

Influence of Training on Performance of Public Primary School Teachers

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Abstract

Training is practical instruction in job and task requirements. Performance is the means by which workers demonstrate that they have understood the training and can apply it in practical situations. The problem under study was that, many public primary school teachers in Kenya enroll for different trainings yet the performance of public primary schools remains dismal hence the study entailed establishing the influence of training on performance of public primary school teachers in Teso South Sub-county of Busia County. Objective of the study was to establish influence of training of public primary school teachers on their performance. The study was conducted in Teso south sub-county of Busia county, Kenya. Target population comprised one thousand and twenty four public primary school teachers. The study applied a survey research design. The sampling technique used was multistage sampling technique while the sample size was two hundred and eighty eight teachers. Questionnaires were used as the instrument for data collection. Quantitative data collected was analyzed using descriptive statistics while qualitative data was analyzed using thematic analysis. The study found out that majority of the respondents had the view that an employee's knowledge increased with training. The study recommended that teacher employer should put in place concrete plans to enable teachers continuously get exposed to training opportunities. The significance of the study was that it will help educational stakeholders know the amount of investment needed in teacher's training.

Keywords: Training, Knowledge, Skills, Commitment, Performance, Primary Schools

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