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

INTRODUCTION

Training is practical instruction in job and task requirements and methods. It may be provided in a classroom or workplace, and its objective is to enable workers to meet some minimum initial performance standards, to maintain their proficiency, or to qualify them for promotion to a more demanding position (Gilley, Quatro and Wykes, 2003). This is the means by which workers demonstrate that they have understood the training and can apply it in practical situations. Performance assurance is an ongoing process to ensure that workers meet performance standards and to identify where additional training is required. Learning capability is the foundation from which both organizational performance and individual growths are realized, Gilley and Quatro (2009).

According to Reynolds (2004), training is one of several responses an organization can undertake to promote learning; it involves the application of formal processes to impact knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. The concept of organizational learning recognizes that the way in which this takes place is affected by the context of the organization and its culture. Learning has been defined by Kim (2011) as the process of increasing one's capacity to take action. It can be described as the modification of behavior through experience. Training is the use of systematic and planned instructional activities to promote learning. The approach can be summarized in the phrase learner-based training. It is one of several responses an organization can undertake to promote learning. Knowledge cannot be seen but its effects can only be observed, this is because it is an invisible intangible asset and cannot be directly observed, many people and organizations do not explicitly recognize the importance of knowledge in comparison to their visible financial and capital assets, Sveiby (1997). Knowledge is the capacity to act. Knowledge of people greatly affects the safety, effectiveness, comfort and satisfaction with which the goals of an individual or an organization are formulated and attained. Knowledge provides an orderliness to our lives which allows us to conceptualize goals to anticipate and perceive events and to respond in accordance with the changing needs, purposes and desires, Sveiby (1997).

Sveiby (1997) asserted that an individual's behavior and performance depends both on knowledge that has been acquired through learning, practice and experience. The process of acquiring and retaining knowledge and believes in memory is referred to as learning and it is a product of all the experience of a person from the beginning of his or her life to the moment at hand. To have knowledge is to have the power to give a successful performance, not actually to be given one. Training programmes are so important in our society since they provide formal opportunities to acquire knowledge. As a result of these increased powers acquired as a result of training and education, the person has potential to perform better than he could before the training. Knowledge should be acquired, retained and remembered, Sveiby (1997).Skills include, reading, writing basic skills, creative thinking, decision making, problem solving, reasoning and ability to learn. These skills should impact on a persons' performance at their workplaces. Some employers rate communication skills, previous work experience, employer recommendations and industry based credentials as skills needed for success in workplaces, Zemsky and Oedel (1996).Only a handful of people will complain about having too much information about their performance, Zemsky and Oedel (1996). Therefore everyone should be reviewed including members of the management team; such reviews are better started at the top management.

There have been many studies on the links between human resource management and organizational performance. They have focused on the links between human resource management and how it may lead to improvements in worker or organizational performance. The idea is that a particular bundle of human resource practices has the potential to contribute to improved employee attitudes and behaviours, lower levels of absenteeism and labour turnover and increase the levels of productivity, quality and customer service. This practice ultimately improves performance, Zemsky and Oedel (1996).

Public primary schools in Kenya have since the introduction of free primary education been performing poorly as compared to the private schools (Ministry of education, Kenya, 2013) yet, many public primary school teachers have enrolled for different training programs with an aim of improving knowledge for their own personal development which boosts their commitment. Any employer seeks to use the employee's skills in attainment of his goals and so the employer's focus is on the end result, that is, how the performance will be affected by the training. Teso South for two consecutive years (2013 and 2014) recorded an insignificant change in the K.C.P.E results as shown in table 1, despite the high number of teachers going for training.

Table 1: Teso South K.C.P.E Sub-County mean score performance.

Y E A R	CANDIDATES	MEAN SCORE
2 0 1 2	2 5 6 4	2 5 7 . 4 6
2 0 1 3	2 9 3 0	2 5 7 . 6 7

Source: D.E.O Teso south (2014)

Globally, organizations and institutions undertake training and development programs with their employees, where the skills and knowledge of such employees should improve the institution's performance according to Zemsky and Oedel (1996).Primary school teachers in the government public schools in Kenya acquire different trainings, which the teachers expect to be recognized and appreciated by their employer. These Kenyan public primary school teachers attend different trainings in different set ups which gives them advanced skills and knowledge in handling the pupils they prepare for the national examinations and even other curriculum based activities. The ministry of education together with the Teachers Service Commission has also come up with additional training modules in partnership with various players in the education sector with an aim of equipping the teacher even more for them to improve in their performance. According to the 2013 K.C.P.E examination results of Teso South Sub-County, public primary schools posted a mean score of 253.30 compared to their private counterparts who had a mean score of 348.40 (D.E.O Teso south, 2013) despite the teachers in the public primary schools regularly attending training, because of this, this study sought to establish the influence of training on the performance of public primary school teachers in Teso south sub county.

The main objective of the study was to establish the influence of training of public primary school teachers on their performance. The specific objective of the study included was to establish the relationship between knowledge and performance of public primary school teachers. It was assumed that public primary school teachers number remained constant for the research period. It was also assumed that the respondents were willing enough to participate in data collection process mainly by giving their honest responses to question items in the questionnaire. The study findings add to the body of knowledge, in the area of training and development in human resource management discipline. It also helped in understanding how training influences the performance of public primary school teachers. This in turn could help education policy makers come up with training and development programs aimed at improving the knowledge hence the performance of teachers in public primary schools. The teacher employer ,based on the findings would know what position to take as far as recognition of such trainings is concerned. The study involved a study of how performance was influenced by training of the public primary school teachers in the Teso South Sub-County of Busia County found in the Western region of Kenya. The study was done to establish whether the trainings

teachers attended had a bearing on their performance or not. This was done between October and November of the year two thousand and fourteen. The study was done using a survey research design. Conducting a research on the performance of individual teachers made some of them uncomfortable and unwilling to give responses to the questions in the questionnaire instead they resorted to defensive debates, however, the researcher convinced them that the responses were purely for the academic work.

LITERATURE REVIEW

Theoretical Literature Review

Adams (1965) in equity theory proposed that a fair balance should be struck between an employee's inputs and the employee's outputs, establishing this fair balance serves to ensure a strong and productive relationship with the employee. The end result will be contentment, motivation among the employees who otherwise will feel demotivated both in relation to their job and employer if they had a feeling that their inputs are greater than the outputs. The employees react to this imbalance differently; may be through reduced effort, absenteeism, becoming disgruntled or even exiting the organization. Therefore managers should seek to find a fair balance between the two ends. After a teacher has completed training and he or she has acquired additional knowledge and skills, how he or she views the balance may affect his or her performance. The Table 2 is a summary of examples of inputs and outputs as per the equity theory.

Table 2: Examples of Inputs and outputs

Input	Output
Effort	Financial rewards
Hard work	Recognition
Commitment	Job security
Skill	Sense of growth
Ability	Responsibility
Flexibility	Praise

Source: Adam's Equity theory (1965).

Predicted outcome value theory posits that people seek information in initial interactions and relationships to determine the benefits of interpersonal relationships by predicting the value of future outcomes whether positive or negative. If an employee predicts a positive outcome in the relationship, he or she gets attracted to the relationship but if he or she predicts a negative outcome, he or she pursues limited interactions or possibly terminates the relationship altogether, Sunnafrank (1986). If a teacher realizes that the training he or she undertook or is

undertaking has a positive outcome, and then such a teacher will invest a lot in the training otherwise the teacher may want to have nothing to do with the training if a negative relationship is predicted.

Kirkpatrick's (1959) learning and training evaluation theory looks at learning and training evaluation aspects in four critical areas which are; reaction, learning, behavior and results. Reaction explains the response of the persons participating in the training experience. It explains the relevance the participants attach to a training session. On Learning, the Kirkpatrick's (1959) theory looks at the increase in knowledge or intellectual capability before and after training. It looks at the new aspects that have been learned and at the relationship between what the learners have learned and what was intended to be the outcome. The end relationship between criterion behavior and terminal behavior. The behavior aspect explains the extent to which trainees applied the learning got to change their behavior, this could be immediate or several months after the training. Then it also analyses whether the change in behavior was sustainable. On the results, this explains the effect on business environment or performance resulting from the training. Measures would be organizational key performance indicators such as output volumes, timescales, staff turnover, attrition, wastages, growth retention, achievement of standards and accreditations, Kirkpatrick's (1959). According to the theory, it is expected that a teacher will have improved reaction in his or her place of work as a result of training an act that will make his or her performance to improve.

Empirical Literature Review

A study by Kulshrestha and Kshama (2013) on teachers training and professional competencies in Pakistan had the main objective of the study as, to find out the relationship between teachers training and their competencies professionally. It found out that the teachers who consider their job as profession should not work with pecuniary motives but with a sense of dedication for the cause of education. The development of the professional competence of a teacher was incomplete without the code of conduct. To be an ideal teacher along with the above mentioned professional competence, the teacher education should help the teacher to adopt and follow the professional ethics of teaching, relationship with students and relationship with parents.

Brian and Lars (2012) carried out a study on the relationship between general teacher characteristics and student learning in Chicago had the main objective of the study as to establish the relationship between teacher characteristics and student learning. On the methodology used, a quasi-experimental research design was used while regression discontinuity strategy was used in the analysis. The study found out that there was a marginal

increase in the in-service training effect on either reading or mathematics achievement of elementary school children in school hence performance.

In Germany, Mosvold and Fauskanger (2014) carried out a research on teachers' beliefs about mathematical horizon content knowledge with the purpose of finding out how teacher's discussions of mathematical knowledge for teaching items elicited their beliefs about the knowledge needed to teach mathematics. Interviews and secondary data that is transcripts were analyzed in a qualitative content analysis in a three step approach and the results got indicated that teachers disregarded important aspects of knowledge at mathematical horizon from their teaching knowledge.

A study by Hill, Rowan and Ball (2005) on the effects of teachers' mathematical knowledge for training on student achievement. The study explored whether and how teachers' mathematical knowledge for teaching contributes to gains in students' mathematics achievement. A linear mixed model methodology was used, from which it was discovered that teachers' mathematical knowledge was significantly related to student achievement gains in both first and third grades controlling for key students and teachers level covariates. While this result was consistent with findings from the educational production function literature the results were obtained using a measure of the specialized mathematical knowledge and skills used in teaching mathematics.

Shepherd(2013) in the study on the impact of teacher's subject knowledge on the learners performance in south Africa, assessed the impact of teacher subject knowledge on the learners' performance using a nationally representative dataset of grade 6 students in South Africa. Secondary data on learner test scores in two subjects was used to identify pupil across subject variation in performance. The findings suggested that teachers with positively related knowledge factors associated with effective teaching such as high teacher quality, opportunity to learn and quality of training but not the level of education.

According to a study carries out by Adebola (2011) on primary school teachers' knowledge of primary education objectives and pupil's development, had the main objective of the study as to examine the primary school teacher's awareness of primary education objectives, their perception of the teaching profession and their concern for their affective and cognitive development of pupils in primary schools in Ibadan, North local government area of Oyo state Nigeria. The study found out that 72.35% of sampled teachers had knowledge of primary school education objectives in Nigeria and below average percentage of teachers, 43.57% perceived teaching as a lucrative profession. Also the majority of teachers had interest in the cognitive and affective development of their pupils.

Also a study by Omosewo (1998) on the effects of the teachers' academic qualification on senior secondary student's performance in physics in Nigeria, the main objective of this study was to find out the difference in the performance between students taught by qualified physics teachers and those taught by unqualified physics teachers. The study employed a descriptive survey research methodology. The findings were that there was a significant difference between performance of physics students taught by qualified physics teachers and those taught by unqualified physics teachers. The conclusion was that the performance was affected by the qualification.

Kasirye (2009) on determinants of learning achievement in Uganda had the main purpose of the study as, to find out the impact of individual and school characteristics on grade 6 pupil achievement using a rich dataset from Uganda. The study dealt with an important selection issue in Uganda, combination of fixed effects and variables capturing sample selection. Questionnaire was used to collect data with empirical results revealing that the teacher training was important for improving school performance. Indeed, having the mandatory two year of teacher training was more important than a teacher's own cognitive ability. On the other hand access to classroom resources raise children's cognitive outcomes should concentrate on providing in service teacher training as well as ensuring that classrooms are properly furnished.

Gituahi (2012) studying on human resource factors influencing pupil's performance in K.C.P.E in Thika west district, in Kenya. The study sought to establish the HR factors influencing academic performance in K.C.P.E in Thika west district. It targeted 9923 pupils and 329teachers and 27 head teachers. The sample size comprised 300 respondents. It used a stratified sampling technique to come up with the sample size. A questionnaire was used to collect data which was analyzed using descriptive and inferential statistics. From the findings it was established that teacher to pupil ratio was very high which negatively affected the performance. The study found out that taking higher education and training refresher courses and on job learning were the most significant aspect of staff development.
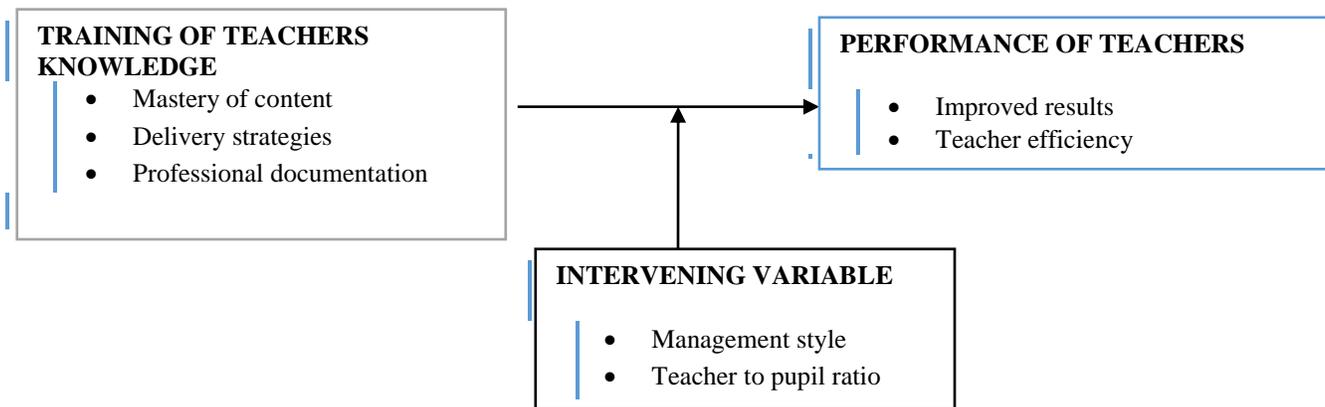
Odera, Mise, Ayuya (2013) in their study on the influence of teacher characteristics on students' academic achievement among secondary schools, the main objective of the study was to establish the relationship between teacher characteristics and students' academic achievements. On methodology, it applied a causal comparative research design. They used a questionnaire to collect the data which was analyzed using descriptive and inferential statistical techniques. The study findings suggested that there was no significant relationship between teacher characteristics and student academic achievement. The study was conducted in Nandi South district Kenya in the year two thousand and twelve. Simple random sampling was used to

select one teacher in each school. This study confined itself to the secondary schools and on how the general teacher characteristics affected students' academic achievement, however, the influence of training on the performance of the public primary school teachers was not brought on board.

Conceptual Framework

The study involved a critical look into the relationship that exists between the training of primary teachers and their performance in the national examinations and other competitive co- curricular activities. The independent variable was training which was be measured by; knowledge of a teacher. The study also had dependent variable as performance as reflected in the parameters such as quality of results and teacher efficiency. The intervening variable was the managerial style and the teacher to pupil ratio. These intervening variables may affect the performance just as much as training affect performance of teachers in primary schools as shown in Figure 1.

Figure 1. Conceptual Framework

TRAINING OF TEACHERS KNOWLEDGE
- Mastery of content
- Delivery strategies
- Professional documentation

PERFORMANCE OF TEACHERS
- Improved results
- Teacher efficiency

INTERVENING VARIABLE
- Management style
- Teacher to pupil ratio

RESEARCH METHODOLOGY

Research Design

A survey research design was used in the study where individual units were sampled from the population according to Weis, Banilower, Mcmahon and Smith (2001). The design was appropriate because it was an efficient method for systematic collection of data from a broad spectrum of individuals. It also gave high representativeness, precise results and also gave an in-depth investigation of the variables that were under investigation in the selected location. It also made it possible to compare and verify the information across several schools in the Teso South sub county.

Target Population and Study Area

The population of the research was trained public primary schoolteachers in the Teso south sub county. The total population of public primary school teachers in the sub-county was one thousand and twenty four (1024). This number was spread across the two administrative units which are Chakol and Amukura. (District Education Office, Teso South 2014).The location of the research was Teso South Sub-County of Busia County in the Western region of Kenya. The Teso south sub county stretches from the South East of Busia town. The area was selected owing to its relatively high number of teachers attending the in-service training courses in Busia County (County Education Office, Busia 2014).The Sub County is on Kenya - Uganda border and comprises two divisions which are Amukura to the north and Chakol to the south.

Sampling Technique

A multistage random sampling technique, as suggested by Agresin and Finlay (2008) was used as it created a more representative sample, it created simplification of the population and a large number of units could be sampled easily due to sequential sampling and also helped to control systematic bias in a better way. In multistage random sampling technique, the population was divided into groups. A large primary sampling unit for this the Teso south sub county was selected followed by the divisions that made up the sub-county these were Chakol and Amukura. Then the locations within each division were targeted and then some schools within each of the locations from which the sample were drawn. The multistage random sampling technique also introduced an element of complete randomness and wider inclusivity in the study.

Sample Size

The sample size was two hundred and eighty eight public primary school teachers in the Teso south sub-county based on the Yamane's (1967) formula for estimating the study sample size. Yamane (1967) provides a formula to calculate sample sizes. A 95% confidence level and precision level of 5% were assumed for formula below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the total population size and e is the level of precision. Applying the Yamane (1967) formula with the total population of one thousand and twenty four, the sample size was got as shown below,

$$n = \frac{1024}{1 + 1024(0.05)^2}$$

$$n = \frac{1024}{1 + 2.56}$$

$$n = \frac{1024}{3.56} = 288 \text{ teachers}$$

Data Collection

The data gathered comprised primary data which was collected through the use of a questionnaire which was self-administered to the selected sample. The questionnaire comprised of demographic questions and open ended questions on knowledge. The questionnaires were designed for public primary school teachers in Teso south sub county. The questionnaires given out were 288 in number and those returned were 242.

After permission to collect data was sought from the post graduate School of Jaramogi Odinga Oginga University of Science and Technology,(see Appendix II).After due permission was granted, primary data was collected through structured questionnaire, in which the respondents (who were teachers) responded to both demographic, training and performance based questions (see Appendix III). The questionnaire was the most appropriate because, its results could be analyzed more scientifically and objectively than other forms of research, according to Popper(2004).The questionnaire also collected large information from many people in a short time. The questionnaires was self- administered and were delivered to the sampled teachers in primary schools in Teso south sub-county and then collected after two days, this was to give the respondents enough time to respond to the items in the questionnaire and also avoid disrupting their day's activities.

Validity of the Instrument

Validity indicates the degree to which an instrument measured what it was supposed to measure; the accuracy, soundness and effectiveness with which an instrument measured what it is intended to measure according to, Kothari (2010) or the degree to which results obtained from the analysis of the data actually represent the phenomena under study Mugenda & Mugenda (2008). Validity of the questionnaire was established by the two supervisors from Jaramogi Odinga Oginga University of Science and Technology.

The research instrument was availed to the supervisor, who established its content and construct validity to ensure that the items were adequately representative of the subject area that was under study as per Cozby (2001).The validity index was 0.55.This was a good index. According to Cronbach, to the question "what is a good validity coefficient?" the only sensible answer is "the best you can get", and it is unusual for a validity coefficient to rise above 0.60, though that is far from perfect prediction, Cronbach(1990).

Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials Nsubuga (2005). Research requires dependable measurement. Nunnally (1978) Measurements are reliable to the extent that they are repeatable and that any random influence which tends to make measurements different from occasion to occasion or circumstance to circumstance is a source of measurement error. Reliability is the degree to which a test consistently measures whatever it measures Gay (1987). This research study used test-rest method which involved administering the same scale or measure to the same group of respondents at two separate times. This was after a time lapse of one week. The scores from Time 1 and Time 2 were then correlated in order to evaluate the test for stability over time. After this was done the reliability index was found to be0.82.A pilot study was conducted in two schools in the sub county not in the sample. The two schools were used for pilot study. Test re-test method was used to test for reliability of the instrument. The instruments was administered to the respondents and re-administered to the same respondents after one week. This was in line with Shuttleworth (2009) who stated that the instrument should be administered at two different times and then the correlation between the two sets of scores was computed. The Shuttleworths test retest formula was used to get the coefficient to estimate the reliability.

Data Analysis

Quantitative data Analysis

Quantitative data was edited in order to detect errors and omissions and to correct these where possible. This involved a scrutiny of the completed questionnaires to ensure the data was accurate and consistent with other facts got and is in a manner to facilitate coding. The raw data was then be coded that is, assigned numerical and other symbols so that the responses could be put into limited number of classes or categories which were appropriate to the research objectives under study. Tabulation was done to summarize and arrange demographic data in a compact form for further interpretation which was done using descriptive statistics such as frequencies and percentages.

Qualitative Data Analysis

Qualitative data from the open ended questions was analyzed by use of thematic analysis as proposed by Boyatzis (1998), in order to determine the relationship between training and performance hence make a logical and rational conclusion of the results got. The raw data from open ended questions was put in themes for each of the 242 questionnaires that were filled completely. The themes got were then discussed with reference to the literature review made of

other related studies done.Unique responses leading to themes from the respondents were quoted verbatim. The respondents were teachers and to enhance the anonymity, the questionnaires returned were labeled, Teacher 1 to Teacher 242. This was used in the discussion to represent data for instance from Teacher 1 data contained in the first questionnaire for the purpose of analysis.

Ethical Considerations

Sommer and Sommer (2004) argue that ethical considerations such as confidentiality, anonymity and avoidance of deception are very important issues in social research. For the purpose of this study, respondents who were teachers were assured that no information that reveals their identity will be released without their consent. The purpose of the research was well explained to the respondents both verbally and through a letter in appendix I. Permission was first sought from relevant authorities and a letter granted to allow the researcher to carry out the research. Furthermore, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their responses (see appendix I). Respondents were given a chance to seek any clarification on the research process before agreeing to be involved in the research study free from duress when considering whether they were to participate in the study.

ANALYSIS AND FINDINGS

Table 3: Response Rate.

Categories	Frequency	Percentages
Response	242	84.0
Non Response	46	16.0
Total	288	

As shown in Table 3, the researcher targeted a total of 288 respondents in Teso South Sub County, Busia County. However, it was not possible to get back all the dully filled in questionnaires, out of the total 288 respondents, 242 responded by filling the questionnaires fully. This represented a response rate of 84%.According to Don (1978), a response rate of 70% is sufficient and so the response rate of 84% was above the reasonably acceptable percentage of 70% and so was deemed adequate and sufficient by the researcher for purposes of data analysis.

Composition of the Respondents by Teaching Experience

Table 4: Composition of the Respondents by Teaching Experience

Variable	Aspect	Frequency	%
Experience in Teso south sub county service (years)	0 - 5	19	8.0
	6 - 10	24	10.0
	11-15	73	30.0
	Above 16	126	52.0
	Total	242	100.0

Source: Research Data (2014)

From table 4, 8% of the respondents worked for 5 years and below, 10% of respondent for 6 to 10years, 30% have worked in Teso South Sub County for 11 to 15 years, 52% have an experience of above 16 years. This indicated that majority of the respondents had worked for a period of above 16 years. Therefore most of the teachers were experienced going by the number of years they had taught.

Knowledge and Performance of Public Primary School Teachers
Effects of Training on Carrying Out of Duties
On the effect of the training(s) the teachers had got on how they carried out their duties, some teachers reported that training had equipped them with fundamental skills that enabled them attend to their duties effectively, while some reported to have acquired new skills, as a result of training, to deal with issues on curriculum matters. On the open ended question of how the training(s) the teachers had got had affected how they carried out their duties, one teacher replied as follows; 'as a result of training, I have acquired new skills to deal with issues in curriculum matters' (Teacher 2).To some, training had enabled them to plan, consult and focus on their delivery.

While for others, training had made them become disciplined and committed to their work and this had a positive impact as their attitudes had changed and made them effective. On the same question of how the training(s) the teachers had got had affected how they carried out their duties, some teachers replied as follows; 'training has enabled me to plan, consult, focus on delivery and time management' (Teacher 6) another one reported, 'training has made me disciplined and committed to my work' (Teacher 7).Others reported that training had a positive impact on how they delivered and handled their pupils as it had enabled them to carry out their duties without any problem because they understood what to do. On the question of how the training(s) the teachers had got had affected how they carried out their duties, one teacher replied as follows; 'training has had a positive impact on how I deliver and handle my pupils'

(Teacher 14). These results are related to those of Kasirye (2009) studying on determinants of learning achievement in Uganda, in which the main purpose of the study was, to find out the impact of individual and school characteristics on grade 6 pupil achievement using a rich dataset from Uganda. The study dealt with an important selection issue in Uganda, combination of fixed effects and variables capturing sample selection. The results were that access to classroom resources raise children's cognitive outcomes and should concentrate on providing in service teacher training as well as ensuring that classrooms are properly furnished.

Training had created in some a strong personality to enable them handle the pupils well. For others, their professional confidence had improved while others had been enabled to handle learners according to their level and in a professional way due to the professional training got. Training had enabled some to deliver to the learners very well and had made their work easier. On the same question of how the training(s) the Teachers had got had affected how they carried out their duties, one teacher replied as follows; 'training has helped me since I handle my duties professionally' (Teacher 19).

Some reported that the trainings had given them skills, knowledge and attitudes of working. Some reported having improved tremendously in service delivery after undergoing various trainings. Some reported improved teaching methodology as a result of training. On the question of how the training(s) the teachers had got had affected how they carried out their duties, some teachers replied as follows; 'training has enabled me to carry out my duties without any problem because I understand what to do' (Teacher 24) another one reported, 'training has improved my skills and knowledge in performing my duties as a teacher' (Teacher 25) while another one reported 'as a result of training, I carry out my duties well, as my profession requires of me' (Teacher 45) another one just reported, 'yes, training has improved my decision-making, problem solving and interpersonal skills thus enhancing my effectiveness on duty' (Teacher 54).

Some could prepare their lessons well methodologically and general content delivery had improved as a result of training. Others could now set achievable objectives while for others the trainings had improved their school performance in terms of the means got in national exams. On the question on how the training(s) the teachers had got had affected how they carried out their duties, some teachers replied as follows;'I can prepare my lessons well methodologically and general content delivery has improved professionally' (Teacher 146) another one reported 'trainings have improved by my school performance in terms of the school national exams' (Teacher 182) another said, 'training has positively impacted me on this' (Teacher 184) others reported, 'training has greatly assisted me in lesson preparation methodology and general content delivery' (Teacher 185) another one reported 'training has

made me to always act in the interest of individual pupils and others' (Teacher 186) while for another 'I know how to teach well because of training' (Teacher 237). Similarly, Kulshrestha and Kshama (2013) studying on teachers' training and professional competencies in Pakistan had the main objective as to find out the relationship between teachers training and their competencies professionally. The study found that to be an ideal teacher along with professional competencies, the teacher training should help the teacher to adopt and follow the professional ethics of teaching, relationship with students and relationship with parents.

Effects of Training on Mastery of Content and Its Delivery to Pupils

On the effect of training on content mastery and its delivery to pupils, some teachers reported that the content mastery was perfect and learners grasped it so well. Some said their content mastery had been enhanced through the training while some reported that content delivery to the pupils had been made easier as a result of the trainings. On the question on how the training(s) the teachers had got had affected their mastery of content and how they delivered it to the pupils they teach, some teachers replied as follows;'training has helped me in mastering the content and how I deliver to pupils' (Teacher 16) another one said,' training has enabled me master the content well and has also boosted my confidence' (Teacher 17).

Some said they could deliver very well since they used various teaching methods taught in the trainings. Some used the language to the understanding of the learner owing to the training they had got. For others training had enabled them to master the content well and had also boosted their confidence. Others reported that, due to training, the delivery was up to date and to the level of the class some were assigned to teach. The trainings had given some knowledge of handling different kinds of learners while for others it had helped them in mastery of content during class presentation. On the question of how the training(s) the teachers had got had affected their mastery of content and how they delivered it to the pupils they teach, some teachers replied as follows; 'training has given me knowledge of handling different kind of learners' (Teacher 24) while another one reported 'training has helped me in mastery of content during class presentation' (Teacher 25) for another one, 'the mastery of content and delivery has improved as a result of training' (Teacher 27) yet another one reported that 'training has made the mastery perfect with thorough research and consultation with other colleagues' (Teacher 29) for another one, 'confidence to work and hard work have made me to efficiently achieve the goals' (Teacher 31) while one reported that 'skills and knowledge got in training guide me on the mastery of content and methods of teaching' (Teacher 33) yet another one reported 'training has made me conversant with content and the usage of the learner centered approaches' (Teacher 35).

To some, due to training, the content mastery was perfect with thorough research and consultation with other colleagues. Some reported increased confidence to work and hard work which had made some to efficiently achieve the goals, as a result of training. Skills and knowledge gained had helped some and guided them in mastery of content and improve teaching methods. On the question on how the training(s) the teachers had got had affected their mastery of content and how they delivered it to the pupils they teach, some teachers replied as follows; 'I have mastered the content and this has helped me in carrying out the work plus delivery' (Teacher 43) another one reported 'learners learn with less problems because I vary my methods in class methods got from the trainings' (Teacher 44) for another one, 'training has promoted confidence in teaching' (Teacher 46) another one said 'the environment in which you handle pupils dictates the delivery' (Teacher 47) while for another one 'this is quite effective, systematic and followed by the learners' (Teacher 53) another one said 'trainings I have got have broadened my mastery of subject matter' (Teacher 54) while another reported 'training helps me master in what I have to teach and what pupils learn' (Teacher 55) another one reported that 'they have enhanced my mastery of the content and its delivery' (Teacher 57). Training had made some conversant with content and the usage of the learner centered approaches. Planning earlier had helped some teach with confidence enabling most of the pupils to pass in the national examinations.

For some the content that had been mastered had helped them in carrying out the work plus delivery. Learners learned with fewer problems because some reported to be varying their methods in class. On the question on how the training(s) the teachers had got had affected their mastery of content and how they delivered it to the pupils they teach, some teacher replied as follows; 'this is quite ok and within professional approach' (Teacher83) another reported 'I am updated and to the level of the class am assigned to teach' (Teacher 84) while another one reported 'because of the trainings content mastery and delivery is good' (Teacher 85) yet for another, 'training has enabled me to get enough know of my learners' (Teacher 86) for another one, 'I have gained the right platform for content delivery and mastery '(Teacher 109) while another one, 'training has made me improve in this area' (Teacher 110) another one reported 'this has gone up since we learned it at college' (Teacher 112) while another one reported 'reading the syllabus and reference material' (Teacher 113). These results are also related to those of Adebola (2011) studying on primary school teachers' knowledge of primary education objectives and pupil's development, where the main objective of the study was to examine the primary school teacher's awareness of primary education objectives, their perception of the teaching profession and their concern for their affective and cognitive development of pupils in primary schools in Ibadan, North local government area of Oyo state Nigeria where it was found

that 72.35% of sampled teachers had knowledge of primary school education objectives in Nigeria and below average percentage of teachers, 43.57% perceived teaching as a lucrative profession. Also the majority of teachers had interest in the cognitive and affective development of their pupils.

The environment in which the pupils were handled dictated the delivery according to some. Training had enabled some Teachers to understand learners and make them participate very well in their lessons. The pupils taught had improved in answering and asking questions during class delivery. For some training had made them effective and had improved on the performance. Some said that they were quite effective, systematic and that they followed the learners' processes as a result of training. Trainings some had got had broadened their mastery of subject matter and it helped some master what had to teach and what their pupils learnt. On the same question of how the training(s) the teachers had got had affected their mastery of content and how they delivered it to the pupils they teach, one teacher replied as follows; 'the training has helped me in mastery of the content during class presentation' (Teacher 149).

Some just reported that they were quite ok and within professional approach as a result of the trainings. Some said that they were updated and to the level of the class they were assigned to teach. To some the trainings had enabled them to get enough know of their learners. Some said that the strategies had gone up since they learned them at college. For some, they had gone up a notch higher. On the question on how the training(s) the teachers had got had affected their mastery of content and how they delivered it to the pupils they teach, one teacher replied as follows; 'training has enhanced my mastery of the content to a great extent' (Teacher183). Training had enabled some attend to work in a better way. Some reported that the strategies had gone up and they knew well what they taught. With training, some said they were better off. Some reported to be using learner centered strategies after trainings. The training had helped some in mastery of the content during class presentation. On the question on how the training(s) the teachers had got had affected their mastery of content and how they delivered it to the pupils they teach, some teachers replied as follows; 'it has helped me in mastery of content during class presentation' (Teacher 211) while another one reported 'my delivery and mastery has greatly improved with my training' (Teacher 220). Similarly, Mosvold and Fauskanger (2014) in their study on teachers' beliefs about mathematical horizon content knowledge in Germany had the purpose of the study as to find out how teacher's discussions of mathematical knowledge for teaching items elicited their beliefs about the knowledge needed to teach mathematics. The study also found that teachers disregarded important aspects of knowledge at mathematical horizon from their teaching knowledge.

Effects of Training on Delivering and Innovation Strategies

On the effect of training on the strategies used to deliver and innovation, some teachers reported that sometimes they applied the methodologies they learned during training. Some reported that in most cases, they used improvision of resources and use of child motivation, question and answer and discussions. Some teachers reported that they were more effective in motivation of the learners as a result of training. Some reported to use learner appreciation and incentive use as taught at college. Others used good learner centered methods.

On the question on how the training(s) the teachers had got had affected the strategies they used and innovation, some teachers replied as follows; 'sometimes I apply the methodologies I learned at training' (Teacher 1) while another one reported that 'mostly in the improvising of resources and child motivation as trained' (Teacher 2) another one, 'question and answer, discussions' (Teacher 5) for another one, 'I use motivation, teaching and learning materials use, learner appreciation and incentive use' (Teacher 7) another one reported 'I use good learner centered method' (Teacher 9) yet another one reported, 'by preparing before teaching and following the syllabus' (Teacher 13) while another reported 'I use various methods, teaching and learning materials depending on the topic' (Teacher 14).

Some teachers said they prepared before teaching and that they followed the syllabus. Others said strategies had improved. Others reported that they used various methods, teaching and learning materials depending on the topic. Some teachers had child centered learning situations and used teaching aids and hands on experience. On the question of how the training(s) the teachers had got had affected the strategies they used and innovation, some teachers replied as follows; 'use of teaching aids and hands on experience' (Teacher 16) another one reported 'by planning for my teaching and motivating my learners' (Teacher 17) while another reported 'improving and increasing the contact with learners' (Teacher 18) another one reported that 'vary with the content and place or season' (Teacher 23) yet another one, 'testing the learners, asking questions and doing revision in class' (Teacher 24) another reported that 'it has helped me to deliver in class as per the training' (Teacher 25).

For others planning for their teaching and motivating their learners is all they used. Others just reported improving and increasing the contact with learners as the strategy they used. Some always grouped the learners so that they could learn from each other. Some used appropriate methods of content delivery; deduction method, induction and conditional learning as they had been taught. On the question on how the training(s) the teachers had got had affected the strategies they used and innovation, some teacher replied as follows; 'I always group the learners so that they can learn from each other' (Teacher 27) another reported that 'I use practical and experimental methods' (Teacher 28) another one reported 'I do this within the

bounds of the requirements' (Teacher 29) yet another one reported 'appropriate methods of content delivery are used' (Teacher 31) another one reported that 'training has enabled me to select the most appropriate methods of teaching' (Teacher 32) another one reported 'I use deduction method, induction and conditional learning as trained' (Teacher 34).

Some reported that by varying teaching and learning approach as trained, it provided the resources or innovation that enabled learners to be active during the lessons. Practical approaches, child centered in any activity carried out were the strategies used by some. Some reported that, training they had, assisted them develop a higher level of creativity and innovation, because of strategic planning of lessons and varying the teaching methods. On the question on how the training(s) the teachers had got had affected the strategies they used and innovation, some teachers replied as follows; 'reading widely, preparing before teaching and varying the teaching methods' (Teacher46) another one reported 'the strategies enable learners to be active during the lessson' (Teacher 49) another Teacher reported 'practicals skills making of charts' (Teacher 50) another one reported 'practical approaches, child centered in any activity carried out' (Teacher 51) while for another one, 'improvisation of apparatus, learning and teaching aids and resources' (Teacher 52) while for another one, 'use of practical approach, demonstration and dramatization' (Teacher 53) for another one, 'training has assisted me develop a higher level of creativity and innovation' (Teacher54) another one reported 'because of training, I do strategic planning of lessons and vary the teaching methods' (Teacher 55).

Some reported that training had enabled them to alternate their strategies, motivation of learners using teaching and learning materials. Others reported that training had helped them to deliver as per their training. Some reported that they were able to select the most appropriate method. Others reported that training had made them well as we share with colleagues. On the question on how the training(s) the teachers had got had affected the strategies they used and innovation, some teacher replied as follows; 'I vary with content place or season' (Teacher 60) another one reported 'testing the learners, asking questions and doing revision in class' (Teacher 86) another one reported 'strategies within the profession and my own creativity' (Teacher 91) while yet another reported 'am able to select the most appropriate method' (Teacher 94).

Some teachers reported that training had given them many strategies to pick from have a variety of teaching and learning aids which are child centered including use of focal group discussions. Some said that they monitored their learners closely and this had helped them to deliver in class as per their training. Others reported that their strategies were good, and improved because of the trainings and that they borrowed a lot from college training. On the question on how the training(s) the teachers had got had affected the strategies they used and

innovation, some teachers replied as follows; 'training has given me many to pick from' (Teacher 176). Another one reported 'have a variety of teachings and learning aids' (Teacher 181) another reported 'I involve my learners in classroom interaction' (Teacher185). Shepherd (2013) similarly studying on the impact of teacher's subject knowledge on the learners performance in south Africa, in which the impact of teacher subject knowledge on the learners' performance using a nationally representative dataset of grade 6 students in South Africa. Found related results that teachers with positively related knowledge factors associated with effective teaching such as high teacher quality, opportunity to learn and quality of training but not the level of education.

Effects of Training on Professional Documentations

On the effect of training on professional documentation and individual expectations, some reported that they entirely depended on the skills they had learned during training in keeping of clear and up to date records and that they expected great improvement. Some expected to see good performance of their pupils since the documents were well recorded and kept. Some reported that they had high expectations and that they expected their learners to be all round molded like their teachers. On the question on how the training(s) the teachers had got had affected the professional documentation and their expectations as professional teachers, some teacher replied as follows; 'I entirely depend on the skills I learned at training' (Teacher 1) another one reported that 'I keep clear and upto date records and I expect great improvement' (Teacher 2)while another reported 'well recorded and good performance' (Teacher 4) another one reported 'documents are well kept and expectations are very high' (Teacher 5).

Some teachers reported that the training had helped them to come up with different strategies in addition to professional documentation. Some reported that the documents were quite necessary to a professional teacher. Some reported that training had helped them to improvise when necessary. Some reported that professional documentation was up to date and that all documents were always up to date schemes of work and practically. On the question on how the training(s) the teachers had got had affected the professional documentation and their expectations as professional teachers, some teacher replied as follows; 'I have a p1 certificate but expect to get a master's in education' (Teacher 17) another one reported 'training has enabled me handle the children professionally' (Teacher 18) while another reported 'it has helped me to come up with different strategies' (Teacher 19) another one reported 'the documents are quite necessary as a professional teacher' (Teacher 21). Training had helped some to work towards meeting the expected standards of the work and enabled them in preparation of schemes of work, lesson plans, records of work covered registers and others.

Others reported that the training assisted them in delivering to obtain objectives and make their work easier. Some prepared all the necessary professional records on daily basis as trained. Some reported that the knowledge of preparing and handling professional documents had enhanced their competence for improving performance and assessment as an indicator. On the question on how the training(s) the teachers had got had affected the professional documentation and their expectations as professional teachers, one teacher replied as follows; 'addition of professional documentation' (Teacher 26). Some said training had enabled them gain further information and that they prepared the records well because they knew how to. Some reported that training had helped them on professional documentation and this had helped them to work towards meeting the expected standards. Others reported that they were taught how to prepare the schemes of work and practicals with the training. On the question on how the training(s) the teachers had got had affected the professional documentation and their expectations as professional teachers, two teachers replied as follows; 'these are easily made due to training' (Teacher60) and that 'as a professional teacher, the documents are necessary' (Teacher 70).

Some said that trainings gave them the knowhow as a professional teacher, the documents are necessary and that it had helped them to incorporate activities within the curriculum well recorded and good performance. To some the documents were available always and the knowledge was got in college and the documentation had been perfected - the plans and schemes are available. On the question on how the training(s) the teachers had got had affected the professional documentation and their expectations as professional teachers, some teachers replied as follows; 'I have all because I know how to make them' (Teacher 76) another one reported 'I will improve as I get more training's(Teacher 117) while another one reported 'I prepare the records well because I know how to' (Teacher 170) another one reported 'well made and updated' (Teacher 225) while another one reported 'I know how to make them' (Teacher 226). Also a study by Hill, Rowan and Ball (2005) in their study on the effects of teachers' mathematical knowledge for training on student achievement. The study explored whether and how teachers' mathematical knowledge for teaching contributes to gains in students' mathematics achievement. The results showed that teachers' mathematical knowledge was significantly related to student achievement gains in both first and third grades controlling for key students and teachers level covariates.

Effects of Training on Incorporating Curriculum Activities in the System

On the effect of training on how they incorporated curriculum changes whenever it occurred, Some reported that whenever there was change, some reported that they carried forward

lessons by having a clear programme and adjusted and found time to cover what had been lost some reported that they had learned to be dynamic ensuring that the current changes are incorporated and readily accepted the changes so long as they are to benefit the child. Some reported that they married new changes with the existing curriculum through discussion and explanation during teaching. On the question on how the training(s) the teachers had got had affected how they incorporated curriculum and other changes when they occurred, some teachers replied as follows; 'whenever there is change, I carry forward lessons' (Teacher 1) for another 'I incorporate the changes by having a clear programme' (Teacher 2) while another one reported 'I adjust and find time to cover what has been lost' (Teacher 3) another one reported 'by creating extra time to cover work' (Teacher 5) while another one reported that 'I have learned to be dynamic ensuring that the current changes are incorporated' (Teacher 6) another one reported 'I readily accept the changes so long as they are to benefit the child' (Teacher 7).

For others there was no choice as changes had to be incorporated discussion and explanation through discussion and explanation during teaching. Some incorporated the changes using the teaching and learning materials keep to curriculum changes and strict lesson balancing following the curriculum and incorporating any changes. Some reported that they very well incorporated use technology to at times solve problems. Some reported that they easily adopted through scheming of the affected subjects and highlighting them in emerging issues. On the question on how the training(s) the teachers had got had affected how they incorporated curriculum and other changes when they occurred, some teachers replied as follows;' There is no choice as changes have to be incorporated' (Teacher 11) another one reported that 'through discussion and explanation during teaching' (Teacher13) while another one reported 'I incorporate the changes using the teaching and learning materials' (Teacher 14) yet another one reported that 'I keep to curriculum changes and strict lesson balancing' (Teacher 15).Another one reported that 'following the curriculum and incorporating any changes' (Teacher 16).

Some reported that they created time for remedial work while for others they incorporated positively and ensured that the changes that may occur do not interfere with the curriculum. Some reported that they dealt with the changes first then found time to cover up on the syllabus while for others they just did as required by the policy. For others flexibility took charge and accommodated including emerging issues in the schemes of work and lesson plans. On the question on how the training(s) the teachers had got had affected how they incorporated curriculum and other changes when they occurred, some teachers replied as follows; 'through scheming of the affected subjects and highlighting them in emerging issues' (Teacher 21) another one reported that 'I ensure that the changes that may occur do not interfere with the

curriculum' (Teacher 24) others reported as follows; 'training has helped me incorporate activities like co-curricular' (Teacher 25) ,'I follow the syllabus requirement' (Teacher 26), 'I deal with the changes first then find time to cover up on the syllabus' (Teacher 27).

Some reported that involving emerging issues in the schemed and planned lessons depending on how they came however training assisted much in incorporation adheres easily and as expected by creating awareness of emerging issues such as HIV, poverty, Ebola into the curriculum. Some sat as a staff and saw how to incorporate effectively for instance in social studies one created extra time for curriculum to cover the time lost in the occurred changes provides knowledge and skills on changes of the profession. On the question on how the training(s) the teachers had got had affected how they incorporated curriculum and other changes when they occurred, some teacher replied as follows; 'by creating awareness of emerging issues such as HIV, poverty, Ebola into the curriculum' (Teacher 37) another one replied 'through trainings my knowledge on curricular content, resources and developments have enabled me embrace positive changes' (Teacher 54) another one replied 'through scheming of the affected subjects and highlighting them in emerging issues' (Teacher 83) another one replied 'I incorporate positively' (Teacher 85).

Some said they taught them in the course of the lesson and readily incorporated as they were for the benefit of the child. Some reported that they had not experienced this had never crossed their mind they are incorporated so long as they are official. On the question on how the training(s) the teachers had got had affected how they incorporated curriculum and other changes when they occurred, some teacher replied as follows;'co curricular activities are incorporated with curriculum teaching through' (Teacher 184) another replied 'time is set for curricula activities' (Teacher 185) while another one replied 'these can be spread throughout the time' (Teacher 186) another one reported 'I ensure that the changes that may occur do not interfere with the curriculum' (Teacher 188).

Effects of Training on Overall Performance

On the effect of the training(s) on their performance, some teachers said that it had caused gradual improvement. Most reported that overall performance had greatly improved and that training had improved overall positive impact on the performance of the learners as they were able to excel in exams. On the question on how the training(s) the teachers had got had affected their overall performance, some teachers replied as follows; 'the mean score in the subject I handle has improved' (Teacher 18) another one reported 'the use of syllabus and being flexible in my teaching' (Teacher 19). For some training had created a positive impact by instilling skills and knowledge of handling learners. Some reported that the mean score in the

subject they handled had improved. For some training had given them knowledge to work as a professional teacher. For some had enabled learners to tap their talents. For some their performance had generally improved their subject mean score and had encouraged to do a lot to help the clients. Omosewo (1998) similarly studying on the effects of the teachers' academic qualification on senior secondary student's performance in physics in Nigeria, had the main objective of this study as to find out the difference in the performance between students taught by qualified physics teachers and those taught by unqualified physics teachers. The findings were related to those of the present study in that it was found that there was a significant difference between performance of physics students taught by qualified physics teachers and those taught by unqualified physics teachers.

For some it had led to effective and efficient delivery greatly improved my overall performance there was an improvement on the performance as a teacher. On the question on how the training(s) the teachers had got had affected their overall performance, some teachers replied as follows; 'as a teacher, training has enabled me to improve my professionalism hence able to improve learners performance' (Teacher 36) another one replied 'improved learners' handling skills hence school performance has steadily gone up' (Teacher 53) another reported 'the trainings I have got have raised my performance above average' (Teacher 54) another reported 'it has improved my own performance I see candidates passing' (Teacher 55). Another reported 'the performance has improved compared to before attending the trainings' (Teacher 57) another reported 'has enabled me perform to the expectation' (Teacher 58) another reported 'it improves the motivation to learn by learners' (Teacher 59).

Training had enabled some to improve their professionalism hence able to improve learners' performance. The training had led to smooth running of their daily activities in the school generally their professional performance was up to date. Some reported that training had brought change in current affairs and it had added value to the overall performance. One reported that it had positively impacted on performance. On the question on how the training(s) the teachers had got had affected their overall performance, some teachers replied as follows; 'has created awareness and made teaching effective' (Teacher 83) for others, their responses were as follows, 'it has greatly enhanced my overall performance' (Teacher 84)'improved on the performance' (Teacher 85), 'the training has given me knowledge and skills of working as a professional teacher' (Teacher 87), 'learners have good health hence improved content retention' (Teacher 88), 'it has given me skills on how to work as a professional teacher' (Teacher 149), 'it has made me to be a competent and an effective teacher' (Teacher 181), 'co curriculum activities make learners to have improved health' (Teacher182), 'it has greatly enhanced my overall performance' (Teacher 183), 'enables learners to be physically fit and

easier for them to retain what they learn' (Teacher 185), 'helps teachers of instruction to identify talents amongst the teachers' (Teacher 186).

Others said that their Performance had become average with training. Others reported that learners had good health hence improved content retention; seriousness to duty had improved their performance. Some reported that the trainings had improved their performance positively as they posted better results. On the question on how the training(s) the teachers had got had affected their overall performance, some teachers replied as follows; 'my social studies mean is at 68.2 as per the last exam' (Teacher237) for another one, 'my performance has improved greatly' (Teacher 238) while another one reported that 'subject mean score has improved' (Teacher 239). Also a related study was by Brian and Lars (2012) studying on the relationship between general teacher characteristics and student learning in Chicago had the main objective of the study as to establish the relationship between teacher characteristics and student learning.

Summary of Findings

The study found out that, for public primary school teachers, training affected the knowledge they had hence the performance they exhibited in their duties. Overall, most of the teachers reported that training had increased their knowledge on several pertinent areas of working and this in turn had improved their performance. Trained teachers had a broad knowledge to apply in order to improve their pupil's performance. A well-developed performance management program through training addresses individual and school performance matters necessary to properly create and sustain a healthy and effective results-oriented culture in schools. Better training had improved performance through better knowledge acquisition and application. Different results in the literatures declare knowledge management affects schools performance positively.

CONCLUSIONS

The study made conclusion that the Training of primary school teachers improved their knowledge which in turn enhanced their performance. Teachers got enough knowledge to act professionally and deal professionally. School's knowledge management through training should be regarded as an integrated approach in order to identify, manage, share and capitalize on the know-how, experience and intellectual capital of teachers in the school, by managing teachers knowledge, schools can improve their efficiency, provide a better foundation for professional duty discharge, improve content mastery and delivery, improve professional document preparation and easy incorporation of curriculum changes.

RECOMMENDATIONS

The study recommends that all public school teachers should invest in training so as to improve the performance of the pupils they teach in the various areas of the syllabus offered at school through knowledge acquisition. Training offers a ground for knowledge management and development and this equips teachers with the understanding required to help them in their teaching career. Unless training is enhanced knowledge of teachers will not improve thus performance will be affected.

Teacher training should also be realigned to help the teacher trainees to adopt and follow the professional ethics of teaching, relationship with students and relationship with parents. Stake holders should plan for in service teacher trainings and training refresher courses and monitored on-job training as these are among the most significant aspects of staff development.

FURTHER STUDIES

The research study did not look into how training of teachers in public primary special schools in Kenya affected their performance. Therefore it is recommended that a study be done to find out how training affects performance of public primary special school teachers in Kenya.

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