CHALLENGES FACING IN-SERVICING OF SECONDARY SCHOOL TEACHERS IN PUBLIC SECONDARY SCHOOLS OF IMENTI NORTH DISTRICT, MERU COUNTY, KENYA

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NOVEMBER 2014
 DECLARATION
I declare that this research project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics or tables has been borrowed from other sources, including the internet, these specifically accredited and references cited in accordance/in line with anti-plagiarism regulations.

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DEDICATIONS

This project is dedicated to Almighty God for enabling me to go this far through the course. To my wife Lucy Kinya, daughter Prudence and son Brian for their support and encouragement through the course.
ACKNOWLEDGEMENT

The completion of this research project would have been impossible without the material and moral support from various people. It is my obligation therefore to extend my gratitude to them.

I am greatly indebted to Dr. S. N. Waweru, and Mrs. C. Wanjau who bequeathed me enormous skills and ability to prepare my research project, dedication, accessibility and professional advice. My gratitude goes to my lecturers who taught me during my master’s programme and therefore enriching my research with the learned knowledge.

I wish to acknowledge all public secondary school teachers, HODs, Principals and the Quality Assurance and Standards Officer from North Imenti District for availing time to respond to the questionnaires and without whose co-operation this work could not have been completed.

I sincerely thank M/S Rhoda for editing my work and Mr. Mutuma who typed it. While I acknowledge the above named personalities, I take sole responsibility for the mistakes of omission or commission.
ABSTRACT

The purpose of the study was to identify the challenges facing teachers, heads of department, principals and the Quality Assurance and Standards Officer in in-service training in Imenti North District of Meru County, Kenya. The objectives of the study were to: determine how in-service training of teachers was carried out in Imenti North District; analyse the extent to which the objectives of in-service training were being met; establish the challenges facing teachers, headteachers, heads of departments and the district QASO in the process of in-service training of secondary school teachers and establishing whether in-service training was evaluated. The study was guided by Human Capital Theory by Simmons (1980), which states that an investment in education increases labour productivity by embodying in the labour increased skills and knowledge. The policy implication of this theory was that no single employee is perfectly fit at the time of hiring and so some training must take place. The research employed descriptive survey design targeting all the 230 TSC employed secondary school teachers, HODs and headteachers in all the 38 public secondary schools and the district QASO in Imenti North District of Meru County. The researcher sampled 30% of the 38 public secondary schools to have 11 schools which was considered a representative sample. Purposive sampling technique was used to select the district QASO, all the headteachers, the HODs and 60 teachers from the 11 sampled schools. The district QASO, all the principals of the 11 sampled schools, the 55 heads of departments and the 60 teachers took part in the study giving a sample size of 127 respondents. Of the targeted respondents, 60 teachers, 11 headteachers, 55 HODs and the district QASO responded, a total of 127 respondents, giving a questionnaire return rate of 100%. Questionnaires and an interview schedule were used for data collection. Prior to the actual data collection, a pilot study was conducted to ascertain the reliability and validity of the instruments. Quantitative data was analyzed using descriptive statistics including percentages and frequencies. The study found out that INSET is carried out in Imenti North District both internally and externally, in-service courses were carried out annually, responsibility was the main criteria used to select teachers for INSET and that INSET objectives should be set and achieved for training to be rated as successful. The challenges that teachers experience during INSET includes lack of time for INSET, lack of sufficient number of inspectors, lack of co-operation from teachers and evaluation of INSET was done immediately after INSET. The study recommends that secondary schools should liaise with Quality Assurance and Standards Office to set up INSET programmes the MOE Inspectors should be trained to have a positive attitude towards teachers; disciplinary action should be taken against teachers who refuse to co-operate during INSET and evaluation should be carried out immediately after INSET so as to improve quality of future INSET. Evaluation was done through questionnaires and oral method.
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## ABBREVIATIONS

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<tr>
<td>CEMASTEA</td>
<td>Centre of Mathematics and Science Teachers in Africa</td>
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<td>CHE</td>
<td>Commission for Higher Education</td>
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<td>CRT</td>
<td>Centre for Research and Training</td>
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<td>DEB</td>
<td>District Education Board</td>
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<tr>
<td>DRT</td>
<td>District Resource Teachers</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>INSET</td>
<td>In service Teacher Training</td>
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<td>JICA</td>
<td>Japanese International Corporation Agency</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<td>KI</td>
<td>Kenya Institute of Education</td>
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<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>KRT</td>
<td>Key Resource Teachers</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOEST</td>
<td>Ministry of Education Science &amp; Technology</td>
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<td>NCCK</td>
<td>National Christian Council of Kenya</td>
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<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
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<td>SBI</td>
<td>School Based In-Service</td>
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<tr>
<td>SBT</td>
<td>School Based Training</td>
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<td>SBTD</td>
<td>School Based Teachers Development</td>
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<td>SEP</td>
<td>School Empowerment Programmes</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>SMASE</td>
<td>Strengthening Mathematics and Sciences Education</td>
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<td>SMASSE</td>
<td>Strengthening Mathematics and Sciences in Secondary Education</td>
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<tr>
<td>T S C</td>
<td>Teachers Service Commission</td>
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<tr>
<td>TAC</td>
<td>Teachers Advisory Centers</td>
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<td>TAP</td>
<td>Teacher Apprenticeship Programmes.</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching is one of the most dynamic careers globally. As a result, the demand on the teacher keeps on changing during his career. In view of the rapid renovation and development of the teaching knowledge and constant change taking place within educational systems, it is not realistic to equip the teacher trainee during the pre-service course with all knowledge and skills required for an entire professional life.

In-service teacher training is the process of providing teachers with specific knowledge and skills in order to enable them to perform specific teaching tasks. It is a short term educational process, which utilizes systematic and organized procedures in which teaching personnel learn technical knowledge and skills for a definite purpose (Okumbe, 2001).

In support of staff development, Byers (1970) posit that since people are the greatest asset to many organizations, their development and creation of organization conditions for full utilization of the developed talents should be the highest priority and concern to the governing body and the top management of any organization. Given that the development of human resources assumes that the process is continuous, there is always room for improvement and circumstances change hence the need to cope with the changes. This assertion is supported by Okumbe (2001:58) who avers that:

Teachers are probably the most important resource that any country has. Because an efficient human capital development depends largely on the quality of the teachers. That is, the effectiveness of the doctors, teachers, lawyers, engineers among others depends on how well they have been prepared for various roles by their teachers.
Moreover, Sessional Paper No.1 (2005) asserts that education is an investment in human capital and empirical evidence, based on indigenous growth models, shows that human capital is a key determinant of economic growth. Indeed, sustainable development is only possible if there is a critical mass of skilled people. For the country to achieve the desired economic growth targets and social development, high priority needs to be placed on the development of human capital through education and training by promoting technical and vocational training, as well as the teaching of sciences and information technology.

According to the Republic of Kenya (1995) in-service training needs to be provided regularly to managers and administrators, teachers and curriculum implementers. Therefore, it is vital for learning institutions to identify the needs of the teachers, hence develop them. While concurring with the need for professional development, Reimers (2003) refers to teacher development as the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically. Professional development includes formal experiences such as attending workshops and professional meetings and informal experiences such as reading professional publication and documentaries related to academic discipline (Glatthorn, 1995:14).

All teachers regardless of their previous training, education and experience need to be given further training and development. This is because their competence will not endure forever due to such factors as curriculum change, technological change and promotion.
Flippo (1984) asserts that once an employee has been recruited, selected and inducted, he/she must be developed to better the job and the organization, no one is perfectly fit at the time of hiring and therefore some training must take place. Training is a must in educational organizations and so the only choice left for educational managers is the methodology between having consciously designed training programmes or having them haphazardly and casually carried out.

The idea of training teachers was brought by the introduction of formal schooling. In Western world, the in-servicing of teachers was recognized as fundamental in enhancing teaching and learning. Teachers, like all other workers, have the need, right and obligation to seek and undertake further study (Folan, 2001:243). In Kenya, teacher education can be traced to 1909 when the Fraser Report established Department of Education. This was followed by a recommendation by Education Commission of 1919 that training colleges be established by each school. Phelps Stokes Commission of 1924 urged the government to address the issue of training teachers. The 1932 Education Ordinance talked about the quality of instructions and specified the period of formal teacher training. Between 1935 and 1937, there was re-organization of teacher education whereby certain centers could concentrate on the training of teachers (Bogonko, 1992).

While expounding on policies for teacher education, Mbiti (1972) said that Kenya had to cope with tremendous expansion of education at all levels. He observed that quantitative educational opportunities pose qualitative problems as well as economic ones. It is therefore important to in-service teachers for the purpose of maintaining quality education. As a result, the concept of Teachers Advisory Centers (TAC’s) was
adopted in 1970 as a way of updating serving primary school teachers without taking them away from their jobs at a minimum cost. The role of TACs is to organize in-service courses for teachers through lectures, seminars, workshops, films and exhibitions. Since the middle of the 19th century, both pre-service and in-service have gone through a list of changes.

This is supported by Orwa who explains that:

Contemporary in-service moved from inspector or supervisor centered teacher evaluation in-service to democratic approach. In this approach, the supervisor and the teacher worked together. They worked out solutions to problems, appropriate curricula and effective methods for teaching the new materials. Apart from the role of supervisors and educational administrators as in-service agents, new programmes were introduced. These included summer studies at higher institutions, workshop movement, individual conferences, reading and study group among other activities. It also assists teachers to produce their own teaching aids from the local environment, offers appropriate library services to teachers and support materials as well as advising teachers on new teaching skills (Orwa, 1986:53).

The report of the National Committee on Educational Objectives and Policies (NCEOP), the Gachathi Report, Republic of Kenya (1976) emphasized the need for life-long education to all Kenyans. This was given weight in the Master Plan for the Education and Training, Koech Report (1999). Those reports saw a need for those already trained to be given a chance to continue with learning and training.

The revised Education Act (1980) gives the mandate of maintaining standards of schools to the inspectorate (Quality Assurance and Standards). As such, the inspectorate mission of establishing, maintaining and improving educational standards can be achieved through in-servicing of teachers, Ministry of Education, Science and Technology (MOEST, 2005).
Olembo (2001) further cites other agencies responsible for continuing education of teachers in Kenya. KESI which offers in-service training of headteachers attained its full legal status through the gazetted legal notice No. 565 of December 1981 which is cited as the education KESI Order 1988 (Ministry of Education KESI annual reports). Among its stipulated functions include:

- Organizing and conducting training of personnel involved in administration and management of programmes in Kenya.
- To design, produce, assemble, repair and maintain the staff training materials.
- To coordinate the preparation and publication of instructional materials for professionals working in the field of education.
- Liaising with various sections of MOE in the needs assessment and in-service training requirement needs for the purpose of designing appropriate training programmes in the field of education;
- Functioning as a resource centre for the production and assessment of information on education and training programmes in liaison with other institutions running professional and administrative courses (Olembo, 2001:35)

Another agency is the Kenya Institute of Education (K.I.E). According to the Education Act (1968) – Cap 211 and the Kenya Institute of Education Order 1976, K.I.E is basically a curriculum development and research organization whose stipulated functions include:-

- Organizing course, seminars and orientation programmes for the guidance of teachers and educational administration.
- Preparing correspondence courses for students and teachers.
- Organizing seminars on syllabus and the teaching materials for inspectors of schools and teacher training college staff.
- Conducting in-service courses and workshops for any teacher who is involved in carrying out experiments and training of any new syllabus and teaching materials (Olembo, 2001:38).

The Basic Education Act (1980) gives the responsibility of the organization and administration of the in-service teacher education to the Education Standards and Quality Assurance Council. To realize its mission, the Council works in collaboration with other agencies involved in the in-service training of teachers. The council is under the Ministry of Education Science and Technology. The office of the Director, Quality Assurance and Standards in schools ensures that:
- Untrained teachers are in-serviced for certificate purposes.
- Both trained and untrained teachers are updated on new curriculum and the office identifies problems of the existing curriculum.
- Education personnel e.g. head teachers, teacher counsellor etc are adequately supervised (Education Act, 2013:261).

Although involved in the final evaluation stage in the process of curriculum development, the Kenya National Examinations Council (K.N.E.C.), also supplements the work of the curriculum developers at KIE, the inspectorate, the teacher, the parent and the educational administrators. Education Act (1980) explains that specifically, K.N.E.C. involves teachers on new writers workshops, training of examiners, moderators and supervisors of national examinations. Orwa (1986) further notes that Teachers Service Commission (TSC) is among the in-service teacher training
agencies. It was established in 1966 with its major functions being registration, employment, posting, promotion, remuneration, terms of service and discipline.

Other bodies involved in the INSET include Kenya National Union of Teachers (KNUT), which organize courses for teachers on professional improvement and also on educating teachers about their rights, privileges and teaching service. Voluntary bodies also engage in organizing courses for teachers that relate to social ethics and family life education. Notable among them is the National Christian Council of Kenya (NCCK) (Bogonko, 1992:63).

Remarkable progress in the in-service training was made in 1971 when 1200 teachers were upgraded from unqualified status and 500 from P2 and P1 grade following their successful completion of their training courses. Three years later, some 4199 teachers completed their in-service courses for P1 and P2 certificates. Although the Ministry of Education conducted what appeared the last in-service course for the untrained teachers for certificates in 1977, the course was revived in 1982. Afterwards, the government still aimed at strengthening the in-service teacher training programmes in an endeavour to retain primary school teachers in the teaching force. Besides improving their quality – enrolment for INSET course rose from 3500 in 1982 to 4689 in 1985 (Bogonko, 1992:65). Further Bogonko notes that termination of this in-service course seemed unlikely given the large number of unqualified teachers in the service. Indeed, the Kamunge Report of 1988 saw these courses as crucial and cost-effective and therefore, suggested there should be an annual intake for them rather than once every three years. Such a move would help to accelerate the training of untrained teachers as well as increasing the production of qualified primary school
teachers if education is to meet both the rapid requirements of the demand for new curriculum and method of teaching. It becomes increasingly difficult to solve the problem of providing quality and quantity through the traditional patterns of teacher education. There is therefore, an urgent need for a comprehensive policy that will consider the ways and the means of increasing the supply of teachers and renewing their training in such a way as to enable them to face the challenges of changing needs. In-service teachers’ education when considered in its various forms offers a potential solution.

There are two government policy documents that guide in-service training of teachers. These are the Sessional Paper No. 1 of 2005 and the KESSP Report, (2005). The Sessional Paper No. 1, (2005) recognized teachers as the most important resource in teaching and learning process. Their training and utilization was viewed as critical for their optimal output in their career. The KESSP Report, (2005) asserts that continuous improvement in the quality of education services should also entail continuous skills upgrading for teachers. It further notes that quality secondary school graduates contribute to the improvement of the quality of teachers required in education sector as well as other sectors. The government is therefore committed to improving and maintaining a well–educated and disciplined teaching force committed to professional development. Programmes which are in tandem with the government policy framework for education training and research include:–

a) The Centre for Mathematics and Science Teachers in Africa (CEMASTEA) programme which was implemented with an objective to realize quality education for secondary Mathematics and Science.
b) School-Based Teachers (SBT) programme whose aim is to strengthen primary subject specialists in Mathematics, English, Science, Kiswahili, Guidance and Counseling for all primary schools.

c) The School Empowerment Programme whose aim is to help head teachers, deputy headteachers, senior teachers and graduate Key Resource Teachers (KRT) to work together to improve the quality of education in schools (KESSP Report, 2005:114).

Kenya Education Sector Support Programme (KESSP) Report of 2005 observes that secondary education has been characterized by poor performance by some schools, in national examinations especially in core subjects such as Mathematics and Sciences. The teacher factor is also important in explaining the poor performance in that although the majority of the teachers are graduates and approved teachers, many are either arts based or lack adequate pedagogical skills to deliver the curricula especially in Mathematics, Science, English and Kiswahili. An added dimension relates to secondary school teacher training which combines teaching methodology and subject mastery. Under this system both the academic and methodology suffer from an overburdened university programme. Furthermore, in the past, teacher promotion has not been based on performance, but on qualifications which has contributed to internal inefficiencies (KESSP Report, 2005:175).

In an effort to realize quality education for secondary level Mathematics and Science, Ministry of Education (MoE) recognizes the urgent need to improve teachers capacities as stated in KESSP Report, (2005). It is for this reason that the Ministry of Education converted the former Centre for Research an Training (CRT) in Karen to
CEMASTEA as a means to institutionalization of INSET activities at the national level. With the assistance of JICA, INSET centers have been established at district level throughout the country. In addition, INSET training has been expanded to include head teachers, QASO, DEOs, tutors of Mathematics and Sciences in diploma colleges and TIVET tutors.

Secondary level education has greatly been hampered by a number of constraints, one of them being cost sharing which has not worked well in the past because the poverty levels in the country have continued to get worse. Nonetheless, the government continues to invest in quality education because that is the only way to transform the country towards sustainable development. It is in this spirit that the in-service education and training of Mathematics and Science teachers continues to receive high priority.

In addition, “studies have shown that secondary Mathematics and Science subjects face problems such as negative attributes (of teachers, students, parents and education managers), weaknesses in pedagogy/methodology, teacher competencies, administrative guidance, mobilization, prioritization and utilization of resources among others” (KESSP Report, 2005:185).

According to the Sessional Paper No. 1 (2005), recent policy initiatives have focused on the attainment of Education for All (EFA), whose key concerns are access, retention, equity, quality and relevance and internal and external efficiencies within the education system. The Government is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the
Kenyan Law and the international conventions, such as the EFA goal and it is developing strategies for moving the country towards attainment of these goals.

Further the universities play a crucial role in the in-service training of secondary school teachers. Through university programmes like the holiday based (school based) and full time courses, teachers are able to further their studies. The public schools teachers employer – the T.S.C. gives teachers incentives to pursue university courses relevant to their teaching subjects through a leave –with pay programme.

The overall policy goal for the government is the achievement of EFA in order to give every Kenyan education and training no matter his/her socio-economic status. This will be achieved through the provision of all-inclusive quality education that is accessible and relevant to all Kenyans.

1.2 Statement of the Problem

The expansion of teacher training institutions has witnessed an influx of qualified teachers in Kenya. However, many changes within the county’s education system have taken place during the last 25 years. With each change in the system, notable change in the syllabus and curriculum have been observed. In-service training was highlighted as a means of achieving efficiency of teachers. This is contained in Sessional Paper No. 1 (2005). The aim of the Government as regards in-service training anchored on the need to regularly review training programmes to match core functions and policy directions. The Government had a plan to develop a comprehensive framework and modalities for decentralizing agreed education and training functions, human and financial resources as well as decision making mandate
to the district and institutional level management bodies. In order to operationalize the Sessional Paper No. 1 (2005) the Government came up with the KESSP Report (2005). The KESSP Report aimed at strengthening the capacities of education managers at the secondary level. The 5-year investment programme under KESSP was to improve the quality of secondary education by 2010. The strategy employed to achieve the KESSP objectives was in-service training, using the cascade approach and providing post–basic training to secondary school teachers in order to improve their skill. The overall problem of this study was establishing the extent to which INSET objectives have been achieved and the challenges facing in-service training of secondary school teachers in Imenti North District.

1.2.1 Purpose of the Study

The purpose of the study was to identify the challenges faced by teachers, heads of department, principals and Quality Assurance and Standards Officer in the process of in-servicing of secondary school teachers as well as in-service training evaluation in Imenti North District.

1.3 Objectives of the Study

The research study addressed the following specific objectives:

1. Determine how in servicing of teachers being is carried out in Imenti-North District.

2. Analyze the extent to which the objectives of in-service training are being met.

3. Establish the challenges facing teachers, during the in in-service training of secondary school teachers.

4. Establish how evaluation of in-service training is being carried out.
1.4 Research Questions

The following research questions were guided by the researcher in order to achieve the above stated objectives:

1. How is in-servicing of teachers being carried out in Imenti North District?
2. To what extent are the objectives of in-service training being met?
3. What challenges do teachers experience in the process of in-service training?
4. How is evaluation of in-service training being carried out?

1.5 Significance of the Study

The study was significant for the following reasons:

i) It provided concrete recommendations to policy makers on how the INSET can be improved.

ii) The study added knowledge relating to in-service training of teachers.

iii) It provided useful information to the Ministry of Education by identifying problems facing the in-service training of teachers.

1.6 Limitation and Delimitation of the Study

There are some aspects of the study as explained below that affected the results and generalization of the study that the researcher may not have control over.

1.6.1 Limitation of the Study

The study limited itself to only 11 among the 38 public secondary schools in Imenti North District. For a more conclusive result, all the public secondary schools could have been included in the study. However, this was not possible due to financial constraints.
1.6.2 Delimitations of the Study

The study confined itself to the teachers, heads of department and headteachers in the public secondary schools who are employees of T.S.C. The private secondary schools in the area were not included due to financial constraints.

1.7 Assumptions of the Study

The following assumptions guided the study:

i) All respondents would be cooperative and respond to the questionnaires.

ii) The respondent would provided honest responses to the questionnaires.

iii) Majority of teachers in public secondary schools are employed by T.S.C.

iv) The process, objectives, evaluation and challenges facing in-service training would be identified through the questionnaires.

1.8 Theoretical Framework

The researcher adopted Human Capital Theory, which suggested that an investment in education increases labour productivity by embodying in the labour increased skills and knowledge (Simmons, 1980). The policy implication of this theory included the proposal that no single employee is a perfect fit at the time of hiring and so some training must take place. Training is a dual activity in any organization. The organization is responsible for providing an atmosphere conducive to training while the individual is responsible to deriving maximum benefits from the learning activity provided. When there is a remarkable improvement in the performance, it shows that there has been gainful acquisition of knowledge, skills and attitudes. Thus investments in human resources are important in raising the worth of the individual as well as creating skills and knowledge which are a form of in-service training of the teachers.
In-service training relies heavily on this theory because of the dynamism in education. Teachers, being part of human capital, require constant and continuous update on their pedagogical and subject content skills. This investment would transform the skills and knowledge of teachers to better their labour productivity. After the pre-service training it is crucial for the teacher to be inducted in the teaching profession and adopt the collegiality in the place of work to perfect the objectives of education and general performance of the school one is working.

1.8.1 Conceptual Framework

In order to improve on the human capital, the study took into consideration the need for continuing education among secondary school teachers. This education is achieved through continuous in-service training.

In the study, there are factors which influence in-service training. These include: Government policy in funding in-service, facilitator’s experience and qualification, co-ordination and organization of programmes, procedures and methods of providing training and evaluation of in-service programmes. These factors would be organized through the in-service process which includes the following components: identification of needs, needs analysis, programme design, running the programme, monitoring the programme and programme evaluation. This in service process is expected to produce desirable outcome such as improvement of teaching methods, good performance of pupils, improvement of teachers performance, changing of education trends, good management skills and good socialization, sharing and networking skills.
The following diagram shows the researcher’s perception of some factors that may influence in-service training, organization of these factors in the in-service process, the outcome on in-service training based on the social systems theory of inputs, organized into a process, finally resulting to the outputs.

**Figure 1.1: Conceptual Framework**

<table>
<thead>
<tr>
<th>Factors Influencing In-Service Training</th>
<th>In-Service Process</th>
<th>Outcome Of In-Service Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Government policy in funding in-service training</td>
<td>Identification of needs → Analysis of needs → Design programme → Run programme → Monitor programme → Evaluation of the programme.</td>
<td>i) Improvement of teaching methods.</td>
</tr>
<tr>
<td>- Facilitator’s experience and qualification.</td>
<td></td>
<td>ii) Good performance of pupils</td>
</tr>
<tr>
<td>- Co-ordination and organization of the programmes.</td>
<td></td>
<td>iii) Improvement of performance of teachers</td>
</tr>
<tr>
<td>- Procedures and methods of providing training</td>
<td></td>
<td>iv) Awareness of changing education trends</td>
</tr>
<tr>
<td>- Evaluation of in-service programmes</td>
<td></td>
<td>v) Good management skills</td>
</tr>
</tbody>
</table>

Source: Researcher 2011

The figure above illustrates how to improve the teachers as an important part of human capital in education sector. It is important to identify factors which influence in-service training. These factors should be analyzed to show their impact on the quality of education offered and their relationship. Therefore, these factors are organized in an in-service process starting with the basics, that is identification of needs to the evaluation of the programme. When the in-service process is adhered to, the desired outcome of in-service training is expected.
1.9 Operational Definition of Terms

In-service Education and Training: Refers to formal long and short courses as well as less scattered and informal learning experiences taken by teachers without taking leave out of duty.

Staff Development: Refers to teacher professional growth which he/she achieves as a result of gaining increased experience.

Continuing Education: It refers to education which is life-long. Those who have formally acquired education are given a chance to continue with learning and training.

Professional Development: It refers to formal experiences like workshops, meetings and informal experiences that all teachers regardless of their previous training, education and experience need to be given. This is to improve their competence due to factors such as change in curriculum, technology and promotion.

Contemporary In-service: It is the departure of in-service from ‘inspector’ to ‘advisor’ approach. In this approach, the teacher and the supervisor work on a democratic approach to work out solutions to challenges appropriate curricula and effective methods for teaching new concepts.

Quality Assurance and Standards: It refers to the mission of the Ministry of Education to establish, maintain and improve educational standards.

Human Capital: It is the consideration that people are a resource. Education to a people is therefore an investment to increase labour productivity.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Literature related to the problem was reviewed under the following headings: the concept of in-service training, models and types of teacher professional development in developed countries, in-service training of teachers outside Africa and in Kenya. This review offers an insight into challenges, process and objectives of in-service training in Kenya as well as in other countries.

2.2 The Concepts of In-Service Training

According to Wanzare (2002), the meaning of in-service education is changing and varies from country to country depending on the level of preparation teachers receive prior to their entering the profession. Bolam (1982) in Reimers (2003), avers that in-service education and training in developing countries refers to those educational and training activities in which primary, secondary teachers and principals are engaged, initial professional certification and mainly intended to improve their professional knowledge, skills and attitude in order that they can educate children more effectively.

According to Reimers (2003), various terms are used to describe the training and support that teachers receive after the initial preparation for the job of teaching. They include in-service teacher training, staff development and professional development, all of which refer to the range of life-long learning activities by which teachers, principals and other school staff undergo in order to develop their professional competence, personal education and aspirations and general understanding of their changing roles and tasks. It includes both guidance and training received, while
teaching on the job and programmes undertaken away from the school setting whether formal or informal. Dean (1988) further asserts that in-service training is the education intended for the professional development of teachers. The process makes teachers more professional in addition to enhancing the school instructional needs.

Glatthorn (1995) defines professional development as the professional growth a teacher achieves as a result of gaining experience and examining his or her teaching systematically. Ganser (2000) adds that it includes formal experience such as attending workshops and professional meetings, mentoring and also informal experience such as reading professional publications and watching television documentation related to academic discipline. INSET are all those planned courses and activities in which serving teachers, head teachers, school inspectors or educational administrators may participate for the purpose of improving their instructional or professional knowledge. Cole (2000) further observes that for learning to be termed as training, it must be directed towards the acquisition of specific knowledge and skills.

According to Educational International Working Paper No. 14 (2004), professional development of teachers is considered as key guarantee of quality education and must be linked to all phases of teacher education and educational research. To improve the education of teachers worldwide, the report recommends that educational authorities, government and inter-governmental organizations must ensure initial teacher education at the university level to prepare them for their work as teachers. All teachers’ education must contain four components: methodology, pedagogy, practice and curriculum areas.
In support of teacher development, O’Sullivan (1988) emphasized that teacher education can not only be regarded as initial teacher education, it is also important that teachers receive in-service training in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching and methods:

To teach is a lifelong process of learning. Human knowledge is expanding. Facts are changing and there is always a risk that the teacher will be stuck in old tracks repeating the same kind of instruction year after year. Classroom teachers must, therefore, be given the support needed to seek new approaches thus in-service training and professional development to support teachers in their exploration of new teaching methods is crucial, (O’Sullivan, 1988:44)

Orwa, further notes that contemporary in-service has moved from inspector or supervisor- centred, teacher evaluated in-service to 'democratic approach'. In this approach, the supervisor and the teacher work together on individual learning problems and together work out solutions to problems, appropriate curricular and effective methods for teaching the new materials. Apart from the role of supervisors and educational administrators as in-service agents, new programmes were introduced. These included summer studies at higher institutions, workshops, individual conferences, reading and study groups among other activities. The in-service teacher training agencies include:- Kenya Institute of Education (KIE) now changed to Kenya Institute of Curriculum Development (KICD) which is entrusted with the responsibility of administering teachers’ examination, promotion of conferences, advancement of educational research, provision of advisory services to
the Government and organization of in-service courses for teachers; Kenya Education Staff Institute (KESI) now converted to Kenya Education Management Institute (KEMI) which gives in-service programmes to primary school heads, secondary school heads, Education Officers and accounts clerks; Kenya National Union of Teachers (KNUT) which apart from lobbying for teachers' welfare also organizes in-service courses for its members (Orwa, 1986:51).

Wanzare (2002) noted that there is limited opportunities for in-service training for teachers. In support of this observation, Folan (2001) avers that improvement in teaching is a collective rather than individual enterprise and that analysis, evaluation and experimentation in concert with colleagues are conditions under which teachers improve. As a result, teachers are more likely to trust, value, legitimize sharing expertise, seeking advise and giving help inside or outside the school. They are more likely to become better teachers on the job; all this means that it is far easier to learn to teach better in some schools than others.

In support of INSET, Bogonko (1992) asserts that in-service training should benefit serving teachers and requires planning and proper management. Olembo further identifies factors to be considered for in-service training to be successful as:

- The political contexts since decisions are made by the government to determine the kind of in-service education policies and strategies which educational authorities must implement.
- The acceptance by the government of the structures, aims and approach to in-service programmes is reflection of the importance it attaches to such training programmes.
• The plans for in-service teacher education programmes or courses must indicate which teachers or educators are to be trained. The cultural and professional levels in various teaching categories must be considered.

• The kind of reception given to a plan for INSET needs to be considered. This is because the acceptance and active participation of teachers in those changes in the structures, aims and approach of INSET can play a catalytic role while their opposition to educational change may adversely influence INSET in the face of growing need for reform.

• The administrative and organizational structures of INSET programmes need to be clearly indicated. The way responsibilities are shared and how efforts are co-ordinated should be considered in the administrative structure. Experts from international organizations and bodies can be approached if need be.

• A detailed plan for INSET programmes with clear figures of costs, aim, projections and time schedules for completion of the programmes need to be in place (Olembo, 2005:55).

According to Byers (1970), School Based In-Service (SBI) is one of the methods mostly used in developed countries. SBI was initiated in the mid-1970’s in the USA, Canada, UK, Australia and New Zealand. Japan and Israel adapted SBI in 1992. Towards mid-1990’s several African Countries such as Lesotho, Ghana and Swaziland adapted the method. On resources, Byers (1970) remarks that in-servicing institution should rely on internal resources. On trainer selection, he singles out a trainer who is likely to motivate the trainees towards behaviour change. He adds that, external resources need to be sought when the internal resources of the organization
are not available within the organization. Hence, trainers can be sought from the universities, colleges and through correspondence.

2.3 Models and Types of Teacher Professional Development in Developed Countries

Professional development schools which had their origin in preparatory schools were common in teacher preparation institutions in the USA during the first part of twentieth century (Reimers, 2003). The experienced teachers kept themselves informed on the latest research and theories in teaching because of their connections with the universities. In addition, their own professional development was supported as they learnt to become mentor teachers and faculty members in university-based programmes. There were also reports that teachers and administrators in professional development school had a very positive attitude towards the schools and their work (Cobb, 2000).

Another such model is the Teacher Apprenticeship Programmes (TAP) that was developed by a consortium of the University of Toronto (Canada) together with a few public schools to provide necessary teaching practice for students who wanted to be admitted into a teacher preparation programme but did not have the required years of experience (Adams, 1996). As the programme was designed, those in charge realized that this would be an excellent model of teacher professional development, not only for those new to the field, but also for those whose role was to mentor the apprentices. Each apprentice was in the classroom on a daily basis between September and March under the supervision of a mentor teacher, both mentors and apprentices in regularly
scheduled workshops and discussion groups. At the end of the experiences, both novices and mentors evaluated their experiences as being positive.

In addition, the apprentices were identified as being among the strongest students to join the regular teacher preparation programme at the end of their apprenticeship experience in order to enhance INSET education and professional development programmes such as collaborations between different institutions have been developed.

2.4 In-service Training Programmes of Teachers Outside Africa

In USA, the demand for teacher exceeds the number of candidates entering the profession. This, therefore, according to Reimers (2003), made the state seek ways of increasing the candidates entering the profession hence the acceptance of alternative programmes of teacher education. Such programmes include a heavy component of in-service training beginning with pedagogical knowledge. Such programmes although controversial, since the candidates had not trained fully as teachers have, however, mitigated the initial serious shortage of teachers in addition to attracting professionals from other fields who are knowledgeable from a particular content area.

Reimers (2003) identifies the most common form of in-service in New Zealand as the support that new teachers receive in the form of induction programme. Such programmes are organized, as systematic programmes of sustained assistance to beginning and recently graduated teachers. He observes that teachers in New Zealand are not fully registered until they have acquired two years of classroom experience. During this period, they take part in a programme of advice and guidance which
includes mentoring, discussion groups, observation of more experienced teachers and written record of induction programmes. In the same vein, Folan (2001) concurs that improvement in teaching is a collective rather than individual enterprise, and that analysis, evaluation and experimentation in concert with colleagues are conditions under which teachers improve. As a result, teachers are more likely to trust, value and legitimize sharing expertise, seeking advise and giving help both inside and outside the school. They are more likely to become better teachers on the job.

2.5 In-Service Training Programmes of Teachers in Africa

According to Grandy (1995), the success of the teacher support network in Lesotho can be attributed to the fact that the idea was initiated by the Ministry of Education. The programme targets small schools scattered in distant locations where teachers are often isolated. The schools tend to be multi-grade and have fewer than five teachers. About 700 of the 1200 schools in the country are covered, accounting 2000 of the country’s 6000 teachers. The activities included in these programmes include individual consultations, group workshops or cluster of schools and disseminations of new curricular produced by the National Development Center.

In these programmes, the District Resource Teachers (DRTs) sit down with teachers, discuss their perceived difficulties and offer suggestions on how to deal with them. They also assist in developing teaching materials. The District Resource Teachers (DRTs) organize workshops for the teachers, between 10-15 teachers. These are held during weekends. The composition of DRT included qualified experienced teachers who have served as either the head teacher or deputy head teacher and willing to travel frequently.
Conversely, Reimers (2003) notes that School Based Training (SBT) has been operating in Egypt since 1994. The main goal being to provide in-service training to increase the effectiveness of teachers through training and mentoring at the school site, the programme was promoted due to constraints of the Egyptian education system at the local level; which included:

- Inability or reluctance to allow teachers realize time for local training courses.
- Lack of sufficient number of inspectors to provide adequate and systematic classroom observation and teacher development.
- A negative focus by inspectors when visiting schools and observing and evaluating teachers.
- Lack of cooperation among teaching staff in many schools (Reimers, 2003:41).

The education system in Egypt has benefited from the programme since training takes place at the school site, thus teachers receive training without having to take time off work or travelling long distances. Teachers can practice new techniques and discuss the new material with colleagues and senior teachers on daily basis. The SBT activities increase communication and sharing of ideas among the English teaching staff at participating schools. Teachers in participating schools develop a better rapport through working together to integrate SBT activities into their classes.

2.6 In-service Training Programmes of Teachers in Kenya

Since independence, Kenya has embarked on various programmes to add value to its education programmes. In-service training has been given prominence with the latest being through the Sessional Paper No. 1 (2005).
2.6.1 Government Policies as Regards Teachers In-Service Training

Sessional Paper No.1 (2005) identifies teachers as the most important resource in the teaching and learning process. It further recognizes that their training and utilization requires critical consideration. The current programmes for teacher education, aim at providing qualified teachers in order to provide quality education. Unlike the primary teacher education policy which requires trained teachers to teach all subjects offered in the school curriculum, the secondary teacher’s education policy requires a teacher to specialize in two teaching subjects upon graduation.

The government however, according to the Sessional Paper No. 1 (2005) recognizes the challenges in teacher training institutions inclusive of large classes which have compromised the quality of the teacher. Therefore, the government has further proposed an extension of the current Bachelor of Education programme to five years like other professional degrees or to have those aspiring to be teachers to take a post graduate diploma in education after the first degree. In support of in-service training, the KESSP Report (2005) asserts that, continuous improvement in the quality of education services should also entail continuous skills upgrading for teachers. However, this has not been achieved due to lack of adequate opportunities to improve their skills beyond those acquired in the pre-service basic training in addition to inefficient utilization of teachers, centralized teacher management and continued interference in teacher management. To show it’s commitment to improved quality education for Kenyans, the government has committed itself to in-servising teachers to enable them to use alternative modes of service delivery such as multi-shift and multi-grade where applicable.
According to KESSP Report (2005), quality secondary school graduates contribute to the improvement of the quality of teachers required in education sector as well as other sectors. The government is therefore, committed to improving and maintaining a well educated and disciplined teaching force committed to professional development. This is through having the curriculum reviewed on regular basis to ensure relevance and harmonization and information communication technology is incorporated in the training of teachers.

Thus a responsive, dynamic and well-coordinated system of INSET is needed to facilitate the achievement of growth – oriented equity, sensitive and progressive society. In designing the INSET, it should be noted that pre-service training alone cannot prepare for the challenges required for life – long teaching and learning that lie ahead in this rapidly changing society.

2.6.2 On-Going Programmes of Teacher In-Service in Kenya

In accordance with the government policy on in-service training as stipulated in the Sessional Paper No. 1 of 2005, the Government through the Ministry of Education has shown its commitment to quality education by providing a comprehensive focus on teacher development and utilization through quality in-service training. The rationale for upgrading the skills of serving teachers has been by addressing past weaknesses of practicing teachers by giving them skills beyond those acquired during their pre-service training.
Programmes in line with the government policy framework for education training and research KESSP (2005) include:

(i) **CEMASTEA Programme**

The CEMASTEA programme was implemented as an effort to realize quality education for secondary Mathematics and Science. According to KESSP Report (2005), the government converted the former Centre for Research and Training (CRT) in Karen to Centre for Mathematics and Science Education in Africa (CEMASTEA) as a means of institutionalization of Mathematics and Science INSET activities at the national level. This has been successful with the assistance of Japanese International Corporation Agency (JICA). INSET centers have been established at district level throughout the country. The training has further been expanded to include head teachers, District Quality Assurance and Standards Officer, District Education Officers, tutors of Mathematics and Science in diploma colleges.

(ii) **School-Based Teachers Development (SBTD)**

This programme according to the KESSP Report (2005) was launched in 2001. It aimed at strengthening primary subject specialists in Mathematics, English and Science in all the primary schools in the country. Through this programme, 50,000 teachers have been trained as Key Resource Teachers (KRTs). To have key resource persons for Kiswahili and Guidance and Counselling, a further 3600 teachers were trained for all the primary schools.

(iii) **School Empowerment Programme (SEP)**

This programme according to (KESSP, 2005) was developed in response to the challenges of the free primary education policy. It aimed at helping head teachers, deputy head teachers, senior teachers and graduate Key Resource Teachers to work
together to improve the quality of education in schools. The programme uses a blended learning approach to strengthen management and leadership capacity as well as pedagogic effectiveness.

2.6.3 Challenges Facing In-Service Training of Teachers

There are a myriad of challenges facing in-service training of teachers in developing countries which include:

- Inability or reluctance to allow teachers realize time for local training courses.
- Lack of sufficient number of inspectors to provide adequate and systematic classroom observation and teacher development.
- A negative focus by inspectors when visiting school, observing and evaluating teachers and lack of cooperation among teaching staff in many schools.
- Poor infrastructure in educational institutions.
- Inadequate physical facilities in educational institutions like classrooms and laboratories.
- A majority of students admitted to pre-service teacher training programmes do not choose education at all, but take teaching as the last and only available option, consequently, they have no interest in teaching and by extension in the in-service training.
- Lack of continuous research to compare observations of INSET.
- Non-initiation of appropriate in-service programmes to address the needs which the inspectorate has identified in education (KESSP Report, 2005:190).
It is evident that pre-service training alone cannot adequately prepare teachers in the face of rapidly changing society. Thus, the research will undertake an investigation into the objectives, evaluation and challenges of in-service training of secondary school teachers in Imenti North District to compare with those in Kenya, Africa and other counties.

2.6.4 Inset Studies in Kenya and in other Countries

Farquhai (1999) notes that in the United Kingdom, change was needed because many teachers were frustrated bored or burned out. The question posed was ‘if teaching becomes disinteresting to many teachers, can one expect them to make learning exiting to students?’ It was noted that at the teacher level, the degree of change was strongly related to the extent to which teachers interact with each other and others providing technical help within the school, collegiality among teachers, as measured by the frequency of communication, mutual support, help and so forth, was a strong indicator of implementation success. Virtually every research study on the topic has found out that significant educational change consists of changes in beliefs, teaching style and materials, which can come about only through a process of personal development in a social context. Farquhai (1999) avers that profession is not created by certificates and censures but by the existence of a substantive body of professional knowledge as well as a mechanism for improving it and by a genuine desire of the profession’s members to improve their practice.
Wanzare (2002) notes that the factors which hinder teacher quality in Kenya are: deficiencies in teacher pre-service training programmes, persistence of unqualified and under qualified teachers and inadequacies in in-service teacher training programmes. It is inherently important that teachers, because of the nature of their job, should continue with their personal and professional education. Currently in Kenya, centralized teacher in-service training programmes are highly inadequate because of lack of resources. Republic of Kenya (1999), observes that the Ministry of Education, Science and Technology has put in place a comprehensive teacher in-service programme to prepare serving teachers to cope with the changes and challenges in teaching. Therefore, there is need to enhance competence of Kenya teachers in the light of the rapid, intensive and fundamental nature of present-day technological, economic, cultural, societal and political changes. Major means towards this end are well organized teacher evaluation practices and procedures.

Okumbe (1998) notes that educational management has no choices on whether to train employees or not. All employees, regardless of their previous training, education and experience must be given further training and development. This is because the competence of workers will never last forever, due to such factors as curriculum and technological changes, transfers and promotions. Training and development are, therefore a must in educational management and so the only choice for educational managers is the methodology: whether to have consciously designed training and development programmes or to have them in an haphazard and casual manner.
2.7 Summary

From the literature review, it is evident that teachers are the most important human resource that any country has had and INSET of such human resource is not a preserve of some countries. There are a number of terms used to refer to in-service training of teachers. They include: in-service training of teachers, staff curriculum development and professional development. INSET includes guidance and training received while teaching on the job and programmes undertaken away from the school setting, whether formal or informal. In-service training is intended for the professional development of teachers. The contemporary in-service programmes include institutional based studies at higher institutions, workshop movement, individual conferences, reading and studying groups. The institutions charged with the responsibility of in-service training in Kenya is Kenya Education Management Institute. Conversely, the Ministry of Education through the directorate of Quality Assurance and Standards as well as the Teachers Service Commission facilitate in-service training of teachers through capacity building and financial assistance. Kenya National Union of Teachers organise INSET for their members. Professional development of teachers is considered a guarantee of quality education. Teachers receive in-service training in order to keep in touch with new findings in their subjects and obtain continuous support for the improvement of their teaching methods. Methods used for in-service training include school-based in-service, teacher apprenticeship programmes, induction programmes and teacher support network. Some of the on-going INSET programmes in Kenya includes: Cemastea, school-based teachers development and the school empowerment programme and training given in universities.
CHAPTER THREE  
METHODOLOGY

3.1 Introduction
Research design was the conceptual structure within which research was conducted. It is the arrangement of conditions for collection and analysis of data in a manner that aimed to combine relevance to the research purpose with economy in the procedure.

3.2 Research Design
The study adopted descriptive survey design to investigate the objectives, evaluation and challenges facing in-service training of secondary school teachers. The design was considered suitable for the study as it involved gathering data from members of the population in order to determine its current status in regard to one or more variables. Moreover, the survey reports things the way they are. A survey study served the following purposes: to obtain information that described the existing phenomena by asking individuals about their perceptions, attitudes and values. Survey is used to explain/explore the existence of two or more variables at a given point and it is useful where the study involves population which is too large for direct observation, Mugenda & Mugenda (1999). More still, descriptive study is concerned with gathering facts rather than manipulation of variables (Koul, 1984). In this regard, the descriptive design was considered appropriate as a means of achieving the objectives of the study, on the process, objectives, evaluation and challenges of inservicing secondary school teachers in Imenti North District.
3.3 Location of the Study

The study was conducted in Imenti North District. The district boarders Laikipia District in the North, Isiolo District in North – East, Tigania District in the East, Tharaka District in the South West and Mount Kenya Forest in the West. Imenti North was chosen as a study area because there was already an in-service programme (SMASE Training) going on in the district.

3.4 Target Population

The study population comprised the District Quality Assurance and Standards Officer, teachers, HOD’s and headteachers in the 38 public secondary schools in Imenti North District with total of 230 TSC employed teachers.

3.5 Sampling Procedure and Sample Size

The aim of the researcher was to have well-defined sample sizes, adequately chosen and an estimate of how representative the sample is to the whole population. This is to cater for variation which reflects on the gender of the teachers, boarding and mixed schools. Simple random sampling technique was used to select 30% of the 38 public secondary schools in the district which is 11 schools. Purposive sampling was used to select all the headteachers from the sampled schools, hence 11 headteachers was used as sample. There are 5 departments in a school. Therefore, by using purposive sampling technique, 5 HODs were sampled from each school, namely: Maths, Languages, Sciences, Humanities and Technical, hence 55 HODs were sampled for this research. Conversely, purposive sampling technique was used to select 60 teachers from the sampled schools who had attended in-service training.
3.5.1 Sampling Techniques

Sampling is the process of selecting a subject of cases in order to draw conclusions about the entire population (Orodho, 2005). In this study, simple random sampling, which according to Orodho is a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample of a given size and an equal probability of being selected, was used by the researcher to sample 11 out of the 38 schools in the district. Purposive sampling method was used to select 60 teachers, 55 heads of department, 11 headteachers and District Quality Assurance and Standards Officer to participate in the study.

3.5.2 Sample Size

Emanating from the purposive sampling technique, the study sample comprised of 60 teachers with each school having a teacher from each department, namely: languages, mathematics, sciences, humanities and technical’s apart from 5 boarding schools which had guidance and counselling as a department. Conversely, the researcher selected 55 Heads of Departments, 11 headteachers and the District Quality Assurance and Standards Officer. The sample size was 127 respondents.

<table>
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<th>Table 3:1 Sampling Matrix</th>
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</tbody>
</table>
The sample size for the study comprised: 60 teachers sampled from 11 public secondary schools in Imenti North district, 55 HODs with an HOD from each of 5 Departments in the secondary school arrangement; all the headteachers from the sampled schools and the District Quality Assurance and Standards Officer, giving a total of 127 respondents.

3.6 Research Instrument

The study employed questionnaires as the research instrument. A questionnaire is an instrument used to gather data, which allow measurement for or against a particular viewpoint (Orodho, 2005). It has the ability to collect a large amount of information in a reasonably quick space of time. Its major advantages are that it has an efficient use of time because information is collected from a large number of people and questions are easily analyzed, anonymity is possible and questions are standardized. The questionnaires took into account the above-stated aspects in order to have a balanced instrument of research. The researcher used 4 sets of questionnaires which were: Questionnaire for the District Quality Assurance and Standards Officer, HODs, teachers and headteachers. The questionnaire for the District Quality Assurance and Standards Officer had two parts:

Part A: Comprised background information which included gender, age, marital status, and level of education. Part B: contained the core questions about challenges and evaluation of INSET in the district. These questions included: involvement of QASO in INSET programmes in the district, presence of a schedule for INSET, spread of INSET in secondary school departments, factors that influenced the organization of INSET for teachers, criteria used to select teachers to attend INSET,
INSET objectives, challenges facing INSET of secondary school teachers, and INSET evaluation.

The questionnaire for the teachers was in two parts: part A covers background information which includes gender, age, experience, responsibilities marital status and teaching qualification. Part B: had questions meant to show INSET evaluation and challenges. These included questions on attendance of INSET by the teacher, how INSET is carried out, if there is a schedule for in-servicing teachers in the department, selection of teachers to attend INSET, statement of INSET objectives, challenges that the teacher experienced during INSET and evaluation of INSET.

The Questionnaire for the headteacher was in two parts: Part A: had background information which included gender, marital status, age, education qualification, teaching experience, experience as headteacher, subjects taught and subjects that the headteacher was in-serviced. Part B had questions meant to show INSET challenges and evaluation. These includes, information on whether teachers have attended INSET while the headteacher was in office, when and how INSET is carried out, who organized INSET for teachers, objectives for INSET, challenges experienced in the process of INSET and evaluation.

The study also used semi-structured interview for the QASO. The researcher formulated questions to the QASO which covered issues like: the involvement of Quality Assurance and Standards officer in in-service programs, schedule for in-servicing teachers in the district, level of involvement of teachers from various departments in the school set-up, factors that influenced QASO to organize INSET for
secondary school teachers, setting of objectives for INSET, challenges encountered in in-service training and how evaluation was carried out after in-serve training.

3.7 Validity

Orodho (2005) avers that validity is concerned with the degree to which an empirical measure, or several measures of a concept accurately represent that concept. The principal of validity required the researcher to check the validity of the research by checking 2 types of validity. Content validity was determined by systematically defining in precise terms the specific content to be sampled, objectives stated and describing how the content was sampled to develop questionnaire items. Criterion-related validity was in the form of concurrent validity which was determined through giving the questionnaire for piloting in a short period (2 weeks) to the same group. A panel of experts in the field was also used to judge the adequacy and hence assess the validity of the instrument.

3.8 Reliability of the Research Instrument

Orodho (2005) defines reliability as a measure of the degree to which a research instrument yields consistent results after repeated trials. To determine the reliability of the research instruments, the researcher employed test re-tests method. The following steps were followed:- the developed questionnaire was given to few identified subjects (not included on the study); the answered questionnaires were scored manually; the same questionnaire was administered to the same group of subjects after two weeks; the questionnaire responses were again scored manually; a comparison between scores obtained were then done using Pearson correlation formula (Mugenda and Mugenda, 1999). The Pearson’s product moment formula for
test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire are consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient of 0.8 was arrived at which was high enough to judge the instrument as reliable for the study.

3.9 Pilot Study

In order to come up with a proper questionnaire design, it is good to pilot the questionnaire with a small representative sample, identical to, but not including the group for survey. This was done to ensure that measurements are of acceptable reliability and validity. The researcher had 3 schools in the pilot study selected using purposive sampling technique to take care of differences in gender, day schools and boarding schools. The pilot study had 11 subject teachers, 5 HODs and 3 headteachers from the 3 schools which were purposively selected for the pilot study.

The pilot study established that the questions contained in the questionnaire supplied the appropriate information as asked by the researcher. The researcher was satisfied that the wording was clear as there was no ambiguity or confusion detected in the answers given by the respondents. The respondents answered all questions, therefore the researcher was satisfied that all questions provoked response.

3.10 Data Collection Procedure

The data collection instruments included questionnaires prepared for the Quality Assurance and Standards Officer, headteachers, H.O.Ds, and the teachers. Moreover, a semi-structured interview schedule was used to collect data from the QASO.
Questionnaires were considered ideal for collecting data from the teachers, headteachers and Quality Assurance and Standards Officer because they were individually recorded and interpreted. The questionnaires were used to collect information on process, objectives, evaluation and challenges of INSET in the district. The semi-structured interview schedule for the QASO was considered appropriate due to his office being in charge of in-service training in the district hence could give more information on issues which were being researched upon.

3.11 Data Analysis
Data obtained by the researcher from the field in raw form was analyzed using SPSS version 16.0. The data obtained was cleaned, coded, key-punched into computer and analyzed. The researcher analyzed data in frequencies and percentage forms. Quantitative data was presented in frequency tables, pie charts and bar graphs. Qualitative data was analysed using descriptive statics.

3.12 Logistical, Ethical and Human Relations Issues
The researcher developed a work plan that detailed various tasks to be done throughout the research process. The plan gave time frame for accomplishing various phases of the research project. The phases were: formulating the research topic, background to the study, formulating the objectives and research questions, establishing the theoretical framework, literature review and establishing the methodology for the study. The questionnaire which was used as a research instrument was made in sufficient quantities. There were enough copies for the subject teachers, HODs and headteachers. All the pages in each questionnaire were properly stapled.
The constitutional rights of the respondents were respected in the questionnaire. Confidentiality was assured and respondents were not required to disclose their identity. The researcher first talked to the respondents to humbly request them to co-operate.

The research was based on pertinent issues affecting teachers in the secondary schools in Imenti North District. This was to convince the respondents that the research had a positive educational value. A research permit was obtained from the National Council for Science and Technology. Permission to conduct research was obtained from the DEO, District QASO and headteachers. The researcher developed a rapport with all the respondents in order to get co-operation from them.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis and interpretation. Out of the 127 questionnaires issued, all were returned. Thus, data analysis was based on 127 (100%) questionnaires that were fully filled and returned. Data was analyzed using the Statistical Package for Social Scientists (SPSS) version 16.0. Descriptive and inferential statistics such as frequencies, mean and percentages were used in data analysis and summaries.

The purpose of the study was to identify the process, objectives, evaluation and challenges faced by Ministry of Education, head teachers, HODs and subject teachers in the process of in-servicing of secondary school teachers as well as in-service training evaluation in Imenti North District with the aim of coming up with recommendations of improving identified process, objectives, evaluation and challenges in schools under study.

The study was based on the following research questions which were formulated from the objectives:

i) How is in-servicing of teachers carried out in Imenti –North district?

ii) To what extent are the objectives of in-service training being met?

iii) What challenges face subject teachers, H.O.Ds, head teachers and QASO while in-servicing secondary school teachers?

iv) How is evaluation of in-service training being carried out?
4.2 Background Information of the Respondents

General information is the characteristics of the sampled respondents to this study. The questionnaires were administered to the headteachers, HODs and teachers sampled from day schools, district schools and county schools as well as the district QASO. Data collected included gender, age, academic qualification and period of service of the respondents. The study established the majority which was 80.32% of the teachers, HODs, head teachers and QASO were involved in secondary school administration.

Figure 4.1: Questionnaire Rate of Return

The study sought to establish the gender of teachers, HODs, head teachers and QASO who were sampled for the study whereby 65 (51%) represented male and 62 (49%) represents female a total of 127 respondents. The results indicated that male respondents were the majority when compared with females.
Table 4.1: Experience of Respondents

<table>
<thead>
<tr>
<th>Range in Years</th>
<th>Teachers</th>
<th>Head Teachers</th>
<th>HOD’s</th>
<th>QASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years and below</td>
<td>28(46.67%)</td>
<td>1(9.09%)</td>
<td>8(14.54%)</td>
<td>0</td>
</tr>
<tr>
<td>6-10 yrs</td>
<td>7(11.67%)</td>
<td>5(45.45%)</td>
<td>11(20%)</td>
<td>1(100%)</td>
</tr>
<tr>
<td>11 -15 yrs</td>
<td>6(10%)</td>
<td>3(27.27%)</td>
<td>16(29.09%)</td>
<td>0</td>
</tr>
<tr>
<td>16 -20 yrs</td>
<td>9(15%)</td>
<td>1(9.09%)</td>
<td>4(7.27%)</td>
<td>0</td>
</tr>
<tr>
<td>over 21yrs</td>
<td>10(25.78%)</td>
<td>1(9.09%)</td>
<td>16(29.9%)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>11</td>
<td>55</td>
<td>1</td>
</tr>
</tbody>
</table>

Data on table 4.1 shows that teachers had experience working as secondary school teachers as follows: 46.67% had worked for five years and below, 11.67% had worked for 6-10 years, 10% had worked for 11 – 15 years, 15% had worked for 16 – 21 years and 25.78% had worked for over 21 years. Head teachers analysis indicated that 9.09% had worked for five years and below, 45.45% had worked for 6 – 10 years, 27.27% had worked for 11 – 15 years, 9.09% had worked for 16 – 21 years and 9.09% had worked for over 21 years. Respondents in HODs category indicated that H.O.Ds 14.54% had worked for five years and below, 20% had worked for 6 – 10 years, 29.09% had worked for 11 – 15 years, 7.27% had worked for 16 – 21 years and 29.9% had worked for over 21 years and QASO had been in office for between 6-10 years. This shows that most head teachers, HOD’s, subject teachers and QASO had served for an adequate period of time for which the experience gained has been a result of the long period they have served.
Table 4.2: Age of the Respondents

<table>
<thead>
<tr>
<th>Range in Years</th>
<th>Teachers</th>
<th>Head teachers</th>
<th>HOD’s</th>
<th>QASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>11(18.33%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25 -29</td>
<td>9(15%)</td>
<td>0</td>
<td>2(3.64%)</td>
<td>0</td>
</tr>
<tr>
<td>30-34</td>
<td>8(13.33%)</td>
<td>0</td>
<td>5(9.09%)</td>
<td>0</td>
</tr>
<tr>
<td>35 -39</td>
<td>6(10%)</td>
<td>0</td>
<td>10(18.8%)</td>
<td>0</td>
</tr>
<tr>
<td>40-44</td>
<td>7(11.67%)</td>
<td>6(54.54%)</td>
<td>27(49.09%)</td>
<td>1(100%)</td>
</tr>
<tr>
<td>45 -50</td>
<td>11(18.33%)</td>
<td>3(27.27%)</td>
<td>10(18.8%)</td>
<td>0</td>
</tr>
<tr>
<td>Above 50</td>
<td>8(13.33%)</td>
<td>2(18.18%)</td>
<td>1(1.82%)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>60(100%)</td>
<td>11(100%)</td>
<td>55(100%)</td>
<td>1(100%)</td>
</tr>
</tbody>
</table>

Table 4.2 indicates age of the respondents. That 18.33% of teachers were below age of 25 years, 15% between 25-29 years, 13.33% between 30-34 years, 10% between 35-39 years, 11.67% between 40 – 44 years, 18.33% between 45-50 years and 13.33% were above 50 years. The table further shows that 54.54% of head teachers were between 40-44 years, 27.27% between 45-50 years and 18.18% were above 50 years. Among the H.O.Ds 3.6% were between 25-29 years, 9.09% between 30-34 years, 18.8% between 30-34 years, 18.88% between 35-40 years, 49.09% between 40-44 years, 18.8% between 45-50 years, 1.82% were above 50 years and QASO was between the age of 40-44 years.
Data on figure 4.2 shows education qualification on teachers. 18.8% of the subject teachers are qualified with diploma certificate, 71.42% qualified for Bachelor of Education Degree, 7.3% qualified for Bachelor of science in Applied Biology, and 2.48% are qualified with Master’s Degree.
Figure 4.3: Education Qualification of Head Teachers

Data on figure 4.3 shows that 36.36% HODs qualified for Bachelor of Education, none had Bachelor of Science in Applied Biology and 63.64% masters degree.

Figure 4.4: Education Qualification of HODs

Data on figure 4.4 shows that 9.09% have been awarded a diploma certificate, 81.82% qualified for Bachelor of Education and 9.09% have been awarded master’s degree.

The District QASO qualified with a bachelor degree in Education.
4.3  How In-Servicing of Teachers is Carried Out in Imenti – North District

The researcher wanted to establish how INSET for teachers is carried out in Imenti North District.

4.3.1 Internal and External In-Service Training of Teachers

Research question one sought to find out how in-servicing of secondary school teachers is carried out in Imenti – North District.

Table 4.3: Internal and External In-Servicing of Teachers

n = 127

<table>
<thead>
<tr>
<th>How INSET was Carried Out</th>
<th>Teachers</th>
<th>Head Teachers</th>
<th>QASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally</td>
<td>25(41.67%)</td>
<td>7(63.64%)</td>
<td>39(70.91%)</td>
</tr>
<tr>
<td>Externally</td>
<td>33(55%)</td>
<td>4(36.36%)</td>
<td>11(20%)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1(1.67%)</td>
<td>0</td>
<td>5(9.07%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>11</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

Majority, 55% of the teachers indicated that in-service is carried out externally while 41.67% indicated that their in-service is carried out internally. On the other hand 1.67% indicated that methodology of in-servicing does not apply. Accordingly, 63.64% of the head teachers indicated that in-service training of teachers is carried out internally while 36.36% indicated that in-service was carried out externally. 70.91% of HODs indicated that in-service training of teachers is carried out internally, 20% externally and 9.07% indicated it was not applicable. The results reveal that in-servicing is done externally and internally.
4.3.2 Respondents opinion on attendance of in-service

The researcher wanted to know if teachers attend in-service courses. The results of attendance of in-service courses were presented on table 4.4.

Table 4.4: Teachers Attendance of In-Service Course

<table>
<thead>
<tr>
<th>Attendance of In-Service</th>
<th>Teachers</th>
<th>Head Teachers</th>
<th>HODs</th>
<th>QASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Attend</td>
<td>60(100%)</td>
<td>10(90.91%)</td>
<td>36(65.45%)</td>
<td>1(100%)</td>
</tr>
<tr>
<td>In-service Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers do not attend</td>
<td>21(25%)</td>
<td>1(9.09%)</td>
<td>19(34.55%)</td>
<td></td>
</tr>
<tr>
<td>In-service courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>11</td>
<td>55</td>
<td>1</td>
</tr>
</tbody>
</table>

Information on table 4.4 shows that all teachers have attended in-service courses. Among the headteachers, 90.91% felt that teachers have attended in-service courses while 9.09% indicated that teachers had not attended any. Among the HODs 65.45% were of the opinion that teachers attend INSET while 34.55% felt that teachers do not attend INSET courses. The district QASO was of the opinion that teachers attend in-service training.

4.3.3 Respondents Frequency of INSET Attendance.

The researcher wanted to investigate the number of times respondents had attended in-service courses. The results about the number of times courses were attended are presented on table 4.5.
Table 4.5: Number of Times That INSET Courses Were Attended

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Times</td>
<td>38(63.33%)</td>
</tr>
<tr>
<td>3-4 Times</td>
<td>15(25%)</td>
</tr>
<tr>
<td>More than 5 Times</td>
<td>7(11.67%)</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

4.3.4 Frequency of Carrying Out INSET Courses

The researcher wanted to find out how frequent in-service courses were carried out.

The results on how often in-service courses are carried are presented Table 4.6

Table 4.6: How Often In-Service Courses Were Carried Out

n = 60

<table>
<thead>
<tr>
<th>Frequency of Carrying Out INSET Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>4(6.67%)</td>
</tr>
<tr>
<td>Semi Annually</td>
<td>4(6.67%)</td>
</tr>
<tr>
<td>Quarterly</td>
<td>7(11.66%)</td>
</tr>
<tr>
<td>Annually</td>
<td>45(75%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Majority, 75% of the teachers indicated that their in-service was carried out annually, followed by 11.66% who indicated that its done quarterly, 6.67% indicated that in-service courses are done monthly and similarly 6.67% who indicated that in-service
courses are done semi-annually. The results reveal that many teachers attended in-service courses annually compared to quarterly, monthly, or semi annually.

4.3.5 Methods Used in Selection of Teachers Attending INSET Courses

Respondents demonstrated how the teachers attending in-service course were selected. The results on selection of teachers attending in-service courses were presented in table 4.7.

<table>
<thead>
<tr>
<th>Method of Selection</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randomly</td>
<td>15 (25%)</td>
</tr>
<tr>
<td>Experience</td>
<td>14 (23.81%)</td>
</tr>
<tr>
<td>Responsibility</td>
<td>31 (51.19%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Majority, 51.19% of teachers indicated that teachers who attended in-service courses were selected due to their responsibility, while 23.81% indicated that they were selected based on experience and 25% indicated that they were selected randomly.

The results reveal that teachers attend in-service training though the frequency of attendance depends with the responsibility held in school. Subject teachers attended more external in-service courses than those held at school, this may be due to other factors as observed by Farquhai (1999) that in the United Kingdom change was needed because many teachers were bored, frustrated or burned out. Studies have
shown that in-service training is a vital ingredient for educational change. Conversely, the Government through the KESSP Report (2005) noted that continuous improvement in the quality of education service should also entail continual upgrading for teachers.

4.4 Respondents Opinion on Whether INSET Objectives Were Achieved

The researcher wanted to know the specific objectives of in-service training listed before the start of INSET programme and whether they were achieved. The achievement of the objectives of in-service training were presented on table 4.9.

Table 4.8: Whether INSET Objectives Were Achieved

<table>
<thead>
<tr>
<th>INSET Objectives</th>
<th>Respondents Response on Whether INSET Objectives Were Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development of Teachers.</td>
<td>Yes 53 (88.10%) No 7 (11.9%)</td>
</tr>
<tr>
<td>Enhancing Teachers Instructional Needs</td>
<td>Yes 53 (88.10%) No 7 (11.9%)</td>
</tr>
<tr>
<td>Teachers General Understanding of Changing Roles and Tasks</td>
<td>Yes 51 (85.71%) No 9 (14.29%)</td>
</tr>
<tr>
<td>Teachers Knowing New Findings in their Subject Area</td>
<td>Yes 44 (72.62%) No 16 (27.37%)</td>
</tr>
<tr>
<td>Improvement of Teaching Methods</td>
<td>Yes 44 (72.62%) No 16 (27.37%)</td>
</tr>
<tr>
<td>Taking Part in Advice and Guidance</td>
<td>Yes 46 (77.38%) No 14 (22.62%)</td>
</tr>
</tbody>
</table>
Data on table 4.8 illustrates achievement of objectives of INSET programmes. Majority of the teachers, 88.10% indicated that the professional development of teachers was achieved; enhancing instructional needs 88.10% were affirmative; against 11.9% who disagreed. Regarding general understanding of changing roles and tasks 85.71% were affirmative; knowing new findings in their subject area 72.62% were affirmative while 27.37% were against; in regard to improvement of teaching methods 72.62% supported that INSET improved the teaching skills, while 77.38% supported that in-service training enabled them to take part in advice and guidance.

4.5 Teacher’s Opinion on the Extent to which INSET Objectives Were Achieved

The researcher wanted to investigate the teachers’ opinion on the extent to which INSET objectives were achieved. The results were presented in table 4.9
Table 4.9: Teachers Opinion on Achievement of INSET Objectives
n = 60

<table>
<thead>
<tr>
<th>Objective</th>
<th>Extent of Achievement</th>
<th>Very Great</th>
<th>Great</th>
<th>Undecided</th>
<th>Little</th>
<th>Very little</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development of Teachers</td>
<td></td>
<td>40 (66.67%)</td>
<td>14 (23.33%)</td>
<td>0</td>
<td>6(10%)</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Enhancing Instructional Needs</td>
<td></td>
<td>4 (6.67%)</td>
<td>4(6.67%)</td>
<td>7(11.69%)</td>
<td>45 (75%)</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>General Understanding of Changing Roles and Tasks</td>
<td></td>
<td>26 (43.33%)</td>
<td>24 (40%)</td>
<td>6(10%)</td>
<td>4(6.67%)</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Knowing New Findings in Their Subject</td>
<td></td>
<td>36 (60%)</td>
<td>24 (40%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Improving Teaching Methods</td>
<td></td>
<td>14 (23.33%)</td>
<td>41 (68.33%)</td>
<td>2 (3.33%)</td>
<td>1(1.67%)</td>
<td>2 (3.33%)</td>
<td>60</td>
</tr>
<tr>
<td>Participation in Programme of Advise and Guidance</td>
<td></td>
<td>7 (11.67%)</td>
<td>49 (81.67%)</td>
<td>2 (3.33%)</td>
<td>0</td>
<td>2(3.33%)</td>
<td>60</td>
</tr>
</tbody>
</table>

Data on table 4.9 shows that 66.67% of the teachers noted that the objective of professional development of teachers was achieved to a very great extent while 23.33% of the teachers were of the opinion that it was achieve to a great extent and 10% felt that the extent of achievement was little. In regard to the objective of enhancing instructional needs, 6.67% of the teachers rated the extent of achievement as very great, 6.67% rated the achievement as great, 11.69% were undecided while 75% were of the opinion that the extent of achievement was little. The teachers opinion on general understanding of changing roles and tasks shows that 43.33% felt
that the extent of achievement was very great, while 40% rated it as great. The teachers’ opinion on the objective of knowing new findings in their subject area, 60% felt that the extent of achievement was very great while 40% felt that it was great. In regard to obtaining continuous support for improving teaching methods, 23.33% of teachers felt that the extent of achievement was very great while 68.33% felt that it was great. The teachers’ opinion on the objective of taking part in the programme of advise and guidance, 11.67% felt that the extent of achievement was very great while 81.67% rated it as great.

This finding concurs with the Republic of Kenya (1995) that in-service training should be provided regularly to administrators, teachers and curriculum implementers. Moreover, KESSP Report (2005) indicated that continuous improvement in the quality of education services should entail continuous skills upgrading for teachers for their optional output in their career.

4.6 Challenges of INSET

The researcher wanted to establish the challenges experienced by teachers in the process of INSET.

4.6.1 Challenges Experienced by Teachers in the Process of INSET

Research question three sought to find out the challenges that subject teachers experience in the process of in-service training. The respondents were asked if they encountered any challenges during INSET. Data on table 4.11 shows the challenges experienced by teachers in the process of in-service training.
Table 4.1: Challenges Experienced by Teachers in the Process of INSET

<table>
<thead>
<tr>
<th>Challenges Experienced by Teachers in the Process of INSET</th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Time for INSET</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3 (5%)</td>
<td>21 (35%)</td>
<td>36 (60%)</td>
<td>60</td>
</tr>
<tr>
<td>Lack of Sufficient Number of Inspectors</td>
<td>19 (31.67%)</td>
<td>37 (61.67%)</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Negative Focus by Inspectors</td>
<td>28 (46.69%)</td>
<td>22 (36.67%)</td>
<td>4</td>
<td>2 (3.33%)</td>
<td>3 (5%)</td>
<td>1 (1.67%)</td>
<td>60</td>
</tr>
<tr>
<td>Lack of Cooperation by Teachers</td>
<td>36 (60%)</td>
<td>7 (11.67%)</td>
<td>11</td>
<td>2 (33.33%)</td>
<td>3 (5%)</td>
<td>1 (1.67%)</td>
<td>60</td>
</tr>
</tbody>
</table>

Data on table 4.11 shows that 5% of the teachers disagreed that there was lack of time for INSET, 35% strongly disagreed while 60% very strongly disagreed that there was lack of time for INSET. In regard to lack of sufficient number of inspectors, 31.67% of the teachers very strongly agreed 61.67% strongly agreed while 6.66% agreed that there was lack of sufficient number of inspectors. In regard to the challenges of the negative focus by inspectors, 46.69% of the respondents very strongly agreed, 36.67% strongly agree, 6.67% agreed, 3.33% disagreed, 5% strongly disagreed while 1.67% very strongly disagreed. In regard to the respondents opinion about lack of cooperation by teachers, 60% very strongly agreed, 11.67% strongly agreed, 18.33% agreed, 33.33% disagreed, 5% strongly disagreed while 1.67% very strongly disagreed.
From the research it is notable that the teachers faced challenges in the process of in-service training. Notable among these challenges were lack of sufficient number of Quality Assurance and Standards Officers, negative focus by inspectors and lack of co-operation from teachers. In order to counter these challenges, Republic of Kenya (1995) noted that in-service training should be provided regularly to managers, administrators, teachers and curriculum implementers. In reference to the tremendous expansion of education, Mbiti (1972) observed that quantitative educational opportunities pose qualitative problems as well as economic ones. It is therefore important to provide in-service to teachers for the purpose of maintaining quality education. From the observation from the research, there is need for the subject teachers, HOD’s, headteachers and Quality Assurance and Standards Officers to consult about educational needs in the learning institutions and agree on the methodology to meet those needs.

4.7 Evaluation of In-service Training

Research question four sought to find out how evaluation of in-service training was carried out in Imenti North District.

4.7.1 Teachers Response on Whether INSET was evaluated

The researcher was interested with the teachers’ response towards the evaluation of INSET. The respondents were asked if the INSET programmes were evaluated. Data on table 4.12 shows whether there was INSET evaluation.
Table 4.11: Evaluation of INSET Programmes

<table>
<thead>
<tr>
<th>INSET Evaluation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Evaluated</td>
<td>39</td>
<td>65%</td>
</tr>
<tr>
<td>Program not Evaluated</td>
<td>12</td>
<td>20%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>5</td>
<td>8.33%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that 65% of the teachers stated that INSET was evaluated while 20% felt that it was not evaluated, 8.33% felt that the question was not applicable while 6.67% were not aware if there was any evaluation.

### 4.7.2 Aspects of INSET That Were Evaluated

The study sought to investigate the aspects evaluated during INSET. The findings were presented on table 4.13.
Table 4.12: Evaluated Aspects

<table>
<thead>
<tr>
<th>Evaluation Aspects</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>Performance</td>
<td>31</td>
<td>51.67%</td>
</tr>
<tr>
<td>Suitability of Facilitators</td>
<td>2</td>
<td>3.34%</td>
</tr>
<tr>
<td>Understanding of Content</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td>Emerging Issues</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Time Allocated for INSET and Achievement Made</td>
<td>5</td>
<td>8.32%</td>
</tr>
<tr>
<td>Improvement for the Future and Participant Expectations</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Information on table 4.13 that the aspects that were evaluated included attendance which was evaluated according to 15%, of the teachers performance by 51.67%, suitability of facilitators by 3.34%, understanding by content by 5%, teaching methods by 6.67%, emerging issues by 5%, time allocated for INSET and achievement made by 8.33%, improvement for the future and participant expectations by 5%.

This finding is in agreement with assertion by Reimers (2003) that teachers can practice new techniques by discussing new material with colleagues and senior teachers. INSET activities increase communication and sharing of ideas among teachers and the participants develop better rapport through working together to
integrate INSET activities. Conversely, Olembo (2005) states that the kind of reception given to a plan for INSET needs to be considered. This is because the acceptance and active participation of teachers in those changes in the structures aims and approach of INSET can play a catalytic role while their opposition to educational change may adversely influence INSET in the face of growing need for reform.

4.7.3 Time for INSET Evaluation

The researcher wanted to investigate the time when evaluation was done. The results were presented on table 4.14.

<table>
<thead>
<tr>
<th>Period</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Completion of a Topic During INSET</td>
<td>8</td>
<td>13.33%</td>
</tr>
<tr>
<td>Immediately After INSET</td>
<td>48</td>
<td>80%</td>
</tr>
<tr>
<td>No Evaluation</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.14 indicates that 13.33% of the teachers noted that evaluation was done after completion of a topic during INSET, 80% of the teachers noted that it was immediately after INSET and 6.67% noted that evaluation was not carried out.

4.7.4 Who conducted INSET Evaluation

The researcher wanted to investigate about who conducted INSET evaluation. The results were presented in table 4.15.
Table 4.14: Who Conducted INSET Evaluation

<table>
<thead>
<tr>
<th>In-charge of INSET Evaluation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSET Organisers</td>
<td>4</td>
<td>6.67%</td>
</tr>
<tr>
<td>Facilitators</td>
<td>54</td>
<td>90%</td>
</tr>
<tr>
<td>Host Institution</td>
<td>2</td>
<td>3.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.15 indicates that 6.67% of the subject teachers observed that INSET organisers conducted the evaluation, 90% observed that it was done by the facilitators while 3.33% indicated that it was done by the host institution.

4.7.5 Response on How the INSET was evaluated

The researcher wanted to investigate how the INSET was evaluated. The results were presented in table 4.16

Table 4.15: Response on How the INSET was evaluated

<table>
<thead>
<tr>
<th>Mode of INSET Evaluation</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>General Comments</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>A Quiz After INSET</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.16 indicates that 60% of the teachers noted that a questionnaire was used to evaluate INSET, 35% observed that it was through general comments by groups, and 5% noted that it was through a quiz after INSET while 1.67% observed that it was not applicable.
The INSET evaluation confirm the statement by Folan (2001) that teaching is a collective rather than individual enterprise and that analysis, evaluation and experimentation in concert with colleagues are conditions under which teachers improve.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations, and suggestions for the study.

5.2 Summary

The purpose of the study was to find out the extent to which INSET objectives were achieved and the challenges faced by Ministry of Education, head teachers, HOD’s and subject teachers in the process of in-servicing of public secondary school teachers in Imenti North District. The study aimed at answering four research questions:

1. How is in-servicing of teachers being carried out in Imenti North District?
2. To what extent are the objectives of in-service training being met?
3. What challenges do teachers experience in the process of in-service training?
4. How is evaluation of in-service training being carried out?

The literature was reviewed in chapter two which included concepts of in-service training, teacher professional development, INSET programmes in Africa and Kenya. Policies as regards in-service training as well as challenges facing INSET of teachers were covered in chapter two. The researcher adopted descriptive survey design to investigate the objectives, challenges and evaluation of INSET programmes. The questionnaires were employed as the research instrument. Conversely, an interview schedule was used especially as a research instrument for the district QASO.
The methodology was explained in chapter three. The study adopted descriptive survey design to investigate the extent to which INSET objectives were achieved and challenges facing in-servicing of secondary school teacher in Imenti North District.

Eleven secondary school headteachers, fifty five heads of departments, sixty teachers and the district QASO were selected for study. Simple random sampling technique was used to select eleven public secondary schools in the district. Purposive sampling was used to select QASO, all the head teachers, HODs from the sampled schools and the teachers for the study. Questionnaires were the main instrument of the study. Interview schedule was used to interview the district QASO. The questionnaire was piloted and showed reliability and validity. The research permit was obtained from the National Council of Research and the researcher administered the instruments in person. Data was received from one hundred and twenty seven respondents.

Chapter four shows the data analysis of various items that were in the questionnaires for teachers, head teachers, HODs and QASO. Care was taken by the researcher to note the number of respondents expressing similar views. This formed the basis for drawing conclusions and recommendations in chapter five.

How in-servicing of teachers is carried out in Imenti North District

The first research question was to find out how in-servicing of teachers was being carried out in Imenti North District. The study revealed that in-servicing of teachers was carried out internally by majority of the respondents whereby 63.64% of headteachers, 70.91% of HODs and the QASO concurred that in-service was done internally while 55% of teachers observed that it was carried out externally.
The study noted that in-service courses for the teachers were carried out annually with a rating of 75%. Responsibility was the main criteria used to select teachers to attend INSET whereby 51.19% of teachers felt that this was the basis of selecting teachers to attend INSET.

**Level of Achievement of Inset Objectives**

The second research question was to find out the extent to which INSET objectives have been achieved. The facilitators and sponsors of in-service training need to ensure that the objectives have been set and achieved so that the training will be counted successful. These objectives were: professional development of teachers, enhancing instructional needs, general understanding of changing roles and tasks, knowing new findings in their subject area, improving teaching methods and participation in programme of advise and guidance.

Five objectives as shown above were achieved, however, the objective concerning enhancing instructional needs was largely rated as having been achieved to a little extent. The school managers, and the heads of departments should liaise with INSET facilitators to enhance instructional needs of the teachers.

**Challenges Faced by Teachers in The Process of INSET**

Research question three sought to find out the challenges that secondary school teachers, experience in the process of in–service training. The study identified lack of sufficient number of inspectors, negative focus by inspectors and lack of co-operation by teachers as the main challenges to effective in-service training for teachers in secondary schools. The study show that, lack of sufficient number of inspectors was
the major challenge experienced by teachers in the process of INSET. Conversely, the Quality Assurance and Standards Officer had a negative focus when visiting schools during in-service training sessions according to 46.69% of teachers. Lack of co-operation from teachers was very strongly agreed according to 60% of teachers.

However lack of time for INSET was not strongly rated as a big challenge. Majority of the teachers very strongly disagreed that there was lack of time for INSET.

**Evaluation of INSET**

The fourth research question was to find out how evaluation of in-service training was being carried out. Majority of the teachers numbering 65% noted that evaluation of INSET was done. Majority of the respondents numbering 60% indicated that the INSET evaluation was done through questionnaire which was at 60%. This was followed by evaluation done through oral method according to 35% of the teachers.

**5.3 Conclusion**

The study concluded that INSET is carried out in Imenti North District both internally and externally; the challenges that teachers experience during INSET includes lack of time for INSET, lack of sufficient number of inspectors, lack of co-operation from teachers and evaluation of INSET was done immediately after INSET. From the findings done through percentages, the objectives that subject teachers felt were achieved to a great extent were professional development of teachers, general understanding of changing roles and tasks, knowing new findings in their subject area, obtaining continuous support and improving teaching methods.
The study concludes that secondary school administration should prioritize INSET programmes depending on their needs throughout the year; the officers from MoE should be trained to have a positive attitude towards teachers, disciplinary action should be taken against teachers who refuse to co-operate during INSET and evaluation should be carried out immediately after INSET so as to improve quality of INSET in future settings.

5.4 Recommendations

i) The district quality assurance and standards office should ensure that all teachers attend INSET at least once a year in order to improve their teaching skills, improve students performance in examinations and cope with the current developments in the education system.

ii) Education stakeholders like the MOE, education administrators and managers should ensure that INSET participants are informed of the INSET objectives before the commencement of INSET. The target group in INSET training should be consulted to give views on areas they wish to be trained on.

iii) Headteachers, HODs and QASO should provide ample time for teachers to attend INSET.

iv) Findings indicated that teachers did not co-operate with INSET organisers and facilitators. The education managers should come up with measures to ensure teachers co-operate with their facilitators during INSET.

v) Teachers observed that the Quality Assurance and Standards Officers had a negative attitude towards them, therefore, the QASO should be trained on how to handle teachers for efficient implementation of INSET.
vi) Evaluation is largely carried out by the facilitators immediately after INSET. However INSET organisers or the host institution should also evaluate INSET programmes over a period of time.

5.5 Suggestions for Further Research

Taking into consideration the limitations of this study, the following areas for further research are recommended:

i. The study was limited to Imenti North District of Meru County. There is need to carry out similar research in other districts in the country to get a more comprehensive view of the national outlook of the challenges facing attainment of INSET objectives and INSET evaluation in Secondary Schools in Kenya.

ii. There is need to carry out a study on the perception of education planners and other stakeholders on the teachers input in improving students performance in teaching, learning and examinations after the exposure of teachers to in-service training.
REFERENCES


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Serial No. ........................................................................................................

Dear Respondent,

This questionnaire is prepared as the research instrument of a study to establish the challenges facing in-service training of secondary school teachers and INSET evaluation in Imenti North District. It is the belief of the researcher that your views will lay a firm foundation for the future of in-service training for teachers for secondary schools. I humbly request that you spare a moment out of your busy schedule to complete this questionnaire. Your response will be treated with total confidentiality. **DO NOT** write your name in any of the pages.

BACKGROUND INFORMATION

Please mark with a tick appropriately

1. Gender: Male [ ] Female [ ]

2. Age bracket

   Below 25 years [ ] 25 – 29 years [ ] 30 - 34 years [ ]

   35 – 39 years [ ] 40 - 44 years [ ] 45 – 50 years [ ]

   Above 50 years [ ]

3. Number of years in teaching profession:

   5 Years and Below [ ] 6-10 years [ ] 11-15 years [ ]

   16 – 20 years [ ] over 21 years [ ]
4. Responsibilities held

Procurement Committee Member [ ] Subject Head [ ]
Member of Discipline Committee [ ] Club Patron [ ]
Dorm Master/Mistress [ ] Class Teacher [ ]
Movement Patron [ ] Games coach [ ]

5. Marital Status

Single [ ] Married [ ] Divorced [ ]

6. Teacher Qualifications

Diploma [ ] B.E.D [ ]
BA or BSC with PGDE [ ] Masters [ ]

Other qualification, specify........................................................................................................
..................................................................................................................................................

PART B

7. Which is your department?

Science [ ] Mathematics [ ]
Humanities [ ] Languages [ ] Technical [ ]

8. a) Have you attended any in-service course since joining your current station?

Yes [ ] Not applicable [ ]
No [ ] Don’t know [ ]

b) If yes, how many in-service courses have you attended?

1-2 [ ] 3 – 4 [ ] More than 5 [ ] None [ ]

c) Who organized the INSET programme you attending?..................................................

..............................................................................................................................................
9. How is in-service carried out?
   i) Internally [ ]
   ii) Externally [ ]
   iii) Others, please specify

10. (a). Is there a schedule for in-servicing teachers in your department?
    Yes [ ] Not applicable [ ]
    No [ ] Don’t know [ ]

(b). When in-service course carried out?
    Monthly [ ] Semi-annually [ ]
    Quarterly [ ] Yearly [ ]
    Others, please specify.................................................................

11. How are teachers to attend in-service course selected?
    Randomly [ ]
    Experience [ ]
    Responsibility [ ]
    Others, please specify.................................................................

12. (a). Were the objectives of in-service training stated before the start of INSET programme?
    Yes [ ] Not applicable [ ]
    No [ ] Don’t know [ ]
b. If yes, were the following objectives achieved?  

<table>
<thead>
<tr>
<th>Objective</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Professional development of teachers</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>ii. Enhancing instructional needs</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>iii. General understanding of changing roles and tasks</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>iv. Knowing new findings in their subject</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>v. Obtaining continuous support for improving their teaching methods</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>vi. Taking part in programme of advice and guidance.</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

c. In your opinion to what extent were the objectives stated in table 1 below achieved?

**Table 1: Opinion of Teachers on the Extent to Which INSET Objectives Were Achieved.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Extent of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Great</td>
</tr>
<tr>
<td>Professional development of teachers</td>
<td></td>
</tr>
<tr>
<td>Enhancing instructional needs</td>
<td></td>
</tr>
<tr>
<td>General understanding of changing roles and tasks</td>
<td></td>
</tr>
<tr>
<td>Knowing new findings in their subject</td>
<td></td>
</tr>
<tr>
<td>Obtaining continuous support for improving teaching methods</td>
<td></td>
</tr>
<tr>
<td>Taking part in programme of advice and guidance</td>
<td></td>
</tr>
</tbody>
</table>
13. (a). Did you encounter any challenge in in-service training?

- Yes [ ]
- Not applicable [ ]
- No [ ]
- Don’t know [ ]

(b). Please state in the table below the extent to which you agree or disagree with statements on challenges experienced in the process of INSET.

**Table 2: Challenges Experienced by Teachers in the Process of INSET**

<table>
<thead>
<tr>
<th>Challenges Experienced During INSET</th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of time for INSET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of sufficient number of inspectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative focus by inspectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of co-operation by teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) Others (please specify) .................................................................
...........................................................................................................................

14 (a). Was the INSET programme evaluated?

- Yes [ ]
- Not applicable [ ]
- No [ ]
- Don’t know [ ]

(b). If yes, what aspects were evaluated?

i) .....................................................................................................................

ii) .....................................................................................................................

iii) .....................................................................................................................
15. When was the INSET evaluated?
   a) After a complete topic during INSET [ ]
   b) Immediately after the INSET [ ]
   c) Other times (please specify) .................................................................

16. Who conducted the INSET evaluation?
   a) The INSET organizers [ ]
   b) The facilitators [ ]
   c) Others (please specify) .................................................................

17. How was the INSET evaluated?
   a) Questionnaire [ ]
   b) General comments by the group [ ]
   c) Others (please specify) .................................................................

THANK YOU GOD BLESS
APPENDIX II: QUESTIONNAIRE FOR H.O.Ds

Serial No. ........................................................................................................................................

Dear Respondent,

This questionnaire is prepared as the research instrument of a study to establish the challenges facing in-service training of secondary school teachers and INSET evaluation in Imeni North District. It is the belief of the researcher that your views will lay a firm foundation for the future of in-service training for teachers for secondary schools. I humbly request that you spare a moment out of your busy schedule to complete this questionnaire. Your response will be treated with total confidentiality. **DO NOT** write your name in any of the pages.

BACKGROUND INFORMATION

Please mark with a tick appropriately

1. Gender: Male [ ] Female [ ]

2. Age bracket
   - Below 25 years [ ] 25 – 29 years [ ] 30 - 34 years [ ]
   - 35 – 39 years [ ] 40 - 44 years [ ] 45 – 50 years [ ]
   - Above 50 years [ ]

3. Number of years in teaching profession:
   - 5 Years and below [ ] 6-10 years [ ]
   - 11-15 years [ ] 16 – 20 years [ ] over 21 years [ ]

4. Responsibilities held
   - HOD languages [ ] HOD Mathematics [ ]
   - HOD Science [ ] HOD Humanities [ ]
5. Marital Status

Single [ ] Married [ ] Divorced [ ]

6. Teacher Qualifications

Diploma [ ] B.E.D [ ]

BA or BSC with PGDE [ ] Masters [ ]

Other qualification, specify ........................................................................................................

PART B

7. How is in-service carried out?

i) Internally [ ]

ii) Externally [ ]

iii) Others, please specify ........................................................................................................

8. (a). Is there a schedule for in-servicing teachers in your department?

Yes [ ] Not applicable [ ]

No [ ] Don’t know [ ]

(b). When was in-service course carried out?

Monthly [ ] Semi-annually [ ]

Quarterly [ ] Yearly [ ]

Others, please specify ........................................................................................................

9. How are teachers to attend in-service course selected?

Randomly [ ] Experience [ ]

Responsibility [ ]

Others, please specify ........................................................................................................

THANK YOU GOD BLESS
APPENDIX III: QUESTIONNAIRE FOR THE HEADTEACHER

Serial No._________________________________________________

Dear respondent,

This questionnaire is prepared as the research instrument of a study to establish the challenges facing in-service training of secondary school teachers and INSET evaluation in Imenti North District. It is the belief of the researcher that your views will lay a firm foundation for the future of in-service training for teachers for secondary schools.

I request that you spare a few minutes of your precious time to complete this questionnaire. Your response will be treated with confidentiality; DO NOT write your name in any of the pages.
BACKGROUND INFORMATION

Please mark with a tick appropriately

1. Gender
   Male [ ]  Female [ ]

2. Marital status
   Married [ ]  Single [ ]  Divorced [ ]

3. Age bracket
   Below 25 years [ ]  25-29 Years [ ]
   30-34 years [ ]  35-39 years [ ]
   40-44 years [ ]  45-50 years [ ]
   Above 50 years [ ]

4. Highest educational qualification
   Diploma [ ]  B.E.D [ ]
   BA or BSC with PGDE [ ]  Masters [ ]
   Other qualifications, specify

5. Number of years in teaching profession
   5 years & Below [ ]  6-10 years [ ]
   11-15 years [ ]  16-20 years [ ]
   Over 20 years [ ]

6. Number of years as headteacher.
   5 years & Below [ ]  6-10 years [ ]
   11-15 years [ ]  16-20 years [ ]
   Over 20 years [ ]
PART B

7. (a) Have your teachers attended any INSET course in the period you have been in this school

Yes [ ] No [ ]
Don’t know [ ] Not applicable [ ]

(b). If yes, how is in-service training carried out in your school?

i. Internally [ ]

ii. Externally [ ]

Others, please specify

8. When is in-service course carried out?

Monthly [ ]
Quarterly [ ]
Semi-annually [ ]
Annually [ ]

Others, please specify

9. Who organize the INSET programmes for your teachers?

THANK YOU, GOD BLESS
APPENDIX IV: QUESTIONNAIRE FOR THE DISTRICT QUALITY ASSURANCE AND STANDARDS OFFICER

Serial Number

Dear Respondent,

This questionnaire is prepared as the research instrument of a study to establish the challenges facing in-service training of secondary school teachers and INSET evaluation in Imenti North District. It is the belief of the researcher that your views will lay a firm foundation for the future of in-service training for teachers for secondary schools.

I request that you spare some time off your busy schedule to complete this questionnaire. Your response will be treated with total confidentiality. DO NOT write your name in any of the pages.

BACKGROUND INFORMATION

Please mark with a tick appropriately

1. Gender  Male [ ] Female [ ]

2. Marital Status
   Married [ ] Single [ ] Divorced [ ]

3. Age bracket
   25 years and below [ ] 25 - 29 years [ ]
   30-34 years [ ] 35 - 39 years [ ]
   40 – 44 Years [ ] 45 – 50 Years [ ]
   Above 50 years [ ]
4. Highest education qualification

Diploma [ ]  B.E.D [ ]

BA or BSC with PGDE [ ]  Masters [ ]

Other qualification (Specify) .................................................................

5. Number of years in teaching profession.

5 years and below [ ]

6-10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

Over 20 years [ ]

6. Number of years as Quality Assurance and Standards Officer?

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

16-20 years [ ]  Over 20 years [ ]

PART B:

7. For how long have you been in Imenti North District as Quality assurance and Standards Officer?

1-4 years [ ]  5 – 10 years [ ]  Over 10 years [ ]

8. Is your office involved in in-service programmes in your district?

Yes [ ]  No [ ]

Don’t know [ ]  Not Applicable [ ]

9. (a). Does your district have a schedule for in-servicing teachers?

Yes [ ]  No. [ ]

Don’t know [ ]  Not applicable [ ]
(b). If yes, when is in-servicing of teachers carried out?

- Monthly [ ]
- Quarterly [ ]
- Semi-annually [ ]
- Annually [ ]
- Others, please specify

10. How are teachers to attend INSET selected?

11. (a). Does the in-service training in your district cover teachers in all department in the secondary school set up?

- Yes [ ]
- No [ ]
- Don’t know [ ]
- Not applicable [ ]

(b). If yes, which department regularly organize the in-service training?

- Sciences [ ]
- Mathematics [ ]
- Languages [ ]
- Humanities [ ]
- Technical [ ]

12. (a). What factors influences you to organize INSET for secondary school teachers?

- Change in syllabus [ ]
- Students poor performance [ ]
- Schools’ request [ ]
- MOE requirement [ ]

- Others, please specify

(b). What criteria is used to select teachers to attend INSET?

- Randomly [ ]
- Experience [ ]
- Responsibility [ ]

- Others please specify

THANK YOU, GOD BLESS.
## APPENDIX V: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>BUDGET ITEMS</th>
<th>COST IN K.SH.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> Production of Research instruments. Typing 2 pages of the questionnaire @25/= (27x25)</td>
<td>675.00</td>
</tr>
<tr>
<td>Photocopying of 1,323 pages of the questioner @3/= (1,323 x3)</td>
<td>3,669.00</td>
</tr>
<tr>
<td>Typing of approximately 65 pages of the project @25/= (65x25)</td>
<td>1,625.00</td>
</tr>
<tr>
<td>Binding of 4 copies of the research project @70/= (4x70)</td>
<td>280.00</td>
</tr>
<tr>
<td><strong>b)</strong> Transport and subsistence.</td>
<td></td>
</tr>
<tr>
<td>Transport to the field for 4 days @800/= per day (800x4)</td>
<td>3,200.00</td>
</tr>
<tr>
<td>Lunch during field work @300/= per day (300x4)</td>
<td>1,200.00</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>10,949.00</strong></td>
</tr>
<tr>
<td><strong>c)</strong> Incident costs</td>
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</tr>
<tr>
<td>Assistance in preparing the data analysis using SPSS</td>
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</tr>
<tr>
<td>Other costs (stationery, pens, pencils)</td>
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</tr>
<tr>
<td><strong>Sub Total</strong></td>
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</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
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