TSC CONFERENCE

SUB-THEME

TEACHER TRAINING AND DEVELOPMENT IN THE 21ST CENTURY

TOPIC

INFLUENCE OF IN-SERVICE TRAINING ON TEACHER PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA

AUTHOURS

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CHAPTER ONE: INTRODUCTION

- Achieving organizational goals depends on the ability of the employees to perform their duties and adapt to changing environment

- Jagero (2012) states that employees who have taken trainings are more capable in performing different tasks.

- Swart et al (2005) also adds that bridging the performance gap involves implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance.

- In-service training specifically coordinates the wishes, interests and future needs of the organization. It therefore has a significant relationship with the employee's resultant performance. In-service training can be carried out in form of Induction, on-job training, off-job training or career development training.

Statement of the Research Problem

- According to Amir Elnaga & Amen Imran (2013) training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way.

- However, several studies have been done in worldwide for instance:

 (Uzma Hafeez & Waqar Akbar (2015); Hemanalini R (2013); Vaasan Ammattikorkeakoulu (2013).

- The studies were done out of Kenya.

- This study sought to investigate the influence of in-service training on employee performance, in public secondary schools in Kenya having demonstrated that improvement on physical structures and technology is not an adequate approach to realizing effectiveness and efficiency. In service training is defined by various variables. This study was focus majorly on the following variables of in-service training: On job training and career development as they influence teacher performance in public secondary schools in Kenya.

THEORETICAL FOUNDATION

- The study is guided by Human Capital Theory (HCT) of Schultz (1975) which presumes that education or training had the potential for stimulating economic growth, technological progress and productivity because it transferred useful knowledge and skills for better life time earnings (Ladipo *et al.,* 2013).

- On the other hand, Klein and Cook (2006) acknowledged that investing in people was a form of human capital which propelled changes in the society.

- Like other forms of human capital, human hands-on ability could be increased through education and training experience.

Study Objectives

The main objective of the current study was to establish the influence of in service training on teacher performance in Secondary schools in Kenya. Specifically, the study aimed to;

1. Establish influence of on job training on teacher performance in Public Secondary Schools in Kenya.

2. Determine influence of career development on teacher performance in public secondary schools in Kenya.

Research Hypotheses.

The following hypotheses guided the study

1. Ho1: There is no statistically significant influence of on job training on teacher performance in Public Secondary Schools in Kenya.

2. Ho2: There is no statistically significant influence of career development on teacher performance in public secondary schools in Kenya.

Methodology

- The study used of Descriptive survey research design and Correlation research design due to their ability to consider diverse aspects of the research problem. Mugenda and Mugenda (2003) define survey research as an attempt to collect data from members of a population in order to determine the current status of the population with respect to one or more variables.

- The sampling survey allows the researcher to generalize a study's results to a known population. Data are collected directly from the respondents using a systematic technique (questionnaire). The basic reasons for choosing survey strategies include the fact that a sample is chosen in such a way as to allow generalization to a defined population, results are accurate because of a large sample size and generally low sampling error.

Study population

The study targeted a total of 23,147 teachers from all the 5 counties in Kenya. Table 1 show target population.

County	Public Secondary schools	Teachers	CDE(TSC)
Bungoma	365	5900	1
Tranzoia	283	4751	1
Kakamega	397	6851	1
Busia	185	3365	1
Vihiga	175	2750	1
Total	1380	23147	5

Sampling

- The study used 393 employees who were randomly selected from all the participating schools and distributed proportionately within the five counties namely Bungoma, Kakamega, Tranzoia, Vihiga and Busia. The counties were selected owing to the proximity of the researcher to carry out the study. This reduced the cost of carrying out the research and saved time.

$$n = \frac{N}{1 + N(e)^2}$$

Where   n - required responses (sample size)

N – Total population

e - error limit(5% or 0.05)

The study sample size was 393 respondents as shown in Table 2.

Table 2: Sample size

County	Public Secondary schools	Teachers	CDE(TSC)	Sample Size
Bungoma	365	5900	1	100
Tranzoia	283	4751	1	80
Kakamega	397	6851	1	116
Busia	185	3365	1	54
Vihiga	175	2750	1	43
Total	1380	23147	5	393

Data analysis and Presentation of Findings

The quantitative data from the closed-ended questions was analyzed using descriptive statistics to meaningfully describe the distribution of measurements of the phenomena under study. This involved use of measures of distributions (frequencies and percentages) and presentation of information in American Psychology of Association Tables. Multiple regression models fitted the study to test the independent variables (on job training and career development) affect the dependent variable (employee performance) as represented in the regression equation below.

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \varepsilon$$

Where

Y = Teacher performance, β_0, β_1, β_2 are regression coefficients to be estimated

x_1 = On job training , x_2 = Career development, ε = error term

- Decision Rule: The study was to reject null hypotheses Ho1 and Ho2 if $\beta_1 \neq 0$, p=0.000 and $\beta_2 \neq 0.000$, p=0.000

Findings

- **Inferential Statistics of in service training and teacher performance**

- The study further used simple regression to establish whether on job training influence teacher performance. The mean of on job training was correlated with mean of teacher performance

- From the results the r value was 0.616 at p= 0.000. This meant that there was a statistically significant positive influence of on job training and teacher performance. Given that r^2 value was 0.380 at p= 0.000, it meant 38 % of teacher performance in secondary schools was attributed to on job training. Moreover, from the ANOVA statistics, the F-test value of 231.493 was significant, thus implying on job training explained teacher performance. The first hypothesis was therefore rejected.

Findings

- From the results in Table 6, the r value was 0.684 at P=0.000. This implied that there was a statistically significant influence of career development on teacher performance. The r square value was 0.467, p=0.000 which implied that 46.7% of teacher performance was attributed to career development. The second hypothesis was therefore rejected.

Conclusion

- On-job training has resulted in increase in skills levels and productivity and created a positive effect on service delivery. The trainings have contributed to increase employee skills that are important for teacher performance.

Conclusion cont'd

- Career development training was found to affect service delivery, enhance employee responsibility and working skills and generally influence teacher performance to a great extent.

Recommendation

- Teacher Service commission need to initiates a tailor made in-service programmes aimed at developing particular skills and abilities of the teachers to enhancing employee performance

Implication

- The present research was done in five counties; Bungoma, Kakamega, Busia, Vihiga and Trans Nzoia. Future research is encouraged to be done in other counties to compare the findings.

THANK YOU