

INFLUENCE OF STAFF DEVELOPMENT OF TEACHERS ON LEARNERS' ACADEMIC PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN BORO DIVISION, SIAYA SUB-COUNTY, KENYA

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Abstract: Teachers are the pillars that support the interpretation of education policies which give bearings to the implementation of curriculum, through well-coordinated instructional programmes and assessment of learning outcomes. Thus the importance of their qualifications and motivation cannot be over emphasized. The government of Kenya organizes staff development programmes for teachers in Public Primary Schools in Boro Division, Siaya Sub-County. However, the performance of learners at K.C.P.E. has been very low over the years. The purpose of this study was to explore the influence of staff development of teachers on learners' academic performance in K.C.P.E in Boro Division in Siaya sub-county, Kenya. The objectives of the study were to; find out the influence of in-service courses of teachers on learners' academic performance, assess the influence of further studies of teachers on learners' academic performance, describe the influence of promotion of teachers to higher job groups on learners' academic performance and explore the influence of promotion of teachers to leadership positions on learners' academic performance. Victor Vroom's (1964) Expectancy Theory guided the study. The study population was composed of 160 teachers, 39 head teachers and 39 deputy head teachers. The study sample constituted of 48 teachers, 12 head teachers and 12 deputy head teachers chosen through stratified random sampling. Descriptive survey research design was used in the study. Reliability of the instruments was determined by using test-retest method of Pearson product moment coefficient r , whereby a coefficient of 0.7 was found and considered reliable. Validity of the instruments was determined by two experts in the department of curriculum and education management. Questionnaires, In-depth interviews and Documentary analysis were used to collect data for the study. Quantitative data were analyzed by using Scientific Package for Social Sciences (SPSS) version 20 to produce descriptive statistics such as frequencies and percentages, while qualitative data were analyzed thematically. On the concern of influence of in-service courses of teachers on learners' academic performance, the study found out that teachers learn new contents in respective subjects and are enabled to plan lessons as per learner needs, Regarding influence of further studies of teachers on learners' academic performance, the study found out that teachers learn practical teaching approaches however, majority of teachers do not use them in class due to mismatch between what they learnt and what is taught in schools. Additionally, on influence of promotion of teachers to higher job groups on learners' academic performance, the study revealed that it has not earned much in class work because many teachers were promoted on the basis of further studies and not on basis of performance. Concerning, influence of promotion of teachers to leadership on learners' academic performance, the study found out that it enable them to add effort at work and increases their status and ability to influence stakeholders input in the schools. The study recommended that in-service courses of teachers should be organized

regularly and facilitated by competent personnel; clear policy on further studies should be developed to guide on subjects to be learnt, teachers with higher qualifications should be identified and used in areas such as curriculum development and administration consultants to motivate them, appointment to leadership should be based on teachers who have acquired specific training in line with school administration. A study on influence of pre-service teacher training on learners' academic performance, influence of teachers' performance appraisal on learners' academic performance and influence of head teachers' performance contracting on learners' academic performance would broaden the understanding of the current problem.

Keywords: Scientific Package for Social Sciences, Primary Education.

1. INTRODUCTION

1.1 Background of the study

The presence of quality classroom instruction is the most influential school related factor that explains the variations in learners' academic achievement across and within schools and helps to account for the economic benefits from investment in education (Barbara and Javier, 2014). Researchers and policy makers in various countries have considered staff development of teachers to take the lead in realizing quality academic achievement for all school going children (Kayode, Okeke and Adedoyin, 2015; Darling-Hammond and Burns, 2014; Hanushek, Murphy and Muchin, 2011; UNESCO, 2014; UNESCO, 2015 and UNESCO / ILO, 2008).

Correspondingly, Ogunmakin (2013) and Musset (2010) conceived programmes of staff development of teachers as a necessary move that would update the teachers with new competencies especially in a constantly changing school environment to increase their proficiency. Additionally, Orodho and Nzioka (2014) underscores the role of school managers in partnering with the government of Kenya and recommended their involvement in intensive leadership training to enhance students' high academic achievement.

Despite the importance of staff development in upgrading the teachers' skills, Orodho, Waweru, Ndichu and Nthinguri (2013) posit that inadequate opportunities for in-service training have denied practicing teachers chance to enhance their capacity in the classroom beyond what they had acquired during their pre-service training. Similarly, UNESCO (2012) submits that limited instruments for rewarding and motivating teachers have resulted in teacher demoralization due to hampered career growth.

In U.S.A, high priority has been placed on improving the quality of teachers and teaching effectiveness in schools (Darling-Hammond, Wei, Andree, Richardson and Orphanos, 2009; Obama, 2009). Staff development programmes geared towards education improvement require teachers to have deep knowledge of their subjects and the pedagogy that is most effective for teaching the subject. The states and school districts with the aid of federal funding support are charged with establishing and leading staff development programmes. The whole issue of enhancing education quality as observed through the lens of learners' academic outcomes is anchored on a strong staff development (Blas and Alas, 2009).

The National Science Foundation (NSF) finances state agencies to conduct research on the impact of teacher staff development programmes. For instance in 2006, the NSF funded the Council of Chief State School Officers (CCSSO) to conduct research with an aim of providing state and local leaders with scientific based evidence regarding the effect of teacher development programmes on teacher effectiveness in the classrooms so that it may inform policy formulation and guide practice in as far as staff development programmes are concerned (Blas et al., 2009).

Similarly, the No Child Left behind (NCLB) act 2001 requires the state agencies to report on teacher qualification per subject area and the number of teachers who receive quality staff development programmes each year. Kim (2015) notes that the NCLB act has caused increased demand for teachers which has also been exacerbated by high teacher turnover from low performing urban schools due to the test-based accountability system that makes high quality teachers in those schools to move to high performing schools in the suburban areas which are occupied by the whites and are having adequate learning resources (Feng, Figlio and Stass, 2010; Boyd, Lankford, Loeb, Ronfeldt and Wyckoff, 2010). In order to address the problem of teacher shortage caused by high teacher turnover to greener pastures, some states in the USA

including Texas employ teachers who initially had not studied education to undergo a shorter period of training through the Alternative Certification Programme (ACP).

In Ontario-Canada, teacher development is offered under a consecutive programme where teachers study academic degree programmes before they go for teacher education programme which takes one year. The Ontario College of Teachers (OCT) do the certification of new teachers before they join practice (IEA,2013).Darling-Hammond and Robert(2011) observe that the OCT regulates the teaching profession by ensuring that there is quality test scores through teacher testing programmes that starts at entry in the profession, recertification programme after every five years and licensing programmes. Teacher preparation and professional development is based on a framework of experience, training, professional learning and teacher appraisal systems covering all the stages of a teacher's career and emphasizing that teachers own their learning to renew their knowledge and skills.

New Teachers Induction Programme (NTIP) is arranged to facilitate orientation, mentoring, professional development and performance appraisal by the school principal to confirm completion of the programme (Darling-Hammond et.al. 2011).The OCT arranges for the prospective principals who should have taught for at least five to attend for leadership course that emphasizes instructional leadership and support. Ones appointed, the principals and the vice principals receive a two-year mentoring programme which funded by the ministry of education.

Correspondingly, Yamina, Marc and Marcotte (2014) submit that through staff development, principals become more competent in providing managerial services in teaching and learning improvement by focusing on learners' instructional improvement, human resource management practices and providing a conducive education environment, that is centered on the development of collaboration with other stakeholders to enhance students' achievement and proper management of material and financial resources.

In Singapore, Jensen, Sonnamann, Hunter and Burns (2012) assert that staff development of teachers is entrenched on three dimensions that are interlinked. There are very competitive recruitment where only those candidates who are in the top third of their graduating class based on grades, national examination and the teacher entrance proficiency examination. Susan (2008) opines that teacher candidates are further examined through interview to determine if they have passion and commitment for the profession before they are enlisted to train as teachers. The Singapore school system provides for a connection between recruitment, initial teacher education and a continuous professional development that is focused on learning the subject content areas and pedagogical tools needed for the 21st century skills (Jensen et al., 2012).

Majority of the teachers undergo a four year bachelor in education degree course, although there are other avenues to certification including a one year post graduate degree and a two years diploma course for primary education only for those who did not qualify for direct university course(Moured, Chinezi and Barber,n.d).In order to enhance teacher competency, an Enhanced Performance Management System(EPMS) that evaluates teachers to make them better performance is used by heads of departments or vice principals. The evaluation result are used as yard sticks to advice how teachers attend the more than 100 hours additional training every year to upgrade their skills and subject competency areas. The teachers who are successful in the EPMS and staff development get 10% to 30% salary bonus annually.

In addition to accessing between S\$400-700 per year for their freely selected areas of study such as computer training and learning of foreign languages, staff development of teachers programmes in Singapore often get partial funding from the government to enable them attend part time or full-time courses with an aim of improving their skills to better the schools performance. An elaborate reward and remuneration structure for teachers and school leaders has made Singapore to be among the top achievers in PISA examinations among the OECD countries (Jensen, et al., 2012).

Susan (2008) contents that Singapore school system developed three career tracks to contribute to its staff development endeavors. They are school leadership, senior specialists and created mentorship pairing for new teachers and those who have many years' experience in the teaching service. It also focused on professional learning community in schools to encourage teachers to collaborate with one another in reviewing and improving their class room practice to influence tests scores.

According to Abebe (2016), the Ethiopian government in its quest to develop its teachers, has developed a General Education Quality Improvement Package (GEQIP) which is meant to tackle the perceived decline in quality education. Within it, there is the Teacher Development Programme (TPD) which aims at improving the quality of instruction and

learning outcomes by enhancing the capacity of teachers in primary and secondary schools. In addition, Bennell and Akyeampong (2007) report that achieving better learning outcomes in developing countries depend fundamentally on improvements in teaching. Thus, ways to increase teacher motivation and capabilities can be assumed to be central to any systematic attempt to improve learning outcomes. Hence, the Ethiopian government reaffirms that staff development of teachers is a continuous education and training for enhancement of professional ethics and teacher performance (MOE, 2009 and Gemed, 2015).

The continuous professional development of teachers are done during the long summer break by the ministry of education in the universities and colleges to a few teachers who merit for them on basis of experience. Teachers' participation in the CPD is taken to be the measure for the teachers' career development. However, Gemed (2015) claims that presently teaching profession in Ethiopia is of very low status due to poor salaries that do not measure to their qualifications and skills and non-involvement of teachers in decision –making on issues that affect them directly.

Likewise, Chireshe and Shumba (2011) concur that motivated teachers leads to motivated learners and good academic performance. Conversely, teachers who are not motivated to teach or are not satisfied with their career can impact negatively on learning and the schools. Recent work on teacher motivation also provides evidence for links between teacher motivation and their engagement, commitment and persistence in teaching and their inclination to become involved in staff development (Karabenik and Conley, 2011). In their study that examined 30 countries with regard to teachers' salary and national development, Akiba, Chiu, Shimizu and Liang (2011) revealed that low teacher salary often leads to teacher dissatisfaction and high attrition. Additionally, Mulkeen, Chapman, Dejaeghere and Leu (2007) report that there are a variety of unattractive conditions of service for teachers that make teaching as a profession to be less attractive to school leavers such as lack of staff development opportunities and insufficient supportive supervision.

In South Africa the department of education encourages teachers to continuously upgrade their skills and knowledge in order to match the new demands in education (DOE, 2006). The policy framework places great attachment to initial professional education for teachers (IPET) and continuous professional teacher development (CPTD) so that there is a sustained provision of quality education backed with a positive ethical and professional standards. Teacher education is organized through pre-service and in-service programmes whereby teachers who qualify with bachelors of education degree or bachelor's degree in a specific subject area and additional Advanced Diploma in Education course get registered by the South African Council for Education (SACE) before they practice (Lee, 2015). The CPTD are organized by the government as well as the schools to improve on teacher quality with the government paying for those that it organizes for the teachers to attend. Teachers' pay are determined the Quality Management Systems (QMS) which ascertains their quality of performance before they are given a pay rise (Lee, 2015). Additionally, promotion of teachers is done on the basis of performance. Years of experience and a desire to take positions of responsibility.

However, Kubeka and White (2014) content that in South Africa, staff development of teachers face numerous challenges such as lack of proper planning, inadequate funds, non- involvement of teachers in the designing of the programmes, incompetent facilitators and the programmes are not in tandem with what teachers learnt during their initial teacher training. These result to teachers being unable to improve learning outcomes. Similarly, EI (2015) avers that the quality of professional development programmes is questionable in most of the world's educational systems and do not guarantee career progression which is highly considered as a preparation to retaining teachers in the profession.

Correspondingly, Perumal (2011) contents that there is inadequate teacher training, resulting in under-qualified teachers in the school system. This is compounded by a steady decline in teacher morale in many public schools caused by limited promotion opportunities, low salaries and lack of recognition by key state agencies which has led to many teachers adopting a negative attitude towards the profession to the extent that some of them opt out.

Furthermore, Attah and Mensah (2015) opines that, teacher development programmes face little funding, are few and irregularly provided to teachers hence less effective to create impact on quality of teachers' instruction practices and students' academic performance.

In Kenya, the government considers prudent teacher management as one of the important ingredients for higher academic achievement. Teachers undergo a two- year primary teacher certificate course for those who would teach in primary schools or a four- year Bachelor's degree course for secondary school teachers, which allows them to be registered by the

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T.S.C. This has been provided through elaborate deployment, remuneration and discipline of teachers as well as maintenance of teaching standards policies (RoK, 2012a). To this end, the Teachers' Service Commission (T.S.C) which is the constitutionally mandated body that manages teacher issues, in liaison with the legislature, developed a legal framework to facilitate career progression and professional development of teachers alongside monitoring performance of teachers in the teaching service (RoK, 2012b).

In order to successfully achieve teacher development programmes, T.S.C policies on staff development in terms of further education and promotion are entrenched in the teachers' code of regulation (RoK, 2015a) and the teachers' code of ethics (RoK, 2015b). The policies spell out teacher management issues that include CPD and promotions. For instance, teachers below job group J shall attend and pass Teacher Proficiency Course (TPC) for them to be promoted. Those in job group J, K and L shall be promoted after serving in the same grade for three years. While career progression from job group M and above depends on availability of chances and teachers shall be required to apply for short listing and interview after advertisement shall have been made.

The T.S.C. also plays the role of identifying training needs of institutional administrators and makes recommendations to relevant training institutions such as Kenya Education Management Institute (KEMI) and Kenya Institute of Special Education (KISE), (RoK, 2008). It is also a policy requirement that teachers have to attend professional development programmes periodically to upgrade their knowledge and skills due to the ever changing demographic characteristics of learners, curriculum changes and varying school environments that they work in (RoK, 2012b).

The above teacher development policies have been applied in Boro Division just as it is done in other parts of Kenya with the expectation of realizing higher academic performance in K.C.P.E. However, it has not produced the intended outcomes because the actual results have been low over the years compared with other divisions in the sub-county as highlighted in table 1.1. Thus, the trend has been against the expectation of the government, parents and education stakeholders.

Table 1.1 Divisional K.C.P.E Scores 2009-2013 in Siaya Sub-County.

YEAR	DIVISIONS			SUB-COUNTY
	Uranga	Karemo	Boro	SIAYA
2009	266.59	257.62	240.16	256.06
2010	267.78	264.02	249.20	260.44
2011	265.83	260.65	249.81	257.80
2012	270.76	261.88	251.80	261.70
2013	266.57	268.27	251.64	266.41
MEAN SCORES	267.57	262.49	248.52	260.48

Source: Sub-County Director of Education Office, 2015

1.2 Statement of the problem

Despite the teacher based staff development, performance in K.C.P.E has been low over the years in Boro Division of Siaya sub-county. From table 1.1, it is evident that Boro Division performs comparatively low. This suggests that learners perform poorly in K.C.P.E. in the division. Poor performance denies learners high quality schools, exposes them to possible low future income earnings and negatively impacts on distribution of income in the population and slows down national economic development and poverty alleviation (Hanushek & Ludger, 2007). The question therefore is: What is the course of this comparatively low academic performance of K.C.P.E. candidates over the years in Boro Division, Siaya sub-county? Is the fault entirely of teachers, or learners, or parents or all of them? Is the low academic performance caused by inadequate teaching and learning resources? Or is it caused by teacher management inadequacies?

Lack of empirical studies on this area in Boro Division as revealed by literature review left a gap in the body of knowledge that needed to be filled. Therefore this study envisaged exploring the influence of staff development of teachers on learners' academic performance in K.C.P.E. when anchored on teachers' in-service courses, teachers' further studies, teachers' promotions to higher job groups and teachers' promotion to leadership positions.

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1.3 Purpose of the study

The purpose of the study was to explore the influence of staff development of teachers on learners' academic performance in Kenya Certificate of Primary Education in Boro Division in Siaya Sub-County, Kenya.

1.4 Research Objectives

The study was guided by the following research objectives:

1. To find out the influence of in-service courses of teachers on learners academic performance in K.C.P.E. in Boro Division, Siaya sub-county.
2. To assess the influence of further studies of teachers on learners' academic performance in K.C.P.E. in Boro Division, in Siaya sub-county.
3. To describe influence of promotion of teachers to higher job group on learners' academic performance in K.C.P.E. in Boro Division, Siaya sub-county.
4. To explore influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County.

1.6 Scope of the study

The current study was confined to the influence of staff development of teachers' on learners' performance in K.C.P.E. in Boro Division in Siaya Sub-County. Primary school Head teachers, Deputy Head teachers and standard eight teachers, were involved in the study. The study did not include other classes.

1.7 Limitations of the study

Some teachers were very suspicious about the study thereby unable to provide data required for the study. The researcher assured them of confidentiality of their identity and information received from them. Due to administrative work pressure, some of the head teachers could not easily be reached for the study. The researchers rearranged to meet them when they were free to enable him collect the data for the study. The study was confined to the teachers of standard eight some of them also teach other classes. This could have interfered with the teaching programmes of the schools. The researcher met the respondents during their free time or at break time.

1.8 Assumptions of the study

The study was conducted on assumption that all teachers in Boro division do attend staff development programmes. Some teachers have been promoted to higher grades or administrative positions. That all the teachers targeted in the study are trained. That all the respondents will be available for the study. That all the respondents will avail the data needed for the study. The Learners enrolled in primary schools demonstrate required entry behavior. Schools have adequate learning resources such as course text books and reference books. Respondents will provide information without any influence from the school administration. Teachers use teaching and learning resources while teaching.

1.9 Significance of the study

It was envisaged that the findings of this study would establish a clear influence between staff development of teachers and learners' academic performance in K.C.P.E in Boro Division Siaya Sub-County. Such result might be of paramount help to the following stakeholders of education. Firstly, the Ministry of Education, Science and Technology (MOEST) and Teachers Service Commission (T.S.C) would study the outcome of this study with a view to implement its mandate of ensuring teachers upgrade their teaching skills, the need to promote teachers and offer equitable incentives to motivate them to work hard. Secondly, it would help teachers realize the importance of using the knowledge they acquired during professional training to enhance learning among learners. Thirdly, it might help future researchers who have desire for improving performance to do further research on how learners' performance can be improved. Fourthly, it might attempt to identify ways of improving teaching to enhance learning in primary schools. Fifthly, it would assist education stakeholders address issues that may affect teaching and learning of in schools. Sixthly, it might identify whether teachers have adequate and relevant professional qualifications needed to teach in primary schools. Lastly, it would assist Kenya

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Institute of Curriculum Development (K.I.C.D.) to design a curriculum that is relevant to the learner and the modern society.

1.10 Theoretical Framework

The study was guided by Vroom's (1964) Expectancy theory. Victor Vroom was a behavioral scientist. Expectancy theory is a process theory of motivation because it emphasizes individual perceptions of the environment and subsequent interactions arising as a consequence of personal expectations. This theory is based on the hypothesis that individuals adjust their behavior in the organization on the basis of anticipated satisfaction of valued goals set by them. The individuals modify their behavior in such a way that they attain their goals. It provides an explanation why an individual may choose one action over others.

The theory is based on three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that; effort will lead to acceptable performance (expectancy), performance will be rewarded (instrumentality) and the value of the rewards is highly positive (valence).

Expectancy is the faith that better efforts will result in better performance. Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.

Instrumentality is the faith that if you perform well, then a valid outcome will be there. Instrumentality is affected by factors such as believe in the people who decide who receives what outcome, the simplicity of the process deciding who gets what outcome, and clarity of relationship between performance and outcomes. Instrumentality is therefore the belief an individual has about achieving the outcome. For example, a teacher may believe that working hard will result in timely syllabus coverage which in the end enables learners to pass examinations. While valence is the value an individual attach on the perceived outcome. Individuals attach values to given issues differently.

Expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance. In other words, people will be motivated if they believe that strong effort will lead to good performance and good performance will lead to desired rewards.

That is to say, Motivation (M), Expectancy (E), Instrumentality (I) and Valence (V) are related in a multiplicative manner- $M = E \times I \times V$. If either E, I or V is low then motivation will be low. Likewise, if they are at zero, motivation will be nil because basically, people will be motivated when they believe that their actions will lead to their desired outcome.

This theory emphasizes the need for organizations to select workers with ability, train them, support their work, clarify performance goals and identify rewards that are contingent on performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients. It proposes that work motivation is dependent upon the perceived association between performance and outcomes because individuals modify their behaviors based on their understanding of the anticipated outcomes (Redmond, 2014).

Expectancy theory is based on four assumptions (Vroom, 1964). Firstly, people join organizations guided by their needs, motivations, and past experiences that influence how individuals respond to the demands of the organization. Secondly, an individual's choice of behavior is consciously influenced by their own expectancy calculations. Thirdly, that people want different things from the organization (e.g., good salary, job security, advancement, and challenge). Fourthly, that people will choose among alternatives so as to optimize outcomes for them personally.

The theory is relevant because the teachers targeted by the study have experienced different staff development programmes which predispose them to learning and career progression situations and that their responses to the programmes fall into Vroom's theory of expectancy. The study further postulate that varied staff development programmes may influence learners' academic performance in K.C.P.E. and that the influence may be affected by various factors such as; availability of teaching and learning resources, teachers' workload, teachers' motivation and educational leadership support here viewed as intervening variables.

The study envisaged that the availability of staff development programmes to the teachers firstly may attract the teachers to attend them and appreciate them if they perceive that their efforts in accomplishing the programmes or attaining promotions would make the teachers gain new knowledge or be motivated to work hard thus would yield positive academic performance among the learners in K.C.P.E. The higher academic scores by the learners should also firstly, result in the teachers being rewarded materially, financially or gain recognition by the school administration and the employer. Secondly, the value attached to the reward if higher will influence the attendance of staff development programmes or acceptance of a kind of promotion given to a teacher. And thirdly, increased and consistent recognition of teachers' efforts both in attending the staff development programmes and classroom instructional practices will encourage them to use new knowledge and skills learnt resulting to continuous higher grades of learners in academic scores.

1.11 Conceptual Framework

The conceptual framework describes how different concepts relate to each other. It provides the analytical framing of the subjects under study and therefore structures the information gathered in the course of study in order to draw conclusions (Mugenda, 2011). Figure 1.1 shows the conceptual framework of the study.

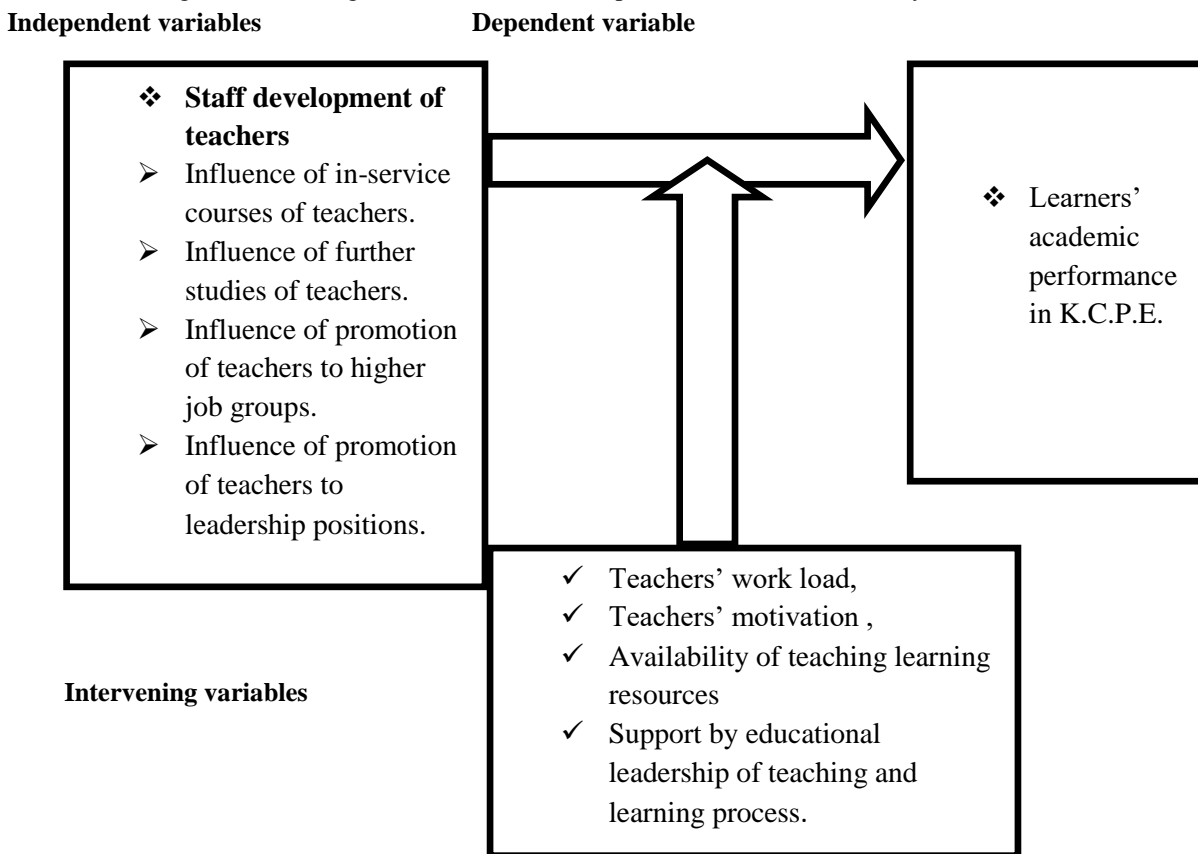


Figure 1.1: The influence of staff development of teachers on learners' academic performance in K.C.P.E (A Researcher's self- conceptualized framework, 2015).

The conceptual framework that served as a basis and a focus informing the methodological design and the selection of data collection instruments was grounded on four independent variables against one dependent variable as illustrated in figure 1.1.

It shows an association between staff development of teacher variables which are the independent variables and learners' academic performance in K.C.P.E. which is the dependent variable. The independent variables within staff development of teachers are: influence of in-service courses of teachers, influence of teachers' further studies, influence of promotion of teachers to higher job groups and influence of promotion of teachers to leadership positions. The study explored how these four elements of staff development of teachers contribute to influence of learners' academic performance in

K.C.P.E. The conceptual framework further shows some of the possible intervening variables in the association such as teachers' motivation, teachers' work load, availability of teaching learning resources and support by the educational leadership of the teaching and learning process. These later variables may modify the association between staff development and learners' K.C.P.E. performance.

2. LITERATURE REVIEW

2.1 Influence of in-service courses of teachers on learners' academic performance

In a study by Karen (2012) in U.S.A. to investigate the effect of use of instructional technology on 5th grade students' academic achievement in Science and Mathematics using a non-equivalent control group quantitative design with a sample size of 51 students and employing a pre-test and post-test approach, while incorporating the 2010 and 2011 Criterion Referenced Competency Test (CRCT). The study revealed that there was no significant differences in academic achievement in Science and Mathematics tests scores in the experimental group and the control group when pre-test and post-test scores of the two groups were compared. The study did not demonstrate that technological methodology of instruction can increase test scores in the absence of educator staff development to allow the teachers gain new skills on how to integrate technology in the lessons to reach a point of students' increases in academic achievement. The above study investigated the influence of use of technology on academic performance; the current study investigated the influence of in-service of teachers on learners' academic performance in Kenya.

A study carried out by Sabine, Berger, Seifried, Bouley, Eveline, Kathleen and Bernhard (2015) in Germany to investigate the impact of university training on prospective teachers content knowledge (CK) and pedagogical content knowledge (PCK) among Austrian and German teacher trainees, using a convenience sample of 1152 for German teacher trainees and 249 for Austria teacher trainees who were being trained on Business and Economics education. The researchers employed questionnaires to determine the differences in CK and PCK of the prospective teachers from the two countries. Further, they investigated the extent of impact of level of exposure to learn prior to admission and at the University on CK and PCK on the two groups of teachers. The study revealed that level of exposure to learn had effects on German and Austrian teachers CK-scores in accounting but did not have much impact on PCK on Austrian teachers save for a small impact on German teachers.

In sum, teacher training made Austrian teachers outperform their German counterparts in CK and PCK. The above study was on impact of teacher training on content knowledge and pedagogical knowledge of teachers and not on learners' academic performance. In the current study, the researcher investigated the influence of in-service courses of teachers on learners' performance in Kenyan environment. Secondly, in the above study, the researchers used convenience sampling to get their sample; this might have reduced reliability of the research findings due to biasness caused by volunteers in the sample. To address this, the researcher used stratified random sampling technique to arrive at the sample because in stratified random sampling each stratum is equally represented in the study.

In a study done in United States of America (U.S.A) by Brown (2011) that investigated whether using technology in the classroom can increase students' overall academic performance among K-12 students, through a qualitative meta-analysis of previous research studies from 2004-2010 and documentary analysis to assess their validity and strength, the study revealed that technology enhanced learning (TEL) programmes that incorporated proper teacher training to enhance their competencies on how to use technology and how to integrate technology in the curriculum had a strong correlation on students' academic performance. The researcher noted that there were minimal effects of the incorporation of TEL programmes in schools that lacked teacher training before incorporation of the programmes and during implementation thus realizing insignificant increases in students' academic performance.

The above reviewed research was a meta-analysis of research studies that were already done in other countries such as United Kingdom, Australia, Hong Kong, U.S.A and South Africa and was based on qualitative research design. In the current study, the researcher incorporated the use of questionnaires, interview schedules and document analysis in primary school settings in Kenya to determine the influence of in-service courses of teachers on academic performance.

In a study conducted by Ewaton and Ewaton (2015) in Nigeria to investigate the relationship between teachers' development programmes and students' academic performance in Mathematics and English Language among secondary

school students using a Descriptive study design, questionnaires, unstructured interviews and documentary analysis and a sample size of 20 schools. The study revealed that teachers' staff development programmes such as seminars and workshops lead to increased academic achievement of students. The researchers recommended the need for training and re-training of teachers to make them acquire new skills that help them interact effectively with students in lessons to enable high test scores to be realized among learners. The reviewed study was done among secondary students and concentrated on influence of teacher development programmes on Mathematics and English language scores of students. In the current study, the researcher investigated influence of in-service courses of teachers on learners' performance at standard 8 in Kenya.

A study done by Mosha(2014) in Zanzibar to investigate the factors affecting students' performance in English Language in Secondary schools using a Mixed Method approach and a sample of 80 students and 13 teachers in 4 schools spread in rural and urban settings, the study revealed that despite students motivation to learn English Language, their performance was very low. The study also revealed that poor performance was caused by use of untrained, underqualified and in some cases trained but uncommitted teachers. It was the view of the researchers that there was a need to involve teachers in in-service training to enhance their English competencies in the classrooms and those under pre-service training should get proper training so that to enable them teach effectively as that would help improve performance not only of English but also other subjects in the schools. The above study was done in secondary schools set up; this study was done in primary schools in Kenya to investigate influence of seminars of teachers on learners' performance in Mathematics and Science, while including head teachers, teachers and deputy head teachers in the sample.

In a study done in South Africa by Ejidike and Adewale(2015) to investigate the factors that influence teaching of Chemistry in Secondary schools in Buffalo City Metropolitan Municipality of Eastern Cape Province through a sample size of 100 students and 20 teachers spread out in 5 schools. The study revealed that the use of non-professional teachers to teach chemistry and inadequate in-service courses for teachers contributed to the poor performance of students. The researchers recommended for the need to employ qualified teachers and use of in-service programmes to help boost the teachers' knowledge and skills in order to increase students' performance. There viewed study used only questionnaires to collect data, in the current study the researcher incorporated interviews and document analysis to collect data in Primary school setting in Kenya.

A study done by Gachahi, Kimani and Ngaruiya (2014) in Kenya which studied the relationship between Strengthening Mathematics and Science Education (SMASE) trained teacher factors and pupils academic performance in Mathematics and Science in Primary schools in Muranga County. The researchers used Ex post facto design with a sample size of 117 teachers spread in 19 schools. They employed questionnaires, lesson observation guide and two achievement tests for assessing pupils in Mathematics and Science. The study revealed that teacher factors such as teacher gender, teaching experience, and teachers' skills had no influence on learners' performance in Mathematics and Science. The study reviewed studied teacher factors influence on performance of pupils. In the this study the researcher studied the influence of in-service courses of teachers on learners' performance particularly at class 8 level of primary schools by introspecting respondents through in-depth interview to gain insights into the gains teachers realize from the in-service courses that influence academic achievement.

In another study done in Kenya by Musili(2015) to investigate the influence of teacher related factors on students' performance in Kenya Certificate of Secondary Education(K.C.S.E.) using descriptive survey and a sample of 18 principals,90 teachers and 180 students, the study revealed that professional trainings acquired in seminars, workshops and colleges influences performance of learners because teachers are able to use their skills and talent to impart new knowledge and skills on learners. The researcher recommended that Ministry of education should consider as a matter of priority to organize staff development programmes for both new and experienced teachers to up- grade their skills. The above study used only questionnaire to gather data, in this study the researcher used documentary analysis, interviews and questionnaires for data collection among primary school respondents.

2.2 Influence of further studies of teachers on learners' academic performance

A study by Ebanks (2010) in Florida, United States of America which investigated the influence of learner centered pedagogy on students' achievement among grades 3-5 students from four Title I Elementary schools using a causal-comparative quantitative study with a sample of 500 students and 65 teachers through internet based survey revealed that

using learner centered strategies such as field trips, roleplaying, panel discussion and debate alone without considering students' interest and learning needs yields non-significant relationships with students' achievement. Moreover, teachers with inadequate training in learner-centered pedagogy lack the skills to organize students for effective learning in a learner-centered environment. The research finding further revealed that teacher education and experience on use of learner-centered pedagogy with support from administration will allow for effective use of learner-centered pedagogy to increase students' achievement. The researcher contends that the success of learner-centered pedagogy relies on teachers training and retraining through staff development, staff mentoring and staff monitoring in order to realize students' high achievement in test scores.

The above study investigated the influence of learner-centered pedagogy on students' achievement. The proposed study will be based on influence of further studies of teachers on learners' performance. Moreover, the study was based in U.S.A and only used questionnaires to gather data whereas the current study was based in Kenyan environment and used in-depth interviews and documentary analysis alongside questionnaires in order to corroborate the research findings.

In another study carried out in Spain by Mayan and Cabrillana (2014) which examined the relationship between teacher practices and teaching materials on students test scores. The study revealed that teacher characteristics are not significantly related to students test scores with a notable exception if students have a teacher with a higher professional qualification. Teachers who held a degree earned after 5 years university study and which was an established requirement to teach in secondary schools and were teaching in primary schools reduced students test scores by 0.08 standard deviation compared to teachers with 3 years degree which was an establishment for primary education and were teaching in primary schools. The study indicated that further education of teachers does not increase test scores especially if teachers continue to work in environments that do not allow them to put in practice their newly acquired knowledge.

The above study was based on national assessment results of grade 4 Primary school students of Spain in Mathematics and reading competencies by the use of document analysis. The current study was based on grade 8 Primary school learners in Kenya and use K.C.P.E test scores. The methods of data collection entailed use of questionnaires, documentary analysis and in-depth interviews of participants in order to confirm the research findings.

Another study done in Peru by Joannes and Woesmann (2010) to investigate the influence of teacher subject knowledge on 6th grade students' test scores using quantitative design and a sample size of 12,000 students and 900 teachers. After exposing students to be taught by the same teacher in mathematics and reading, the students and teachers were tested in mathematics and reading Spanish language, the study revealed that there is a significant effect of teachers' subject knowledge on students' academic achievement with 1 standard deviation increase in teacher subject knowledge resulting 10% increase in students' academic achievement. The researchers noted that attention should be given to teacher training and further education to enhance subject mastery in order to allow for increased students' achievement. The above study was done in Peru using quantitative design; the current study used mixed methods to investigate influence of further training of teachers on learners' performance in Kenya.

A study done in Nigeria by Unama, Abugu, Dike and Umeobika (2013) to investigate the relationship between teachers' further studies and students' academic achievement in Chemistry in Owerri West Local Government Area revealed that there is a positive relationship between teachers' who had acquired Master degree in Chemistry and students' academic achievement in Chemistry. The researcher noted that teachers who update their knowledge by further degrees are able to manipulate the learning environment and enable learners to perform better. The above study was done Secondary school environment in Nigeria and used questionnaires as only source of data the current study was based in Primary schools in Kenya based on K.C.P.E. performance and used questionnaires, document analysis and in-depth interviews to collect data.

In a study done in Uganda by Otaala, Maani and Bakaira (2013) to explore the effect of University teacher education curriculum on secondary school teacher practices using descriptive qualitative study and a sample of 100 students, 50 lecturers, 16 teachers spread out in Kyambogo University and 16 secondary schools. The study revealed that student teachers are adequately prepared at the university in terms of subject contents but their preparation lacked pedagogical skills thereby making them to copy theoretical way of teaching used by their lecturers while in actual teaching practice and later in full time employment. The reviewed study explored influence of training on teacher practices but not on performance of students. It was also based on university students and secondary schools. The current study was based on how further studies of teachers influence learners' academic performance in Kenya primary schools.

In another account, a study done in Botswana by Adedeyin(2011) to investigate the perception of students' on the impact of their teachers' in-depth mathematics pedagogical content knowledge on their academic performance, using a descriptive survey design and 40 statements Likert scale rating questionnaires to collect data from 450 pupils, the study revealed that students perceive teachers in-depth pedagogical knowledge to have a significant impact on their academic achievement. The researcher recommended that teacher training should enhance in-depth pedagogical knowledge among teachers to allow them be competent in teaching in order to raise students' scores. The above study investigated the perception of students on influence of teacher pedagogical competencies on their performance and did not engage the teachers in the study. The current study used in-depth interviews, documentary analysis and questionnaires while engaging teachers to explore the influence of further training on academic performance.

A study done in Kenya, by Maende and Luvai (2014a) to determine the perceived effects of higher degrees on students' performance in Public Secondary Schools using descriptive survey with a sample size of 168 respondents revealed that teachers with higher academic qualifications posted higher test scores among students. The researchers recommended that there should be enhanced teacher professional developments to enable teachers possess quality skills to enhance learning in schools. The reviewed study engaged the use of questionnaires and interview schedules to collect data in secondary schools. This study, in addition to the above methods was based in Public Primary Schools.

In a study done in Kenya by Musau and Abere(2015) to determine how teachers' qualifications influenced students' academic performance in Science, Mathematics and Technology (SMT) subjects using ex-post-facto survey design and a sample of 8 principals, 40 teachers and 600 candidates who had sat the 2012 Kenya Certificate of Secondary Education while engaging questionnaire and documentary analysis as the research instruments. The study revealed that most of the SMT teachers were trained graduates and had attended in-service and refresher courses at one point. These contributed to slight improvement on students' tests scores. The researchers recommended for organization of more and regular in-service and refresher courses for teachers to enable them embrace and conform to the emerging technology and pedagogy. The reviewed study was based in secondary schools. This study was based in primary schools and included in-depth interviews in its data collection to augment those used by the researchers. However, Keyiwa (2011) asserts that there is no significant relationship between training of head teachers and learners' academic performance in secondary schools.

2.3 Influence of promotion of teachers to higher job groups on learners' academic performance

A research study done among the Organization of Economic Co-operation and Development(OECD) countries by Hanushek, Piopunik and Wielerhold (2014) to determine the impact of teacher skills on students' performance involving the use of panel data assisted by questionnaires and interview schedules gauged teachers' and students' skills through the use of Programme for International Assessment of Adult Competencies (PIAAC) and Programme for International Students' Assessment (PISA) respectively, revealed that teachers' skills in numeracy and literacy are positively correlated to students' performance in Mathematics and reading. Indeed countries like Finland whose teachers have good skills both in numeracy and literacy out performed others like Russia and U.S.A both in terms of their teacher performance and students' performance. The foregoing review was on the impact of teacher skills on students' performance and not on the influence of promotion of teachers on students' performance. The present study therefore envisaged determining whether promotion of teachers influence learners' performance in Kenya.

Yasemin (2012) carried out a study in United States of America to determine the relationship between teachers' mathematical knowledge for teaching, instructional practices and students' outcomes. The researcher recruited 21 teachers and 873 students for the mixed method study which involved content knowledge assessment, survey, interviews and classroom observation. Among the 21 teachers, 8 teachers were followed for 4 years to determine the extent of the relationships in the above variables. The study revealed that training improved teachers' instructional practices especially among teachers who had mathematical content and skills. However, the two variables did not influence students' test scores except in cases where students were practically involved during instructions. The above study was done U.S.A. and focused on teachers' cognitive ability and students' learning outcomes and not on influence of promotion of teachers on students' performance. It was the aim of this study to investigate these two variables in Kenyan environment.

Fung and Gordon (2016) study in United Kingdom that investigated the challenges that face the promotion of educators in research intensive institutions using semi-structured interviews and focus group discussions indicated that promotion of individuals should be considered holistically on the basis of the strong strengths of the overall contribution of everybody in

their contexts instead of considering specific faculty and ignoring others. The reviewed study was based on challenges facing promotion of educators in research intensive institutions, the current study was based on influence of promotion of teachers to higher job groups on academic performance.

A study done in China by Chu, Jessica and Rozelle (2014) on the impact of teachers credentials on students achievements in a panel longitudinal study using a sample size of 3947 students and 287 teachers clustered in 127 classes. The study was done in 2011 and a follow up study done in 2012 when the learners were in class 2 and 4 and when they were in class 3 and 5 respectively. The learners were tested in a 30 minutes Mathematics and Chinese language tests. Teacher credentials were determined by whether a teacher had received a promotion or any other award in recognition of his or her effort at work. It was revealed that higher job groups had a positive and significant impact on the achievement of an average student by 0.23 standard deviation. The above study was done among learners in classes 2 to class 5. This study was done among class 8 teachers using descriptive survey research design.

Correspondingly, Karachilla and Park (2015) study in China which examined the incentive properties of China's promotion system for public primary and middle school teachers using panel data in western China indicated that since promotions are associated with significant wage increases and higher wage increases result in higher effort, teachers increased effort in the years leading up to promotion eligibility but reduced effort if they were repeatedly passed over for promotion, and that increasing the number of competitors reduced the relative performance of those at the extremes of the skill distribution. Additionally, promotion evaluation scores were positively associated with time spent on teaching and with student test scores. The reviewed study was based in China, the current study was done in Kenya to determine if these findings could be replicated in Kenya.

A study done in Uganda by Ogunlade, Asad and Abdulkadir (2015) to investigate the influence of motivational factors on teachers commitment to duty in public secondary schools using a cross-sectional survey and questionnaires, the study revealed that there was a positive and significant relationship between promotion of teachers and teacher commitment to duty at ($\text{Sig}=0.000$) which was less than 0.05 the critical value. The above study revealed commitment to duty as a result of promotion but did not show how far the commitment yielded academic achievement. The present study looked forward to find out influence of promotion of teachers on academic achievement of learners in Kenya using mixed methods approach.

Gemeda and Tynjala (2015) who carried out a study in Ethiopia that explored teachers' motivation for teaching and professional development using a sample size of 32 teachers and qualitative research design using interview and focus group discussion submitted that low salaries and absence of link between performance and reward for having attended professional development course demotivated the teachers and they were unwilling to attend professional courses because they never get rewarded with promotions. The presence of these revelations had negative impacts on academic performance of learners. The above study used interviews and focus group in data collection, in this study, the researcher used in-depth interview, questionnaires and documentary analysis to investigate the influence of promotion of teachers to higher job groups on learners' academic performance.

In a study done in Kenya by Kimani, Kara and Njagi (2013) to investigate the influence of teacher factors on students' performance in K.C.S.E among 18 schools in Nyandarua County by the use of questionnaires to collect data. Through the use of Linear regression and One-Way ANOVA to test the relationship between the selected variables; teachers' age, teachers' gender, teachers' professional qualifications, teachers' experience and teachers' job group and K.C.S.E. performance. The study revealed that teachers' job group had a significant and positive relationship with students' academic performance with a $p < 0.019$ while the other variables had statistically insignificant relationship on performance since their $p > 0.05$. The above study focused on influence of multi-variant teacher factors on performance at secondary school level and applied questionnaires to gather data. This study determined the influence of promotion to the next rank on performance at primary school level and use in-depth interview schedules, documentary analysis and questionnaires to collect data.

In another related study done in Kenya by Odundo, Muchanje and Ngaruiya (2015) to investigate the effect of tutors' personal characteristics e.g. age, gender and qualifications on career progression in Public Primary Teachers' Training Colleges, using descriptive statistics, questionnaire and interview schedule under a sample size of 264 tutors. After subjecting the collected data on one way ANOVA to test the relationship between each selected variable and tutors career

progression at critical value of 0.05, the study revealed that teachers' qualification and career aspiration were significantly related to career progression. The researchers recommended that there is a high need to address tutors personal characteristic when promoting tutors to stem tutor job dissatisfaction and possible attrition. The reviewed study investigated how tutor characteristics relate with career progression in teachers' collages. It failed to investigate the influence of promotion on performance of learners. The current study envisaged investigating the influence of promotion on learners' performance in Primary schools.

2.4 Influence of promotion of teachers to leadership positions on learners' academic performance.

School leadership provides a link to learners' academic achievement. To realize this, school leaders have to collaborate with teachers and other stakeholders to develop teams that are capable of delivering effective classroom instructions as evidenced by high quality learning outcomes (Karen, Kenneth, Kyla and Anderson, 2010).

Pinto (2014) in U.S.A. examined the students' perspectives of effective principal leadership behaviors in mixed method exploratory study. Using the insider perspective, it indicated that students perceived effective principal behaviors to be those that ensured that they realized their academic achievement, such as those that help them with their learning and monitor their behaviors and academics. The reviewed study was based on the perception of students on who is an effective principal by use of interview schedules, the current study used questionnaires, interview schedules and documentary analysis and engaged the head teachers, deputy head teachers and the teachers to explore the influence of school leadership on learners' academic performance in K.C.P.E.

According to Sammons (2013) longitudinal study which was carried out in England to investigate the relationship between school leadership and pupil's academic performance in both primary and secondary schools, using quantitative approaches such as Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) and qualitative methods such as case study to determine the underlying dimensions and create statistical models combined with case studies, the study revealed that school leaders that priorities teaching and learning by redesigning organizational goals and functions coupled with enhanced linkages among the personnel within the school and between the school and the outside school community promotes high learning outcomes. The reviewed study was concerned with effect of leadership on performance of learners in primary and secondary schools under a longitudinal study, the current study was based on influence of leadership on academic performance of learners in primary schools in Kenya at K.C.P.E. under descriptive study design.

In U.S.A, Karen, Kyla, Kenneth and Anderson (2010) longitudinal study that investigated the links between educational leadership and students' learning while using surveys, interviews, classroom observation and documentary analysis indicated that a focused professional learning community that is founded on instructional leadership, shared leadership and a strong trust between school leaders and other stakeholders including the teachers has a positive and statistically significant relationship with students' academic performance through a strong teacher motivation. The reviewed study investigated the links of various levels of leadership and students' academic achievement in a longitudinal study, the current study investigated the influence of school leadership on academic performance of learners at K.C.P.E.

Ayodele, Olabisi and Oguntuasi (2016) study in Nigeria that examined the relationship between the principals' administrative strategies and students' academic performance using questionnaires and secondary students' academic performance inventory (SSAPI), indicated that there is a positive relationship between principals' administrative strategies and students' academic performance, $r=0.536$ at $p < 0.05$. Thus the type of skills and techniques demonstrated by the principal in a school plays an important role in the academic performance of learners. This was in consonance with the findings of Ayeni and Akinfolarin, (2014). The foregoing study used questionnaires and SSAPI to generate its findings, the current study used questionnaires, interviews and documentary analysis in a study based in Kenya to explore the influence of primary school leadership on pupils' academic performance in K.C.P.E.

A study by Kavale and Omar (2016) in Wadajir District, Mogadishu, Somalia that assessed the effect of leadership styles on students' academic performance in secondary schools, using descriptive study design, indicated that the school principals who adopted democratic and transformational leadership styles enabled their teachers to work effectively and students to achieve high test scores in examinations. The study recommended that leaders should use the appropriate leadership styles that fosters collective responsibility and consultative decision making with stakeholders to encourage

higher academic achievement. This findings concurs with Ayodele, Olabisi and Oguntuasi (2016) who averred that principals should create organizational culture that promotes equal participation of all stakeholders for effective school improvement. The reviewed study concentrated on leadership styles and their influence on academic performance in secondary schools, the current study immersed itself on the influence of leadership of primary schools on learners' academic performance in K.C.P.E.

According to Kuloba (2010) study in Uganda which explored the relationship between head teachers' leadership styles and teachers' performance using quantitative and qualitative methods under cross-sectional survey design, the head teachers who involved teachers in decision making processes, shared leadership through delegation of duties and communicated to teachers through meetings and notices enhanced teachers' performance in their schools. These findings lays credence to the findings of Kavale et al.(2016) which opined that the leaders of schools should use the most appropriate leadership style that facilitates collective responsibility of all stakeholders to realize school effectiveness. The above reviewed study was on the influence of school leadership on teachers' performance, the current study was based on influence of leadership of institutions on learners' academic achievement in K.C.P.E. at primary level of education.

In a study carried out in Kenya by Kimiti and Mwinzi (2016) on impact of transformational leadership style on academic achievement of students in secondary schools, in Mbeere south sub-county, using descriptive survey research design and 340 respondents revealed that: principals who adopted transformational leadership styles significantly improved academic performance of their students because they inspired motivation and team spirit among the teachers and students. This was in concurrence with Glickman (2013) who opined that transformational leadership style positively influence students' academic performance. The above studies were concerned with impact of leadership styles on students' academic performance in secondary schools, the present study on the other hand concentrated on influence of primary school leaders on academic performance.

In a study by Orodho, Obama and Akinyi (2016) in Kenya that examined the extent principals' leadership styles influences students' academic performance in national examinations in Homa Bay county using ex-post facto research design, the study established that: the principals were deficient in the types of leadership styles that would provide a conducive environment to allow for the effective teaching and learning in schools so as to enable for good academic performance of the students. The study hence recommended that the ministry of education through the KEMI should organize for in-service courses for the principals on use of learner-centered leadership styles that would allow for improved academic achievement. Correspondingly, Orodho, Obama and Akinyi (2015) indicated that management styles of principals were not conducive for effective teaching and learning. The reviewed study were based in secondary education, while the current study was based in primary school education and the researcher had envisaged to explore the influence of primary school leadership on academic performance at K.C.P.E examination.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study used Descriptive Survey Research design. The purpose of descriptive survey is to observe, describe and document aspects of a situation as they naturally occur and allows for cross referencing of data collected from various respondents (Orodho, 2009a). Orodho and Kombo (2002) as cited by (Museba, 2012) assert that descriptive survey is a process of collecting data about the state of affairs as they exist and can be used to collect information about peoples' attitudes, opinions and habits in order to answer questions concerning the current status of the phenomenon. Mugenda and Mugenda (2008) on the other hand give the purpose of descriptive research as determining and reporting the way things are. It is on the basis of these characteristics of descriptive survey research design that influence of staff development of teachers on learners' academic performance in K.C.P.E. in Boro division, Siaya sub-county, Kenya was explored.

3.2 Area of the Study

The researcher conducted the study in Boro Division of Siaya Sub-County. Siaya Sub-County is the largest with an area of 605.8 square kilometers among the six sub-counties of Siaya County. It is bordered to the south by Bondo sub-county, to the east by Gem sub-county, to the north by Ugenya sub-county and to the west by Busia County. The sub-county where

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Boro division is situated lies within latitude 00°18'North and 00° 26'North and longitude 33°58'East and 34° 33'East with an altitude of 1220meters above the sea level.

The inhabitants of Boro Division engage in various social-economic activities such as mixed farming, mining, transportation and communication. Majority of the inhabitants are Christians. The division is endowed with basic education institutions ranging from early childhood development centers to secondary schools and one youth polytechnic which provide education services to its members.

3.3 Study Population

The study population in this research study composed of 160 teachers, 39 head teachers and 39 Deputy Head teachers, therefore totaling to 238 members.

3.4 Sample size and Sampling Techniques

A Sample is a sub-set of the study population selected by a researcher for study whose findings reflect the entire population characteristics. Sampling is a statistical process of selecting a subset of a population of interest for the purpose of doing a scientific study and making statistical inferences about the study population (Bryman, 2008).

In this study, sampling procedures were guided by availability of financial resources, time, how suitable they are to the research objectives and how convenient they are to the researcher especially as per the skills to be used (Oso&Onen, 2008). According to Merriam (2009) sampling process and sample size determination depends on the availability of resources.

This study used stratified random sampling technique because respondents occurred inform of strata (Creswell, 2012). Stratified random sampling is a form of probability sampling technique where the heterogeneous population is divided into homogenous sub-populations called strata (Kothari, 2004). A random sample is drawn from each stratum which then constitutes the sample size for the study when sample sizes from all the strata (sub-populations) are added. In this study, strata membership was determined by rank of individuals and the use of proportionate stratified random sampling to select cases to be included in the sample as per the size of each stratum in the population (Kothari, 2004). According to Mugenda and Mugenda (2003) as cited by Moraa (2014) a sample size of 10%-30% of the study population is representative of the population. Based on this guideline, 30% of the head teachers, deputy head teachers and teachers were selected for the study. A total of 72 respondents constituted the sample size for the study.

The following formula was used to determine the sample size for the study:

$$n1 = n \left(\frac{N1}{N1+N2+N3} \right)$$

Where:

N1 = size of stratum 1

N2 = size of stratum 2

N3 = size of stratum 3

n1 = number of units sampled from stratum 1

n2 = number of units sampled from stratum 2

n3 = number of units sampled from stratum 3

N = size of population

n = sample size (Adapted from Kothari, 2004).

Therefore, to determine the number of units from each stratum, the researcher substituted the above sizes of population and stratum sizes accordingly.

$$n1 = 72 \left(\frac{39}{238} \right) = 11.798 = 12$$

$$n_2 = 72 \left(\frac{39}{238} \right) = 11.798 = 12$$

$$n_3 = 72 \left(\frac{160}{238} \right) = 48.403 = 48$$

In order to accord each potential member of the population equal chance of inclusion, the researcher assigned numbers of each category in the stratum on a piece of paper, folded it and put all of them in a container. The researcher then picked them randomly. The first 12 cases in the stratum of head teachers were included in the sample. The same process was used for deputy head teachers' and the teachers' stratum; the first 48 cases to be picked was included in the sample for the study. Eventually, the study had a sample size of 72 cases which constituted 30% of the entire study population.

Table 3.1 Sample size and sampling techniques

	Head teachers		Deputy head teachers		Teachers	
	Stratified sampling	random	Stratified sampling	random	Stratified sampling	random
Study population	39		39		160	
Sample size	12		12		48	
Percentage (%)	30		30		30	

Source: Sub-county Education office, 2015

3.5 Methods of Data Collection

Data was collected using three sets of instruments. These are Questionnaires, in-depth interview schedule and documentary analysis. This approach aided in testing the agreement of findings obtained from different measuring instruments and to enhance clarity and consistency of the findings (Creswell, 2012).

3.5.1 Questionnaires

According to Creswell (2012), a questionnaire is a set of questions designed to get information from respondents in research. Moreover, Komp and Tromp (2009) states that a questionnaire is an instrument that gathers data over a short time, upholds confidentiality and seals the opportunity for interviewer bias. Similarly, Ranjit (2011) avers that questionnaires provide greater anonymity as there is no prolonged face to face interaction between respondents and the researcher, together with the non-indication of names or any other mark that would identify the respondents. Thus increases the likelihood of obtaining accurate information in case of sensitive questions. Questionnaires were administered to the deputy head teachers and the teachers.

3.5.1.1 Deputy Head Teachers Questionnaire (QFDHTS)

The QFDHTS collected data from 12 deputy head teachers. QFDHTS had Likert format of questions. QFDHTS had two sections, A and B. Section A dealt with back ground characteristics of deputy head teachers such as gender, age, professional qualifications and work experience. Section B collected information related to the influence of in-service of teachers, further studies of teachers, promotion of teachers to higher job groups and promotion of teachers to leadership positions on learners' academic performance in K.C.P.E. The Deputy Head teachers participated as informants in this study because they directly preside over instructional programmes from subject allocation, classroom instruction and testing of learners and evaluation of test results in the schools. The questionnaire consisted of closed-ended questions which were administered to the Deputy Head teachers by the researcher and collected later after two weeks. The respondents were coded as Deputy Head teacher 1, 2, 3 and so on to ensure anonymity. The respondents were reminded not indicate their names or names of their schools for purposes of confidentiality.

3.5.1.2 Teachers Questionnaire (QFTS)

The QFTS collected data from 48 teachers. QFTS had Likert format of questions. QFTS had two sections, A and B. Section A dealt with back ground characteristics of teachers such as gender, age, professional qualifications and work experience. Section B collected information related to the influence of in-service of teachers, further studies of teachers, promotion of teachers to higher job groups and promotion of teachers to leadership positions on learners' academic

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performance in K.C.P.E. The teachers participated as informants in this study because they directly implement instructional programmes from subject allocation, classroom instruction and testing of learners and evaluation of test results in the schools. The questionnaire consisted of closed-ended questions which were given to the teachers and collected later after two weeks. The respondents were coded as teacher 1, 2, 3 and so on to ensure anonymity. The respondents were reminded not indicate their names or names of their schools for purposes of confidentiality. It was administered by the researcher himself. Teachers were visited by the researcher in their respective schools.

3.5.2 In-depth Interview for Head teachers (IIFHTS)

In-depth Interview is a qualitative research technique that involves conducting intensive individual interview with a small number of respondents to explore their perspective on a particular phenomenon (Creswell, 2012). Interview schedule was suitable for this research study because it provides for a one-on-one experiences and thus very useful for asking sensitive questions and gives the interviewee chance to go beyond the initial questions thereby provide detailed responses (Kendall, 2008). Correspondingly, Ranjit (2011) submits that it is less likely that a question will be misunderstood completely as the interviewer can either repeat a question or paraphrase it to be understood by the respondents. Interviews also provide opportunity for the interviewer to study sensitive areas because he / she is able to prepare the respondents before asking such questions. It had section A and section B. Section A dealt with head teacher's back ground characteristics and Section B collected information related to the influence of in-service of teachers, further studies of teachers, promotion of teachers to higher job groups and promotion of teachers to leadership positions on learners' academic performance in K.C.P.E.

The Head teachers participated as informants in this study because they directly manage all aspects of the school. Chief among their areas of jurisdiction is providing instructional leadership. They are better placed to give an independent opinion about how the teachers under their supervision teach in various classes in the school. The researcher conducted 11 in-depth interviews with the Head teachers - one in each of the 11 schools. The head teachers were coded as Head teacher 1, 2, 3 and so on to ensure anonymity.

The researcher arranged with the head teacher so that he met him/her to conduct the interview. The interview took between 45 minutes to 1 hour. The researcher requested to tape record the data from the respondents while he wrote their responses which he later used to transcribe to allow for data analysis.

3.5.3 Documentary analysis

Documentary analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around a phenomenon (Bowen, 2009). The researcher sought documents from the head teachers and extracted data relevant to the research objectives. Such documents included teachers' attendance registers, pupils note books, assessment test scores and instructional supervision records. The researcher also used legal documents such as T.S.C. Act 2012 to gain insights about the information he had already gathered using other sources of evidence. The researcher transcribed information gathered from the documents and later analyzed them to find if they confirmed the evidence that had been collected using questionnaires and interviews or if there were divergent views as revealed by the different research instruments.

3.6 Validity of Research Instruments

Validity is the degree to which results obtained from the analysis of data of a study truly represent the phenomenon studied (Mugenda et al., 2003). They further assert that content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. Content and face validity of the instruments were enhanced by ensuring that adequate and appropriate items in the instruments are relevant to the research objectives after submitting them for expert judgment by two experts in the department of curriculum and educational management of Jaramogi Oginga Odinga University of Science and Technology (JOUST) appraised the research instruments in order to validate them because according to Amin (2005) face and content validity was determined by expert judgment. The content validity of the questionnaires was calculated by using the content validity index formulae. The researcher involved 15 research methods students from JOUST, who were asked to rate the questionnaire as either good or bad. The formulae; $CVI = [G - (N/2) / (N/2)]$ was used.

Where;

N represented the total number of experts and

G the number of students who rated the questions as good.

The content validity index was found to be 0.85. Kombo and Tromp (2009) suggested that instruments whose validity coefficient is at least 0.7 are accepted as valid instruments. It is on the basis of this opinion that the validity of the questionnaires were confirmed for data collection.

3.7 Reliability of Research Instruments

Reliability is the degree to which a particular instrument gives consistent results over a number of repeated times from the same respondents Mugenda et al., (2003). To test for reliability, a pilot study was done. Mugenda et al., (2003) posit that 1% of the target population is representative for pilot study. The researcher selected one school, one head teacher, one deputy head teacher and two teachers for the pilot study. The researcher used test-retest method to test for reliability. Test-retest method was done by administering a test twice after a space of one week from the initial test to the same group of respondents who were not engaged in actual research. The data collected was analyzed by the Pearson Product Moment Correlation Coefficient formulae:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where

N= number of respondents

X= scores from the first test

Y= scores from the second test

Pearson product moment correlation coefficient of more than 0.7 which was found was considered reliable (Orodho, 2004). Table 3.2 illustrates the results of the reliability analysis.

Table 3.2 Pearson's reliability coefficient r

Variable	Pearson Product moment (r)	No of items
Influence of in-service courses of teachers on learners' academic performance in K.C.P.E.	.786	6
Influence of further studies of teachers on learners' academic performance in K.C.P.E	.734	6
Influence of promotion of teachers to higher job groups on learners' academic performance in K.C.P.E	.795	6
Influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E	.768	6

3.8 Data collection Procedure

The researcher obtained introductory letter from the university authorities which enabled him to apply for research permit and research authorization from the National Commission for Science, Technology and Innovation (NACOSTI). The above documents assisted the researcher to be permitted to conduct research by the County Director of Education-Siaya, County Director T.S.C.-Siaya, Sub-County Director of Education-Siaya and Head teachers of the sampled schools, Deputy head teachers and teachers. The head teachers who were also sampled for the study were consulted in readiness for the study. The letter also assisted the researcher to seek consent of respondents to participate in the study.

Firstly, the researcher issued the questionnaires to the deputy head teachers and the teachers to collect the quantitative data. The questionnaires were collected by the researcher from the respondents after they were filled in for analysis. Then the researcher engaged the head teachers in an in depth interview having told him/her of this arrangement before. Finally,

the researcher performed documentary analysis of documents such as Instructional supervisory records, schemes of work, lesson plans, progress assessment records, T.S.C. Act, 2012 in order to augment and corroborate evidence revealed by other sources of information about the research questions.

3.9 Data Analysis

Data collection and analysis was recursive, they proceeded in tandem. The analytical procedure for qualitative data involved transcribing, coding, contextualizing and offering interpretations while quantitative data involved coding and entering in the SPSS version 20.0 computer programmes. Data analysis included repeated review of all questionnaire data, interview transcripts and relevant documents such as instructional supervision records, T.S.C. code of regulation for teachers 2015 and assessment records. Data from various sources were triangulated to allow for refinement of interpretations and solidification of the findings. While a three-step approach to data collection was used (questionnaires, interviews and documentary analysis), data was treated as one corpus to explore the same themes with questionnaires, interviews and documentary analysis to corroborate findings or detect any discrepancies between different sources of evidence and how to address them during the research process (Cohen, et al., 2007; Tashakkori et al., 2003; Creswell, et al., 2003).

3.9.1 Analysis of Quantitative data

The primary Quantitative data derived from the questionnaire items which consisted of Likert scale where the codes that were used were 1, 2, 3, 4 and 5 on which 1 represented Strongly Disagree, 2 Disagree, 3 Undecided, 4 Agree and 5 Strongly Agree respectively was analyzed by entering into the Statistical Package for Social Science (SPSS) Computer Programme version 20.0 to assist in the analysis of the data (Orodho, 2009b; Ranjit, 2011). The data was reported in tables and measures of central tendencies such as frequencies and percentages.

3.9.2 Analysis of Qualitative data

Qualitative data from in-depth interviews and documentary analysis were analyzed thematically in line with the research objectives and reported in narrative and direct quotations of respondents. Creswell (2012) and Braun and Clarke (2006) indicate that thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data. Thereafter, the data was interpreted and discussed as per the themes that emerged.

The analysis process involved first transcribing and organizing all the data, then giving the codes to the first set of field notes drawn from the interviews, having noted personal reflections and other comments in the margin. The second stage involved sorting and sifting through the materials to identify similar phrases, relationships between the variables, patterns, themes and common sequences. The third stage was for identification of patterns, processes, commonalities and differences and taking them out to the field in next wave of data collection. The fourth stage was elaborating a small set of generalizations that cover the consistencies discerned in the database. Finally, there was examining those generalizations made in light of a formalized body of knowledge in the form of constructs or theories.

3.10 Ethical Considerations

The social science research is built on the foundation of trust that is mutually enjoyed by both the researchers who investigate problems and stakeholders who provide the field for researchers to plan for and to collect information and at the same time is the prime consumer of the research findings (Cohen, et al., 2007). Thus it is incumbent upon researchers to strike a balance between the demands placed upon them as professional scientists in pursuit of truth and the rights and values of other players that are potentially threatened by research exercise (Lizbeth, 2013; APA, 2002). It is the view of Creswell (2012) that application of ethical standards from planning, data collection, analysis and dissemination of the results has to be enhanced.

The fundamental ethical issues arise from the kind of problems social scientists investigate and the methods they use. First is the concern of accessing institutions, acceptance by the potential respondents and informed consent.

Having the above concerns, the researcher received a letter from the post graduate studies office of JOOUST introducing me as M.Ed. student in pursuit of academic research which was used when applying for the research permit from the NACOSTI and which eventually enabled me to get other permission letters from the MOEST Director and the County

Commissioner. These letters made me to access schools and seek permission from head teachers to conduct research in the schools.

Informed consent which are the procedures in which individuals choose whether to participate in an investigation or not after being informed of facts about the study (Cohen et al., 2007) was ensured through use of informed consent forms which the researcher gave to each participant and explained every bit of information about the study such as the type of information needed for the study, the purpose of the study and how the study would directly or indirectly benefit them, to justify the relevance and usefulness of the study (Ranjit, 2011) before they filled them appended their signatures as proof of voluntary consent to participate in the study (Bryman, 2008).

Mugenda (2011) points out that informed consent should show clearly how the researcher would address issues of confidentiality and anonymity. Similarly, Shamoo and Resnik (2015) proffered that researchers should ensure that there is voluntary participation in the investigation and confidentiality of records that they receive from the respondents.

In this line the respondents were explained to that being a participant is a matter of free will and that all the information gotten from them would be kept undisclosed safe for purposes of reporting the research findings to JOOUST and NACOSTI. However, in all cases their identity would be kept anonymous.

With respect to harm to participants' sensitivity, the information shared was carefully selected and records about individuals were kept unidentifiable so as not to cause harm to the participants (Bryman, 2008; Ranjit, 2011). Upon completion of the research study, the researcher promised to destroy the data and the audio-taped information.

On honesty and accuracy, Shamoo, et al., (2015) argue that all data gathered in any research should be accurate and it's the moral responsibility of any researcher to report the data exactly as obtained. Hence, in this study, the researcher transcribed the data and verbatim quotes used in the analysis by maintaining the original words of the interviewees and responses in the questionnaires were treated as they were received from respondents without fabrication or alteration.

Confidentiality and anonymity according to (Shamoo, et al., 2015; Cohen et al., 2007) was assured to the participants and any quotations were attributed to code names. To guard against deception, the researcher explained to the respondents the nature and reasons for the study as advocated by (Cohen et al., 2007; Lizbeth, 2013; Bryman, 2008).

On justice according to Lizbeth (2013), during sampling, the researcher used stratified random sampling technique to ensure that heterogeneity of the study population was reduced by creating strata that contained subsets of the population whose members had similar characteristics (homogeneous) to allow for representative sample size by coming up with study sample whose composition was proportionately determined when each possible participant was given equal chance to participate.

Quality issues also underpins the validity and reliability of research process. The researcher worked closely with the supervisors from the identification of possible relevant problems in my area of specialty which could be studied to the production of research findings with an interplay of use of physical and electronic library resources. (Creswell, 2012; Ranjit, 2011; Trochim and Donnelly, 2007; Cohen et al., 2007; Bryman, 2008). That is to say, the supervisors were the external auditors who wrote the strengths and weaknesses of the study from time to time. For instance they determined if the findings are grounded in the data (Creswell, 2012). Additionally, respondents were used to confirm the information received from them in order to establish the extent of their concordance with the findings. Furthermore, the researcher used triangulation as expressed by Creswell (2012) to corroborate evidence from different sources such as questionnaires, in-depth interviews, documentary analysis and literature reviews. Trochim et al., (2007) observes that one way of ensuring quality of an enquiry in constructivism paradigm is through assessing credibility of findings by engaging those who participated in the study to validate its findings.

4. RESULTS AND DISCUSSION

4.1.1 Head teachers' conceptualization of staff development

The researcher thought that head teachers' understanding of what staff development of teachers in a school situation means would inform their knowledge and understanding of how it is critical in enhancing academic performance in school, thus be able to use strategies to implement staff development activities at their school level and support those

programmes that are externally generated to develop the teachers. Therefore, in the interviews, the researcher asked them; how they understand staff development to be in a school environment. They offered the researcher different definitions and explanations that revealed that they understand staff development to mean building the competency of teachers through training, re-training activities and promotions to allow for good academic performance as evidenced by the excerpts below:

Staff development of teachers is making teachers be innovative and cope with the current societal demands by refining their professional competencies and motivation towards work. (Head teacher, 1).

The findings from Head teacher 1 concurred with UNESCO (2011) that views staff development to be; Building teachers' general education and personal culture; their ability to educate others; an awareness of the principles which underlie good human relations, within and across national boundaries; and a sense of responsibility to contribute, both by teaching and by example, to social, cultural and economic progress. Correspondingly, Winston and Creamer, (1997) aver that staff development are the activities and programmes that help staff members learn about responsibilities, develop required skills and competencies necessary to accomplish institutional goals and grow personally and professionally to prepare themselves for advancement in the job.

4.1.2 Results and discussions of the study on the influence of in-service courses of teachers on learners' academic performance in K.C.P.E

The research question for the study was: How do in-service courses of teachers influence learners' academic performance in K.C.P.E. in Boro division, Siaya sub-county.

4.1.2.1 Involvement of respondents in identification of areas of need for in-service courses

The Head teachers, Deputy Head teachers and teachers were asked to indicate the extent of their involvement in identification of areas of need for in-service courses. Their responses were as shown on Table4.6.

Table 4.1 Involvement of respondents in identification of areas of need for in-service courses. Head teachers (n=11), Deputy Head teachers (n=12) and Teachers (n=46)

Involvement	Head teachers		Deputy head teachers		Teachers	
	f	(%)	f	(%)	f	(%)
Very much involved	6	55	2	17	10	22
Much involved	3	27	3	25	20	43
Somehow involved	2	18	5	41	12	26
Never involved	-	-	2	17	4	9

Table 4.1 shows that majority of the Head teachers, Deputy head teachers and teachers were much involved in identification of areas of need for in-service courses at 3(27%),3(25%) and20(43%) respectively and somehow involved at 2(18%),5(41%) and12(26%)respectively. Additionally, a large number of head teachers and a small number of deputy head teachers and teachers were very much involved in identification of areas of need for in-service courses at 6(55%), 2(17%) and 10(22%) respectively. Besides, 2(17%) of deputy head teachers and 4(9%) of teachers indicated that they are never involved in identification of areas of need for in-service courses. The results reveal that there is high involvement of the Deputy Head teachers and teachers in areas that require new inputs in the primary school education hence it suggests that they do own the entire process of in-service courses from training to implementation to the extent that it supports learning. Whites, Lim and Chiew (2006) argue that the more teachers are involved in selecting their own professional development activities, the more they report improvement in their teaching practice and the learning of their students. This argument is in agreement with the findings of Counterpoint(2008) which found out that use of Teachers TV in the UK was not embraced by the teachers in the way the policy makers had expected partly because teachers did not take initiatives in choosing into its continuous professional development resources.

During the interviews with the head teachers, the study revealed that involvement of the head teachers, deputy head teachers and teachers in areas of need in the education systems do occur regularly especially after K.C.P.E. examination results have been analyzed by the course panels of various subjects and subjects that were performed poorly are selected for in-service programmes. One head teacher said:

The education office and the KEPSHA leadership usually hold consultative meetings together where they also invite the course panel officials to discuss curriculum matters in the division. For instance using K.C.P.E. results of a previous year, areas of weaknesses are identified and remedial actions noted such as seminars and workshops for teachers. (Head teacher, 4)

Further probing on the same concern, in terms of the role played by KEPSHA and the course panel in programming for in-service courses, another head teacher asserted that:

A part from identifying areas of need, we also identify and invite the facilitators who have vast knowledge in particular areas to come and facilitate the in-service courses. (Head teacher, 2)

To cross-check the responses from the respondents, scrutiny of previous K.C.P.E. results of the division through documentary analysis to determine whether they were used to identify the subjects which registered low performance. It was found out that the education stakeholders actually select the needy subjects for in-service courses. For instance in 2015, the division held in-service courses in Kiswahili and English because the two subjects posted 45.61 and 47.58 mean scores respectively in the K.C.P.E. of 2014 which were the lowest compared with other subjects.

4.1.2.2 The frequency of attending in-service courses.

The Head teachers, Deputy Head teachers and teachers were asked to indicate the frequency of attending in-service courses. Their responses were as shown on table 4.7.

**Table4.2: The frequency of attending in-service courses
Head teachers (n=11), Deputy Head teachers (n=12) and Teachers (n=46)**

Attendance frequency	Head teachers		Deputy head teachers		Teachers	
	f	(%)	f	(%)	f	(%)
Once every term	8	72	9	75	32	69
Once every year	1	9	1	8	2	4
Twice every year	2	19	2	17	12	27
After 2 years	-	-	-	-	-	-

Table 4.2 shows that a high percentage of respondents concurred that they attend in-service courses at least once every term at 8(72%), 9(75%) and 32(69%) of the head teachers, deputy head teachers and teachers respectively and a small percentage of them did indicate that they attend in-service courses once every year at 1(9%), 1(8%) and 2(4%) of the head teachers, deputy head teachers and teachers respectively. A further small number of them indicated that they attend in-service courses twice every year at 2(19%), 2(17%) and 12(17%) of the head teachers, deputy head teachers and teachers respectively. The results reveal that teachers are exposed to in-service courses on regular basis so that they acquire new knowledge and skills in their respective subjects. This arrangement concurs with the recommendations of Nyarigoti (2013) and Orodho and Wangari (2014) who suggested that teachers ought to be re-trained on new ways of handling various concepts and challenges in the subjects that they teach and in school environments that they work in to improve on learners' academic performance. Similarly, Musset, (2010) observes that the most effective way to raise education quality is to modify initial teacher education and recruitment and to develop the means of training those who are already in-service. It is also the view of Matoke, Okibo and Nyamongo (2015) that regular training sessions such as seminars involving use of different experts should be used by schools to equip teachers with right skills for curriculum implementation to allow for better academic achievement in national examinations.

During interviews with the head teachers, the study revealed that the division has endeavored to organize in-service courses in various areas in the school system to enable its teaching personnel to be kept abreast with new and appropriate approaches to service delivery to overcome challenges faced by teachers and learners for the realization of quality learning outcomes by the learners. The following excerpts illustrate the concern;

My teachers have been expressing difficulty in teaching some topics in Mathematics. For instance, Algebra and Surface area of closed objects in class 8 learners. Science teachers also report that learners find it hard to conceptualize circulatory system especially how blood flows from and to the heart in a human body.(Head teacher, 3)

When the researcher probed further if the difficulty in understanding the concepts is revealed in how candidates perform, another head teacher said:

Evaluation of both internal and external tests’ results reveal that learners’ usually do poorly in the questions that come from the topics they find challenging for them to understand and in deed this is a common trend in many schools in the division as reported by the course panel. (Head teacher, 9)

The study also sought through a review of the programmes and implementation documents of SMASE to establish if the above information was a common trend among learners and teachers in primary schools. It revealed that there are topics that have proved to be hard not only to the learners but also the teachers have low self-efficacy while teaching them thereby they fail to achieve the topic objectives as outlined in the syllabus.

4.1.2.3 Aspects of in-service courses that respondents are exposed to

When respondents were asked about aspects of in-service courses they are exposed to, they gave responses indicated in table 4.8.

Table 4.3: The aspects of in-service courses that respondents are exposed to. Head teachers (n=11), Deputy Head teachers (n=12) and Teachers (n=46).

Aspects of in-service	Head teachers		Deputy head teachers		Teachers	
	f	(%)	f	(%)	f	(%)
Human resource management	9	82	2	17	3	7
Learner centered pedagogy	8	72	9	75	35	76
Testing and results evaluation	6	55	8	67	25	54
Guidance and counselling	9	82	6	50	12	26
Teachers’ professional conduct	8	72	3	25	8	17
Management of public resources	8	72	2	17	4	9

Table 4.3 shows that majority of the Head teachers went through human resource management and very few Deputy head teachers and teachers had an opportunity to do so at 9(82%), 2(17%) and 3(7%) respectively. While a high number of the respondents went through learner centered pedagogy almost at equal ratings at 8(72%), 9(75%) and 35(76%) for head teachers, deputy head teachers and teachers respectively. Testing and results evaluation attracted an average number of respondents at 6(55%), 8(67%) and 25(54%) of the head teachers, deputy head teachers and teachers respectively. On the other hand 9(82%), 6(50%) and 12(26%) of the head teachers, deputy head teachers and teachers managed to access guidance and counseling sessions. The teachers’ professional conduct also attracted a higher number of head teachers compared to the other cohorts of personnel at 8(72%), 3(25%) and 8(17%) for the head teachers, deputy head teachers and teachers. The same applied to management of public resources at 8(72%), 2(17%) and 4(9%).

These results reveal that the head teachers went through in-service administrative courses as well as instructional oriented courses. This is in-line with the assertion of Barber and Mourshed (2007) who reiterate that head teachers being leaders of schools should be better placed not only to manage the school but also to be seen to lead others in doing what he/she is well informed about. The study also revealed that the deputy head teachers and teachers are not exposed to the same courses the head teachers undergo yet they are supposed to be either fully in-charge of schools at the absence of the head teachers implementing education policies correctly on daily basis with very little supervision.

Moreover, the successful management and realization of quality education through shared leadership can only be realized when every member of a group is in possession of the right skills and knowledge under the umbrella of trust and team work. (EI, 2011a, 2011b; Bangs and Frost, 2011; Bangs and Galton, 2011; Fullan, 2011; Hallinger and Heck, 2010).

In the interview sessions, the study established from the head teachers that majority of them are exposed to administrative and instructional oriented courses because they are the accounting officers of the schools they head and their exposure has made many of them to have quality performance in their schools. One of the head teachers commented that:

When I was appointed to be the head teacher some four years ago, I did not have much idea about school management. In fact I begun to work through trial and error and during my first year as a head teacher I did not know how to interpret financial policies from the Ministry. Fortunately today, I hardly experience bottle necks in financial management. (Head teacher, 5)

The findings from head teacher 5 was similar to Republic of Kenya (2011) which identified that training of head teachers in institutional management goes a long way in providing quality education and was in concurrence with Mosiori and Thinguri (2015) in a study carried out in Kenya which indicated that head teachers’ participation in the planning and execution of school programmes requires well trained head teachers who are well grounded with management skills. Karen, Beverly and Walstrom (2010) content that institutional administration performed by the head teachers that is based on provision of support to instructional improvement and sharing leadership with the teachers influence learners’ performance positively. Similarly, EI (2011b) is of the view that training of school personnel should not leave other members aside in key areas of the skills they are required to possess.

Further prompting on the same concern, another head teacher arguably said:

In as much as we head teachers are seen to be attending many courses unlike the deputies and teachers, it should be noted that for us to lead schools effectively, we need to be well vast in many issues in education. Besides, the courses that they do attend usually put them in better positions to teach unlike before going for training.(Head teacher, 2)

The findings of this study is in line with the contribution of Karen et al. (2010) who emphasize that a school leader should be armed with all the tenets of quality instruction and sufficient knowledge of the curriculum to able to detect when appropriate content is being delivered to all leaners and be in a position to provide feedback through effective interactional style and supportive approach to the teachers and the learners.

4.1.2.4: Influence of in-service courses of teachers on learners academic performance in K.C.P.E

In this section, the researcher sought to find out how in-service coursesof teachers influence learners’ academic performance in K.C.P.E.To test on the influence of in-service courses of teachers on learners’ academic performance in K.C.P.E., the deputy head teachers and teacher respondents were given differentstatements on the influence of in-service courses of teachers on learners’ academic performance and were asked to indicate the level of their agreement with each statement. The findings of the study were as presented in Table 4.9

Table 4.4: Influence of In-service of teachers on learners’ academic performance in K.C.P.E. Deputy Head teachers (n=12) and Teachers (n=46)

In-service courses	Deputy head teachers		Teachers	
	f	(%)	f	(%)
Teachers learn new subject content knowledge	11	91.67	43	93.47
Teachers are able to plan lessons as	10	83.33	40	86.96

per learner needs				
Teachers share what they learnt with the rest of the staff	10	83.33	36	78.26
Teachers learn new instructional communication skills	9	75.00	38	82.61
Teachers gain expert use of instructional materials	8	66.67	35	76.09
Teachers form divisional committees to share experiences	9	75.00	35	71.74

From Table 4.4 the main way through which in-service courses of teachers influenced learners' academic performance in K.C.P.E. was that they enable teachers to learn new subject content knowledge as cited by 11(91.67%) Deputy Head teachers and 43(93.47%) teachers. The above finding was similar to Moshia (2014) who carried out a study in Zanzibar which identified that in-services courses enabled teachers to be more competent in their subject areas thereby influenced learners' achievement in test scores and was in concurrence with Ewaton and Ewaton (2015) in a study carried out in Nigeria which indicated that in-service courses influence learners' achievement in test scores.

Planning lessons as per learner needs was indicated by 10 (83.33%) Deputy Head teachers and 40 (86.96%) teachers. This finding lays credence to Carol and Waring (2011) who investigated the relationship between cognitive style and trainee teachers conceptions of differentiation in a teaching- learning situation in U.K. and content that being aware of individual differences such as socio-economic background, prior knowledge, intelligence and language ability in a school context and attending to them is critical in enabling learners to access and make sense of learning. The importance of considering specific learner needs during instruction due to the heterogeneity of learners is an attestation of the reason why teachers need to be trained on specific instructional procedures and strategies by adapting curriculum content and delivery systems to accommodate children with unique characteristics (Alhassan and Abosi, 2014).

Sharing new knowledge learnt from in-service courses was indicated by 10 (83.33%) Deputy Head teachers and 36 (78.26%) teachers. Findings of the current study are similar to those of Jensen, Hunter, Sonnemann and Burns (2012) and Catherine and Jessica (2012) who suggest that when teachers share what they learn from in-service courses in the spirit of collegiality, this enables the rest of the staff to acquire knowledge which they may use in class practices to benefit the learners.

Teachers learn new instructional communication skills was indicated by 9 (75%) deputy head teachers and 38 (82.61%) teachers. Revelations of the current study are in agreement with Curzon (2009) who stresses that communication is best viewed as a process involving sequential activities between the teacher and the learner to result in a situation when the learner successful creates meanings from what the teacher relays in the lesson.

Teachers learn expert use of instructional materials was indicated by 8 (66.67%) deputy head teachers and 35(76.09%) teachers. Revelations of the current study are similar to those of Ifeoma (2013) who carried out a study in Nigeria on the influence of instructional materials on teaching and learning and found out that the availability of instructional materials and the ability of teachers to use them has a positive correlation to test scores. Similarly Akungu (2014) underscores the need for the availability of instructional materials to support teaching and learning. Oyugi (2014) proffered that school administration should involve teachers in in-service courses to improve on their skills in using instructional materials such ICT equipment so that they are able to use them effectively in instructional process and enhance learning take place effectively. Kofi and Ekua (2015) confirms that teachers should be trained on the preparation and prudent use of instructional materials to allow for effective learning in the classrooms.

Teachers form divisional committees to share their experiences was indicated by 9 (75%) Deputy Head teachers and 35 (71.74%) teachers. Revelations of the current study are in concurrence with those of Cording, Bell, Thomason and Firth(2005) who carried out a study in London on the impact of collaborative and sustained continuous professional development on students' learning outcomes and impact of sustained continuous professional development without collaboration and found out that there was improvement in students learning and behavior and in teachers practices, attitudes and beliefs among students whose teachers were involved in collaborative practices. This view is also supported by Evans, Guy, Honan, Kippel, Muspratt, Paraide, Reta and Tawaiyole (2006) who expound that teachers who engage in

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CPD individually post very marginal improvement on students test scores. Lee, Karen and Anderson (2012) hold that professional communities of teachers enable them to evaluate their practice and inform their decision making towards new approaches to practice and knew content to disseminate to the learners.

During interviews the study established from the Head teachers that in-service courses enable teachers to acquire new knowledge in specific areas of the curriculum which underpins their classroom practices. The following excerpt illustrates this observation:

Last year (2015), the division organized seminars for Kiswahili and English and my school was represented by two teachers. I can note that the seminar really made my school to post improvement in the two subjects in 2015 K.C.P.E. For example Kiswahili improved from a mean of 32.45 in 2014 to a mean of 52.26 in 2015. Similarly English recorded an improved performance from a mean of 41.38 in 2014 to a mean of 49.52 in 2015. (Head teacher, 11).

The findings from Head teacher 11 concur with Brown(2011) who contents that exposure of teachers to new and relevant areas in curriculum through in-service education puts them in a position to be efficient in class thereby resulting in high test scores. Matoke, Okibo and Nyamongo (2015) agree that schools need to embrace the development of teachers in order to motivate them to appreciate their jobs and work efficiently and effectively.

When the researcher probed further to find if the same good results were realized by the division, another head teacher said lack of follow-up by the school administrators and curriculum support officers (CSO) resulting to implementation of knowledge and skills gotten in-service courses only for short time thereby frustrates sustained and wide spread good academic performance. The following excerpts illustrate the concern;

Even though the division organizes seminars in the two subjects, their impact has not been felt in the entire division and it continues to post low results. This is due to negative attitude of teachers towards facilitators whom they believe lack content in the subject areas and the absence of follow-up by the administration of schools and the curriculum support officers.(Head teacher, 10)

The finding from head teachers 10 was similar to Ebanks (2010) in U.S.A. averred that teacher education and experience with support from administration increases students' academic achievement and was in concurrence with Bangs et al.(2011) who indicated that to realize good performance from teachers, a sustained support from school leadership is highly required.

The interviews with the Head teachers indicated that teachers plan lessons as per learner needs after breaking down the syllabus content of respective subjects. They added that they approve lesson plans and advice teachers as needs arise. One Head teacher further commented:

Teachers usually plan their lessons before they go to class especially when they are not having lessons to attend or in the evening before they go home in readiness for the next lesson or the following day's work. It is a tradition in this school that each morning teachers' lesson plans are checked by my office or incase my absence the Deputy Head teacher approves them. (Head teacher, 6)

The findings from Head teacher was confirmed by the instructional supervision records which indicated that teachers plan their lessons before attending class instructions and this was also in line with T.S.C Code of regulation(2015) which spells out that it is a requirement for teachers to prepare their professional records before attending lessons. These findings were further supported by Yadav and Pooja (2013) study which was carried out in India that indicated that in-service training enable teachers to gain clarity and confidence in planning and execution of classroom interaction processes that enhance learning. Kimani, et al. (2013) content that teachers' provision of individualized attention to weak learners has a significant effect on their academic achievement.

During interviews with the Head teachers, the study established that after every in-service course, teachers hold staff meetings to share what they learn with the rest of the staff to keep them also informed of new experiences. One of the Head teachers gave the following comments:

After every in-service course, the teacher(s) concerned is given a chance to brief my office on what they learnt and then a staff meeting is called so that the teachers also get informed. Fromthere, the respective subject teachers whose subjects

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are of interest as far as the new developments are concerned are given time to plan school INSETS so that internal school teachers' development programmes are planned for and implemented. (Head teacher, 5)

The findings from Head teacher 5 are similar to Catherine et al. (2012) who observe that when teachers share what they learn from in-service courses at the school level and comes to own new knowledge, it benefits their professional practices and then improves learning outcomes and was also in concurrence with Yadav et al.,(2013) who indicated that by sharing what they learn from in-service teacher education programmes with the rest of staff accords them opportunities to discuss and refine their conceptions about teaching and learning through construction of new knowledge. Correspondingly, Hightower, et al. (2011) submit that one of the key areas of focus in quality professional development is involving teams of teachers from the same school to participate together to positively impact on learning outcomes.

The interviews with the Head teachers indicated that teachers learn new instructional communication skills from in-service courses that enable them to present lessons effectively to the learners by employing more of learner-centered approach in their lessons. The following excerpts illustrate the concern:

Borrowing from some of the class room observations during the SMASE Mathematics and Science lessons that I have observed, I came to learn that teachers were trained on to how give clear instructions to learners during class practical activities to allow for the hands-on, minds-on concept be used to achieve lesson objects and make learnt material sink in the mind of the learner. Through the emphasis of ascertaining and use of the learners' previous knowledge before introduction of new concepts.(Head teacher, 2)

The findings of Head teacher 2 is in concurrence to Karen et al. (2010) and Tracey and Hudson (2011) who underscore the importance of good communication skills that enhance the use of high levels of students engagement through astute questioning skills by use of high order and lower order questions that are equitably distributed to all learners structured on lessons that thread out the key concepts in the introduction, body and conclusion. Yadav et al., (2013) content that in-service education empower teachers with communication abilities that enable them to give clear instructions during their interaction with individual learners and whole class settings.

During interviews with the Head teachers, the study established that teachers learn expert use of instructional materials thereby allow them to provide quality education as measured by learning outcomes. One head teacher said:

Teachers who attended in-services courses are able to successfully interact with learners through the use of both print and electronic instructional materials such as books, radio and real objects thus make their lessons to be interesting to learners and motivate them to learn. (Head teacher, 9)

The findings from head teacher 9 was similar to Maende and Luvai(2014b) which indicated that in-services courses boosted teachers ability to use instructional material to effect high learning outcomes. Similarly, Yadav et al., (2013) agree that after exposure to in-service training, teachers are able to effectively use print materials and audio-visual aids to deliver the lessons in classes efficiently. Additionally, Argentin, Simona, Marco, Origo and Laura (2015) who carried out a study in Italy on the impact of the use of ICT on students' academic achievement observe that the impact of ICT on student learning and achievement depends on whether and how the new technologies are integrated and used in the teaching and learning processes and not just their availability.

From the interviews with the Head teachers the study established that the Deputy Head teachers and teachers participate in divisional committees to share their professional experiences to enable them help colleagues who might be having some challenges in the course of their duty and also let them learn from those of them who are succeeding in new areas learnt in courses. The following excerpts illustrate the concern:

When teachers are from in-service courses, they are normally given about one month to put in practice what they learnt, then they are called to division meetings to give them chance lay out their experiences while they were implementing the curriculum concerns and also learn from one another. (Head teacher, 1)

The findings from Head teacher 1 was similar to the assertion of Karen et al.(2010) which underlines the importance of teachers meeting in professional communities to learn from each other in order to improve their practice to enhance students' learning in respective schools. Similarly, Butcher and Stoncel (2012) assert that in-service courses enable

teachers to capture an enhanced professional status and a willingness to try new and innovative approaches such as engaging with colleagues for dialogue to sustain effective teaching and learning.

From the study it can be established that teachers are involved in identification of areas that require acquisition of new knowledge before in-service courses that they regularly attend are launched. The head teachers are exposed to both administrative oriented courses as well as curriculum courses. The study also established that in-service courses influenced learners’ academic performance in K.C.P.E. by enabling teachers to; learn new subject content knowledge, plan lessons as per learner needs, share what they learnt with the rest of the staff, learn new instructional communication skills, gain expert use of instructional materials and form divisional committees to share experiences.

4.2.3 Results and discussions of the study on the influence of further studies of teachers on learners’ academic performance in K.C.P.E.

The research question of the study was: How do further studies of teachers influence learners’ academic performance in K.C.P.E.?

4.2.3.1 Attendance of further studies

In this section Head teachers, Deputy Head teachers and teachers were asked to indicate if they have attended further studies since they were employed. Their responses are shown on Table 4.5.

Table 4.5 Attendance of further studies by respondents

Responses	Head teachers		Deputy head teachers		Teachers		TOTAL	
	f	%	f	%	f	%	f	%
YES	3	27.28	3	25	22	48	45	65
NO	8	72.72	9	75	24	52	24	35
TOTAL	11	100	12	100	46	100	69	100

Table 4.5 indicates that 3(27.28%) of head teachers, 3(25%) of Deputy head teachers and 22(48%) of teachers have attended further studies. These results reveal a low attendance of further studies by the top leadership of schools. The findings of this study is contrary to the T.S.C. policy on professional development of teachers which requires every teacher to regularly undergo staff development programmes in order to improve on their service quality (ROK, 2015).The indication that the school leaders are not exposed to further studies renders them to be ineffective in institutional management as suggested by (Mosiori et al., 2015).

During interviews with the Head teachers, the study established that lack of financial resources has made it difficult for the head teachers to attend further studies. One Head teacher remarked that:

I have a family of seven children, two of them are pursuing their degree courses at Universities and three are in high school, another one is expected to join Form one next year. So I have to consider the first before myself. (Head teacher, 8)

The findings from Head teacher 8 is in tandem with the assertion of Jansen et al. (2012) who recommend that the government should give financial support for teachers to attend further studies. Perhaps this is why the government of Singapore has included funding of teachers to access further education (Susan, 2008).

4.2.3.2 Further studies based on subjects taught currently

In this section Head teachers, Deputy Head teachers and teachers were asked to indicate if the subjects they learnt during further studies are the same ones they are teaching in terms of content and scope. Their responses are shown on Table 4.6.

Table 4.6 Further studies based on subjects taught. Head teachers (n=3), Deputy Head teachers (n=3), Teachers (n=22)

Responses	Head teachers		Deputy head teachers		Teachers		TOTAL	
	f	%	f	%	f	%	f	%
YES	1	33.33	1	33.33	2	9.09	45	65
NO	2	66.67	2	66.67	20	90.91	24	35
TOTAL	3	100	3	100	22	100	69	100

Table 4.6 shows that 1(33.33%), of head teachers and deputy head teachers studied subjects that they are teaching in terms of syllabus content and scope while 2(9.09%) of teachers indicated that they studied subjects that are related to the ones they are teaching. This result reveals that a majority of teachers who go for further studies in various tertiary institutions study subjects that are not in the primary school curriculum and it suggests that they are likely to have studied subjects that are inclined to secondary school curriculum yet they are teaching in primary schools. The findings of this study may render teachers not offering their best because they are not teaching in the environments that they were trained for (Mayan et al., 2014; Hanushek, 2016).

During interviews with the Head teachers the study established that teachers go for further studies with hope of being deployed in higher institutions and this has been catalyzed by lack of clear training policy from the government. The excerpt illustrates this concern:

It is very unfortunate that teachers decide on their own what to go and study irrespective of whether it is going to help the child or not. I think we can blame lack of clear policy guideline on this, which would have been giving directions on who studies what and the purpose the study is meant. (Head teacher, 11)

From the findings of Head teacher 11, the study established that teachers freely decide on what to study so long as they qualify for the course without minding whether the training will improve on their professional capacity or not. This findings were confirmed by the absence of such a policy when the researchers cross-checked the T.S.C. Act 2012, T.S.C. code of regulation 2015 and Sessional paper number 14 of 2012 which is the policy framework for education and training.

4.2.3.3 Level of further studies exposed to

In this section Head teachers, Deputy Head teachers and teachers were asked to indicate the level of further studies they have been exposed to for the last 1-5 years. Their responses are shown on Table 4.7.

Table 4.7 Level of further studies teachers were exposed to: Head teachers (n=3), Deputy Head teachers (n=3), Teachers (n=22)

Responses	Head teachers		Deputy head teachers		Teachers		TOTAL
	f	%	f	%	f	%	f
Diploma ECD	1	33.33	1	33.33	3	13.63	5
Diploma SNE	1	33.33	-	-	2	9.09	3
B.Ed.ECD	--		1	33.33	3	13.63	4
B.Ed. SNE	--		-	-	1	4.54	1
B.Ed.Arts.Prim	--		--		1	4.54	1
B.Ed.Arts. Sec.	1	33	1	33.33	10	45.45	12
B.Ed. Sc. Sec.	--		-	-	-	-	-
M.Ed.	--		-	-	2	9.09	2
TOTAL	3	100	3	100	22	100	28

Table 4.7 shows that 1(33.33%) head teachers, 1(33.33%) Deputy Head teachers and 3(13.63%) teachers undergone Diploma in ECD course. 1(33.33%) Head teachers and 2(9.09%) teachers went for Diploma Special Needs Education.1 (33.33%) Deputy head teachers and 3(13.63%) teachers went for B.Ed. in ECD.1 (4.54%) teachers and an equal number went for B.Ed. SNE and B.Ed. Primary option respectively.1(33.33%) head teachers,1(33.33%) 10(45.45%) went for B.Ed.Arts Secondary option.2(9.09%) teachers went for M.Ed.These results indicate that of the 28 respondents who had indicated that they went for further studies 1(3.57%) acquired further studies that was directly related to Primary school environment while 27(95.43%) learnt subject contents that were far from their work orientation. The findings of this study is in concurrence with Mayan et al.(2014) and Hanushek (2016) who indicated that some teachers attend further studies which are far from what their areas of specialization demands and they end up not being posted to high schools.

During interviews with the Head teachers, the study established that teachers opted for secondary school oriented courses because many Universities do not have B.Ed. primary option courses and the T.S.C as no clear policy on primary option courses. It also established that teachers who went for SNE courses had thought that after training they would be posted to

SNE schools and get special salary allowances. Moreover, the study indicated that the teachers who went for ECD courses hoped to work in the County government structures and be paid more. One head teacher said:

Further studies be it of degrees or diplomas is normally driven by the availability of chances for admission and the possibility of getting more money. Take a case of primary option you are asking why teachers cannot go for it. How many universities are offering it? And have you heard T.S.C. talk about it vividly just to guide the teachers? (Head teacher, 2)

From the findings of Head teacher 2 the study established that teachers choose which courses to go after considering if a course is likely to add some financial value on the teacher. This is in agreement to the finding of Shaikah(2014) who opined that teachers need to be rewarded and be recognized in order to take professional development seriously otherwise teachers may ignore programmes that do not reward them.

4.2.3.4 Influence of further studies of teachers on learners' academic performance in K.C.P.E

In this section, the researcher sought to find out how further studies of teachers influences learners' academic performance in K.C.P.E. To test on the influence of further studies of teachers on learners' academic performance in K.C.P.E., the respondents were given different statements on the influence of further studies of teachers on learners' academic performance and were asked to indicate the level of their agreement with each statement. The findings of the study were as presented in Table 4.13.

Table 4.7: Influence of further studies of teachers on learners' academic performance in K.C.P.E. Deputy Head teachers (n=12) and Teachers (n=46)

Further studies	Deputy head teachers		Teachers	
	f	(%)	f	(%)
Teachers learn practical teaching approaches	11	91.67	42	91.30
Teachers are able to use new teaching strategies in class	10	83.33	41	89.13
Teachers provide feedback to learners	10	83.33	40	86.96
Teachers develop high level of interaction with the learners.	9	75.00	39	84.78
Teachers believes about teaching have changed	8	66.67	38	82.61
Teachers are supported to use practical approaches learnt	7	58.33	35	76.09

From Table 4.7 the overarching way by which further studies of teachers influence learners' academic performance in K.C.P.E was that teachers learn practical approaches as cited by 11(91.67%) Deputy Head teachers and 42(91.30%) teachers. This findings concurs with Mwanja (2015) who indicated that training helped teachers acquire knowledge, skills and ability to explore their full capabilities in pedagogy, decision-making and curriculum planning and implementation.

Teachers are able to use new teaching strategies in class was indicated by 10(83.33%) Deputy Head teachers and 41(89.13%) teachers. The findings are similar to a study by Mwaniki (2012) which revealed that use of variety of teaching strategies by teachers inspires students' critical thinking among learners and increase knowledge retention and academic performance. Musili (2015) pointed out that opportunities for further training and development empower the teachers to be able to achieve educational goals and objectives hence realization of learners' higher academic achievement.

Teachers provide feedback to learners was indicated by 10 (83.33%) Deputy Head teachers and 40(86.96%) teachers. This finding concurred with that of Nicol (2009) who opined that further studies enable teachers to realize the importance of providing feedback to the learners throughout the time the teacher is with the learners to enable them get to know their progress during the teaching and learning process and was also similar to Wake ford (2006) who suggested that feedback

is part and parcel of teaching that should be inculcated through all stages of the lesson to allow the learners know their strong areas and work to correct the weak parts. Kimani et. al. (2013) confirm that marking class assignments and evaluation of CAT results has a significant positive effect on learners' academic achievement.

Teachers develop a high level of interaction with the learners was indicated by 9 (75%) Deputy Head teachers and 39(84.78%) teachers. These findings were in tandem with that of Musili (2015) who identified that further qualification encourage teachers to involve use of much teacher -learner interaction at individual level, group level or with the whole class in the teaching process to enable meaningful learning to be achieved by majority of the learners in a class. Kofi and Ekua (2015) proffered that students learn more when their teachers engage in practical pedagogies as evidenced by active class interactions that enable the students make connections of what they learn.

Teachers' believes about teaching have changed was indicated by 8(66.67%) Deputy Head teachers and 38 (82.61%) teachers. These findings were similar to Kim, Hang and Rebecca (2014) who carried out a study in South Korea to examine the elementary teachers' mathematics teaching efficacy beliefs and what factors increased their efficacy which indicated that teachers' efficacy increased with professional development programmes they attend and positively effect on learners' academic performance since it encourages teachers persistence on task and use of innovation in their teaching.

Teachers are supported to use practical approaches learnt was indicated by 7(58.33%) Deputy Head teachers and 35(76.09%) teachers. This finding is similar to Kofi and Ekua (2015) whose study in Ghana concluded that the instructional support given to teachers by the school leadership and colleagues are determining factors that may make teachers apply new knowledge acquired in further education to allow for the learners have quality learning outcomes.

During the interviews with the head teachers the study established that in as much as further studies may be providing teachers with various aspects of knew strategies and content for teaching, majority of teachers do not use such strategies in class practices because the system has not been keen to, one to identify relevant subjects and their content to be learnt in tertiary institutions and second to promptly reward teachers by promotion as and when due. One head teacher said:

Largely it depends on why one goes for further studies. Almost all teachers went to acquire more certificates so that they may be promoted but not to improve their skills and effect on learners' academic performance because they had waited endlessly but they did not get promoted nor show it coming through classroom performance. (Head teacher,4)

The findings from Head teacher 4 concur with HakiElimu (2011) whose study in Tanzania indicated that teachers' qualification alone does not effect on their commitment to work unless their job satisfaction is mediated by working conditions such as timely promotions. This is in concurrence to Adie and Ambe (2014) in Nigeria which indicate that teachers' professional qualification do not significantly influence the implementation of instructional programmes. Additionally, Fennena and Frank (2006) opined that the perception of teachers for effective teaching of any subject depends to a large extent on the teachers' understanding of the nature of the subject matter. Muindi (2011) observes that positive attitude of academic staff towards work are effected in part by work place conditions such as career progression and commensurate salary.

During the interviews with the head teachers the study established that further studies enable them provide constructive feedback to the learners especially after tests have been done and analysis done that helps learners identify the difficult questions in each subject and it also help teachers to plan for remedial work. One Head teacher said:

There are two teachers in my staff who did ICT in the further education who have been very instrumental when it comes to tests results analysis to enable us discuss our strengths and weaknesses as a school and guide the weak learners. (Head teacher, 4)

The findings from Head teacher 4 gives credence to assertion of Nicol (2009) who asserted that diagnosis of test results and giving feedback to learners comes in handy to help the school monitor and evaluate the progress of learners.

According to the Head teachers interviewed, the study established that further studies does not enable teachers to realize why it is critical to enhance teacher- class interaction during the teaching process to aid in increasing acquisition of skills and knowledge during lessons. One head teacher remarked:

Teachers' attendance to further studies has not effectively changed their approaches to teaching save for a few cases for those teachers who took SNE related courses that apply new approaches in handling some isolated cases of special needs learners but just slightly because inclusive education has not been fully embraced by the teachers. (Head teacher, 4)

The findings from Head teacher 4 is in contrast with a study carried out in Ghana by Kofi and Ekua (2015) which revealed that further studies of teachers build their capacity to interact with the learners during teaching and learning activities.

During the interviews with the head teachers the study established that even though further studies of teachers improve their professional status and socio-economic circumstances, only a small number who appreciate and like their job become competent in service delivery in schools. The following excerpts illustrates this concern:

A small number of teachers after acquiring further education through the training they get from colleges become more aware of the professional expectations and tend to prove that at least they learnt new aspects of the job this is also enhanced due to their upgrading that motivates them and increase their satisfaction with the work they do. (Head teacher, 11)

The findings from Head teacher 11 are similar to those revealed by the literature which suggest that further studies of teachers that lead to competency improvement and career progression increases their job satisfaction (Oyugi, 2012) but it is in contrast to HakiElimu (2011) which suggest that further studies do not improve teacher competency.

During the interviews with the head teachers the study noted that after further studies of teachers the head teachers support them to make them implement aspects of the newly learnt areas in the school to help the school also realize its dreams. One head teacher said:

In my school we highly appreciate the importance of further studies which teachers undergo because it also help the school in meeting curriculum targets, thus the school from time to time ask the teachers to be open and ask for assistance where necessary so that they put in practice what they learn. For instance, the teachers who go for ECD courses are helped with money to buy instructional materials that they use in class and with their colleagues. (Head teacher, 3)

The findings from head teacher 3 concurred with the findings of Kofi and Ekuas (2015) who opined that support for teachers during and after further studies is very valuable because it enables them use the knowledge they acquire.

From the study it can be established that a small number of the head teachers and deputy head teachers attend further studies as opposed to a fairly large number of teachers. The subjects that are learnt during further studies are not directly related to the primary school curriculum. Bachelor of education arts secondary option courses attract many trainees. Further studies of teachers influenced learners' academic performance in K.C.P.E. by enabling teachers to; learn practical approaches to teaching, give feed -back to learners, change their teaching believes, are supported to use practical approaches learnt. However, it can also be established that it does not make teachers to develop high level of interaction with the learners and use new teaching strategies.

4.3.4 Results and discussions of the study on the influence of promotion of teachers to higher job groups on learners' academic performance in K.C.P.E.

The research question of the study was: How has promotion of teachers to higher job groups influenced learners' academic performance in K.C.P.E.

4.3.4.1 Respondents responses on whether they have been promoted

The study sought to find out if respondents have been promoted to higher job groups since employment as this is believed to influence their motivation towards work as indicated by Head teachers, Deputy Head teachers and teachers. The responses were shown on table 4.14.

**Table 4.8: Distribution of respondents on promotion to a higher job group
Head teachers (n=11) Deputy Head teachers (n=12) and Teachers (n=46)**

Responses	Head teachers		Deputy head teachers		Teachers		TOTAL	
	f	%	f	%	f	%	f	%
YES	11	100	8	67	22	48	41	59
NO	--		4	33	24	52	28	41
TOTAL	11	100	12	100	46	100	69	100

Table 4.8 shows that, out of the 69 respondents all Head teachers and 8(67%) Deputy Head teachers indicated that they have been promoted to higher job groups. While 22 (48%) of the teachers reported that they have been promoted to higher job groups. 24 (52%) of them indicated that they have not been promoted. The results reveal that 41(59%) of respondents have been promoted. This is expected to motivate them to work hard and post good results (Mugweru, 2013).

During interviews with Head teachers the study established that many teachers have stagnated in one job group for over fifteen years without promotion and the trend has demoralized many of them. One Head teacher said:

Teaching in Kenya is characterized with joining the profession and working and working without being promoted. There are those of us who have worked for as many as fifteen years and have not been promoted. In some cases we teach with our former pupils in the same staff and with them because of parallel degrees some of them just get promoted after working for may be six years. (Head teacher, 5)

The findings from Head teacher 5 concurred with that of Bennell and Akyeampong(2007) which proffered that delays in promotion of teachers highly demotivates and demoralizes them to the level that they begin to dislike their profession and the work they do. Correspondingly, UNESCO (2014) weighed in and noted that low job satisfaction leads to low productivity of employees.

4.3.4.2 Level of promotion of respondents

The study sought to find out the level of promotion of respondents and their responses were indicated on table 4.15.

Table 4.9 Level of promotion of respondents: Head teachers (n=11), Deputy Head teachers (n=8), Teachers (n=22)

Responses	Head teachers		Deputy head teachers		Teachers		TOTAL
	f	%	f	%	f	%	f
ATS IV	218.18		1	12.5	2	9.09	5
ATS III	327.27		2	25.0	1	4.54	6
ATS II	327.27		1	12.5	2	9.09	6
ATS I	218.18		2	25.0	2	9.09	6
GRAT II	19.09		1	12.5	9	40.90	11
GRAT I	-	-	1	12.5	6	27.27	7
SNR APPR II	-	-	-	-	-	-	-
SNR APPR I	-	-	-	-	-	-	-
TOTAL	11	100	8	100	22	100	41

From Table4.9, 2(18.18%) Head teachers, 1(12.5%) Deputy Head teachers and 2(9.09%) teachers were promoted to ATS IV grade.3 (27.27%) Head teachers, 2(25%) Deputy Head teachers and 1(4.54%) teachers were in ATS III grade. While 3(27.27%) Head teachers, 1(12.5%) Deputy Head teachers and 2(9.09%) teachers were in ATS II grade. 2(18.18%) Head teachers, 2(25%) Deputy Head teachers and 2(9.09%) teachers were in ATS I. A further 1(9.09%) head teachers, 1(12.5%) Deputy Head teachers and 9(40.90%) teachers were in GRAT II grade. Finally the results reveal that 1(12.5%) Deputy Head teachers and 6(27.27%) teachers were in GRAT I grade. The results indicate that the T.S.C has been implementing its teachers promotion policy has spelt out in its policy documents (Republic of Kenya,2015a,2015b) with a view to motivate them to work efficiently to provide quality education.

4.3.4.3 Basis of promotion of respondents to higher job group

The study sought to find out the basis on which respondents had been promoted to higher job groups. Their responses were as shown on table 4.16.

**Table 4.10: Distribution of respondents on the basis of promotion to a higher job group
Head teachers (n=11), Deputy Head teachers (n=8) and Teachers (n=22)**

Responses	<u>Head teachers</u>		<u>Deputy head teachers</u>		<u>Teachers</u>		<u>TOTAL</u>	
	f	%	f	%	f	%	f	%
Performance	436		338		--		717	
Further studies	19		1 12		1772		19 46	
In-service Experience	655		4 50		5	28	15 37	
	--		-		-		-	
TOTAL	11	100	8100		22	100	41	100

Table 4.10 shows 4(36%) Head teachers and 3(38%) Deputy Head teachers were promoted because of performance. 1 (9%) Head teacher, 1(12%) Deputy Head teachers and 17(72%) teachers were promoted on the basis of further studies while 6(55%) Head teachers, 4(50%) Deputy Head teachers and 5(28%) teachers were promoted after their attendance of in-service courses. The results reveal that majority of the respondents were promoted because of either attending further studies or in-service courses and few of them because of performance. None of the respondents was promoted because of experience in the job. The trend of teacher promotion seems to suggest that the T.S.C. regards teacher staff development highly because it could be that teachers are believed to have upgraded their knowledge and skills in the job that may be tapped to influence quality education. This result is in concurrence to the study of Kiruja and Mukuru (2013) who opined that it is critical for teachers to be rewarded for attending staff development programmes as this will motivated them to work hard because it will be a prove of recognizing their effort.

During the interviews with the Head teachers the study established that majority of teachers have been promoted after undergoing through the teachers’ proficiency courses or further studies and a few through performance.

Most of the teachers including school leaders gotten their promotions after going for proficiency courses or further studies because that the only avenue opened for them by the employer. (Head teacher, 6).

The findings with Head teacher 6 confirms the Republic of Kenya (2015b) assertions that teacher promotions must be pegged on performance and professional development

4.3.4.4 Influence of promotion of teachers to higher job groups on learners’ academic performance in K.C.P.E.

In this section, the researcher sought to find out how promotion of teachers to higher job groups influences learners’ academic performance in K.C.P.E. To test on the influence of promotion of teachers to higher job groups on learners’ academic performance in K.C.P.E., the respondents were given different statements on the influence of promotion of teachers to higher job groups on learners’ academic performance and were asked to indicate the level of their agreement with each statement. The findings of the study were as presented in Table 4.17.

Table 4.11: Influence of promotion of teachers to higher job groups on learners’ academic performance in K.C.P.E. Deputy Head teachers (n=12) and Teachers (n=46)

Promotion of teachers	<u>Deputy head teachers</u>		<u>Teachers</u>	
	f	(%)	f	(%)
When done immediately after graduation	12	100	44	95.65
Make them feel their work is recognized	11	91.67	43	93.47
Increases class teaching	10	83.33	41	89.13
Should be done on basis of	9	75.00	39	84.78

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performance				
Should ensure teachers are retained in current schools	8	66.67	37	80.43
Increases competition among teachers	8	66.67	35	76.08

From Table 4.11 the over-arching way by which promotion of teachers influences learners' academic performance was when teacher promotion is done immediately after graduation as cited by 12(100%) Deputy Head teachers and 44(95.65%) teachers. The above finding was similar to Sahlberg (2012) in Finland which showed that immediately reward of teachers after attending further education is very valuable when considering factors that influence learners academic performance and was in concurrence with Pervin and Campbell (2011) in a study which concluded that rewarding teachers who have labored to acquire further qualification as early as possible is a contributing factor that influence quality test scores among learners.

Make them feel their work is recognized was indicated by 12(100%) Deputy Head teachers and 44 (95.65%) teachers. The above finding was similar to Oyugi (2014) in Kenya which showed that teacher promotion is an indication that their work is being appreciated by their employers after posting splendid performance and is very valuable when considering factors that influence learners academic performance and was in concurrence with Bennell et al. (2007) which concluded that promoting teachers is a sign that their effort is noted by the institutional management. Additionally, Bantu, Onyango and Bett (2013) posit that there is a positive correlation between teacher motivational factors such as promotion and academic performance.

Increases class teaching was indicated by 10(83.33%) Deputy Head teachers and 41(89.13%) teachers The above finding was similar to Kiruja et al., (2013) in Kenya which showed that promotion of teachers increases their job satisfaction and performance which are considered positive indicators to good academic performance and was in concurrence with Mugweru (2013) in a study carried out in Kenya which concluded that when teachers are promoted, their work output increases and might play an important role in learners good academic performance.

Should be done on the basis of performance was indicated by 9(75%) Deputy Head teachers and 39(84.78%) teachers. The above finding was similar to Matoke et al., (2015) who recommended that teachers should be paid according to their level of education and years of experience and their promotion should be on the basis of their skills acquired and classroom performance so as to increase their effort to service delivery for the learners.

Should ensure teachers are retained in schools by 9(66.67%) Deputy Head teachers and 37(80.43%) teachers. The above finding was similar to EI (2015) which opined that teaching has not been an attractive profession especially to the young and high attrition rates have been noted due to difference in status between teaching profession and other profession caused by differences in salaries and working conditions which are to the disadvantage of teachers. Probably that is why Mkumbo (2012) proffered that improving teachers' pay and promotion could arrest the low commitment of teachers to the profession and reduce cases of high attrition noted in many sub-Saharan countries. Kiruja et al., (2013) submit that satisfied employees remain loyal to their stations and feel no pressure to move to a new station thus institutions should strive to ensure that talented and the over-achieving employees are retained by rewarding them.

Increase competition among teachers was indicated by 8(66.67%) Deputy Head teachers and 35(76.08%) teachers. The above finding was similar to Ogunlade et al.(2015) in Uganda which showed that promotion of teachers to higher job groups enhances competition among them to the level that they work very hard to achieve higher promotions and this may eventually influence learners academic performance and was in concurrence with Chu et al.(2014) in a study carried out in China which concluded that teacher promotion enhances teacher competition for better individual teacher subjects results thus influencing quality test scores among learners.

During interviews with the Head teachers, the study established that immediate promotion after graduation motivates teachers to work hard to influence academic performance of learners. One of the head teachers said:

Teachers borrow a lot of money in banks to attend further studies as you know in Kenya parallel degree programmes are hardly sponsored by the government so upon completion, they would highly appreciate if they are promoted immediately instead of waiting and waiting for years before promotion. (Head teacher, 9)

The findings from head teacher 9 was similar to Sahlberg (2012) who identified that the immediate promotion of teachers leads to good academic performance and was in concurrence with Mwanja (2015) in a study carried out in Kenya which indicated that immediate promotion of teachers after their courses highly motivates them to work hard.

During interviews with the Head teachers, the study established that teachers expect that after showing splendid performance in the school they should be promoted to higher grades so that they feel their work is noted by the employer. One of the head teachers said:

Our work as teachers is usually challenging and for us to attain good results it calls for a lot of commitment on the side of teachers. It goes without saying that good work should be rewarded by the T.S.C. because we work for it as the employer hence it should reward our efforts. (Head teacher, 10)

The findings from head teacher 2 was similar to Chu et al. (2014) in China who identified that the immediate promotion of teachers leads to good academic performance and was in concurrence with Kimani et al. (2013) in a study carried out in Kenya which indicated that teachers job group had a very positive correlation to students' academic achievement.

During interviews with the Head teachers, the study established that; promotion of teachers to higher job groups do not make them more productive in classrooms because the said promotions were acquired through further studies and not through having proven good classroom practice. Above all teachers go for the studies after having waited in vain to get promotions founded on classroom practice. Additionally, most teachers study courses that are of no direct use in classroom. One of the head teachers said:

Just to be frank with you, majority of teachers got promotion due to degrees they get but little is seen in their class work. They did not go for better practice but for more salaries that made them to go for further studies. After getting it, what else do they need? Except for those who went for special needs, I sometimes see them handle those isolated cases of special needs children with passion and care. Let us consider also the subjects that they do there, what has Masters in Project Planning to do with Primary schools for example?(Head teacher, 2)

The findings from head teacher 2 was similar to Hanushek (2016) in U.S.A.who identified that there is no relationship between graduate degrees and classroom performance at least as measured by students' academic performance because teachers do not do courses that match actual classroom subjects. Additionally, HakiElimu (2011) observes that teachers with degrees have very low job commitment compared to those who have certificates and diplomas. However, this was in contrast to Maende et. al. (2014a) which indicated that teachers with higher qualifications posted higher test scores among the learners.

To cross check the above findings, the researcher confirmed the claims of head teachers in that in most schools, professional records such as schemes of work and lessons plans that explains the processes of lessons and enhances their quality were not available in many schools. Instructional supervision records also indicated that lesson attendance by teachers were somehow low. In such schools, academic performances were quite low.

During interviews with the Head teachers, the study established that promotion of teachers to higher job group should not only consider classroom performance but also experience on the job as well as professional development. One of the head teachers said:

In as much as teachers should be promoted on basis of performance it is equally fine to consider those teachers who have been in one grade for many years without promotion because posting good results alone if considered leaves many teachers outside since our schools are not equally well resourced. (Head teacher, 3)

The findings from Head teacher 3 was similar to Bennell et al.(2007) who identified that the promotion of teachers leads to good academic performance and was in concurrence with Ombuya (2015) in a study carried out in Kenya which contents promotion of teachers highly motivates them to work hard.

During interviews with the Head teachers, the study established that the teachers who are promoted to higher job especially those who have been instrumental in good academic performance of a school should be retained in that school to avoid academic standards coming down. One of the head teachers said:

This school used to have a very good mathematics teacher but after completing his course, he was transferred to an urban school. Since then the school has been performing badly in the subject. For instance we used to hang around a mean of 58 to 65 in Mathematics but the school hardly reach a mean of 47. (Head teacher, 5).

The findings from head teacher 10 was similar to UNESCO (2014) which identified that the school systems should strive to retain good staff to sustain good academic performance and was in concurrence with World Bank (2005) in a study carried out in Latin America which indicated that governments should check for ways of adjusting teachers working conditions in order to retain them in the profession.

During interviews with the Head teachers, the study established that promotion of teachers to higher job groups introduces competition among them and this behavior work toward increasing learners' academic performance. One of the head teachers said:

The promotion of teachers especially on the basis of performance as it used to be long ago before the introduction of parallel courses used to create competition among teachers and those were the days when we had a lot of good classroom teachers. Nowadays they are very few to come by. (Head teacher, 7)

The findings from head teacher 7 was similar to Ogunlade et al.(2015) in Uganda who identified that teacher promotion on basis of performance enhances competition among them because each of them would want to prove his or her worth in the job. Correspondingly, Chu et al. (2014) demonstrate that higher job groups has a positive and significant impact on the achievement of an average learner due to teacher commitment to teaching duty in the classroom.

From the study it can be established that the T.S.C. has endeavored to promote teachers progressively across various grades majorly on the basis of further studies or in-service courses. However, some teachers stagnate in one grade for a long time. Teacher promotion to higher job group influenced learners' academic performance in K.C.P.E;when done immediately after graduation, because it make them feel their work is recognized, when promoted teachers are retained in the school, pegged on performance, experience and further studies and by increasing competition among teachers. However, it also established that promotion of teachers which was based on further studies does not increase teachers' class teaching.

4.3.5 Results and discussions on the influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E.

The research question for this study was: How do promotion of teachers to leadership position influence learners' academic performance in K.C.P.E.

4.3.5.1 Response of respondents on basis of their promotion to leadership

The study sought to establish the basis of promotion of school administrators to leadership as this determines how schools are managed and the results realized from them. Their responses were shown on table 4.18.

Table 4.11 Response of respondents on basis of their promotion to leadership. Head teachers (n=11) and Deputy Head teachers (12).

Basis of promotion	Head teachers		Deputy head teachers		TOTAL	
	f	%	f	%	f	%
Performance	10	92	12	100	22	96
Further studies	-	-	-	-	-	-
Years of experience	1	8	-	-	1	4
TOTAL	11	100	12	100	24	100

Table 4.11 shows that 10(92%) Head teachers and 12(100%) Deputy Head teachers were promoted to leadership position due to their performance.1 (8%) head teacher indicated that his promotion was based on experience in the job. The results reveal that appointment to school leadership is influenced by ones performance in the school activities and not necessarily having been exposed to any prerequisite training that would render a teacher more skillful in his or her position (Mosiori et al., 2015).

During interviews with the head teachers the study established that promotion to leadership was often determined by how one performs in class work or to a lesser extent co-curriculum activities. One head teacher commented:

They check so much how one has been performing in his/her respective subject, and to what extent one has been upholding professional ethics while performing his/her duties. And in some cases in co-curriculum activities. (Head teacher, 11)

The interview with the Head teacher concurs with Mosiori et al. (2015) who indicated that appointment of school leaders is majorly based on their classroom performance as opposed to establishing whether one has administrative and managerial skills that enable him/her manage the school prudently.

4.3.5.2 Response of respondents on acquiring administrative skills before appointment to leadership position.

The study sought to establish on whether lead school administrators acquired training before they were appointed to school leadership as this factor is believed to determine how school leaders implement various policy matters in the schools for quality service delivery as indicated by Head teachers and Deputy Head teachers. Their responses were shown on table 4.19.

Table 4.12: Response of respondents on acquiring administrative skills before appointment to leadership position. Head teachers (n=11), Deputy Head teachers (n=12)

Responses	<u>Head teachers</u>		<u>Deputy head teacher</u>		TOTAL
	f	%	f	%	
YES	-	-	-	-	-
NO	11	100	12	100	23
TOTAL	11	100	12	100	23

Table 4.12 shows 11(100%) Head teachers and 12(100%) Deputy Head teachers indicated that they were not exposed to special training that would have enabled them acquire administrative skills before they were appointed to leadership positions in their respective schools. Therefore, the results reveal that appointment of schools administrators to headship does not consider actual management skills possessed by office holders before appointment but classroom performance or years of experience might had been used as a yard stick in their appointment. Mosiori et al.,(2015) suggest that such a scenario place schools under unskilled hands that may compromise education quality. This suggestion concurs with Orodho et al., (2014) which indicated that to achieve quality education, head teachers of schools should be well grounded with conceptual, human and technical skills.

During the interviews with the head teachers, the study established that at no given time have teachers been asked to prove whether they have gone for administrative training before appointment to leadership positions or not. One head teacher said:

Ask any head teacher, you will find that it was not a requirement even to be short listed for leadership interviews that one had to have gone for leadership training before appointment. Including myself, I wasn't ask for such a thing. We were just appointed like that. (Head teacher, 7)

The findings of the Head teacher 7 concurs with Bennell et al., (2007) who identified that leadership of schools are not appointed on basis of skills possessed but on academic qualifications, experience or classroom performance and it is in contrast to the recommendation of Mosiori et al. (2015) who suggested that school leaders should be appointed only after they have attended in-service courses to be equipped with right skills for school administration.

4.3.5.3 Influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E.

In this section, the researcher sought to find out how promotion of teachers to leadership positions influences learners' academic performance in K.C.P.E. To test on the influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E., the respondents were given different statements on the influence of promotion of teachers to leadership positions on learners' academic performance and were asked to indicate the level of their agreement with each statement. The findings of the study were as presented in Table 4.20

Table 4.13: Influence of promotion of teachers to leadership positions on learners’ academic performance in K.C.P.E. Deputy Head teachers (n=12) and Teachers (n=46)

Leadership promotion	Deputy head teachers		Teachers	
	f	(%)	f	(%)
Enable them add effort at work	12	100	43	93.48
Increases their status and ability to influence stakeholders input	11	91.67	41	89.13
Increases supervision of teachers	11	91.67	40	86.96
Enhances support of school team work.	10	83.33	39	84.78
Ensures involvement of teachers in decision making	10	83.33	39	84.78
Increases use of effective communication channels	9	75	38	82.61

From Table 4.13 the main way by which promotion of teachers to leadership positions influences academic performance in K.C.P.E is that it enable them to add effort at work as cited by 12(100%)Deputy Head teachers and 43(93.48%) teachers. This result is similar to Mugweru (2013) who identified that promotion of teachers to leadership position make them add effort at work to prove their ability that they are competent enough to manage institutions of learning.

Increases their status and ability to influence stakeholder input was indicated by 11(91.67%) Deputy Head teachers and 41(89.13%) teachers. The above finding was similar to Hargreaves and Flutters (2013) who averred that teachers’ low pay has reduced their status in the society. Thus their appointment to administrative positions may contribute towards re-building their self-image to be able to influence the contribution of other school stakeholders for better performance of both the teachers and the learners.

Increases supervision of teachers was indicated by 11(91.67%) Deputy Head teachers and 40(86.95%) teachers. The above finding was similar to Mukoro and Pupu (2013) who contend that instructional supervision helps to support teachers to enhance learning by enabling them match and mediate changes in the education system so that to increase learners’ academic performance in national examinations. Similarly, Okumbe (1999) as cited by Lukingi (2014) underscores the importance of instructional supervision as an administrative strategy aimed at stimulating teachers towards better pedagogic and testing effectiveness hence optimizing teaching and learning outcomes. Musungu and Nasongo (2008) as cited in Mwangi (2013) observed that head teachers in high performing schools supervised teachers’ professional documents frequently compared to those in average and low performing schools. Khaemba (2009) pointed out that teachers should be supervised in areas such as keeping professional documents in order to accomplish the mission of the school.

Enhances support of school team work was indicated by 10(83.33%) Deputy Head teachers and 39(84.78%) teachers. The above finding was similar to Matoke et al., (2015) in Kenya which indicated that school leaders should embrace dynamic, proactive and democratic leadership skill to keep with modern day trends in educational practice in order to influence performance of all stakeholders especially the teachers who are the backbone of quality education.

Ensure involvement of teachers in decision making was indicated by 10(83.33%) Deputy Head teachers and 39(84.72%) teachers. The above finding was in concurrence with Mwanja (2015) in a study carried out in Kenya which indicated that involvement in decision making generates high morale among staff and promotes greater group productivity thereby improves learners’ academic performance. Evarard, Morris and Ian (2008) agree that consultative decision making promotes cohesiveness and enhances collective and individual responsibility to perform actions so that organizational goals are realized for instance in quality test scores among learners.

Increases use of effective communication channels was indicated by 9(75%) Deputy Head teachers and 38(82.61%) teachers. The above finding was similar to Mwanja (2015) who opined that use of communication channels such as frequent staff meetings where teachers get information from the administration and they are also listened to increases their positive attitude about school and influence good academic results in national examinations.

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During interviews with the Head teachers, the study established that promotion of teachers to leadership positions make them add effort at work to influence school programmes. One of the head teachers said:

It has occurred to me that I have to be the first person to arrive and the last one to leave in all school activities such as attending to duties and good classroom practices so that influence the behavior of other teachers and parents and pupils. (Head teacher, 10).

The findings from head teacher 10 was similar to Oyugi (2014) who identified that promotion of teachers makes them add effort at work thus influence academic performance and was in concurrence with Mugweru(2013) in a study carried out in Kenya which indicated that promotion of teachers motivate them work hard.

During interviews with the Head teachers, the study established that promotion increase school leaders' status among the school stakeholders and are therefore able to influence their participation on school instructional programmes identification and implementation: One of the head teachers said:

The school deputy head teacher has served in the school for several years. Before his appointment to leadership, he could not handle staff issues such as delegation of duties or holding staff meetings in my absence but today he is a very influential leader who is able to preside over even parents' meeting to discuss school matters. (Head teacher, 6).

The findings from head teacher 6 was similar to Karen, Beverly and Kyla (2010) which identified promotion of teachers that increases their status calls upon them to develop trust and share leadership to enhance good academic performance.

During interviews with the Head teachers, the study established that school leaders supervise teachers' preparation such as checking their schemes of work and lesson plans and observe them in classes during lessons. However owing to the workload that they have sometimes supervision is not satisfactory done as per termly plans of activities. One of the head teachers said:

I usually plan my termly activities that includes teacher supervision in form of approving their professional records and observing them in classes but time constrains due to so many internal and external school activities, I find myself doing very little in terms of supervision. (Head teacher, 1).

The findings from head teacher 1 was similar to Osagie and Okafur (2012) whose study in Nigeria identified that school supervision is not adequately done because of the many duties allocated to school and district leaders and it recommended that the inspectorate at the Ministry of Education should enlist more personnel to strengthen supervision of schools to create a meaningful impact on students' academic performance.

During interviews with the Head teachers, the study established that schools that has developed it as a culture to support the welfare of teachers have continued to post good results because of sustained teacher effort in class work. One head teacher said:

In this school teachers like work. By 6.30am the school is on and goes up to 6.00p.m in the evening. For the extra commitment that they show my office and the parents have sourced for funds that we give teachers. For instance, the school gives them some tokens to appreciate their work during the year and those who get a mean of 60 in K.C.P.E gets Kenya Shillings 1000 automatically. They have come to like the school more than any other time before. In fact their good work is shown by K.C.P.E scores that have been in the range of 281.49 to 294.51 since 2011 to 2015. (Head teacher, 1)

The findings from head teacher 1 lay credence to the stream of research evidence of Baraza (2015) in Kenya and Dee and Wyckoff (2013) in U.S.A. who identified that teacher incentives are directly related to learners' improved academic performance therefore they should be availed to motivate teachers to work hard so as to register good academic performance. In the same line, Ali, Abdulkadir and Mahamud (2016) and Muralidharan, Sundararaman (2011) assert that rewards given to teachers increase their job satisfaction and is positively correlated to academic performance of learners.

During interviews with the Head teachers, the study established that it is a very critical factor in institutional administration when leaders involve school stakeholders and particularly the teachers in decision making to arrive at school plans. One of the head teachers said:

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In this school as it should be elsewhere we use a lot consultative mechanism before we reach at a collective decisions on issues that affect the school. For instance in matters of curriculum implementation, we hold monthly meetings to review our progress in terms of successes and challenges. (Head teacher, 9)

The findings from head teacher 9 was similar to Mwania(2015) who posits that allowing teachers to participate in open and free decision making enhances their capacity to participate and own school programmes.

During interviews with the Head teachers, the study established that use of effective communication channels highly contribute to school ownership as evidenced by participation of stakeholders and good academic performance. One of the head teachers said:

We frequently hold meetings in the school with the teachers, B.O.M, P.A. and the students to keep them informed about school programmes and activities not to mention creating linkages with the education offices and the political elites. (Head teacher, 3).

The findings from head teacher 3 was similar to Erasmus(2012) who carried out a study in Ghana and indicated that having proper and regular communication with stakeholders is critical to realizing good academic achievement among learners.

From the study it can be established that teachers are promoted to leadership positions on the basis of performance and none of them are exposed to training to acquire administrative skills before appointment to leadership positions. Promotion to leadership positions influenced learners' academic performance in K.C.P.E. by enabling school leaders to; add effort at work, increase their status and ability to influence stakeholders input, increases supervision of teachers, enhances support of school team work, ensure involvement of teachers in decision making and increased use of effective communication channels.

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings of the Study

This section presents the summary of the findings of the study on influence of staff development of teachers on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County, Kenya. The study attempted to answer the following research questions in line with the objectives.

1. How do in-service courses of teachers influence learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County?
2. How do further studies of teachers influence learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County?
3. How far has the promotion of teachers to higher job groups influenced learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County?
4. How has teacher promotion to leadership positions influenced learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County?

5.1.1 Influence of in-service courses of teachers on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County.

The first objective of the study was to find out the influence of in-service courses of teachers on learners' academic performance in K.C.P.E.

The study established that the main ways by which in-service courses of teachers influenced learners' academic performance was by enabling teachers to learn new subject content knowledge, plan lessons as per learner needs, share what they learnt with the rest of the staff, learn new instructional communication skills, gain expert use of instructional materials and form divisional committees to share experiences.

5.1.2 Influence of Further studies of teachers on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County

The second objective of the study was to assess the influence of further studies of teachers on learners' academic performance in K.C.P.E.

The study established that further studies of teachers influence learners' academic performance by enabling teachers to; learn practical teaching approaches, provide feed-back to learners, change their believes about teaching and be supported by schools to use practical approaches. However, it also revealed that further studies does not make them use new teaching strategies in class nor does it make them develop high interaction with the learners.

5.1.3 Influence of Promotion of teachers to higher job groups on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County

The third objective of the study was to describe the influence of promotion of teachers to higher job groups on learners' academic performance in K.C.P.E.

The study established that promotion of teachers to higher job groups influences learners academic performance; when it is done immediately after graduation, make them feel their work is recognized, when teachers are retained in same schools, increases competition among the teachers and when experience, performance and further education are also used as parameters that determine how one can be promoted. However, it revealed that promotion of teachers does not increase their class attendance as was indicated by the head teachers.

5.1.4 Influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E.

The fourth objective was to explore the influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E.

The study established that promotion of teachers to leadership positions influence learners' academic performance by; enabling them add effort at work, increases their status and ability to influence stakeholders input in school affairs, increases supervision mechanisms of teachers, enhances support of school team work, ensures involvement of teachers in decision making and increases use of effective communication channels in the school.

5.2 Conclusions**5.2.1 Influence of in-service courses of teachers on learners' academic performance in K.C.P.E.**

Given that in-service courses of teachers were found to be very influential in learners' academic performance K.C.P.E. in Boro Division, Siaya Sub-County, the study concluded that in-service courses of teachers enable them to learn new subject content knowledge, plan lessons as per learner needs, share what they learnt with the rest of the staff, learn new instructional communication skills, gain expert use of instructional materials and form divisional committees to share experiences.

5.2.2 Influence of further studies of teachers on learners' academic performance in K.C.P.E.

Given that further studies of teachers were found to be critical in influencing learners academic performance in K.C.P.E. in Boro Division, Siaya Sub-County the study concluded that teachers learn practical teaching approaches, provide feed-back to learners, change their believes about teaching and be supported by schools to use practical approaches. However, it also revealed that further studies does not make them use new teaching strategies in class nor does it make them develop high interaction with the learners.

5.2.3 Influence of promotion of teachers to higher job groups on learners' academic performance in K.C.P.E.

In view of the fact that promotion of teachers to higher job groups was found to be very influential in learners' academic performance, the study concluded that it should be done immediately after graduation, make them feel their work is recognized, when teachers are retained in same schools, increases competition among the teachers and when experience, performance and further education are also used as parameters that determine how one can be promoted. However, it revealed that promotion of teachers does not increase their class attendance as it was indicated by the head teachers.

5.2.4 Influence of promotion of teachers to leadership position on learners' academic performance in K.C.P.E.

Considering that promotion of teachers to leadership position were found to be very influential on learners' academic performance, the study concluded that it enable the head teachers and deputy head teachers to add effort at work, increases their status and ability to influence stakeholders input in school affairs, increases supervision mechanisms of teachers, enhances support of school team work, ensures involvement of teachers in decision making and increases use of effective communication channels in the school.

5.3 Recommendations

The study had the following recommendations as per the objectives.

5.3.1 Recommendation for action**5.3.1.1 Influence of in-service courses of teachers on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County**

In light of the findings that teachers' in-service courses are very critical in the academic performance of learners in K.C.P.E, the study recommends that:

1. In-service courses should be organized regularly and for all teachers to keep them abreast of new changes and approaches that may promote quality learning outcomes.
2. Qualified facilitators in respective subject areas should be invited to facilitate subject content areas to allow them teachers who attend the seminars gain fully.
3. The T.S.C. ought to come up with a staff mentoring policy through which the newly recruited graduates can be inducted by the more experienced teachers so that they become aware of the job requirements as they embark on their duties. This may alleviate them from the unnecessary work related challenges that they may face.
4. The Ministry of education Science and technology and the T.S.C. should collaborate their efforts in building the capacity of curriculum support officers and head teachers to enable them monitor effectively the implementation of contents learnt in-service courses by teachers.

5.3.1.2 Influence of Further studies of teachers on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County

Considering the revelation of the study that teachers' further studies are very important in the academic performance of learners in K.C.P.E, the study recommends that:

1. Teachers should attend courses that are within the subjects that are done in primary schools to enable them use new knowledge effectively after graduation.
2. Teachers who might have done subjects in secondary school curriculum should be re-deployed to secondary schools so that they are able to use their newly acquired knowledge in the right place and avoid experiencing frustrations.
3. The T.S.C. should come up with a clear and elaborate policy that guides when and for which subjects teachers attend further studies to correct situations where teachers attend courses that do not suit their level of work.
4. Provide effective continuous professional development, leadership and school management training to ensure teachers, head teachers and education administrators are adequately equipped and enabled to provide learners with good quality education.
5. The MOEST and T.S.C. should improve on EMIS and TMIS to inform relevant government agencies, department and associated public and private institutions the training, recruitment, deployment and CPD needs of schools personnel.
6. The government should heavily invest in capacity building of teacher educators in higher education so that they are able to acquire both the subject content knowledge as well as the relevant pedagogical content knowledge that they may use when training teacher trainees to the level that they graduate when they are well grounded on the job requirements.

5.3.1.3 Influence of promotion of teachers to higher job groups on learners' academic performance in K.C.P.E. in Boro Division, Siaya Sub-County

In view of the findings that teachers' promotions to higher job groups contribute highly in the academic performance of learners in K.C.P.E, the study recommends that:

1. The T.S.C. should consider developing promotion policies in consultation with teachers that look at other areas of performance other than further studies, subject mean scores or having excelled in co-curriculum activities because school environments and social- economic status of learners that teachers handle are very different.
2. There should be concerted efforts between the T.S.C. and the exchequer to provide budgetary allocations to allow teachers who acquire higher qualifications to be promoted as soon as they graduate to make them realize the social-economic value of their training.
3. The T.S.C. should consider removing flat career trajectory in the teaching profession which offers little opportunity for shared learning, career advancement or enhanced compensation for individuals who are not interested in administration positions. It might do this by creating hybrid teacher leader roles such as curriculum specialists that are tied to compensation to provide teachers with new challenges and opportunities for career advancement to keep them in the classrooms and at the same time meet pressing school needs for stronger instructional leadership.
4. The T.S.C. should put in place simple and transparent performance appraisal and performance contracting systems for teachers and its administrative staff that may be easily referred to by interested parties from time to time. These tools should be transparently used when T.S.C. personnel are being considered for promotions or any other rewards.

5.3.1.4 Influence of promotion of teachers to leadership positions on learners' academic performance in K.C.P.E.

In light of the findings that promotion of teachers to leadership positions are very valuable in the academic performance of learners in K.C.P.E, the study recommends that:

1. The T.S.C. should develop a transparent data bank of teachers who have undergone training specifically in school management and administration to enable it promote such teachers to head schools whenever chances arise instead of relying on experience and how one performs in class in promoting teachers who have not been trained in school leadership to head schools. This would enable schools to be managed by not only those with years of experience and good class academic performance but also with higher administrative qualifications. It would also make teachers and other players in the education system realize the utility value of acquiring higher qualifications.
2. The MOEST and T.S.C. should invoke article 6(b) of the third schedule of the Basic Education act 2013 and advice the parents through the Parents Association to freely explore ways to motivate the teachers and pupils to improve their performance in academics. When it is done, the cost of providing quality education will be seen to be involving other stake holders and is therefore not left to the government alone.
3. The MOEST and T.S.C. should improve on salaries, incentives, living and working conditions for teachers including making adequate and equitable allowances. These should include and not limited to paying house allowances to teachers as per their grades and not as per the location of the schools they teach in because majority of teachers do not leave in schools they work in. Moreover, paying teachers who live in the same estate differently because the schools they work in are located in different settings make those who are disadvantaged through geographical and social isolation to be demoralized to work.
4. The T.S.C. should consider paying all heads of institutions responsibility allowances across all grades irrespective of school enrolments because, firstly all the head teachers are in responsible positions which demand equal attention and accountability issues. Secondly, living other head teachers a side because they are in higher job groups which was not even earned because of appointment to those posts results in a lot of job dissatisfaction to the head teachers thereafter making them unhappy with their positions.

5.3.2 Concerns for further research

This study was carried out on the influence of staff development of teachers on learners' academic performance in K.C.P.E in Boro Division, Siaya Sub-County, Kenya. The researcher therefore recommends that similar studies be done in the following areas:

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1. The influence of pre-service training of teachers on learners' academic performance in K.C.P.E.
2. The influence of staff development of teachers on learners' academic performance in K.C.S.E.
3. Influence of teachers' performance appraisal on learners' academic performance in K.C.P.E.
4. Influence of head teachers' performance contracting on learners' academic performance in K.C.P.E.

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