



SCHOOL OF POSTGRADUATE STUDIES

IMPACT OF TRAINING ON WORK PERFORMANCE- A CASE OF
SECONDARY SCHOOLS IN CHIPATA DISTRICT

BY

RICHARD KAPOBA KALYATA

MSCPM5741031

SUPERVISOR:

MR. M. K. BANDA

A dissertation submitted in partial fulfilment for the award of the Master of Science degree in Project Management of the University of Lusaka

2016

DECLARATION

I, Richard Kapoba Kalyata, do here declare that this dissertation is a product of my own efforts and it has never been previously submitted to any University to merit a degree other than that of which I am a candidate.

Signature of author.....

Richard Kapoba Kalyata

Date.....8th June 2016.....

APPROVAL

The University of Lusaka here approves this dissertation by Richard Kapoba Kalyata as fulfilling part of the requirements for the award of the Degree of Master of Science in Project Management.

Signed.....Date.....

Signed.....Date.....

Signed.....Date.....

Signed.....Date.....

DEDICATION

This research paper is deeply dedicated to my beloved late parents Mr. Isaya. Kalyata and Mrs. Muyeji Kalyata, my beloved wife Barbara Sibongani Kalyata, my dear children Zingisa, Khanyiso and Luneta whose special and rare efforts, love, care, patience and guidance have been a stepping stone to all my achievements during the study. In addition, to all my friends and relatives for whom it remains a challenge.

ACKNOWLEDGEMENTS

This dissertation would not have been successful had it not been to the great assistance from Mr. M. K. Banda, my supervisor. I am deeply grateful for his commitment and patience in guiding me from the start of the research to its completion. I also would like to extend my heartfelt gratitude to Mr. M. Mwale my Course Coordinator and the department of postgraduate studies staff of the University of Lusaka (UNILUS), especially, whose constructive criticism contributed positively to this research.

I wish to express my sincere thanks to the Provincial Education Office staff for Eastern Province, Dr. Allan Lingambe, the Provincial Education Officer (PEO), Ms. Florence Manda, Teacher Education Officer, Mr. Gondwe, Senior Education Officer for the valuable assistance in giving me permission to conduct research in the four secondary schools, and for providing me with necessary information for the research. Special gratitude go to the head teachers for Gonda, Chipata Day, Chizongwe and the Deputy Head teacher for St. Monicas secondary schools for allowing me to conduct the research at their schools. Needless to say, I am very grateful to the respondents without whom this piece of work would not have been prepared.

All other people who accorded me support and assistance during the research but are not mentioned are nevertheless not forgotten for the material and moral support rendered to me, I have not forgotten your contribution. I sincerely and extremely extend my gratitude to you all for your concern and reminders to work hard and complete this study.

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LIST OF ACRONMS

- APAS - Annual Performance Appraisal System
- BETD - Basic Education Teacher Diploma
- BEST - Basic Education Strengthening
- BPEP - Balochistan Primary Education Development Program
- CPD – Continuous Professional Development
- DIGEBI - National Bilingual Intercultural Education
- DRCC – District Resource Coordinator
- ECZ–Examination Council of Zambia
- EFA - Education for All
- EFA GMR - Education for All Global Monitoring Report
- HRD - Human Resources Development
- ICT- Information Communication Technology
- ILOPS - Improving Learning Outcomes in Primary Schools Project
- INSET – In-Service Coordinator.
- M& E Monitoring and evaluation
- MOGE-Ministry of General Education
- PED - Primary Education Development
- NEU - Nueva Escuela Unitaria
- NGOs – Non-Governmental Organisations
- PEIP - Education Improvement Project
- PEO – Provincial Education Officer

PTMP - Primary Teacher Mentoring Program

TNA Training needs analysis

SESMAT - Secondary Education Science and Mathematics Training

SPRINT – School Programme of In-Service for Term

SPSS - Statistical Package for Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNILUS – University of Lusaka

U.S.A. – United States of America

ABSTRACT

Student performance is important if a country is to develop in all sectors of development. This is to a large extent dependent on teacher performance. The performance of grade 12 pupils for the past three years has been deteriorating. Statistics from the Examinations Council of Zambia (ECZ) for the past three years indicates a decrease in the pass rate from 2013 to 2015 at 60.2%, 55.9% and 57% respectively as a proportion of Candidates obtaining full School Certificates (ECZ results 2016). This prompted the need for undertaking this research.

This research paper consists of five chapters: chapter one presents the background to the research. Chapter two and three presents literature review and conceptual framework, and chapter four presents the methodology. Chapter five and six looks at data analysis and research findings and results, whereas chapter seven looks at discussion and interpretation of the results and chapter eight presents conclusions and recommendations. The study was based on the following questions: what factors affect teacher training in secondary schools? How can training be aligned to the training needs and syllabi? What are the effects of training on teacher work performance?

From the study, it was revealed that training has a positive impact on teacher's work performance. It revealed that the training policy was being implemented in a haphazard manner. Inadequate training needs analysis, poor coordination, discrimination in availing training opportunities, and public officials undertaking training without due authority at the expense of government.

In view of the above factors, some recommendations were made: Teachers need to understand the training policy, the need to review the current methods and criteria for conducting training needs assessments. There is need to increase the allocation of funds for training and development, and performance indicators should be drawn to form the basis for effective monitoring and evaluation of training and development.

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Chapter One

1.0 Background to the research

1.1 Introduction.

Training is the planned intervention that is designed to enhance the determinants of individual job performance (Chiaburu & Teklab, 2005). Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives. It is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. It implies enhancing the skills and knowledge of the employees for performing a specific job. Training tries to improve employees' performance in current job and prepares them for future job. In other words, training is a systematic attempt in this case to bring about change in classroom teachers practices, attitudes and beliefs plus student learning outcomes. The chapter provides background information, highlights the research problem, explains the objectives of the research and highlights the research questions. The chapter also highlights the objectives, research questions as well as the research assumptions. Objectives, significance of the study, limitations, scope and definition of terms have also been highlighted.

Training is crucial for organizational development and success. Training of employees at all levels within an organisation is a vital component in maintaining the competitiveness in an international arena (Maund 2001:307). It is fruitful to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Training process moulds the thinking of employees and leads to quality performance of employees.

Training as argued by Barker leads to change in social skills and improves the goals of the organisation by improving relationships between people so that there is less misunderstanding and fruitless fighting and better communication, trust and respect for others. Furthermore, it leads to pro action and initiation, awareness of self and others feelings, sense of self confidence and self-responsibility and reduces self-defeating behaviours (Barker 1980:94). When managers engage their staff in training programmes, a more motivating and dynamic work climate is created. Teachers should be trained as this makes them learn more on the job. Lock (1992) defines training as a process of bringing an employee to the desired

study of work performance by instruction and practice. To this, Weightman (2004) argues that training is an important part of motivating people to give a committed performance.

Despite the fact that the MoGE, and school authorities in government aided secondary schools in Chipata district are required to offer training for their staff at different levels, this has not been given due attention in some schools. This has led to lack of morale among the teachers, inability to teach new subjects they never qualified for - like entrepreneurship and Information technology. Furthermore, it has also led to lack of quality assurance procedures and strategies in the orientation to and implementation of new syllabi, teachers funding themselves for training in fields not related to teaching profession and increased absenteeism from duty.

It is only unfortunate that there is no study that has been carried out to establish the impact of training on teacher's work behaviour. The study is therefore relevant to development by identifying the status of implementation of the training programme policy and the hindering factors. The researcher hopes this contributes to the field of knowledge in respect to training by —providing policy-makers and administrator with information and advice to understand and appreciate the role of training in development. (Gordon, et al., 1977). This will lead to the utilisation of such information for development.

1.2 Background to the research problem

Teachers in Africa had virtues, were disciplined and exhibited exemplary behaviour. Since teacher training was selective and rigorous, persons who had gone through teacher training institutions were themselves tough. With the spread of conventional types of secondary schools, teacher-training institutions ceased to attract the more able students and in some cases the curricula were watered down. (Obanya 1995:6). Teachers were relatively well educated and trained but they were a demoralised and dispirited body, Kelly's (1991). The calibre of teachers changed, in a negative direction, and so did their status and societal respect for the profession. During the post-colonial period, more schools were built, literacy campaigns increased, but education in Africa in general and Zambia in particular has not progressed evidenced by decline in teaching standards hence the need for improvement. The

need for improvement also affects teachers. (Obanya 1995:6). To achieve this, teachers must be equipped with knowledge and skills.

Education is a basic human right for everyone in society. As such, over the years the Zambian government, through the Ministry of General Education (MoGE), has made significant inroads in improving teacher training for secondary schools throughout the country. In addition, in the Fifth National Development Plan for the period 2006-2010, the Ministry identified the provision of quality education as one of its priorities. In order to achieve this objective, the Ministry targeted a pupil-teacher ratio of 60-1 for grades 1-4, 41-1 for grades 5-7 and 37-1 for grades 8-9 by the year 2010. (Report of the Auditor General on the deployment of Teachers in Basic Schools 2014: vi).

In line with this priority, Government recognized the need for sufficient and well-motivated teachers. The provision of a sustainable teaching workforce is cardinal to the MoGE achieving the Millennium Development Goal (MDGs) of providing basic education to the rapidly growing child population. To effectively address the ever increasing school enrolments and improve performance of teachers; there is need for proportionate increase in the number of well trained teachers and continuous in-service and upgrading training of teachers. This is so because the availability of appropriately qualified teachers has an effect on the quality of education provided. (Report of the Auditor General on the deployment of Teachers in Basic Schools 2014: vi).

Although the Zambian Government policy is to ensure quality education in secondary schools, performance by teachers has remained below par affecting the learning outcomes of students. The problem of training affecting teacher job performance in secondary schools in Zambia in general and Chipata district in specific has been there since independence in 1964. Eastern Province has over the years seen an increase in the demand for education services as a result of expansion of primary and secondary school infrastructure and phasing out of the certificate as a minimum qualification for teachers. Subsequently, the Provincial office has found it appropriate to scale up capacity building for the Teachers in Schools and the staff in the Province. (Eastern Province Training and Development Plan 2016: 3).

The Provincial Education Office (PEO) is required to focus on upgrading teachers' qualifications in order to meet the required standards through various in-service training and development programs. This is supposed to be implemented within the confines of the prevailing Public Service Training and Development Policy (PSTD), Procedures and Guidelines for Human Resource Development in the Public Service, Terms and Conditions of Service for the Public Service and Circulars issued from time to time. This is in an effort to enhance the provision of quality, efficient and effective education for teachers. (Eastern Province Training and Development Plan 2016: 3). However, this has not been implemented holistically by the MoGE and schools as priority for training is given to those who do not have the requisite qualifications.

Furthermore, experience has shown that budgetary allocation are often not adequate to support all those intending to go for training and development hence the PEO normally encourages self-sponsorship and other related avenues. It is also worth mentioning that in as much as all employees are eligible for training and development in accordance with the PSTD policy, Procedures and Guidelines for Human Resource Development as read with the Terms and Conditions of Service for the Public Service, the PEO only endeavours to address the institutional needs identified by districts as opposed to individual teacher training needs. Above all, it is worth noting that the information provided in the provincial training plan may not be comprehensive as most of the districts do not normally submit well-articulated training and development plans. (Eastern Province Training and Development Plan 2016: 13).

According to the study conducted by P. Mwansa, 2011, on the implementation of the school programme of in service for term (SPRINT) in selected basic schools in Chipata district of Zambia it indicated that teachers, head teachers and School In-Service Coordinators (INSET) participated in INSET activities under the SPRINT. However, effective implementation of SPRINT activities was hampered by inadequate time, negative attitude of some teachers, low funding, and inconsistency in monitoring and evaluation (Mwansa, P.: 2011). Furthermore, lack of organisational and facilitation skills among school in-service coordinators, as well as lack of school libraries and inadequate equipment and training materials in Teachers

Resource Centres hampered effective implementation of the in-service programmes. (Mwansa, P.: 2011). This has affected the performance of teachers henceforth affecting pupil performance.

Another study conducted in Chadiza and Chipata districts by Mwanamukubi, Linda, 2013, indicates that most of the grade 6 pupils were not able to read fluently as expected of their grade level. As they read, they committed errors such as mispronouncing, substituting, adding and omitting some words. The study revealed that teachers faced a number of challenges in teaching reading to these learners. These challenges included, inadequate teaching and learning materials, high teacher pupil ratio, and inadequate in-service teacher training. The study recommended that apart from just providing adequate learning and teaching materials and building more schools, methods of teaching how to read such as the whole word method should be used. Diagnostic assessment methods and remedial measures on reading difficulties must be taught to teachers through in-service training so that they are adequately prepared to help learners with reading difficulties

The inconsistency in implementing the teacher training programme has resulted in lack of morale among the teachers, inability to teach new subjects they never qualified for - like Information Communication Technology (ICT), Business Studies, Civic Education, and Entrepreneurship. Furthermore, it has also led to lack of quality assurance procedures and strategies in the orientation to and implementation of new syllabi, teachers funding themselves for training in fields not related to teaching profession and increased absenteeism from duty.

1.3 Statement of the problem

Progress in realising the right to education worldwide since 2000 is undeniable – but it remains unfinished business. The total number of children missing out on primary and lower secondary school has fallen from more than 200 million in 2000 to 132 million in 2010; but the numbers remain high and have stagnated since 2008 (Global Campaign for Education: 2012:2). Even for those children who are in school, the right to education is only a reality if school provides them with a quality education, one that, as described by the World Education

Forum in 2000, “includes learning to know, to do, to live together and to be”. Yet this is far from the reality in much of the world: on the contrary, up to three quarters of children in the lowest income countries have not learned to read and write after two or three years of schooling, let alone begun to develop more complex skills and knowledge. The gap in quality education is huge, and bridging it is essential to fulfilling the universal right to education. (Global Campaign for Education: 2012:2).

The Global Campaign for Education (GCE) and Education International (EI) believe that a fundamental reason for this gap in quality education is the severe lack of well-trained and well-supported teachers. It is the presence of quality teachers that determines whether and how much children learn. There is ample evidence that having enough teachers to avoid large class sizes is a strong determinant of students’ learning; a meta-study of research published from 1990 to 2010 found that teacher presence and knowledge had by far the strongest and clearest impact on students’ test scores. (Education For All Global Monitoring Report: 2012).

Apart from the initial training teachers receive, they also require continuous in-service and upgrading training in order to improve their pedagogical skills in order to continue to perform well in their job role. They need to be sharpened in their teaching methodologies as changes in the curriculum and introduction of new subjects is experienced so as to improve their skills and knowledge. However, despite the changes in curriculum and syllabi, most teachers have remained static in terms of knowledge levels. The MoGE has offered limited opportunities for teachers to undergo in-service and upgrading programmes. To a large extent government has left the task of providing continuous training in the hands of individual teachers who have to mobilise own resources to undergo training. They have been made to struggle and look for ways of teaching as changes in the curriculum occur.

Research has been conducted to look at problems affecting effective implementation of training but no attempt has been made to look at the link of teacher training to job performance and subsequent pupil performance, this has prompted undertaking this research. The research is attempting to address the impact of training on work performance of schools in Chipata district of Eastern province of Zambia.

1.4 The objectives of the study

The main objective of this study is to examine the impact of in-service and upgrading training on teacher performance in government secondary schools in Chipata district.

Specific objectives:

- i.** To examine the factors affecting teacher training offered by government to secondary school teachers.
- ii.** To align in-service and upgrading training with the training needs and syllabi of secondary schools.
- iii.** To determine how in-service and upgrading training improves teachers' performance in secondary schools.

1.5 Research questions

The research was an attempt to answer the following questions:

- i.** What factors affect teacher training in secondary schools?
- ii.** How can training be aligned to the training needs and syllabi of secondary schools?
- iii.** What are the effects of training on teacher work performance in secondary schools?

1.6 Significance of the study

Based on the findings of the study, I believe that the results obtained can be used to guide management in handling information in the secondary sector of education to streamline and improve training procedures, policy formulation and implementation. It can also be used to appeal for support and lobbying by various stakeholders to empower teachers in numerous undertakings that affect their performance. According to the conceptual framework, I expect students to benefit because if teachers get skills for bridging the performance gaps, they will be readily available to assist students in both academic and personal matters, which increases

students' performance and the teachers benefit from improvements in the management of training because they may readily participate in decision-making.

Through this research, civil society building knowledge programmes can benefit from the pool of management knowledge and research to analyse the problems and identify practical solutions for performance improvement among the teachers. This can also be used for problem solving and organizational development that can be achieved through empowerment of teachers, lobbying and support in decision making processes. In respect to the study, the findings are useful to academicians by providing a basis of conducting further research and contributing to the body of knowledge. The findings of the study may create awareness among the stakeholders and enables them to understand the merits and shortcomings of the inadequacies in the prevailing policies in respect to teachers training so that they can provide necessary assistance. I hope that the study might create public concern about teachers so that Government and Non-governmental organizations, and individuals who work for the promotion of appropriate policies can address the problem basing their solutions on vivid, concrete and correct facts about the plight of secondary school teachers.

In short, I hope the study findings create more understanding and awareness to the researcher and all people about the training of teachers in Government Aided Secondary Schools. The study gave insight to the researcher on how teachers can be trained to cause performance improvement and generally draw attention to the weaknesses, opportunities and anomalies. I gained by contributing to the existing knowledge.

1.7 Scope of the study

The study was conducted in the urban area of Chipata district situated in Eastern Province Zambia. The content scope mainly focused on the impact of in-service and upgrading training on teacher performance behaviour with special attention on procedures for selecting teachers for training, types of training, training techniques used by training providers, effect of training on teacher's commitment to work and the problems head teachers encounter in selecting and recommending teachers. The respondents of the research were teachers, in-

service coordinators and head teachers from selected primary and secondary schools. The provincial, district education officials as well as pupils have not been included in the research. The research covered the past five years, the period from 2010 to 2015.

1.8 Definition of terms

In this research unless or otherwise stated, the terms below could be defined as stated.

Education means the full development of an individual's judgment, personality, talents, mental and physical ability;

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success Uganda National Development Program (1995).

In – service training includes induction, performance improvement, professional development and pre-retirement for purposes of the study.

Performance improvement- Increase in productivity in relation to time, amount and quality of service delivery or doing a task. It is building to peak performance.

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992). For this research training refers to skills development, generic module training inform of short courses of not more than one month either on job or off-job as well long term courses of 1 to 4 years.

Syllabus means a specification of what is to be taught and learnt and the order in which it is to be taught and learnt.

1.9 Summary

The chapter has highlighted that training is the planned intervention that is designed to enhance skills, capabilities and knowledge of employees so as to improve individual job

performance. Although the Zambian Government policy is to ensure quality education in secondary schools, performance by teachers has remained below par affecting the learning outcomes of students. There has been an inconsistency in implementing the teacher training programme which has resulted in lack of morale among the teachers and inability to teach new subjects they never qualified for. The research is addressing the fundamental reason for the gap in quality education which has resulted into the severe lack of well-trained and well-supported teachers. It does so by studying the impact of in-service and upgrading training on work performance of schools in Chipata district of Eastern province of Zambia. The findings of the study can be used to guide management in handling information in the secondary sector of education to streamline and improve training procedures, policy formulation and implementation, as well as to appeal for support and lobbying by various stakeholders to empower teachers.

Chapter two

2.0 Literature Review

2.1 Introduction

This chapter is reviewing literature related to the similar research on the topic “impact of training on work performance”. The literature review concentrates mainly on the theoretical and practical orientation of the study and related literature in line with the objectives of the study. The chapter covers a review of similar work done elsewhere, in the Southern and Eastern African region, and in Zambia. The chapter also critiques the literature as well as draws lessons learnt. Finally the chapter offers a summary of the review.

2.2 Literature review worldwide, Southern and Eastern African Region

While there is a clear evidence that teacher quality is a key determinant of student learning, very few information is available about which specific observable characteristics of teachers can account for this impact (Rockoff, 2004; Rivkin, Hanushek, Kain, 2005 ; Aaronson, Barrow, Sander, 2007). In the education production function literature, the most analysed variables are teacher education and experience. Moreover, the only attribute that has been shown to be the most significantly correlated with student achievement is teachers' academic skills measured by scores on achievement tests (Wayne, Youngs, 2003; Eide, Goldhaber, Brewer, 2004; Hanushek, Rivkin, 2006). In his early review of literature, Hanushek (1986: 1164) noted that "the closest thing to a consistent finding among the studies is that 'smarter' teachers, ones who perform well on verbal ability tests, do better in the classroom".

According to the Improving Learning Outcomes in Primary Schools (ILOPS, 2010) Project: Research Report on Teacher Quality, ActionAid, 2010, by Akankshay, understanding what is happening with teachers' availability, training and quality is one of the most pressing issues facing the delivery of education in Africa today. Over the past decade many African countries have been reducing their investments in teacher training and recruiting nonprofessional teachers both as a cost-cutting measure and as a quick-fix solution to the teacher shortage. The full impact of this trend is only now being felt as the teaching profession fragments and learning outcomes (DFID Human Development Resource Centre, 2011: 2).

A good quality teacher can guide the learning process of children, making learning relevant and stimulating. Such a teacher can impart knowledge and skills that will help children to secure their educational rights, improve their health and self-esteem, and gain fair employment. A teacher can also be a role model by embracing the principles of social justice and treating all students equally without discrimination, while encouraging each student's unique strengths. Indeed, a dedicated and well-trained teacher can provide children with the essential skills to critically analyse challenge and improve the discriminatory attitudes or behaviour that may be present in their homes, schools and communities (DFID Human Development Resource Centre, 2011: 2).

While it is generally agreed that teachers can shape learning and young lives, there remains considerable debate as to the national and local-level policies and programmes that best support teachers. Topics of debate include the level of schooling teachers should have themselves, what length of training they need, and what professional development and support they should be able to draw on in order to fulfil these ambitious roles. Each strand of the policy and practice spectrum is complicated, interdependent and determined by contextual factors. In many African countries constrained education budgets coupled with the inconsistent and uncoordinated involvement of various actors in supporting teachers further complicate appropriate policy responses (DFID Human Development Resource Centre, 2011: 2).

Furthermore, according to the DFID Human Development Resource Centre Helpdesk Report, 2011: 2, an alarming trend concerns the low levels of student achievement. Though there is little existing research that directly correlates students' achievement outcomes with teachers' training, qualification and contract variations, the fact that teachers are the main staff responsible for supporting pupils' learning makes a connection between these two factors highly likely. The Education for All Global Monitoring Report (EFA GMR: 2013) finds that, 'what students achieve in school is heavily influenced by classroom practices and teacher' skills...One of the most important requirements for sustained progress towards better quality in education is an improved learning environment, encompassing the physical school

infrastructure, the learning process and the interaction between children and teachers' (UNESCO GMR, 2010: 114–15).

This study compiled evidence on issues impacting on the teaching profession, including recent trends in the recruitment of teachers, their pay levels and training. The study also tabulated how teachers and parents interacted both within school governance structures and through various other activities to support children's learning (DFID Human Development Resource Centre, 2011: 2-3).

According to case studies conducted in Bangladesh, Botswana, Guatemala, Namibia, and Pakistan by Helen J. Craig, Richard J. Kraft and Joy du Plessis, (1998: xi), teacher education programs can make a difference to student achievement depending on the type of education program and support that is put in place. Specific factors such as the years of teacher training (initial and in-service), the teacher's verbal fluency, subject matter knowledge, having books and materials and knowing how to use them, teacher expectation of pupil performance, time spent on classroom preparation, and frequent monitoring of student progress are all key factors identified in some key research studies that have a positive bearing on the quality of teachers' performance and, consequently, student achievement. Many of these factors were confirmed by the case studies.

From the time teachers begin any initial preparation or teaching, provision needs to be made for ongoing development of their subject matter knowledge; concrete skills to teach, observe, assess, and reflect; incentives; and career growth. There also needs to be linkages with other teachers and supervisors to help them solve problems and support each other through discussion, modelling and coaching, and involvement with other aspects of school and educational change. Isolation and lack of communication between all players needs to be reduced. Ministries of education and regional office staff have a responsibility to provide sufficient teaching and learning materials to support the curriculum, adequate facilities, and ongoing support for the issues that teachers face (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: xii).

Teacher development is a process, not an event. It involves change over time and is achieved in stages. The stages are related to teachers' experience gained in instructional and management practice over their career. The stages are also related to the degree of services and support a country's level of economic and political development allows it to provide. Strategies must begin at the teacher level and be aimed at helping each teacher facilitate change in the classroom. Just as the success of each school is the key to overall quality improvement in the education system, the success of teacher development within the school must be aimed at the success of each teacher to help children learn (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: xii).

There are a variety of ways to prepare and support teachers in a variety of environments. Initial preparation of teachers varies greatly across countries. Where they exist, programs have worked well when they have ranged from fifteen days as in the BRAC schools in Bangladesh, twenty-five days in the rural community schools in Egypt, two-year programs in Botswana, three years in Namibia, to the five-year programs as found in some U.S.A. institutions. Success of these training programmes depends on how the courses are structured and what support accompanies them. Practical training, based on the realities of the classroom and ongoing on-the-job support, is the critical factor in any successful teacher education program (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: xiii).

When teachers are involved in appropriate decision-making processes, they are able to reflect on and change their circumstances, enjoy being around children, have the skills needed to impart appropriate knowledge and manage their classrooms. They are also able to understand their role in the broader community, and are usually highly motivated and student achievement tends to rise. These elements are usually developed over time and with practice. While this is true of far too few schools and classrooms around the world, some exceptional places (schools) have been observed where teachers love to teach and were developing confidence and new skills, and where children really learn (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998: 1).

According to Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998: 1, this is happening in some of the most unlikely places: poor, rural, bilingual, and multigrade settings, with underpaid teachers possessing limited instructional materials and training. Even small changes with teachers and their learning environments—changes of the right type that is — can make a difference to children’s learning and retention in the educational system. Helping teachers to be knowledgeable and responsible enough to make needed adjustments to the learning environment is one of these changes of the “right type.”

In considering raising the quality of teaching, one must begin at the teacher level. Teacher development must be seen as a continuum of learning, with teachers located at various places along the continuum. The stage of a country’s development will also affect the range of learning experiences on this continuum. Teaching experience is gained over time. Long-term goals for excellence in teaching should be ambitious, but short and mid-term goals must reflect the reality of the everyday working situation for teachers. Even if only very modest changes are produced, such as getting a teacher to come to class each day and undertake basic skills training with rote methods, this represents progress if before the teacher did not even make it to class (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: 1).

While there are certainly better methods than rote to help children learn, the point is that planners and administrators may need to have modest goals in the initial stages of enacting a teacher development program. However, they should never lose sight of moving forward to the goal of creating a teacher who will use a variety of interesting and effective learning methods (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: 2). Husen, Saha, and Noonan (1978) published a paper on Teacher Training and Student Achievement in Less Developed Countries for the World Bank. Their paper responded to the concern in the 1970s that increased investment in teacher training did not necessarily result in better education. That concern still exists in both the educational research and in the international assistance communities.

Literature review from case studies from two traditional teachers’ college programs in Botswana and Namibia was reviewed in 1998 and a non-traditional, non-governmental

organization (NGO) “crash course” preparation program in Bangladesh. These include the Nueva Escuela Unitaria program in Guatemala, and the Mobile Teacher Training and Mentoring program in Balochistan, Pakistan. They provide examples of ongoing professional development programs (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998: 2). The conclusion from this research is that the relationship between teacher education and high student achievement is complex and mixed with many variables that were beyond the scope of this study (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: 4). However, how teachers were prepared and supported within the school system were critical elements of higher student achievement and retention. For example, outside formal evaluations of the Basic Education Strengthening (BEST) project of 1998 in Guatemala showed that teachers had been effective in advancing children through the primary schools, schools retained significantly more students than traditional rural schools, and students achieved at a higher level in mathematics and reading (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: 4).

It was also found that active pedagogy practiced by the teachers contributed to pupils’ emotional growth and participatory behaviour. Parental satisfaction was also higher—parents cited their children’s ability to read and behave better at home. Teachers had developed skills to diagnose the difficulties facing students, reflect on possible solutions, and make appropriate changes to student learning environments (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: 4). In the BRAC Non-Formal Primary Education program, teaching staff are provided with a high level of practical on-the-job support. A formal evaluation of the program showed that more than 90 percent of the children who start the school program finish. Also, a large proportion of the graduates are admitted into Class IV or higher of the government school system. (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: 4).

Other researchers also support the finding that “the academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievement of students” (Avalos and Haddad 1981; Husen, Saha, and Noonan 1978; Schiefelbein and Simmons 1981, cited in Lockheed and Verspoor 1991: 62). Specific factors such as the years of teacher training (initial and in-service), the teacher’s verbal fluency, subject matter knowledge, having books and materials and knowing how to use them, teacher expectations of pupil performance, time spent on classroom preparation,

and frequent monitoring of student progress are known to affect student achievement (Farrell and Oliveira 1993; Fuller and Clarke 1994). The case studies demonstrated that these factors are also very important. Most of these skills can be learned through teacher education programs and on-the-job supervision.

Most developing nations are forced to employ some underqualified— and often unqualified—teachers in order to achieve universal primary education. This has generally been a major factor in the decline of the overall quality of education and the increase in recurrent budget expenditure. McGinn (1991) raised the following fundamental questions: Are there effective ways to train teachers that cost less than conventional methods? Can improvements in quality be made despite financial restrictions?

According to literature by Monk and Brent: 1996 there appears to be little consensus internationally on the “needed” level of resources to educate teachers. On intra-institutional studies, teacher training ranked consistently at or near the bottom in reference to other academic disciplines, often with expenditures far below those in the sciences, engineering, or business. Teacher education is underfunded in comparison to not only other disciplines, but even within departments of education (Monk and Brent 1996). Peseau, Backman, and Fry (1987) point out that traditional funding formula do not accurately reflect the complexity of teacher education programs. Monk and Brent (1996) also found that in the United States, it is likely that classes in teacher education programs are instructed by the least senior faculty members and contain twice as many students as other department courses.

Helen J. Craig, Richard J. Kraft & Joy du Plessis, (1998: 9) confirms that there has been very little research conducted on either the direct or indirect costs of teacher education or the cost-benefit ratios of particular forms of pre-service and in-service education as they affect various indicators of school improvement or student achievement. The case studies from Guatemala and Bangladesh however, indicate that comparatively inexpensive teacher training models can lead to significant change in teacher classroom pedagogy and in higher retention rates, both important indicators of school improvement (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998: 9). Distance education, when carefully designed for large numbers of students,

appears to be significantly less expensive than traditional residential programs in producing “qualified” or “certificated” personnel. Distance education has a potential advantage of reaching large numbers of students in a well-supported distance education program at a lower overall cost than conventional residential training (Perraton: 1993).

As recorded by Darling-Hammond and Cobb (1995), some APEC countries report a trend of increasing expenditures for professional development activities. New Zealand, for example, reported a 30 percent increase in funding for professional development between 1991 and 1993. In New Zealand in 1992, primary and secondary schools spent approximately \$14 million on professional development. The bulk (53 percent per teacher) was spent on teacher release time. In 1993, Australia announced the federally funded National Professional Development Program, which provided \$60 million for staff development activities over a three-year period (in addition to the funds provided by employers). In general, U.S. school districts spend less than 0.5 percent of their budgets on professional development (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998: 9).

In the European Member States, where the budgets for in-service training are also generally less than one percent of the total education budget, the trend towards decentralization of in-service training and direct financing of local authorities and schools makes it very difficult to compare data (Acheson, K.A., and M.D. Gall: 1980). New York: Longman. In addition to funds coming from different sources, responsibility for in-service training may be shared by several branches of a ministry or of a local government. The content of the budget may also be very different, depending on the organizational structure, which for instance may include trainers’ salaries, traveling costs, or course fees for teachers who leave their own school for training (Helen J. Craig, Richard J. Kraft & Joy du Plessis: 1998: 10).

A literature review was carried out exploring the link between teacher profiles and student achievement. This light-touch review found no clear evidence of the impact different types of teachers have on student learning outcomes. There is a distinct lack of robust evaluation or empirical evidence (DFID Human Development Resource Centre, 2011: 3). Anecdotal evidence portrays the role of non-professional teachers as a promising policy option and

warns of the potential negative impact on quality (DFID Human Development Resource Centre, 2011: 3). These mixed and, at times, contradictory perspectives on the impact different teachers have on achievement can partly be explained by differences and limitations in methodology and which type of ‘link’ is being assessed. It is possible that separating out this impact is so difficult due to the multiple factors affecting teachers’ performance, competency and students’ learning (DFID Human Development Resource Centre, 2011: 3).

Furthermore, most studies do not evaluate the relationship between pedagogical knowledge, teachers’ behaviour and student learning, but focus on shifts in teaching attitude, rather than on changes in knowledge and skills (Wilson, 2002). Research also does not link the profile (e.g. how they differ by training levels and academic qualification) of teachers with student outcomes. However, Van de Grift (2007) argues against using student test scores as a sole measurement of teacher quality and advocates rather for the use of observation tools to monitor and assess this instead.

Karen Edge, Sharon Tao, Kathryn Riley and Khatera Khamsi, ILOPS literature Review commissioned by ActionAid, (2008) focusing on Teacher quality and parental participation. An exploratory review of research and resources related to influencing student outcomes. This literature review collapses the student outcome literature into teacher quality and parental participation to reflect the fact that, for the most part, improvements in teacher quality or parental participation are designed to improve students’ learning.

According to Karen Edge, Sharon Tao, Kathryn Riley and Khatera Khamsi, (2008) teacher training alone or in combination with other strategies is the most common approach to improving teacher quality in the developing world especially in Southern and Eastern African countries (Chapman, 2000). However, an ongoing policy challenge is the lack of data on the impact and effectiveness of different training and development models. Based on research included within the review, in order for initial teacher training and ongoing continuing professional development to be effective it must be relevant, timely and context-specific. Karen Edge, Sharon Tao, Kathryn Riley and Khatera Khamsi, (2008).

Teachers' motivation is both a contextually and culturally specific factor influencing teacher quality. It interacts with other variables to determine quality related outcomes for teachers, such as work conditions, relationships, expectations and behaviour, Karen Edge, Sharon Tao, Kathryn Riley and Khatera Khamsi, (2008). A number of studies have focused on the range of incentives that can be introduced to improve teachers' motivation, enhance the quality of teachers and, hopefully, raise students' performance. Karen Edge, Sharon Tao, Kathryn Riley and Khatera Khamsi, (2008).

A number of studies according to Karen Edge, Sharon Tao, Kathryn Riley and Khatera Khamsi, (2008), conducted elsewhere around the world explore the relationship between teachers' practices and students' learning. However, the results of these studies are mixed. According to US educator, Linda Darling-Hammond (2002), the variables presumed to be indicative of teachers' competence and which are linked to students' learning include academic ability, years of education, years of teaching experience, measures of subject matter and teaching knowledge, certification status and teaching behaviours in the classroom. However, each study has different views on what the qualities of a good teacher are and how these could be measured, Karen Edge, Sharon Tao, Kathryn Riley and Khatera Khamsi, (2008).

Furthermore, literature review carried out under the ILOPS programme (ActionAid, 2010) found no clear evidence of the impact different types of teachers have on student learning outcomes. It concluded that there is a distinct lack of robust evaluation or empirical evidence. Anecdotal evidence portrays the role of increasingly using non-professional teachers to fill the gaps as a promising policy option yet warns of the potential negative impact on quality. Much of the literature supports the notion that purposeful parental involvement can have a positive influence on students' learning (ActionAid, 2008).

According to research entitled Impact of teachers' professional development on school improvement-an analysis at Bangladesh standpoint conducted 1998, by Hoque Kazi Enamul;

Alam Gazi Mahabubul; Abdullah Abdul Ghani Kanesean and Asia Pacific Education Review: 2011. This study described the teachers' professional development activities in Bangladesh and explored the hypotheses about the relationship between teachers' traditional professional development activities and school pupil performance improvement. Data from a representative sample of 127 City secondary schools from Bangladesh were gathered through questionnaires from 127 principals and 694 teachers, Kirkwood, Adrian Terence and Rae, Jan (2011).

Hierarchical multiple regression analysis was used in this research. This study found significant impacts of some of teachers' professional development activities on school pupil performance improvement. It also found that the maximum school improvement can be achieved if schools put more emphasis on teachers' collaboration, in-service training and classroom observation and less emphasis on individual action enquiry Kirkwood, Adrian Terence and Rae, Jan (2011). The findings of this study provide important information for policymakers, educational managers and especially for the headmasters and teachers concerned with the improvement of teachers' quality in secondary schools of Bangladesh. This study adopts a concurrent approach of data collection and analysis, Kirkwood, Adrian Terence and Rae, Jan (2011).

Another study from the Global Poverty Research Group, looking at student performance in India, finds that pre-service teacher training and having a Masters' level qualification together raise student achievement by a small, but significant, amount (Kingdon, 2006). Other studies also show that teachers' subject knowledge increases students' test scores (Lee et al, 2005; Spreen and Fancsali: 2005).

In any education system, it is essential that teacher development should be viewed as a career-long process; credible and desirable development opportunities should be made available and adequate mechanisms put in place to provide teachers with the support they need in the classroom (Mary Metcalfe, 2008: 94). Ideally, teacher development needs to be conceptualised as a continuum with in-service education. No preservice teacher education can hope to produce anything but novice teachers with a great deal to learn (Mary Metcalfe,

2008: 94). Where the policy choices and constraints outlined above mean that inadequacies in initial teacher education are known, it is critically important that in-service education is systematically and rigorously planned to support teachers' ongoing development if quality is a goal (Mary Metcalfe, 2008: 94).

In addition to the provision of good quality resources, teachers themselves need to be used as a resource to each other. Once teachers are deployed in schools, opportunities for intensive periods of further training are seriously constrained (Mary Metcalfe, 2008: 94). Creative use of quality distance materials accompanied by mentoring systems, and the mixing of highly skilled teachers with those less skilled – with clear delineations of roles and responsibilities and recognition of the contribution of the mentor – are all achievable (Mary Metcalfe, 2008: 94). It is also possible for teachers to work as teams, which would allow for collaborative teaching of large groups and specific concepts or fields to be taught to smaller groups. Such responsiveness requires confident curriculum leadership (Mary Metcalfe, 2008: 94).

There is no doubt that South Africa is producing fewer teachers and has lost capacity in teacher education. On the basis of current projections of teacher demand and supply, there is now an emerging consensus that we are not producing sufficient teachers to attain the Education For All (EFA) goals (Mary Metcalfe, 2008: 96). The report, *Teachers for the Future*, reaches the following conclusion: A feature of the report constitution has been the severing of the vital link between in-service and pre-service education. Pre-service teacher education is located in universities and that on the margins of the sector (Mary Metcalfe, 2008: 96). In-service teacher education, and the budget for this, has been allocated to provincial departments whose responsibility to this quality imperative has been tardy and often incoherent (Mary Metcalfe, 2008: 96).

In-service teacher education is also a critical adjunct to curriculum change. South Africa has embarked on an ambitious restructuring of the school curriculum, both in terms of the subjects offered and the pedagogic orientation away from a content-driven approach to an outcomes-based model requiring high levels of educational literacy and initiative. Planning for teacher supply and development for new constituent subjects in the new curriculum has

been inadequate and there is evidence of a high proportion of teachers teaching in fields in which they have not qualified (Mary Metcalfe, 2008: 96).

The cost effectiveness of the BEST project in Guatemala and the BRAC Non-formal Primary Education Program in Bangladesh has developed two low cost, innovative educational reforms, the Nueva Escuela Unitaria (NEU) and National Bilingual Intercultural Education (DIGEBI) (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998). While this study looked at the total effect of two interventions, not just teacher training, we believe that the in-service training component of this program is an absolutely critical aspect of its success (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998). Without the voluntary involvement of the teachers in all aspects of its development from conception to implementation, we believe the program could not have succeeded in achieving this level of cost effectiveness. This study concluded that BRAC demonstrated that paraprofessional teachers trained in the short fifteen-day initial period and given strong on-the-job support were capable of becoming effective primary-level teachers (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998).

The research on the BEST project in Guatemala and the BRAC Non-formal Primary Education Program in Bangladesh strongly indicates the following; that ongoing, relevant staff development activities are necessary if a teaching force is to be effective (Blum 1990; Dalin et al. 1992; Farrell 1989; Levine 1991; Lockheed and Verspoor 1991). This research suggests that adequate time and resources need to be set aside for teacher development, that staff members need to have a say in the content of activities, that skills learned should be practiced over time with follow-up sessions implemented where necessary, and that staff members should be encouraged to share ideas and work together. Changed attitudes and behaviours and new skills and strategies are the result of most in-service programs (Purkey and Smith 1983; Heneveld and Hasan 1989). Further, in their study and review of educational systems in selected developing countries, Dalin et al. (1992), Farrell (1989), and Fuller (1989) found that local in-service training programs, particularly those that focused on pedagogical skills, were key determinants of teacher mastery and student achievement.

The pedagogical component of effective in-service programs often contains four key elements: methods for helping teachers acquire specific skills for teaching the existing curriculum; methods for teaching meaningful rather than just rote learning; methods for developing in pupils positive attitudes to lifelong learning; and methods for helping teachers engage in curriculum development (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998: 109). Joyce and Showers (1980) suggest that five essential components should be in training programs: presentation of theory or description of skill or strategy; modelling or demonstration of skills or models of teaching; practice in simulated and classroom settings; structured and open-ended feedback about performance; and implementation in the actual classroom. However, the most critical component is that the in-service programs include provision for ensuring implementation in the classroom of the acquired learning, and that ongoing support facilitates this (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998:109-110).

While basic teaching and classroom management skills are important, especially for new teachers who may have little initial preparation for the job, it is also essential that teachers develop good evaluation and decision-making skills (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998: 110). Mastery of skills shaped by judgments about how student learning can best be achieved, and positive attitudes are important areas to develop. Peer coaching, self-evaluation, and reflective group discussion are some in-service techniques that might be adopted to enhance this critical thinking (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998:110).

Programs that focus on continuous development to guide, monitor, and support necessary skills, knowledge, and new ideas tend to be more successful in bringing about change at the classroom level than those that seek quick fixes to fill up deficiencies or those that simply provide a qualification. Tatto (1997) reports that in-service programs typically focus on helping teachers implement new curricula in conjunction with state values and educational reforms (Ajie 1981; Grieg 1989; Hicks 1993; Konting 1989; Maoldinmhnaigh 1987; Van de Sijde and Tomic 1992; Van Tulder and Veenman 1991). These challenges are being increasingly recognised, and the implementation of new policies is being considered. Teacher quality is an urgent matter, as multiple studies of learner performance at test, and we have

much to learn from the best of international experience in achieving the millennium development goals (Helen J. Craig, Richard J. Kraft & Joy du Plessis, 1998).

2.3 Literature review Zambia

Teachers and teacher-educators are key players in any education system and should regularly attend Continuous Professional Development (CPD) programmes. This helps in updating pedagogical approaches, pastoral care for learners, assessment procedures, school organization and management, and building the relationship among parents/guardians and the community (Mwansa, Phillip, 2011). Learning institutions should develop in teachers and teacher-educators the spirit of CPD in order for them to effectively implement the curriculum. Learning institutions should have well-organised CPD programmes for members of staff. Such programmes should be predominantly institutional based. There should be regular paper presentations and professional discussions in identified areas (Ministry of Education, Science, Vocational Training and Early Education, 2012: 60).

According to the curriculum framework of 2012 in-service training is a very important aspect of providing CPD to serving teachers and teacher educators. Teacher Education institutions are supposed to offer programmes of various durations depending on identified needs. The Ministry of General education is supposed to continue to exercise a co-ordinating function and ensure that programmes fit within the framework of an overall comprehensive scheme, and are not just haphazard (Ministry of Education, Science, Vocational Training and Early Education, 2012: 48).

The curriculum framework recognises the importance of pre-service and in-service teacher training and its impact on job performance and assists teachers learn more skills in teaching new methodologies and subjects (Mazala, Chileya Mbasilu, 2011). However, teacher training programmes have not been intensified by the ministry due to inadequate resources leading to low knowledge transfer to pupils as only few teachers have been privileged to attend upgrading and in-service training. Poor quality in-service training compounds poor pre-service training and induction in the education sector of the country (Ministry of Education,

Science, Vocational Training and Early Education, 2012: 60). Teachers need CPD and as well as support from peers and supervisors. In Zambia CPD is usually scarce, unrelated to strategy and not targeted at teachers who need it most. In the absence of appropriate support in training teachers, teachers can easily lose motivation and lead to poor performance (World Bank; 2004).

Given the problem of untrained teachers set out above, particular attention must be given to upgrading and on-going in-service training to improve professional qualifications of untrained or under-trained teachers (H. Kruijer, 2010). Teachers have to be encouraged to take more responsibility for their own professional development, in particular by enabling them to access training resources through a competitive grant scheme. Government should on the other hand fund pre-service and in-service trainings so as to enable more teachers' access important teaching skills and improve work performance (H. Kruijer, 2010).

Performance may be improved through training depending on the way it affects work behaviour. Performance according to Brumbach (1998) means both behaviour and results. Behaviour emanates from a performer and transforms performance from abstraction to action. This means that when managing performance of teams and individuals both inputs (incentives) and outputs (results) need to be considered Brumbach (1998).

With training, there is bound to be improved performance. Nevertheless per se training may not yield expected results if due consideration of qualifications and experience of the trainee is not put into picture. For a well-trained and experienced person it is expected that performance would be good both qualitatively and quantitatively. However, it may not necessarily be true because even with good education and skills but without facilitation and provisions of equipment coupled with poor management style, performance may be poor Mwanamukubi, Linda. (2013).

In the training process and performance, change has become a permanent feature of dynamic organisation and this puts extra challenge to most valuable assets of any organisation to

acquire new competencies in order to respond to ever changing demand of clients in the wave of globalization (Debra L. Truitt, 2011). This calls for organizational and individual competencies if schools are to survive in the competitive environment. Thus to perform tasks efficiently and effectively, the workforce needs to have relevant knowledge, skills and right attitude in order to perform to a certain level of acceptable standards (Debra L. Truitt, 2011).

Performance is an outcome of training and competence of staff as reflected in the framework in the earlier chapter (Debra L. Truitt, 2011). However, there are contingency factors like resources, facilitation, equipment, management style, remuneration, performance management and physical working environment that may affect performance. Performance refers to how well a teacher has accomplished a task, given the performance indicators (Debra L. Truitt, 2011).

In this study, performance means a teacher would increase a number of times s/he attends to students, give and mark students regularly and while at same time have students pass which is a good indicator of good performance. Further, performance also means indicators of effective performance like absentee levels, labour turnover and levels of customer complaints. Above all it means productivity per employee, quantity and quality of service, subordinates motivation, empowerment, flexibility and attitude to competence of staff (Prokopenko 1996).

Training and development are two different processes but inter-linked with each other. Training is defined by Cole (1983: 362) as a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation/tasks. Development on the other hand is the process of building knowledge and skills of organisational members so as that they will be prepared to take new responsibilities and challenges (Jones, George and Hill, 2000). Employee training and development are regarded by Schuler (1984:388) as any attempt to improve current or future employee performance by increasing employees ability to perform through learning usually by increasing his/her skills and knowledge.

In all, Valle et al (Gomez et al 2004:238) assert that training plays a critical role in maintaining and developing capabilities of individuals and organisations and contributes to

organizational change process, improves the retention capacity of qualified employees and implies the organisations long-term commitment as regards its employees and reinforces individuals' motivation. This is relevant for qualified teachers in secondary schools among whom ongoing training facilitates communication by providing a shared vision, which reinforces a culture of commitment. This view is also shared by the Provincial Education Office for Eastern province which has developed a Provincial Training and Development Plan for 2016 – 2018. The plan outlines four types of training and development activities:

1. On-the-job training:

Short-term courses in form of refresher courses specific to Teachers subject area reduce their mobility and external transfer possibilities hence increasing the value to the school and replacement costs. Such courses reduce the rate at which knowledge of teachers become obsolete. This is the type training which is delivered to employees while performing their regular jobs. This kind of training is sometimes called direct instruction because it is a one-on-one training implemented at the work station where a more experienced employee or trainer is called upon to provide hands-on kind of training and development. This is the most cost effective type of training that the Provincial Education Office is implementing with teachers and it included: (Eastern Province Education Office, 2016).

a) Continues Professional Development (CPD) meetings: Systems for continuing professional development of qualified teachers were relatively undeveloped. The most common modality was centrally planned delivery of short courses on specific topics, such as the introduction of a new curriculum. A few countries had developed alternative systems. In Zambia, for example, there were zonal resource centres, serving small numbers of schools, and staffed by a teacher on a volunteer basis. Teachers within the zone were expected to identify their own training needs, usually drawing on locally available expertise (Aidan Mulkeen, 2010). In the Eastern Province under the School Programme of In-Service for the Term (SPRINT) Programme, teachers were engaged in In-Service Training (INSET) activities at school, zonal or District level for skills development in new teaching methods (Eastern Province Education Office, 2016).

b) Tailor made/In-House-Training: According to the Eastern Province Training and Development Report, 2016 this kind of training was embarked upon to enhance identified training gaps within the schools and departments or sections/units in the school.

Training is, or should be, more concerned with identifying and satisfying training needs-fitting people to take on extra responsibilities, increasing all-round competence, equipping people to deal with new work demands, multi-skilling and preparing people to take on higher levels of responsibility in future. The identification of needs is relevant for the study in order to determine the necessity for a training program directed towards changing attitudes of teachers and their performance. Nevertheless, the Eastern Province Training and Development Report, has observed that some schools have not developed sufficient capacity to participate in the training needs identification. This has adversely affected the effective implementation of training in Chipata district.

2. Formal training and development:

According to the Eastern Province Training and Development Report, 2016 this is training undertaken on full time basis at either local training institutions or abroad. It is categorized into two; short term and long term:

a) Short Term: Refers to skill based training and development offered for a period of less than six (6) months. This is undertaken to have on-going capacity building of teachers and in order to accommodate the demands of the new curriculum (Eastern Province Education Office, 2016).

b) Long-Term; refers to training intended for acquisition of academic and professional vocational qualifications for effective job performance. This training is longer than 6 Months so as to facilitate the acquisition of new competencies in order to enhance knowledge and performance of Teachers in the province. Above all, this is undertaken to address performance gaps highlighted in the second strategic plan for 2015 - 2017 in order to scale up to the required standards in the Province. (Eastern Province Education Office, 2016).

3. Part-time training:

This refers to training and development where an officer is granted authority to undertake long term training and development on distance/correspondence, online or outside working hours. This kind of training was highly encouraged because officers continue with their work schedule and there is minimal disruption (Eastern Province Education Office, 2016).

4. Induction programmes:

All new staff in the province underwent suitable training within six months after their first appointment. The aim of induction training was to help new officers settle and also assist serving officers coming to the Ministry on transfer or those promoted to higher positions appreciate the new roles or assignments. The training covered both core and functional areas and was arranged by respective Provincial Offices, Departments, Sections or Units in collaboration with the Department of Human Resources and Administration, Human Resource Development Unit of the province (Eastern Province Education Office, 2016). Induction programs are a bridge from student of teaching to teacher of students. Induction packages increase job satisfactions hence reduce the likelihood of teachers changing schools often. It helps the teachers to cope with practicalities of teaching, managing groups of students and adjusting to school environment (Albert Mwesigwa, 2010).

Despite having these specialized training programmes teacher's performance has to the contrary not improved. An analysis of the Examinations Council of Zambia (ECZ) grade 12 results at national level for the past three years shows that the number of students who get school certificates has been fluctuating from 60.2% in 2013 to 55.9% in 2014 to 57% in 2015.

**Table 2.1: Proportion of Candidates obtaining Full School Certificates (2013 – 2015)
ECZ results 2016**

Province	% School Certificate									3 Year Average	
	2015			2014			2013				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
Muchinga	64.5	62.2	63.6	65.4	60.8	63.7	70.6	66.5	69.2	65.5	Same
Northern	61.3	53.5	58.4	54.9	46.8	51.7	54.6	56.4	55.3	55.1	Increase
Luapula	57.2	49.6	54.1	56.8	48.3	53.6	54.2	46.1	51.2	53.0	Increase
Southern	70.3	68.9	69.7	67.5	65.0	66.4	66.3	62.0	64.5	66.9	Increase
Eastern	72.1	69.3	71.0	68.2	66.1	67.4	64.1	64.5	64.3	67.6	Increase
Copperbelt	47.4	41.4	44.5	47.4	40.3	43.9	62.7	57.4	60.2	49.5	Increase
Northwestern	54.0	49.6	52.2	56.4	52.1	54.7	60.6	58.2	59.6	55.5	Reduction
Central	62.7	59.9	61.5	61.0	56.7	59.2	59.5	56.4	58.2	59.6	Increase
Western	53.1	51.8	52.5	53.4	48.5	51.2	54.0	51.6	53.0	52.3	Increase
Lusaka	63.5	60.4	62.0	63.4	58.9	61.3	64.5	58.1	61.6	61.6	Increase
National	59.3	54.3	57.0	58.5	52.6	55.9	62.0	57.9	60.2	57.7	Increase

Source: ECZ results 2016.

On the other hand the pass rate for grade 9's for the country for the past two years has also dropped where a total of 134,123 (48.21%) obtained certificates in 2015 representing a drop

of 8.28 percent compared to 2014 (169,375; 56.48%). This is contrary to the fact that different types of training and development activities have been provided to teachers from schools in the district. There are even more teachers being trained now every year than before. The poor performance could be attributed to poor attitude, poor supervision, low morale by teachers towards teaching. Despite efforts to build capacity for teachers in some schools in order to improve performance, the training appears not to have had significant impact on performance due to continuous failure to improve staff attitudes towards work as characterized by complaints and dissatisfaction which is in agreement with Chandan (1996).

Table 2.2: Certificate Classification by Gender (2015 and 2014) ECZ results 2016.

	2015			2014		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Certificates	70,699	63,424	134,123	90,788	78,587	169,375
Percentage (%)	50.02%	46.35%	48.21%	58.76%	54.06%	56.48%
Statements	63,514	65,973	129,487	55,739	58,365	114,104
Percentage (%)	44.94%	48.21%	46.55%	36.08%	40.15%	38.05%
Fail	7,123	7,451	14,574	7,979	8,417	16,396
Percentage (%)	5.04%	5.44%	5.26%	5.16%	5.79%	5.47%

Source: ECZ results 2016.

The research has assessed to what extent the Zambian education system is addressing the aspects of having quality teachers in terms of initial training, on-going professional development, the in-service training programmes that are in place and the type of collaborations among stakeholders in the sector.

2.4 Lessons learnt from literature review

At the centre of improving teacher performance there needs to be an attitude of ongoing professional development. It is time to move away from the traditional idea that there is an initial compartment called “preservice” training followed later by some other compartmental training programs that periodically occur called “in-service” training. Teacher development is a process, not an event. The lessons learnt from literature review are that teacher development

means comprehensive growth and support. From the time teachers begin any initial preparation and/or teaching, provision needs to be made for ongoing development of knowledge of subject matter; concrete skills to teach, observe, assess, and reflect; incentives; and career growth.

There also needs to be a linkage with other teachers and supervisors to help solve problems and to support each other. This support can be through discussion, modelling, and coaching, and an involvement with other aspects of school and educational change. The isolation and lack of communication between all players need to be reduced. Ministries of education and provincial office staff have a responsibility to provide sufficient teaching and learning materials to support the curriculum. They should also ensure adequate facilities, and provide ongoing support for the issues that teachers face.

The appropriate length of initial preparation courses and their organization is debatable. The reality is that there are a variety of ways to prepare and support teachers in a variety of environments. Just as there is no single type of effective teacher, but there are common elements associated with successful teachers, there is no single type of effective initial preparation course. However, there are common elements that should be discussed and incorporated where appropriate in designing and implementation of training programmes.

Drawing upon material from the case studies and other literature that has been reviewed in this chapter to present key lessons learned about initial teacher preparation programs. Some of the work presented overlaps topics about in-service teacher education because they are closely integrated in effective teacher development programs. It is clear that beginning teachers ideally need initial preparation in the subject matter they will teach, and some basic strategies for how to teach that subject matter. It also requires verbal competency in an appropriate language of instruction, some instructional materials in an appropriate language for learning, and knowledge of how to use these materials. Above all, some basic classroom skills concerning managing students and the learning environment, and basic skills in observation and reflection are also required. While some information might be provided

through lectures or seminars in a formal initial preparation program, most of these practical skills are best learned through on-the-job practice with coaching.

The experiences of BRAC, the rural community schools in Egypt, and the mobile teacher training program in Pakistan offer ideas for addressing particular needs for getting more teachers quickly into schools in particular social contexts. All these projects demonstrated flexibility in selecting local people for training, and taking them where they are at in experience. They have also demonstrated on providing basic preparation, providing strong on-the-job support, and encouraging teachers to meet and work together to solve classroom problems all contribute to their success.

The other lesson learnt is that Teacher education has suffered from a widespread perception that no special knowledge base is required for teaching that anyone can teach as long as they understand the mechanics of chalkboard use. Lax admission standards have reinforced these misconceptions (Fullan 1995; Feiman-Nemser 1990). On the contrary teacher education programs must have a strong emphasis on academic rigor and provide challenging intellectual experiences for student teachers.

While there is a national standard of selecting candidates for teaching positions in many regions that candidates are usually expected to meet, the demand for teachers in many countries is so great that standards are not always maintained. Even in higher income countries, the difficulty of recruiting sufficient teachers in particular subject areas and in certain geographical locations is often severe. The importance of having command of the subject matter knowledge, the skills to communicate effectively, and create and sustain a learning environment should be the ideal criteria for the selection of candidates for teaching positions. Further, the language proficiency, and the commitment to teaching are also identified frequently in the research literature as ideal criteria for the selection of candidates for teaching positions. In desperate circumstances, a willingness to learn and a commitment to teaching are essential; the subject matter knowledge and appropriate skills can be developed through on-the-job support and in-service programs.

2.5 Critique of the literature review

While there is a clear evidence that teacher quality is a key determinant of student learning, very few information is available about which specific observable characteristics of teachers can account for this impact. In the education production function literature, the most analysed variables are teacher education and experience. Moreover, the only attribute that has been shown to be the most significantly correlated with student achievement is teachers' academic skills measured by scores on achievement tests. Therefore without achievement scores it is difficult to measure the impact of teacher training on job performance. Pupils' scores will indicated the quality of teacher education as poor results will exhibit poor training or no training of teachers and good results will show good training.

Pressure to improve learners' performance could also be a significant source of dissatisfaction (Maforah and Schulze, 2012). Improving learner performance can therefore be a function of proper training and development of the teacher. Mji and Makgato (2006) found a correlation between proper training of teachers and learner performance. A teacher's poor performance can therefore erode his self-efficacy. Maforah and Schulze indicated that interpersonal relationships correlated significantly with job satisfaction, while a major source of dissatisfaction for teachers was the policies and practices of the Department of Basic Education (DBE). The researchers hinted that South African teachers were largely ignored by government when policies are formulated. This is an important point especially when one considers the result of previous studies which suggest that employees enjoy a sense of recognition and self-worth when they are involved in the decision making processes of their organizations. In other words, feeling a sense of belonging can extend ones commitment to one's job and organisation. While obtaining the support of colleagues at work is essential to job satisfaction, having the support and co-operation of supervisors and or management may present an even equal or higher positive impact on job satisfaction and performance.

Stakeholders in education consider teacher quality to be the most important determinant of learner performance. According to the 2009 General Household Survey (GHS), of the South African households who do not send their children to the nearest available education

institution, approximately 13 percent cited “poor quality of teaching” as the reason for doing so. An additional third of households surveyed cite that their school of choice is better than the nearest available one. This is likely to be strongly correlated to teacher quality. Yet the emphasis on teachers largely conflicts with empirical research into teacher quality and effectiveness. There is little agreement on what the characteristics of a high quality teacher are, as well as the relative importance of teacher quality for explaining learner performance (Hanushek & Rivkin, 2006: 3). Teacher characteristics typically “purchased” by schools, such as experience and education, have been found to be less important for achievement than characteristics such as teacher knowledge and recentness of education. These findings hold true in both developed country (c.f. Hanushek 1971, 1986, 1997; Monk, 1994; Monk and King, 1994; Wayne and Youngs, 2003; Hanushek et al, 2005) and developing country contexts (Glewwe et al, 1995; Kingdon, 1996; Tan et al, 1997).

Evidence on the impact of teacher knowledge on learner outcomes in South Africa is largely unclear. This is mainly due to the fact that teacher subject content knowledge has rarely been captured in large-scale, nationally representative surveys of learner achievement. Furthermore, empirical analysis has largely been limited to mathematics Debra Lynne Shepherd (2011). Two recently collated datasets, namely the National School Effectiveness Survey (NSES), a panel dataset covering 3 years of primary schooling, and the 2007 Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ). This SACMEQ survey provide information on teacher content knowledge through subject-specific teacher test scores Debra Lynne Shepherd (2011). In an attempt to relate teacher content knowledge to student performance in the NSES, Taylor (2011) finds that, when combined with time on task, teacher knowledge leads to substantial gains in student learning. However, this only occurs at a very high level of knowledge, indicating a non-linear relationship between teacher knowledge and learner performance.

2.6 Summary

In concluding this chapter, the Researcher highlights three main points. The first is that teacher education can make a difference to student achievement, but it depends on the type of education program and support that is put in place. Specific factors which have a positive bearing on the quality of teachers’ performance and consequently student achievement are as

follows; years of teacher education, the teachers' verbal fluency and subject matter knowledge, availability books and materials and knowing how to use them.

The second is that when teachers are actively involved and empowered in the reform of their own classrooms and schools, even those teachers with minimal levels of education, and training are capable of changing the classroom environment and improving the achievement of their students. Conversely, when teachers are ignored, and when reforms come from above or are not connected to the daily realities of the classroom and local environment, even the most expensive and well-designed interventions are almost sure to fail. The third is that fundamental changes in the following three areas are required if the quality of teaching is to be significantly improved. First, establish commitment in the form of vision, policies, plans, and actions for long-term professional development of teachers. Secondly delegate to the school the authority, flexibility, and responsibility to develop relevant programs and school schedules to establish this long-term professional development commitment and plan. Finally, define the rights and responsibilities of the various administrative groups within the education system to clarify issues requiring legislation, infrastructure, functions, and communication.

Chapter three

3.0 The conceptual Framework

3.1 Introduction

This chapter provides the interrelationships or linkages between the concepts/constructs of the study. This has resulted into the development of a conceptual model that tries to address the research problem and research questions and provide the requisite answers.

3.2 Theoretical review to the study

3.2.1 Education theories

Schultz (cited in Bratton) offered this definition —consider all human beings to be either innate or acquired. Every person is born with a particular set of genes, which determines his innate ability. Attributes of acquired population quality, which are valuable and can be augmented by appropriate investment, will be treated as human capital”. In management terms, human capital refers to traits that people bring to the workplace—intelligence, aptitude, commitment, tacit knowledge, skills and the ability to learn. Nevertheless, the contribution of this resource to the organisation is typically variable and unpredictable (Bratton 2007:8).To achieve the organizational objectives therefore this asset must be trained.

Teachers join the profession with unlimited optimism and dedication but their perceptions and attitudes change because life in classroom is harder and difficult leading to the best-planned lessons failing to excite even most attentive students hence poor performance. This means that the teaching methods need to be replenished through training if the objective of a school is to be achieved.

This study is inspired by human capital theory by Garrick, 1999 which states that people are worth investing in as a form of capital. People’s performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits (cited in Bratton 2007: 313). It is a theory that can explain workplace learning. As Sen (1997:1959)

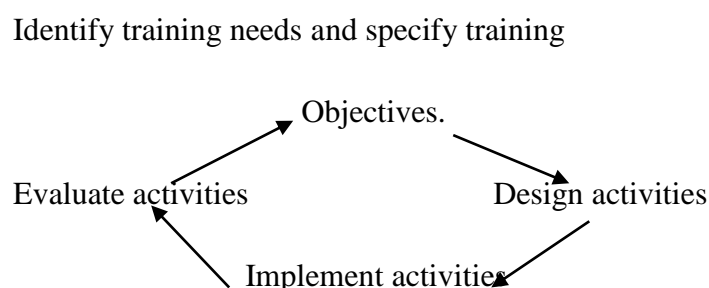
explains, human capital concentrates on the agency of human beings through skill knowledge, effort in augmenting production, possibilities. Marsick and Watkins cited by Bratton 2007: 314 state that training attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence.

3.2.2 Relevance to the study

The theory is relevant to the study since teachers work performance is expected to be determined through training, which requires funding as an investment. As teachers upgrade their skills, they maintain the mastery of their subject area likely to bear fruit. Teacher's value is determined from their methods of delivery, forwarding arguments or choosing a more informed way and respect by others on their ideas hence making their schools gain a competitive advantage over others because human capital gained through training can be source of competitive advantage. Lucas (Bryan 2006:636) who argues that at the micro level, human capital of employees contributes to competitive advantage supports this.

The preferred routine to have effective training is to adopt systematic training model in figure below- training needs are identified so that wasteful expenditure can be avoided, objectives are set and outcomes are evaluated to ensure that programmes meet the objectives specified and organizational criteria (Bratton 2007: 328). This is in agreement with the training policy in Zambia whereby it is the responsibility of the Head teachers to ensure that each member of staff is appropriately trained and developed to their full potential and individual's responsibility to submit training needs to the superior. (MOPS 2006). In respect to this study, the school managers are responsible for implementing such guidelines to ensure that teachers are trained. This is done for better return on investment as informed by the theory so that benefits are more than costs in order to realize maximum gain.

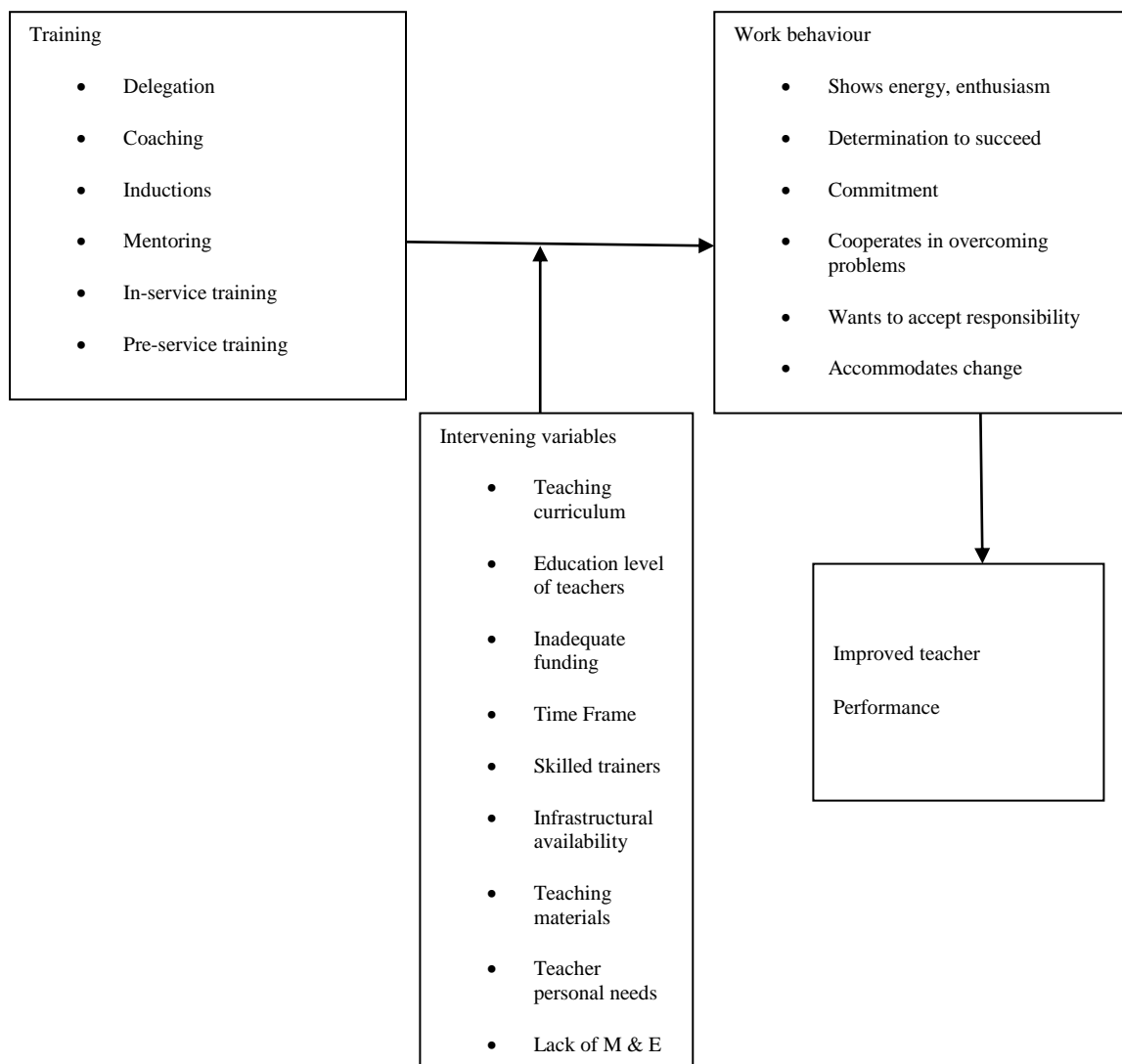
Figure 3.1: Systematic training model



3.2 Conceptual framework

Based on the theoretical and literature review a conceptual model below was developed to show the relationships among the factors that have been identified as important to the problem.

Figure 3.2: Conceptual framework Training needs analysis



Source: Authors construction 2016

The Researcher assumed that to design the training programmes, training needs are identified as per the systematic training model in order to bridge the performance gap. Figure 3.2

illustrates how training programs can be designed and arranged properly upon identification of training needs. The designed training programme is implemented through various types of trainings; delegation, mentoring, in-service and pre-service training. Following this procedure, training leads to changes in skills, knowledge and attitudes that change the behaviour of individuals hence improved performance. However after training, there are intervening independent variables such as teaching curriculum, funding, infrastructure, and teaching materials as indicated in the figure that may affect the realization of positive impact of training on work behaviour hence affecting performance negatively. During acquisition of knowledge, skills and implementation, some factors intervene and teachers may make mistakes, so they may not display high level of professional competence.

Chapter four

4.0 Methodology

4.1 Introduction

This chapter discusses the research technique used in the study and the reasons for selecting such a technique. This is followed by the outline of the targeted population which was engaged in the research. The chapter further discusses the sample size and the sampling procedure which were advanced in carrying out the study. In addition, the instrument used for collecting data is outlined followed by the method which was used to collect the data. Finally the chapter discusses how the data collected from the respondents was analysed.

4.2 Research design

The researcher used qualitative and quantitative methods to collect information from respondents on their opinions in relation to the impact of training on work performance among secondary school teachers in Chipata district. The qualitative method hinged on two approaches: first, there was focus on phenomena that occur in the natural settings; and second, it involved studying those phenomena in all their complexity. In this regard, researcher aimed to produce understandings of social reality with a focus on interpretation rather than quantification. The data used for this was verbal and required explanation of why certain things happened the way they did.

The quantitative method involved systematic evaluation of alternative actions as a basis for choice between them (Drott, 1989). Furthermore, Drott emphasises that the application of quantitative method involves setting up models of the problems to be analysed, selecting inputs to the models which quantify the judgments of those responsible for organizational decision and driving the model's output from input. This method examined the 'extent to which differences in one characteristic or variable were related to differences in one or more other characteristics or variables' (Leedy & Ormrod, 2005). The data captured and used was numerical and required verification of situations or conditions through computation of numbers. Qualitative data was collected using structured interviews through interactive

means with respondents. Quantitative data was collected using a questionnaire, which contained both closed and open ended questions.

4.3 Research Population

According to Kombo and Troup (2006: 76) a population is a group of individuals, objects or items from which the samples are taken for measurements. The study population was derived from Chipata District of Eastern province of Zambia. The study population constituted of teachers from four secondary schools out of ten secondary schools in Chipata district. The schools were chosen on the basis of having some teachers that had undergone short and or refresher course training. This enabled the study to establish the impact of training on work performance.

The study covered a study population of two hundred and fifty two (252) staff from Ministry of Education and secondary Schools: fifteen (15) from the Eastern Province Education Office; Teachers – one hundred (100) from Chipata Day secondary School, sixty five (65) from Chizongwe Secondary School, twenty six (26) from St. Monica Secondary School, and forty six (46) from Gondar Secondary School.

Table 4.1 Population of the study

Institution	Total population	Sample Size (34%)	Response Rate
Provincial Education of Office-Eastern	15	5	2
Chipata Day Secondary	100	34	33
Chizongwe Secondary	65	22	21
St. Monica Secondary	26	9	9
Gonda Secondary	46	16	16

Total	252	86	81
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Source: Authors construction 2016.

4.4 Sampling design and sample size

Sekaran (2003) advises that too large a sample size could become a problem and recommended sample sizes between 30 and 500. Similarly, Enon (2002) recommends that a minimum number of samples for research should be 30. The Research used the sample size of eighty six (86) respondents out of the population of 252 for the study because it sufficed in giving data required as some respondents had started giving responses already given. This represented a sample size 34% and the response rate for the questionnaires was 97% translating to eighty one (81) respondents. The breakdown of 86 respondents were: Teachers - fifty one (51), Section Heads – fourteen (14), Heads of Departments – ten (10), and Deputy Head Teachers – two (2) from four selected secondary Schools. The other categories of respondents to the study were four (4) Head Teachers from the selected four Schools and five (5) staff from the Eastern Province Education office.

The researcher used purposive and simple random sampling techniques to select schools and respondents for the study. Purposive sampling was applied to the education officials from the Provincial Education Office (PEO) for Eastern Province and the head teachers and deputy head teacher from the four schools in Chipata district. Purposive sampling was also used to select the four (4) secondary schools. A sample of the selected secondary schools helped to explore a wide range of issues pertaining to teacher in-service and upgrading training. Purposive sampling is a sampling technique where by a researcher chooses subjects who have the information that the researcher is interested in (Best & Khan: 2006). This was used because these respondents had the information that the researcher was looking for.

In order to ensure fair representation of the targeted population, a simple random sampling procedure was used to select the respondents who constituted the sample. Simple random sampling method in the selection of teacher respondents was used. This was in order to ensure that all teachers in each school have the same probability of being selected in whatever category they fell in terms of age, qualification and gender. This was done by putting

pieces of paper in a box. Some pieces equal to the number of respondents at the school were written 'yes' and others equal to the remaining teacher population in the school written 'no'. The box was shaken vigorously for the pieces of paper to mix. The teachers would then pick a piece of paper each from the box; those who picked a piece of paper written 'yes' became the sample.

4.5 Data collection

The researcher used both primary and secondary data collection methods. Data was collected from primary and secondary sources. However, primary sources were the major sources in this study. Secondary sources were only used to back up the primary sources. Secondary data was collected from the library materials such as text books, reports, journals and written publications and documents on teacher training and development in education. These documents were scrutinised to collect the required data on types of training, training policy, effect of training on teacher's performance and work behaviour. Important information related to the study was written down and compiled accordingly.

In the primary data collection two instruments were used; interview schedule with semi-structured questions and questionnaires with both closed and open ended questions. The researcher obtained a letter of introduction from the Provincial Education Officer for Eastern Province to allow him visit the schools to collect data. Consent was sought from the respondents and an explanation of what the research was all about was given to ensure that they participated voluntarily.

Qualitative data was collected interactively using semi-structured interviews so as help build a broader picture by adding depth and insights to numbers' through inclusion of dialogue and narratives. Further, this method was also used to supply a greater depth of information about the nature of training processes in the research setting. Quantitative method was used to provide a high level of measurement precision and statistical power. The researcher was guided by an interview schedule, with standardized questions and probes. In the process of interview closed and open questions were employed, but the latter was not very broad. This

was used to help in focusing the study on the themes. The interview schedule was used to collect data from the two (2) Senior Education Officers and the four (4) head teachers and a deputy head teacher from the Provincial and the four schools respectively. According to Tuckman, as cited by White (2005: 253), open ended questions allow the respondents to their responses in whatever format they choose. As a result, the attitudes, feelings and opinions of the respondent were revealed. Structured interviews also made the respondent free to bring out as much information as possible. Through this method, the researcher got direct and reliable data from the source. Apart from this fact, the researcher verified the responses through cross examination. This was administered personally to the respondents and after the interview, data was edited, analysed and compiled.

The Researcher also distributed and administered questionnaires to seventy five (75) teachers, head of departments and deputy heads in the four selected schools. They were administered by self and voluntary cooperation of respondents. Questionnaires are a method of collecting data using a list of printed set of questions which are administered to respondents who has the information required (Young: 1949). They were used to collect information from teachers in order to get a wide range of knowledge on opinions and views concerning training and work behaviour. This mode of data collection was used because it services standardized results that can be tabulated and analysed statistically. This helped to compare data, and information was collected within a short time.

For the pilot study which is a small scale version of the proposed study with a restricted sample of subjects (Mason and Branble, 1997: 4), the Researcher piloted the questionnaires at Feni Secondary school which did not form part of the sample prior to the distribution of the questionnaires to the rest of the secondary schools. The researcher used the feedback from the pilot study to rectify unclear questions in the questionnaire.

4.6 Data analysis

Both quantitative and qualitative techniques were used in the study during data analysis. Data collected using questionnaires were analysed quantitatively using a Statistical Package for

Social Sciences (SPSS) software version 16.0 and qualitatively by analysing the responses from the respondents to open ended questions. The SPSS analysis generated tables for frequencies and percentages. Qualitative data analysis involved categorising themes according to respondent's description of their experiences, coding themes and classifying and grouping data according to research objectives and questions. This meant putting data collected through interviews into categories depending on the emerging themes-Constant comparative method. The data was then interpreted.

4.7 Hypothesis

The assumption for measuring how training has an impact on teacher's performance in a school was based on availability of training and development programmes in schools and the presence of trainable teachers. The assumption was that if there were training and development programmes in place in a school and qualified teachers to undergo the training, then the school would have the basic capacity to improve its performance. This is taking into account that all other things being equal this assumption will hold.

4.8 Ethical considerations

The researcher obtained a letter of introduction from the Eastern Province Education Officer for the Secondary Schools visited. The questionnaire had a consent form which the respondents were required to read and consent to before the interview was conducted. This was written in English an official communication language which respondents were able to understand. It explained the reasons why the study was being conducted and why the research subject was selected to participate. There was also an interview schedule that was developed and circulated to the respondents to see before the interview was conducted. The respondents were assured that the study findings were to be kept under the condition of anonymity.

At the schools and the Provincial Education office, structured interviews with head teachers were conducted. The researcher was guided by an interview schedule, with standardized questions and probes. In the process of interview closed and open questions were employed. As for the teachers, questionnaires were administered. As a data gathering tool a

questionnaire contained a set of carefully constructed questions that were intended to yield responses that would aid the researcher in collecting the desired information for tackling the research problem. The researcher made appointments for interviews with the Teacher Education Officer, the Senior Education Officer, Head Teachers, Deputy Head Teachers, Heads of Departments, Section Heads and Teachers that were selected. All questionnaires were distributed and collected by the researcher to minimize loss. The researcher exercised objectivity in the research so as to avoid own personal biases and opinions to get in the way of the research and have both sides fair consideration. The results of the study represent what the researcher observed, was told and it's a true reflection of the findings without putting them into an inappropriate context.

4.9 Study variables

The researcher systematically manipulated the independent variable to determine if it causes a difference in the dependent variable. Three ways were employed: presence or absence technique, amount technique and type technique. In presence or absence technique, the independent variable was manipulated by presenting a condition or treatment to one group of individuals and withholding the condition or treatment from another group of individuals. This means the judgement that some observation is important, whereas another one is not, says that one is more important than the other, or that there is a presence or absence of importance. In amount technique, the independent variable was manipulated by varying the amount of a condition or variable such as the number of trainings administered in a year. In type technique, the independent variable was to vary the type of the condition or treatment administered, that is the type of training administered.

4.10 Summary

The chapter has highlighted how the research was designed in terms qualitative and quantitative methodology. The total population and sample size considered for the research have also been outlined in the chapter. The researcher considered both primary and secondary data collection methods when collecting data using open-ended and close-ended questionnaires. The data analysis was done using SPSS version 16.0 to enable the researcher draw interpretations, conclusions and recommendations. Finally the chapter has considered

the ethical considerations, validity and reliability of the research so as to bring confidence into the study results.

Chapter five

5.0 Data analysis, Research Findings/Results

5.1 Introduction

This chapter describes how the collected data was prepared, analysed and then used to test the research hypothesis. It also describes the outcome of the data analysis presenting the research findings based on the three research questions and the objectives of the study. The findings also include a component of lessons observed. Qualitative data are presented in percentages, tables and graphs while the qualitative data are summarised using narrative reports.

5.2 Data analysis

Data analysis refers to examining data critically and making inferences (Kombo and Troup, 2006:111). Data was edited during and immediately after data collection. This stage involved removing the inconsistencies in the answers given by the respondents. Some cases of missing information were corrected in the field. Call backs were made to respondents for fully understanding of certain training courses that had been abbreviated like CPD clarification on illegible handwriting and to gain more understanding on other school departments like Expressive Arts. After editing completed questionnaires were coded using the already developed manual. This involved reduction of data to a form that is compatible enough to be entered into the computer. At this stage, I developed codes for open-ended questions, missing cases, non-response and not applicable cases. For closed ended questions, I assigned numeric codes corresponding to the respondent's response to ease the process of data entry.

5.3 Research Findings/Results

Quantitative and qualitative data from the questionnaires was then entered into the SPSS software on the computer by a data entry clerk. After data entry was completed the data was cleaned to ensure that only quality data was in the system. After data cleaning analysis of data followed. This data was then presented in tables and graphs so as inform findings for the study in line with the research objectives.

5.3.1 General information about respondents

The respondents sampled for the questionnaire administration were seventy five (75), comprising two (2) deputy head teachers, ten (10) heads of departments, fourteen (14) section heads, forty nine (49) teachers and two (2) did not respond as indicated in table 5.1. These were drawn from the four secondary schools in Chipata district. The data collected from respondents was analysed in line with the methodology described in chapter five above.

Table 5.1: Positions of respondents

Position	Frequency	Percent	Cumulative Percent
Deputy Head teacher	2	2.7	2.7
head of Department	10	13.3	16.0
Section Head	14	18.7	34.7
Class Teacher	47	62.7	97.3
Non-response	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

The results also indicated that the most 23 (39.7%) of the respondents were between 31 and 35 years, followed by those who were above 41 years who were 22 (29.3%), then those who were between 36-40 years were 15 (20%), 26-30 years were 13 (17.3%), and 20-25 years were 2 (2.7%). Table 5.2 indicates the statistics.

Figure 5.2: Age of respondents

Age	Frequency	Percent	Cumulative Percent
20-25	2	2.7	2.7
26-30	13	17.3	20.0
31-35	23	30.7	50.7
36-40	15	20.0	70.7

>41	22	29.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

The number of males who participated in answering the questionnaires were forty eight (48) and females were twenty (25) whereas two (2) did not respond. There were more males than females as indicated in table 5.3.

Table 5.3: Gender of respondents

Gender	Frequency	Percent	Cumulative Percent
Male	48	64.0	64.0
Female	25	33.3	97.3
88	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

The respondents were also asked about their marital status, and their responses were recorded in table 5.4 below. Out of 75 respondents, 56 were married, 15 single and 4 widowed.

Table 5.4: Marital status of respondents

Status	Frequency	Percent	Cumulative Percent
Single	15	20.0	20.0
Married	56	74.7	94.7
Widowed	4	5.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

The researcher wanted to establish the respondents' field of specialization in terms of their qualifications advanced and the responses indicated that the majority of the respondents, 42

teachers had degrees, thirty (30) had diplomas, two (2) had Masters degrees, and one (1) had a certificate as indicated in table 5.5. This shows that the majority of teachers at secondary schools have now upgraded to degrees unlike the situation in the past where there were more diploma holders at secondary schools. This indicates an improvement in the education sector.

Table 5.5: Qualifications of respondents

Qualification	Frequency	Percent	Cumulative Percent
Certificate	1	1.3	1.3
Diploma	30	40.0	41.3
Degree	42	56.0	97.3
Masters	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

In terms of experience of the respondents according to table 5.6; 27 belonged to social sciences department, 21 belonged to languages, 15 belonged to sciences, 10 belonged to mathematics and 2 belonged to commercials. This indicates that there are more social sciences and languages teachers than sciences, commercials and mathematics teachers.

Table 5.6: Specialisation of teachers

Specialisation	Responses		Percent of Cases
	N	Percent	
Sciences	15	20.0%	23.1%
Mathematics	10	13.3%	15.4%
Commercials	2	2.7%	3.1%
Languages	21	28.0%	32.3%
Social sciences	27	36.0%	41.5%
Total	75	100.0%	115.4%

Source: Authors construction 2016.

Most of the teachers interviewed had an experience of more than five (5) years in teaching as indicated in table 5.7 below, where 26 teachers had an experience of between 6-10 years, seventeen (17) had above twenty one (21) years' experience, nine (9) had 16 to 20 years' experience, eighty (8) had 11 to 15 years' experience and only fifteen (15) had below 5 years' experience.

Table 5.7: Experience of respondents

Years of service	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 years	15	20.0	20.0	20.0
6-10 years	26	34.7	34.7	54.7
11-15 years	8	10.7	10.7	65.3
16-20 years	9	12.0	12.0	77.3
>21 years	17	22.7	22.7	100.0
Total	75	100.0	100.0	

Source: Authors construction 2016.

5.3.2 To examine the type of training and factors affecting teacher training offered by government to secondary school teachers.

The researcher wanted to examine the type of training and factors affecting teacher training offered by government to secondary school teachers. This information was generated through a self-administered questionnaire and the results are presented in tables below. In order to establish the type of training and factors affecting teacher training the research first asked respondents if teachers needed in-service and upgrading training to support their initial training. According to the results presented in the table below: 67 (89.3%) of the respondents said teachers needed in-service and upgrading training to support their initial teaching training and 4 (5.3%) of the respondents said teachers needed in-service and upgrading training. The other 3 (4%) of the respondents did not respond and 1 (1.3%) did not know if in-service and upgrading training was vital to support teacher training. From the respondent's

expressions, in-service and upgrading training were required to support teacher’s initial training.

Figure 5.8: Whether teachers need training?

Rank	Frequency	Percent	Cumulative Percent
Yes	67	89.3	89.3
No	4	5.3	94.7
7	1	1.3	96.0
Non-responsive	3	4.0	100.0
Total	75	100.0	

Source: Authors construction 2016.

When respondents were asked about the type of training that teachers needed results in table 5.9; 27 (36%) of respondents said that they needed upgrading training. The other 25 (36%) said teachers needed pre-service, in-service and upgrading training to build their capacity in teaching. The other responses were 3 (4%) said that they need pre-service training, 7 (9.3%) did not respond to the question.

Table 5.9: Type of training required by teachers

Rank	Frequency	Percent	Cumulative Percent
Pre-service training	3	4.0	4.0
In-service training	13	17.3	21.3
Upgrading training	27	36.0	57.3
All the above	25	33.3	90.7
Non-response	6	8.0	98.7
N/A	1	1.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

When the responds were asked if the training program would provide specific new knowledge and skills, 70 (93.3%) said yes, 2 (2.7) said no and 3 (4%) did not respond to the question. See table 5.10 below.

Table 5.10: Whether training provides skills and knowledge?

Rank	Frequency	Percent	Cumulative Percent
Yes	70	93.3	93.3
No	2	2.7	96.0
3	1	1.3	97.3
Non-response	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

Of the 72 teachers interviewed 58 (77.3%) said the training was to refine the acquired and knowledge and skills, 14 (18.7%) said it was not and 3 (4%) did not respond as reflected in table 5.11 below.

Table 5.11: Whether training refines already acquired knowledge and skills?

Rank	Frequency	Percent	Cumulative Percent
Yes	58	77.3	77.3
No	14	18.7	96.0
Non-response	3	4.0	100.0
Total	75	100.0	

Source: Authors construction 2016.

When they were asked if staff training programmes would improve teacher’s performance, 40 (53.3%) respondents agreed to the question, 29 (38.7%) strongly agreed, 2 (2.7%) said they

did not know, 1 (1.3%) disagreed, 1 (1.3%) strongly disagreed, and 2 (2.7%) did not respond. This is indicated in the table in table 5.12.

Table 5.12: Whether there are training programmes that improve teachers' performance?

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	29	38.7	38.7
Agree	40	53.3	92.0
Don't know	2	2.7	94.7
Disagree	1	1.3	96.0
Strongly disagree	1	1.3	97.3
Non-responsive	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

When asked as to whether teachers had undergone upgrading and in-service training, 48 (64%) agreed to this question, 19 (25.3%) strongly agreed, 4 (5.3%) disagreed, 1 (1.3%) did not know, 1 (1.3%) disagreed, and 2 (2.7) did not respond as shown in table 5.13 below.

Table 5.13: Teachers have undergone training

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	19	25.3	25.3
Agree	48	64.0	89.3
Don't know	1	1.3	90.7
Disagree	4	5.3	96.0
Strongly disagree	1	1.3	97.3
Non-response	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

The question on factors that have affected teacher training the responds said teaching curriculum affects training in the following manner as reflected in table 5.14: 43 (57.3) respondents agreed that the curriculum affects teacher training, whereas 14 (18.7%) disagreed that the curriculum affects teacher training, 11 (14.7%) strongly agreed to this issue, 4 (5.3%) did not know and 3 (4%) strongly disagreed.

Table 5.14: Curriculum affects teacher training

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	11	14.7	14.7
Agree	43	57.3	72.0
Don't know	4	5.3	77.3
Disagree	14	18.7	96.0
Strongly disagree	3	4.0	100.0
Total	75	100.0	

Source: Authors construction 2016.

According to the responses from teachers, 44 (58.7%) agreed that teacher education determines the type of training that can be offered, 12 (16%) said they did not know, 10 (13.3%) strongly agreed, 6 (8%) disagreed, 2 (2.7%) strongly disagreed and 1 (1.3%) did not respond as indicated in table 5.15 below.

Table 5.15: Teacher education determines type of training

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	10	13.3	13.3
Agree	44	58.7	72.0
Don't know	12	16.0	88.0
Disagree	6	8.0	96.0
Strongly disagree	2	2.7	98.7

Non-response	1	1.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

The other factor affecting teacher training which was assessed was the department to which a teacher belongs. It was found that 27 (36%) agreed to the fact that the department to which a teacher belongs affects teacher training. The other 21 (28%) disagreed that the department to which a teacher belongs affects teacher training, whilst 15 (20%) strongly agreed, 7 (9.3%) disagreed and 5 (6.7%) said they did not know. Refer to Table 5.16.

Table 5.16: Department to which teachers belong affects teacher training

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	15	20.0	20.0
Agree	27	36.0	56.0
Don't know	5	6.7	62.7
Disagree	21	28.0	90.7
Strongly disagree	7	9.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

Furthermore, respondents were asked as to whether the course time frame affected the type of training offered? They respondents who agreed to this were 41 (54.7%), 18 (24%) strongly agreed, 11 (14.7%) disagreed, 3 (4%) strongly disagreed, and 2 (2.7%) did not know. This is reflected in table 5.17 below.

Table 5.17: Course time frame affects type of training offered

Rank	Frequenc y	Percent	Cumulative Percent
Strongly agree	18	24.0	24.0
Agree	41	54.7	78.7
Don't know	2	2.7	81.3
Disagree	11	14.7	96.0
Strongly disagree	3	4.0	100.0

disagree		
Total	75	100.0

Source: Authors construction 2016.

According to the respondents in table 5.18; 38 (50.7%) agreed that the capacity of trainers affects the type of training offered. The other 24 (32%) strongly agreed that the capacity of trainers affects the type of training offered, 8 (10.7%) disagreed, 4 (5.3%) did not know and 1 (1.3%) strongly disagreed.

Table 5.18: Capacity of trainers affects type of training

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	24	32.0	32.0
Agree	38	50.7	82.7
Don't know	4	5.3	88.0
Disagree	8	10.7	98.7
Strongly disagree	1	1.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

When respondents were asked as whether infrastructure affected teacher training, 38 (50.7%) agreed, whereas 27 strongly agreed, 5 (6.7%) disagreed, 3 (4%) strongly disagreed and 2 (2.7%) did not know. This is according to table 5.19.

Table 5.19: Infrastructure affects training of teachers

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	27	36.0	36.0
Agree	38	50.7	86.7
Don't know	2	2.7	89.3
Disagree	5	6.7	96.0
Strongly disagree	3	4.0	100.0
Total	75	100.0	

Source: Authors construction 2016.

It was also investigated as to whether training materials affected teacher training and 37 (49.3%) respondents agreed to this, 28 (37.3%) strongly agreed, 6 (8%) disagreed, 2 strongly disagreed and 2 (2.7%) said they did not know. This is according to table 5.20.

Table 5.20: Training materials affect teacher training

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	28	37.3	37.3
Agree	37	49.3	86.7
Don't know	2	2.7	89.3
Disagree	6	8.0	97.3
Strongly disagree	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

According to the respondents 41 (54.7%) agreed to the question of if teacher's personal training needs affected training offered to teachers. 25 (33.3%) strongly agreed that teacher's personal training needs affect training. Whereas 4 (5.3%) said they did not know, 3 (4%) disagreed and 2 (2.7%) strongly disagreed. The statistics are indicated in table 5.21 below.

Table 5.21: Teacher's personal training needs affect training

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	25	33.3	33.3
Agree	41	54.7	88.0
Don't know	4	5.3	93.3
Disagree	3	4.0	97.3
Strongly disagree	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

It was also discovered that 38 (50.7%) agreed that the school curriculum had an impact on training offered to teachers. The other 20 (26.7%) strongly agreed, whereas 9 (12%) disagreed, 5 (6.7) did not know and 3 (4%) did not respond. Table 5.22 indicates the findings.

Table 5.22: School curriculum has impact on training offered to teachers

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	20	26.7	26.7
Agree	38	50.7	77.3
Don't know	5	6.7	84.0
Disagree	9	12.0	96.0
Non-response	3	4.0	100.0
Total	75	100.0	

Source: Authors construction 2016.

The other finding is that according to table 5.23; 37 (49.3%) indicated that the strongly agreed that inadequate funds affect the type of training offered. The other 35 (46.7% agreed, 2 (2.7%) disagreed and 1 (1.3%) did not know.

Table 5.23: Inadequate funding affects type of training offered

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	37	49.3	49.3
Agree	35	46.7	96.0
Don't know	1	1.3	97.3
Disagree	2	2.7	100.0
Total	75	100.0	

Source: Authors construction 2016.

The respondents when asked if inadequate monitoring affects the type of training that is offered to teachers, 35 (46.7%) strongly agreed, 30 (40%) agreed, 5 (6.7%) did not know, 4 (5.3%) disagreed and 1 (1.3%) strongly disagreed. Table 5.24 reflects this scenario.

Table 5.24: Inadequate monitoring affects impact of training on performance

Rank	Frequency	Percent	Cumulative
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			Percent
Strongly agree	35	46.7	46.7
Agree	30	40.0	86.7
Don't know	5	6.7	93.3
Disagree	4	5.3	98.7
Strongly disagree	1	1.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

Finally when respondents were asked if there were a lot of complaints about staff training in secondary schools, 39 (52%) agreed, 15 (20%) strongly agreed, 10 (13.3%) did not know, 10 (13.3) disagreed and 1 (1.3%) strongly disagreed. Table 5.25 shows these figures.

Table 5.25: Complaints about teacher training in secondary schools

Rank	Frequency	Percent	Cumulative Percent
Strongly agree	15	20.0	20.0
Agree	39	52.0	72.0
Don't know	10	13.3	85.3
Disagree	10	13.3	98.7
Strongly disagree	1	1.3	100.0
Total	75	100.0	

Source: Authors construction 2016.

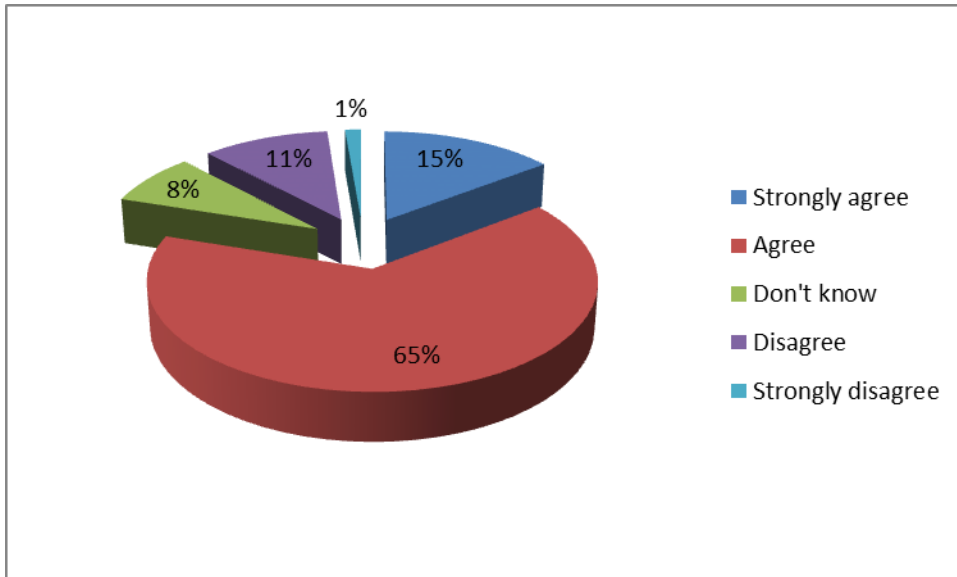
It can be concluded that training teachers need mostly Upgrading training in order to improve their performance as indicated by most teachers who were interviewed during the research. When teachers have undergone upgrading training then they would require in-service training in order to continue sharpening their pedagogical skills. This has a positive impact on teacher's performance. Further, the research has also found out that teacher training is affected by factors such as school curriculum, teacher initial education, department to which a teacher belongs, course time frame, capacity of trainers, infrastructure, availability of training materials and teacher's personal training needs. The other factors affecting teacher

training are; inadequate funding by government, and inadequate evaluation by standards officer to ascertain teacher performance. It's perhaps due to the realisation of the need for teachers to be trained by government and school authorities who, has necessitated the training of most teachers who were interviewed as many responded in the affirmative that they have undergone training.

5.3.3 To determine how to align in-service and upgrading training with the training needs and syllabi of secondary schools.

This section is aimed at examining how to align in-service and upgrading training with the training needs and syllabi of secondary schools. The respondents were asked whether the ministry had training policies that guided the training of staff in schools as shown in Figure 5.1; 65% agreed that there were policies, 15% strongly agreed, 11% disagreed, 8% did not know and 1% strongly disagreed.

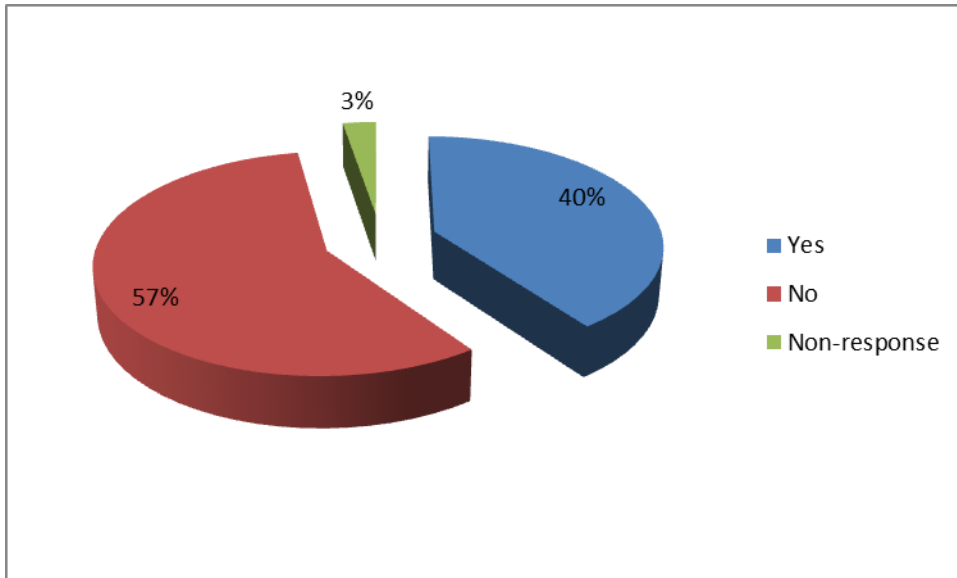
Figure 5.1: Availability of training policies in the ministry on teacher training



Source: Authors construction 2016.

When the respondents were asked if the existing training policies were satisfactory, 57% said the policies were not satisfactory, 40% accepted that they were satisfactory and 3% did not respond. Figure 5.2 shows these findings.

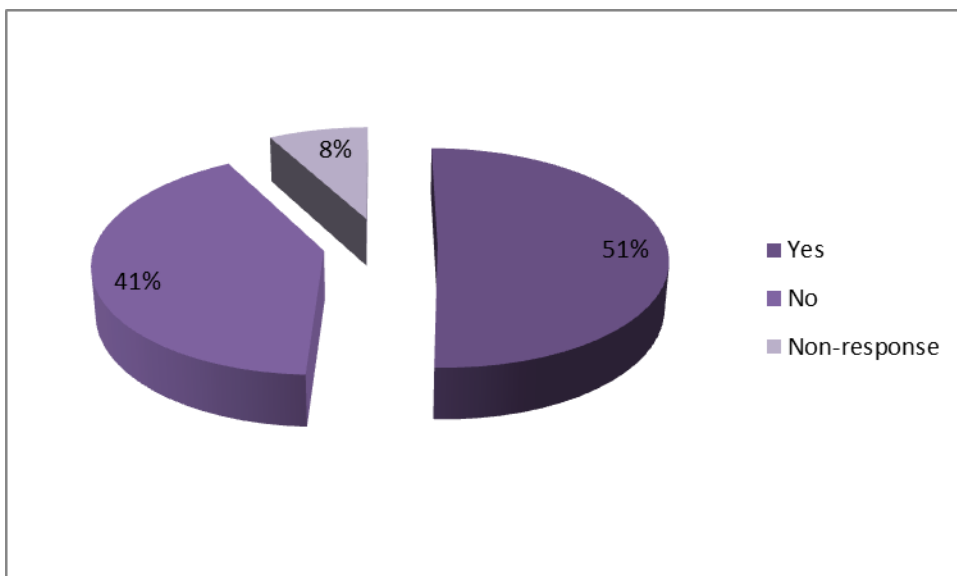
Figure 5.2: Whether training policies are satisfactory



Source: Authors construction 2016.

When respondents were asked as to whether the training policy was written down and known by teachers; 51% said yes, 41% said no and 8% did not respond. This shows that on average some teachers were aware of the training policy and were written down. Figure 5.3 shows this information.

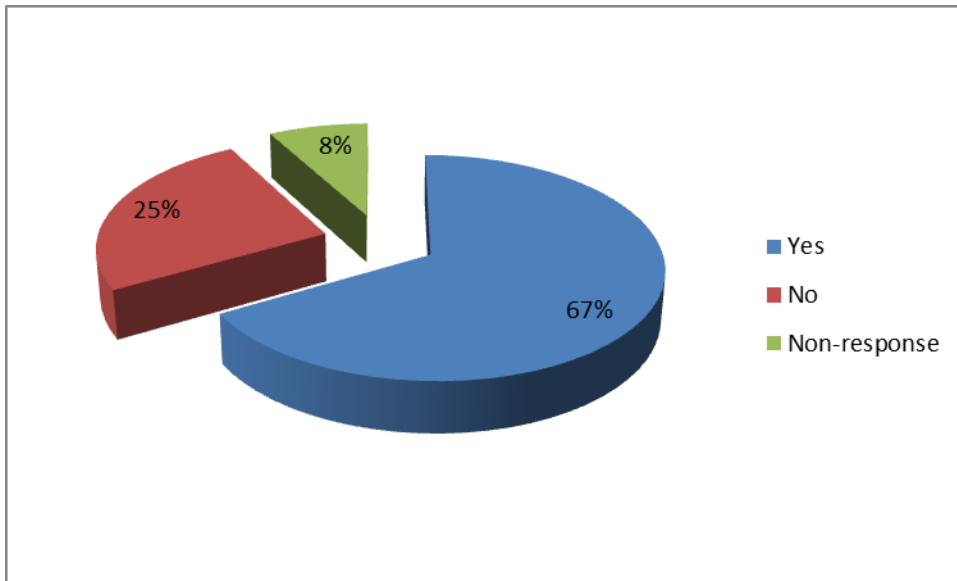
Figure 5.3 Existence of training policy



Source: Authors construction 2016.

The respondents were also asked whether the training was aligned to teacher's training needs, 67% of the respondents said yes, 25% said no, 8% did not respond. This is indicated in Figure 5.4.

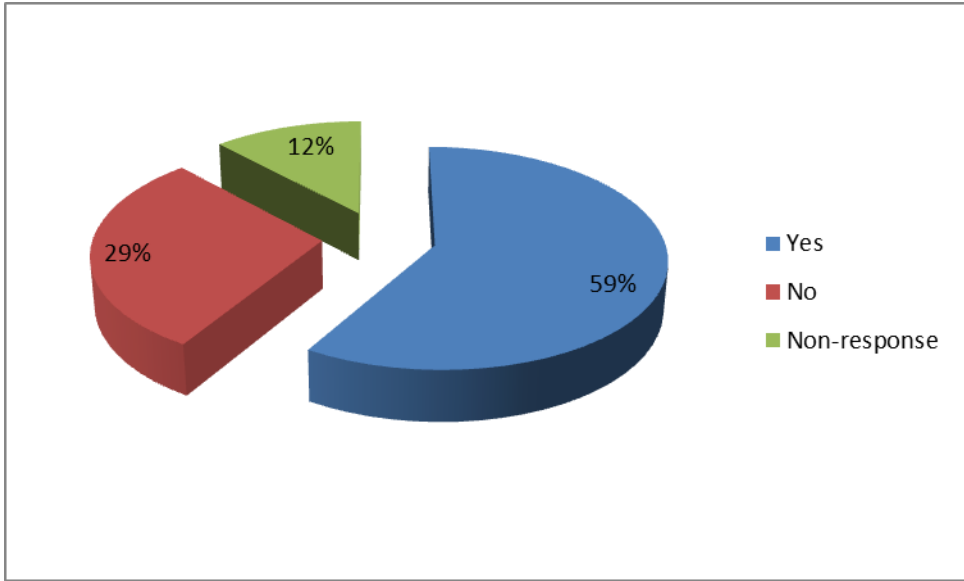
Figure 5.4: Training aligned to teacher's training needs



Source: Authors construction 2016.

It was also discovered that the training policies aligned to syllabi/curriculum, figure 5.5; 69% said yes, 29% said no and 11% did not respond. This shows that the training policies were aligned to the syllabi and curriculum.

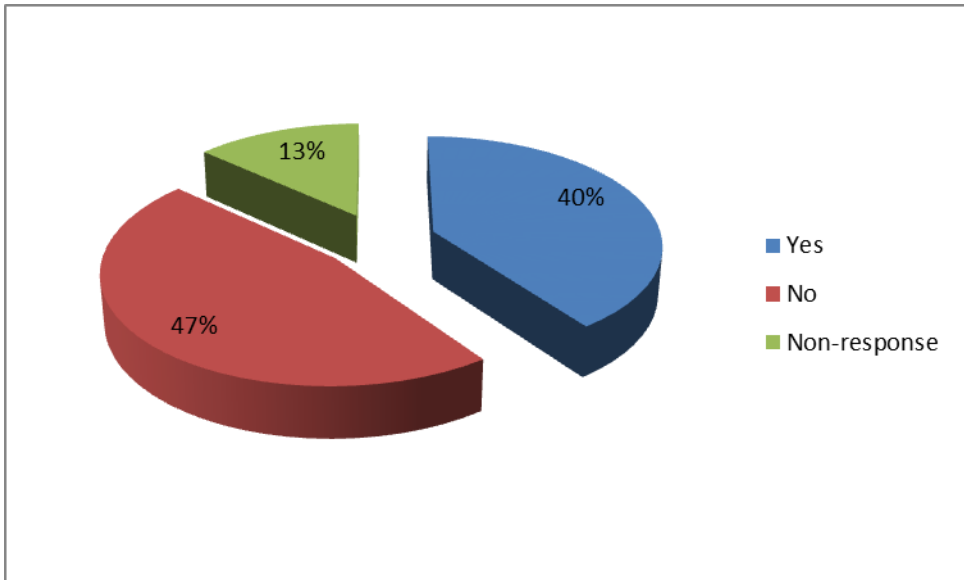
Figure 5.5: Training policies aligned to syllabi/curriculum



Source: Authors construction 2016.

When respondents were asked as to whether training policies were updated to suit updated curriculum, figure 5.6 indicates that 47% said the policies were not updated, 40% said they were updated and 13% did not respond.

Figure 5.6: Updating of training policies to suit updated curriculum

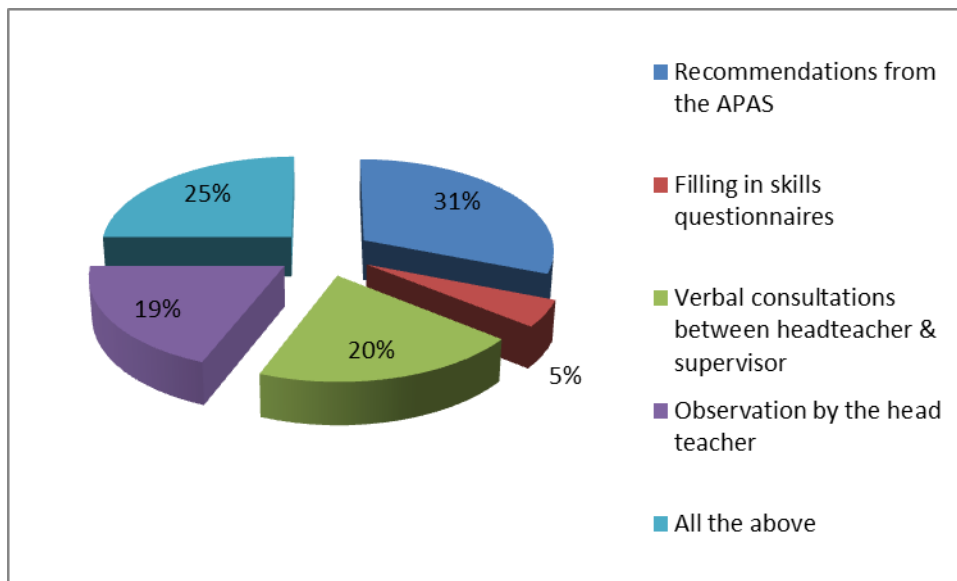


Source: Authors construction 2016.

The majority of the respondents, 31% said that Annual Performance Appraisals System (APAS) were used to conduct training needs assessment, 21% said that training needs

assessments were done by all the three methods; 21% said that training needs assessments were done by all the three methods; Recommendations from the Annual Performance Appraisals System (APAS), Filling in skills questionnaires, verbal consultations between head teacher & supervisor and observation by the head teacher. The other 20% of the respondents said it was through Verbal consultations between head teacher & supervisor, while 19% said it was through Observation by the head teacher, and 5% said it was through filling in skills questionnaires. These responses are recorded in figure 5.7 below:

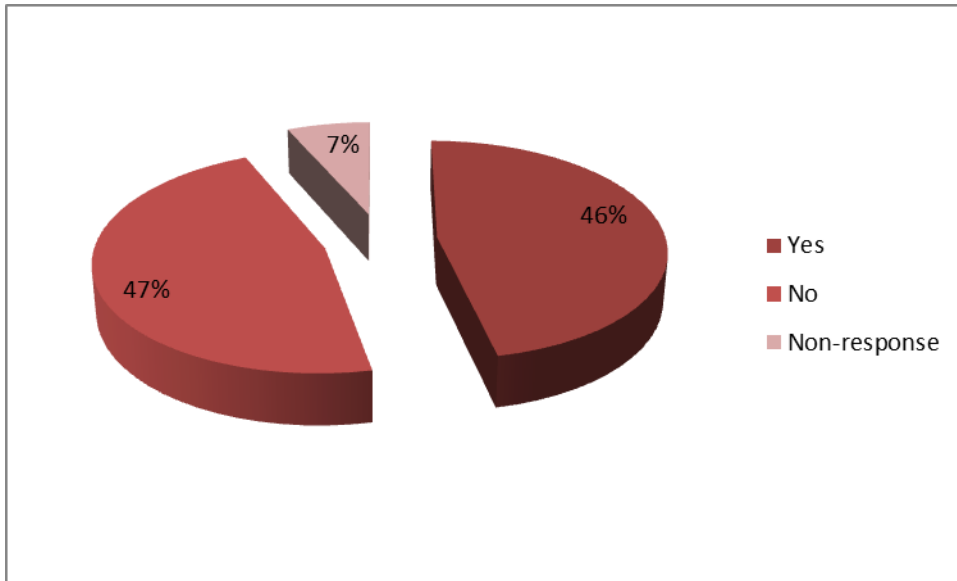
Figure 5.7: Training Needs Assessments



Source: Authors construction 2016.

Teachers neither agreed nor accepted as to whether the training needs assessments are adequately conducted by the school as the responses were at 46.7% yes and 46.7% no with 6.7% non-response. This neither confirms nor denies the fact that training needs assessments are adequately conducted implying that needs assessments are averagely conducted. Figure 5.8 shows the training needs assessment results.

Figure 5.8: Whether training needs assessments are adequately conducted?



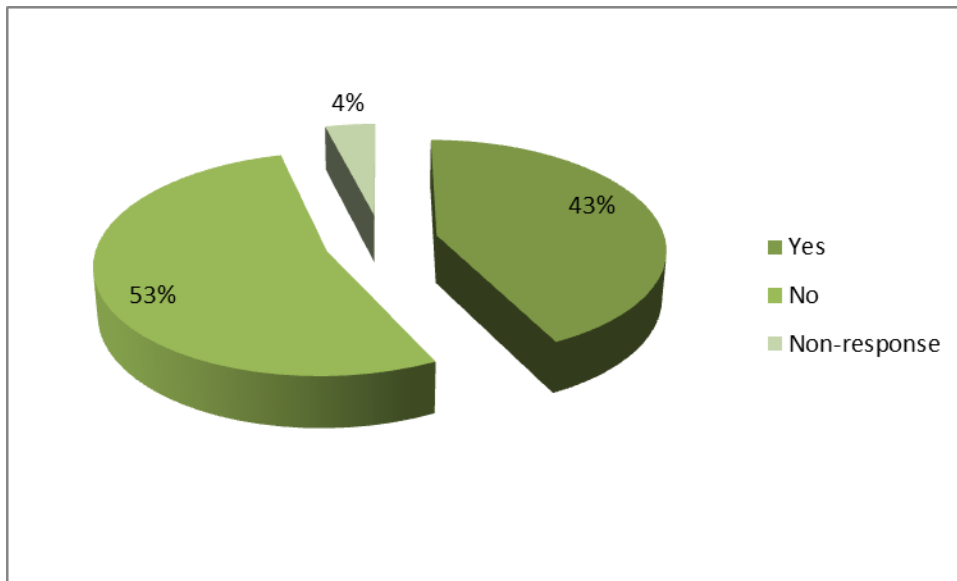
Source: Authors construction 2016.

In concluding on the issue of alignment of training needs and syllabi with in-service and upgrading training of teachers, it can be said that majority of respondents said that the training needs and syllabi were aligned to in-service and upgrading training. Most teachers interviewed were in agreement to this fact.

5.3.4 To determine how in-service and upgrading training improves teacher's performance in secondary schools.

This section is aimed at examining how in-service and upgrading training improves teacher's performance in secondary schools as expressed by their opinions. The researcher wanted to examine the extent to which staff training improves teacher's work performance. This information was generated through a self-administered questionnaire and the results are presented in different figures below. In researching on this specific objective, the researcher first explored a number of questions, one such question was to ask if teachers had been trained by the school/Ministry of Education before. Most of the respondents, 53% said they have not been trained by the school/Ministry of General Education. The other 43 % admitted to have been trained, while 4% did not respond. This response indicates that most teachers have not undergone in-service and upgrading training as indicated in figure 6.9 below.

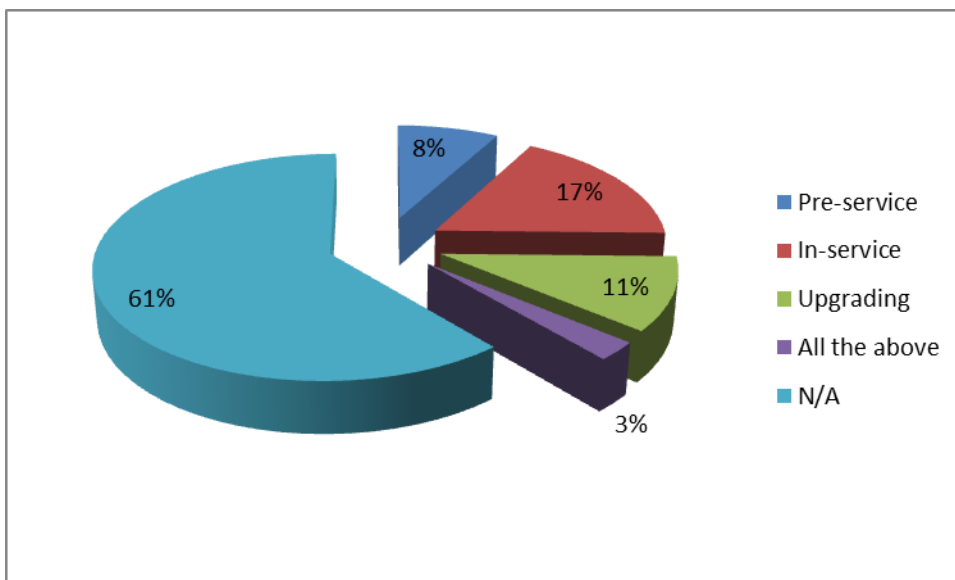
Figure 5.9: Have you ever been trained by the school/Ministry of Education?



Source: Authors construction 2016.

For the respondents who had accepted to have been trained when questioned further on what type of training they were exposed to; 17% said it was in-service training, 11% said it was upgrading training, 8 % said it was pre-service training, 3% said all the three types of training and 61% did not respond as it was not applicable. Figure 5.10 shows the responses to this question.

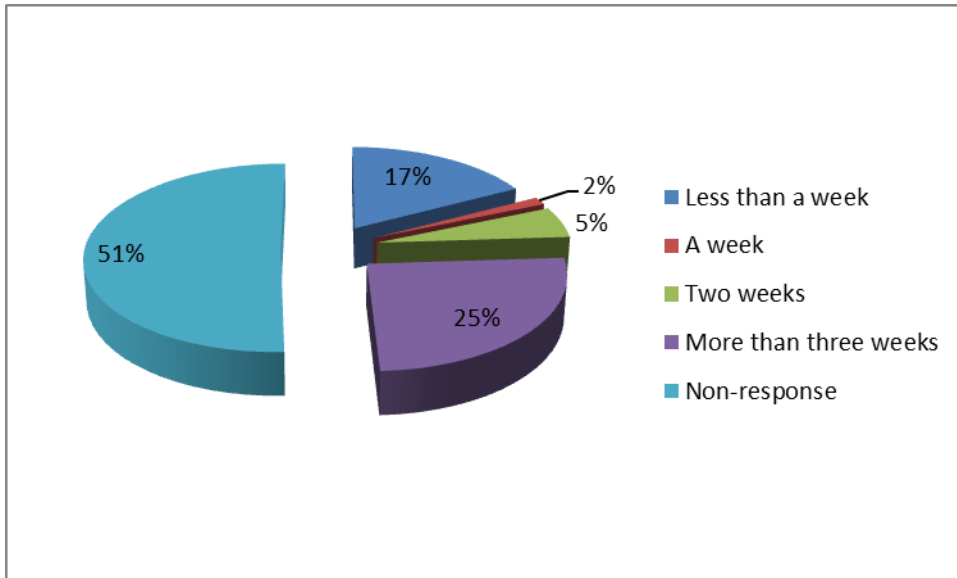
Figure 5.10: If yes what type of training were you offered?



Source: Authors construction 2016.

For those who were exposed to the different type of training according to figure 5.11; 25% said the training took more than three weeks, whereas 17 said it took less than one week, 5% said it took two weeks, 1% said it took a week and the other 51% did not respond as they did not participate in the trainings.

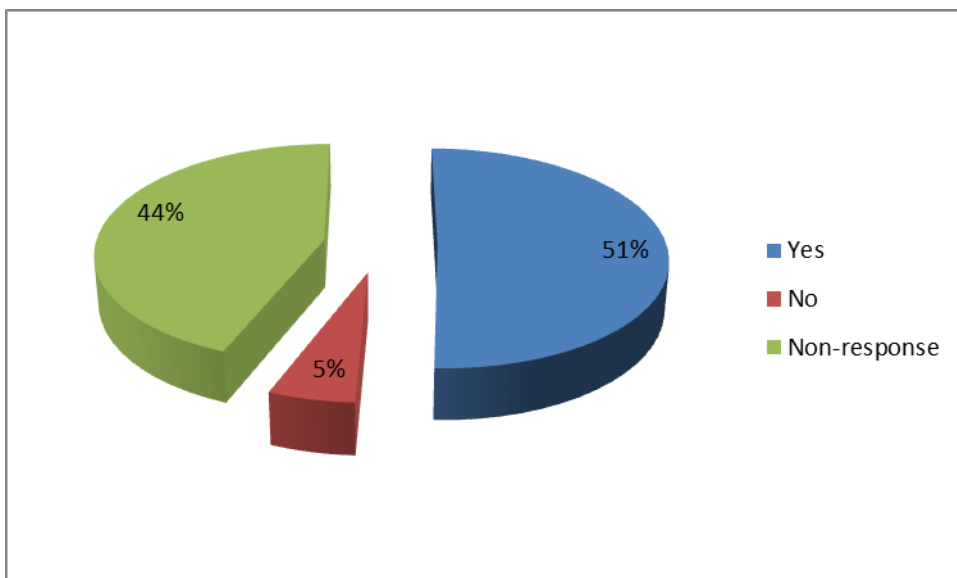
Figure 5.11: Duration of training



Source: Authors construction 2016.

Those who participated in the trainings 51% accepted that the training addressed their training needs, whilst 5% said it did not respond their training needs and 44% did not respond as they did not benefit from the training. Refer to the pie chart in figure 5.12 below.

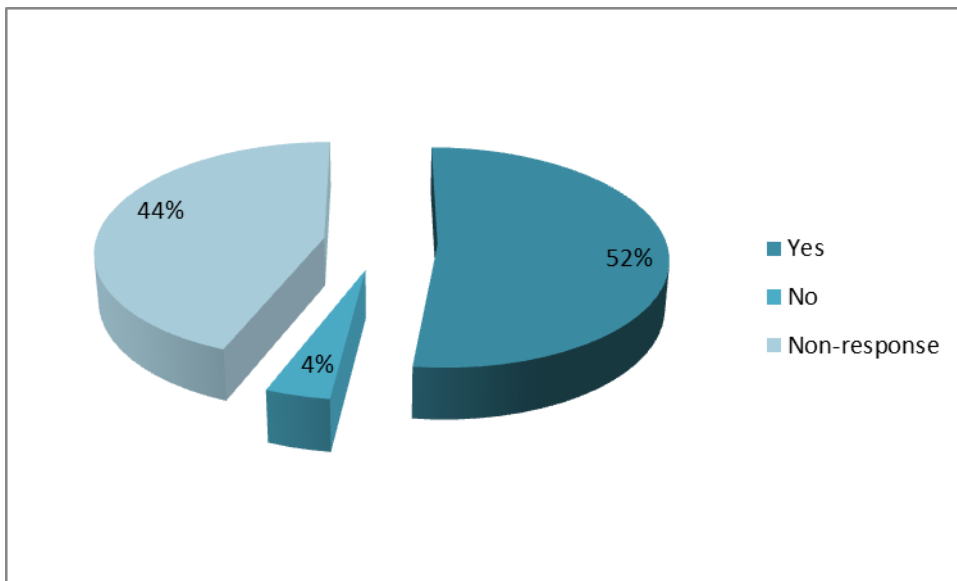
Figure 5.12: Training addressing training needs



Source: Authors construction 2016.

Asked as to whether the training addressed the needs of the school curriculum, majority responds, 52% said yes, while 4% said no. The other respondents did not respond as reflected in Figure 5.13 below.

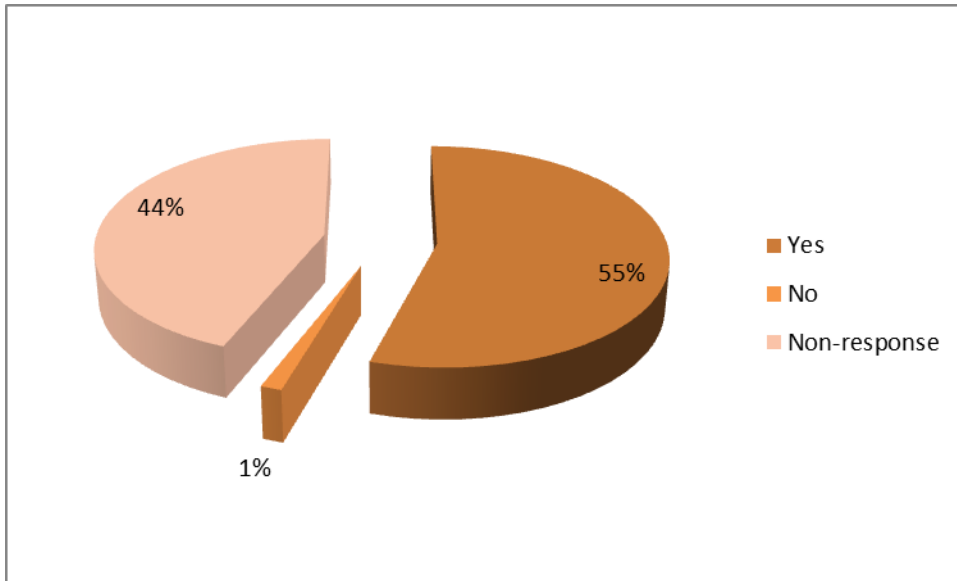
Figure 5.13: Training addressing curriculum needs.



Source: Authors construction 2016.

When the respondents were asked as to whether the training received improved their performance, 55% yes and 1% said no with 44 not responding as they did not participate in the training. Figure 5.14 shows the statistics on the responses.

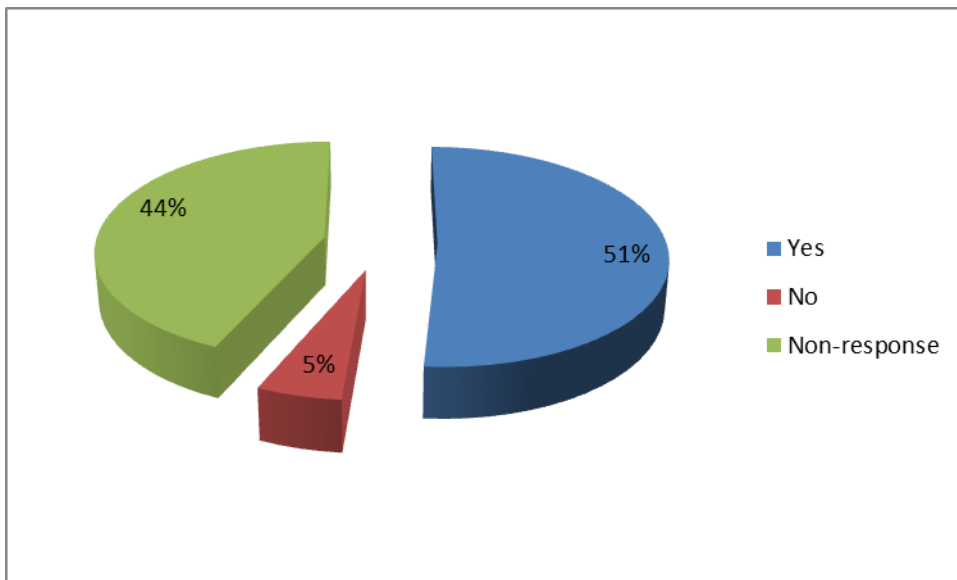
Figure 5.14: Training improving performance



Source: Authors construction 2016.

The respondents then were asked as to whether they had implemented the training, 51% said they did and 5% said they did not whereas 44 did not respond as they did not participate in any training. Figure 5.15 shows the responses from respondents.

Figure 5.15: Implementation of training



Source: Authors construction 2016.

Most of the respondents said the school did not have a training programme as indicated in figure 5.16; 44% said no and 43 said yes and 13% did not respond. The reasons advanced for lack of training programme for the school were:

- Financial incapability the school is facing.
- School authorities not thought of developing a programme.
- Inadequate funding from government and less user fees from pupils.
- Lack of planning.
- Lack of human resources to develop a plan.
- The idea has not been brought forward education authorities
- There is less interest among teachers.
- Teachers normally initiate the need for training and not the school authorities.
- The programme of developing training plans not rolled out by education authorities.

Those who said yes their training programmes covered the following capacity building programmes:

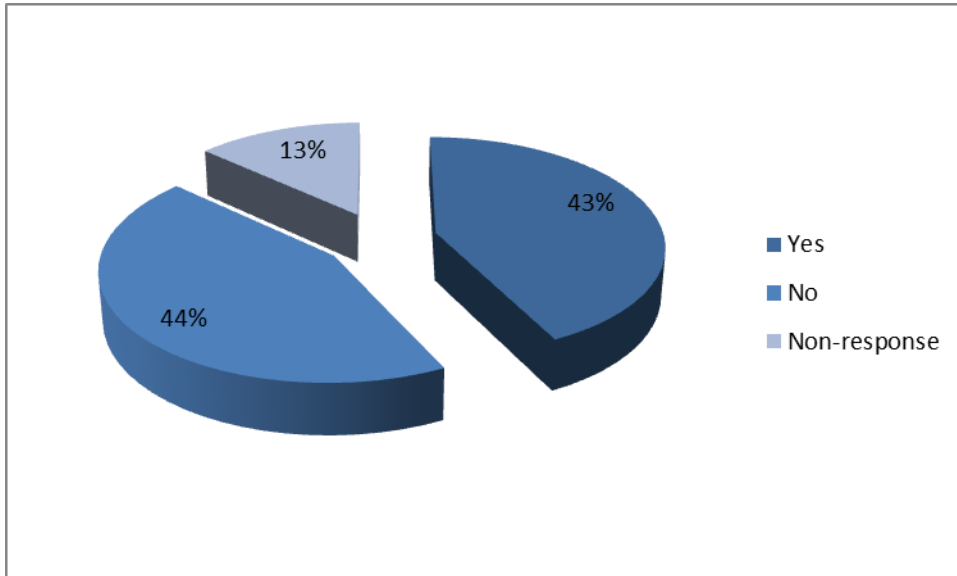
- Continuous professional Development (CPD).
- Guidance and counselling programmes.
- Induction and orientation.
- Lesson study and methodology
- Teaching methodology trainings.

According to respondents those who attend training were selected according to the following selection procedures:

- According to speciality;
- Teachers apply based on ministry demand;
- Directly concerned teachers;
- Done according to subject area;
- First come, first serve basis;
- Follow the needy areas;
- Lesson teaching observation;
- Long serving teachers;
- Qualification basis;
- School training needs and security; and
- Those offering subjects where they are few qualified teachers.

There is therefore no specified procedure that is followed in selecting teachers for training, this makes it difficult to select the right staff as teachers are selected in a haphazard manner. This could result biasness in the selection process.

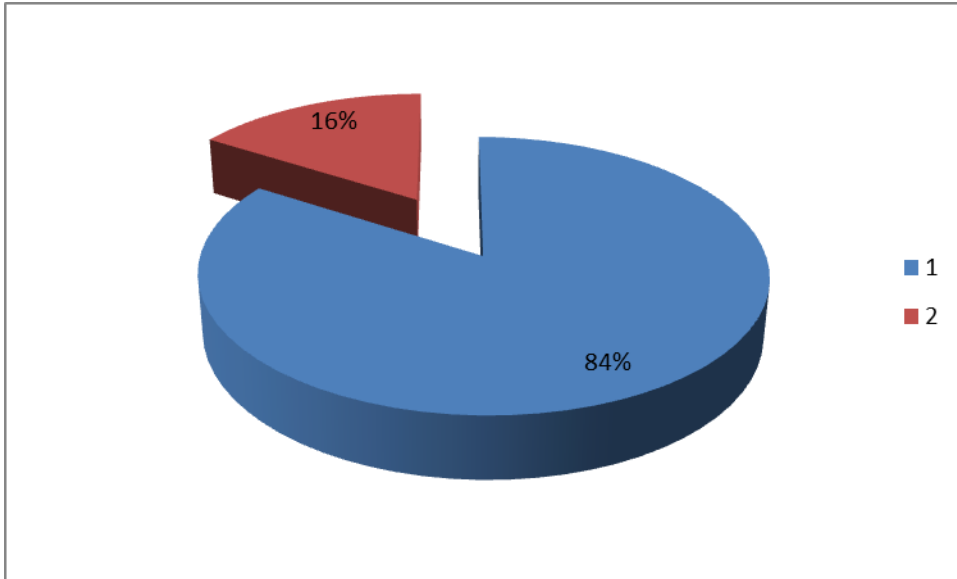
Figure 5.16: School training program



Source: Authors construction 2016.

When teachers were asked if teacher training was important figure 5.17 shows that 84% said yes and there were no respondents who said no and the rest, 16% did not respond. This goes to show the importance of training to teachers. Respondents said training was important as it improved teacher's performance and competence through improved delivery of learning materials thereby improving the quality of results for students. It also helps teachers acquire new skills and new improved teaching methodologies thereby influencing teacher's attitude to work according to the updated standard of education which keeps on changing. Above all, it also helps teachers to be up to date with the changes in the curriculum and syllabus thereby motivating teachers when they learn something they never knew,

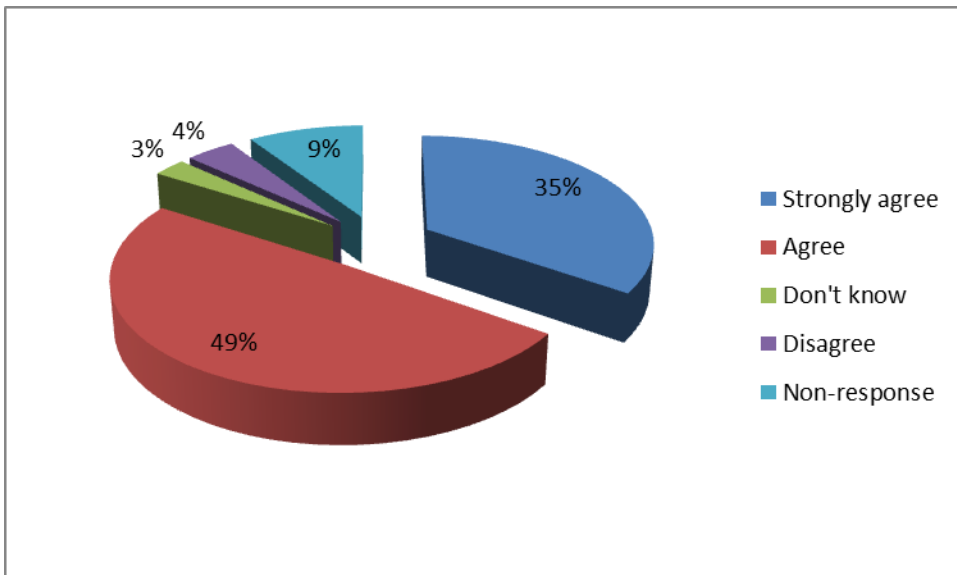
Figure 5.17: Importance of teacher training



Source: Authors construction 2016.

When asked as to how teacher training has influenced teacher’s commitment towards work, 49% agreed, 35 strongly agreed, 9% did not respond, 4% disagreed and 3% did not know. Refer to figure 5.18 for the statistics.

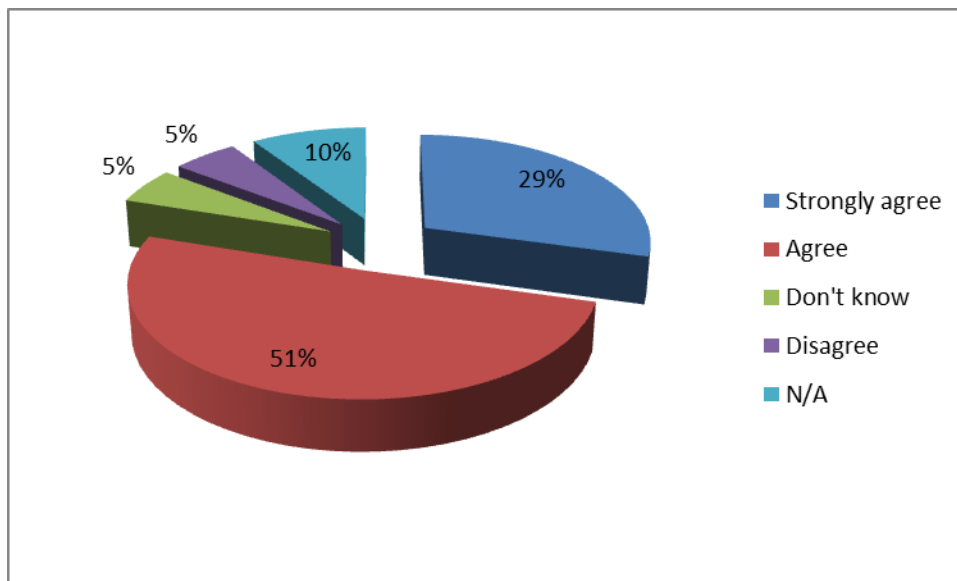
Figure 5.18: Influence of training



Source: Authors construction 2016.

As can be viewed from table 5.19; 51% of the respondents agreed that there is a positive effect of training on work behaviour and 10(50%) of the respondents agreed. This left 1 (5%) of the respondents who expressed that they did not know while 1(5%) just disagreed. According to respondents, attitude towards work has changed arising out of training. For example they said that CPD, In-Service Training (INSET) and School Programme of In-Service for the Term (SPRINT) had simplified teachers work and motivated them and the learners, through exposure to various levels of learning and the outside world and exchange visits, awareness has led to positive attitude towards work hence performance improvement.

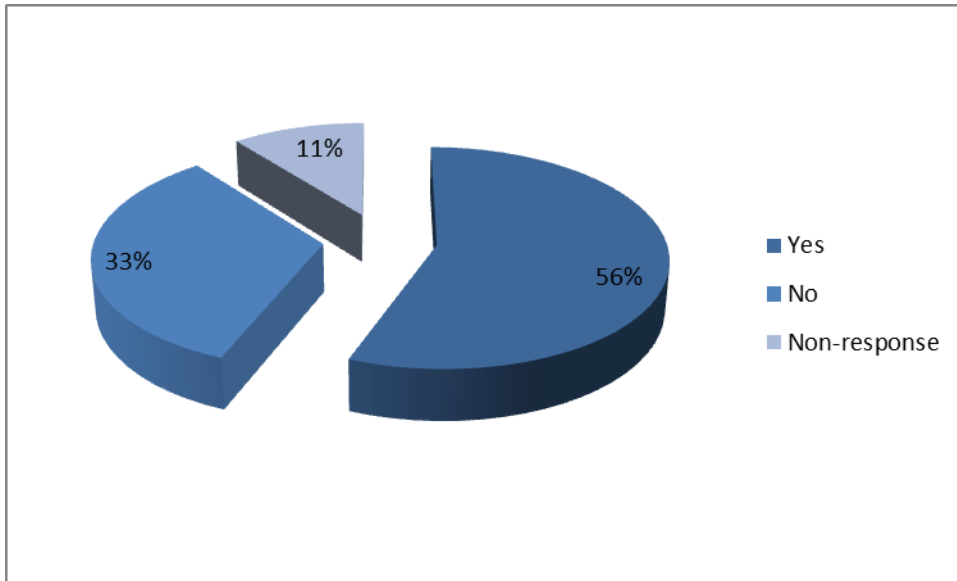
Figure 5.19: The differences of teacher training to student achievement



Source: Authors construction 2016.

Many respondents, 56% said yes to the question of training affecting work relations. Most teachers said it had done so. In figure 5.20; 33% said no, it does not affect work relations and 11% did not respond.

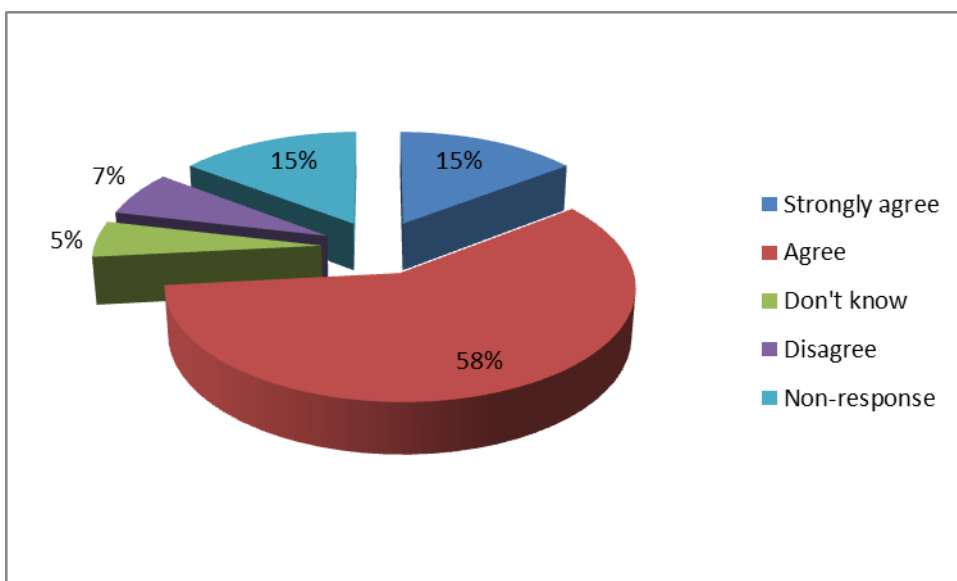
Figure 5.20: effect of training on work relations



Source: Authors construction 2016.

When respondents were asked as to whether training influenced teacher’s commitment to work according to figure 5.21; 58% agreed that teacher’s commitment to work has changed as a result of teacher training. The other 15% strongly agreed to this question, whereas 15% did not respond, 7% disagreed that training had changed teachers’ performance and 5% did not know. From this it can be deduced that the majority of the respondents had seen the change in commitment in teachers as a result of training.

Figure 5.21: Training has influenced teacher's commitment to work.

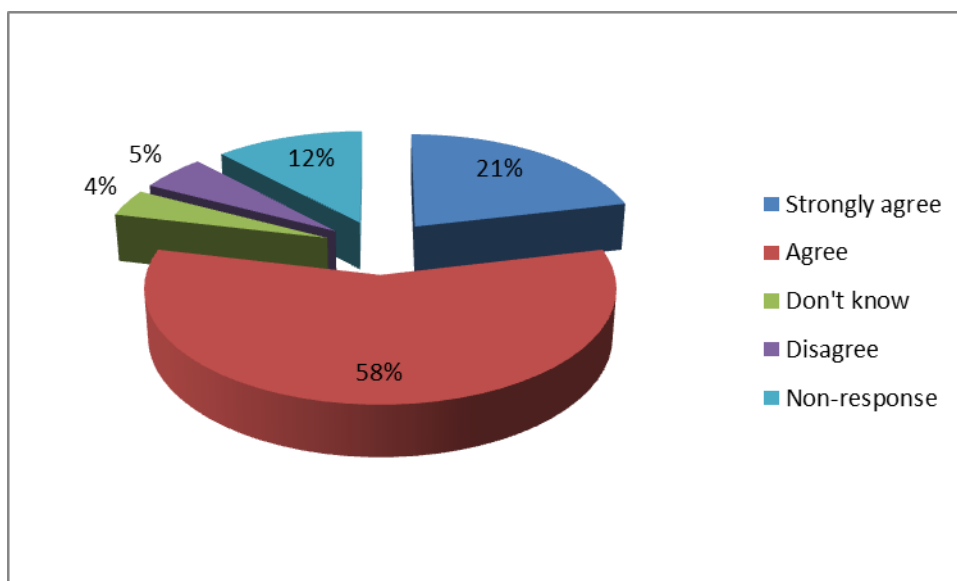


Source: Authors construction 2016.

The researcher wanted to examine the extent to which teacher training affects teacher's job performance. This information was generated through a self-administered questionnaire and the results are presented in figure 5.22: Respondents (teachers) opinion about positive effect of training on job performance (dimensions explained below as confirmed by head teachers). As can be viewed from the figure below 58% of the respondents agreed that there is a positive effect of training on job performance and 21% of the respondents strongly agreed. This left 12% of the respondents who expressed that they did not know, 5% disagreed and while 4% just did not know.

Training has improved teacher job performance in the following manner: acquisition of skills and approaches has instilled confidence, adopting the use of various relevant methodologies and improved content know how. Further, training has resulted into the production of excellent results for students, give teachers clear understanding of their roles at work and it has improved teacher's meta-cognition and context review. Above all, most trained teachers have adjusted to the new curriculum and teachers pay has been upgraded as result of being trained.

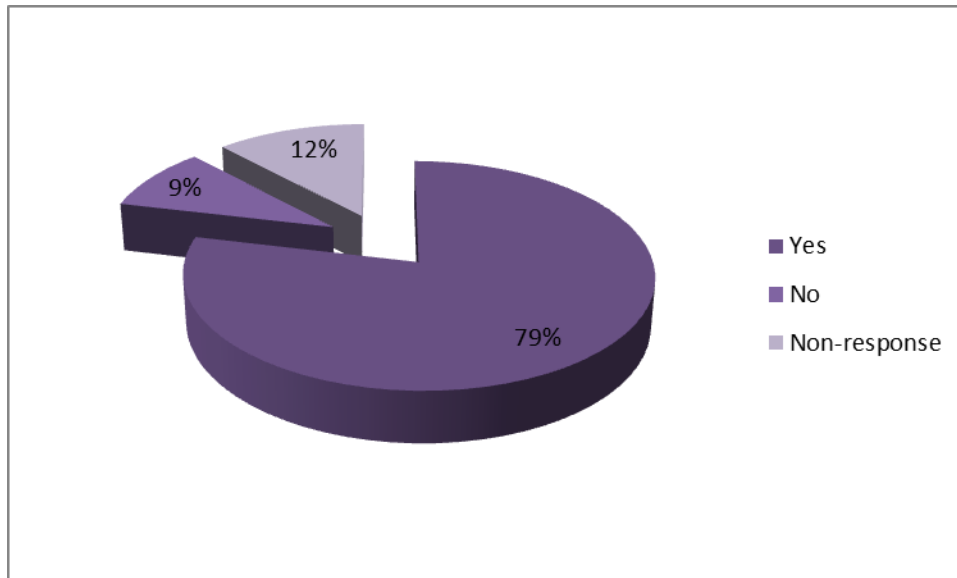
Figure 5.22: Training has influenced teacher's job performance.



Source: Authors construction 2016.

In figure 5.23; it is indicated that according to respondents, students' achievement has changed arising out of training as represented by 79% who agreed. Only 9% said no while the other 12% did not respond. This goes to show the importance of training to student performance.

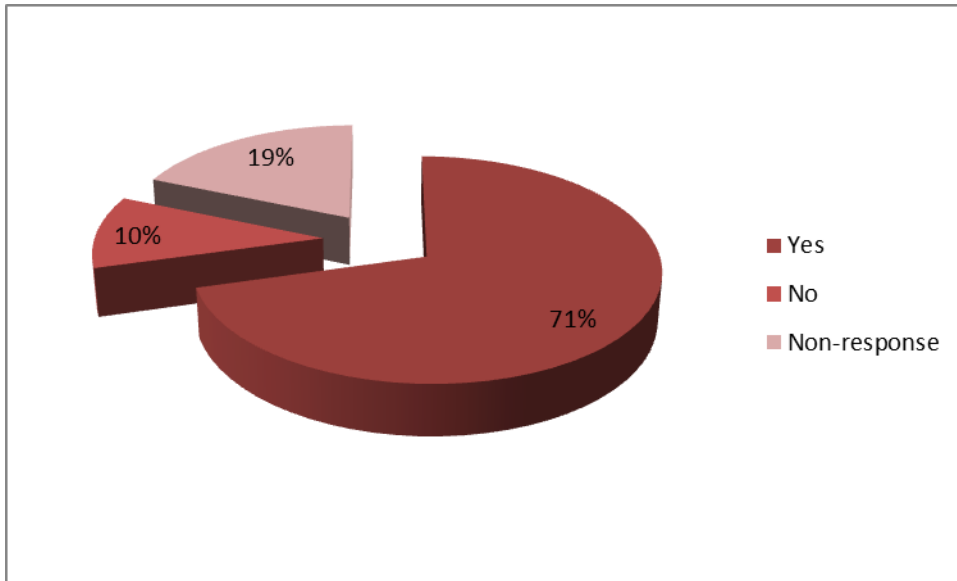
Figure 5.23: Teacher training makes a difference to student achievement



Source: Authors construction 2016.

However, for the training to be successful it needs to smoothly be undertaken, but when respondents were asked as to whether there were challenges that affected teacher training according to figure 5.24; most of respondents, 71% said there were challenges that impeded training in schools. 10% said there were no challenges and 19% did not respond. Some of the challenges mentioned by respondents were; inadequate funding, lack of teaching materials, inadequate infrastructure, frequently changing curriculum and syllabus, lack of motivation, Low staffing levels especially rural schools and poor attitude to earning by some teachers. Furthermore, poor training needs Assessments, inadequate monitoring and evaluations to identify teachers training needs and too many teachers wanting to be trained especially in urban schools.

Figure 5.24: Challenges that impede teacher training in schools



Source: Authors construction 2016.

5.5 Conclusion

From the above respondent's expressions, training has a positive effect on teacher's job performance in schools. The teachers and head teachers interviewed confirmed that the effect is observed through teachers working as a team and assisting each other where they are conversant. They also said they share ideas for effective and efficient teaching and learning, cover of curriculum timely, prepare and follow lesson plans and schemes of work appropriately. They further said it enhanced competence and performance with dedication to rhyme with qualifications and improved practical skills. They further said this leads to improved student performance in class as trained teachers impart students with improved teaching skills.

Chapter six

6.0 Discussion and Interpretation of Results

6.1 Introduction

This chapter interprets the research findings and discusses them in light of the objectives of the study and the research questions. It revisits the argument of the research and the theory presented earlier in literature review. It provides a connection between the findings of the study and the problem in terms of providing a solution or some answers to the problems. It starts by discussing the factors that affect teacher training in secondary schools. It then discusses how teacher training can be aligned to the training needs and syllabi of secondary schools. Finally, it examines the effect of training on teacher's work performance in secondary schools.

6.2 Factors that affect teacher training in secondary schools.

From the respondents this research has established that training of teachers is affected by the following factors; teaching curriculum, teacher education level, department to which a teacher belongs, course time frame and the capacity of trainers. Furthermore, the availability of infrastructure, teaching materials, teacher's personal training needs, inadequate funding, and inadequate monitoring by standards officers affect the training of secondary school teachers. In addition, this research established that teachers needed in-service and upgrading training to support their initial training. The most demanded training was upgrading training as most respondents wanted to upgrade their initial education level and to also refine their already acquired knowledge and skills.

In analysing the highest qualification of the respondents it was discovered that due to upgrading training there were now more teachers with degrees at secondary schools as opposed to those with diploma. This is contrary to the situation in the past when there were more diploma holders at secondary schools than degree holders. However, despite the increase in qualified teachers, this has not resulted into the improvement in performance of pupils. The solution may not lie in training but in other factors because there could be

situations where one has skills but performance continues to deteriorate in spite of training and constant practice. Such intervening factors include the following:

- a) Lack of operational funds - during the interviews most teachers sighted lack of funding for teaching aids, and adequate training as contributing factors towards poor performance. They said they did not receive adequate training and yet they were expected to perform highly by ensuring pupils past rate was high, this they said was unrealistic. They have no money to buy laboratory chemicals, wood work tools and other teaching aids for students. Such a scenario is further alluded to by Gaboi (2004) who echoed that although several training programs had been undertaken, facilitation of staff in execution of their duties remained in balance due to inadequate funds. It is further collaborated by Kitanda (1999) who found out that lack of resources is a challenge to effective practice. The effectiveness of training intervention is thus hampered by logistical limitations, equipment and tools are needed in order to perform their tasks adequately.
- b) Capacity of trainers - during the interviews most teachers sighted the capacity of trainers was a contributing factor towards quality teacher training. This is supported by literature review which states that how teachers were prepared and supported within the school system were critical elements of higher student achievement and retention. It was also found that active pedagogy practiced by the teachers contributed to pupils' emotional growth and participatory behaviour. Therefore to have highly trained teachers requires well trained trainers who can instil the required skills and knowledge into teachers who can consequently deliver quality education to learners.
- c) Teaching material - this is also one factor that respondents alluded to as lacking and which is cardinal to contribute to effective teacher training. Other researchers also support the findings of this research that "the academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievement of students" (Avalos and Haddad 1981; Husen, Saha, and Noonan 1978; Schiefelbein and Simmons 1981, cited in Lockheed and Verspoor 1991: 62).

This goes to conclude that in order to address teacher training these factors mentioned above should be addressed so that teacher performance can be enhanced. These are the ingredients of a better and successful training programme which could improve learner's performance.

6.3 Alignment of training needs and syllabi of secondary schools to training.

The findings revealed that the Ministry of General Education (MoGE) has training policies that guide the training of teacher's in schools. Despite having these policies the research established that the existing policies were not adequate as they were not covering all the aspects of training. The research further established that training policies were aligned to training needs of teachers, and syllabi and curriculum of the education sector. However, these policies were not regularly update to suit the updated curriculum.

Further most respondents submitted that training needs assessments were conducted in schools through recommendations from the Annual Performance Appraisal System (APAS). This method of conducting training needs assessments seems not to satisfy most respondents as they submitted that the training needs assessments were not adequately conducted. This is in line with literature review which states that the major concern of teachers worldwide is the need for help in implementing any given curriculum or pedagogical method. Too many teacher guides give detailed instructions on how to go about teaching a particular concept, but teachers often lack the training or the materials to put the guide into practice. Thus, teacher guides worldwide are notoriously underutilized. This stresses the importance of teacher involvement in conducting of training needs can be aligned to the education curriculum. Therefore for teacher training to be effective there was need to conduct teachers training needs assessments effectively by being objective and not subjective.

In discussing the research question of aligning training needs to the syllabi is in line with literature review which strongly indicates that ongoing, relevant staff development activities are necessary if a teaching force is to be effective (Blum 1990; Dalin et al. 1992; Farrell 1989; Levine 1991; Lockheed and Verspoor 1991). This research suggests that adequate time and resources need to be set aside for teacher development, that staff members need to have a

say in the content of activities, that skills learned should be practiced over time with follow-up sessions implemented where necessary, and that staff members should be encouraged to share ideas and work together.

In discussing the research objective it can be said that the training policies offered by the MoGE and schools are not satisfactory as teachers are rarely involved in the development of the policies. This was expressed during the discussion with teachers and head teachers that there is less participation by teachers in the development of the policies. Due to inadequate involvement of teachers in the development of policy the training needs of teachers are not fully incorporated into the training policies of MoGE. In most cases the curriculum and syllabi is not adequately considered in the development of policies as it is done from the high level. According to Afghan et al. (1997) traditional in-service was ineffective in that the curriculum and materials were too often developed in isolation from the needs of teachers. They were also seldom relevant to the level and needs of the primary teachers. Further, there was limited transfer to actual classroom practice due to the one-shot limited nature of the intervention.

With these criticisms in mind, there is need to attempt to design a new model in which in-service training occurred at regular intervals and was woven into the daily lives of teachers. Further, in-service training should also be practical and based on the expressed concerns and needs of teachers. It should also involve trainers who were themselves secondary—teachers, and who themselves participated in regular training. Moreover, it should also be decentralized and district-based with the training being taken to the teachers; and involved minimal costs for allowances and accommodation. This would make it cost-effective and led to greater likelihood of institutionalization and sustainability.

6.4 Effects of training on work performance in secondary schools

The research findings are that training programmes improves teacher performance in schools. This point of the findings implies that most of the teachers who have undergone in-service and upgrading training submitted to the fact that training has improved their work

performance. From the respondents and the analysis of the literature review this research has established that training and development of teachers was very important as it addressed teachers training needs. The research also found out that training and development was important as it addressed the school curriculum. By so doing training and development has helped teachers acquire new skills and knowledge. This has helped teachers to change their attitude and commitment to work in a positive manner. As such there is a difference in terms of delivery of subject matter of teachers who have undergone training and those who have not.

In addition, this research established that training and development of teachers has improved their efficiency and effectiveness in the way they executed their duties. Most of the respondents and the examination of literature indicated that trained teachers were able to contribute to the improvement of student performance in terms of improving pass rate of students. This made teachers to be confident workers with self-responsibility for their own work.

Training is one of the critical functions of Human Resource Management. It involves improving current and future competencies by increasing, through learning, their ability to performance usually by increasing knowledge, skills so that the present and future anticipated human resources requirements can be met internally. This is based on the premise that organisations that invest in training their human resources are likely to be more efficient than those that do not. This is because if there are structural changes and adoption of new technologies the actual supply of skills that are required will be available. However, according to the school syllabus during the study, some subjects like entrepreneurship and Information Communication Technology (ICT) had been introduced without training the teachers to teach the subjects and providing the required training aids. In some schools Commercial teachers were assigned the duty to teach the new subject. This may impact negatively on the service delivery.

According to (HRM manual 1999:65), Human Resource Development refers to training of personnel to fill performance gaps to improve productivity and efficiency or to generate new

types of skills to meet an organisations projected skills need or to meet the requirements of new technologies. It concerns itself with the identification of training needs, the management of resultant training, human resources planning, career development and succession plans for line and staff developments. In line with this definition, most teachers have been trained under the Continues Professional Development (CPD) training programme so that they can teach in a modern way in order to avoid stagnation when new teaching methods are introduced.

This is further supported by the fact that training is an essential ingredient of manpower development and as a Human Resource Development factor, training is so crucial that the absence would spell stagnation and even regression of development. Training is a dynamic process of Human Resource Development in which knowledge, skills, and attitudes are conditioned to effectively achieve set administrative and development goals. From the study, it is evident that training in secondary schools is left to chance and is haphazard. The major challenge is that training is not properly guided and no training needs analysis is conducted for teachers and there were still problems in accessing sponsored training and study leave. This raises the need that training must be systematically planned.

The quality and effectiveness of education heavily depends on the quality of teachers. As the Ministry of Education, Science, Vocational Training and Early Education (2012) clearly puts it, the education and personal well-being of children in schools hinge crucially on the competence, commitment and resourcefulness of their teachers. The two pillars on which the professional competence of teachers rests are initial training and continuous career, professional and personal development. Prokopenko (1997) defines quality as conformity to set standards. Its user and or customer based. Increased quality actually reduces costs. For most schools, final examinations are the main determinants of success and put more emphasis on passing with better grades rather than on imparting desired skills and positive attitudes to students.

According to research entitled Impact of teachers' professional development on school improvement-an analysis at Bangladesh standpoint conducted by Hoque Kazi Enamul; Alam

Gazi Mahabubul; Abdullah Abdul Ghani Kanesean and Asia Pacific Education Review. This study found significant impacts of some of teachers' professional development activities on school pupil performance improvement. It also found that the maximum school improvement can be achieved if schools put more emphasis on teachers' collaboration, in-service training and classroom observation and less emphasis on individual action enquiry. The research findings confirm the literature review in that most respondents agreed that in-service training was capable of improved pupil performance.

According to Armstrong, training should follow systematic needs analysis. I infer that as long as selection criteria remains haphazard a view shared with Jagenu (2002) staff performance may not improve. Instead of following criteria for selection of teachers to undertake training based on individual training needs, training was administered in a haphazard manner. Such distortions in needs identification hinder the achievement of set objectives. Monitoring and evaluation (M & E) of training is not done for those who have been trained. This contrasts with observations of Christopher and Smith (1999) that while underscoring the value of M & E of training held that if one cannot measure the effects of training then it is useless to undertake it. Monitoring and evaluation is part and parcel of integrated training process which helps to redirect and reform the process whether intended outcomes are being realized or not. Evaluation is usually done during training session. This however, does not give the overall picture on impact of training initiative in relation to actual individual performance on job. The absence of follow up mechanisms casts a lot of doubts whether indeed staff performance has improved in schools.

6.5 Conclusion

In conclusion it can be said that training is effective in bringing desired outputs if it is done in the broader context of the organisations mission, vision and objectives. Therefore, knowledge skills and attitudes need to be constantly updated and rejuvenated. This is possible if training initiatives are properly designed. The attitude of teachers towards training provided is negative because the training initiatives are not designed properly at all and there is no value attached to those who have trained. This can only change if teachers can be consulted in the process of assessing their training needs and development of the training plan. For this to be

practical finances, teaching materials, trainers and other vital resources should be provided. Therefore the objectives of the study were achieved as they have been responded to.

Chapter seven

7.0 Conclusions and Recommendations

7.1 Overview

The purpose of this study was to establish the impact of training on work performance- a case of secondary schools in Chipata district. This chapter presents the conclusion of the research and the recommendations.

7.2 Conclusion

The respondents viewed the effective implementation of training and development of teachers as cardinal in the attainment of work performance. They also considered training and development as helpful in boosting the performance of students in secondary schools. In concluding the study has answered the objectives of the research. In relation to the first objective of examining the factors affecting teacher training offered by government to secondary school teachers. The study concludes that factors such as; teaching curriculum, teacher education level, department to which a teacher belongs, course time frame and the capacity of trainers. Furthermore, the availability of infrastructure, teaching materials, teacher's personal training needs, inadequate funding, and inadequate monitoring by standards officers affect the training of secondary school teachers.

In regard to the second objective of aligning in-service and upgrading training with the training needs and syllabi, the study concludes that training policies were aligned to training needs of teachers, and syllabi and curriculum of the education sector. However, these policies were not regularly update to suit the updated curriculum. It can further be concluded that the training programmes offered by the MoGE and schools are not satisfactory as teachers are fully involved in the development of these programmes.

As to the third objective of determine how in-service and upgrading training improves teachers' performance, the study concludes that, training has an impact on work performance behaviour as reflected by the responses and evidenced through teacher's output hence

affecting performance especially in science subjects. Although findings indicate that there is great improvement in providing short training programmes, performance has remained hampered, suggesting that there are underlying factors that affect performance. Training may lead to better performance if employees are provided with complementary inputs/resources. However, any programme not guided by clear policy is prone to implementation setbacks. The absence of clear policy puts matters to chance and miracles cannot be expected. Through training, knowledge, skills and change in attitudes are imparted which enhance confidence, competence and commitment respectively. Commitment is the most important of all. This means that if there are no changes in attitudes of teachers, skills and knowledge may not change much.

It is apparent that performance of individual is jointly influenced by ability and training. Thus training influences performance through ability factor and plays only partial role in determining the overall level of individual performance. Whereas training is necessary to develop and maintain internal efficiency of organisation, the supply of training input in itself may not guarantee improved performance unless other factors that need to complement training are addressed.

The attitude of teachers towards training provided is negative because the training initiatives are not adequately designed to address training needs of teachers and there is no value attached to those who have trained. There are poor selection criteria. Chance, accident and extraneous factors intrude in selection of participants for short-term training. In the end, wrong people attend right courses. The majority view training needs assessment not done in a proper manner before training is conducted. Training needs assessments were done through the Annual Performance Appraisal System (APAS), filling of questionnaires, verbal consultations between head teachers and supervisors, and observation by head teachers, which in some cases do not consider teachers training requirements. This provides an opportunity for teachers and the school to identify Training needs of teachers and design a suitable training program which can create desired impact on staff performance. However, it was evident that some teachers did not submit their training requirements. This is because they thought their needs were not being addressed by the education authorities as such the process of identifying training needs was viewed as a formality. This has resulted into some

individuals undertaking training without the knowledge of the provincial education office. The MoGE has a training plan in place but it is not covering all the training needs of teachers and not regularly updated to suit the updated syllabi and curriculum. In the absence of an all-inclusive training plan, adhoc decisions tend to prevail over long term planning in relation to human resource management and development in schools.

In-service and upgrading training improves teacher performance. However, the level of involvement of teachers is low as not all teachers undergo training in various skills so as to improve their knowledge. This will contribute to poor performance of teachers as they are not able to learn the new curriculum, syllabi and improved teaching methodologies. Poor supervision sometimes plays role in affecting staff performance as teacher training is not strictly followed by monitoring and evaluation to ascertain if the areas trained in are being implemented by teachers.

7.3 Recommendations

Based on the findings of this study, the following recommendations are suggested:

- Teachers need to understand the training policy adequately. Urgent steps involving all stakeholders should be expedited. The MoGE at district and provincial level should make a deliberate strategy of involving teachers in the review of the training policy and programme for the ministry with the participation of teachers and other key stakeholders so that all teachers are acquitted with the policy. A cost effective of doing this would be ensuring teachers submit their views through the zone representatives.
- The current methods and criteria for conducting training needs assessments and selection of teachers need review. There is need to strengthen the way the APAS system is used to get Training Needs Assessments (TNAs) of teachers as opposed to using several methods. This would enable the design of tailor made training which will address TNAs. The APAS system should be held in an objective manner as opposed to being subjective so that the Ministry can get the best out of it.

- There is also need for the Government to increase the allocation of funds for training and development in the Ministry of General Education. This will enable teachers to be exposed to in-service and upgrading training so that they can sharpen their skills. This should be coupled with consistent and adequate funding of public training institutions so that they are able to offer quality training to teachers.
- Monitoring tools designed should be reviewed constantly so as to suit the changing syllabi and curriculum. This should form the basis for effective monitoring and evaluation of training and development. This would not only ensure adherence to the training plans and programmes but would also reduce the manipulation of the training and development function. There is need to intensify the monitoring system for teachers so that teacher performance can improve. This will ensure that learners will benefit from the training offered. Education standards officers should put in place strong monitoring frameworks and ensure that monitoring is done on a regular basis and results of such monitoring are documented and shared with head teachers, deputy head teachers, heads of departments and teachers to improve their performance.

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Appendix I:

Questionnaire:

A questionnaire about Impact of training on work performance- case of Secondary Schools in Chipata district.

Introduction

Dear Respondent,

The researcher is a student of Master of Science in Project Management at University of Lusaka (UNILUS), Lusaka Zambia. I am undertaking research to generate data and information on the impact of training on work performance of Secondary School Teachers with focus on Government Aided Secondary Schools in Chipata district of Zambia.

You have been selected to participate in this study because the contribution you make to your organization is central to the kind of information required. The information you provide is solely for academic purposes and will be treated with utmost confidentiality.

Kindly spare some of your valuable time to answer these questions by giving your views where necessary or ticking one of the alternatives given. Indeed your name may not be required. Thank you for your time and cooperation.

SECTION A:

Background information

Please tick the appropriate box that best describes your opinion on the following:

1. Age of the respondent:

(a) 20-25.

(b) 26-30.

(c) 31-35.

(d) 36-40.

(e) 41 and above.

2. Sex of the respondent:

- (a) Male.
- (b) Female.

3. Marital status of the respondent:

- (a) Single.
- (b) Married.
- (c) Widowed.
- (d) Divorced.
- (e) Separated.

4a. What is your highest qualification?

- (a) Certificate
- (b) Diploma
- (c) Degree
- (d) Masters
- (e) Any other specify

.....

4b. Specify your field of specialization in 4a above.

- (a) Sciences
- (b) Mathematics
- (c) Commercial subjects
- (d) Languages
- (e) Social sciences
- (f) Any other specify

.....

5. How many years of experience do you have?

- (a) 0 to 5 years
- (b) 6 to 10 years
- © 11 to 15 years
- (d) 16 to 20 years
- (e) Above 21 years

6. What is the teaching level of the respondent?

- (a) Junior secondary school.
- (b) Senior secondary school
- (c) Both

7. Position of the respondent

- (a) Head teacher
- (b) Deputy Head teacher
- (c) Head of department
- (d) Section head
- (e) Teacher

8. Name of your department

- (a) Social sciences
- (b) Sciences
- (c) Languages
- (d) Business studies
- (e) Mathematics
- (f) Home economics

SECTION B:

Type of training and factors affecting teacher training

Please tick the appropriate box that best describes your opinion or write in the lines provided on the following:

9. Do teachers need in-service and upgrading training to support their initial teaching experience? (a) Yes (b) No

10. What training, if any, do they already have on which to build?

.....

11. What type of training do teachers need?

(a) Pre-service training (b) In-service training. (c) Upgrading training (d) all the stated three trainings (d) Any other specify.....

12. Will the training program provide specific new knowledge and skills needed by teachers?

(a) Yes (b) No

13. Is it for refining already acquired knowledge and skills? (a) Yes (b) No

14. There are staff training programmes that improve teachers' performance.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree

15. Teachers have undertaken training to improve their performance.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) strongly disagree

16. Teaching curriculum affects teacher training.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

17. Teacher education determines the type of training that can be offered.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

18. Department to which teachers belong affects teacher training.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

19. Course time frame affects the type of training offered to teachers.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree

20. Capacity of trainers affect type of training offered to teachers.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

21. Infrastructure availability affects training of teachers.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree

22. Teaching materials affects teacher training.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree

23. Teachers' personal training needs affect training.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

24. The type of school curriculum has impact on the type of training offered to teachers.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

25. Inadequate funding affects the type of training to be administered.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

26. Inadequate monitoring and evaluation affects the impact that teacher training can have on teacher performance.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree

27. What other factors affect teacher training programmes?

.....

28. There are a lot of complaints about staff training in Government aided secondary schools.

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree.

29. Could you explain more on teachers complaints if any?

.....

.....

SECTION C

Aligning of training to training needs and syllabi

Please tick the appropriate box that best describes your opinion or write in the lines provided on the following:

30. The Ministry has training policies that guide the training of staff in schools

(a) Strongly agree (b) Agree (c) Don't know (d) Disagree (e) Strongly disagree

31. Are the existing training policies satisfactory?

(a) Yes (b) No

32. If the answer is No then how can they be satisfactory?

.....

33. Are these training policies and procedures written down and known to teachers?

(a) Yes (b) No

34. How do management arrive at these training policies?

.....

35. Are the training policies aligned to training needs of teachers? (a) Yes (b) No

36. If No how can they be aligned to training needs of teachers?

.....

37. Are the training policies aligned to the syllabi/curriculum of secondary schools? (a) Yes (b) No

38. If No how can these policies be aligned to the syllabi and curriculum?

.....

39. Are they training policies regularly updated to suit updated curriculum? (a) Yes (b) No.

40. How are the training needs assessments done in your school?

(a) Recommendations from the Annual Performance Appraisal System.

(b) Filling in of skills questionnaires.

(c) Verbal consultations between head teacher and supervisor.

(d) Observation by the head teacher.

(e) All of the above.

(f) Any other specify.....

41. From the answer you have given in 39, are the training needs assessments adequately conducted? (a) Yes. (b) No.

42. If the answer in 40 is no, what improvements should be put in place?.....

.....

SECTION D

Effect of teacher training on performance.

Please tick the appropriate box that best describes your opinion or write in the lines provided on the following:

43. Have you ever been trained by your school/Ministry of Education?

(a) Yes. (b) No.

44. If yes what type of training were you offered?

(a) Pre-service training (b) In-service training. (c) Upgrading training (d) All the three above (e) Any other specify.....

45. How long did the training last?

(a) Less than a week (b) A week (c) Two weeks (d) Three weeks (e) More than three weeks

46. Did the training address your training needs? (a) Yes (b) No.

47. If No how can it be tailored to address your needs?

.....

48. Did the training address the needs of the school curriculum? (a) Yes (b) No

49. If No how can it be tailored to address the school curriculum?

.....

50. Did the training/programme (s) improve your performance? (a) Yes. (b) No.

51. If No how can it be tailored it improve your performance?

.....

52. Have you been able to implement what you learnt from this training/programme(s)?

(a) Yes.

(b) No.

53. If no give reasons.

.....

.....

54. Does the school has a training programme that it has developed?

(a) Yes (b) No

55. If no why is it so?

.....

56. What type of training is contained in the training programme?

.....

57. What procedures are used in selecting teachers for training?

.....

58. Is the training and development of teachers important? (a) Yes. (b) No.

59. If yes explain why it is important?

.....

.....

60. Training has influenced teachers 'attitude to work.

(a) Strongly agree. (b) Agree. (c) Don't know. (d) Disagree. (e) Strongly disagree.

61. There are differences among teachers who have undergone training and those who have not in terms of delivery of the subject matter and performance.

(a) Strongly agree. (b) Agree. (c) Don't know. (d) Disagree. (e) Strongly disagree.

62. Has training affected work relations among teachers? (a) Yes (b) No

63. If yes, explain

.....

64. Training has influenced teachers' commitment to work

(a) Strongly agree. (b) Agree. (c) Don't know. (d) Disagree. (e) Strongly disagree.

65. How has training affected teacher's commitment to work?

.....

66. Training has improved teacher job performance.

(a) Strongly agree. (b) Agree. (c) Don't know. (d) Disagree. (e) Strongly disagree.

67. How has training improved teacher job performance?

.....

68. Does teacher training make a difference to student achievement? (a) Yes (b) No

69. If yes what type of achievement?

.....

70. Are there challenges that impede teacher training in this school? (a) Yes (b) No

71. Mention some of these challenges?

.....

.....

72. What do you think can be done to improve training of Government secondary School teachers?

.....

73. Do you have any other general comments you wish to give to the researcher on this subject matter?

.....

THANK YOU FOR YOUR TIME AND COOPERATION.

Appendix II

Interview guide: (for senior management team members)

Please narrate how training has affected employee work performance in Secondary Schools. Indicate what impact the process has had on Staff Performance in terms of practice and its implications.

SECTION A

1. Name of the organisation.....
2. Position of the respondent.....
3. What are your qualifications?
4. For how long have you worked in the Ministry of General Education?.....
5. As an institution do you train teachers?
6. What kind of training do you offer?
7. In your opinion is the training and development of teachers important?.....
8. If the answer in 7 is yes explain

.....

9. In your opinion would you say teachers are accorded the required training and development?.....

10. Do you have a training and development plan for teachers for the province.....

11. Are teachers views incorporated into the development of the training and development plan for the province?.....

12. How are training needs assessments (TNAs) conducted in secondary schools?

.....

13. Is this conducted appropriately?.....

14. If not what should be the best way of conducting TNAs in secondary schools?

.....

15. Are the training needs of teachers incorporated into the teacher training and development plan for the province?.....

16. Is the implementation of competencies learnt from training effective?.....

17. In your opinion what training needs the training institutions consider in the planning, designing and implementing of training and development programmes?