

**Benefits of Continuous Professional Development on Teaching Effectiveness:
A Study of Selected Secondary Schools in Mombasa County, Kenya**

BY

MWITA, KENNEDY MARWA

Registration No.:1009496

**A thesis submitted to the Department of Postgraduate Studies, Faculty of Education
in partial fulfilment for the requirements for the degree of Master of Education**

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

December 2012

DECLARATION

I, the undersigned, declare that this thesis is my original work achieved through my personal reading and the fruit of my hard work, research and personal reflection. To the best of my knowledge, this thesis has never been presented to any other University for academic credits. All information from other sources has been duly acknowledged. I am solely responsible for any errors of omission and commission that may be found in this thesis and the conclusion reached therein.

.....

Mwita, Kennedy Marwa

Reg. No.: 1009496

.....

Date

This thesis has been submitted with our approval as the University supervisors.

Dr. Anne Kanga

Senior Lecturer, Faculty of Education

CUEA

Signature.....

Date

Prof. Paul Ogula

Professor of Education

CUEA

Signature.....

Date

DEDICATION

This work is dedicated to my beloved mother, the late Alexina Nyaboke Mwita, whose care and tender love nurtured me and who taught me to be hard working yet gentle, qualities that have taken me to greater heights. I am thankful for her invaluable support, sacrifice and continual source of inspiration during my studies in school through to my first degree. She was always there for me, believed in me and appreciated my efforts in education. Though she is not with us now, I am happy to make her proud for fulfilling her dream of her wish to obtain higher education. May the Lord God rest her soul in eternal peace.

ACKNOWLEDGEMENTS

First and foremost, I thank God for His goodness to me without whose grace and blessings it would have been difficult for me to have this opportunity, good health, vision and guidance in my academic endeavour to pursue and complete my studies at CUEA.

My special appreciation goes to my supervisors, Dr. Anne Kanga and Prof. Paul Ogula for their continued guidance, patience, encouragement and constructive criticism that yielded constant insights and ideas that have found their way into the development and completion of this study. I thank Mr. Charles Osore and Mr. Wekesa Simiyu for proofreading my work and providing positive peer review comments; Mr. Anthony Wanjohi for his contributions in the development of this topic, validation of the research instruments and data analysis.

My sincere gratitude goes to my sister and friend the late Mrs. Pamela Omas, my special friend and mentor, Ms. Everlyne Ochome and my dear old friends at heart, Ms. Agnes Nyagah and Mr. Francis O’Palla, for believing in me and walked by my side with their words of encouragement. I pay tribute to the late Mr. D. J. Adero, the elder brother I did not have, my long-term friend and Deputy Headmaster, for sowing the seed to pursue M. Ed course in spite of all odds.

I am forever thankful for my sister Joyce Mwita for the vacuum she filled in for me with her big heart, her kind support and being always there for me. And so was my dear daughter, Brendah Kerubo. In the most difficult times, my cousins David Mokoro, Jackline Bitutu, Judy Binyanya, Innocent Obino and my childhood friend Tom Omanwa were by my side. They believed in me and carried my burden on their shoulders gracefully.

I am grateful to my Principals of Shree Swaminarayan Academy, Mombasa, Mr. P. D. Mehta and Mrs. A. Lazar, for allowing me to pursue this course to the successful completion of this thesis. The school environment offered me insight and resolve that influenced the topic of my study and became my pilot school. My gratitude goes to my colleagues at Shree Swaminarayan Academy and in the teaching fraternity in the various private secondary schools in Mombasa for believing in my cause and willingly agreeing to be my respondents in this study. Their Principals, especially Mr. Mwangi of Memon High School, for allowing me access to their institutions, and the education office, Mombasa for allowing me access to official information to further my research.

Many lecturers taught me at CUEA: Rev. Dr. Kawasonga, Dr. Akala, Dr. Githui, Dr. Mwayuli, Mr. Mailu, Prof. Onsongo, Mr. Anyona, Mr. Lokong, Mr. Atheru, and Dr. Waka. I am greatly indebted to them for the value they added to my life. Special thanks to my classmates of the Research & Evaluation option and the entire M. Ed. School Focused Class of 2006/2007 for their spirited class discussions, group study and revision programmes that made my studies at CUEA memorable and hospitable. They took care of me even when I was down on surgery. I wish them well. To you all, I say thank you and God bless you.

ABSTRACT

This study sought to examine teachers' perception on the benefits of continuous professional development (CPD) on their teaching effectiveness in private secondary schools in Mombasa County. The research employed descriptive survey design. The target population consisted of all private secondary schools, all the head teachers and all the teachers of all private secondary schools in Mombasa. The study used both probability and non-probability sampling procedures as per the category of population components. The sample consisted of eleven (11) high cost private secondary schools chosen from an accessible population of fifteen (15) private secondary schools in Mombasa with each school providing ten teachers and the head teachers of the schools. The schools were proportionately stratified on the basis of their category and then they were randomly selected to ensure that all categories were represented. The instruments that were used for this study were questionnaires for teachers and interview schedules for head teachers. The data were analyzed by use of descriptive statistics such as frequencies and percentages. Inferential statistics was also used for hypotheses testing and making appropriate inferences. Information from the Likert items on perceptions was used to test the hypotheses for independent samples. The study was guided by five research questions that investigated the following aspects: main CDP programmes, teachers' perception on the benefits of CPD programmes on their teaching effectiveness, challenges to CPD programmes and improvement of CPD programmes to teachers. Three hypotheses were tested by use of Analysis of Variance (ANOVA) and Independent Sample T-test. From the data analysis, the study revealed that a majority of the private secondary schools in Mombasa often participated in various CPD activities and found them beneficial. Teachers became more effective; the students became more interested and enthusiastic about learning; teaching became a more fulfilling profession; teachers were able to relate and collaborate better with their colleagues and students were able to achieve better grades in final examinations. The results of the three tests of the hypotheses showed that there was a relationship between teachers' perception about the benefits of CPD programmes on their teaching effectiveness and their professional qualification on one hand and on their attendance to CPD programmes on the other but none on the teachers' gender. The study also revealed that the main challenges facing CPD programmes in private secondary schools in Mombasa in trying to ensure teaching effectiveness. Therefore, the study recommended an adoption of more radical approaches in handling CPD programmes among teachers as an integral element in teaching effectiveness in secondary schools in order to tap high student achievement.

LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|---------|--|
| ADEA | Association for Development of Education in Africa |
| AKDN | Aga Khan Development Network |
| AKES | Aga Khan Educational Services, Kenya |
| BIC | British International Curriculum (6-5-2-3 System) |
| CIE | Cambridge International Examinations |
| CPD | Continuous Professional Development |
| DEO | District Education Office |
| EDEXCEL | Edexcel International |
| ERIC | Education Resources Information Center |
| FPE | Free Primary Education |
| FSE | Free Secondary Education |
| GCE | General Certificate of Education |
| ICT | Information and Communication Technology |
| IES | Institute of Educational Sciences |
| IGCSE | International General Certificate of Secondary Education |
| INSET | In-Service Education and Training |
| IT | Information Technology |
| JICA | Japan International Cooperation Agency |
| KCSE | Kenya Certificate of Secondary Education |
| KESSP | Kenya Education Sector Support Programme |
| KNC | Kenya National Curriculum (8-4-4 System) |

| | |
|--------|--|
| KNEC | Kenya National Examinations Council |
| MDDP | Mombasa District Development Plan |
| MDSP | Mombasa District Strategic Plan |
| NCREL | North Central Regional Educational Laboratory |
| NCTAF | National Commission on Teaching and America's Future |
| NSDC | National Staff Development Council |
| NTASC | New Teacher Assessment and Support Consortium |
| PDE | Provincial Director of Education |
| PDP | Professional Development Programme |
| SASS | Schools and Staffing Survey |
| SD | Staff Development |
| SIP | School Improvement Programme |
| SMASSE | Strengthening Mathematics and Science in Secondary Education |
| TFS | Teacher Follow-up Survey |
| TSC | Teachers Service Commission |

TABLE OF CONTENTS

| | Page |
|--|-------------------------------------|
| Title Page | Error! Bookmark not defined. |
| Declaration..... | ii |
| Dedication | ii |
| Acknowledgements..... | iv |
| Abstract..... | vi |
| List Of Abbreviations And Acronyms..... | vi |
| Table Of Contents | ix |
| List Of Tables | xii |
| List Of Figures | xiii |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| 1.1 Background to the Problem | 1 |
| 1.2 Statement of the Problem..... | 12 |
| 1.3 Research Questions..... | 15 |
| 1.4 Research Hypotheses | 15 |
| 1.5 Significance of the Study | 16 |
| 1.6 The Scope and Delimitations of the Study | 17 |
| 1.7 Theoretical Framework..... | 18 |
| 1.8 Conceptual Framework..... | 22 |
| 1.9 Definitions of Terms | 25 |
| CHAPTER TWO | 27 |
| LITERATURE REVIEW | 27 |
| 2.1 Introduction..... | 27 |
| 2.2 The Main Forms of Continuous Professional Development (CPD) Programmes..... | 27 |
| 2.3 The Benefits of Continuous Professional Development (CPD) Programmes on Teaching Effectiveness | 37 |

| | |
|--|-----|
| 2.4 Challenges facing Continuous Professional Development (CPD) Programmes | 49 |
| 2.5 Summary of Reviewed Literature | 57 |
| CHAPTER THREE | 60 |
| RESEARCH DESIGN AND METHODOLOGY | 60 |
| 3.1 Introduction..... | 60 |
| 3.2 Research Design..... | 60 |
| 3.3 Target Population..... | 61 |
| 3.4 Sample and Sampling Procedures..... | 61 |
| 3.5 Data Collection Instruments | 64 |
| 3.6 Validity and Reliability of Data Collection Instruments | 66 |
| 3.7 Data Collection Procedures and Ethical Considerations | 68 |
| 3.8 Data Analysis Procedures | 69 |
| CHAPTER FOUR..... | 71 |
| PRESENTATION AND DISCUSSION OF FINDINGS..... | 71 |
| 4.1 Introduction..... | 71 |
| 4.2 Demographic Information of the Respondents..... | 72 |
| 4.3 The Main Forms of Continuous Professional Development (CPD) Programmes..... | 83 |
| 4.4 Teachers' Perception of the Benefits of Attendance of CPD Programmes on their Teaching Effectiveness | 94 |
| 4.5 Challenges facing Continuous Professional Development (CPD) Programmes | 101 |
| 4.6 Tests of Hypotheses | 109 |
| 4.7 What Can Be Done To Improve On CPD Programmes | 114 |
| CHAPTER FIVE | 118 |
| SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... | 118 |
| 5.1 Summary | 118 |
| 5.2 Conclusions..... | 122 |
| 5.3 Recommendations..... | 124 |
| 5.4 Suggested Areas for Further Research..... | 127 |
| REFERENCES | 128 |

| | |
|--|-----|
| APPENDICES | 134 |
| Appendix I: Letter of Introduction..... | 134 |
| Appendix II: Questionnaire for Teachers | 135 |
| Appendix III: Interview Schedule for Head Teachers | 141 |
| Appendix IV: Schools in the Sample..... | 141 |
| Appendix V: Map of Kenya showing Mombasa County..... | 141 |
| Appendix VI: Map of Mombasa County | 141 |
| Appendix VII: Official Research Permits and Authorizations | 141 |

LIST OF TABLES

| | Page |
|--|-------------|
| Table 1.1: Private Schools by Curriculum and Ownership/Sponsors in Mombasa..... | 4 |
| Table 3.1: Sample Private Schools by Curriculum & Ownership/Sponsors in Mombasa..... | 63 |
| Table 3.2: Respondents from Selected Schools as per Category of School. | 64 |
| Table 3.3: Reliability Analysis of Teachers Questionnaires using Split Half Method..... | 68 |
| Table 4.1: Distribution of Head Teachers by Gender..... | 78 |
| Table 4.2: Distribution of Head Teachers' Age..... | 79 |
| Table 4.3: Distribution of Head Teachers by Highest Academic Qualification..... | 80 |
| Table 4.4: Distribution of Head Teachers Work Experience..... | 81 |
| Table 4.5: Teachers' Responses on How Often They Participated in CPD Activities..... | 84 |
| Table 4.6: Teachers' Responses on Benefits of Attending CPD Programmes..... | 95 |
| Table 4.7: Teachers' Responses on Challenges Facing CPD Programmes | 100 |
| Table 4.8: T-Test for Relationship between Teachers' Gender and their Perception about the Benefits of CPD Programmes on their Teaching Effectiveness..... | 110 |
| Table 4.9: T-Test for Relationship between Teachers' Attendance of CPD Programmes and their Perception about the Benefits on their Teaching Effectiveness..... | 112 |
| Table 4.10: ANOVA Results for the Relationship between Teachers' Qualification and their Perception about the Benefits of CPD Programmes on Teaching Effectiveness..... | 113 |
| Table 4.11: Teachers on What Can Be Done to Improve on CPD Programmes..... | 114 |

LIST OF FIGURES

| | Page |
|--|-------------|
| Figure 1.1: The Relationship between CPD Programmes and Effective Teaching..... | 23 |
| Figure 4.1: Gender of the Teachers..... | 72 |
| Figure 4.2: Distribution of Teachers by Age..... | 73 |
| Figure 4.3: Distribution of Teachers' Academic Qualifications..... | 75 |
| Figure 4.4: Distribution of Teachers by Years of Experience..... | 76 |

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

1.1.1 Locale of the Study

The research was conducted in Mombasa County, Kenya. This region is located along the Kenyan coast along the Indian Ocean. This region encompasses the old Mombasa District administrative boundaries prior to 2007 which, have since been split to create four administrative districts: Mombasa, Kisauni, Chagamwe and Likoni districts. This comprises the Mombasa Island and its environs that include the West Coast, South Coast and North Coast main lands. The island is surrounded by the Indian Ocean. The East Coast is entirely the Indian Ocean waters that form the entry point to Kenya's main seaport and gateway to the landlocked countries in the eastern region of Africa like Uganda, Burundi, and Rwanda and to some extent the eastern region of the Democratic Republic of Congo (DRC) and the Southern Sudan.

The region has a total area of 294.6 square kilometres (229.6 km² of which is land and 65 km² inshore waters). It borders Kilifi and Kaloleni districts to the North, Kwale and Kinango districts to the South and West and the Indian Ocean to the East. It lies between latitude 3° 80' and 4°10' South of the Equator and between longitude 39° 60' and 39° 80' East of the Greenwich Meridian.

Mombasa City is the administrative headquarters of Coast province and the home of main seaport of entry into Kenya. It is the most active port in the eastern region of Africa. The region is characterized by hot and humid weather with little rainfall. It receives seasonal rainfall and

also experiences localized conventional type of rainfall due to land and sea breezes. There are no permanent rivers but due to the nature of the rock structure, the water table is high and drilling of boreholes has led to improved water supply in the region. Within the Mombasa region, there is no large scale farming but medium and small scale farming is evidenced in the coconut palm, dairy farming, poultry farming, cashew nuts, tropical fruits and subsistence farming in maize, cassava and vegetables. Agricultural activity has suffered a large extent due to unreliable rainfall. Most crop production is now being marginalized due to intense activity within the region by house construction and industrial purposes (MDDP, 1997-2001).

Mombasa's population consists largely of African decent, a good proportion of Arabs and Indians and a small percentage of Europeans and other immigrants. The region largely depends on the port of Mombasa activities and its secondary affiliated industries. It also depends on tourism, hotel industry, transport, cement, steel, salt industries and Export Processing Zones (mainly garment manufacturing industries) for its economic well being as well as fishing in the Indian Ocean both large scale and small scale.

The region is predominantly Muslim with notable Christian and Hindu faiths. A few African traditional faiths also exist among the *Mijikenda* communities. Coast province is termed as the gateway of Islam, Christianity and Hinduism into Kenya. This has had both negative and positive repercussions in terms of education, social and economic development with the general situation being that it is among the regions that still lag behind in these fields. The region has generally average population (939,370 by 2009 Kenya Population and Housing Census Report) with a high poverty level, high rate of school dropout, high unemployment, high rate of child labour, prostitution and disease prevalence (MDSP, 2005-2010). Like any other coastal town, the

region is characterized by beach boys and beach girls. These are young men and women who eke out a living from assisting tourists at the ocean beach in tour guiding, boat riding and companionship.

1.1.2 Private Schools in Mombasa County

Private schools in Mombasa County have been increasing in number over the last decade. During this period, the number that is offering the British International Curriculum (BIC) has increased from five to nine. These schools have been attracting more and more students. Of those that offer the Kenyan National Curriculum (KNC), most are medium and high cost schools. They too have almost tripled in the same period to twenty (DEO's Office, Mombasa, 2009).

There are about 140 primary schools and 50 secondary schools in Mombasa (MDSP 2005-2010). Out of the secondary schools in Mombasa, 20 are public and 30 are private. All the public secondary schools offer the KNC (8-4-4 system) leading to the award of Kenya Certificate of Secondary Education (KCSE) at the end of the cycle. Of the private secondary schools, some offer KNC while others offer the BIC (6-5-2-3 system) leading to the award of International General Certificate of Secondary Education (IGCSE) at "O" Level and General Certificate of Education (GCE) at "A" Level.

Private secondary schools in Mombasa are further divided by management and ownership into three categories: community sponsored schools, Church sponsored schools and independent and non-denominational schools. The community sponsored schools are divided into those owned and run by Muslim Sunni and Muslim Shia communities and the Hindu communities. The Church sponsored schools are managed by the Christian Catholic and Christian Protestant churches or organizations. The last category is schools owned and sponsored

by individuals or organizations that are independent and non-denominational edupreneurs solely for profit. The distribution of private secondary schools by 2009 was as shown in table 1.1.

Table 1.1: Distribution of Private Schools by Curriculum and Ownership/Sponsors in Mombasa

| Ownership/ Sponsors | Curriculum Offered | | |
|---------------------------------|--------------------|-----|-------------|
| | KNC | BIC | KNC and BIC |
| Muslim Sunni | 4 | - | - |
| Muslim Shia | 2 | 2 | 2 |
| Hindu | - | 2 | - |
| Christian Catholic | 1 | - | - |
| Christian Protestant | 2 | - | 1 |
| Independent/ Non-denominational | 11 | 3 | - |
| Total | 20 | 7 | 3 |

Source: DEO's Office, Mombasa, 2009

The Muslim and Hindu community schools were mainly started to cater for the Indian/Pakistani minority communities who wanted to have their own schools to cater for their own children and to perpetuate their religious and/or cultural philosophy. Most of these have since turned to offer the BIC since most of the children who finish their studies target foreign countries like India, Pakistan, United States of America (U.S.A.), Canada, Australia and the United Kingdom (U.K.) among others. The Arab Muslim community schools were started as an effort of the Arab countries wanting to sponsor institutions that were independent of government control and provided a strong Muslim background to the children. They were mostly attached to a Mosque or a religious relief organization that oversaw the inculcation of the Muslim faith. The

Catholic Church and the protestant Churches also run schools as their contribution to the community and also to further the Christian faith.

The Muslim and Hindu community schools have a concessionary system for those pupils of the same community only whom the Temple or Mosque and the school management have certified their parents /guardians cannot afford any or full fees. These schools also operate scholarship and bursary for the needy. The independent schools on the other hand operate in some cases scholarships for brilliant and needy or academic or sports scholarships.

Private secondary schools in Mombasa cater for students of a wide range of income classes in both urban and rural areas. Female enrolment in private schools is also quite high. In spite of this rapid growth, there is still unmet demand, evidenced by long lists of students waiting for admission to private schools and the almost universal desire of these schools to expand. More private secondary schools are being set up each year to fill the gap. This is no different from the rest of the country with the advent of free primary education (FPE) and more recently free secondary education (FSE). More pupils are graduating from primary schools into secondary schools and the government cannot cope with their enrolment into public secondary schools.

1.1.3 Continuous Professional Development (CPD) Programmes in Mombasa County

With respect to academic quality, private secondary schools in Mombasa range from low to high, depending on the school's resources and on their clients' ability-to-pay. In recent years, indications are that on national examinations, the best performing secondary schools have consistently been private. Based on the result analysis available at the DEO's office, Mombasa, more and more private schools in Mombasa are posting very high academic achievements in the national examinations such as KCSE (DEO's office, Mombasa, 2009). Those offering IGCSE

and GCE have also been posting the best results internationally with Kenya being ranked as one of the countries that receives among the highest number of Higher Achievers Awards each year (Edexcel Post-Results Analysis, 2008).

The bottom line is that more and more parents are likely to take their children to these schools partly because they perform better, there are fewer students per teacher per class and that they offer a better and an all round learning environment. Additionally, the teachers use better teaching strategies, give personalized attention to the students and put in more hours of teaching and co-curricular activities. These schools are known to attract teachers with a better disposition to teach who are paid high salaries. Some schools have invested in continuous professional development (CPD) programmes for their staff. These are however assertions lacking empirical evidence.

There is a large discrepancy in students' academic performance in the private secondary schools. This has made some to be popular while others have remained insignificant and have stayed in the last echelons. Those schools with good academic performance have attracted many students and teachers. They have earned a name, have created high competition for vacancies among students, and usually admit students with excellent grades resulting in good performance. Schools that admit a sizable number of academically poor students consequently lead to poor academic results (DEO's Office, Mombasa, 2009).

Most of the private secondary schools in Mombasa experience a relatively high staff turn over. The main causes of staff changes are non-renewal of contracts and termination of employment. Staff movements also occur as a result of a search for better working conditions. Teachers may be offered better remuneration package by prospective schools or other

non-teaching sectors or seek permanent and pensionable terms in the public schools through the Teachers Service Commission (TSC). Other school managements prefer not to keep teachers for many years in order to cut down on high salary budget. They, therefore, readily release longer serving teachers in favour of new teachers who would start at a lower salary scale. Some private secondary schools in Mombasa employ teachers on a 2-year contract renewable once and therefore are not able to retain experienced teachers for long.

This has made the private secondary schools vulnerable in their capacity to develop a stronger culture of support of teachers' professional development. They have neither programmes for staff development nor in-built CPD programmes. Teachers in the KNC schools have to do with their pre-service training, experience or the occasional invitation by the Ministry of Education through the respective districts' organized seminars or workshops for specific topics in relation to change of syllabus. The teachers in the BIC schools also occasionally benefit from INSET organized by the IGCSE and GCE examiners, Edexcel International and Cambridge International Examinations (CIE), on change of syllabus.

Teachers in some secondary schools have indicated that further studies of teachers to colleges and universities within Mombasa or elsewhere in Kenya are not encouraged by most school managements and if done, it is at the teachers' own cost. Most often, they are not given time off to attend such programmes and if they do, they would suffer salary deductions for the days not in school. Of importance is the fact that most school managements, do not recognize the importance of these programmes to teaching effectiveness and overall student academic achievement; they are commonly seen to benefit the teacher and may endear them to move to the next institution for better pay and are therefore seen with suspect. Often, after completion of the

studies, consideration for promotion or salary rise is not made. Study leaves are not defined in most private secondary school appointment letters. In some instances, the school managements have either refused to let the teacher proceed for their studies, or asked them to take leave without pay or worse give up their jobs. Teachers have also been known to defer their studies because of unavailability of time off.

The researcher, as the Dean of Studies, has always advanced the need for all teachers in his school to be given the opportunity to attend all CPD programmes in terms of release time and funds with little success. The Principals have always made participation selective and budgetary allocation inadequately provided for. Release time for INSETs in Nairobi has been very short. Teachers travel overnight after being on duty the whole day, attend the course the following day, travel same night, and report to work the following morning without any reasonable rest. Cost of travel, overnight stay, meals and commuting fares could be as low as 4000 Kenya shillings. Much difficulty has been on how to develop a CPD policy and have the school and the teachers realize the benefit of these CPD programmes on teaching effectiveness.

Most of the private schools hire both qualified and unqualified teachers, experienced and novice teachers. Teachers in most BIC schools are drawn from KNC schools or are fresh from college. A very small percentage comes from other BIC schools. While some of the private schools pay their teachers lesser than their counterparts in the public schools, private schools are also known to hire teachers with very high salaries.

While there is little doubt that the development of teachers perhaps, the policy imperative most likely to raise the quality of education and lead to substantial gains in school performance (Verspoor, 2008; UNESCO, 2005, as cited by Odhiambo, 2005), achieving this has not at all

been straightforward. For example, the government of Kenya in partnership with the Government of Japan through Japan International Cooperation Agency (JICA) has been running a project cycle – Strengthening Mathematics and Science in Secondary Education (SMASSE). This project has however been focused on public secondary schools. The Aga Khan Educational Services (AKES) have also been running a School Improvement Programme (SIP) but this has mainly targeted the primary schools. The Kenya Educational Staff Institute (KESI) in conjunction with the Heads Associations has been offering courses on educational management for head teachers of public schools. Occasionally the district education office organizes In-Service Education and Training (INSET) on various topical issues to secondary schools offering the KNC. Most often, the teachers in the BIC schools do not join their KNC counterparts in the Ministry of Education seminars and INSETs and likewise, the teachers in the KNC schools do not benefit from BIC INSETs.

These efforts however have not been helpful in enhancing CPD of teachers. As a result, not much has been invested in CPD of teachers of private secondary schools in Mombasa. School managements do not commit adequate funds or time for CPD programmes. There has been an outcry from parents that some teachers were not suitable to teach the BIC schools. It is claimed that their teaching is traditional and does not adhere to the professional standards required of an international curriculum. More parents, mostly the professionals in various fields have raised concern over the ability of the teachers to handle their children with whom they are responsible for, for the better part of the day. They want to see a more versatile teacher able to multitask and give more solutions to their children and value for their money.

Teachers in private secondary schools on their own have been voicing their lack of new and student-centered teaching strategies because of lack of exposure or inadequacies to meet the challenges on the ground. It is not uncommon for teachers to be dismissed because of student complaints on their teaching effectiveness or the school management's perception of their lack of production of better student results in the final examinations. In his work as the Dean of Studies, the researcher has been assisting teachers to cope with their teachers' practice and has noted the inadequacies and inconsistencies that school managements and teachers have as a result of lack of effective CPD. Lack of time, goodwill, teacher turnover and competing interests inhibit the success of teachers becoming better practitioners.

The schools' multicultural diversity requires a teacher's very good understanding of the racial, cultural and religious background of the students in order to be able to teach in a way that is productive and helpful. The teachers in these schools sometimes lack the support to prepare themselves for these challenging needs. Teachers need professional help in order to cope with town-bred students from medium to high-income households and of different racial, cultural and religious backgrounds than themselves.

Joyce and Showers (1998) pointed out that changes in behaviour and practices are not achievable in isolation. They argue that it is difficult to transfer teaching or management skills from INSET sessions to classroom settings without adequate support or guidance of critical persons such as colleagues and school managers. They assert that the existence of external pressure and support is an important contributing factor in changing teachers' practices and behaviour. Somers and Sikorova (2002) contend that research indicates that with effective planning and the teaching of the course, there is evidence that teachers do change their practices

as a result of the course attendance. Thus, there is a link between the impact of INSET and quality of provider.

Fullan (1999) noted that school improvement happens when a school develops a professional learning community that focuses on student work and changes teaching. In order to do that, teachers need certain kinds of skills, capacities, and relationships. Those are what professional development (PD) programmes can contribute to. Fullan (1999) reiterates that any school that is trying to improve has to think PD as a cornerstone strategy.

Most of the good performance in the private secondary schools in Mombasa can be attributed to long teaching time the teachers put in during morning hours before school starts, lunch time, after school hours, weekends and holidays. The schools complete the syllabus early and concentrate on intensive revision for a better remaining period of the candidate class. With administrative structures put in place to ensure this kind of programme, teachers and students are under pressure to perform. The teacher's mean score in the subject is a point of scrutiny and cause for determining their job security.

Most students are known to engage private tuitions after school either at their homes or at centres that teachers have created. It is at these sessions that the students are helped to cope up with their class and homework and revise for end of term tests and more crucially coaching for final examinations. This has worried some schools to the extent that clauses prohibiting teachers to privately coach their students have been included in their teachers' contractual terms. However, this culture is far from being reduced as many parents believe that these tuitions offer their children a better chance to achieve high grades. A number of students in these private secondary schools, however, still perform less than average in final examinations. Teachers,

therefore, need PD that would benefit them in their classroom practices to affect learning achievement effectively in order to be motivated to be independent learners.

Head teachers and school managements do not have enough information on how CPD programmes can improve quality of teaching. This study will provide information necessary for planning and instituting CPD programmes that would improve student learning and achievement. It will provide the Ministry of Education and other organizations necessary with feedback for achieving instructional objectives in their planning of CPD programmes. It will be helpful to the teachers who will be challenged to learn more about the kind of the on-the-job learning both in and out of school.

Joyce and Showers (1998) asserted that staff development in education not only enables the student to learn the information, skill, concepts and values but also increases the students' ability to learn in the future. This study therefore sought to find out from the teachers and head teachers their perception on the benefits of CPD programmes on their teaching effectiveness in private secondary schools in Mombasa.

1.2 Statement of the Problem

The overall research problem addressed in this study is that despite existence of CPD programmes in the private secondary schools in Mombasa, little has, nevertheless, been done to analyze their benefits on teaching effectiveness. This is a serious omission particularly when put into consideration that for many years there has been an increase in the number of private secondary schools in Mombasa (DEO's Office, Mombasa, 2009).

More critical is the fact that most private secondary schools have not invested in their teachers to equip them with skills to enhance their teaching effectiveness. While a few have in-

built staff development programmes, participate actively or encourage and support their teachers to do so, most do not. Lack of time off or selective/bias permission to attend coupled with lack of goodwill, teacher turnover and competing interests inhibit the success of teachers becoming better practitioners. The pressure to deliver as an effective teacher is equally high from the schools' management and non-effective teachers face the threat of termination of employment. How much students' academic performance and achievement in these schools can be attributed to teaching effectiveness is not documented. How much it is as a result of the role played by CPD activities that develop teachers' attitudes, values, and beliefs that promote success of each student or other factors is also not analyzed.

Should this trend continue, the gains being made by some schools and individual teachers in professional growth and advancement in their teaching career will be stifled. If the issue of CPD among teachers is not treated with the seriousness it deserves and its role embraced in schools, opportunities that would have otherwise have been available for teachers to improve their self-efficacy will become foreclosed.

The Institute of Educational Sciences (IES) contends that teacher PD enhances teacher knowledge and skills. Better knowledge and skills improve classroom teaching and improved teaching, raises student achievement. For teachers, learning must be continuous. Most teachers are eager to improve their practice, but have too few opportunities to do so. Helping teachers acquire and practice effective strategies is one of the best investments that a nation can make in its children's future. The lack of emphasis on PD represents a lost opportunity, since evidence is mounting that high quality and focused PD can lead to improved student achievement.

Different studies have been carried out on CPD. Earnest (2004) conducted a longitudinal study of 4 years (1993-1997) that investigated the effectiveness of a professional development programme (PDP) in an early childhood institution in Kampala, Uganda. The study found that the PDP increased interaction between the head teacher and the teachers, increased teacher cohesiveness and teacher collaboration and improved self-efficacy. Mbutia (2006) made a study on the effectiveness of expatriate and the local staff in the implementation of BIC in Kenya and found that there was no significant difference between the effectiveness of expatriate and the local staff in the implementation of an international educational system in Kenya.

Chepkonga (2004) in his study of teachers' teaching effectiveness as perceived by students in secondary schools in Baringo North district. His study found out, among other things, that in spite of having pedagogical skills, teachers in Baringo North district were inadequate in classroom management skills. Kimani (2008) carried out a comprehensive study on the effects of INSET on the teaching and learning of Mathematics and focused on the Strengthening Mathematics and Sciences in Secondary Education (SMASSE) project in Koibatek district. Kimani found out that there was a direct link between the SMASSE INSETs and improved teaching and learning.

However, these studies were conducted outside of Mombasa. None was on CPD. Some of them used different methodologies. Most of the findings of the studies generally concentrated on performance or the effectiveness of the implementation process of a curriculum change. Where teaching effectiveness was concerned, a single activity like INSET was studied. Thus, there is not enough information to show how the CPD affects teaching effectiveness in Mombasa and in Kenya in general especially with regard to private secondary schools. Scanty information exists

in this area. Therefore, this study sought to establish the benefits of CPD programmes on teaching effectiveness as perceived by teachers in private secondary schools of Mombasa. It focused on teachers' traits describing teaching effectiveness. It also drew inference on its effects on student achievement to fill this knowledge gap.

1.3 Research Questions

In order to investigate the above problem, the study was guided by the following research questions: -

1. What are the main CPD programmes offered to teachers in private secondary schools in Mombasa?
2. What are the teachers' benefits of the CPD programmes on their teaching effectiveness?
3. Is there a relationship between teachers' perception about the benefits of CPD programmes when categorized by gender, professional qualification and attendance of CPD programmes?
4. What are the challenges facing CPD Programmes in private secondary schools in Mombasa?
5. What can be done to improve CPD Programmes offered to teachers in private secondary schools in Mombasa?

1.4 Research Hypotheses

For further investigation of the relationship between CPD and teaching effectiveness, the following hypotheses were tested: -

H₀₁: There is no significant relationship between the teachers' gender and their perception about the benefits of CPD programmes on their teaching effectiveness.

H₀₂: There is no significant relationship between teachers' attendance of CPD programmes and their perception about the benefits of the CPD programmes on their teaching effectiveness.

H₀₃: There is no significant relationship between teachers' professional qualification and their perception about the benefits of CPD programmes on their teaching effectiveness.

1.5 Significance of the Study

Whether CPD programmes should be based in schools is no longer the issue in education. Learning is a continuous process. The current emphasis is ensuring that teacher CPD programmes are used effectively to create new opportunities for learning and promote student achievement. Similarly, Darling – Hammond & Barry (1998) noted that teacher quality is the factor that matters most in student learning. CPD programmes are not and never will be, transformative on their own. They require the design, planning and support of principals, the schools board of management, the Ministry of Education, technology and other educators and education partners to integrate them into the curriculum, school, district and ministry as activities aligned to effective teaching and learning.

This study therefore, will be helpful to the teachers who will be challenged to learn more about the kind of the on-the-job learning both in and out of school. This will enable them to be more effective in raising students' performance and achievement. It will also enable them to achieve professional growth in the wake of the ever-competitive job market, which is results-oriented and coupled with performance contracting.

It will be helpful to principals and schools' boards of management in instituting and planning CPD programmes that would help improve quality of teaching that would make a significant difference in student learning. It will also awaken their leadership that would promote effective and successful schools that sustain quality, sound policy for professional growth of staff. Hence, a climate to develop attitudes, values and beliefs that provide opportunities for the teachers to give their best and so the students in order to balance between the needs of the individuals and the schools as a whole (NSDC, 1999).

The study will also provide the Ministry of Education with information in appreciating what programmes and policies to put in place so as to achieve the instructional objectives of the curriculum. In their planning they will be able to locate the place of technology in enhancing student achievement.

Parents will also be able to understand intuitively that staff development programmes have a potential to produce instructional changes that will cause all students to learn at high levels and make informed choices in terms of which school to choose for their children or make their voice in Parents Teachers Association (PTA) forums or during parents' conferences.

The study will also go a long way in contributing to the knowledge base in the area of CPD in the teaching fraternity.

1.6 The Scope and Delimitations of the Study

This study was carried out in Mombasa County that comprises the old Mombasa District of Coast province, prior to 2007, which now includes the newly created Mombasa, Kisauni, Changamwe and Likoni districts. The study focused on only the high cost private secondary schools within the region that offer the KNC, the BIC or both. The BIC schools generally charge

very high fees and have adequate teaching and learning facilities and resources. In order to include also the KNC schools that measure the same characteristics, all the schools that charge a fee of over Kshs. 15,000 per term were included. These schools were all within Mombasa City and within minutes drive from one another. This saved the researcher time and resources. The results are, therefore, limited in generalization to the location of the study only.

The CPD programmes included all staff development activities of teachers both in-house and externally organized PD programmes for teachers. The study focused mainly on their benefits on teaching effectiveness, improving school and student achievement. The aspect that was looked at included: main forms of CPD, benefits of CPD in enhancing teaching effectiveness, teacher participation in CPD activities, support to CPD, its challenges and improvement.

1.7 Theoretical Framework

The theoretical framework underlying this study was the adult learning theory. It was grounded on andragogy, which is a term originally used by Alexander Kapp, a German educator, in 1833, and developed into a theory of adult education by American educator, Malcolm Knowles. Emanating from the Greek words meaning ‘man-leading’, andragogy consists of learning strategies focused on adults and was initially defined as the “the art and science of helping adults learn”. Knowles’ theory can be stated as four postulates. A fifth one was added later:

- Self-concept: -As a person matures, his self-concept moves from one of being a dependent personality towards one of being a self-directed human being.

Therefore, adults need to be involved in the planning and evaluation of their instruction – letting learners know why something is important to learn;

- Experience: - As a person matures, he accumulates a growing reservoir of experience that becomes an increasing resource for learning. Thus, experience (including mistakes) provides the basis for learning activities – topics need to relate to learners' experience;
- Readiness to learn: - As a person matures, his readiness to learn becomes oriented increasingly to the developmental tasks of his societal roles. That is, adults are most interested in learning subjects that have immediate relevance to their job or personal life – people will not learn until they are ready and motivated to learn;
- Orientation to learning: - As a person matures, his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem centeredness. This means that adult learning is problem-centered rather than content-oriented – showing learners how to direct themselves through information;
- Motivation to learn: - As a person matures, the motivation to learn is internal. Adult learning requires helping learners overcome inhibitions, behaviours, and beliefs about learning.

(Knowles, 1984, p. 12)

Speck (1996) noted that the following important points for adult learning theory should be considered when PD activities are designed for educators:

Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs. Adults want to be the origin of their own learning and will resist learning activities they believe are an attack to their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.

Adult learners need to see that professional development learning and their day-to-day activities are related and relevant. Adult learners need direct, concrete experiences in which they apply learning in real work. Adult learning is ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning. Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into PD activities that allow the learner to practice the learning and receive structured, helpful feedback. Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.

Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. The diversity must be accommodated in the PD planning. Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained. (p. 36-37)

Teachers, like all adults, require time, resources and PD opportunities and activities related to their working environment. Given that these CPD activities have to take place in the life of the teacher, teachers' acquisition of this knowledge, skills and attitudes will take cognizance of the adult learning theory which reflects the growing base on how children learn just as in effective classroom practices for them to be effective. Teachers of various experiences also come along with previous learning and knowledge, self-direction, interests and competences. These past experiences affect their attitudes and beliefs. That is why in their CPD programmes, this diversity must be accommodated. It is effective when it incorporates, recognizes and validates these previous experiences in order that it is content and context specific. In this way, the teachers are orientated to learning by helping them overcome their inhibitions, behaviours and beliefs; they gain experience from the learning activities and are motivated and ready to learn.

Like children, adults have varying styles of learning. Professional development activities that attend to a variety of learning modalities will be most effective. Active participation is a key element that must be balanced with realities of limited time and need to efficiently convey information. Adults are motivated by practical applications and learning that is relevant to their own situations. This is particularly true for the teachers struggling to juggle the multitude of demands on time. Peixotto and Palmer (1994) contend that PD will be most effective when it provides direct application to the classroom. Teachers are very busy, preoccupied, and always juggling with a lot of demands for their attention. They appreciate PD that is well-planned, sets reasonable expectations and goals, and is efficiently delivered.

1.8 Conceptual Framework

Continuous Professional Development (CPD) activities are organized in order to address various instructional needs within the school and are used to enhance student achievement. Such needs can be on the side of the teachers, the students, the school and its systems, the national educational policy reforms, and examination requirements.

CPD programmes in the study are considered as process and includes teachers' participation in CPD programmes, content of the programmes, the knowledge, skills and attitudes acquired during the CPD activities. CPD programmes are expected enhance teaching effectiveness.

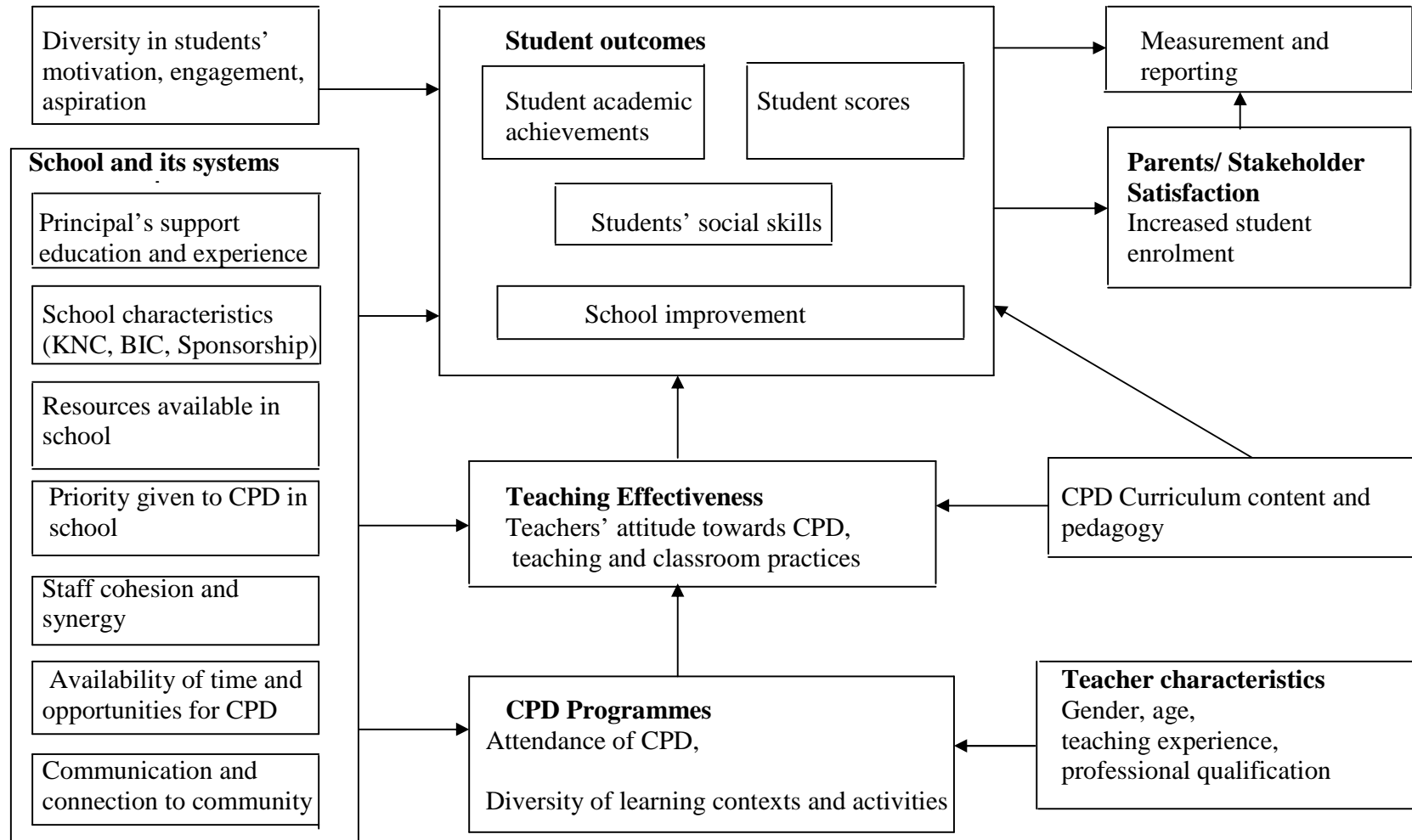
The product in the study is teaching effectiveness. Teaching effectiveness will be exhibited through improved teachers' attitudes towards CPD, teaching and classroom practices. Teaching effectiveness will help in bringing about a positive effect on the participants' attitudes towards teaching, the school, and their students. This in turn will have a positive effect on the students' attitudes towards the teachers and what they are taught as manifested in their enrolment in various subjects, and on parents' attitudes towards teachers and learning as manifested in student enrolment in various schools respectively. Teaching effectiveness should subsequently have a positive impact on students in terms of their social skills as well as their academic achievements in school and performance in examinations and eventually school improvement.

Perception of the benefits of CPD activities can, however, be influenced by teachers' characteristics (gender, age, teaching experience and professional qualifications) which are considered as inputs in the study. Teachers' attendance of CPD programmes will, however, depend on the school and its systems as other inputs in terms of cohesion and synergy among the

teachers and administration, the leaders' support and governance process, availability of resources, school characteristics (type of curriculum offered, sponsorship) as well as connection and communication with the community.

The study was aimed at examining the teachers' perception of the benefits of CPD programmes on their teaching effectiveness. A conceptualization of the relationship between participation in CPD programmes and teaching effectiveness and hence, student and school achievement is represented as shown in Fig. 1.1:

Figure 1.1: The Relationship between CPD Programmes and Teaching Effectiveness



1.9 Definitions of Terms

A Level: – High school education in BIC Schools

Continuous Professional Development (CPD):– It consists of reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills. It supports the individual needs and improves professional practice. This implies both the commitment of the individual and the commitment of the institution to implement PD; the individual teacher makes a commitment to develop and is endorsed and actively supported by the institution.

Edupreneurs:– Entrepreneurs in the provision of private education services.

Effective Teaching: -Includes all those characteristics manifested in teacher behaviour, teacher beliefs, teacher efficacy, teacher subject knowledge and expertise with student achievement (Muji & Reynolds, 2002).

Examining Body: – Edexcel or CIE for BIC schools. KNEC for KNC schools.

High Cost Schools: - Schools that charge tuition fee in excess of Kshs.15,000/= per term

Independent/Non-denominational Schools: – Schools owned and sponsored by individuals or organizations that are independent and non-denominational edupreneurs solely for profit

Low Cost Schools: - Schools that charge tuition fee of below Kshs.15,000/= per term.

Mijikenda: – The 9 African sub-tribes that exist in the Kenyan coastal area.

Multilingual/ Multicultural Schools: – Schools that have in their student and teacher population a mixture of students and teachers of different races, religions, languages or national traditions and cultures.

‘O’ Level: – Secondary school education in BIC Schools

Professional Development (PD): – refers to “activities to enhance professional career growth; the sum total of formal and informal learning experiences through out one’s career from pre-

service teacher education to retirement” (ERIC thesaurus, Fullan, 1991, p.326). Such activities may include individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups and peer coaching, formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources (Grant, n.d). It is the support that helps teachers continue to grow in their professional skills, understandings, and interests.

Professional Staff Development: - Professional staff development in teachers includes the continuous professional development (CPD) programmes and activities that teachers engage in during their lifetime as teachers.

Secondary Education: – Four years of secondary school for KNC and Five years at ‘O’ Level secondary school followed by two years at ‘A’ Level high school education for BIC.

Teaching effectiveness: - The degree to which a teacher achieves desired effects upon students. It is the quality of instruction and supervisory activities carried out by teachers in order to realize teaching and learning objectives.

8-4-4 System: - KNC, offering 8 years of primary school, 4 years of secondary school and minimum 4 years of university education.

6-5-2-3 system: - BIC, offering 6 years of primary school education, 5 years of O Level secondary school and 2 years of A Level of high school education and minimum 3 years of university education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with review of literature on Continuous Professional Development (CPD) in effective teaching and learning. The literature was reviewed from books and journals, mainly based on both published and unpublished studies and was critiqued in light of the study. The chapter is organized based on the major areas of investigation, namely the main forms of CPD programmes offered to teachers; the benefits of PD programmes in enhancing effective teaching; challenges to CPD programmes and Summary.

2.2 The Main Forms of Continuous Professional Development (CPD) Programmes

According to the Thesaurus of Education Resources Information Center (ERIC) database, professional development (PD) refers to “activities to enhance professional career growth.” Such activities may include individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups and peer coaching, (NCREL, n. d). Fullan (1991) expands the definition to include “the sum total of formal and informal learning experiences through out one’s career from pre-service teacher education to retirement” (p. 326).

Considering the meaning of PD in the technological age, Grant (n.d) suggests a broader definition that includes the use of technology to foster teacher growth. “Professional development... goes beyond the term ‘training’ with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources. This definition of PD includes support

to teachers as they encounter the challenges that come with putting into practice their evolving understandings and the use of technology to support inquiry-based learning. Current technologies offer resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests.”

Continuous Professional Development (CPD) also includes but is not limited to In-Service Education and Training (INSET). Bolam (1982) defined INSET as “those education and training activities engaged in by secondary and primary school teachers and head teachers, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively (Somers & Sikorova, 2002). In-Service Education and Training (INSET) is used by most education systems to institute development that aims to initiate change in areas they deem necessary for improvement, or in which an authority has introduced new policies. This latter is called ‘mandated change’, and large resources can be devoted to bring about development in the teacher knowledge and behaviour to institute educational reform.

Dean (1991) says that INSET is education intended to support and assist the PD that the teachers ought to experience throughout their working lives. She says that it is a process through which teachers become more professional. In-Service Education and Training (INSET) is also defined as the whole range of activities by which serving teachers and other categories of educationists within formal school system may extend and develop their competence, and general understanding of the role which their schools are expected to play in their changing societies (UNESCO, 1983).

Reflective practice can be a beneficial process in teacher PD, both for pre-service and in-service teachers. Schon (1987) introduced the concept of reflective practice as a critical process

in refining one's artistry or crafting a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to recognize consonance between their own individual practices and those of successful practitioners. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996).

Coaching and peer involvement are two aspects of reflective practice seen most often at the pre-service level. In a study on how student teachers develop the skills necessary for reflective teaching during their field experiences, Ojanen (1993) explored the role of teacher educator as a coach. Teacher educators can most effectively coach student teachers in reflective practice by using students' personal histories, dialogue, journals and small and large-group discussions about their experiences to help students reflect upon and improve their practices. Kettle and Sellars (1996) studied the development of third-year teaching students. They analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They found that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a collaborative style of professional development that would be useful throughout their teaching careers.

Coaching and peer involvement took place effectively through sharing and comparing ideas and approaches to effective delivery of content in the subject. In private secondary schools in Mombasa, this was only possible in the staffrooms, where teachers of the same or related subjects shared common preparation rooms or where a teacher taught one stream and the counterpart taught the other of the same class. Notes for students are shared and so are lesson plans. In this way, the more experienced, less experienced and the novice get to learn from each

other and challenge their beliefs and preconceptions thereby developing new views and approaches. Teachers are also able to appreciate the inter-relationship between subjects. However, this is not happening in most schools due to several reasons: lack of time by the teachers, conducive environment not being fostered by school managements, teachers' intra-competition or ignorance of the fact that sharing is a continuous process of learning best teacher practice.

At the level of in-service teaching, studies have shown that critical reflection upon experience continue to be an effective technique for PD. Licklider (1997) reviewed adult learning theory and found that self-directedness, including self-learning from experience in natural settings, is an important component of adult learning. Therefore, effective teacher PD should involve more than an occasional large-group session; it should include activities such as study teams and peer coaching in which teachers continuously examine assumptions and practices.

Many private secondary schools in Mombasa do not engage in INSETs because the school managements have not planned for it or created time or resources for it. Where the district or other organizations have organized it, teachers seldom get time off to attend or sponsored if participation fees is required. It is not uncommon for teachers to feign illness to attend INSETs. However, few schools have a CPD policy or are very supportive to the cause of in-service and have PD Teachers in the schools to enhance in- service teaching, with the result that teachers have been more confident in their teaching skills.

Serving as a coach or mentor to peers is another form of reflective practice for in-service teachers. Uzat (1998) presented coaching as a realistic and systematic approach to ongoing teacher improvement through focused reflection on teaching methods. Uzat also relates the

concept of coaching to self-efficacy: teachers' beliefs that affect students' lives as well as the schools to motivate them intrinsically to grow.

Peer coaching and mentoring “are PD strategies that provide one-to-one learning opportunities for teachers focused on improving teacher practice” (Louks-Horsley, et al, 1997). The coaching relationship can be fostered through classroom observations, planning instructions, developing materials, or discussing students. Joyce & Showers (1996) report that contrary to what many believe, verbal feedback need not be a part of coaching activities involving classroom observations, the simple act of observing another teacher in action is a PD experience. While coaching is a most often peer relationship, mentoring typically involves a more experienced teacher paired with a novice. Both coaching and mentoring are activities that focus on strengthening teachers' practice in the environment where it most counts – the classroom. Just as site-based management puts decision-making responsibilities in the hands of the most affected by the decisions, coaching and mentoring place PD at the critical level of the classroom, where it has the potential for a significant impact on students' learning.

Many teachers were not yet comfortable with classroom observations. Partly it was because in the private secondary schools in Mombasa, it was rarely done. This exercise was also associated with a management decision to hire a teacher or to terminate or retain the services of a teacher. As a result, it was not received by the teachers as a method of improving practice. Most school managements did not plan with the teachers and thus when it was done, it was ad-hoc and more routine inspection-like. The opportunity of a teacher learning from an experienced one or an experienced one making notes to advice the novice teacher on strengthening teachers' practice was lost.

A review of current research indicated that portfolio development had become a favourite tool used in pre-service teacher education (Antonek, et al, 1997; Hurst et al, 1998). Portfolios encouraged beginning teachers to gather in one place significant artifacts representing their PD. They assembled materials that document their competencies. Portfolios included a reflective component, for when the teacher decided which materials to include, he or she must reflect on which teaching practices worked well and why (Hurst et al, 1998). The portfolios were modified at points throughout a teacher's career, as the teacher continued to apply learning to practice. Furthermore, new performance-based assessments for teachers developed by the New Teacher Assessment and Support Consortium (NTASC) included the use of portfolios. These were based on the National Board for Professional Teaching Standards (NBPTS) model that enabled teachers to demonstrate how their teaching related to student learning (Weiss & Weiss, 1998).

Participation in some PD programmes needed not always focus on specific teaching methods and strategies; they could also focus on teacher attitudes that affect practice. Wilhelm et al (1996) described the curriculum of a PD institute that offered teacher interns an opportunity to explore attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms with cultural compositions vastly different from their previous experiences. By its nature, this kind of PD institute caused teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way.

The primary benefit of reflective practice for teachers was a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature included the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and diversity in applying theory to classroom practice. Freidus (1997) described a case study of one teacher/graduate student struggling to

make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Her traditional socialization into teaching made it difficult for her to understand that her views of good teaching were being challenged in her practice. But the opportunity for exploration through reflective portfolio work enabled her to acknowledge and validate what she was learning.

Most school managements in private secondary schools in Mombasa did not allow teachers to develop and improve their teaching style over time. In some instances, the head teachers would insist on a particular way of teaching, giving of notes, etc, without regard of individuality of one's teaching style and relevance to the current cohort of students being taught. This did not give the teacher the flexibility to adapt previous teaching styles on particular topics to suit the uniqueness of the cohort. This had the consequence of the teacher not benefitting from reflective practice to improve their teaching, hence inhibiting progressive creativity.

A teacher who had identified a specific content-area need could elect to enroll in a college course that would strengthen his or her knowledge of the subject. Collaborative or action research conducted individually or in teams actively engaged teachers in designing and pursuing investigations that serve as productive PD experience. Through the collection and analysis of data, teachers gained useful insights that can inform classroom practices.

Information technology (IT) was one area that was gaining a lot of relevance in the teaching and learning in all subject areas. With the coming of the internet age, teachers were faced with the challenge of using computers as a tool for teaching and learning. In most schools, this knowledge was assumed or it was assumed that just by providing the computers and internet, teachers would automatically use them for the teaching and learning purposes. Most teachers in these schools were therefore, not formally trained to do so and very few had a continuous

programme to assist the teachers to use them. Teachers were therefore, challenged to identify this gap and seek further training on this and other specific subject content areas.

Study groups are typically organized around a particular topic of interest. For example, science teachers may meet to form a study group to learn more about how they can improve the school's science fair through use of inquiry-based teaching. Facilitation of the group can be assigned to one member or rotated on a regular schedule. Typically, study groups examine a topic by reading and discussing current literature, visiting sites where the practice of interest is employed, or attending conferences or classes to gain additional knowledge on the selected topic (Louks- Horsley, et al, 1997).

The biggest impediment to study groups was time. Teachers were only able to meet only if particular school programmes or district departments of education or organization initiated programmes that necessitated study groups to be formed. A good example was the Congress on Science and Technology. Unfortunately, most private secondary schools in Mombasa did not participate in it.

Staff retreats offered educators many benefits. A regular uninterrupted single or multi-day session provided staff with unique opportunities to develop goals and action plans targeting their specific needs and context. Schools using this strategy reported that one of the most significant benefits of regular staff retreats was the progress made in building a spirit of professional community among all staff (Little, 1997). If possible, the retreats should be held at a site other than the school building.

In most private secondary schools in Mombasa, goals and action plans were solely developed by the school management. Teachers' input was not sought. It was their unwavering cooperation that was required on implementation. As a result, they were not part of the planning

team and therefore they did not feel partly responsible for school programmes. Staff retreats in most cases occurred as end of year parties at some beach hotels. Teachers and school management met to celebrate the end of a successful year. Nothing about planning was discussed. As a result, teachers were not incorporated in developing of school goals and action plans. An opportunity was hereby missed in involving teachers in developing strong approach for action to an idea or a problem targeting specific school needs and contexts.

Scoring student work samples produced in response to performance assessment tasks offers unique opportunities for PD. This experience typically was organized around training sessions on how to use scoring guides or rubrics to evaluate open-ended mathematics problem, writing sample or oral presentation. This experience not only provided teachers with an opportunity to gain and practice new skills associated with the use of scoring guides, but equally important, it could also engage them in thoughtful conversations with colleagues about standards-based instruction and what characterizes student success. Furthermore, the practice promoted the use of uniform assessment strategies or procedures. These discussions were most productive at school level, where they could be frequent and on-going.

This rarely happened in private secondary schools in Mombasa. Mostly, representatives of examining boards would occasionally invite teachers on an INSET on marking. Furthermore, most teachers in the KNC schools did not get a chance to join their counterparts in the public schools in the national exercise of marking the KCSE papers because of lack of release time from school holiday duties like extended classes. Those teaching the BIC, had a slimmer chance because the candidate scripts were dispatched by airmail to London where the would-be examiners would be based. So unless schools provided their own training sessions, teachers were

always bound to use the limited knowledge they had together with the annual comments from examiners' reports of previous examinations.

Planning workdays provided opportunities for in-depth, lengthy discussions of a particular idea or problem. A day devoted to strategizing and developing an approach for action allowed teachers to make significant progress toward goals – progress that was often not accomplished in daily or weekly planning times. A slightly different concept than staff retreats, workdays typically involved smaller groups focused on a particular task. For example, a team of eight-grade teachers could use a workday to plan a thematic unit to make decisions about the next year's class assignments.

School visits were excellent vehicles for teachers and others who were considering a new approach or strategy to observe what it looked like in “real life”. School visits were most informative when there was a close match between the visiting and the hosting schools' student population, grade configuration, community expectations, and learning goals. Lessons could be learned by visits to schools in varying stages of implementation. Staff at a school where the strategy has been in place for several years would have a different perspective than those where the innovation was relatively new. Another key component of production of productive school visits was the opportunity for visiting teachers and staff to have time to ask questions. Things to look for should be considered and determined prior to the visit to ensure efficient use of time.

Most private secondary schools in Mombasa had some kind of rivalry such that it was not possible to visit each other officially as a group. Learning from each other therefore became very illusive. Only in a few schools where particular head teachers had a good rapport, would school visits occur. Teachers visiting each other on school premises were viewed with suspicion unless it was an inter-school activity like sports.

Networks were often organized around specific content areas. Little (1997) argues that subject specific collaborates or networks can be particularly effective in “ensuring that teachers acquire expertise that joins subject knowledge with a solid grasp of pedagogical challenges and possibilities”. As more schools were becoming “wired” for internet and e-mail capabilities, electronic networks and list-serves were alternatives to more traditional face-to-face networks. The exchange of ideas and the ability to tap into the expertise of colleagues across town or on the other side of the country made networks particularly effective PD opportunities that exemplify the concept of learning communities.

By gaining a better understanding of their own individual styles through these PD activities, teachers could improve their effectiveness in the classroom. This study explored the extent to which PD activities in the sample schools had facilitated this.

2.3 The Benefits of Continuous Professional Development (CPD) Programmes on Teaching Effectiveness

As asserted by Hammond (1990), professional development (PD) is a key tool that keeps teachers abreast of current issues in education, helps them implement innovations, and their practice. One of the most effective ways to bring change, teaching improvement and the professional growth and developments of teachers is through well-organized in-service programmes. The results of school reform efforts depend primarily on the organizational roles PD provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals.

Schools and Staffing Survey (SASS) conducted a survey on American schools in 1993-1994 on the importance of PD activities. It focused on teachers’ opinions about the benefits of the programmes and activities in which they have participated and the relationship between

teachers' participation and their reports of their use of various instructional practices. Teachers were asked if, since the end of the last school year, they had participated in any in-service or PD programmes that focused on the following five topics. Uses of education technology for instruction (e.g. use of computers and satellite learning); methods of teaching in their subject field; in-depth study in their subject field; student assessment (e.g. methods of testing, evaluation, performance assessment); and cooperative learning in the classroom. If the answer was "yes", teachers were then asked whether the programme had lasted 8 hours or less, 9-32 hours, or more than 32 hours. Participation rates were found to reflect such factors as the need for help, the availability of resources, priority given to PD in specific content areas, the priority to which schools and districts give to PD generally, the extent to which training is voluntary or mandatory, teachers' motivation to participate voluntarily, and special needs for the school. Participation rates were higher for public school teachers than private school teachers albeit with a small margin. Participation rates were found to depend less on teacher characteristics and more on the characteristics of the schools and districts where they work. These included school (size of school, student body composition, region, and community type), principals' education and experience, districts or affiliation group in the case of private schools, and the availability of opportunities (sponsors, professional associations, nearby colleges).

An index of participation was created by multiplying participation (No=0 or Yes=1) by the length of the programme (8 hours or less=1, 9-32 hours=2, and more than 32 hours=3) and summing across the 5 types of PD. (i.e. index of participation= participation X length of the programme). Thus, an index of 1 would indicate participation in one programme or less than a day, an index of 2 would indicate participation in two programmes for 1 day or one programme for 9-32 hours. Ordinary least of squares regression was used to examine the relationship

between the level of participation and teachers' assessments of the impact of such participation on their teaching.

The level of teachers' participation in PD programmes on the five topics and teachers' assessment about effectiveness of the programmes were positively associated. Specially, the higher the level of participation, the more likely the teachers were to agree or strongly agree that these programmes provided them with new information, changed their views on teaching, caused them to change their teaching practices and made them seek further information or training. This positive association remained significant after taking into account various teacher and school characteristics considered possibly to be related to teachers' assessment.

On the issue of school culture, PD principles were found to emphasize the importance of a collaborative environment where teachers and administrators develop common goals, share ideas, and work together to achieve their goals.

The 1993-1994 SASS included several questions that permitted some judgments about the extent to which school culture supported teachers' PD. Teachers were asked whether they agreed or disagreed with statements regarding how often their principal talked to them about their instructional practices, the amount of cooperation among staff members, and the extent of coordination among teachers with regard to class content. In responding to the questions, teachers were given the option of strongly disagreeing, somewhat agreeing, somewhat disagreeing, or strongly disagreeing.

Overall, 11% of all teachers strongly agreed that their principal talked with them frequently about their instructional practices; 37% strongly agreed that there was a great deal of cooperative effort among the staff members; and 39% strongly agreed that they made a conscious effort to coordinate the content of their courses with other teachers.

To the extent that the responses to these questions could be used as indicators of a collaborative school culture, private school teachers were more likely than public school teachers to see their schools as collaborative places in which to work. In both public and private sectors, teachers were more likely to strongly agree that there was a great deal of cooperative effort among staff members at the elementary level than at the secondary level and in small schools than in large ones. Also in both sectors, as school size increased, teachers were less likely to strongly agree that their principals talked with them frequently about their instructional practices.

In the 1993-1994 SASS, teachers were then asked whether they strongly agreed, agreed, disagreed, strongly disagreed or had no opinion. Teachers were reporting on their overall assessment of all professional activities they had participated in on any of these separately.

Overall 85% of teachers who participated in PD programmes on one or more of the above mentioned topics reported that those programmes provided them with new information. Those who reported that the programmes caused them to seek further information were 62% while 65% reported that they caused them to change their teaching practices. On the other hand, 42% reported that the programmes changed their views on teaching and 10% thought the programmes had wasted their time. Public schools were more likely to have this opinion than private schools (11% vs. 1%). As years of teaching experience increased, so did the percentage of teachers who thought that the programmes had been a waste of time.

In the survey, SASS asked teachers to identify various aspects of support they had received during the current school year for INSET or PD in their main teaching field. What was reported related to whether they had participated in INSET or PD on topics related to their main teaching assignment field and whether their district or school offered this type of support. The type of support elicited included release time from teaching (to participate in PD activities), time

built into their schedules, travel expenses, tuition or fees and professional growth credits. It was noted that as school size increased, teachers were more likely to have received release time. Public school teachers were more likely not to have their travel expenses or tuition fees reimbursed. One third of the public school teachers reported having received professional credits for participating in PD programmes. This might mean that the types of activities in which they participated were not the types that their districts, states, or both recognized for credit. It may also reflect the fact that most participation was in activities that lasted less than one day. The percentage of teachers who received various types of support varied by state, as well as reflecting variation, in state involvement in PD.

The National Commission on Teaching and America's Future (NCTAF, 1996) noted that new teachers were often simply assigned to classes and left to "sink or swim" with little or no support from more experienced teachers, and argued that this lack of support for new teachers contributed to high turnover and less effective teaching. As a result of this concern, through PD, increasingly, schools and districts in America are implementing formal programmes to help beginning teachers adjust to their new responsibilities and working environments. Through these programmes, experienced teachers help new teachers by providing guidance on pedagogical challenges and chores, ethical dilemmas, student assessment and classroom management and by familiarizing new teachers with school programmes, policies and resources.

Based on teachers' reports in the 1993-1994 SASS and Teacher Follow-up Survey (TFS) conducted the following year, participation in PD programmes appeared to be linked to teachers' instructional practices (Henke, et al., 1997). In particular, participation in PD was associated with the use of various types of instructional practices that were currently being advocated as effective, such as cooperative learning, portfolios for assessment, and the use of advanced

technology in classroom. The teachers may have participated in the PD activities and were motivated to adopt the recommended instructional practices, or had sought out PD activities for help once they decided to implement the practices.

The TFS asked teachers the following questions in relation to cooperative learning in the classroom: how often they used various grouping strategies for instructional purposes – the whole group, small group, individual instruction; how often they had students work in group projects (for a group or individual grade); how often they conducted class discussions of work done by smaller groups. Both public and private school teachers who had participated in PD programmes on cooperative learning in the classroom since the end of the previous school year were more likely than those who had not to use small group instruction at least once a week, assign group projects for individual or group grades, and conduct class discussions of work done in groups.

Teachers were also asked whether they used portfolios in their classes, and if so, whether or not they included various types of work in them, ranging from traditional assessment tools, such as worksheets, tests, and homework to tools suitable for evaluating complex learning tasks, such as long-term project and audio or video work. About half (56%) of all teachers used portfolios. Teachers who attended a PD programme on student assessment were more likely than those who had not attended such a programme to use portfolios. This was true for both public school teachers (64% vs. 50%) and private school teachers (58% vs. 46%).

Teachers were asked by TFS about their use of various tools in the classroom for demonstrating concepts including computers, videos, and other electronic media and about tools that students used in class, such as calculators and computers for writing. Overall, 55% of all teachers said they used computers, videos or other electronic media; 29% used computers for

writing; and 24% used calculators (which would not be useful in all classes). Among both public and private school teachers, those who had participated in PD on the use of education technology for instruction were more likely than those who had not to use each of these tools.

The link between teachers' PD and their instructional practices was further evidenced in reading instruction at elementary level. The more staff development hours 4th grade teachers had in reading, the more likely they were to require students to read from a variety of books (including novels, poetry, and nonfiction) and from materials from other subject areas at least once a month. Both these practices are widely encouraged by experts in reading instruction. Time in staff development in reading was also positively associated with a number of other student activities favoured by reading experts, including talking with other students about reading, group activities about reading, discussing interpretations of reading, and explaining understandings of reading. Moreover, it was negatively associated with workbook exercises, which are generally a less productive use of students' time. Both time in staff development in reading and participation in courses or workshops on assessment in the last 5 years were positively associated with the use of paragraph writings, presentations, and reading portfolios to assess reading progress, and negatively associated with the use of multiple-choice tests.

Since these studies were made out of Mombasa, this study investigated the five topics surveyed by SASS and TFS in the sample private secondary schools in Mombasa with a view to finding out whether similar results would be found out as in the SASS and TFS surveys with regard to participation in PD activities.

Different studies have been carried out on the role of CPD on effective teaching in Kenya and Uganda. Earnest (2004) conducted a longitudinal study of 4 years (1993-1997) that investigated the effectiveness of a professional development programme (PDP) in an early

childhood institution in Kampala, Uganda. From a sample of all the 22 teachers in one private institution, he used qualitative case study and action research method to collect data through discussions, in-depth interviews, classroom observations, anecdotal records and narratives.

The study found that the PDP increased interaction between the head teacher and the teachers, increased teacher cohesiveness and teacher collaboration and improved self-efficacy. The school improvement and PDP was a systematic approach to school-wide improvement that incorporated every aspect of a school from curriculum implementation, instruction to school management. At the classroom level, teachers developed student-centred classrooms, incorporated cooperative learning in their lessons, used team teaching, had attractive student displays and used locally available materials to make resources. There was also an overall improvement in student achievement (literacy and numeracy) noticeable over the 4 years and student enrolment increased sevenfold. Students were happy, responsive and energetic and had a high level of self-esteem measured by classroom observations, parent feedbacks and discussions, teacher feedback and talking to students.

While the study recognized that a teacher's first and most important role was to teach, the study confined itself to improving teaching practice within the classroom and bring about change in the classroom. The study was however, not done on private secondary schools and not in Mombasa. This study benefitted from Earnest's study in relating to the teacher characteristics on effective teaching and the effects of CPD in private secondary schools in Mombasa.

Mbuthia (2006) carried out a study on the effectiveness of expatriate and the local staff in the implementation of BIC in Kenya. His study focused on six BIC schools in Nairobi. He used descriptive survey research design. He used questionnaires, interview schedules and observation checklists to reach 6 head teachers, 25% of the local teaching staff and expatriate teaching staff,

10 senior students in the schools, 5-10 parents of students in the schools, and 6 directors/managers through purposive sampling. His study featured the comparison and found that there was no significant difference between the effectiveness of expatriate and the local staff in the implementation of an international educational system in Kenya. He obtained his data from the perspective of the parents, teachers and students. His study, however, did not show how CPD in could enhance this. This study sought to do that.

In a study conducted by Chepkonga (2004) on teachers' teaching effectiveness as perceived by students in secondary schools in Baringo North district, he used survey design to gather student perceptions in measuring the prevalence of teacher characteristics. He did not work with the other stakeholders to measure the teacher characteristics. He used questionnaires and interview schedules to gather data from a sample of 8 schools. 4 mixed, 2 boys' and 2 girls' schools were drawn through simple random sampling and purposive sampling. 117 boys and 95 girls were drawn through simple random sampling. His study found out, among other things, that in spite of having pedagogical skills, teachers in Baringo North district were inadequate in classroom management skills. They were unavailable to their students and said they lacked commitment to teaching despite being competent and having the right teaching skills. The present study surveyed the perceptions of the other stakeholders namely the teachers and the head teachers to measure the teacher characteristics and to what extent CPD played in enhancing effective teaching. The study also investigated Chepkonga's student perceptions in Mombasa to gather teachers' perception on the benefit of CPD using the same tools: questionnaires and interview guides. While Chepkonga's study concentrated on public secondary schools in Baringo North district, this study was based on private secondary schools in Mombasa.

Omao (2007) carried out a study on the effectiveness of the implementation of secondary school Kiswahili curriculum in Kajiado district. She used both descriptive survey design and *ex-post facto* designs. Stratified random sampling and simple random sampling was used to draw a sample of 10 secondary schools, 10 heads of Kiswahili department, 10 Kiswahili teachers and 100 students. 1 officer from Kenya National Examinations Council, 1 Quality Assurance and Standards Officer and 1 officer from Kenya Institute of Education were also drawn in the study. Data was collected through questionnaires, interview guides, document analysis guides and observation guides. While Omao's research concentrated on the implementation process of the integrated Kiswahili curriculum and the pre-service and in-service of teachers for the same, it did not look at the effects of CPD in enhancing the effective teaching as a whole. This study sought to find out the benefits of CPD in such curriculum reforms as recommended in her research. Omao's study concentrated on public secondary schools; this study was on private secondary schools in Mombasa.

In her recommendation, Omao put forward a case of teachers to take their own initiatives to further their own professionalism, do self-evaluation and be able to transform theory into practice. To this extent, this study sought to find out how much the teachers were engaged in CPD, the support the school management boards, head teachers and ministry education officers gave to CPD, and the teachers' perceptions of CPD towards effective teaching in private secondary schools in Mombasa.

O'Palla (2008) conducted a study on the knowledge acquisition and skill development and the learning climate in international schools offering BIC in Nairobi. He used both descriptive and survey designs to collect data. His study looked at school philosophy and school leadership. It also looked at curriculum, classroom climate, learning resources, and PD. Data was

collected from parents', teachers', and students' perspective. His study concluded that international schooling was not based on a particular philosophy different from those that underpin other education systems. It only espoused the values of the British national education system. The leadership aspired to the practice of best practices; it relied on home-country education policies and invested heavily in creating a conducive learning climate. This study looked at these factors and related them to the private secondary schools offering KNC.

Nelima (2005) conducted a study on the relationship between head teachers' leadership styles and students' academic performance in secondary schools in Mbale district of Uganda. She used *ex-post facto* research design and collected data using questionnaires, interview guides and observation schedules. Stratified random sampling was used to draw 20 secondary schools from public and private mixed boarding schools, public and private girls' day schools, public and private mixed day schools. The sample included 20 head teachers, 120 teachers and 240 students drawn using simple random sampling.

Nelima found out that there was a correlation between students' academic performance and the different qualifications of head teachers and, their style of leadership styles. She recommended for head teacher centres to offer formal training opportunities for practicing head teachers. She also recommended that the same study be done on private secondary schools. The present study, thus, made a follow up of this recommendation but emphasized on the head teachers' perceptions on the benefits of CPD on teacher effectiveness in private secondary schools in Mombasa and the kind of support given by them to their teachers.

Kimani (2008) carried out a comprehensive study on the effects of INSET on the teaching and learning of Mathematics and focused on the Strengthening Mathematics and Sciences in Secondary Education (SMASSE) project in Koibatek district. He used *ex-post facto*

design to make a correlation study using questionnaires. He used simple random sampling to draw data from 22 secondary schools, 22 head teachers and 110 teachers. Kimani found out that there was a direct link between the SMASSE INSETs and improved teaching and learning. His study concentrated on one professional development (PD) activity, INSET. This study encompassed other PD activities.

Kanegene (2007) conducted a study on the contribution of private secondary schools in the provision of secondary education in Embu district and found out that private secondary schools contributed a lot in bridging the gap created by the demand for places in secondary schools and that they competed well in performance in KCSE. He used survey design to collect data using questionnaires and interview guides. He sampled 5 schools: 2 boys', 2 girls' and 1 mixed school using stratified random sampling and simple random sampling to sample 5 head teachers, 15 teachers and 100 students. He, however, did not look at the factors that enable them to compete favourably at KCSE. This study thus sought to find out the teachers' perceptions on the effects of CPD in teaching effectiveness in the sample schools in enhancing student achievement in private secondary schools in Mombasa and benefit from the sampling procedures used.

These studies were done out of Mombasa. Most of them used descriptive survey design, which this study benefitted from. While most of them used questionnaires and interview guides, some of them used observation schedules and document analysis guides to gather data. This study benefitted from the first two tools of collection of data. This study also benefitted from the most frequently used sampling procedures, stratified random sampling and simple random sampling. Most of the findings of the studies generally concentrated on performance or the effectiveness of the implementation process of a curriculum change. Where effective teaching

was concerned, a single activity like INSET was studied. Further, none of these studies focused on the benefits of CPD on teaching effectiveness in private secondary schools, hence this study.

2.4 Challenges facing Continuous Professional Development (CPD) Programmes

According to Mohanty (2002), there has been “explosion of knowledge” in every field. Unless the teacher himself continually learns, he cannot be a good teacher. He will not be able to do justice to his duties and responsibilities. He further states that today’s students are quite advanced in their mental age, their intellect, ideas and outlook. Teachers have to meet these students’ queries and satisfy their hunger for knowledge with confidence.

Today, teachers are being called upon to provide the nation’s children with a quality of education previously reserved for small elite. Teachers are also being asked to use new technologies and change how they interact with students and each other. Sergiovanni and Starrat (1993), therefore, recommend that emphasis be on development of job-related skills.

According to Okumbe (1999), there is a strong indication that most teachers in developing countries have been conscripted into the teaching profession due to their inability to gain entry into other professions. Therefore, a main issue in human resources development for teachers is that a good portion of them enter the teaching profession with low morale. A consciously designed human resource development effort is, therefore, a must if work motivation and job satisfaction are to be improved to make all teachers “willing professionals.” Thus, teachers may not be willing to participate in PD programmes since they are well aware that teaching profession is not their first choice. This lot may therefore opt to take courses that open their career path to other professions.

Darling – Hammond, Wise and Pease (1993) presented several conceptions of teachers’ work. Teachers’ work might be conceived as labour, whereby the teachers’ task is to implement

educational programmes as required along with adherence to prescribed procedures and routines. Teaching might be seen as craft, that is, an activity involving knowledge of specialized techniques, and rules for applying. The work of a teacher might be viewed as that of a profession. In this view, a teacher would need to be able to master not only theoretical and technical knowledge, and specialized and techniques, but also sound professional judgement about their application arising from a body of knowledge of theory. Teachers' work might be considered an art, and their artistry manifested in unpredictable, novel, and unconventional applications of techniques in personalized rather than standardized forms.

Medley (1992), and Medley and Shannon (1994) distinguished between the three aspects or dimensions of teacher quality that are most commonly used in making judgments about the quality of work performed by teachers: teacher effectiveness, teacher competence and teacher performance. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. Teacher performance is the way in which a teacher behaves in the process of teaching. Teacher competence on the other hand is the extent to which the teacher processes the knowledge and skills (competences) defined as necessary or desirable qualifications to teach.

Thus, importance of CPD of teachers in order for them to be effective, competent and perform well in their work cannot be underscored. Teachers need to have a sound pre-service training and in-service training and other professional activities that continually renew their capabilities to deliver using methods that link to students' academic achievement. This way, a learning community among the teachers is produced as a profession for the purpose of professional growth in the growing challenges of technology and dynamic changing among the current youth.

According to the U.S. Department of Education Research and Improvement, the priority in ensuring effective teaching is by expanding the supply of potential teachers, improving teacher preparation, and promoting career-long Professional Development (PD) at all levels of education. In its report, “Building Knowledge for a Nation of Learners: A Framework for Education Research – 1997”, it contends that hands-on science, comparative learning, and inclusive for students with disabilities do not amount to much if we fail to surround children with adults who care about them. Students of all ages deserve teachers who know them, believe in their ability to learn, and take personal responsibility for their achievements. They are entitled to teachers who know their subjects, understand the diverse needs of students, and have the professional knowledge and support needed to make learning exciting and engaging.

Effective teaching is inherently a complex, difficult task, and the quality of instruction fluctuates dramatically across the nations, districts, schools and classrooms. Improving school achievement, therefore, requires a sustained effort to recruit, train, and license competent individuals. The report further quotes the National Commission on Teaching and America’s Future (NCTAF) that: roughly one quarter of newly hired teachers in America lack the qualifications for their jobs and in too many places, teacher education looks the same as it did eons ago.

The report further stated that prospective teachers needed undergraduate and graduate programmes that prepared them for the challenges of classroom teaching. They needed a curriculum that linked studies in various disciplines of liberal arts and sciences with studies in education. This required close and frequent collaboration between professors of education and professors of liberal arts and sciences, both to align course content and to ensure that the

instructional strategies taught in education are modeled on effective teaching. Finally, prospective teachers needed preparation for taking active part in school improvement efforts.

A number of challenges arise in connection with CPD. Continuous educational reforms are the norm and are more frequent. They trigger numerous demands to re-examine and reform the way teachers educate and perform their job. Academic expectations are also increasing. Advances in technology are changing the working environment. Development of new instructional strategies and delivery methods continue to evolve to help teachers respond to a host of issues, ranging from increased student expectations to the conditions that students would confront in their communities. Employers are demanding more flexible workforce with ever-growing skills. Teachers are struggling to keep abreast of all these changes and requirements. The role of the teacher is also evolving. Teachers are required to develop new methods supporting their new roles as collaborators, facilitators of learning, and lifelong learners.

Teachers nowadays are expected to promote decision-making, in-depth thinking, and problem solving amongst their students. They are expected to guide their students and instill in them a sense of personal responsibility, self-esteem, and integrity. Furthermore, teachers are prompted to make learning experiences more relevant and meaningful, encourage active citizenship, and create an environment conducive to reflective thinking.

To be effective, teachers need to develop good interpersonal skills that enable them to interact positively with students and parents. Management skills and organizational skills are also important attributes for guiding students. Teachers must continuously develop and modernize their repertoire of skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. It is clear that caring, competent

teachers are vital to the success of any teaching institution. It is equally clear that teachers require CPD to enable them to address the challenges facing them.

In order to maximize the benefit and efficiency of teacher training, in-service PD therefore must be re-conceptualized. Rather than offering piecemeal training, a more holistic view of teacher development was needed.

In Kenya, most PDP emanate from the government in its efforts to equip the teachers and other educationists to cope with the knowledge, skills and values necessary for the implementation of the education reforms that sweep the country quite often. The introduction of the 8.4.4 system of education came with it multiple changes in the curriculum and approach to various subjects at primary and secondary levels. This also included the higher education system. The ministry of education through its agencies has been organizing INSETs for teachers, head teachers, and education staff in order to enhance their implementation of the curriculum and improve their performance in classroom instruction and use of instructional materials. One such INSET is the Strengthening of Mathematics and Science in Secondary Education (SMASSE) which is an intervention aimed at improving science and Mathematics teachers' attitude towards the teaching the subjects in order to create a strong influence on students towards liking and performing better in the subjects through new strategies for teaching and resource provision and improvisation. Sadly, this project targets public secondary schools with a very little infusion of private secondary schools.

Teachers in most private schools have had to face the biggest set of challenges to their working pattern. They bear the ultimate burden of having to “do more with less”, as student numbers increase without matching funding for support activities like CPD. They are being asked to teach a wide range of students (mature, disadvantaged, etc) in different ways involving

new methods and technologies. Their employers are, on the other side, sharpening their accountabilities and making explicit assessments to examine what they do.

In this harsh environment, a model of a teacher would have the following competencies. Awareness and understanding of the different ways in which students learn; Knowledge, skills and attitudes relating to assessment and evaluation of students in order to help students learn. Commitment to scholarship in the discipline, maintaining professional standards and knowledge of current developments; Awareness of Information Technology (IT) applications to the discipline, both as regards access to materials and resources world-wide and as regards teaching technology; Customer awareness, as regards the views of stakeholders, including students; Ability to teach diverse range of students, from different age groups, socio-economic backgrounds, races, etc; Skills in handling large numbers without loss of quality; Development of personal and professional “coping strategies”.

Valencia (1996) estimated that by the turn of the century, up to 40% of the children in the USA classrooms would be non-white, with the majority Latino. It was noted that multilingual multicultural schools exist in practically every major city and since the teaching force was primarily white, and becoming more so, it was important to take immediate action to prepare teachers and principals to work with a student population of different background from them. Yet, professional development activities in schools still shied away from tackling inequity, prejudice, and bias; although experience showed that their existence negatively affected instruction, curriculum, teacher-student and teacher-parent relations.

Calderon and Margarita (1997) contend that staff development programmes must understand what reforms means locally in order to gain insight into how PD for reforms can be made relevant and sustained. They must consider how the dominant culture of a school (whether

“white” or “minority” culture) can halt all reform efforts so that nothing, particularly people, fundamentally changes. When this happens, staff development programmes must take up the dual task of developing new expertise in teachers, and also, addressing how inequalities, power, racism, or laissez-faire attitudes are rooted in the school’s basic institutional structures. Indeed, school reform itself must make solving these problems — along with institutional communities of genuine collaboration, caring, and justice — fundamental forces driving their missions and action plans.

Effective educators know and demonstrate appreciation for all their students. Through their attitudes and behaviours, they establish classroom-learning environments that are emotionally and physically safe and they communicate high expectations for academic achievement and quality interpersonal relationships. PD related to these issues is particularly important when educators are assigned to levels other than those for which they were prepared. (For instance, elementary and high school teachers or administrators assigned to middle-grade schools) and when they are teaching students whose backgrounds are significantly different from their own. (For instance, white, middle-class teachers working in schools that primarily serve students of colour and/or those from low-income homes).

Teachers’ knowledge of their students is an essential ingredient of successful teaching. Professional development helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. It provides strategies for tapping the unique learning strengths of each student. In addition, it helps teachers to use knowledge of their students’ interests and backgrounds to assist them in planning meaningful, relevant lessons.

For teachers to act on this knowledge of students, it is important that staff development equip them with ways of providing various types of instruction based on individual differences. Teachers learn to recognize learning strengths and preferences and how to differentiate learning activities within their classrooms. They also learn various ways to assess student progress based on individual differences. Successful educators convey through various means the value and potential that is inherent in each student. They demonstrate understanding, respect and appreciation of students' cultures and life experiences through their lessons and daily interaction with students and their caregivers.

High quality PD provides educators with opportunities to understand their own attitudes regarding race, social class, and culture and how their attitudes affect their teaching practices and expectations for student learning and behaviour. In addition, teachers learn about the cultural backgrounds of their students and develop an appreciation of the benefits that diversity provides in their classrooms for both students' academic performance and interpersonal and social development.

Professional development equips all educators with the knowledge and skills to establish safe and orderly learning environments characterized by mutual respect in which academic learning and psycho/social development will occur. It enables teachers to develop classroom management skills that support positive attitudes and nurture students' capacity for self-management. It assists teachers and administrators in creating school wide practices that convey respect for students, their families, and their cultural backgrounds. Such practices may include school investigations, curriculum units, and other activities that recognize the contributions and traditions of various cultures. These practices also demonstrate sensitivity to caregivers and their students whose primary language is not English and whose work, home life, or cultural traditions

makes it difficult for them to interact with the school and teachers in ways most comfortable and familiar to them.

This study was based on sample schools whose characteristics include urban population of students and a multicultural cohort of students. In particular, in Indian or Arab community sponsored schools, a majority of the students will belong to the same background as the sponsors. The school environment will most probably, be tilted to suit the sponsoring community or religious belief. The majority of the teaching staff would likely be Kenyans of African decent with a considerable number of foreigners mostly British or Indian. This study explored the challenges that teachers in these schools have in their attempt to provide education services vis-à-vis the multilingual and multicultural set-up of the schools with a view to finding out the extent of CPD of the teachers in helping them to prepare for the challenges they meet in their delivery of the curriculum content.

2.5 Summary of Reviewed Literature

Reviewed related literature indicates that the principle determinant of student and school academic achievement is the quality of teaching. It is also evident that CPD plays a role in enhancing not only teaching effectiveness but also in improvement of student achievement in schools as well as creating an enabling environment for teaching and learning to take place and produce effective and successful schools.

The literature review indicated that staff development of teachers allowed them to expand their horizons and adapt to a changing world. It was an investment in children's learning, individuals and societies to unlock their potential. This is the most important contribution a community can make to a better future. Despite it being expensive, the high costs of CPD may not be felt if the outcomes are worthwhile. It had been noted that special commitment was

needed in CPD in the improvement of and maintenance of high quality education and training at the secondary school level. This was in spite of the government (KESSP, 2005-2010) addressing quality, relevance, and access and equity issues.

The literature review also indicated that teachers need a great deal of subject matter knowledge in order to teach effectively. They also need to know how to present the content and process of a subject in order to communicate to the students in a way that it will promote learning. Academic achievement of students depends on their motivation, prior knowledge, and study habits. These factors are influenced by the degree of effectiveness in teaching which in turn is mainly dependent on teacher characteristics. Teachers like the children in their classrooms, benefit from a broad spectrum of activities that let them define, investigate, and solve real problems, reflect on their own experience, and collaborate with others. Finding time for regular teacher learning and conversation is a crucial aspect of any PD agenda.

United Nations Education Science and Cultural Organization (UNESCO) (2003), specifies that the quality of teachers and learning environment they generate is one of the most important factors that explain students' learning results. The literature review indicated that teachers needed to have a sound pre-service and in-service training and other professional activities that continually renew their capabilities to deliver effectively in teaching using methods that link to students' academic achievement. CPD was therefore, thought to be important for the teachers to be effective, competent and perform well in their work and for the purpose of professional growth in the growing challenges of technology and dynamic changes among current youth.

Teachers were being asked to positively change how they interact with students. Cohen, McLaughlin and Talbert (1993) assert that the professional consensus about what constitutes

professional practice has shifted from a model of “teaching as telling” to “teaching as coaching” with students actively involved in constructing knowledge. Most teachers have not been trained for this type of teaching, which has become to be known as “teaching for understanding”. Teaching in these new ways also requires a depth of understanding of the subject matter that not all teachers have. Accompanying new ways of teaching are new ways of assessing students’ progress, which teachers must also learn to use.

It was also noted by Dembele (2004) in the literature review that teachers needed to be provided with opportunities for PD through INSET where they may share experiences, mentor each other, update their skills and interact with innovative approaches and practices that create interest and inspire confidence in the learners. Jones (1990) also noted that effective PD enriches teaching, and improves learning for all subjects. It is an essential link to higher student achievement, supports teacher development both as an individual and as an educator. Finally, teachers were being asked to manage classrooms that are rapidly becoming more diverse culturally and linguistically. Thus, today’s teachers must understand how to reach students from many different backgrounds and from backgrounds different from their own.

The literature review did not directly show how participation in CPD programmes affects student achievement in secondary schools. Many studies showed how CPD was important and how it could be improved. The present study, therefore, sought to find out from the teachers and head teachers the claims of manifestation of effective teacher traits in the sample schools as perceived by the respondents. It further investigated the extent to which participation in CPD programmes promoted this in private secondary schools in Mombasa, given evidence from various studies indicated that these increase teachers’ pedagogical skills for effective teaching hence improving student academic achievements.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the plan and methodology that the researcher used to reach the sampled population, collect and analyze the data to answer the research questions and test the hypotheses. It consists of the research design, target population, sample and sampling procedures that was applied, data collection instruments and their administration and the data analysis procedures.

3.2 Research Design

The study used descriptive survey design. It was used because it offered the use of both quantitative and qualitative research methods, hence ability to apply mixed method research. Data collected was descriptive data. Quantitative data were obtained through closed-ended items and the Likert Scale technique. This study used this design because of its appropriateness in establishing relationships between variables and facilitating the collection of information for determining the population parameters. Survey design was also used, according to Lokesh (1984), to assist in obtaining information, which could be classified, analyzed, patterns extracted and comparisons and interpretations made. It also described the state of affairs as it exists and the researcher reported the findings. It involved assessing attitudes or opinions towards individuals, organizations and procedures.

3.3 Target Population

There are 30 private secondary schools in Mombasa, nineteen schools offer the KNC and seven offer the BIC. Four schools offer both KNC and BIC. The study targeted all the 15 high cost private secondary schools. This is because they were all within minutes drive and within Mombasa city and its immediate environment of Nyali suburban estate. High cost secondary schools were those that charged a tuition fee of Kshs. 15,000 and above per term.

The study took the head teachers and teachers in the target schools as the target population. They must have been in the same school for at least a year. The head teachers were targeted as they are important because they have the authority to supervise, coordinate and plan curriculum instruction needs in the schools and also may participate and benefit from staff development activities. The teachers were important in the study as they were the implementers of curriculum instruction in the schools. They were the ones who participated and benefited from staff development activities.

3.4 Sample and Sampling Procedures

Schools

Out of the 15 accessible high cost private secondary schools in Mombasa, seven of these offer the BIC only. Four schools offer the KNC only. Four offer both BIC and KNC. The schools targeted must have been examination centres and presented candidates for KCSE or IGCSE or GCE for at least two years. Three out of the four schools that offer both KNC and BIC were found not to have presented candidates for IGCSE as the BIC in the schools was just one year old. The three therefore were considered as KNC schools. One BIC school was used as a pilot school and therefore was not included in the study. Thus, 7 BIC, 7 KNC schools and 1 school offering both BIC and KNC were used for the study making a total of 15.

The sample consisted of 11 out of the accessible 15 high cost private secondary schools in Mombasa. Five schools were from the BIC while the other five were from the KNC schools. One was from a school offering both BIC and KNC.

Private secondary schools in Mombasa exhibit different school cultures, administration, permissiveness and freedoms depending on the ownership or sponsorship and the type of curriculum offered. This greatly affects and determines what curriculum is taught in the school, how it is taught and the extent that other co-curricular and extra-curricular activities are engrained in the school system. The schools would therefore differ variedly in school culture and environment and to what extent teachers would be permitted to exercise their teaching methodologies.

To select this sample, proportionate stratified sampling procedures was applied. The strata identified were the type of curriculum followed: the KNC and the BIC. Further, these were stratified into the type of ownership or sponsorship: Muslim Sunni, Muslim Shia, Christian Catholic, Christian Protestant, Hindu, and Independent / non-denominational.

These schools were selected by use of stratified random sampling as follows: 5 (33.3%) BIC schools (2 sponsored by the Muslim Shia community, 1 by Hindu community and 2 independent/non-denominational), and 5 (33.3%) KNC schools (1 sponsored by the Muslim Sunni, 1 by Muslim Shia communities, 1 by Christian Catholic, 1 by Christian Protestant institutions, and 1 independent/ non-denominational). One school (6.67%) offering both curricula was also selected. The distribution of sample private schools selected by curriculum and ownership/sponsor is as shown in Table 3.1.

Table 3.1: Distribution of Sample Private Schools by Curriculum and Ownership/Sponsors in Mombasa

| Ownership/ Sponsors | Curriculum offered | | | | | |
|---------------------------------|--------------------|--------|--------|--------|-------------|--------|
| | KNC | | BIC | | KNC and BIC | |
| | Sample | Sample | Sample | Sample | Sample | Sample |
| Muslim Sunni | 2 | 1 | - | - | - | - |
| Muslim Shia | 2 | 1 | 2 | 2 | 1 | 1 |
| Christian Catholic | 1 | 1 | - | - | - | - |
| Christian Protestant | 1 | 1 | - | - | - | - |
| Hindu | - | - | 2 | 1 | - | - |
| Independent/ Non-denominational | 1 | 1 | 3 | 2 | - | - |
| Total | 7 | 5 | 7 | 5 | 1 | 1 |

n=11

Head Teachers and Teachers

The sample included all head teachers of the 11 selected schools. They were selected by purposive sampling. Ten (10) teachers from each of the participating schools were selected by stratified random sampling. In each school, the names of the eligible teachers were obtained and written on pieces of paper. They were then folded and put in 2 boxes, one for male and the other for female teachers. A proportionate representation was then calculated for each gender. The boxes were shaken and a paper was picked one at a time from each box and the name on the paper recorded. The exercise was repeated again until all the 10 teachers were obtained as per the proportionate gender representation. Most schools had an average of 15 teachers. According to information available at the DEO's office, Mombasa, there were 230 teachers teaching in the

target schools (DEO's Office, Mombasa, 2009). A total of 110 teachers were sampled out of the 230 teachers in the target schools. This sample therefore comprised 47.8% of the targeted teachers. The total number of respondents that was selected for the study was as presented in Table 3.2.

Table 3.2: Respondents from Selected Schools as per Category of School

| Ownership/ Sponsors | Respondents from schools | | | | | |
|------------------------------------|--------------------------|----------|------------------|----------|------------------|----------|
| | KNC | | BIC | | KNC and BIC | |
| | Head teachers | Teachers | Head teachers | Teachers | Head teachers | Teachers |
| Muslim Sunni | 1 | 10 | - | - | - | - |
| Muslim Shia | 1 | 10 | 2 | 20 | 1 | 10 |
| Christian Catholic | 1 | 10 | - | - | - | - |
| Christian Protestant | 1 | 10 | - | - | - | - |
| Hindu | - | - | 1 | 10 | - | - |
| Independent/Non- denominational | 1 | 10 | 2 | 20 | - | - |
| Total | 5 | 50 | 5 | 50 | 1 | 10 |

n=110

3.5 Data Collection Instruments

The research was conducted using questionnaires and interview guides. The data collection instruments had different sections to solicit different types of data. The following section describes different types of the instruments that were used in the study.

3.5.1 Questionnaires

The study used questionnaires because of their economy in saving time when collecting data from diverse regions. The questionnaire set of questions or statements was to assess attitudes, opinions, beliefs and biographical information. The items in the questionnaires comprised of closed-ended and open-ended questions. Closed-ended questions sought objective responses while open-ended questions sought subjective responses. Questionnaires were used because they can ensure anonymity, permit use of standardized questions, have uniform procedures, provide time for respondents to think about responses, read and write independently and are easy to score. They present an even stimulus to a large number of people simultaneously and provides an investigation with an easy (relatively) accumulation of data. Kahn & Best (1992) noted that questionnaires enable the person administering them to explain the purpose of the study and to give the meaning of the items that may not be clear.

3.5.1.1 Questionnaires for Teachers

The questionnaire for teachers was divided into the following sections. Section A solicited respondents' demographic information on biographical data. Sections B solicited information on forms of CPD; Section C: Benefits of participating in CPD programmes; Section D: Challenges facing CPD programmes and Section E: What can be done to improve CPD programmes. The questionnaire had both open-ended and closed-ended questions. A Likert scale was used to measure attitudes (See Appendix II).

3.5.2 Interview Schedules

Interview Schedules were used to solicit responses from the head teachers. The interviews were structured and semi-structured where the researcher employed both open-ended and closed-ended approach. They provided in-depth data which was not possible using

questionnaires. They also provided sensitive and personal information through interaction and genuine conversation between the researcher and the respondent.

3.5.2.1 Interview Schedules for Head Teachers

An Interview Schedule for head teachers comprised of the respondents' demographic information on biographical data; information on: forms of CPD, benefits of participating in CPD programmes, challenges facing CPD programmes and what can be done to improve CPD programmes. The Interview Schedule was semi-structured, with both open-ended and closed-ended questions (See Appendix III).

3.6 Validity and Reliability of Data Collection Instruments

3.6.1 Validity

To ensure the validity of the instruments, the researcher reviewed the instruments with his peers, lecturers in the department of postgraduate studies in education and his supervisors to assist in the examination of the content and the degree to which the instruments would gather the information intended. Their feedback was used to improve the face validity, content validity and the internal and external validity of the research instruments.

Pilot study was conducted in one school before actual data collection. This school was not included in the sample for the main study. The pilot data were collected through personal administration of the questionnaires and interviews schedules. The researcher discussed with each of the respondents after completing the questionnaire to determine whether the items were correctly worded and therefore not open to misinterpretation when administered to the respondents of the main study.

The questionnaire and interview schedule were found to be generally long and they were shortened by eliminating those items that bore similar meanings or were irrelevant to the

objective of the study. Review was then made accordingly. It was noted that the demographic items on how long they had been in the teaching profession, how many lessons they taught in a week, their teaching subjects and the subjects they taught in their school to be irrelevant to the study and were removed from the questionnaire.

Other items found irrelevant were school details like curriculum, sponsorship, number of streams and number of students per class, and average length of lessons. The items on information on teachers' perception towards CPD and their recommendations were also found to be repetitive and were removed. This reduced the questionnaire to a manageable 7 pages. Similarly, the questionnaire for head teachers was found to be a duplicate of the teachers' questionnaire and an interview schedule was made instead. The interview schedule for education officers and parents were also omitted as they did not have a strong bearing to the study.

3.6.2 Reliability

Piloting was done to establish reliability and make necessary adjustments on instruments. Data from the pilot was tested using the Split-Half method followed by Pearson Product – Moment correlation (γ) to determine the internal consistency of questionnaire items. The method has dual advantages. First, the instruments were administered once thus eliminating sources of error in measurement due to different testing conditions. Secondly, the questionnaires were long hence administering them once was to eliminate fatigue that could be otherwise affect the outcome (Gay, 1996). The scored Likert Scale items from the pilot study was numbered and separated into two halves, the odd numbered instruments made one-half while that of the even numbered instruments formed the other half. The respondents' scores from the two groups were computed and correlated. Data with a high split-half reliability had a high correlation coefficient. Since the correlation computed reflected half the test scores, a correlation factor was applied on

the computed coefficient using the Pearson Product – Moment correlation (γ) using SPSS for Windows version 11.5. The adjusted coefficient then represented the reliability of the whole test.

Pearson Product – Moment correlation coefficient (γ) ranges from -1 to +1. A coefficient of reliability index of above 0.7 was a good measure of a reliable instrument. The results showed that the teachers’ questionnaire had a reliability coefficient of 0.86 as provided in table 3.3:

Table 3.3: Reliability Analysis of Teachers’ Questionnaires using Split Half Method

| Instrument | Number of Cases | Number Items | Alpha |
|------------------------|-----------------|--------------|-------|
| Teacher Questionnaires | 8 | 60 | 0.86 |

The analysis showed that the teachers’ questionnaires had a reliability index of alpha = 0.86. Since this value falls within the accepted levels, the instrument was held as highly reliable enough to collect data that was expected to answer the research questions (George & Mallery, 2003).

3.7 Data Collection Procedures and Ethical Considerations

After getting clearance and a research permit from the university and a research permit from the National Council for Science and Technology, the researcher sought further clearance from the District Commissioner and the District Education Officer of Mombasa. Their approval enabled the researcher to go direct to the field to collect data. The researcher visited the sampled schools sought permission from the head teachers and made appointments for a familiarization and climate setting between the researcher and the respondents. An appointment was then made

on when the researcher would return to conduct the research through the administration of the instruments.

During the collection of the data, great care was taken by the researcher to adhere to professional conduct and ethics. The researcher made sure the issue of protection of the respondents from harm, and confidentiality of research data were addressed. The question of deception of the respondents was addressed by explaining the purpose of the study and how the data collected were going to be used (Gall, et al, 1996).

After collection of the data, the researcher thanked the gatekeepers for their cooperation. Should there be a need to return at a later date this was communicated to the gatekeepers.

3.8 Data Analysis Procedures

After the collection of the raw data, the researcher sorted out the data and edited it to identify blank spaces or unfilled items, and those that could have been wrongly responded to. Questionnaires from teachers were classified according to the patterns of the responses given by the respondents, and their homogeneity as explained in Mugenda and Mugenda (1999). They were then coded for purposes of allocations of magnitude/numbers to the various responses being measured.

Both descriptive and inferential statistics were used to analyze the data. Frequency tables and charts were constructed for demographic variables and closed-ended questionnaire items. The Likert scale technique was used for rating frequencies of questionnaire items on perceptions. Descriptive statistics including frequencies from which percentages could be derived was analyzed by the use of the Statistical Package for Social Sciences (SPSS) for Windows version 11.5. The analyzed data were used to summarize the findings and describe the population sample.

Inferential statistics involved hypothesis testing and making appropriate inferences. Information from the Likert items on perceptions was used to test the hypotheses for independent samples. Analysis of variance (ANOVA) and Independent sample T-test was used to test the hypotheses. Narrative responses were derived from open-ended items in the questionnaires and interview schedules. The responses were noted and organized in relation to the themes or research questions and from this information, the researcher wrote a narrative and interpretative report in order to explain and reflect the situation as it was occurring in the selected schools. Key points or reflections from the respondents were cited. This formed the basis of qualitative analysis.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents data analysis, presentation, interpretation and discussion of the findings on the role of Continuous Professional Development (CPD) programmes in teaching effectiveness in selected private secondary schools in Mombasa County, Kenya. The data was analyzed with the help of a computer program, SPSS for Windows version 11.5. This enabled the researcher to present the data in frequencies, percentages, tables and charts.

The chapter is organized into the following sections based on the major research questions. The first section presents the demographic information of the respondents, namely teachers and head teachers. Other sections include: the main forms of CPD programmes, teachers' perception on the effect of CPD programmes on their teaching effectiveness, challenges facing CPD programmes and the results of the study hypotheses. The last part presents the strategies that can be used to improve CPD programmes.

The Summaries of the findings are given in distribution table of frequency, percentages, means, standard deviations, charts and graphs. The null hypotheses were tested using one way ANOVA and Independent sample T-test and the summary given in tabular format.

Out of the 110 teachers who participated in the study, only 94 questionnaires for teachers were returned. This constituted a questionnaire return rate of 85%. From the 11 head teachers targeted, the researcher was only able to interview 8 head teachers (73%).

4.2 Demographic Information of the Respondents

This section describes the general background information of the two categories of the respondents: teachers and the head teachers. The demographic information was derived from items 1 to 4 of the teachers' questionnaire and the head teachers' interview schedule.

4.2.1 Teachers

The teachers' demographic information comprised gender, age, academic qualification and working experience.

Gender

The researcher sought information on the gender of the respondents so that there could be a clear picture of the numbers of male and female respondents who took part in the study. Data regarding the gender of the respondents were collected, analyzed and presented in Figure 4.1.

Figure 4.1: Gender of the Teachers

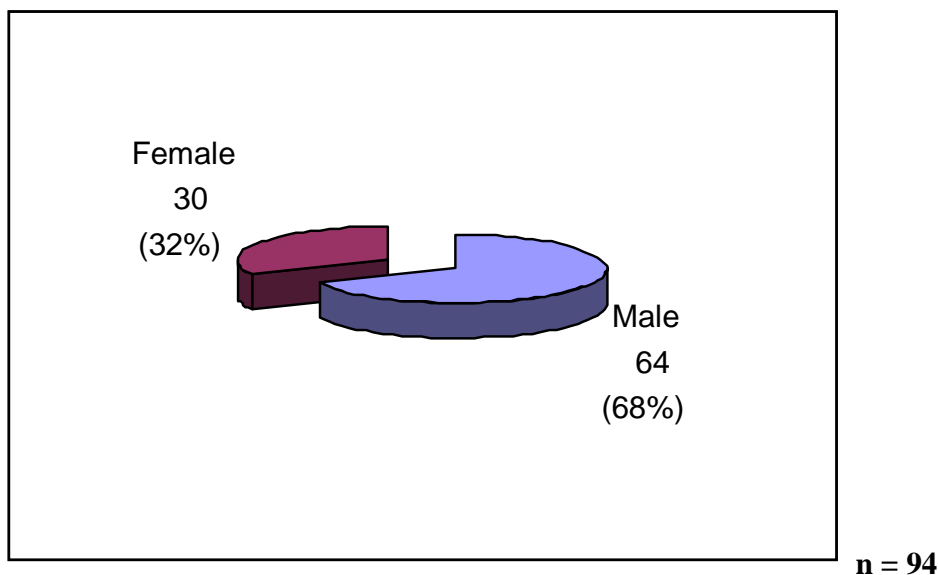


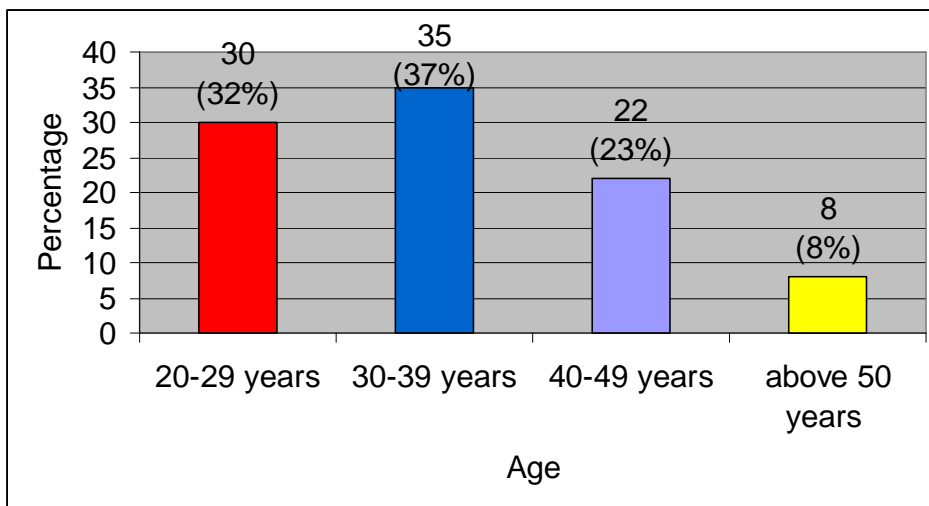
Figure 4.1 shows that out of 94 teachers who participated in the study, more than twice the number of teachers 64 (68%) were male while the remaining 30 (32%) were female. This

implies that majority of the male teachers in private secondary schools in Mombasa dominated the female teachers. The disparity could be as a result of preference of male teachers to female teachers during recruitment in private secondary schools in Mombasa. Male teachers were thought to be ‘safe’ employees who did not have many domestic issues including, but not limited to, maternity leaves. Since private school managements detested giving off days or leave to teachers, male teachers were thought to be more regular to work and willing to work for longer hours without the call of family engagements, which was commonly associated with female teachers.

Age

The teachers who took part in the study were required to indicate their age brackets. The age of the teachers in the sample schools was sought in order to ascertain the teaching force available and their age distribution in the schools and also to eliminate biasness in the teachers’ abilities in effective teaching. The responses of the teachers were presented in figure 4.2.

Figure 4.2: Distribution of teachers by age



n = 94

According to the data in Figure 4.2 above, a majority of the teachers 65 (69%) fell in the age brackets of 20-29 years and 30-39 years. This was 30 (32%) and 35 (37%) respectively. The findings indicated that the number of teachers generally declined considerably after 40 years. This was evidenced by only 22 (23%) and a dismal 8 (8%) in the age bracket of 40-49 years and above 50 years respectively. This indicated that a larger percentage of teachers in these private schools were youthful, below 40 years. Their age suggested that the private schools in Mombasa preferred young teachers in their prime age.

This age group was considered to be more productive and energetic enough to counter the rigours of the private school environment. They were generally known to ask for a small to moderate salary and were ambitious to prove themselves in the teaching profession. Since most private schools did not have proper benefits such as retirement benefits scheme, most teachers of 40 years and above were unlikely to stick to private schools and would look for more stable job opportunities like teaching in public schools. Private school managements were also known not to retain long-serving teachers for fear of a higher salary budget and were often than not happy to release them in favour of new teachers who would start at a lower salary scale.

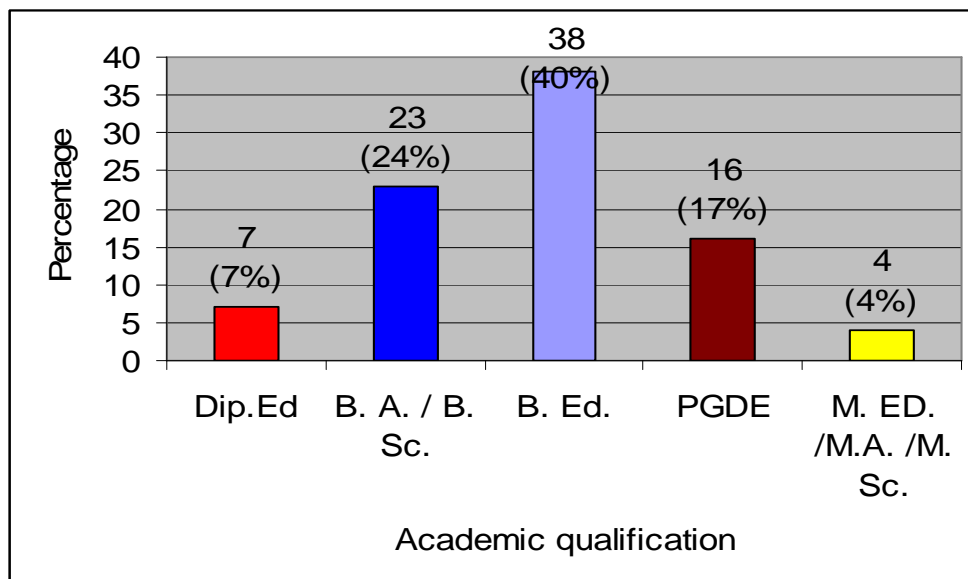
The data further suggested that the teachers in their forties and below were energetic and active teachers who were likely to employ and to put into practice the PD activities in their teaching hence enhancing effective teaching methods. It is this bracket of teachers that were likely to seek for job opportunities and obtain them within and without the private secondary schools sector hence accounting for the bulk of staff movement. It was always unlikely for the private secondary schools to hire senior citizens of 50 years and above unless it was at head teacher levels.

Academic qualification

The academic background of the teachers was vital in the study. It was sought in order to determine whether the teachers had the requisite skills to teach in secondary schools and their ability to apply CPD activities to improve classroom management, instruction and student achievement. However, out of 94 respondents 88 teachers indicated their academic qualification.

The responses of the teachers who took part in the study are summarized in Figure 4.3.

Figure 4.3: Distribution of teachers' academic qualification



n = 94

The data in Figure 4.3 shows that slightly less than half of the teachers who took part in the study 38 (40%) had acquired Bachelor of Education level of education while only 4 (4%) had acquired a Master of Education degree. 16 (17%) had a Postgraduate Diploma in Education and 7(7%) had a Diploma in Education. This implied that 68% of the teachers had the professional teaching qualification needed for teaching secondary level of education. Only 23 (24%) who had acquired a Bachelor of Arts or Science degree had no teaching qualification needed for teaching

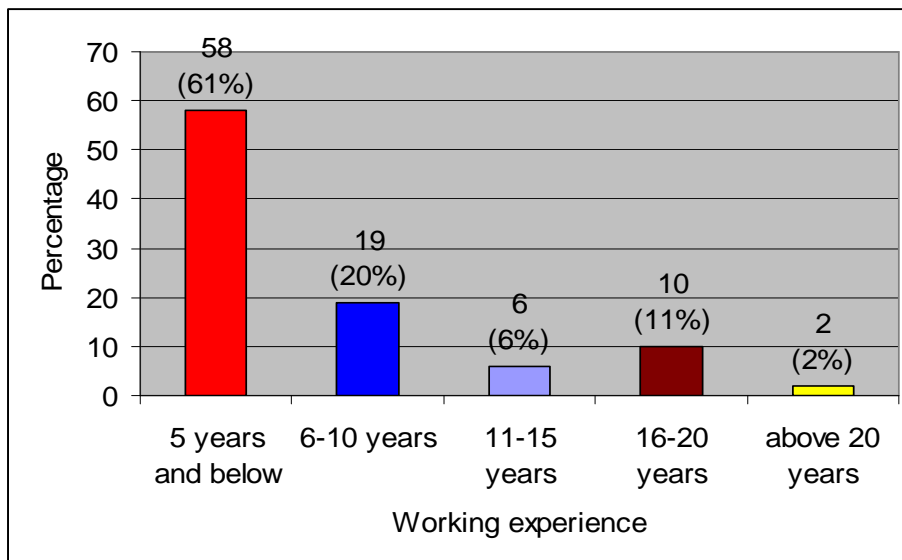
secondary level of education. All the teachers indicated they had the qualifications of a diploma and above.

It is clear from the data on academic qualifications that there was a qualified pool of teachers from whom the private secondary schools in Mombasa hire. However, only a small percentage of teachers (4%) had pursued a master's degree and a sizable lot of (24%) with a Bachelors degree were yet to attain the professional training in education: Postgraduate Diploma in Education. This could be attributed to the fact that further studies of teachers to colleges and universities were not encouraged by most school managements; where it was allowed the teachers did it at their own cost which in most cases teachers might not afford unless through loans. Another deterrent factor was lack of release time to attend such programmes. Most private secondary schools lacked study leaves for teachers. Either many had school activities arranged over the weekends or school holidays or the school programme stipulated that teachers attend school on Saturdays and on school holidays even when there were no teaching/learning activities going on. This made it difficult for teachers to get release time after work on weekdays or weekends and on school holidays. Some school managements had the teachers attending such programmes suffer salary cuts for days not in school.

Working experience

The work experience of the teachers was also sought in the study. The working experience was thought to be necessary in the study to determine how long the teachers had been in the school and staff turnover. This could also determine the level of attendance to CPD activities and its impact on the learners. This variable was also important in the study in terms of informing about teachers' skills in teaching and learning process. Data regarding to the teachers working experience was presented and summarized in Figure 4.4.

Figure 4.4: Distribution of teachers by years of experience at their schools



n = 94

The data from Figure 4.4 above showed that a majority of the teachers 58 (61%) who participated in the study had worked for 5 years and below in their respective schools. The remaining percentage (39%) had a massive experience of 6 years and above. The teachers' working experience was distributed across all years. This showed that they had at least some level of experience in teaching at the same school. However, the number of teachers progressively reduced with years of working experience with only 2 (2%) having been in the same school for above 20 years.

The fact that the more than half of the teachers had been in their respective schools for 5 years and below was an indicator of high staff turnover which was always characterized by private schools. Longer serving teachers were adept and would likely use this as a bargaining chip to acquire new appointments elsewhere at competitive salaries. As indicated earlier, private secondary schools in Mombasa were more likely not to retain longer serving teachers because of their rise in salary hence increasing the schools' salary budget. Most school managements were

more than likely to employ new teachers who would cost relatively less. Some schools preferred to hire teachers on contract basis. One school was known to hire teachers for a maximum of two 2-year terms, non-renewable. Thus, another contributing factor would be teachers' contracts not having been renewed for one reason or the other or their services having been terminated in less than 5 years of service.

In the private sector, the teachers' employment contracts are very fluid and are crafted in such a way that the employer always had an upper hand over the teacher. The employer could dismiss a teacher with one month's notice or one month's salary in lieu of notice; the employer did not need to give reason for termination of service. Other factors that would necessitate teachers not to serve longer in their respective schools would include other benefits like medical schemes, retirement benefit schemes, house allowance which, some schools did not have but teachers thought were pertinent stay factors that would motivate them to work longer in one station.

4.2.2 Head Teachers

Demographic information of the head teachers who took part in the study was also established. Demographic characteristics included: Gender, age, academic qualification and the working experience.

Gender

The gender of the head teachers was established in the study. Information on the gender of the respondents was sought by the researcher in order to bring out the participation of both male and female respondents in the study. Table 4.1 shows the distribution of the head teachers on the basis of gender.

Table 4.1: Distribution of the Head Teachers by Gender

| Gender | Frequency |
|--------|-----------|
| Male | 6 |
| Female | 2 |
| Total | 8 |

n = 8

Table 4.1 shows that out of the 8 head teachers who participated in the study, 6 (75%) were male while 2 (25%) were female. This indicated that most of the head teachers of private secondary schools in Mombasa were predominantly male. All of the sample schools that participated in the study were co-educational with the exception of one which was a girls' school. This clearly meant that most private secondary schools' managements in Mombasa preferred male head teachers to female to run their co-educational schools. It also pointed out that the coastal leadership culture, which was mostly dominated by males, was still prevalent even in schools. This led to male head teachers to be most preferred in co-educational schools.

Age

The head teachers who took part in the study were required to indicate their age brackets. The age of the head teachers in the sample schools was sought in order to ascertain the general head teachers' age distribution in the schools and also to eliminate biasness in their abilities to provide support for CPD activities necessary for effective teaching. The responses of the head teachers were presented in Table 4.2.

Table 4.2: Distribution of Head Teachers' Age

| Age | Frequency |
|----------------|-----------|
| 30-39 years | 1 |
| 40-49 years | 4 |
| Above 50 years | 3 |
| Total | 8 |

n = 8

According to the data in Table 4.2 above 1 (12.5%) of the head teachers was aged between 30-39 years, 4 (50%) were aged between 40-49 years of age and 3 (37.5%) were aged above 50 years. Their ages suggested that the head teachers were mature people who had seen many changes in the education system and had also encountered different effects of CPD in teaching effectiveness which call for one to be able to handle the changes with prudence. The data also suggested that most of the head teachers (50%) were in their forties; these were energetic and active managers who were likely to have the knowledge of CPD programmes and provide their support enhancing effective teaching in the schools they headed.

Academic qualification

The academic background of the head teachers was vital in the study. Data on the level of academic qualification was sought in order to enable the researcher in determining the level of administration skills in the teaching professionalism in spearheading instructional changes that enhance effective teaching. The responses of the head teachers who took part in the study were summarized in Table 4.3.

Table 4.3: Distribution of Head Teachers by Highest Academic Qualification

| Academic Qualification | Frequency |
|------------------------|-----------|
| B. A. / B. Sc. | 2 |
| B. Ed. | 5 |
| M. ED. /M.A. /M. Sc. | 1 |
| Total | 8 |

n = 8

Table 4.3 shows that majority 5 (62.5%) of the head teachers in the study had acquired Bachelor of Education level of education. This implied that they had the right qualification needed to institute instructional changes necessary for effective teaching. 1 (12.5%) of the head teachers had a higher degree, Master of Education. The data also revealed that a significant number of head teachers 2 (25%) had no teaching professional requisite training to run a secondary school and their ability to preside over CPD activities to improve classroom management, instruction and student achievement was limited. This also indicated that, just like the teachers, head teachers of private secondary schools in Mombasa were hard pressed with school engagements that they seldom had time off to pursue further studies. Most of them were promoted to the positions on merit of teaching experience.

Working experience

The researcher also sought to find out the working experience of the head teachers who took part in the study. The working experience was thought to be necessary in the study to determine how long the head teachers had been in the school and whether this could also determine the level of attendance to CPD programmes and its impact on the learners. This variable was also important in the study in terms of informing about the support teachers

obtained from the head teachers in enhancing CPD activities in their respective schools. Data regarding to the head teachers working experience in their respective schools were presented and summarized in Table 4.4.

Table 4.4: Distribution of Head Teachers' Years of Work Experience in their Schools

| Work Experience | Frequency |
|-------------------|-----------|
| 5 years and below | 2 |
| 6-10 years | 2 |
| 11-15 years | 1 |
| 16-20 years | 1 |
| Above 20 years | 2 |
| Total | 8 |

n = 8

The table 4.4 above shows that half of the head teachers 4 (50%) who participated in the study had more than 10 years working experience as head teachers in their respective schools while the other half 4 (50%) had a working experience of 10 years and below. This implied that majority of the head teachers could have been more exposed to the CPD programmes and thus could give concrete information on their benefits in effective teaching among teachers in private secondary schools in Mombasa. This information correlated to the one on head teachers ages that majority of them were mature and therefore had taught for more years. Further, head teachers were seen as principal agents of the owners/ sponsors of the schools. They were likely to be of the same community as the owners/sponsors, were paid good salaries and therefore were more likely to stay in the same school until their retirement.

4.3 The Main Forms of Continuous Professional Development (CPD) Programmes

The first research question sought information on the main forms of CPD programmes offered to teachers in private secondary schools in Mombasa. This study was interested in finding out how often the teachers were involved in the various CPD activities in private secondary schools in Mombasa. The teachers were therefore asked how often they participated in various CPD activities. Table 4.5 shows their distribution. However, it was noted that, out of 94 respondents in the study, each of the statements on how often they participated in CPD activities had a varying number of respondents.

Table 4.5: Teachers' Responses on how often they participated in CPD Activities

| Statement on participating in CPD activities | Frequently | | Sometimes | | Rarely | | Never | |
|---|------------|------|-----------|------|--------|------|-------|------|
| | F | % | F | % | F | % | F | % |
| Sport, clubs, and other co-curricular activities | 11 | 12 | 35 | 37 | 20 | 21.1 | 27 | 28.4 |
| School leadership, organization and improvement | 15 | 15.8 | 26 | 27 | 19 | 20.0 | 29 | 31 |
| Guidance and counseling, career development in students | 14 | 15 | 35 | 37 | 18 | 18.9 | 26 | 27.4 |
| INSET on subject area | 12 | 12.9 | 31 | 33.3 | 27 | 29 | 23 | 24.7 |
| Effective teaching and classroom management | 24 | 25 | 46 | 48 | 17 | 18 | 6 | 6 |
| Curriculum development, implementation or resources | 14 | 15 | 36 | 38 | 20 | 21.1 | 19 | 20.0 |
| Collaborative and action research on national or district education priorities, school goals, or classroom situations | 9 | 9.5 | 25 | 26.3 | 16 | 17 | 44 | 46 |
| Study groups organized around particular topics of interest | 15 | 16 | 40 | 42 | 24 | 25.3 | 12 | 12.6 |
| Scoring students work samples to improve performance assessment tasks | 21 | 22 | 30 | 32 | 23 | 24 | 19 | 20.0 |
| School visits to observe and learn in "real life" and match from host schools | 8 | 9 | 32 | 34 | 18 | 19 | 36 | 38 |
| Involvement in planning workdays to strategize and developed an approach for action to an idea or problem | 18 | 19 | 23 | 24 | 14 | 15 | 38 | 40 |
| Staffs retreats to develop goals and action plans targeting specific school needs and contexts | 8 | 8.4 | 28 | 30 | 28 | 30 | 29 | 31 |
| Networks through subject specific collaboratives to exchange ideas and tap into expertise of ideas from colleagues | 14 | 15 | 35 | 37 | 26 | 27 | 14 | 15 |
| Peer coaching and mentoring to provide one-on-one learning opportunities to improve teacher practice | 11 | 17 | 43 | 45 | 26 | 27 | 13 | 14 |

n= 94

Slightly less than a half, 46 (49%) of the teachers indicated that they participated in the INSET courses offered by the department of education or organization on sports, clubs and other co curricular activities often. 47 (49%) indicated that they rarely or never participated. The interviews with the head teachers who took part in the study confirmed that co curricular was offered in private schools. This was indicated by half (4) of the head teachers involved in the study. Therefore, the findings of the study tend to point out that at least the teachers and head teachers of private secondary schools in Mombasa participated often in the INSET courses offered by the department of education or organization on sports, clubs and other co curricular activities to ensure teaching effectiveness. This split half indicated that these activities needed to be availed more to teachers of private secondary schools in Mombasa.

Slightly more than half of the teachers 48 (51%) indicated that they had rarely or never participated in INSET courses offered by the department of education or organization on school leadership, organization and improvement. However, 41 (42.8%) of them indicated that they did participate sometimes or frequently. The fact that in Mombasa private secondary schools, slightly more than half of the teachers never participated in school leadership, organization and improvement courses was associated to the fact that the school managements did not plan for it nor created time or resources for it. Further, teachers in most schools were not seen part of the school management and were not allowed to actively participate in these endeavours. However, few schools had a CPD policy or were supportive to the cause of in-service and had PD Teachers in the schools to enhance in-service teaching, with the result that teachers had been more confident in their teaching skills.

Slightly more than half, 49 (52%) of the teachers in the study indicated that they often participated in INSET courses offered by the department of education or organization on

guidance and counseling and on career development in students. All (8) of the head teachers in the study stated that guidance and counseling for career development among students was a CPD programme in their schools. However, the findings on private secondary schools in Mombasa indicated that about half, 44 (46.3%) of the teachers rarely or never participated in the career development of students.

This split margin could be attributed to the fact that most schools did not separate guidance and counseling from career development of students and attendance in a course of one was assumed to suffice for the other. Most schools did not have professional counselors, did not have strong guidance and counseling departments, which were operational. The findings therefore encourages teachers in private secondary schools in Mombasa to get more involved on guidance and counseling and career development in students thus ensuring effective teaching.

Slightly less than half 43 (46.2%) of the teachers indicated that they had often attended INSET courses offered by the department of education or organization on subject area with just over half, 50 (53.7%) saying they had rarely or never attended. Teaching effectiveness was directly related to teachers' mastery of subject area content. About half (4) of the head teachers out of 8 , however, stated that the teachers in their schools often participated in INSETs offered by the Provincial Director of Education's office on subject areas like Mathematics and Sciences for effective teaching.

These findings concurred with the 1993-1994 SASS survey where the teachers indicated that attending PD programmes in their subject area provided them with new knowledge, caused them to change their teaching practices and made them seek further information or training. However, from the findings of the study, most school managements in Mombasa private secondary schools did not allow teachers to develop and improve their teaching style over time.

In some instances, the head teachers would insist on a particular way of teaching, giving of notes, etc, without regard of individuality of one's teaching style and relevance to the current cohort of students being taught. This did not give the teacher the flexibility to adopt appropriate teaching styles on particular topics to suit the uniqueness of the cohort.

An overwhelming majority 70 (73%) of the teachers indicated that they often participated in the INSET courses offered by the department of education or organization on effective teaching and classroom management. Only (2) of the head teachers indicated effective teaching and classroom management as a CPD programme in their schools. However, review of documents relating to participation in CPD indicated that PD programmes needed not always focus on specific teaching methods and strategies; they could also focus on teacher attitudes that affect practice.

Wilhelm, et al. (1996) noted that PD offered teachers an opportunity to explore attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms with cultural compositions vastly different from their previous experiences. By its nature it caused teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way. The primary benefit of reflective practice for teachers then became a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted included the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and diversity in applying theory to classroom practice.

The current study, therefore, showed that teachers and head teachers in private secondary schools Mombasa embraced INSET on effective teaching and classroom management often as a PD activity to ensure effective teaching.

Slightly more than half 50 (53%) of the teachers indicated that they participated often in INSET courses offered by the department of education or organization on curriculum development, implementation or curriculum resources. However, only (2) of the head teachers of out 8 indicated the same. The findings of the study tend to point out that most teachers in Mombasa private secondary schools participated in INSET courses offered by the department of education or organization on curriculum development, implementation or curriculum resources and the advantage of enriching themselves professionally as a way of ensuring effective teaching. The fact that 39 (41.1%) of the teachers in the study indicated that they had rarely or never participated in this INSET courses calls for the department of education or organization to involve more private secondary school teachers in the curriculum development, implementation or curriculum resources in Mombasa.

Slightly more than a half 60 (63%) of the teachers involved in the study indicated that they never participated in collaborative and action research as a professional development activity on national, or district education priorities, school goals, or classroom situations. However, only a few 34 (35.8%) indicated that they did participate frequently or sometimes. As for the head teachers, only (1) of them indicated that the course was participated frequently in his school.

These findings corroborated the fact that in most private secondary schools in Mombasa teachers were never involved in the shaping of priorities, goals or classroom situations. This was to a large extent the prerogative of the schools' managements; teachers were in most cases seen as implementers of policy. This could be due to several reasons: lack of time by the teachers, school managements' lack of fostering a democratic and conducive environment for teachers to give ideas and schools' intra-competition or ignorance of the fact that sharing was a continuous

process of learning best teacher practice. Freidus (1997) noted that this was a missed opportunity for the teacher in benefitting from reflective practice to improve their teaching, hence inhibiting progressive creativity.

In the review of literature, Peixotto and Palmer (1994) contend that collaborative or action research conducted individually or in teams actively engaged teachers in designing and pursuing investigations that served as productive PD experience. Through the collection and analysis of data, teachers gained useful insights that could inform classroom practices.

Slightly more than a half, 55 (58%) of the teachers indicated that they frequently or sometimes participated in the study groups organized around particular topic of interest as part of professional development activity for effective teaching. As for the head teachers, (2) of them stated that the teachers in their schools often participated in study groups offered by the PDE's office on areas of interest like sports and games, drama, music festivals and Congress on Science and Technology for effective coordination of these programmes. From the literature review, Louks-Horsley et al (1997) concurred with the statement that study groups were typically organized around a particular topic of interest and examined a topic by reading and discussing current literature, visiting sites where practice of interest is employed, or attending conferences or classes to gain additional knowledge on the selected topic. However, the biggest impediment to study groups was time. Teachers were only able to meet only if particular school programmes or district departments of education or organization initiated programmes that necessitated study groups to be formed. A good example is the Congress on Science and Technology but the findings of the study review that a good number, 36 (37.9%) of the private secondary schools in Mombasa did not participate in them.

Slightly more than a half, 51 (54%) of the teachers indicated that they often participated in INSET on scoring student work samples to improve performance assessment tasks. Two (2) of the head teachers also supported the statement indicating that there was participation in INSET on marking the students scripts sometimes. Literature review indicated that scoring student work samples produced in response to performance assessment tasks offered unique opportunities for PD. Peixotto and Palmer (1994) contend that this experience not only provided teachers with an opportunity to gain and practice new skills associated with the use of scoring guides, but equally important, it could also engage them in thoughtful conversations with colleagues about standards-based instruction and what characterized student success. The practice also promoted the use of uniform assessment strategies or procedures.

From the findings of the study, it can be concluded that the teachers in Mombasa private secondary schools participated in INSET on scoring student work. The fact that about half, 42 (44%) of the teachers indicated that they rarely or never participated in INSET on scoring student work samples to improve performance assessment tasks was reason to worry on the effectiveness of scoring student work samples to improve performance assessment tasks in the schools.

Slightly more than half, 54 (57%) of the teachers indicated that they rarely or never visited other schools for “real life” and match from host schools. This was also evident since no head teacher stated the professional development activity as a CPD programme in their schools. This was due to the fact that there was rivalry among the schools. However, according to the review of documents on school visits, Peixotto and Palmer (1994) contend that they were excellent vehicles for teachers and others who were considering a new approach or strategy to observe what it looked like in “real life”.

The findings of the study suggest that most private secondary schools in Mombasa had some kind of rivalry such that it was not possible to visit each other officially as a group. Learning from each other, therefore, became very illusive and teachers visiting each other on school premises were seen with suspect unless it was on an inter-school activity like sports. Only in a few schools, which were under same management or where particular head teachers had a good rapport were school visits entertained. This accounted for 40 (43%) of the teachers that indicated they frequently or sometimes made visits.

Slightly more than half of the teachers in the study 52 (55%) indicated that they did not get involved in planning workdays with the district education boards, school boards or administration to strategize and develop an approach for action to an idea or problem. 41 (43%) of the teachers did. However, one (1) of the head teachers stated that there was work study programmes to various international schools in Europe and the United States of America in his school.

As discussed by Little (1997) in the review of literature, planning workdays provide opportunities for in-depth, lengthy discussions of a particular idea or problem. A day devoted to strategizing and developing an approach for action allows teachers to make significant progress towards goal that is often not accomplished in daily or weekly planning times. However, findings in Mombasa private secondary schools indicated that teachers were not involved in workdays as a PD activity to enhance teaching effectiveness. This could have been attributed to the fact that the school managements did not plan with the teachers. Most planning was made by head teachers and sometimes with the heads of departments. There was also lacked time to do so.

A majority of the teachers 57 (61%) indicated that they rarely or never engaged in staff retreats mainly because in most private secondary schools in Mombasa, goals and action plans

were solely developed by the school management. Only 36 (38.4%) indicated they often did. As a result they were not part of the planning team and did not feel partly responsible for school programmes. Another reason was that the staff retreats in most cases occurred at the end of year parties at some beach hotels and teachers and school management met to celebrate the end of a successful year but nothing about planning or developing action plans was discussed.

The importance of the retreats according to Little (1997) was that they provided staff with unique opportunities to develop goals and action plans targeting their specific needs and context. Schools using this strategy reported that one of the most significant benefits of regular staff retreats is the progress made in building a spirit of professional community among all staff.

Slightly more than half, 49 (52%) of the teachers in the study often participated in networking through subject specific collaborative to exchange ideas and tap ideas from colleagues. Another 40 (42%) of teachers rarely or never participated in networking. According to Little (1997), networking ensured that teachers acquired expertise that joined subject knowledge to a solid grasp of pedagogical challenges and possibilities. As more schools were becoming “wired” for internet and e-mail capabilities, electronic networks and list-serves were alternatives to more traditional face-to-face networks.

With the intra-school rivalry in private secondary school in Mombasa, teachers preferred to enquire from each other issues to do with the practice through personal email. This was in concurrence with Little (1997) where he argues that subject specific collaborates or networks can be particularly effective in the exchange of ideas and the ability to tap into the expertise of colleagues across town or on the other side of the country. This can make networks particularly effective PD opportunities that exemplify the concept of learning communities. The findings from the teachers in private secondary schools in Mombasa implied that they used the networks

to gain a better understanding of their own individual styles through these collaborative activities thus improving in their effectiveness in teaching. However, more opening of democratic free space was needed by schools to allow free networking and subject collaborative.

Slightly more than half, 54 (62%) of the teachers involved themselves sometimes on peer coaching and mentoring to provide one-on-one learning opportunities to improve on their teaching practice. However, there were a notable 39 (41%) of the teachers who did not involve themselves in peer coaching partly because in the private secondary schools in Mombasa, it was rarely done. About half (4) of the head teachers interviewed in the study reckoned that peer coaching and mentoring improved teachers' instructional skills. According to Joyce and Showers (1996), coaching relationship can be fostered through classroom observations, planning instructions, developing materials, or discussing students. However, most school managements in private secondary schools in Mombasa did not plan with the teachers and thus when it was done it often took the nature of ad-hoc classroom observations and more routine inspection-like. This exercise was popular with the school managements as it was associated with a management decision to hire, terminate or retain the services of a teacher. As a result, the teachers did not receive it well as a method of improving practice. The opportunity of PD experience of a teacher learning from an experienced one or an experienced one making notes to advice the novice teacher on strengthening teachers' practice was therefore lost.

While coaching is a most often peer relationship, mentoring which typically involved a more experienced teacher paired with a novice was also regularly used. Joyce and Showers (1996) reported that both coaching and mentoring were activities that focused on strengthening teachers' practice and had the potential for a significant impact on students' learning. The findings therefore encourages teachers in private secondary schools in Mombasa to get more

involved on peer coaching and mentoring to provide better learning opportunities and to improve on their teaching practice.

4.4 Teachers' Perception of the Benefits of Attendance of CPD Programmes on their Teaching Effectiveness

The study sought to find out teachers' perception on the benefits of attending CPD programmes on their teaching effectiveness in order to answer the second research question. Teachers were, therefore, provided with statements that required them to indicate their views on the benefits of attending CPD programmes on their teaching effectiveness. Table 4.6 shows the distribution of their responses.

It was noted that out of 94 respondents in the study, each of the statements on the effects of attending CPD programmes on their teaching effectiveness had a varying number of respondents. It was also noted that each of the statements on the effects of attending CPD programmes on their teaching effectiveness had a varying number of respondents.

Table 4.6: Distribution of Teachers Responses on the Benefits of Attending CPD Programmes on their Teaching Effectiveness

| Statement on Benefits of Attending CPD Programmes | Agree | | Undecided | | Disagree | |
|---|-------|----|-----------|------|----------|------|
| | F | % | F | % | F | % |
| I practice most of what I have learned | 68 | 72 | 11 | 11.6 | 6 | 6.3 |
| I have become a more effective teacher | 69 | 73 | 6 | 6.3 | 8 | 8.4 |
| Staff development programmes/courses addressed challenges I faced when teaching | 64 | 67 | 14 | 14.7 | 5 | 5.3 |
| I increased my level of confidence as a teacher | 75 | 79 | - | - | 6 | 6.3 |
| My students are more interested and enthusiastic about learning | 56 | 59 | 14 | 14.7 | 14 | 14.7 |
| Teaching has become a more fulfilling profession | 54 | 57 | 12 | 12.6 | 16 | 16.8 |
| Am interested in my learners and the difficulties they face in learning | 78 | 82 | - | - | 6 | 6.3 |
| I relate and collaborate with my colleagues better | 77 | 81 | 5 | 5.3 | 2 | 2.1 |
| Students achieve better grades in final exams | 51 | 54 | 14 | 14.7 | 17 | 17.9 |
| It provided new information | 66 | 70 | 5 | 5.3 | 11 | 11.6 |
| It changed my views on teaching | 64 | 67 | 4 | 4.2 | 16 | 16.8 |
| It was a waste of time | 7 | 7 | 3 | 3.2 | 73 | 76.8 |

n= 94

A majority 68 (72%) of the teachers agreed that they practiced much of what they were taught in the CPD programmes. Very few 6 (6.3%) disagreed while 11 (11.6%) of the teachers said they were undecided. These findings concurred with the 1993-1994 SASS survey where the teachers reported that on their overall assessment of all professional activities they had participated, they practiced what they learnt often. These findings seem to suggest that private secondary school teachers in Mombasa did not go for the CPD programmes in vain but they did put into practice what they were taught for effectiveness of their teaching.

A large proportion, 69 (73%) of the teachers in the study agreed that they had become more effective teachers through attending the CPD programmes. A very small number 8 (8.4%) disagreed with 6 (6.3%) being undecided. According to one of the head teachers, “The CPD programmes have helped teachers to be able to understand their expectations from students, parents and the community”. By gaining a better understanding of their own individual teaching styles through PD activities, teachers can improve their effectiveness in the classroom.

These findings confirm the positive association between attending CPD programmes and effective teaching in the teacher reports in the 1993-1994 SASS and TFS conducted the following year which, according to Henkel, et al. (1997), found out that participation in PD programmes appeared to be linked to teachers’ use of various types of instructional practices that were currently being advocated as effective.

A majority, 64 (67%) of the teachers indicated that the programmes addressed the challenges they had facing when teaching. While very few, 5 (5.3%) of the teachers disagreed, a significant number 14 (14.7%) were undecided. One of the head teachers stated that, “Teachers learn the challenges of colleagues in the same environment and have become more practical in their classroom management as they addressed problems faced by them and the learner”. The statement implied that teachers were able to cope up with the challenges they faced when teaching through participation in the CPD programmes. Lack of time and overload of teaching responsibilities may be the cause for some teachers not being sure whether their challenges in teaching were addressed or felt it was not true.

The findings of the study showed that private secondary schools in Mombasa were addressing, with satisfaction, the fears that the National Commission on Teaching and America’s Future (NCTAF, 1996) noted in some American schools that new teachers were often simply

assigned to classes and left to “sink or swim” with little or no support from more experienced teachers. The commission argued that the lack of support for new teachers contributed to high turnover and less effective teaching.

Thus, private secondary schools in Mombasa were encouraged to implement formal programmes to help beginning teachers adjust to their new responsibilities and working environments. Through these programmes, experienced teachers helped new teachers by providing guidance on pedagogical challenges and chores, ethical dilemmas, student assessment and classroom management and by familiarizing new teachers with school programmes, policies and resources.

A majority, 75 (79%) of the teachers in the study indicated that attending CPD programmes had increased their level of confidence as a teacher. Very few, 6 (6.3%) disagreed while none said they were undecided. This confidence could be as result of the fact that teachers became more versed with subject content areas. This motivated and improved their instructional practices. These findings agree with Winter, et al. (1999) in which their research study showed that teachers acknowledged that knowing the subject in-depth eliminated tension experienced when teachers are not confident of their own knowledge and that this confidence level allowed them to “shift gears” within lessons in response to student needs.

Slightly more than half, 56 (59%) of the teachers indicated that their students had become more interested and enthusiastic in learning since the CPD programmes helped the teachers to learn the difficulties that faced the learners. However, 14 (14.7%) of the teachers disagreed while another 14 (14.7%) were undecided. This clearly indicated that private secondary schools in Mombasa were encouraged, therefore, to expose their teachers to more CPD programmes that would enhance the teachers’ effective teaching in order to make teaching more learner centered.

As for the head teachers, most of them stated that the CPD programmes made the teachers know how to prepare learner centered lessons that were interesting and motivated students to learn.

These findings concurred with the studies conducted by Earnest (2004) which found out that CPD further increased curriculum implementation, instruction and school management. At the classroom level, teachers developed student-centered classrooms, incorporated cooperative learning in their lessons, used team teaching, had attractive student displays and used locally available materials to make resources. There was also an overall improvement in student achievement and increased student enrolment. Students were happy, responsive and energetic and had a high level of self-esteem measured by classroom observations, parent feedbacks, teacher feedback and talking to students.

Slightly more than half, 54 (57%) of the teachers indicated that teaching had become a more fulfilling profession. 16 (16.8%) of the teachers disagreed while 12 (12.6%) said they were undecided. One of the head teachers in the study stated that, “The CPD programmes enable teachers to acquire skills that update them on the curriculum requirements of the education system. This assists them to deliver the curriculum in an effective manner”. This statement indicated that private secondary school teachers in Mombasa who participated in CPD were motivated to adopt the recommended instructional practices and teaching became more fulfilling.

A large number, 78 (82%) of the teachers in the study indicated that CPD programmes made them more interested in their learners and the difficulties they faced in learning with only 6 (6.3%) of them disagreeing. Notably, none of the teachers were undecided. Of the head teachers in the study, 3 indicated most teachers who attended CPD programmes coped up well with student difficulties.

A majority of the teachers, 77 (81%) of the teachers who participated in the study indicated that the CPD programmes helped them to relate and collaborate with their colleagues better. Only a small number, 2 (2.3%) disagreed while 5 (5.3%) said they were undecided. According to one of the head teachers, “Through the CPD programmes, teachers are now able to share from each other methods of teaching and how to overcome classroom challenges. This has positively helped in their teaching”.

These findings corroborate those of Earnest (2004) in which it was found that the PDP increased interaction between the head teacher and the teachers, increased teacher cohesiveness and teacher collaboration and improved self-efficacy. It further increased curriculum implementation, instruction and school management. This was also in consonant with the 1993-1994 SASS survey which reported that the teachers frequently discussed with their principals about instructional practices and that there was a great deal of cooperative effort among the staff members. It further indicated that the teachers made a conscious effort to coordinate the content of their courses with other teachers and making a collaborative school culture.

Slightly more than half of the teachers, 51 (54%) indicated that since they participated in the CPD programmes, their students achieved better grades in their final examinations. 17 (17.9%) of the teachers disagreed with this while a significant 14 (14.7%) indicated they were undecided. One of the head teachers said, “It creates awareness on how to evaluate and assess performance of both students and self thus making it easier to prepare learners for examinations”.

The findings show that participation in CPD programmes was associated with the use of various types of instructional practices. The teachers who participated in the CPD activities were more likely to be motivated to adopt the recommended instructional practices in their teaching

practices, which would enhance better student achievement. This was further evidence that as indicated by Jones (1990), PD enriches teaching and could lead to improved student achievement. It was also notable that slightly less than half of the teachers accounted for the percentage that was not sure or did not think that it enhanced student achievement. This could be those who had not participated in CPD programmes or had longer teaching experience and thought that CPD did not give them any new methods to improve student achievement.

Asked whether attending to CPD programmes provided new information, most of the teachers 66 (70%) agreed; 11 (11.6%) disagreed while 5 (5.3%) said they were undecided. On the question of whether it changed their views on teaching, a majority 64 (67%) agreed, 16 (16.8%) disagreed while 4 (4.2%) said they were undecided. This was a strong indicator that attending to CPD programmes made a significant impact on the teachers. These findings were in agreement with Somers and Sikorova (2002) who indicated that there was evidence that teachers do change their practices as a result of course attendance. These findings also concurred with the 1993-1994 SASS survey where the teachers indicated that attending PD programmes in their subject area provided them with new knowledge, caused them to change their teaching practices and made them seek further information or training.

A large majority, 73 (77%) of the teachers in the study disagreed with the fact that participation in the CPD programmes was a waste of time. Only 7 (7%) agreed it was a waste of time while a mere 3 (3.2%) were undecided; these could be the teachers who had many years of teaching experience and thought that CPD would not improve their teaching skills.

These findings concurred with the SASS survey on American schools in 1993-1994 on the importance of PD activities. As years of teaching experience increased, so did the percentage of teachers who thought that the programmes had been a waste of time increased.

4.5 Challenges facing Continuous Professional Development (CPD) Programmes

Continuous Professional Development (CPD) programmes among teachers in private secondary schools are central to effective teaching and are part of the core business of schools. Despite the critical role that CPD programmes plays, there are a number of challenges facing the programme. This section answers research question four by examining these challenges as highlighted by teachers. Teachers were asked to indicate the challenges that faced CPD programmes in private secondary schools and Table 4.7 shows the distribution of their responses.

Table 4.7: Distribution of Teachers' Responses on the Challenges Facing CPD Programmes

| Statement on Challenges Facing CPD Programmes | Agree | | Undecided | | Disagree | |
|--|-------|------|-----------|------|----------|------|
| | F | % | F | % | F | % |
| Are common one-shot workshops that lack attention to follow-up activities | 52 | 55.3 | 17 | 18.1 | 13 | 13.8 |
| Overload the teacher and their too many competing demands | 50 | 53.1 | 30 | 31.9 | 4 | 4.2 |
| Lack attention to site-specific differences | 39 | 41.5 | 30 | 31.9 | 12 | 12.8 |
| Are ineffective because of teacher turn-over | 43 | 45.7 | 34 | 36.2 | 6 | 6.4 |
| Fail to allow sufficient time to plan for and learn new strategies | 53 | 56.4 | 28 | 29.8 | 3 | 3.2 |
| Are evaluated on the basis of their impact on teacher effectiveness and student learning | 40 | 42.5 | 22 | 23.4 | 19 | 20.2 |
| Attempt to be managed by the education office staff or the school board. Teachers are not actively involved in planning, setting goals, and selecting activities | 51 | 54.3 | 24 | 25.6 | 9 | 9.6 |
| Failed to provide opportunities to understand attitudes regarding race, social class and culture and life experiences | 54 | 57.4 | 12 | 12.8 | 20 | 21.3 |

n= 94

It was noted that out of 94 respondents in the study, each of the statements on the teachers' responses on the challenges facing CPD programmes had a varying number of respondents.

Slightly more than half of the teachers 52 (55.3%) indicated that they agreed that the CPD programmes were common one shot workshops that lacked attention to follow up activities. Only 13 (13.8%) said they were undecided. 17(18.1%) of the teachers disagreed with the statement. These findings indicate that despite the fact that some form of CPD for teachers went on in private secondary schools in Mombasa, they were a common one-shot workshops and lacked attention of follow-up activities. This suggested that they did not have significant impact on the teachers to change their views on effective teaching. One of the head teachers stated that, "Teachers are always given a chance to attend CPD courses but whenever they are conducted no follow up is done to see the effectiveness by the education office".

These finding show that it remained the school management's duty to make follow up to see to it that teachers put into practice what they have gained from the CPD programmes even if the course was offered by the education office. The government is putting efforts to equip the teachers and other educationists with the knowledge, skills and values necessary to cope up with the implementation of the education reforms that sweep the country quite often. The ministry of education through its agencies has been organizing INSETs for teachers, head teachers, and education staff in order to enhance their implementation of the curriculum and improve their performance in classroom instruction and use of instructional materials. However, the government should also see to it that these INSETs are put into practice in order to ensure teaching effectiveness. The government is challenged to involve private secondary schools in Mombasa in CPD programmms.

Slightly more than half of the teachers, 50 (53.1%) indicated that the CPD programmes were an overload to the teachers since the teachers have too many competing demands. However, 30 (31.9%) of them indicated that they disagreed and a negligible number 4 (4.2%) indicated they were undecided. A few of the head teachers stated that the schools had busy schedules and that was why they rarely allowed participation of teachers in the CPD programmes. Further, it costed the school precious teaching time.

These findings confirm the fact that in most private secondary schools in Mombasa, school demands of the teacher mostly override their ability to attend to CPD activities. Teachers in most private secondary schools in Mombasa have had to face this challenge due to their working pattern. They bear the ultimate burden of having to “do more with less”, as student numbers increase without matching funding for support activities like CPD. Review of documents show that Calderon and Margarita (1997) contend that teachers’ knowledge of their students is an essential ingredient of successful teaching and that PD helps teachers to understand the general cognitive and social/emotional characteristics of students in order to provide developmentally appropriate curriculum and instruction. Therefore, schools ought to consider how create release time for teachers to attend the CPD programmes.

In response to whether lack of attention to site-specific differences was one of the challenges facing CPD programmes in private secondary schools in Mombasa, slightly less than half, 39 (41.5%) of the teachers said they agreed with the statement. 30 (31.9%) disagreed while only 12 (12.9%) said they were undecided. One head teacher indicated that, “Some schools have well established teaching/learning resources while some don’t. CPD programmes should pay attention to these challenges in order to be realistic”. These findings suggested that CPD

programmes in private secondary schools in Mombasa were underscored and did not pay attention to the varying differences in resources available in each school.

Medley (1992), Medley and Shannon (1994) concluded in their studies that teachers needed to be continually trained in PD activities that renewed their capabilities to deliver using methods that link to students' academic achievement in order to achieve the three dimensions of teacher quality: teacher effectiveness, teacher competence and teacher performance. Teachers in private secondary schools in Mombasa are therefore encouraged to participate in more site-specific CPD programmes to improve their teacher quality relevant to the schools they are teaching in order to be able to teach effectively.

Slightly less than half of the teachers, 43 (45.7%) indicated that CPD programmes were ineffective because of teacher turn-over. Another 34 (36.2%) indicated that they disagreed while only 6 (6.4%) indicated they were undecided. According to one of the teachers, "The administration was less concerned and thus no support was given to those who went for CPD programmes". An explanation by one of the head teachers was that, "Few teachers went for CPD programmes. There was no mechanism of those who did not participate to benefit. This knowledge or skill was lost when a teacher left the school."

These findings indicated that few teachers were allowed to participate in CPD programmes because of various school factors. There was no clear mechanism for those who attended CPD programmes to impart the same to those who did not. Even if they did, the knowledge imparted was second-hand and was not taken seriously or did not impact on the teacher's practice as much as it would have had they participated in person. These participating teachers were a resource that was also lost once they left the school. In some cases, some school managements were cautious not to expose their teachers more because they were wary that,

should the teachers become more qualified they would use the certification to look for better paying employment opportunities elsewhere.

Teachers' task is to implement educational programmes as required along with adherence to prescribed procedures and routines. Effective and successful schools are known to invest in teachers as a resource. United Nations Education Science and Cultural Organization (UNESCO) (2003), specifies that the quality of teachers and learning environment they generate is one of the most important factors that explain students' learning results. Thus, private secondary schools' managements in Mombasa ought to budget for the CPD programmes for their teachers for these to be effective. Okumbe (1999) concurs with these findings and urges for a consciously designed human resource development effort, saying it is necessary if participation in CPD programmes is to be improved to make all teachers "willing professionals".

Slightly more than a half of the teachers, 53 (56.4%) indicated that another challenge facing CPD programmes in private secondary schools in Mombasa was that it failed to allow sufficient time to plan for and learn new strategies. 28 (29.8%) indicated that they disagreed with this statement while only 3 (3.2%) indicated they were undecided. One of the head teachers said, "The CPD programmes were never put in the academic calendar. Whenever they occurred invitations from the district education office were received in schools last minute".

These findings indicate most education departments or organizations that organized CPD programmes lacked clear communication about the CPD programme to schools in good time and when there was, plans for the schools to attend the programmes were done in a hurry thus not allowing the teachers sufficient time to plan. This made the schools' managements decline to release a teacher due to school demands or lack of funds to sponsor the teacher. The programmes

were of less than a day, which did not allow the teachers to learn new strategies in-depth. Therefore, the importance of CPD among teachers needed to be looked at a fresh.

According to the U. S. Department of Education Research and Improvement (1997) report, the priority in ensuring effective teaching is by expanding the supply of potential teachers, improving teacher preparation, and promoting career-long PD at all levels of education. Prospective teachers needed preparation for taking part in school improvement issues.

The finding in Mombasa private secondary schools show that prospective teachers need to be prepared early enough for the CPD programmes in order to internalize new strategies that may make meaningful student improvement. However, this requires close and frequent collaboration between school managements and the teachers both to align the course content towards needed preparation for taking active part in PD programmes.

A few of the teachers 40 (42.5%) indicated that they agreed that one of the challenge to CPD programmes was that the CPD programmes were evaluated on the basis of their impact on teacher effectiveness and student learning. Only 22 (23.4%) of the teachers disagreed and 19 (20.2%) said they were undecided.

Nowadays, teachers are expected to promote decision making, in-depth thinking, and problem solving amongst their students. They are expected to guide their students and instill in them a sense of personal responsibility, self-esteem, and integrity. Furthermore, teachers are prompted to make learning experiences more relevant and meaningful, encourage active citizenship, and create an environment conducive to reflective thinking. All these impact on teacher development and student learning. Thus, it posed a challenge to the CPD programmes in private secondary schools in Mombasa. This suggests, as supported by the findings, that it was not wholly possible to evaluate CPD programmes on the basis of their impact on teacher

effectiveness and student learning because of the multidimensional factors involved. Moreover, some returns on CPD take longer to be realized.

Slightly more than half, 51 (54.3%) of the teachers agreed that CPD programmes in private secondary schools in Mombasa attempted to be managed by the education office staff or the school board because they were not actively involved in planning, setting goal and selecting activities was a challenge. 24 (25.6%) said they disagreed while only 9 (9.6%) said they were undecided about the statement. It was evident that CPD programmes in private secondary schools in Mombasa were managed and controlled by the education office and/or the school board in terms of both planning, setting goals and selecting activities. This was not limited to the decision of when and where they took place but also who participated. The teachers had no role completely in it. This negated the spirit of adult learning in which Knowles (1984) postulated that adults learned better, when they were involved in the planning and evaluation of their instruction.

A majority of teachers, 54 (57.4%) agreed with the statement that CPD programmes in private secondary schools in Mombasa failed to provide opportunities to understand attitudes regarding race, social class, culture and life experiences. Only a small number, 12 (12.8%) disagreed with the statement. A significant 20 (21.3%) of the teachers said they were undecided.

These findings suggest that most CPD programmes in private secondary schools in Mombasa did not address the challenges that the teachers faced in the provision of education services to the large population of students most of whom were from different background from theirs. Therefore, they lacked the knowledge and skills to establish safe and orderly learning environments characterized by mutual respect in which academic and psycho/social development would occur.

Calderon and Margarita (1997) contend that high quality PD provides educators with opportunities to understand their own attitudes regarding race, social class, and culture and how their attitudes affect their own teaching practices and expectations for student learning and behaviour. In addition, teachers learn about cultural backgrounds of their students and develop an appreciation of the benefits that diversity provides in the classrooms for both students' academic performance and interpersonal and social development. Thus, they demonstrate understanding, respect and appreciation of students' cultures and life experiences through their lessons and daily interaction with students and their caregivers. This way, they understand how to reach students from many different backgrounds different from their own.

Other challenges that faced the CPD programmes were:

- Lack of teaching resource materials for experimentation on practical lessons and other audiovisuals for demonstration;
- Lack of skills by programme facilitators;
- Lack of teacher symposiums, exchange programmes;
- Common use of traditional methods of teaching due to lack of ability to apply learner centered methods because of high teacher-student ratio;
- Bias of school managements in selecting which teacher attended;
- Absence of organizations, colleges, universities that offer short courses on CPD for teachers in Mombasa.

4.6 Tests of Hypotheses

The study tested three null hypotheses:

H₀1: There is no significant relationship between the teachers' gender and their perception about the benefits of CPD programmes on their teaching effectiveness.

H₀2: There is no significant relationship between teachers' attendance of CPD programmes and their perception about the benefits of the CPD programmes on their teaching effectiveness.

H₀3: There is no significant relationship between teachers' professional qualification and their perception about the benefits of CPD programmes on their teaching effectiveness.

The first hypothesis was tested using Independent Sample T-test. The independent variable was the teachers' perceptions about the benefits of CPD programmes on their teaching effectiveness while the dependent variable was teachers' gender. The mean scores of teachers' gender and their perceptions about the benefits of CPD programmes on their teaching effectiveness were computed with the help of SPSS. These means were used to compute Independent Sample T-test results for the relationship between gender and the benefits of CPD programmes on their teaching effectiveness since they involved two groups.

The second hypothesis was tested using Independent Sample T-test. The independent variable was the teachers' perceptions about the benefits of CPD programmes on their teaching effectiveness while the dependent variable was teachers' attendance of CPD programmes. The mean scores of teachers' attendance of CPD programmes and their perceptions about the benefits of CPD programmes on their teaching effectiveness were computed with the help of SPSS. These means were used to compute Independent Sample T-test results for the relationship

between attendance of CPD programmes and the benefits of CPD programmes on their teaching effectiveness since they involved two groups.

The third hypothesis was tested using Analysis of Variance (ANOVA). The independent variable was the teachers' perceptions about the benefits of CPD programmes on their teaching effectiveness while the dependent variable was teachers' professional qualification. The mean scores of teachers' professional qualification and their perceptions about the benefits of CPD programmes on their teaching effectiveness were computed with the help of SPSS. These means helped in generating mean squares, which were used to compute ANOVA results for the relationship between teachers' professional qualification and their perception on the benefits of CPD programmes on their teaching effectiveness. Analysis of variance (ANOVA) was used to test the hypothesis since there were more than two groups in teachers' professional qualification.

Significance Level and Decision Rule

Significance level is the probability value that forms the boundary between rejecting or not rejecting the alternative hypothesis (Ogula, 1998 p. 104). In this study, the researcher chose to use the significance level of $\alpha = 0.05$ to test the hypotheses. If p value is greater than $\alpha = 0.05$ do not reject the null hypothesis and conclude that there is no evidence against the null hypothesis. If p value is less than or equal to $\alpha = 0.05$, reject the null hypothesis and conclude that there is sufficient evidence against the null hypothesis.

4.6.1 Hypothesis 1

H₀₁: There is no significant relationship between teachers' gender and their perceptions about the benefits of CPD programmes on their teaching effectiveness.

After computing the means of teachers' responses on their perceptions about the benefits of CPD programmes when categorized by gender, the researcher came up with the following

results as shown in Table 4.8. This table provides the actual results from the independent t-test for Equality of Variances. Equal variances were assumed since the group means had a small variance of less than one. T-test for independent samples was used since they were only two groups, namely male and female.

Table 4.8: Independent Samples T-test for Relationship between the Mean Scores of Teachers' Gender and their Perception about the Benefits of CPD Programmes on their Teaching Effectiveness

| Group | N | Mean | Standard deviation | t- ratio | Significance |
|--------|----|-------|--------------------|----------|--------------|
| Male | 30 | 1.291 | 0.647 | | |
| Female | 64 | 1.437 | 0.720 | | |
| | 94 | | | -0.751 | 0.46 |

From Table 4.8, the results showed that the established level of significance (p-value) (0.46) is greater than (0.05) and therefore the null hypothesis was not rejected. The researcher concluded that there is no significant relationship between the teachers' gender and their perception about the benefits of CPD programmes on their teaching effectiveness. This shows that teachers' perception about the benefits of CPD on their teaching effectiveness were the same for male and female teachers. This was despite more than half of the teachers in Mombasa private secondary schools being male.

4.6.2 Hypothesis 2

H₀2: There is no significant relationship between teachers' attendance of CPD programmes and their perception about the benefits of CPD programmes on their teaching effectiveness

After computing the means of teachers' responses on their perceptions about the benefits of CPD programmes when categorized by level of attendance of CPD programmes, the researcher came up with the following results as shown in Table 4.9. This table provides the

actual results from the independent t-test for Equality of Variances. Equal variances were assumed since the group means had a small variance of less than one. T-test for independent samples was used since they were only two groups, namely attended and not attended.

Table 4.9: Independent Samples T-test for the Relationship between the Mean Scores of Teachers' Attendance of CPD Programmes and their Perception about the Benefits of CPD Programmes on their Teaching Effectiveness

| Group | N | Mean | Standard deviation | t- ratio | Significance |
|--------------|----|------|--------------------|----------|--------------|
| Attended | 67 | 1.31 | 0.53 | -2.88 | 0.04 |
| Not attended | 12 | 1.73 | 0.75 | | |
| | 79 | | | | |

From Table 4.9, the results show that the established level of significance (p-value) (0.04) is less than (0.05) and therefore the null hypothesis was rejected. Thus, the researcher concluded that there is a relationship between teachers' attendance of CPD programmes and their perception about the benefits of the programmes on their teaching effectiveness.

Thus, it may be argued that attendance or failure to attend CPD programmes can influence the perception a teacher has about the programme. Those who indicated that they had attended the CPD programme were quite positive about its benefits in effective teaching. This shows that teachers' participation in CPD programmes is a fundamental aspect towards influencing effective teaching and learning process among secondary schools in Mombasa.

The findings also corroborate the 1993-1994 SASS in which teachers reported on the benefits and the relationship of CPD programmes and activities in which they participated and their use of various instructional practices that were thought to be effective. Most teachers had

reported that it changed their views on teaching and that they were more likely change their teaching practices and to use the recommended instructional practices. The results were also consistent with the findings of Earnest (2004). The results suggest a need to constantly offer teachers CPD activities in order to realize effective teaching in secondary schools in Mombasa.

4.6.3 Hypothesis 3

H₀₃: There is no significant relationship between teachers' professional qualification and their perception on the benefits of CPD programmes on their Teaching Effectiveness

After computing the means of teachers' responses on their perception of the benefits of CPD programmes on their teaching effectiveness when categorized by level of teachers' professional qualification, the researcher came up with the following results as shown in Table 4.10.

Table 4.10: ANOVA Results for the Relationship between Teachers' Professional Qualification Scores and their Perception about the Benefits of CPD Programmes on their Teaching Effectiveness

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|---------|-------|
| Within Groups | 30.657 | 71 | 0.4295 | | |
| Between Groups | 5.416 | 4 | 1.35375 | 3.42675 | 0.027 |
| Total | 36.073 | 75 | 1.78325 | 3.42675 | 0.027 |

From Table 4.10 above, the results show that the obtained level of significance (p-value) (0.027) is less than (0.05) and therefore the null hypothesis was rejected. Thus, the researcher concluded that there is a relationship between the teachers' professional qualification and their perception about the benefits of CPD programmes on their teaching effectiveness. This shows that teachers' level of qualification does influence their perception about the benefits of CPD programmes on their teaching effectiveness. As such, while CPD programmes are an

essential element in enhancing teachers' pedagogical skills, teachers' level of professional qualification was associated with their perception about benefits of CPD programmes on their teaching effectiveness.

This finding confirms the fact that the research indicated that more than half of the teachers in private schools in Mombasa were professionally qualified. It may be concluded that teachers with professional qualification were highly likely to perceive positively the benefits of CPD on their teaching effectiveness.

4.7 What Can Be Done To Improve CPD Programmes

To answer research question five, the study sought to find out what can be done to improve CPD programmes. In order to solicit this information, teachers were asked to state the strategies that ought to be done to improve on the CPD programmes and Table 4.11 shows the distribution of their responses.

Table 4.11: Teachers' Responses on what can be done to Improve CPD Programmes

| Strategies on what can be done to improve on CPD programmes | Frequency | Percentage |
|---|-----------|------------|
| Involve teachers in planning, setting goals and selecting activities | 32 | 34 |
| There should be provision for follow up and feedback | 20 | 21 |
| CPD programmes should be conducted regularly and more conveniently for the teachers | 18 | 19 |
| Sponsorship by their employers to pursue CPD | 10 | 11 |
| Involve more of the district education officers | 9 | 10 |
| The ministry of education to come up with measures that put emphasis to the participation of the programmes by private school or take legal action upon non-participant schools | 4 | 5 |

A majority of the teachers 32 (34%) indicated that teachers should be involved in planning, setting goals and selecting activities to curb challenges on CPD programmes. One of the teachers said, “School administrations should recognize that the teacher is the resource person in teaching given that 90% of learning depends on the teacher. The teacher should therefore be involved in all courses that affect them and their work”.

This finding can easily explain why most private school teachers do not show strong commitment to CPD and therefore may not be very enthusiastic to apply the skills they have been exposed to. Thus, more should be done for them to participate in the development programmes as partners in the teaching and learning process. According to Calderon and Margarita (1997), teachers’ knowledge of their students is an essential ingredient of successful teaching and professional development. It helps teachers to use knowledge of their students’ interests and backgrounds to assist them in planning meaningful, relevant lessons.

A significant number of the teachers 20 (21%) indicated that there should be provision for follow up and feedback on the CPD programmes. One of the head teachers stated that, “There should be measures that put emphasis on the participation of the programmes by private secondary schools accompanied by follow ups”.

This statement suggested that private secondary school teachers were less concerned with the CPD programmes because they hardly attended. The measures would therefore enable implementation of what is learnt with the intervention of the district education office and school managements.

Others 18 (19%) of the teachers in the study indicated that CPD programmes should be conducted regularly and more conveniently for the teachers. One of the teachers stated that, “The

management should ensure that the programmes do not collide with other school interests, for example, plan them when students are on vacation”.

For teachers to act on the knowledge of students, it is important that staff development equip them with ways of providing various types of instruction based on individual differences and this is by attending the CPD programmes. Calderon and Margarita (1997) contend that teachers learn to recognize learning strengths and preferences and how to differentiate learning activities within their classrooms.

This finding indicated that teachers lacked release time from school to attend CPD programmes. Organizers of CPD programmes were encouraged to come up with more regular programmes that were conveniently planned and ensured flexibility with the work schedule of the teachers in private secondary schools in Mombasa.

Ten (11%) of the teachers indicated sponsorship by their employers to pursue CPD was another way in which CPD programmes can be improved. It had been noted that most schools did not have a budget for CPD programmes. As a result, very few teachers, if any, were released for these programmes whenever they occurred because of expenses like participation fees, travelling and accommodation expenses. Schools were also known to be reluctant to release a teacher who wished to sponsor him/herself for PD activities that they as a school had declined sending a participant for any reason. Further education of teachers was also not popular because in most cases it occurred on self-sponsorship.

Nine (10%) of the teachers said that the district education officers should be involved more in improving CPD programmes in private secondary schools in Mombasa. This was an indicator that there were no formal CPD programmes in most school calendars sponsored by the Ministry of Education through the district education offices. There should be a concerted effort

between the Ministry of Education and school managements through the district education offices to come up with an annual calendar for CPD programmes.

Four (5%) of the teachers suggested that to improve CPD programmes in private secondary schools in Mombasa, the Ministry of Education should come up with measures which put emphasis to the participation of the programmes by private school or take legal action upon non-participant schools. This response may have been elicited in response to the fact that most private secondary schools in Mombasa did not often provide release time or sponsor teachers for these programmes whenever they occurred. This could have been construed by the teachers that school managements were often not willing to allow teachers to CPD activities.

Other measures indicated by the teachers were eliminating discrimination between private schools and public schools in the participation of some courses; partnership between the private secondary schools with universities and other organizations to help run the joint CPD programmes and tailor-made PD activities. Proactive involvement of the district education office in the supervision of private secondary schools to improve effective teaching was sought.

The findings of this study show that effective teachers need to develop good interpersonal skills that enable them to interact positively with students and parents. Management skills and organizational skills are also important attributes for guiding students. Teachers must continuously develop and modernize their repertoire of skills, techniques, and knowledge in order to best utilize new curricula and support continuous education reform initiatives. It is clear that participation in the CPD programmes help teachers to be vital to the success of any teaching institution. Thus, challenges facing the CPD programmes require to be addressed and strategies put in place for effective teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was inspired by the relatively low participation of teachers in private secondary schools in Mombasa County in continuous professional development (CPD) programmes. Further, the status accorded to CPD programmes in these schools was inadequate. The purpose of the study was to examine teachers' perception of the benefits of CPD programmes on their teaching effectiveness in private secondary schools in Mombasa County.

The researcher reviewed related literature on the benefits CPD programmes in teaching effectiveness and established that there was limited research on the same locally. Through the review of literature, it was also found out that the different researches dealing with teaching effectiveness did not concentrate on the benefits CPD programmes had on teaching effectiveness. The limited research on this motivated the researcher to carry out this research in selected private secondary schools in Mombasa County.

The study was guided by the following research questions:

1. What are the main CPD programmes offered to teachers in private secondary schools in Mombasa?
2. What are the teachers' benefits of CPD programmes on their teaching effectiveness in private secondary schools in Mombasa?
3. Is there a relationship between teachers' perception about the benefits of CPD programmes when categorized by gender, professional qualification and attendance to CPD programmes in private secondary schools in Mombasa?

4. What are the challenges facing CPD Programmes in private secondary schools in Mombasa?
5. What can be done to improve CPD Programmes offered to teachers in private secondary schools in Mombasa?

The research employed descriptive survey design. The target population consisted of all the private secondary schools in Mombasa, all the head teachers and all the teachers of the schools. The study used both probability and non-probability sampling procedures as per the category of population components. The sample consisted of eleven (11) high cost private secondary schools with each school providing ten (10) teachers and the head teacher of the school. However sixteen (16) teachers and three (3) head teachers did not respond. In total, the sample consisted by one hundred and two (102) respondents.

The sample was chosen from an accessible population of 15 high cost private secondary schools in Mombasa. Five (5) were from the BIC while the other five (5) were from the KNC schools. One (1) was from a school offering both BIC and KNC. The schools were proportionately stratified based on their category of ownership/sponsorship and then they were randomly selected to ensure that all categories were represented. The teachers were selected by stratified random sampling to ensure teachers' gender was proportionately represented.

The instruments that were used for this study were questionnaires and interview schedules. The questionnaires were used for the teachers while the interview schedules were used for interviewing the head teachers. Data collected were analyzed using both descriptive and inferential statistics. Quantitative data were coded and analyzed using descriptive statistics into charts, frequencies and percentages with the help of SPSS for Windows version 11.5. Narrative

data were organized into themes and presented in forms of interpretive records and direct citations. Inferential statistics was also used for hypotheses testing and making appropriate inferences. Information of the Likert type of scale on perceptions was used to test the hypotheses for independent samples. There were three null hypotheses, which were tested by use of Analysis of Variance (ANOVA) and Independent Sample T-test.

Following the analysis of data and discussion of findings in chapter four, this chapter gives a summary of findings, conclusions and recommendations that can be adopted to enhance the effective teaching. Suggestions for further research are also presented.

From the data analysis, it was found out that a majority of teachers in the private secondary schools in Mombasa often participated in a number of INSET courses offered by the district department of education on guiding and counseling, career development in students; and effective teaching and classroom management. Other INSET courses attended included curriculum development, implementation or curriculum resources and on scoring student work samples to improve performance assessment tasks. Other CPD activities were study groups organized around particular topic of interest and networks through subject specific collaborative to exchange ideas, tap into expertise of ideas from colleagues, and peer coaching and mentoring to provide on-on-one learning opportunities to improve teacher practice.

However, slightly more than a half (51%) of the private secondary school teachers never attended INSET courses on school leadership, organization and improvement and on subject area; never participated in collaborative and action research on national or district education priorities, school goals, or classroom situations; never visited other schools to observe and learn in “real life” and match from host schools; never involved in planning workdays to strategize and

develop an approach for action to an idea; and never participated in staff retreats to develop goals and action plan targeting specific school needs and contexts.

It emerged that a majority of the teachers in private secondary schools in Mombasa found the CPD programmes beneficial in the fact that: teachers practised what they learned, teachers became more effective, it addressed the challenges they had been facing when teaching, it increased their level of confidence as teachers and their students became more interested and enthusiastic about learning. Similarly, teaching became a more fulfilling profession. The teachers were interested in their learners and the difficulties they faced in learning, they were able to relate and collaborate better with their colleagues and their students were able to achieve better grades in final exams.

It was also found out that in attending CPD programmes, teachers were provided with new information and it changed their views on teaching. There was also a strong indication that attending CPD programmes was not a waste of time.

The main challenges found facing CPD programmes in private secondary schools in Mombasa in trying to ensure effective teaching was that CPD programmes were common one shot workshops that lacked attention to follow up activities. They were an overload to teachers since they had too many competing demands and they failed to allow sufficient time to plan for and learn new strategies. The other challenges facing CPD programmes were that they attempted to be managed by the education office or the school board and teachers were not actively involved in planning, setting goals and selecting activities. The CPD programmes also failed to provide teachers with opportunities to understand attitudes regarding race, social class, culture and life experiences and how their attitudes affected their teaching practices and expectations for student learning and behaviour.

The analysis of the data revealed that Hypothesis 1 was not rejected while Hypotheses 2 and 3 were both rejected. The results of the tests showed that there was a relationship between teachers' professional qualification and their perception about the benefits of CPD programmes on their teaching effectiveness. The results of the tests further established that there was a relationship between teacher's attendance of CPD programmes and their perception about the benefits of CPD programmes on their teaching effectiveness. However, on the other hand, the results of the tests showed that there was no relationship between teachers' gender and their perception about the benefits the CPD programmes on their teaching effectiveness.

As a result of the study findings, the following conclusions were arrived at.

5.2 Conclusions

The findings of the study led the researcher to draw the following conclusions:

1. Teachers and head teachers in private secondary schools in Mombasa were predominantly male. A majority of teachers were aged below 40 years while head teachers were above 40 years. While most of the teachers had worked below 5 years in the same school, majority of the head teachers had worked more than 5 years. A large number of the teachers had professional teaching qualifications needed to teach secondary level. Teachers' professional qualification and was found to positively influence their perception about the benefits of CPD programmes on their teaching effectiveness. However, gender did not.
2. CPD programmes were relatively attended by many teachers in private secondary schools in Mombasa. Most teachers indicated that they benefitted greatly from attending CPD

programmes. Attendance of CPD programmes was positively associated to their perception about the benefits of CPD programmes on their teaching effectiveness.

3. Most school managements in private secondary schools in Mombasa did not involve teachers in planning workdays to strategize and develop an approach for action to an idea or problem. Teachers also did not involve themselves more in INSETs on subject area despite their indication that it improved their confidence in content delivery.
4. Most private secondary schools in Mombasa did not participate in collaborative and action research on national, district education priorities, school goals, or classroom situations. Very few teachers visited each other officially as a group or as an individual to observe and learn in “real life” and match from host schools.
5. Peer coaching and mentoring were practiced in most private secondary schools in Mombasa to some extent.
6. There was an equally divided indication on the teachers’ participation in INSET course on sports, clubs and other co curricular activities. There was also the same indication in their attendance of INSET courses on guidance and counseling and career development in students.
7. CPD programmes for private secondary schools in Mombasa did not take into account the varied level of teaching/learning resources available in the respective schools in order to come up with realistic to the site-specific differences.

The study showed the pertinent benefit of attending CPD programmes on teaching effectiveness in private secondary schools and the challenges therein, thus, the following recommendations were made.

5.3 Recommendations

From the findings and conclusions of the study, the researcher recommended the following:

1. Teachers in private secondary schools should attend CPD programmes frequently. They will be challenged to learn more about the kind of the on-the-job learning both in and out of school that would enable them to be more effective in raising students' performance and achievement and to achieve professional growth in the wake of the ever competitive job market which is results-oriented and coupled with performance contracting.
2. School managements need to invest in CPD programmes to help teachers gain and practice skills associated with scoring and assessment strategies in order to develop a culture of standard-based procedures that characterize student success.
4. School managements need to have a PD policy with an annual budget for PD activities for teachers and be supportive to the cause of PD by planning and creating time for it. They should have a calendar of activities, in-house, tailor-made, or otherwise, that would help improve quality of teaching that would make a significant difference in student learning. They should endeavour to create time to translate them effectively to classroom situations.
5. School managements should involve teachers in planning, setting goals and selecting activities of CPD programmes. They should cater for training of teachers in areas that are related to school needs and offer incentives for those teachers who voluntarily register in colleges and universities to further their education in their subject area or in education in general.

6. School managements should continue to recruit persons who were professionally qualified to teach as the study showed that there was enough evidence that teachers' level of qualification had an influence in the promotion of use of effective teaching methods.
7. School managements should endeavour to have a permanent PD teacher(s) who will be specifically be in-charge of PD to cultivate a culture of teachers participation in CPD programmes in order to build a skilled teacher resource that would not be eroded or lost due to staff turnover. Further, schools should have professional counselors and a strong guidance and counseling departments, which were operational.
8. There is more need to continually involve teachers in INSETs on school leadership, organization and improvement. Improving school achievement requires sustained effort to recruit and train teachers as they are expected to promote decision-making, in-depth thinking, and problem solving among students. They are expected to guide their students and instill in them a sense of personal responsibility, self-esteem, and integrity. Management skills and organizational skills are also important attributes for guiding students to make learning experiences more relevant and meaningful, encourage active citizenship, and create an environment conducive to reflective thinking.
9. The Ministry of Education should put more emphasis to CPD programmes not only to the public schools but also to the private secondary schools. It should put policies to achieve the instructional objectives of the curriculum regularly and more conveniently. It should put emphasis to participation of CPD programmes by private secondary schools or take action upon non-participating schools. In their planning, they should be able to develop an annual calendar of CPD programmes, involve teachers in the curriculum development, implementation or resources and to locate the place of technology in enhancing student

achievement. Effort should be made to improve communication to private secondary schools, provide for follow up and feedback strategies.

10. The Ministry of Education should come up with an accreditation system where teachers in both public and private sectors can receive credits for certification for particular PD activity attended. It should further set up a policy on in-service of teachers and a progressive professional curriculum from that can be followed with certification at each level. The Ministry of Education should partner with school managements, educational organizations and universities or colleges to facilitate this.
11. Parents should understand intuitively that staff development programmes have a potential to produce instructional changes that causes all students to learn at high levels. They, therefore, should make informed choices in terms of which school to choose for their children. They should also make their voices heard in Parents Teachers Association (PTA) forums or during parents' conferences to have CPD programmes for teachers and/or support the schools' endeavours on the same.
12. There was a need to professionalize teaching to a level of other professions like lawyers, doctors, engineers, etc. Professional bodies, boards or organizations should be set up particularly to take charge of teachers' professional issues in the private and the public schools. Currently there exist teachers' trade unions and the Teachers Service Commission (TSC) which largely offer unionizable services and human resource services to teachers in public schools. There are also head teachers associations catering for the public schools and the private schools respectively. As it is, teachers in private schools, therefore, do not have adequate channels to address their professional challenges and

needs. That could explain why they are not seen as an integral part in policies regarding teaching and learning in their respective schools.

5.4 Suggested Areas for Further Research

The study was carried out among private secondary schools in Mombasa. The researcher suggests that the same study should be carried out on private schools in other localities and also public schools.

A comparative study of the same study should be carried out between the private secondary schools and the public secondary schools.

The study realized that most teachers were not comfortable with classroom observation. It is thus imperative for a study to be carried out on why some teachers did not find classroom observation to be an effective CPD activity.

A study should be carried out on how teachers' participation in CPD programmes enhances the development of effective teaching methods.

A study should be carried out on collaborative and action research on school goals and classroom situations with respect to improving teacher practice and creating a conducive teaching/learning environment.

REFERENCES

- Aga Khan Development Network. (2004). *The Aga Khan Education Service School Improvement Scheme*. [Verified 9 Sep 2004]. Retrieved on Thursday July 30, 2009 from <http://www.akdn.org/akes/brochure 2004.pdf>
- Aga Khan Education Service. (2002). The Aga Khan Education Service, Kenya. The Aga Khan Foundation Education Activities. [Verified 9 Sep 2004]. Retrieved on Thursday July 30, 2009 from <http://www.akdn.org/agency/akes/html>.
- Dembele, M. (2004). The Critical Role of Teacher Professional Development. *Association for Development of Education in Africa (ADEA) Newsletter*, (January-March, 2004), 16(1), 15-16. Retrieved on April 25, 2009 from <http://www.adeanet.org/newsletter>.
- Antonek, J.L., et al. (1997). The Student Teacher Portfolio as Autobiography: Developing a Professional Identity. *Modern Language Journal*, 81(1), 15-27.
- Bolam, R. (Ed). (1982). *School Focused In-Service Training*. London: Heineman.
- Bell, J. (1993). *Doing Your Research Project*. London: Open University.
- Best, J. W. & Kahn, J. V. (1993). *Research in Education*. Boston: Edward Arnold
- Calderon & Margarita. (1997). Staff Development in Multilingual Multicultural Schools. In *ERIC Clearinghouse on Urban Education New York NY*. Retrieved April 24, 2009, from www.ericdigests.org/1998-1/staff.htm.
- Chepkong'a, I. K. (2004). Teachers' Teaching Effectiveness as Perceived by Students in the Secondary Schools of North Baringo, Kenya. Unpublished M. Ed Thesis, CUEA.
- Choy, S. (1998). Towards Better Teaching: Professional Development in 1993-1994. Retrieved April 24, 2009, from [ww.nces.ed.gov/pubs98/teaching9394.asp](http://www.nces.ed.gov/pubs98/teaching9394.asp).
- Cohen, D. K., McLaughlin, M. W., Talbert, J. E. (Ed). (1993). *Teaching for Understanding: Challenges for Policy and Practice*. San Francisco: Jossey-Bass
- Conner, M.L. Andragogy and Pedagogy. *Ageless Learner, 1997-2004*. Retrieved January 30, 2009, from <http://www.agelesslearner.com/intros/andragogy.html>
- Darling – Hammond, L, Wise, A. E. & Pease, S. R. (1993). Teacher Evaluation in the Organizational Context: A Review of the Literature. *Review of Educational Research*, 53,285-328.

- Darling – Hammond, L. & Berry, B. (1998, May 27,). Investing in Teaching. *National Staff Development Council (NSDC), Education Week on the Web*. Retrieved December 22, 2008 from <http://www.edweek.org/ew/vol-17/37darlin.h17>.
- Dean, J. (1991). *Professional Development in Schools*. Philadelphia: Philadelphia University Press.
- Earnest, J. (2004). Action Research for Staff Development: A Case Study of a School in Uganda. *Proceedings Western Australia Institute for Educational Research Forum 2004*. Retrieved on Thursday, July 30, 2009, from <http://www.waier.org.au/forums/2004/earnest.html>
- Edexcel (2008). *Edexcel Post-Results Analysis*. London: Pearson
- Ferraro, J. M. (2000). Reflective Practice and Professional Development. *ERIC Clearinghouse on Teaching and Teacher Education*. (ED449120). Retrieved on Thursday, April 24, 2009, from www.ericdigest.org/2001-3/reflective.htm
- Freidus, H. (1997). “The Telling of Story: Teachers Knowing What They Know”. Paper presented at the annual meeting of the American Educational Research Association (AERA). Chicago, IL. ED 409 274.
- Fullan, M. & Steigelbauer, S. (1991). *The Meaning of Educational Change* (2nd Ed.). New York: Teachers College Press
- Fullan, M. (1999). *Change Forces: The Sequel*. Bristol, Pennsylvania: Falmer Press.
- Gachenga, S. M. (2007). The Influence of Teaching Methods on Students’ Achievement in Mathematics in Kieni Division, Nyeri District, Kenya. Unpublished M. Ed Thesis, University of Nairobi.
- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational Research: An Introduction* (6th Ed.). White Plains, New York: Longman.
- Gay, L. R. (1996). *Educational Research: Competence Analysis and Application* (4th Ed.). New York: Macmillan Publishers
- George, D. & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference.11.0 update* (4th Ed.). Boston: Allyn & Bacon.
- Grant, C. M. (n. d). *Professional Development in a Technological Age: New Definitions, Old Challenges, New Resources*. Retrieved Thursday, April 24, 2009 from <http://raster.edu/publications/TERCpubs/techinfusion/profdev/profdev frame.html>
- Hammond, L. D. (1990). Restructuring to Promote Learning in America’s Schools. Retrieved December 31, 2008, from <http://www.ncrel.org>

- Henke, R. R., Choy, S. P., Chen, X., Geis, S. & Alt, M. N. (1997). *America's Teachers: Profile of a Profession 1993-1994*, NCES 97-460. Washington, DC: US Department of Education, National Centre for Education Statistics, Office of Education Research and Improvement. San Francisco: Jossey- Bass, Inc.
- Hurst, B., Wilson, C., Cramer, G. (1998). Professional Teaching Portfolios. *Phi Delta Kappan*. 79(8), 578-82. EJ 563 868.
- International Finance Corporation. (1999). *Investing in Private Education in Developing Countries*. Washington D.C.
- Jones, B. F. (1990). The Meaning of Professional Development in the 21st Century. Retrieved December 31, 2008, from <http://www.ncrel.org>
- Johnson, D. (2008). The Enablement of Teachers in Developing World: Comparative Policy Perspectives. In D. Johnson & R. Maclean (Eds.), *Teaching: Professionalization, Development and Leadership* (p. 139). New York: Springer.
- Joyce, B. & Showers, B. (1996). The Evolution of Peer Coaching. *Educational Leadership*, 53(6), 12-16.
- _____ (1998). *Student Achievement through Staff Development*. New York: Longman.
- Kanegene, S. N. (2007). Contribution of Private Schools in the Provision of Secondary Education in Embu District. Unpublished M. Ed Thesis. Kenyatta University.
- Kettle, B. & Sellars, N. (1996). The Development of Student Teachers Practical Theory of Teaching. *Teaching and Teacher Education*, 12(1), 1-24. EJ 526 790.
- Kimani, G. K. (2008). Effects of In-Service Education and Training on the Teaching and Learning of Mathematics in Secondary Schools in Koibatek District, Kenya. Unpublished M. Ed. Thesis. Egerton University.
- Knowles, M. et al. (1984). *Andragogy in Action. Applying Modern Principles of Adult Education*. San Francisco: Jossey – Bass. A collection of chapters examining different aspects of Knowles formulation.
- Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Licklider, B. L. (1997). Breaking Ranks: Changing the In-Service Institution. *NASSP Bulletin* 81(Jan.), 9-22. EJ 539 052.

- Little, J. W. (1997). Excellence in Professional Development and Professional Community. Working Paper Benchmark for Schools. Washington, DC: Office of Educational Research and Improvement.
- Lockheed & Verspoor. (1991). *Improving Educational Efficiency in Developing Countries*. World Bank/OUP.
- Lokesh, K. (1984). *Methodology of Educational Research*. New Delhi: Varil Education Books.
- Louks-Horsley, S. et al. (1990). Elementary School Science for the 90's. Alexandria, VA: Association for Supervision and Curriculum Development.
- Medley, D. M. & Shannon, D. M. (1994). "Teacher Evaluation." In T. Husen & T. N. Postlethwaite (Eds.). *The International Encyclopaedia of Education*. (2nd Ed.), Vol. 10, p. 6015-6020. Oxford: Pergamon.
- Mbuthia, J. N. (2006). Effectiveness of Expatriate and the Local Staff in the Implementation of International System in Kenya. Unpublished M. Ed. Thesis. Kenyatta University
- Mohanty, J. (2002). *Primary and Elementary Education*. New Delhi: Deep & Deep Publications Pvt Ltd.
- Mugenda, O. & Mugenda, A. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Publishers ACT Press.
- Nelima, R. (2005). Analysis of the Relationship between Head Teachers' Leadership Styles and Students' Academic Performance in Secondary Schools in Mbale District, Uganda. Unpublished M.Ed. Thesis, Catholic University of Eastern Africa.
- National Staff Development Council. (2009). *Learning Communities*. Retrieved, April 16, 2009, from <http://www.nsd.org/standards/learningcommunities.cfm>.
- National Staff Development Council. (1999). *Journal of Staff Development Council. National Staff Development Council (NSDC), winter 1999, 20(1)*.
- North Central Regional Educational Laboratory. (n.d.). Professional Development for Teachers. Retrieved Thursday, April 16, 2009 from www.ncrel.org/sdrs/areas/issues/educators/.../pd2prof.htm.
- Odhiambo, G. O. (2005). Teacher Appraisal: The Experiences of Kenyan Secondary School Teachers. *Journal of Educational Administration*, 43(4), 402-416(15). Emerald Group Publishing Limited.

- Ojanen, S. (1993). "A Process in Which Personal Pedagogical Knowledge is Created Through Teacher Education Experience". Paper presented at the International Conference in Teacher Education, Tel-Aviv, Israel. ED 398 200.
- O'Palla, F. O. (2008). Knowledge Acquisition and Skill Development: An Investigation into the Learning Climate in International Schools. Unpublished B. Ed. Project, Catholic University of Eastern Africa.
- Ogula, P. A. (1998). *A Handbook on Educational Research*. Nairobi: New Kemit Publishers.
- Okumbe, J.A. (1999). *Educational Management: Theory and Practice*. Nairobi: Nairobi University Press.
- Omao, P. N. (2007). Effectiveness of the Implementation of Secondary School Kiswahili Curriculum in Kajiado District. Unpublished M.Ed. Thesis, CUEA.
- Peixotto, K. & Palmer, J. (1994). High – Quality Professional Development. *Northwest Regional Educational Laboratory (NWREL)*, June 1998. Retrieved April 16, 2009, from www.nwrel.org/request/june98/profdevelopment.html
- Republic of Kenya (August 2005). *Mombasa District Strategic Plan 2005-2010 for Implementation of the National Population Policy for Sustainable Development*. Nairobi: Government Printer.
- Republic of Kenya, (July 2005). *Kenya Education Support Programme 2005-2010: Delivering Quality Education and Training to all Kenyans*. Nairobi: Government Printer.
- Republic of Kenya, (1996). *Mombasa District Development Plan 1997-2001*. Nairobi: Government Printer.
- Schon, D. A. (1996). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in Professions*. San Francisco: Jossey-Bass, Inc.
- SMASSE. (2003). ASEI/PDSI. An unpublished paper presented during the first cycle of SMASSE National INSET
- SMASSE. (2003). *Instruments for Internal Monitoring and Evaluation*. Nairobi: MacMillan
- Smith, M. K. (1996; 1999). 'Andragogy', *the encyclopaedia of informal education*. <http://www.infed.org/lifelonglearning/b-andra.htm>. Last update: September 07, 2009.
- Somers, J. & Sikorova, E. (2002). The Effectiveness of one In-Service Education of Teachers' Course for Influencing Teachers' Practice. *Journal of In-service Education*, 28(11), 95-114.

- Speck, M. (1996, Spring). Best Practice in Professional Development for Sustained Change. *ERS Spectrum*, 33-41. Retrieved January 2, 2009, from <http://www.ncrel.org/sdrs/areas/issues/met>
- Stone, D., & Thomas, M. L. (2001). Schools Chief Delaine Releases Professional Development Task Force Report. Retrieved December 24, 2008 from <http://www.cde.ca.gov/nes/releases2001/vol53..asp>.
- Uzat, S. L. (1998). "Cognitive Coaching and Self-Reflection: Looking in the Mirror While Looking Through the Window". Paper presented at the annual meeting of the Mid-South Educational Research Association. New Orleans, LA. ED 427 064.
- Valencia, R. R. (1996). Latinos and Education: An Overview of Socio-Demographic and Schooling Conditions. In *The 1996 Educational Testing Service Invitational Conference on Latino Issues*. Princeton, New Jersey.
- Weiss, E. M. & Weiss, S. G. (1998). New Directions in Teacher Education. Washington, DC: ERIC Digest, ERIC Clearinghouse on Teaching and Teacher Education, AACTE. ED 429 052.
- Wilhelm, R. W., Coward, M. F. & Hume, L. M. (1996). The Effects of a Professional Development Institute on Pre-Service Teachers' Perceptions of their Intercultural Knowledge and Diversity. *Teacher Education*, 32(1), 48-61. ED 533 469.

APPENDICES

APPENDIX I: Letter of Introduction

Dear Respondent,

I am a student at the Catholic University of Eastern Africa (CUEA). I am undertaking a field research in fulfillment of a Master of Education degree. The research is on

Benefits Of Continuous Professional Development Programmes On Teaching Effectiveness: A Study of Selected Secondary Schools In Mombasa, Kenya.

The questionnaire is designed to collect information on the role of continuous professional development programmes in effective teaching. Your responses will be completely anonymous and will be used by the researcher for the purposes of this study only. The questionnaire is divided into three parts. Kindly respond to each item in the questionnaire by ticking (\surd) the item bearing the appropriate response, or writing the appropriate responses. Kindly write your honest response to each item. Please do not write your name on the questionnaire. Your information will be treated with strict confidentiality.

Yours sincerely,

Mr. Kennedy Mwita

Tel. 0725-649 215, 0736-926 056

E-mail. kenmwita@yahoo.com

APPENDIX II: Questionnaire for Teachers

Please tick [✓] in the bracket the most appropriate response and where explanation is required use the spaces provided.

Section A: Demographic Information

1. Indicate your sex

Male [] Female []

2. Your age bracket in years

20-29 years [] 30-39 years []

40-49 years [] Above 50 years []

3. What is your highest qualification as a teacher?

Dip. Ed. [] B. A. / B. Sc. [] B. Ed. []

PGDE [] M. Ed. /M.A. /M. Sc. []

Other (specify) _____

4. Indicate how long you have been a teacher in your school

5 years and below [] 6-10 years [] 11-15 years []

16-20 years [] above 20 years []

SECTION B: Forms of CPD Programmes

5. Indicate how often you have participated in the following professional development activities in the last Five (5) years.

| Participating in CPD Activities | Frequently | Sometimes | Rarely | Never |
|---|-------------------|------------------|---------------|--------------|
| INSET courses offered by district department of education or organization on | | | | |
| a. sports, clubs, and other co-curricular activities | | | | |
| b. school leadership, organization and improvement | | | | |
| c. guidance and counseling, career development in students | | | | |
| d. subject area | | | | |
| e. effective teaching and classroom management | | | | |
| f. curriculum development, implementation or curriculum resources | | | | |
| g. collaborative and action research on national or district education priorities, school goals, or classroom situations | | | | |
| h. study groups organized around particular topic of interest e.g. reading, science fair through reading, discussions on available literature, visits to sites of practice, conferences | | | | |
| i. INSET on scoring student work samples to improve performance assessment tasks | | | | |
| j. school visits to observe and learn in “real life” and match from host schools. | | | | |

| Participating in CPD Activities | Frequently | Sometimes | Rarely | Never |
|---|-------------------|------------------|---------------|--------------|
| k. involvement in planning workdays with district education boards, school boards or school administration to strategize and develop an approach for action to an idea or problem | | | | |
| l. staff retreats to develop goals and action plans targeting specific school needs and contexts | | | | |
| m. networks through subject specific collaboratives to exchange ideas and tap into expertise of ideas from colleagues | | | | |
| o. peer coaching and mentoring to provide one-on-one learning opportunities to improve teacher practice | | | | |

Section C: Benefits of attending CPD Programmes

6. Have you ever attended any continuous professional development (CPD) Programmes/ courses?

Yes [] No []

7. To what extent has attending CPD programmes enhanced your effectiveness in teaching?

To greater extent [] To some extent []

8. What are the benefits of attending CPD Programmes / course?

9. What is your view on the following statements on the benefits of attending CPD programmes?

| Benefits of attending CPD programmes | Agree | Undecided | Disagree |
|---|--------------|------------------|-----------------|
| I have been practicing most of what I learned | | | |
| I have become a more effective teacher | | | |
| The staff development programme/courses addressed the challenges I have been facing when teaching | | | |
| I have increased my level of confidence as a teacher | | | |
| My students are more interested and enthusiastic about learning | | | |
| Teaching has become a more fulfilling profession | | | |
| Am interested in my learners and the difficulties they face in learning | | | |
| I relate and collaborate with my colleagues better | | | |
| My students achieve better grades in final exams | | | |
| It provided new information | | | |
| It changed my views on teaching | | | |
| It was a waste of time | | | |

Section D: Challenges facing CPD programmes

10. In your own opinion, is continuous professional development (CPD) programme for teachers carried out well in your school?

Yes [] No []

Please explain your answer

11. What are the challenges facing CPD Programmes in private secondary schools in Mombasa?

| Challenges facing CPD programmes | Agree | Undecided | Disagree |
|---|-------|-----------|----------|
| The staff development programmes: | | | |
| a. Are common one-shot workshops that lack attention to follow-up activities | | | |
| b. Overload the teacher and their too many competing demands. | | | |
| c. Lack attention to site-specific differences | | | |
| d. Are ineffective because of teacher turn-over | | | |
| e. Fail to allow sufficient time to plan for and learn new strategies | | | |
| f. Are evaluated on the basis of their impact on teacher effectiveness and student learning | | | |

| Challenges facing CPD programmes | Agree | Undecided | Disagree |
|--|-------|-----------|----------|
| g. Attempt to be managed by the education office staff or the school board. Teachers are not actively involved in planning, setting goal, and selecting activities. | | | |
| h. Fail to provide opportunities to understand attitudes regarding race, social class, culture and life experiences and how they affect teaching practice and expectation for student learning behaviour | | | |

Section E: What can be done to improve CPD Programmes

13. What can be done to improve CPD for teachers in private secondary schools in

Mombasa?

Thank you for your cooperation

APPENDIX III: Interview Schedule for Head Teachers

Please tick [√] in the bracket the most appropriate response and where explanation is required use the spaces provided.

1. Indicate your sex

Male []

Female []

3. Your age bracket in years

20-29 years []

30-39 years []

40-49 years []

Above 50 years []

3. What is your highest qualification as a teacher?

Dip. Ed. []

B. A. / B. Sc. []

B. Ed. []

PGDE []

M. Ed. /M.A. /M. Sc. []

Other (specify) _____

4. Indicate how long you have been a head teacher in your school

5 years and below []

6-10 years []

11-15 years []

16-20 years []

Above 20 years []

5. What are the different forms in CPD programmes offered in private schools in Mombasa?

Please explain them.

6. What are the benefits of these CPD programmes to teachers? Do they enhance acquisition of pedagogical skills among teachers?

Please explain your answer.

7. To what extent do these programmes enhance teachers' effectiveness in teaching?

To greater extent [] To some extent []

8. What challenges face teachers as they attend CPD programmes?

9. In your own opinion, are CPD programmes for teachers carried out well in your school?

Yes [] No []

Please explain your answer

10. What do you think can be done to improve CPD for teachers in private secondary schools in Mombasa?

Thank you for your cooperation

APPENDIX IV: Schools in the Sample

| British Curriculum (BIC) | International | Kenya Curriculum (KNC) | National | BIC & KNC |
|-----------------------------|---------------|---------------------------|----------|--------------|
| 1. BIC 1 | | 1. KNC 1 | | 1. BIC/KNC 1 |
| 2. BIC 2 | | 2. KNC 2 | | |
| 3. BIC 3 | | 3. KNC 3 | | |
| 4. BIC 4 | | 4. KNC 4 | | |
| 5. BIC 5 | | 5. KNC 5 | | |

The actual names of the schools that comprised the study sample have been hidden for confidentiality and ethical reasons.

APPENDIX V: Map of Kenya Showing Mombasa County

APPENDIX VI: Map of Mombasa County

APPENDIX VII: Official Research Permits and Authorizations