ABSTRACT
The purpose of this study was to determine the school based factors that influence the implementation of School based Teacher Development programme (SbTD) in public primary schools in Makadara district, Nairobi County, Kenya. The specific objective was to: establish perceptions of Key Resource Teachers on pupil centered approaches in implementation of SbTD in public primary schools; establish professional competency levels of teachers in implementation of SbTD; examine adequacy of teaching learning materials and resources available for implementation of SbTD; determine the attitude of Key Resource Teachers towards implementation of SbTD training programme; assess administrative support for teachers in implementation of SbTD in public primary schools.

The study was guided by leadership obstacle courses (LOC) model developed by Neal Gross in 1971. The model makes an important emphasis on implementation. The LOC model considers educational change as a three stage sequence namely; initiation, attempted implementation and incorporation.

Descriptive survey design was adopted for the study which targeted all the 26 public primary schools in Makadara district. The study adopted purposive sampling procedure where a sample of 13 head teachers, fifty two (52) Key Resource Teachers and 1 TAC tutor was selected. Three sets of questionnaires with both open and closed item were used for data collection. Content validity was ascertained through pilot study while reliability was ascertained using Pearson’s’ Moment correlation coefficient which yielded a value of 0.85. The data was analyzed using Statistical Package for Social sciences (SPSS) version 17.0.

The study findings indicated that there was a positive attitude towards the implementation of SbTD programme in public primary schools in Makadara district. The study established that the SbTD programme was of value to teachers because it enhanced their professional competency. Most teachers were also making effort to conduct in-service seminars for their colleagues. However, some Key Resource Teachers were not effectively applying skills gained during SbTD training to deliver child centered lessons. Their preparation of teaching learning materials was also wanting. There was a fairly good administrative support for KRTs’ during the programme, that if SbTD programme was supported fully, it would be of great value to teachers in public primary schools, that the programme would enable teachers in the master of content. The study also established that there was no one factor that influenced implementation of SbTD programme in public primary schools but many and one influenced the other.

The study made far reaching recommendations to arrest the school factors which affect implementation of SbTD. The recommendations were as follows: Ministry of Education should address the recognition of SbTD certificate by the Teachers service Commission (TSC) and further make a follow up on implementation of concepts learnt by teachers during the programme through frequent monitoring;
School administrators should have open sessions with KRTs to discuss challenges faced and their solutions in the implementation of SbTD; Teachers who have not undergone SbTD Programme should be encouraged to be supportive and to implement skills that they are taught by KRTs during in-service training. The study suggested that a countrywide study be carried out in other public primary schools in Kenya for purposes of the generalization of the findings and recommendations based on the objectives of this study as an area of further research.