

**INCREASED TEACHER PROFESSIONAL DEVELOPMENT ON TEACHER
EFFICIENCY IN PUBLIC PRIMARY SCHOOLS MVITA
DISTRICT, MOMBASA COUNTY, KENYA**



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ABSTRACT

The aim of the study was to explore the increased teacher professional development on teacher efficiency of public primary schools in Mvita District, Mombasa County. A descriptive survey design was used to collect data from the respondents in order to determine the current status in the study district. Survey research design enabled the researcher to collect both qualitative and quantitative data that was used to determine the increased teacher professional development and its effect on teacher efficiency of public primary schools in Mvita District in Mombasa County. Survey was selected because it allowed the collection of large amount of data relatively quickly and effectively. This involved both independent and dependent variables whose interactions influenced the outcomes of the study. This research study was carried out in Mvita District, Mombasa County. A target population comprising of 28 primary schools in Mombasa County, from which an accessible population of public primary schools was selected to participate in the study. The sample size consisted of 120 pupils, 33 teachers and 6 head teachers, representing 10% of the accessible population of 144 respondents drawn from public primary schools in Mvita District, Mombasa County. Data was collected from the teachers and head teachers of public primary schools using a structured questionnaire comprising of both open and closed ended items. The study used both descriptive and inferential statistics for analysis. The collected data was organized in frequency tables and percentages, and presented using tables, pie charts and bar graphs. The Statistical Package for Social Sciences (SPSS) windows programme was used for data processing. In chapter four, the findings were presented and interpreted in relation to the study research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that Increased Teacher Professional Development affected teacher Efficiency and duty performance positively, contributing to improved quality of teaching and learning and hence, improved academic performance and achievement. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to the provision of quality services by teachers who are pursuing teacher professional development studies. While the managers should instill strategies of dealing with the increased teacher professional development and efficiency in schools.