regularly there, other teachers, administrators, and support personnel are not able to build the relationships critical to creating a productive work environment.

2.8 Effect of SBDP on Teacher Productivity

In the opinion of Mathis and Jackson (2000), to measure an organizational human resource work productivity one has to measure the output against the inputs. Individuals work productivity depends on time devoted at the job, ability to do the job and the level of support given to that person. The relationship between these factors is acknowledged in management literature and that productivity is the result of ability, time devoted and thus productivity is reduced when any of these factors is absent or reduced.

2.8.1 Teachers' Absenteeism

The literature on the impact of employee absences on productivity in industries apart from education vary. Rates of employee absences and the effects of absences on productivity are topics of conversation in many organizations in many countries. One reason is that high rates of employee absence may signal weak management and poor labor-management relations. A second reason is that reducing rates of employee absence may be an effective way to improve productivity.

Education is an industry in which research on the magnitude and consequences of employee absences, in particular those of teachers, is both feasible and interesting. The feasibility stems from the ability to use student test scores, net of prior achievement, as measures of teacher productivity. The interest comes from several sources. First, most school systems contain many schools (work sites), and the quality of leadership and informal norms about attendance are likely to vary among schools. Consequently, absence rates, net of differences in the demographic characteristics of teachers, are likely to vary among schools. Exploring the reasons for the differences in school-specific teacher absence rates may provide insights about strategies to reduce absences. Second,

teacher compensation accounts for more than half of public sector education budgets. There are few opportunities to substitute capital for the labor of absent teachers. Instead, substitutes, often with very little training, are typically hired at considerable expense.

In a study conducted by Mosha, (2006), found out that productivity loss from worker absences will depend on the extent to which managers can reassign workers from other positions and can find temporary replacements as productive as the absentees. There are several mechanisms through which teacher absences may reduce student achievement. First, instructional intensity may be radically reduced when a regularly assigned teacher is absent (Capitan & et al., 1980). A second mechanism through which teacher absences may affect student achievement is through the creation of discontinuities of instruction, the disruption of the regular routines and procedures of the classroom (Varlas, 2001). Students may have difficulty forming meaningful relationships with multiple, mobile substitutes, and even if substitutes deliver brilliant isolated lessons, they may not be able to implement a regular teacher's long-term instructional strategies. Common planning time, during which teachers may collaborate on improving instruction, is often so scarce that even low rates of teacher absence could almost completely undermine its purpose. Teacher absenteeism may also negatively impact student achievement in less direct ways. For example, teacher absences may inhibit attempts by school administration to implement consistent instructional practices across classrooms and grades. In another study by Bruno et al., (2007), the researchers established that students in a classroom eventually the desire to learn when the regular teacher is frequently absent and the delivery of instruction is by an array of substitute teachers.

Woods and Montagno (1997) studied the impact of teacher absenteeism on student reading scores on the standardized Iowa test of basic skills. They found that students with teachers who had fewer absences had significantly larger improvements in grade equivalency. They conducted research on third-grade students and found that the teachers with the highest number of absences had students with lower standardized test scores, thus concluding that teacher absenteeism does have a significant negative impact on student achievement. Another study found that there is a negative correlation between student performance and high teacher absenteeism, stating that the more days a teacher was absent, the more the level of student performance decreased (Uehara, 1999).

Common planning time, during which teachers may collaborate on improving instruction, is often so scarce that even low rates of teacher absence could almost completely undermine its purpose. This mechanism implies that a teacher's absence not only impacts negatively on the students he or she directly works with, but also on the students taught by the teacher's colleagues. Teacher absenteeism and the resulting employment of substitute teachers entail financial costs and an increase in educational expenditure. However, the more enduring and expensive consequences are the possible negative impact on student learning and achievement (Varlas, 2001). However, there are no explicit suggestions on how teachers professional development and upgrading of could be done without teachers absents from school a scenario which the present study tries to suggest.

2.8.2 Work Overload

Overload refers to an excessive amount of work an individual has to accomplish. On the issue of enrollment on school based degree programme, the goal of improved productivity is reduced because the time devoted to school activities is significantly reduced as overload is experienced by teacher in the form of flow of work from the school based programme, work place, family responsibility and other personal business. This ultimately translates into reduced work productivity

2.9 Summary of the Chapter

This chapter has provided a discussion on human resource management, the concept of training teacher training, the nature of schoolbased degree programme, factors influencing teacher's enrollment in SBDP, relationship between school-based programme and teachers' work productivity, effect of SBDP on teacher productivity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter covers research design, area of study, target population, sampling design and technique, data collection instruments, data collection procedure, reliability and validity of data collection procedure ,data analysis and presentations and ethical considerations

3.2 Research Design

The study employed a case study method. The method was preferred because it covered a wide area and efficient in collecting a large amount of information within a short time. Koul (1992) observed that case study method is the only means through which opinion, views, and suggestions for improvements of educational practices and instruction can be collected. Leedy, (2010) has similarly argued that a case study research method is particularly suited to controversial issues in education such as implementation of an innovation. The advantages of using a case study method is that: it enables an in depth understanding of the behaviour pattern of the concerned unit and facilitates intensive study of the concerned unit which is not possible with different methods.

3.3 Study Area

The study was conducted in Nandi County, Rift Valley Province of the Republic of Kenya. Main economic activities in the county include rearing of livestock, growing of horticultural crops, tea, coffee and maize farming. The District headquarters is Kapsabet town.

The choice of this county by the researcher was influenced by the large number of primary school teachers attending the school based programme as observed by the researcher being a member of staff in one of the institutions. This coupled with the researcher's familiarity with the area and easy accessibility prompted the interest and the need to carry out the research in the area.

3.4 Target Population

According to (Wojnar and Swanson (2007), study population refers to the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular study. The study comprised of primary school teachers of Nandi County. The researcher interviewed the Nandi county Quality Assurance and Standard officers, because they are responsible in ensuring teachers work productivity in the county level.

Table 3.1: Target Population

Respondents	Total target population
Teachers	200
Quality assurance and development officers	2
Total	**202**

3.5 Sample Size

A sample in a research study refers to any group on which information is obtained. To obtain a sample size there are factors to be put into consideration such as: type of research design, method of data analysis and the size of accessible population. Identification was done using snowballing sampling methodology to get the required sample size.

3.5.1 Sampling Procedures

Sampling is a procedure of selecting a part of population on which research can be conducted, which ensures that conclusions from the study can be generalized to the entire population (Oso and Onen, (2005).

A sample was selected using snowball non-probabilistic sampling which is a purposive sampling technique. This technique focuses on in-depth information and not making generalizations (Mugenda and Mugenda, 2003). The sampling procedure involved identifying five teachers currently enrolled/graduated from the programme. Each of the identified respondents was requested to identify two members each who are also on the programme. The same process continued until 200 different teachers were identified. Purposive sampling technique was used to select the quality assurance and standards officers who participated in the study.

The method was deemed as appropriate because not all teachers have enrolled on the programme or graduated from the programme are known and therefore there was need to identify the subjects for the purpose of this study. Snowball method was considered appropriate for confidentiality.

3.6 The Data Collection Instruments

In collecting data questionnaires and interview schedules were used

3.6.1 Questionnaires

Questionnaire and interview schedules formed the main instruments for data collection in this study. Thus, the study used triangulation method of data collection, which involved the use of two or more research instruments to collect the necessary data. This is because no single method of data collection is perfect in itself Wiersma and Jurs (2005).

The development of research instruments (Questionnaires and interview schedules) was done by examining the research objectives, hypotheses, personal experience, and related literature and interview instruments. This was for the purposes of framing items that examined the crucial variables in depth. After developing the instruments, their salience was sought by having research experts review the items. This is for the purposes of ascertaining their construct validity.

Questionnaires were preferred because they were cost effective, and are free from bias of interviewer, and presented the interviewees with enough time to come up with well thought answers. Questionnaires were both open and closed. Matrix questionnaires in likert scale were used.

3.6.2 Document Analysis

The use of documentary methods refers to the analysis of documents that contain information about the phenomenon under study. Payne and Payne, (2004) describe the documentary method as the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether

in the private or public domain. This account was based on archival research directed mainly at primary and secondary documents both from government and private institutions. The list of public document sources included; policy statements within the ministry of education, advertisements, newspapers and magazines and official statements.

3.6.3 Interview Schedule

Personal interviews were conducted to verify the reliability of the information gathered by the questionnaires. This was done by comparing what the key informants have to say and then relate it with the findings in the questionnaire. This technique was useful in seeking in-depth information that was not provided for in the questionnaires. It also gave an opportunity to supplement data elicited by questionnaires thus providing more reliable information for the study. DiCicco-Bloem and Crabtree (2006) stated that in-depth interviewing are used to discover shared understandings of a particular group. Interviews were conducted informally through discussions using a set of structured questions. Interviews were also conducted with the quality assurance and standards officers in the county.

3.7 Data Collection Procedure

Data collection procedures involved distribution of questionnaires and one on one interviews. The researcher personally administered the questionnaires in confidence.

3.8 Validity of the Research Instruments

A valid instrument is one whose content is relevant to the purpose of study. Two methods of validation measurement that is face and content validities were used for ascertaining

the validity of the research instruments. To ensure its face validity the research instruments were given to the supervisor and fellow students to judge the appropriateness of each item of the instrument by mere look.

3.9 Reliability of the Research Instrument

Koul (1993) defines reliability as the ability of a instrument to consistently yield the same result when repeated measurements are taken of same individuals under the same conditions. After validating the questionnaire, its reliability was estimated by the test result method. According to Kerlinger (1978), test retest coefficient is a type of reliability co-efficient obtained by administering the same test a second time after a short interval and correlating the two sets of score.

3.10 Data Analysis and Presentation

Questionnaires were checked for completeness and consistency of information at the end of every field data collection day and before storage. Data capturing was done using Microsoft Excel. The data from the completed questionnaires were re-coded and entered into the computer using the statistical package for social sciences (SPSS) for analysis. The descriptive analyses such as frequencies, percentages and tables were used to summarize and organize data and also to describe the characteristics of the sample population. The Chi-square test was utilized to determine whether there is significant relationship between school-based training programs and teachers' work productivity and whether, there is a significant relationship between school-based training programs and promotions.

3.11 Ethical Considerations

The ethical problem in this study was informed consent. Permission to carry out the study was sought from the Moi University and County Education Office in Nandi County. This was done through a letter which was written to the Education Officer in Nandi County. The nature and the purpose of the research were explained to the respondents by the researcher. The researcher respected individuals' rights to safeguard their personal integrity. During the course of the data collection, the respondents were assured of anonymity, confidentiality and they were assured of their ability to withdraw from the study at any time if they wish to do so. No names or person identification numbers were reflected on the questionnaires except the numbering for questionnaires, which was done for the purposes of identification of data during data editing.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Overview

This chapter presents the research findings of the study and their interpretation. The statistical package for social science (SPSS 13.0) for windows was used to derive the descriptive and inferential statistics relevant for this study.

Frequency tables, bar charts and pie charts were used to present findings pertaining to the demographic factors as well as how school based degree programme affect teacher's work productivity: A case of Nandi County.

The chi-square test of independence was used to test the relationship between school-based training programs and teacher work productivity. The study came up with three sets of results. The first set, focuses on the demographic data of respondents. The second set was based on specific research questions and the final set discusses the findings of the interview schedule.

4.2 Background Information of the Respondents

This section provides the findings from the respondents to which dwelt on their background information. It traced their participants' gender, age bracket, level of education, work experience and academic qualifications. This information was paramount because it shed light on the nature and caliber of respondents and their grasp on the nature of school-based training program and whether it has any impact on teacher work productivity.

 4.2.1 Demographic Data

Table 4.1 Demographic Characteristics of respondents

Demographic factor		Number of participants	Percentage
Gender	**Male**	110	55.0
	Female	80	45.0
	Total (N=200)	**200**	
Age	less than 20	0	0.0
years		80	60.0
	20 -40 years	120	40.0
	40 - 60 years	0	0.0
	Above 60 years	**200**	
	Total (N=200)		

Source: Survey data (2013)

As shown in the table above, out of the 200 participating teachers, 110 corresponding to

55.0 percent were male while 80 corresponding to 45.0 percent were female. The findings

tend to suggest that majority of teachers attending school based degree programme in

Nandi County were men. Majority of the respondent teachers were aged between 40 and

60 years (40.0%) while those between 20 and 40 years were (60.0%). The study however

found out that there were no respondent teachers below the age of 20 years and above the

age of 60 years. Generally, majority of the respondents were mature and therefore were

able to understand issues pertaining school based programme and how it impacted on their productivity as teachers.

4.2.2 Respondents Work Experience

Finding out the number of years participants have been teaching, the results indicated that majority of the teachers had worked for between 11-15 years 33.0%, and 16-20 years 33.0%. the results further indicated that 20.0% of the respondents had been teaching for less than 10 years. The results however found out that only 13.0% had worked for over 20 years as teachers. The results reveal that majority of the teachers had experience of over 10 years and therefore understood the nature of School Based Degree Programme and its effects on their work productivity. The results are as shown in the figure 4.1.below.

Figure 4.1: Respondents Work Experience

Respondents work experience
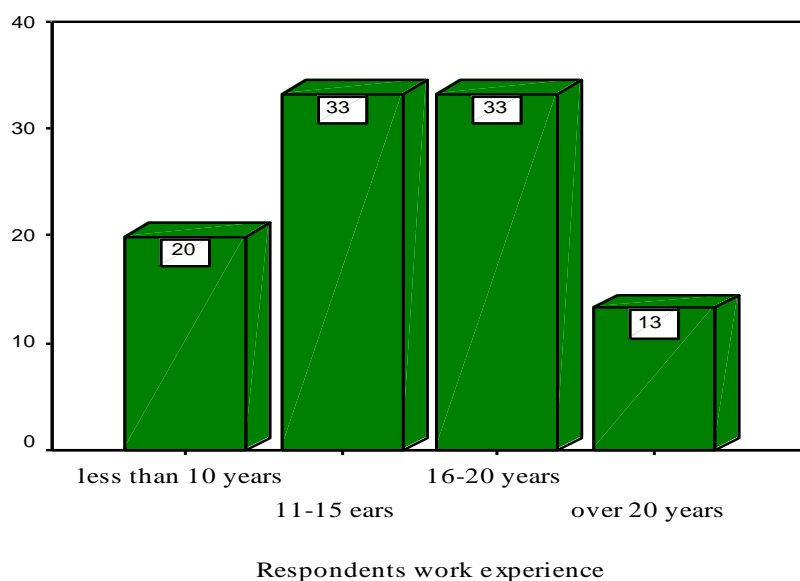
4.2.3 Education Level of Respondents

Academic and professional qualifications are crucial for effective teaching as well as enrollment for degree programme. The researcher therefore set out to establish the respective qualifications of the respondents. The results are presented in figure 4.2 below.

Figure 4.2: Education Level of Respondents

Education level of respondents
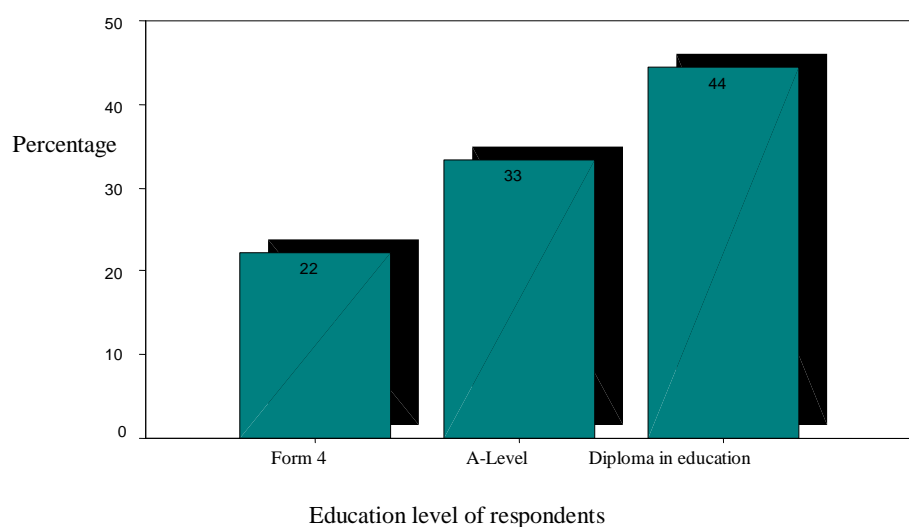
From figure 4.2 above the researcher established that majority of the respondents who had enrolled for the SBDP were diploma holders corresponding to 44.0% while those with 'A' level qualification were 33.0%. The results however indicated that only 22% of the respondents were form 4 leavers. Therefore, we can conclude that majority of the respondents had no degres and thus were justified to enroll for the School Based Degree Programme. An interview with the quality assurance and standards officers' showed that they had professional training and the relevant experience to perform the work as quality

From the analysis made it is save to conclude that the quality assurance and standards officers' in Nandi County seemed to have experience to perform their responsibility effectively.

4.2.4 Programmers' Currently Enrolled By the Participants

An examination of the questionnaire response pertaining to the type of Programmers' currently enrolled for each of the 200 participants revealed the information presented in figure 4.3

Figure 4.3: Programmers' Currently Enrolled By the Participants
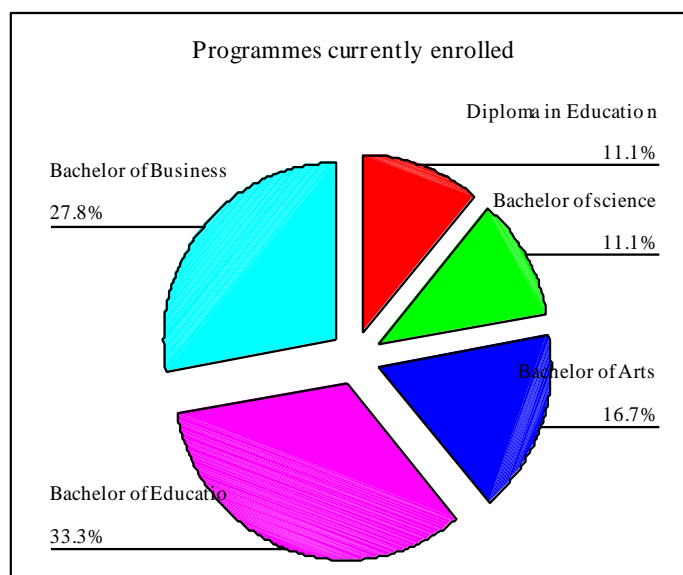
As shown from the figure 4.3, five programmes were identified. Bachelor of education with 33.3 percent response was the main programme identified. This was closely followed by bachelor of business mangement (27.8 percent). Other programmes identified included, bachelor of Arts (16.7 percent), while bachelor of science and diploma in education were (11.1 percent) each.

4.3 Factors Influencing Teacher to Enroll In School Based Degree Programme

To establish the factors influencing teacher to enroll in School Based Degree Programme in Nandi County for each of the 200 participants revealed the information presented in figure 4.4 below.

Figure 4.4: Factors Influencing Teacher to Enroll In School Based Degree Programme
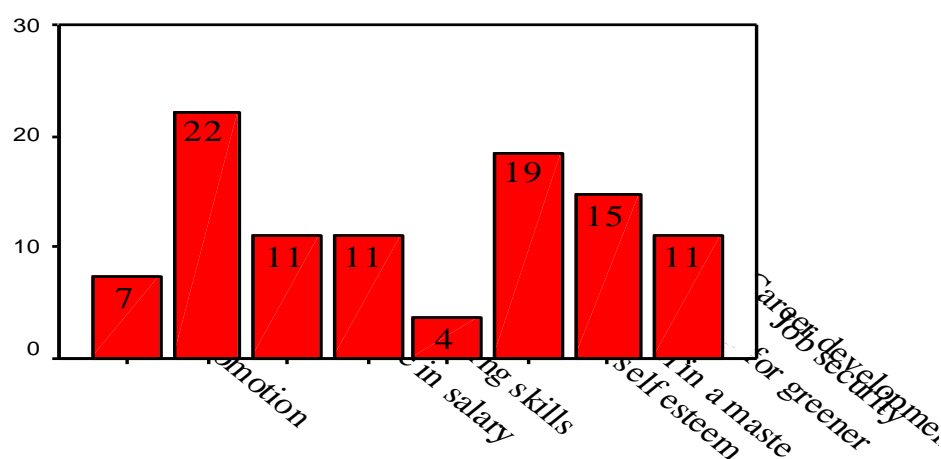
Factors influencing teachers to enroll in SBDP

As shown in the figure, eight key factors were identified to be influencing teachers to enroll in SBDP. (22 percent) of the respondents mentioned increase in salary as the main factor motivating them to enroll in School Based Degree Programme. The findings are related to those of Ngala (1997) where perceived economic gains in addition to motivation also encourage participation. Specifically, 7% aimed at being promoted upon completing their degree programmes, which promotion would be concomitant with higher salaries. To look for greener pastures was identified by (19 percent) of the

participants this concur with Wekesa (1993) who found out that many teachers averred that higher education and training enabled them to get better jobs in other sectors of the economy. In other words, staff development programmes facilitated interoccupational mobility. Other factors mentioned included: career development (15 percent), job security, improved self esteem, and acquiring new skills (11 percent). The study however found out that only (4 percent) of the respondents enrolled for School Based Degree Programme with an aim of enrolling for a master's programme after completion. The findings are in line with Ngala (1997) who found out that primary school teachers use development programmes to ascend to higher social status and recognition in the society.. According to some teachers, participating in staff development programmes especially higher education and training was seen as a vehicle for furthering their education to higher degrees. Further still, Ngala (1997) in his study observed that staff development programmes boosted their confidence in handling difficult topics and other teaching roles. Githae (1996) found out that teachers perceived staff development programmes as a means of broadening their view of educational matters in addition to boosting their socialization skills due to wider interaction with colleagues from other parts of the provinces.

An analysis of quality assurance and standards officers' interview schedule confirmed that their office do not monitor the running of the school based programme because it is not the duty of their office to do so. However the interview revealed that the office monitor teacher's attendance in schools and their work productivity through the head teachers who are in charge of the schools the head and reports to their office. The

interview further confirmed that the rates of absenteeism were high and that teacher's work productivity was likely to be affected due to teachers attending SBDP.

Table: 4.2. Chi – Square Test of Independence between school-based training programs and promotions

Dependent variable	Independent variable	Chi – square Test statistics	d f	Each Significance
Promotions	school-based training programs	28.264	16	0.029

Source: Survey data (2013)

As show from the table, there was a significant statistical relationship between school-based training programs and promotions (X^2 (16) = 28.264, P = 0.029). This indicates that the level of training is the main key to promotions.

4.4 Expectation of Respondents upon Completion of SBDP

The study sought to know the expectation of respondents upon completion of SBDP. An examination of the questionnaire response pertaining to respondent's expectation upon completion of School Based Degree Programme for each of the 200 participants revealed the information presented in table 4.2 below.

Table 4.3 Gains Made From School Based Instructional Supervision

Factors	Strongly agree	Agree	Neutral
Promotion	120(60.0%)	80(40.0%)	-
Increase in salary	120(60.0%)	80(40.0%)	-
Acquiring skills	200(100.0%)	-	-
Improved self esteem	70(35.0%)	130(65.0%)	-
To enroll in a masters programme	20(10.0%)	50(25.0%)	130(65.0%)
To look for greener pastures	100(50.0%)	60(30.0%)	40(20.0%)
Career development	190(95.0%)	10(5.0%)	-
Job security	90(45.0%)	70(35.0%)	40(20.0%)

Source: Survey data (2013)

With regard to the expectation of respondents upon completion of SBDP, majority of the respondent 120 (60.0%) strongly agreed that school based degree programme was an opportunity for promotion, while 80 (40.0%) of teachers strongly agreed. 120 (60.0%) of respondents strongly agreed that school based degree programme leads to increase in salary. All respondents unanimously strongly agreed that school based degree programme enabled them to acquire new skills. Other expectations that were strongly agreed and agreed included; improved self esteem, to enroll in a masters programme, to look for

greener pastures, career development and job security. The findings confirm the work of Orora, (1988), who observed that many teachers perceive degree programmes as an instrument for enhancing their effectiveness in instructional duties. This is supported by Paisey and Paisey, (1989) who posited that degree programmes facilitate teachers with the acquisition of requisite skills, knowledge and attitude necessary for the fulfillment of the aims and objectives of education (According to Ngala (1997), other factors held constant, there exists a positive correlation between staff development and pupil academic achievement in KCPE National examinations

4.5 Effects of SBDP on Teachers Work Productivity

To establish the effects of School Based Degree Programme on teachers work productivity, responses for each of 200 respondent teachers is revealed in the table presented below

Table 4.4 Gains Made From School Based Instructional Supervision

Effects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Improved skills	200(100.0%)	-	-	-	-
Improved interpersonal relationship	70(35.0%)	130(65.0%)	-	-	-
Promotion	120(60.0%)	80(40.0%)	-	-	-
Salary increment	120(60.0%)	80(40.0%)	-	-	-
Absenteeism	20(10.0%)	50(25.0%)	130(65.0%)	-	-
Inability to cover the syllabus	100(50.0%)	60(30.0%)	40(20.0%)	100(50.0%)	60(30.0%)

Source: Survey data (2013)

With regard to the effects of School Based Degree Programme on teachers work productivity, majority of the respondents 200(100.0%) strongly agreed that school based degree programme enhances and improves instructional effectiveness in promoting

student learning. Improved interpersonal relationship70 (35.0%). This statement is supported by Orora, (1988) who stated that many teachers perceived development programmes as a means of broadening their view of educational matters in addition to boosting their socialization skills due to wider interaction with colleagues from other parts of the provinces. The results however found out that school based degree programme could negatively impact on the teachers work productivity to a smaller extent. In particular, 20(10.0%) strongly agreed that Absenteeism from school was a factor that was very common with them while 50(25.0%) agreed. Inability to cover the syllabus was another negative impact cited by the respondents. 100(50.0%) of the respondents concurred that they were not able to cover the syllabus due to absenteeism from school as a part from attending school based degree programme they have family responsibilities to attend to and thus at times they are absent from school which affects syllabus coverage.

4.6 The Relationship between School-Based Training Programs and Teacher Work Productivity

To establish the extent to which school-based training programs and teacher work productivity. A Chi – square test of independence was again performed. The results of this test are presented in table 6.

Table: 4.5 Chi – Square Test of Independence between school-based training programs and teacher work productivity.

Dependent variable	Independent variable	Test statistics	df	Exact significance
school-based training programs	teacher work productivity	32.978	16	0.007

Source: Survey data (2013)

From the table, it is seen that there was a high significant relationship between school-based training programs and teacher work productivity.

($X^2$1% (16) = 32.978, p= 0.007. This indicates that school-based training programs affects teachers work productivity

4.7 Challenges faced by teachers attending School Based Degree Programme in Nandi County

An examination of the questionnaire response pertaining the Challenges faced by teachers attending School Based Degree Programme in Nandi County is shown in the figure below

Figure 4.5: Challenges faced by teachers attending School Based Degree Programme in Nandi County.
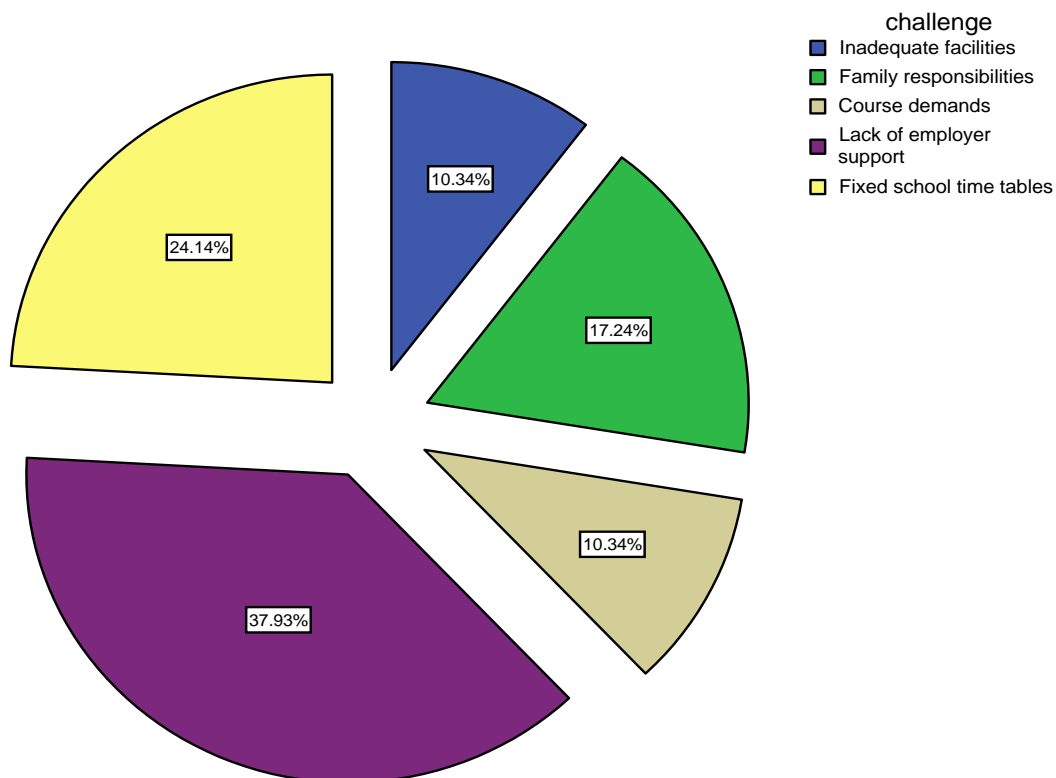
As shown in the figure, five challenges were cited by the respondents. In particular lack of employer support was the major challenge affecting primary teachers attending school based degree programme at 37.93 percent while fixed school time table came second at 24.14 percent. Other challenges mentioned included; family responsibilities 17.24 percent, and course demands and inadequate facilities at that institutions offering the courses at 10.34 percent each.

4.8 Measures to Improve the Nature of School Based Degree Programme

The researcher sought to establish measures that could improve the nature of School Based Degree Programme**.** To establish the measures that could improve the nature of school based degree programme for each of 200 participant teachers is revealed in the table presented below

Table 4.6 Measures Proposed To Improve the Nature of SBDP

Strategy	Effective	Less Effective	Total
Sustainable training programs for all primary school teachers should be considered as a matter of urgency, enabling them to further their careers.	200(100.0%)	-	100
Strong support by the ministry of education in resources such as finances and study leave	200 (100%)	-	100
Preparation of flexible time tables	200(100.0%)	-	100
Increase the perspective on SBDP so that all people understand what SBDP is and how it works	200(100.0%)	-	100

Source: Survey data (2013)

As shown in the table all the respondents 100% concurred that sustainable training program for all primary school teachers should be considered as a matter of urgency, enabling them to further their careers. The findings further (100%) of the respondents

indicated that strong support by the ministry of education in terms of resources such as finances and study leave would be of significant to teachers. Further still, all the respondents (100%) motioned that preparation of flexible time tables would allow them to attend their courses without any significant impact on their attendance in their respective schools where they teach. And lastly they all gave the opinion that there was need to increase the perspective on SBDP so that all people understand what SBDP is and how it works.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

5.1.1 Factors Influencing Teachers to Enroll In SBDP in Nandi Central District

Regarding the factors influencing teacher to enroll in School Based Degree Programme in Nandi County, the study established that increase in salary, promotion, looking for greener pastures, career development job security, improved self esteem, acquiring new skills and enrolling for a master's programme after completion were the main driving force for primary teachers in Nandi County to enroll in School Based Degree Programme.

5.1.2 Expectation of teachers upon completion of SBDP in Nandi central district

Regarding the expectation of teachers upon completion of SBDP in Nandi County, the study established that expected an increase in salary, promotion, acquisition of new skills improved self esteem, to enroll in a masters programme, get greener pastures and improved job security.

5.1.3 Effects of SBDP on Teachers Work Productivity

Regarding the effects of School Based Degree Programme on teachers work productivity, the study identified that improved instructional effectiveness, improved interpersonal relationships due to wider interaction with colleagues from other parts of the provinces. The results however found out that school based degree programme negatively impacted on the teachers work productivity. In particular, absenteeism from school was a factor

that was identified. Inability to cover the syllabus was another negative impact cited by the respondents coupled with inability to cover the syllabus due to absenteeism.

5.1.4 Challenges Faced By Teachers Attending School Based Programmes in Nandi County

Regarding the Challenges faced by teachers attending School Based Degree Programme in Nandi County, the study identified that lack of employer support was the major challenge affecting primary teachers attending school based degree programme, fixed school time table, family responsibilities and inadequate facilities at that institutions offering the courses.

5.1.5 Measures Proposed To Improve the Nature of School Based Degree Programme

Regarding the measures that could improve the nature of School Based Degree Programme, sustainable training program for all primary school teachers enabling them to further their careers, strong support from the ministry of education in terms of resources such as finances and study leave would be of significant to teachers. Further still, preparation of flexible time tables and the need to increase the perspective on School Based Degree Programme so that all people understand what School Based Degree Programme is and how it works were proposed.

5.2 Conclusions

i. In relation to the findings of the study, it can be concluded that several factors are behind the enrollment of primary school teachers to School Based Degree Programme in Nandi Central district. Specifically, increase in salary, promotion,

looking for greener pastures, career development job security, improved self esteem, acquiring new skills and enrolling for a master's programme after completion were the main driving force for primary teachers in Nandi County to enroll in School Based Degree Programme.

ii. Expectation of teachers upon completion of School Based Degree Programme in Nandi County were varied. It was observed that increase in salary, promotion, acquisition of new skills improved self esteem, to enroll in a masters programme, get greener pastures and improved job security were the expectation of teachers attending School Based Degree Programme.

iii. School Based Degree Programme has both positive and negative effects of on teachers work productivity, in particular, the study identified that improved instructional effectiveness, improved interpersonal relationships and acquisition of new skills as positive effects of the programme. The results however indicated that absenteeism from school was a factor that was very common among teachers attending the programme. Inability to cover the syllabus was another negative impact cited by the respondents coupled with inability to cover the syllabus due to absenteeism.

iv. A range of Challenges were faced by teachers attending School Based Degree Programme in Nandi County. Specifically, lack of employer support, fixed school time table, family responsibilities and inadequate facilities at that institutions offering the courses were the main challenges mentioned.

v. School based degree programme has positive effects on teacher's career development and instructional skills. The measures that could improve the nature

of School Based Degree Programme include; sustainable training program for all primary school teachers, strong support from the ministry of education in terms of resources such as finances and study, preparation of flexible time tables and the need to increase the perspective on SBDP so that all people understand what School Based Degree Programme is and how it works.

5.3 Recommendations

Based on the findings, the study forwards the following possible recommendations

(i) On the basis of the findings documented, the researcher observed that School Based Degree Programme is utilized by primary school teachers to further their development career. Therefore is need to include other forms of career development such as attending short courses, seminars and work shops.

(ii) There is need for the ministry of education to support primary teachers develops their careers through financial support like giving those loans and study leave.

(iii) There is need for the ministry of education to set standards for universities offering the course so that they are equipped with better library resources (books and journals) so that teachers can keep abreast with the latest developments in the teaching profession.

(iv) There is need for schools with teachers attending the School Based Degree Programme to have extra time fixed for them so that they compensate for their absents in school.

5.4 Suggestion for further study

Since the research dwelled on school based degree programme and perception on teacher's work productivity: a case of Nandi county, the research has been restricted to one County of Kenya. It is advisable that further research be done on the other Counties in Kenya.

REFFERENCE

Babbie, E., Mouton, J. (2010). *The Practice of Social Research*. Oxford University Press: New York.

Bush, T. & West-Burnham, J. 1994.*The principles of educational management.* Harlow: Longman

Capitan, J. H., & et al. (1980). *Teacher Absenteeism. A Study of the Ohio Association of School Personnel Administrators*. Ohio: American Association of School Personnel   Administrators, Seven Hills, OH.

Creswell, J. W. (2002). *Qualitative inquiry and research design*: *Choosing among five traditions* (2nd ed). Thousand Oaks: Sage Publications.

Day, C. (1999). *Developing teachers: The challenges of lifelong learning.* London: Falmer Press.

Du Plessis, P., Conley, L. & Du Plessis, E. (2007).*Teaching and learning in South African schools*. Pretoria: Van Schaik.

DiCicco-Bloem, B. and Crabtree, B.F. (2006). *The qualitative research interview. Medical Education,*

Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Hargreaves, A., and Fullan, M. G. (Eds.). (1992). *Understanding teacher development.* New   York: Teachers College Press, Columbia University.

Heystek, J., Roos, C. & Middlewood, D. (2005). *Human resource management in education.*   Pretoria: Heinemann.

Hiep, P. H. (2001*). Teacher development: A real need for English departments in Vietnam. English Teaching Forum, 39*(4), 30-33.

Jones, E.A.(2009*). Expanding professional development opportunities to enhance the assessment process.Assessment*, 21, May-June:3.

Kanu, Y. (1996*). Educating teachers for the improvement of the quality of basic education in developing countries.* In International Journal of Educational Development. 16(2), (pp.173-184).

Kerlinger F.N.(1978). *Foundations of Behavioral Research*, 3rd Edition. New York: Holt,   Rinehart and Winston.

Kerlinger, N., (1986). *Foundations of Behavioral Research.* 3rd edition. Fortworth: Harcourt Brace, Jovanovich Publishers.

Koul, L. (1992). *Methodology of Educational Research*. New Delhi: Wiley, Ltd.

Koul, L. (1993). *Methodology of Educational Research*. New Delhi: Wiley, Ltd.

 Leedy, P.D. & Ormrod, J.E. (2010). *Practical research*: *Planning and design*.9th ed. Upper Saddle River, NJ: Pearson.

Mathis, R.L. & Jackson, J.H. (2000). *Human Resource Management*. Ohio: South Western   College Publishing

Mohanty. B(1990). *School Administration and Supervision*. New Delhi: Deep and Deep Publications

Mosha, H. J. (2006). *Capacity of school management for Teacher Professional Development in Tanzania. Address. Delivered at a workshop on the Role of universities in promoting basic education in Tanzania, held at the Millenium Towers Hotel,* Dar es Salaam, Tanzania, May 19.

Moletsane, R. (2004). *Toward a learning profession: Re-thinking professional development in the   age   of education and social crises in a globalizing South Africa, in Balfour, R., Buthelezi, T.& Mitchel, C. (eds.). Teacher development at the centre of change.* Durban: KZNDE Teacher Development Directorate.

Mugenda, M.O and Mugenda, G.A (2003). *Research Methods: Quantitative and Qualitative   Approach.* Acts Press: Kenya.

Nadler, L (1984). *"Human Resources Development"*. New York : John Willy.

Okuni, A & Tembe, J.H. (eds.) (1997). *Capacity Building in Educational Research in East   Africa: Empirical Insights into Qualitative Research Methodology*. Bonn: German Foundations of International Development, Education, Science & Documentation Centre.

Oso and Onen (2005). *State Control and the Management of Public Universities in Uganda: The Case of Makerere University*. Unpublished Master's Thesis, Makerere University, Kampala.

Özen, R. (2001). *Identifying possible in-service training needs of teachers of English language to fourth and fifth graders at primary schools. Education and Science,*

Rebore. R. W. 1998. *Personnel Management and Administration in Education London:* Allyn   and Bacon

Rathogwa, L.2006. *Management of INSET for secondary school educators in rural areas. Unpublished Master's dissertation.* Pretoria: Unisa

Republic of South Africa.Department of Education. 1995. *White Paper on education and training*. Government Gazette, no. 357, notice 196.

Republic of South Africa.D*epartment of Education.2007. *The National Policy Framework for   Teacher Education and Development in South Africa*. Pretoria: Government   Printer.

Rundall, R. A. (1986). *Continuity in Subbing: Problems and Solutions.* Clearing House, 59(5), 240.

Steyn, G.M. & Van Niekerk, E.J. 2002. *Human resource management in education.* Pretoria: Unisa.

Tracey, W. R. (1984). *"Designing Training and Development System."* New York: American Management Association.

Varlas, L. (2001). *Succeeding with substitute teachers.* Education Update, 43(7).

Warham, S. (1993). *Reflections on Hegemony: Towards a model of teacher competence.* In Educational Studies. 19(2), (pp.205-217).

Wojnar, D.M. and Swanson, K.M. (2007) *Phenomenology: An Exploration. Journal of Holistic Nursing.* Sage Publications. 25; 172. http://jhn.sagepub.pub.com

Woods, Robert C., Montagno, Ray V(1997). "*Determining the Negative Effect of Teacher Attendance   on Student Achievement. Education*, 118: 307-317.

Wiersma, W., & Jurs, G. S. (2005). *Research methods in education. An introduction.* New York: Pearson.

APPENDIX 1

INTRODUCTION LETTER

I am a master's student at Moi University, carrying out a research thesis to fulfill the requirement for award of Master of philosophy degree. The topic of research "school based degree programme and perception on teacher's work productivity: A Case of Nandi County" kindly fill in this question whose information will be treated with confidentiality and used purely for academic purposes. Your assistance will be highly appreciated. For any question call 0721948579.

Thanks in advance

KOECH JULIUS KIPSANG

Research (2012)

APPENDIX 2

QUESTIONNAIRE FOR THE TEACHERS

Please tick (√) on your appropriate response.

A. BIODATA

1. What is your gender?

  (i) Male ☐   (ii) Female ☐

2. What is your age bracket?

  less than 20 years ☐

  20 -40 years ☐

  40 - 60 years ☐

  Above 60 years ☐

3. How long have you been in the teaching profession?

  (b) Less than 10 years ☐

  (c) 11-15 years ☐

  (d) 16-20 years ☐

  (e) Over 20 years ☐

5. Indicate your academic qualification

  (a) 'O' level- Form 4 ☐

  (b) 'A' level- Form 6 ☐

  (c) S 1, DIP (ED) ☐

  (e) B.ED (Trained Graduate), PGDE ☐

  (g) Others specify ………………………..

Section B – Specific research Information

6. (a) Are you currently on School-Based programme or you completed the course?

(i) Yes ☐   (ii)   No ☐

(b) Please indicate the course which you are taking/took

BSC	
B.A	
B.ED	
DIP (ED)	
BBM	
BCOM	

Others specify

…………………………………………………………………………………..

(c). Give reasons why you decided to undertake that specific course

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

(d) How long did/does the course

take?...

(e) Do you think the period is/was enough for the course content?

(i) Yes ☐   (ii) No ☐

7. (a) The following are factors influencing teachers to enroll in SBDP in Nandi central district. On a scale of 1-5, rank the factors which influenced you most to enroll on the programme? Where (5=strongly agree, 4=agree, 3=neutral, 2= disagree, 1= strongly disagree)

Factors	5	4	3	2	1
Promotion					
Increase in salary					
Acquiring skills					
Improved self esteem					
To enroll in a masters programme					
To look for greener pastures					
Career development					
Job security					

Others specify ………………………..

(b) In your opinion do you think you acquired/you are acquiring the skills you wanted?

Yes ☐   No ☐

(c) Have you enrolled/ will you enrolled for a master's programme after the completion of the course?   Yes ☐   No ☐

(d) Would you look for a different job after the completion of the course?

Yes ☐   No ☐

(e) Give reasons in (d) above

……………………………………………………………………………………………

……………………………………………………………………………………………

8. (a) To what extend do you agree that the following are your expectation after the completion of the programme? Where (5=strongly agree, 4=agree, 3=neutral, 2= disagree, 1= strongly disagree)

Expectation	5	4	3	2	1
Promotion					
Increase in salary					
Acquiring skills					
Improved self esteem					
To enroll in a masters programme					
To look for greener pastures					
Career development					
Job security					

Others specify

……………………………………………………………………………………….

(b) If you were not promoted, neither accorded any salary increments upon completion of your programme would you be willing to continue teaching at the same grade?

(i) Yes ☐   (ii) No ☐

9 (a). In your opinion since you attended the SBDP do you think your work productivity is/was affected?

(i) Yes ☐   (ii) No ☐

(b) If yes, to what extend do you agree that the following are the ways in which your work productivity is/was affected?

Effects	5	4	3	2	1
Improved skills					
Improved interpersonal relationship					
Promotion					
Salary increament					
Absenteeism					
Inability to cover the syllabus					

Others

specify………………………………………………………………………………….

(C) Explain how you handled/you are handling syllabus coverage and absenteeism?

10 (a). On a scale of 1-5, rank the challenges that you encountered or encounter while attending the programme? Where (5=strongly agree, 4=agree, 3=neutral, 2= disagree, 1= strongly disagree)

Challenges	5	4	3	2	1
Inadequate facilities					
Family responsibilities					
Long lecture hours					
Course demands					
Lack of employer support and lack of expertise					
Fixed school time tables					

Others specify
……………………………………………………………………………………………………
………

(b). To what extend do you agree that the following are the ways you used/are using to overcome the challenges?

Challenges	5	4	3	2	1
Cheating during examinations					
Getting study leave					
Getting loans					
Teaching extra hours					
Studying at night					

Others

specify…………………………………………………………………………………

11. What in your opinion can be done to improve the nature of school-based programme

as a way of developing teacher's career development?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………

APPENDIX 3

INTERVIEW SCHEDULE FOR QUALITY ASSURANCE AND STANDARD OFFICERS

Biographical data

1. Name

2. Academic qualification

3. Professional qualification

4. For how long have you served as an education officer?

5. For how long have you served in the current station?

6. Does your office monitor the running of the school based programme? If yes,

   Explain how it monitors

……………………………………………………………………………………………
……………………………………………………………………………………………

7. Does your office monitor teacher's attendance in schools and their work productivity?

   (i) Yes ☐   (ii) No ☐

8. If yes what is the rate of absenteeism?

   (i) High ☐   (ii) Low ☐

If high does it affect their work productivity?

....
....

9. What plans does your office have to solve the problem?