

**AN ASSESSMENT OF EFFECTIVE TEACHER PROFESSIONAL
DEVELOPMENT ON PUPILS ACHIEVEMENT IN PUBLIC PRIMARY
SCHOOLS IN WARENG SUB-COUNTY, UASIN GISHU COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATIONAL
PLANNING MANAGEMENT AND ADMINISTRATION OF MOUNT KENYA
UNIVERSITY**

MAY 2015

ABSTRACT

Over the years there have been numerous calls for educational reforms that use professional development as a central feature of improving science and mathematics education. The need for professional development is great, given the large number of science and mathematics teachers who enter the teaching profession on emergency certificate. Despite the need, there are some who question the investment in professional development for teachers unless it clearly results in improved student achievement. The purpose of the study is to assess teacher professional development on pupils' achievement in public primary schools in Wareng Sub-County, Uasin Gishu County. The study specifically identifies the influence of types of teacher professional development programmes on pupils achievement, establish the influence of duration of teacher professional development practices on pupils achievement, identify the influence of content quality of teacher professional development practices on pupils achievement and establish the challenges faced by teachers while participating in teacher's professional development trainings in public primary schools. The study was informed by theory of professional learning. The research developed descriptive survey design. The study was conducted in Wareng sub-county, Uasin Gishu County. The study targeted 72 registered primary schools in Wareng-sub County with 622 teachers. Systematic random sampling was used to select 88 teachers from 22 primary schools. The instruments that were used to collect data for this study were questionnaires and interview schedule. Split half method was used to determine a reliability index. Descriptive statistics such as frequency distribution, percentages, means and standard deviations were calculated and data presented in form of tables, graphs and charts were used. Pearson correlation was used to test the relationship between the variables. Findings indicated that there are a number of teacher professional developments programmes being utilized by the schools in an attempt to improve pupils' achievement. However, teacher development programmes have not effectively attained the goal of developing teachers professionally. The duration of teacher professional development is inadequate hence teachers find it challenging to comprehend all they have learnt during the training and the content of teacher professional programs is insufficient. Further findings showed that there was lack of finance, motivation by the head teachers, time, government support and sponsors for training hence teachers were unable to benefit from professional development trainings. The study recommends that it is necessary for these programs to differentiate the professional development needs so as to meet the diversified needs of all teachers. It is imperative for professional development practices to provide teachers with a good duration or time to directly apply what they learn to their teaching. The contents of teacher professional programs should be well planned and facilitated in line with the current curriculum. There is need for the ministry of education to reorganize the financing of teacher training through a new regulatory framework that would strengthen the support accorded to primary teacher training.