

EFFECT OF SCHOOL BASED TEACHER DEVELOPMENT (SBTD)  
PROGRAMME ON TEACHING – LEARNING PROCESS IN PUBLIC  
PRIMARY SCHOOLS IN MAKUYU DIVISION KENYA.

BY

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## ABSTRACT

As part of strengthening primary education, the ministry of Education through a newly established in-service unit, ran a national, distance led teacher education scheme for classroom teachers called the School-Based Teacher Development (SBTD) Programme. The aims of the programme were primarily to improve the quality and cost – effectiveness of teaching and learning in primary schools based Teacher Development Programme on teaching and learning process in public schools in Makuyu division. The objectives of the study were to establish whether collaborative learning has an influence on teaching and learning process. The researcher also sought to examine the influence of children learning by doing on teaching and learning process, implication of classroom management on teaching and learning process as well as the influence of gender participation on teaching and learning process.

Related literature showed the need for learners' participation across the gender divide in the learning process. Emphasis was placed on the use of teaching learning resources to enhance learning. The role of classroom management in the teaching – learning process was also emphasized.

The research methodology used was descriptive. The respondents of the study were 60 head teachers, 64KRTS, 64 NON-KRTs and 160 pupils sampled through stratified random sampling as well as purposive sampling procedures. Questionnaires and observation

checklist were used to collect data. Pilot study was conducted to test the validity and reliability of instruments. Data were analysed descriptively using frequency tables and charts.

The study findings revealed that the quality, of teaching and learning had improved leading to improved performance in K.C.P.E. Discipline of pupils was noted to be good courtesy of teaching/learning process. It was noted that transition levels were high and the retention levels were equally high. It was noted that teachers planned well for their lessons but faced the challenge of inadequacy of time to undertake all the planned activities. The various learning activities expected of teachers had increased their workload.

Recommendations from the findings were that training of teachers be a continuous process. It was also recommended that re-training of trained teachers be done. Promotion of key resource teachers and remuneration of induction programmes were also cited in the recommendations. For further research it was suggested that the role of TAC tutors in in-service programmes be investigated. It was also suggested that factors affecting academic performance in Makuyu division be investigated.