CONTRIBUTION OF IN-SERVICE TRAINING FOR HEADTEACHERS
TOWARDS TEACHERS’ PERFORMANCE IN PUBLIC PRIMARY SCHOOLS
IN KIAMBU EAST DISTRICT, KENYA

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DECLARATION

This research project is my original work and has not been submitted for the award of any degree in any other University.

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DEDICATION

I wish to dedicate this research project to my son Fadhili and my daughter Matilda for their continuous support and whom I wish to inspire as they continue with their education.
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ABSTRACT

The purpose of the study was to investigate the contribution of headteachers’ in-service training and its contribution to teachers’ performance in public primary schools in Kiambu East District, Kenya. Four research objectives guided that study. The first research objective sought to investigate the extent to which in-service training of headteachers contributes to the motivation of teachers in public primary schools in Kiambu East District; the second research objective aimed at determining how in-service training attended by headteachers promotes performance of teachers in public primary schools. Research question three sought to find out how often in-service training courses are offered to headteachers in public primary schools in Kiambu East District while research question four sought to establish how in-service training of headteachers influences promotion of teachers to take up responsibilities in their administrative positions in public primary schools. The study adopted descriptive survey design to investigate headteachers’ in-service training and its contribution to teachers’ performance in public primary schools in Kiambu East District. The sample was 5 headteachers, 74 teachers and 1 DQASO. Data were collected by use of questionnaires and analysed by use of qualitative and quantitative means. Findings revealed that majority 3 out of 5 headteachers indicated that they had been in-service on school administration. Majority 3 out of 5 headteachers revealed that there were no rewards for the best performing teacher. Headteachers further agreed that their in-service training has changed the attitude of teachers towards work and that through motivation teachers are largely resulting to better performance of students. The study also determined how in-service training attended by headteachers promotes performance of teachers in public primary schools. The study concluded that in-service training promoted efficiency and effectiveness in headship thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teachers and that in-service training in the school improved teacher motivation. In-service training has assisted headteachers to motivate the teachers. Through in-service training they have acquired skills in human resource management. In-service training has changed the attitude of teachers towards work and that motivation of teachers is largely resulting to better performance of students. The study lastly concluded that in-service training is key in promoting teachers to take up responsibilities in administrative positions and that all headteachers should be in-serviced so that they promote teachers taking up administrative responsibilities in the schools. The study recommends that the Ministry of Education should come up with new relevant courses which are more meaningful to the headteachers with the current changes in the society and technology advancement. The Ministry of Education to come up with other mechanisms to enhance in-service training for headteachers and there is need to monitor the In-service training programme during implementation and evaluate the success of the programme. The researcher takes exception to the fact that the study was conducted in public primary schools in Kiambu East District yet the In-service training and its impact on teachers’ performance is a national one. The researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the actual impact of In-service training among headteachers.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter contains the Background to the Study, Statement of the Problem, Purpose of the Study, Objectives of the Study, Research Questions, Significance of the Study, Limitations of the Study, Delimitations of the Study, Theoretical Framework, Conceptual Framework, Assumptions of the Study and Operational definition of terms.

1.2 Background to the Study

Education is a continuous activity that never ends. It is the process of acquiring and developing desired knowledge, skills and attitudes (Oluoch, 2002). Oluoch (2002) further uses the term to develop to show that acquiring knowledge, skills and attitudes is not done once but is continuous for acquisition of more and more knowledge, skills and attitudes. This is necessary so as to deepen and widen what has already been acquired. It is from the above definition of education that the issue of teacher in-service is discussed. Education of the teacher does not end in the training but has to be continuous even after the teacher graduates and enters into the teaching service.

Byers (1970) notes that since people are the greatest potential asset to any organization, the development of people and the creation of organizational conditions for full utilization of their developed talents should be of highest priority and concern to the governing body and the top management.
Therefore, the development of the human resources assumes that the process is continuous and there is always room for improvement. It also assumes that circumstances change and hence the need to cope with the changes. Training and development can be used interchangeably, and they are commonly referred to as in-service and this entails refresher courses, orientation courses, updating courses and induction courses (Olembo, Wanga and Karagu, 1992). In-service education takes place at any time, either as full time or part time study during professional life of a teacher. In-service teacher education refers to all those planned courses and activities in which a serving teacher, headteacher, school inspector or educational administrator may participate in for purposes of improving his/her instructional or professional knowledge, interests and skills. It includes all knowledge, skills and attitudes provided to the professional staff in all educational strata designed to increase their competencies and enhance their professional growth. Training provides knowledge, skills and attitudes necessary for effective performances of one’s role and responsibilities.

Demands on teachers change considerably during their careers. (Olembo, Wanga and Karagu, 1992) point out that in view of the continuous renovation and development of teaching knowledge and of the constant change taking place within the education systems, it does not seem possible to equip the teacher trainee during the short years pre-service training with all the knowledge and skills required for an entire Professional life. Olembo, Wanga and Karagu (1992) adds that training of educational personnel should be a continuous process, which should encompass pre-service and on-service trainings short term seminars and workshops. These help in updating workers skills and thus improving their performance.
At the global level, there is a general view that there is need for the assessment of in-service training programmes of teachers. The Government of China (2000) in a report entitled ‘Societal Views of Education in China,’ indicates that it is traditionally believed that teachers should be examined after an undisclosed specific period of time. This report indicates that Chinese parents believe that teachers are supposed to know everything that is supposed to be done in the school environment. This has been seen as a way for keeping teachers on their toes. In most of the industrialized countries, in-service training is compulsory. In Finland, teachers are required to devote three days in a year to in-service training. In New Zealand, in-service teacher education is the responsibility of the Board of Trustees. The Board has an operations grant, which includes the professional development of their teachers. In addition, the Ministry of Education directly funds the provision of some professional development and in-service training opportunities (Brandt and Raymongs, 2000).

In Rhodesia, the proposal for the headteachers’ course (Ministry of Education, African Division) was first made in 1964 when it was generally realized that for the newly trained teacher, the most important period in his or her teaching career was the first two to three years in the teaching service. During this period the supervision, guidance and sympathy of the headmaster plays a major role. In addition, it was realized that headmasters were appointed without managerial or administrative experience and hence the Ministry of Education saw the need to organize courses to cater for this vital ingredient in the teaching career (Trevaskis 1996). According to Trevaskis (1996) seven study areas namely: Rhodesia, Kenya, Zambia, Uganda, Tanzania and Lesotho organized in-service training programmes to improve administrative and supervisory skills of participants.
In Kenya, in-service training can be traced back to the report of the National Committee on Educational Objectives and Policies (Gachathi Commission, 1976) which emphasized the need for lifelong continuing education to all Kenyans. This was emphasized again in the Koech led Commission of 1999, the Commission of Inquiry into the Education System in Kenya. These reports saw a need for those already trained to be given a chance to continue with learning and training. Also, they call for the strengthening of the in-service training of teachers both in academic and in the pedagogy.

Lodiaga (1987) notes that in-service training for teachers takes two main forms; formal and informal. Formal is often achieved through courses and seminars. It may cover a specialized tailored course of study or a selected learning agenda to achieve a specific goal. Informal training is often achieved through educational visits, forums and interaction with other teachers and in-service training providers. In this case there is no specific goal or objective to be achieved but the teacher may gain some skills on what is taking place in the education system.

Mbiti (1999), in his book ‘Foundations of school administration’ on policies of teacher education points out that Kenya had to cope with the tremendous expansion of education at all levels. He observed that quantitative educational opportunities pose qualitative problems as well as economic ones. It was therefore important to in-service teachers for the purpose of maintaining quality assurance.
The Revised Education Act (1980) gives the mandate of maintaining standards in schools to the inspectorate. As such, the Quality Assurance and Standards’ mission of establishing, maintaining and improving educational standards can be achieved in one way through in-servicing teachers. Indeed, one of the roles of the inspectors is assisting the quality development service with the design of in-servicing training programmes for teachers according to Koech led commission of 1999, the commission of inquiry into the Education System in Kenya. The other organ, which should provide in-service to teachers, is Kenya Education Staff Institute (KESI). KESI was established in 1981 and charged with the responsibility of developing managerial capacity within the Ministries of Basic and Higher Education.

The need for headteachers’ training on management has been accelerated by the fact that headteachers have had to deal with change on an unprecedented scale (Buckley, 1990). As a result Buckley adds that a large number of head teachers have come to accept the fact that good management will lead to more effective teaching and learning. National Association of headteachers in their paper ‘School management’ (1988) observe that: If management development is a continuous and natural part of staff development, the requirement for sudden and dramatic training programmes on appointment to new posts is necessary. Specific programmes could then concentrate on adding to the development of individuals to prepare them to take on the roles of deputy headteachers or headteachers. Heads of institutions are central to the successful management and implementation of the total curriculum. Appointments are usually made from serving teachers, most of whom have had no prior training in institutional management (Koech Commission, 1999).
The government of Kenya places great importance to primary education because it forms the basis for secondary education which prepares the youth for their responsibilities in adulthood according to Kamunge led Commission of 1988, Session Paper No. 6 of Education and Manpower Training for the Next Decade and Beyond. It is on this basis that it can be pointed out that the dynamic society in which primary school heads are operating demands constant appraisal of their training programmes. This implies that the headteachers today are likely to be lacking the types of challenges from those of yester years. This is due to the fact that changes in the taught curriculum are likely to have far reaching effects on education which places different job demands on institutional heads.

According to Sessional Paper No. 1 of 2005 on ‘A Policy Framework for Education and Training and Research’, in-service programmes need to be provided regularly to managers, administrators, teachers and curriculum implementers and that primary education can only be improved by identifying and training the right people to head schools. Teachers must undergo courses in institutional and financial management training. The report pointed out that headteachers are appointed from among serving teachers most of whom have no prior training in institutional management. This report recommended that the Kenya Education Staff Institute (KESI) be expanded to provide in-service training to all the heads of educational institutions so that they can gain the necessary competencies. It also aimed at strengthening KESI to offer demand-driven capacity building programmes through development and strengthening of School Based and Zonal Quality Assurance. The establishment of National Quality Assurance and Standards Directorate was to deal with the regulation of standards through inspection and training of both the teacher and the officer as part of capacity building.
Staff personnel refer to all the employees in an organization who work towards achieving the corporate objectives (Cole, 1996). In school situation staff personnel mainly refers to the teachers and the support staff where their main work is to ensure that they provide essential goods and services aimed at achieving the school goals and objectives.

The situation in Kiambu East District is the same as everywhere else in the country, whereby in-service training of headteachers starts with training needs assessments and if the ability of the courses offered meets the training needs of headteachers. This study therefore, seeks to investigate the contribution of in-service training for head teachers towards teachers’ performance in public primary schools in Kiambu East District, Kenya.

1.3 Statement of the Problem

Heads of institutions are central to the successful management and implementation of the total curriculum. In-service training influence effective management and maintenance of quality and high standards of education. The need for headteachers’ training in management has been accelerated by the fact that headteachers have to deal with change of an unprecedented scale. A large number of headteachers have come to accept the fact that, good management will lead to more effective teaching and learning. The government of Kenya places great importance to primary level of education because it prepares the youths for the responsibilities in adulthood.

Teachers are the major key players in the achievement of educational goals in the school. Headteachers therefore, are responsible for putting up programmes and activities and creating a work environment that not only generates efficiency, but also teacher satisfaction.
The key to teachers’ performance is motivation and commitment. It is important for teachers to be motivated and committed for them to make an effective contribution to the school’s success. Motivating teachers can increase productivity and performance since they will feel valued for their work.

Despite KESI offering various in-service courses to headteachers, they have not been able to address these issues and the question is: Do the in-service courses meet the training needs of headteachers? There are many weaknesses in public primary schools that definitely need research including teachers’ performance. It is assumed that if in-service training is well programmed, it would lead to a general improvement of administrative tasks of headteachers. It is therefore necessary to look seriously into the problems headteachers are facing in the performance of their duties which are related to teachers’ performance.

This study seeks to assess the contribution of in-service training for headteachers towards teachers’ performance in public primary schools in Kiambu East District, Kenya.

1.4 Purpose of the study

The purpose of the study was to investigate the contribution of in-service training for headteachers towards teachers’ performance in public primary schools in Kiambu East District, Kenya.
1.5 Objectives of the Study

This study aimed at investigating the contribution of in-service training for headteachers towards teachers’ performance in public primary schools in Kiambu East District. The specific objectives of the study were:

1. To assess the extent to which in-service training of headteachers contributes to the motivation of teachers in public primary schools in Kiambu East District.

2. To determine how in-service training attended by headteachers promotes performance of teachers in public primary schools.

3. To find out how often in-service training courses are offered to headteachers in public primary schools in Kiambu East District.

4. To establish how in-service training of headteachers influences promotion of teachers to take up responsibilities in their leadership positions in public primary schools.

1.6 Research Questions

1. To what extent does the in-service training offered to headteachers influence the motivation of teachers in public primary schools in Kiambu East District?

2. Does the in-service training of headteachers promote the performance of teachers in public primary schools?
3. How often are in-service training courses offered to headteachers in public primary schools in Kiambu East District?

4. Is promotion of teachers to take up responsibilities in their leadership positions influenced by headteachers’ in-service training in public primary schools in Kiambu East District?

1.7 Significance of the Study

The study may assist the Ministry of Education to come up with other mechanisms to enhance in-service training for headteachers. It may also help the Ministry of Education to improve on the provision of in-service training programmes. It is hoped that the study will form a basis for further research on the contribution of in-service training programmes of headteachers.

This could lead to generation of new ideas for the better and more in-service training programmes of primary school headteachers in Kenya and the rest of the world. It may be of importance to the Headteachers Associations to enable them advice their members to attend these courses. Headteachers shall be able to understand the need for in-service training and make their own initiative for training.

1.8 Limitations of the Study

The researcher faced problems that had direct influence on outcome. For example, inaccessibility to selected schools that are far apart causing delays. Some participating respondents delayed in filling the questionnaire hence the researcher had to maintain constant reminders. The respondents may also had given socially accepted answers.
1.9 Delimitations of the Study

The study was conducted in Karuri and Kihara zones of Kiambaa Division in Kiambu East District. It was chosen to give an insight into how much in-service training has been given to headteachers to ensure that they effectively manage teachers in order to promote performance in Kiambu East District. The localization of the study to public primary schools in Kiambu East District only limits its generalization to other primary schools in Kenya but could be the beginning of debate on contribution of in-service training for headteachers towards teachers’ performance in public primary schools in Kiambu East, District.

1.10 Theoretical Framework

This study was guided by Herzberg’s motivation- hygiene theory. Herzberg did a research on 200 engineers and accountants and came up to the conclusion that certain factors tended to lead to job satisfaction whereas others lead frequently to dissatisfaction. The factors leading to satisfaction were called motivators and they include; achievement, recognition, works itself, responsibility and advancement. These factors were related to the content of work. The factors giving rise to dissatisfaction were called hygiene factors and they include; Company policy and administration, supervision, salary, interpersonal relations and working conditions. These factors were more related to the context or environment than to its content.

Herzberg’s motivation- hygiene theory was generally well received by practicing managers and consultants for its distinction between factors inducing positive satisfaction and those causing dissatisfaction.
Through in-service training the head teacher is able to improve on the hygiene factors hence making the human recourses in the school motivated and more productive due to the increased satisfaction in their work.

Hackman and Oldham (1976) came up with a job characteristics model which is as a result of the Herzberg’s motivation-hygiene theory. This model recognizes that certain job characteristics contribute to certain psychological states and that the strength of employee’s need for growth has an important moderating effect. In the model, five job characteristics have been identified: skill variety, task identity, task significance, autonomy and feedback. The three psychological states are experienced responsibility for work outcomes and knowledge of results from work activities.

According to Hackman and Oldham, skill variety, task identity, and task significance lead to experienced meaningfulness; autonomy leads to the feeling of responsibility the degree to which the individual feels personally accountable for the results of the work he or she performs; and feedback leads to the knowledge of results - the degree to which the individual knows and understands on a continuous basis how effectively he or she is performing the job. The more these three psychological states are present, the more employees will feel good about themselves when they perform well. The basic tenet of employees will feel good about themselves when they perform well.
The basic tenet of this model is that internal rewards are obtained by an individual when he/she learns (knowledge of results) that he/she personally (experienced responsibility) has performed well on a task that he cares about (experienced responsibility) has performed well on a task that he cares about (experienced meaningfulness).

From the model, through in-service training, variety of skills, task identity and task significance are acquired leading to experienced meaningfulness of work. An individual will use the acquired knowledge and skills in performing his tasks and therefore will be personally accountable for the work he/she perform. Through in-service training a head-teacher will feel motivated since he will acquire all the relevant skills necessary to perform the tasks assigned to him/her hence effective management of teachers leading to improved service delivery in public primary schools.

1.11 Conceptual Framework

The study took into consideration the need for in-service training amongst headteachers. This could be achieved through continuous in-service training. The figure below describes some of the factors that could influence in-service training and the possible outcomes of the training. Independent variables are those variables which a researcher usually manipulates. These are variables that are changing, are varying or can be withdrawn for example managerial skills. Dependent variables are the outcomes or the results of the independent variable while extraneous variables are variables that can actually be controlled for example gender and attitude.
According to Figure 1 above, the government policy on the provision of in-service training is crucial in ensuring that headteachers are adequately in-serviced. The methods and modalities adapted would ensure that most of the primary school headteachers are targeted for training. The modalities in relation to the time of training and the schedules would also cater for a wider group of headteachers as well as catering for different administrative needs. Effective co-ordination of the in-service programmes would also enable inclusion of more headteachers in the training.
It is therefore assumed that if in-service training is well programmed it would lead to a general improvement of administrative tasks of headteachers. Headteachers would also keep abreast with changes in the education sector and be able to cope with the changes.

The study seeks to find out the extent to which in-service training of headteachers takes place in Kiambu East District and the extent to which it contributes to teachers’ performance in public primary schools.

1.12. Assumptions of the Study

1. The respondents were in a position to identify what in-service training they require to improve their administrative skills and performance in public primary schools.

2. In-service training is a necessary service to public primary school headteachers.

3. Respondents were honest in giving their answers.
1.13 Operational Definition of Terms

**Curriculum**: This is the education headteachers are supposed to promote. According to testing terms, it refers to the educational end sought for students, usually described as goals and objectives.

**Development**: This is any learning activity which is directed towards future needs and which is concerned more with career growth than immediate performance.

**Staff Personnel**: In school situation staff personnel mainly refers to the teachers and the support staff where the main work is to ensure that they provide essential goods and services aimed at achieving the school goals and objectives.

**Headteacher**: The chief executive in any of the primary schools in Kiambu East District.

**In-service Training**: This is the training provided to those already in the profession with the aim of refreshing or updating participants on a subject or changes in it.

**Pre-service**: Training given before one commences working.

**Training**: This is any activity which is directed towards the acquisition of specific knowledge and skills for the purpose of occupation or tasks.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains literature on In-service training in general, covering the Importance of in-service training, Benefits of in-service training, Training Methodologies, Resources for in-service Training, Process of in-servicing and Problems of in-service Training Providers.

2.2 Importance of In-service Training

According to Itegi (2012), in-service training increases the staff personnel’s productivity by helping them to improve the quality and quantity of their work. It develops their productivity which enhances capabilities and their job satisfaction. In-service training promotes efficiency and effectiveness in their job thus reducing the management problems associated with absenteeism, turnover and job restrictions among the teachers.

She notes that in-service training reduces the need for supervision because the staff personnel learn new work methods and how to handle equipments and to adjust to changes. It increases the staff personnel’s value and that of the institution and prepares them for promotion. An institution that grows does not keep their staff forever. It also increases the stability of the institution by creating a pool of skilled staff replacing those who leave the institution. In-service training reduces work related problems because the staff personnel gain the skills on how to handle the issues related to teaching.
2.3 Benefits of In-service Training

According to Okumbe (2001), training is the process of providing employees with specific knowledge and skills in order to enable them to perform specific tasks. It is a short term process which utilizes procedures by which non-managerial Personnel learn technical knowledge.

Cole (1997) also defines training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Iravo (2002) on the benefits of training pointed out that in-service course for teachers should be done at three levels, namely: pre-service, in-service and on the job. He noted that in-service training should be made mandatory, regular, longer, in duration and organized in the field. According to Education Sector Strategic Plan 2003, in-service training would empower teachers to perform their roles and responsibilities confidently and with competence. Wachira (1996) on the benefits of in-service training observes that the duration for the courses should be adequate to enable the trainers to cover all the task areas. She notes that the contents should cover all the task areas and incorporate comments from participants. She further asserts that the programme should be made mandatory.

Joyce and Will (1972) observe that in-service for all teachers is supported by changes in curriculum, new media, new technologies and a changing social content. It is important that syllabuses and the training techniques be adequate and relevant to keep the teachers address their job challenges more confidently and competently (Hove, 1979).
Further, the programme is important because professional matters need to be updated from time to time according to Koech led Commission of 1999, the Commission of Inquiry into the Education System in Kenya. In-service training is justified because of the explosions of knowledge and the need to have teachers keep abreast of new developments in knowledge (Shiundu, 1972).

2.4 Process of In-servicing

Okumbe (2001) gives steps to be followed in training needs assessment. These include: Identifying performance gap, selecting appropriate training method, conducting the training and evaluating the effectiveness of the training method.

According to O’ Sullivan (1988), schools should keep staff update on INSET Provision through staff development notice boards, keeping records of staff interests, featuring staff development features in school reports, receiving feedback from those who have attended courses and issues of in-service should feature prominently during staff meetings. O’ Sullivan comes up with staff development cycle which can be used by schools to determine their situation, what they want to know when they achieve their goals.

In the cycle described by the diagram below, the needs of teachers have to be identified and analyzed to enable the provider to design the programme which will address the identified needs. After laying down the design, the programme is then implemented. To ensure that the programme is achieving its objectives, there is need to monitor the programme during implementation and evaluate the success of the programme (O’ Sullivan, 1998).
2.5 Problems of In-service Training

Wachira (1996) notes that some of the shortcomings of the in-service courses include:- Too short a duration leading to a crash programme; Courses not timely, sometimes coming after teachers had made numerous mistakes; Lacking an evaluation system to assess whether teachers had grasped the content and failing to address emerging problems on schools as it was not frequent enough.
2.6 Headteachers as Staff Personnel Managers

Staff personnel management is the strategic approach to acquiring, developing, managing and gaining the commitment of the institution's key resource people who work in it and for it. The headteacher as a staff personnel manager in primary schools perform the following four main functions.

(a) **Acquisition function:** They estimate the demand and supplies of teachers and support staff in the schools. They recruit, select and socialize the staff personnel.

(b) **Development function:** They ensure that there is skill development and change in attitude among staff personnel. They also ensure that knowledge is acquired and executive conceptual abilities are enhanced. Headteachers ensure that there is continual effort to match long-term individual organization needs.

(c) **Motivation function:** Individuals are unique and motivation techniques must reflect the needs of each individual. The headteachers ensure that these are catered for: job satisfaction, performance appraisal, behavioral and structural techniques for stimulating work performance, compensation and benefits administration and handling staff personnel problems.

(d) **Maintenance function:** Headteachers ensure that they provide working conditions that employees believe are necessary in order to maintain their commitment to the institution.
2.7 Headteachers’ and Teachers’ Performance

Mbiti (1999) points out that every organization seeks to succeed in accomplishment of its specified goal. He notes that the headteacher is the chief executive of a school. The success of any school depends on how effective the headteacher is as an administrator.

Okumbe (2001) notes that educational administrator performs the following tasks: Curriculum and instruction supervision, Student personnel management, Staff personnel management, School plant management, Business management, School community enhancement and evaluation.

According to Koech led commission of 1999, the commission of inquiry into the Education System in Kenya, education management entails prudent utilization of personnel funds and equipment to enhance efficiency in the delivery of quality education. The report recommends that appointment of headteachers and other managers be based on institutional management training and on proven competence and possession of appropriate qualification and relevant experience.

This report re-affirms in the importance of in-service training in performance of duties and efficiency of the school system and recommended in-service training programmes to be provided regularly to managers and administrators, teachers and curriculum implementers. It also recommended a national body to be established to be responsible for training and development of staff personnel, to mange government training programmes and to coordinate and harmonize manpower training and information to enhance performance.
The report recommended KESI to be established as a body corporate with its own board of management and be established as a centre of excellence in educational management, training and research to enhance performance of headteachers and other managers in education.

The report on selection, appointment, deployment and training of teachers (1998) recommended that a certificate in education management of KESI, signed by Director of Education be mandatory requirement for appointment and deployment as headteacher in Kenya. This recommendation has made this study necessary. The report recommended that KESI now decentralizes its activities to the Districts and Provinces and Provincial, District, Municipal Education Officers to conduct the in-service training. Some of the agencies listed by the report to lead in in-service training are; KESI, TSC and employment of teachers, the Inspectorate, the Ministry headquarters and Field staff and teacher education institutions.

The report further recommended that headteachers be exposed to courses in the following areas; Stress management, Time management courses, Improving negotiation skills to meet requirements of diverse interests, Conflict resolution and management and report writing skills and preparing for meetings of School Management Committee (SMC), Parent Teachers Association (PTA), Staff meetings, Suppliers and contractors meeting. The report further notes that many of the above courses are not offered by any of the agencies that conduct in-service training in Kenya.
2.8 Summary of the Literature Review

The roles of primary school headteachers are many and varied. To begin with headteachers are the ones who carry out administrative and managerial duties in their schools. They ensure that teaching and learning is carried out effectively. The headteacher is also responsible for the effective use of the school resources. As leaders, headteachers are committed to positive changes in their schools. They influence others to work as a team and share responsibilities to achieve a common goal. Apart from being a manager and leader, headteachers perform administrative tasks in a school. He/she is expected to instruct, allocate resources, co-ordinate the activities and efforts of the staff towards the realization of the school goals. He/she must ensure that the staff is qualified and adequate in number and that the education given must be of good standard with regard to the purpose of the school. Headteachers are expected to monitor the teaching and learning in a school.

Headteachers need proper training and skills to enable them organize, plan and administer all the staff personnel available in a school, with the student at the centre. Once all the staff personnel are effectively utilized, the goals and objectives of the school will be achieved. The in-service training process involves identifying performance gap, selecting appropriate training method, conducting the training and evaluating the effectiveness of the training method. This evaluation can be done by analyzing whether the headteachers are implementing the acquired skills and knowledge hence effectively managing teachers in public primary schools.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the Research design, Locale of the Study, Target population, Sample and Sampling Techniques, Research instruments, Piloting of Questionnaires, Validity of Instruments, Reliability, Data collection and Data analysis.

3.2 Research Design

The study adopted descriptive survey design to assess the contribution of in-service training for headteachers towards teachers’ performance in public primary schools in Kiambu East District. According to Orodho (2010), Survey design deals with the incidence, distribution and interrelation of educational variables. Thus, a survey does not emphasize the diverse aspects of a single case as in case study, but rather, the frequency or number of answers to the same question by different people. The design was selected for the study since the researcher was interested in describing the affairs on the ground. That is, the contribution of in-service training for headteachers towards teachers’ performance in public primary schools in Kiambu county and no variable was to be manipulated.
3.3 Study Location

The study was conducted in Karuri and Kihara Zones of Kiambaa Division of Kiambu East District. The Division is one of the four that make up Kiambu East District. The researcher chose this Division because some stakeholders had raised concern about performance in public primary schools in the District (Daily Nation February 28th, 2010). Moreover, the researcher is familiar with the terrains and locale of most of the primary schools. Also, it is logistically convenient depending on the budget and time factor.

3.4 Target Population

The target population refers to the total number of subjects or total enrolment of interest to the researcher according to Oso and Onen (2005). It is also defined as all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The target population for this study consisted of 735 teachers, 43 headteachers and two DQASOs. According to the District Education Officer (2013), there are 96 schools in Kiambu East District- 43 public and 53 private. All the teachers and headteachers were sampled from public primary schools in Kiambu East District.
3.5 Sample and Sampling Procedures

Mugenda and Mugenda (1999) define a sample as a smaller group obtained from the accessible population; each member in the sample is referred to as a subject. By observing the characteristics of a carefully selected and representative sample, one can make certain inferences about characteristics of the population from which it is drawn. Mulusa (1990) defines a sample as the smaller population selected to represent the traits of the target population.

According to Borg and Gall (1989), descriptive and correlation study require thirty (30) cases as the minimum to work with. The researcher opted for a sample of one-third of the target population which is more representative than the recommended minimum of thirty cases. In other cases a representative of 10% and even 50% is acceptable depending on the target population. The researcher also used stratified random sampling techniques in order to represent teachers from the two zones (Karuri and Kihara) of Kiambaa Division in Kiambu East District. In stratified random sampling, the population is first sub-divided into various strata (in this case public primary schools from the two zones).

According to Gay (1992), a researcher selects the sample due to various limitations that may not allow researching the whole population drawn. Table 1 illustrates the percentages of each of the respondents from the target population represented by the sample. The researcher used simple random sampling techniques to select the study respondents from each zone which resulted to a sample size of 80. The simple lottery was used to identify the respondents.
Table 1: Target population and Sample size determination

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Population</th>
<th>Sample Size</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>43</td>
<td>5</td>
<td>11.6%</td>
</tr>
<tr>
<td>Teachers</td>
<td>735</td>
<td>74</td>
<td>10.06%</td>
</tr>
<tr>
<td>DQASO</td>
<td>2</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>780</td>
<td>80</td>
<td>10.2%</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

Questionnaires were used as data collection instruments. The questionnaires were to be computed by headteachers, teachers and the DQASO as this is the most efficient way of reaching many respondents in the shortest time available. According to Orodho (2004), questionnaires enable efficient use of time since information can be collected from a large number of people and the questions can be easily analyzed, anonymity can be possible and questions are standardized. The questionnaires were administered to the 74 teachers, 5 headteachers and the DQASO. The following research instruments were developed, validated and tested for effective collection of information for the study.
3.6.1 Questionnaire

It is commonly used to obtain information about the population, Mugenda and Mugenda (1999). Mugenda and Mugenda (1999) also say that each item in the questionnaire is developed to address a specific objective, research question, or hypothesis of the study. As such, the questionnaires are based on research questions. The questionnaires had both structured and open ended questions. Open ended questions permitted a greater depth of response by allowing the headteachers and DQASO to give their own opinions about the in-service programmes and their impact on performance. Also open ended questions are simple to formulate. Moreover, the respondent’s responses may give an insight into his/her feelings, background, hidden motivation and decisions.

(i) Headteachers’ Questionnaire

This had closed and open ended questions. It sought factual information on the headteachers views on the types of in-service courses they have attended, specific views on relevance, content and duration of training, contribution of in-service courses to effective management of teachers and performance in their schools.

(ii) DQASO’s Questionnaire

This sought to get information on the in-service training programmes that are in place, duration of the in-service courses, problems experienced and the contribution of the In-service courses to the management of the various schools and the general performance of public schools in the District.
(iii) Teachers’ Questionnaire

This was mainly be used to get information on their education background, their teaching experience and how they rate school management of headteachers and the criteria used in selection of teachers to various responsibilities in the school.

3.7 Pilot Study

The piloting was carried out with respondents in two schools not in the sample size. According to Orodho (2010), the purpose of piloting in research is to check instruments ambiguity, confusion and poorly marked items, clustered questions and insufficient space. According to Wiesma (1995), through piloting deficiencies may be uncovered that were not apparent by simply reviewing the items. Orodho (2004) states that piloting should be carried out with a small representative sample identical to, but not including the group you are going to survey.

In this case, headteachers and teachers selected were not among those that took part in the main study. Piloting was carried out on one headteacher, 20 teachers and one DQASO to identify items that are inadequate and make the necessary corrections, examine responses from correspondents and any ambiguity in the questions for accuracy and contradiction. It also helped to show whether the test is designed to measure what it purposes to measure. The researcher used three cases in each category of respondents. The instruments are therefore piloted in order to determine their validity.
3.7.1 Validity of Research Instruments

According to Orodho (2005), validity refers to the extent to which an instrument measures what it is supposed to measure. The instruments were evaluated for content validity as the extent to which the questionnaire or test content is representative of the domain of content/skills. In this regard, the principle of validity requires that we ask quite genuinely whether the items in the measuring instrument singly or collectively represent what they are supposed to measure. The questionnaire contents were examined by experts who included supervisors to evaluate the clarity of items. This ensured that use of appropriate vocabulary, sentence structure was in order and that the questions were suitable for the intended respondents. The researcher established validity by seeking expert judgment from her supervisors. This was done by holding discussions, making relevant comments/suggestions which assisted to develop and revise the research instruments.

3.7.2 Reliability of Research Instruments

Mugenda and Mugenda (2004) define reliability as measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is verified by the consistency of the observation of an outcome. Orodho (2004) states that, the reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. If the results are different, then the measurement is unreliable. The researcher used split-half method during the pre-test in order to establish the internal consistency of the instrument to assess the reliability of the research instruments.
The split-half technique of assessing reliability requires only one testing session. This test involves splitting the test into two halves and finding the extent of reliability between the halves. In computing split-half reliability, the test items were divided into two halves, each half scored independently of the other with the items of the two halves matched on content and difficulty. If the test is reliable, the scores on the two halves have a high positive association (Orodho, 2010). The Spearman Rank Order Correlation employed to compute the correlation co-efficient in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses when the instrument is administered. The instrument yielded a co-efficient of 0.78 which implied a high degree of reliability of the data and thus suitability of the research instruments.

3.8 Data Collection Procedure

In preparation to go out and collect the information, the researcher sought authority from the Ministry of Education. The researcher obtained permission from the District Education Office before embarking on the main research as directed by the Ministry of Education. The researcher visited the sampled schools with a letter of introduction from the Ministry of Education and the District Education Officer. The questionnaires were administered to the teachers. The researcher then conducted an interview personally with the headteachers and the District Quality Assurance Officer. Once the questionnaires were filled, the researcher then collected them for the data analysis.
3.9 Data Analysis and Presentation

After the field work, the data collected from the teachers, the headteachers and the District Quality Assurance Officer were first edited for purposes of inspecting those data pieces and to identify those items that were wrongly responded to, spelling mistakes in the response and any blank spaces left unfilled by the respondents. Qualitative data was first coded and organized into similar themes.

The frequency counts were made for all respondents making similar responses. Descriptive statistics in form of percentages, means and frequencies were used to report the qualitative data. The most widely used and understood standard portion is percentage (Borg and Gall, 1989). The results of data analysis were reported in summary form using frequency tables, bar graphs and pie charts. The Statistical Package for Social Sciences (SPSS) software was used in data analysis.

3.10 Ethical Considerations

Before the commencement of the study, the researcher sought permission from the relevant authorities. A letter of introduction was sought from the university and there after a research permit was obtained from the National Council for Science, Technology and Innovation (NACOSTI). The researcher explained to the respondents the purpose of the study before involving them. She also explained how the results of the study would be important to them. The researcher also assured the respondents that the information they provided was for the purpose of the study and their identity was to be treated with confidentiality.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This study investigated the contribution of headteachers’ in-service training and its impact on teachers’ performance in public primary schools in Kiambu East District, Kenya. The study specifically investigated the extent to which in-service training of headteachers contributes to the motivation of teachers, how in-service training attended by headteachers promotes performance of teachers, how often in-service training courses are offered to headteachers and how in-service training of headteachers influences promotion of teachers to take up responsibilities in their administrative positions in public primary schools. The chapter presents the questionnaire return rate, demographic variables and then presents the data analysis based on the research objectives. Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 5 headteachers, 74 teachers and 1 DQASO sampled during the study, 5 headteachers, 70 teachers and the DQASO filled and returned the questionnaires. The return rates were above 80% and hence were deemed adequate for data analysis.

4.2 Demographic Data of the Respondents

This section presents the demographic data of headteachers and that of teachers in the study.
4.2.1 Demographic Data of the Headteachers

Demographic information of the headteachers was based on professional qualifications, duration they had served as headteachers and whether they had attended any in-service training since joining the current school. Asked to indicate the professional qualifications, they responded as Figure 4.1

**Figure 4.1 Distributions of Headteachers by Professional Qualifications**

Figure 4.1 shows that majority 3 out of 5 headteachers had S1 / DIP ED education level while 1 headteacher had B. ED / SR GT and the same number of headteachers had a Master of Education degree and above professional level.

This shows that all the headteachers were adequately trained to head the schools and were therefore capable of identifying how headteachers in-service training influenced teachers’ motivation.
Asked the number of years they had served as a headteacher, they indicated as shown in Figure 4.2

**Figure 4.2  Headteachers’ Duration of Service**

The data shows that 2 of the headteachers had served for between 0 and 5 years, the same number of headteachers for between 6 and 10 years while 1 headteacher had served for between 11 and 15 years. This indicates that the headteachers had a considerable experience and hence they could provide information on the headteachers’ in-service training and its impact on teachers’ performance in the public primary schools.

Figure 4.3 shows head teacher’s responses on whether they had attended any in-service training since joining their current school/station.
The data shows that majority 3 out of 5 headteachers indicated that they had attended in-service training since joining their current school/station while 2 out of 5 headteachers had not attended. This shows that headteachers had been equipped with administration skills that might have had an impact on teachers’ performance.

4.2.2 Demographic Data of the Teachers

Demographic information of the teachers was based on type of school, gender, highest academic qualifications, duration they had been in the current school and the administrative position in their school. Figure 4.4 shows the distribution of teachers by type of schools.
Findings in Figure 4.4 shows that majority 36 out of 70 teachers were from public day schools, 20 out of 70 teachers were from public boarding schools while 14 out of 70 teachers were from public day and boarding schools. The data implies that views of different teachers from different schools were taken into consideration in the study.

Asked to indicate their gender, they responded as shown in Figure 4.5
Majority 38 out of 70 teachers were female while 32 out of 70 teachers were male. This implies that there were more female teachers than male teachers in the schools. The data shows that gender equity in the leadership of schools has not been taken into consideration. Meaning that this could have been a factor connected to teachers’ performance in public primary schools.

The data on the qualifications of the teachers is presented in table 4.1
Table 4.1 Teachers’ Highest Academic Qualifications

<table>
<thead>
<tr>
<th>Highest Academic Qualification</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors degree</td>
<td>6</td>
<td>8.1</td>
</tr>
<tr>
<td>P1</td>
<td>43</td>
<td>58.1</td>
</tr>
<tr>
<td>MED</td>
<td>6</td>
<td>8.1</td>
</tr>
<tr>
<td>ATS1</td>
<td>6</td>
<td>8.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
<td>12.2</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data presented in table 4.1 shows that majority 43 out of 70 teachers had P1 qualification, 9 out of 70 teachers had diploma while 6 out of 70 teachers had bachelors degree, ATS1 and the same number of teachers had masters in education. This implies that the teachers had a considerable level of education which could enable them to understand the In-service training.

Figure 4.6 shows number of years that teachers had been in their present school.
Figure 4.6 Duration of teachers in the Present School

Figure 4.6 shows that majority 52 out of 70 teachers had been in the present school for between 1 and 5 years, 10 out of 70 teachers for between 6 and 10 years. The data further indicates that 2 out of 70 teachers had been in the present school for between 11 and 15 years while 6 out of 70 teachers for above 11 years. This implies that teachers had been in the school for a considerable duration and hence they could provide information on the headteachers’ In-service training and its impact on teachers’ performance in public primary schools.

The researcher further sought to establish the administrative position of teachers in the school. This information is presented in Table 4.2
Table 4.2 Teachers’ Administrative Position in the School

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Head teacher</td>
<td>5</td>
<td>6.8</td>
</tr>
<tr>
<td>Subject teacher</td>
<td>31</td>
<td>41.9</td>
</tr>
<tr>
<td>Class teacher</td>
<td>34</td>
<td>45.6</td>
</tr>
<tr>
<td>No responses</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data shows that 34 out of 70 teachers were class teachers, 31 out of 70 teachers were subject teachers while 5 out of 70 teachers were deputy headteachers.

4.3 In-service Training of Headteachers and Teachers’ Motivation

The purpose of this study was to investigate headteachers’ in-service training and its impact on teachers’ performance in public primary schools. Specifically the study sought to establish in-service training of headteachers and teachers’ motivation. This section presents the findings. The Quality Assurance Standard Officer was asked whether there was an In-service programme in place in the district. He said that there was the programme which was organized annually. To establish whether the headteachers had been in-serviced on school administration, they were asked to indicate the same. Majority 3 out of 5 headteachers had been in- serviced on school administration while 2 out of 5 headteachers had not been in-serviced on school administration. The fact that majority had been in-serviced shows that they ought to have influenced teachers performance in the schools.
The study further sought to establish the administrative practices of the head teacher in the school. When teachers were asked to rate the above, they responded as Table 4.3

Table 4.3 Teachers’ Rating on Head teachers’ School Administrative Practices

<table>
<thead>
<tr>
<th>How do you rate your headteachers’ leadership?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>11</td>
<td>15.7</td>
</tr>
<tr>
<td>Average</td>
<td>12</td>
<td>17.1</td>
</tr>
<tr>
<td>Good</td>
<td>30</td>
<td>42.9</td>
</tr>
<tr>
<td>Poor</td>
<td>17</td>
<td>24.3</td>
</tr>
<tr>
<td>No responses</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows that 11 out of 70 teachers indicated that the leadership was very good, 12 out of 70 teachers indicated that it was average, 30 out of 70 teachers said it was good while 17 out of 70 teachers indicated that the leadership was poor. The DQASO indicated that they selected headteachers to attend in-service training based on need of the school and the headteacher. The data further indicated that headteachers were not involved in choosing the topics of discussion.

The Headteachers were asked whether there were rewards for the best performing teacher, they indicated as Figure 4.7
Majority 3 out of 5 headteachers revealed that there were no rewards for the best performing teacher while the other 2 headteachers indicated that there were rewards for the best performing teachers. Lack of rewards for the performing teachers may lead to low motivation hence poor work output.

The researcher further sought to establish the frequency at which teachers were motivated by the headteachers. The headteachers responded as shown in Table 4.4
Table 4.4 Headteachers Frequency of Motivating Teachers

<table>
<thead>
<tr>
<th>How often do you motivate your teachers</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4 shows that majority 3 out of 5 headteachers rarely motivated teachers while the other 2 headteachers motivated teachers often. The data shows that majority of the headteachers made efforts in motivating their teachers which was likely to have them perform better. When headteachers were asked whether in-service training in the school improved teacher motivation, majority 4 out of 5 of the headteachers revealed that in-service training promoted efficiency and effectiveness in headteachers’ job thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teachers. To establish the extent at which headteachers’ in-service training assisted in motivation of teachers, the latter were asked to indicate the same. This information is presented in Table 4.5.
Table 4.5 Teachers’ responses on whether Headteachers’ In-service Training improved their Motivation

<table>
<thead>
<tr>
<th>Extent of headteachers’ in-service on teachers motivation</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>15</td>
<td>20.3</td>
</tr>
<tr>
<td>To a less extent</td>
<td>43</td>
<td>58.1</td>
</tr>
<tr>
<td>Not at all</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority 55 out of 70 teachers indicated that headteachers’ in-service training assisted in their motivation of teachers to a less extent, while 15 out of 70 teachers indicated to a very great extent.
Table 4.6 Headteachers’ In-service Training and Teachers’ Motivation

<table>
<thead>
<tr>
<th>Statement of motivational areas</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>The in-service training I have received has assisted me to motivate my teachers</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>60.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Through in-service training I have acquired skills in human resource management</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>60.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Motivation of teachers is largely resulting to better performance of students</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>80.0</td>
<td>20.0</td>
</tr>
<tr>
<td>My in-service training has changed the attitude of teachers towards work</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>60.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>

Table 4.6 shows that majority 3 out of 5 headteachers agreed that the in-service training they had received had assisted them to motivate the teachers. Through in-service training they had acquired skills in human resource management. The same number of headteachers agreed that their in-service training had changed the attitude of teachers towards work. The data further revealed that majority 4 out of 5 headteachers agreed that their motivation of teachers was largely resulting to better performance of students.
Table 4.7 Teachers’ Responses on Headteachers In-service Training and their Motivation

<table>
<thead>
<tr>
<th>Statement of headteachers in-service training on teachers’ motivation</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers’ in-service training is key to teachers’ motivation</td>
<td>38</td>
<td>51.4</td>
</tr>
<tr>
<td>Headteachers need to be in-serviced so as to effectively motivate their teachers</td>
<td>41</td>
<td>55.4</td>
</tr>
<tr>
<td>Motivation of teachers is largely resulting to better performance of students</td>
<td>46</td>
<td>62.2</td>
</tr>
<tr>
<td>Headteachers’ in-service training has changed your attitude towards work</td>
<td>45</td>
<td>60.8</td>
</tr>
</tbody>
</table>

Table 4.7 shows that majority 38 out of 70 teachers agreed that headteachers’ in-service training is key to teachers’ motivation. Majority 41 out of 70 teachers agreed that headteachers need to be in-serviced so as to effectively motivate their teachers. Data further indicated that majority 46 out of 70 teachers agreed that motivation of teachers was largely resulting to better performance of students while 45 out of 70 teachers agreed that headteachers’ in-service training had changed their attitude towards work. This implies that motivation techniques of the headteachers ensure that teachers’ needs are catered for. This includes job satisfaction, performance appraisal, behavioral and structural techniques for stimulating work performance, compensation and benefits from administration and handling staff personnel problems.
4.4 Headteachers’ In-service Training and Teachers’ Performance

To establish the headteachers’ in-service training and teachers’ performance, the researcher posed items to respondents to seek the same. The data is presented in the following section. Data from DQASO indicated that in-service training attended by headteachers influenced their identification of teachers for promotion to take up responsibilities in their administrative positions in public primary schools. The study further sought to establish the teachers’ performance of duty in the school.

When teachers were asked to rate their performance, they responded as shown in Figure 4.8

*Figure 4.8 Teachers’ Rating on their Performance of Duty in their School*

![Figure 4.8](image)

The data presented in figure 4.8 shows that majority 46 out of 70 teachers indicated that their performance in the school was average while 24 out of 70 teachers said it was good. This agreed with majority 3 out of 5 headteachers who revealed that their teachers performed averagely in the school.
The data was confirmed by the researcher that headteachers who had attended in-service had their schools performing better than those who had not. To establish whether the in-service training that the headteachers had received improved teacher performance in the school; headteachers were asked to indicate the same. The data is presented in Table 4.8

**Table 4.8 Headteachers’ responses on In-service Training and Teachers’ Performance**

<table>
<thead>
<tr>
<th>Has headteachers’ in-service training influenced school performance?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority 3 out of 5 headteachers indicated that the in-service training that they had received improved teacher performance in the school. The data from the document analysis confirmed that the schools where headteachers had been in-serviced had received good performance. The data further shows that majority 3 out of 5 headteachers indicated that in-service training of headteachers contributes to effective leadership in schools.

To establish whether headteachers’ in-service training had an influence on performance, the researcher compared the performance of schools before and after inception of headteachers’ in-service training in mean standard scores (MSS).
Table 4.9 (a) shows the performance of schools before inception of headteachers’ in-service training in mean standard scores (MSS).

Table 4.9 (a) Performance of schools before headteachers’ in-service training in Mean Standard Scores (MSS)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>H/TR A</th>
<th>RISE/DROP</th>
<th>H/TR B</th>
<th>RISE/DROP</th>
<th>H/TR C</th>
<th>RISE/DROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>227.90</td>
<td>Rise</td>
<td>226.46</td>
<td>Drop</td>
<td>223.36</td>
<td>Drop</td>
</tr>
<tr>
<td>2004</td>
<td>226.43</td>
<td>Drop</td>
<td>212.37</td>
<td>Drop</td>
<td>228.52</td>
<td>Rise</td>
</tr>
<tr>
<td>2005</td>
<td>223.67</td>
<td>Drop</td>
<td>227.12</td>
<td>Rise</td>
<td>226.95</td>
<td>Drop</td>
</tr>
<tr>
<td>2006</td>
<td>239.48</td>
<td>Rise</td>
<td>220.98</td>
<td>Drop</td>
<td>221.05</td>
<td>Drop</td>
</tr>
<tr>
<td>2007</td>
<td>231.74</td>
<td>Drop</td>
<td>219.26</td>
<td>Drop</td>
<td>219.98</td>
<td>Drop</td>
</tr>
</tbody>
</table>

Table 4.9 (a) shows that in a period of five years before the headteachers were in-serviced, schools performed poorly and there was a continuous drop in KCPE in mean standard scores (MSS). This concurred with the stakeholders who had raised concern about the poor performance in public schools.
Table 4.9 (b) shows the performance of schools after inception of in-service training for headteachers in mean standard scores (MSS).

*Table 4.9 (b) Performance of schools after headteachers’ in-service training in Mean Standard Scores (MSS)*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>H/TR A</th>
<th>RISE/DROP</th>
<th>H/TR B</th>
<th>RISE/DROP</th>
<th>H/TR C</th>
<th>RISE/DROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>239.05</td>
<td>Rise</td>
<td>220.65</td>
<td>Rise</td>
<td>218.90</td>
<td>Drop</td>
</tr>
<tr>
<td>2009</td>
<td>238.93</td>
<td>Drop</td>
<td>224.36</td>
<td>Rise</td>
<td>229.12</td>
<td>Rise</td>
</tr>
<tr>
<td>2010</td>
<td>248.26</td>
<td>Rise</td>
<td>239.91</td>
<td>Rise</td>
<td>235.68</td>
<td>Rise</td>
</tr>
<tr>
<td>2011</td>
<td>256.39</td>
<td>Rise</td>
<td>242.68</td>
<td>Rise</td>
<td>241.07</td>
<td>Rise</td>
</tr>
<tr>
<td>2012</td>
<td>259.95</td>
<td>Rise</td>
<td>245.87</td>
<td>Rise</td>
<td>250.24</td>
<td>Rise</td>
</tr>
</tbody>
</table>

Table 4.9 (b) shows that in a period of five years, schools that had their headteachers in-serviced performed better than when their headteachers had not been in-serviced. The data also revealed that there was a significance rise in mean standard scores (MSS) in schools where their headteachers were in-serviced. This implies that in-service training of headteachers is key to school performance in public primary schools and it should be made mandatory for head teachers.
To establish teachers’ opinion on whether headteachers’ in-service training had an influence on performance in the school, teachers were asked to indicate the same. The data is presented in Figure 4.9

*Figure 4.9 Teachers’ Responses on Relationship between Headteachers’ In-service Training and Performance in the School*

 Majority 51 out of 70 teachers revealed that there was a relationship between headteachers’ in-service training and performance in the school while 19 out of 70 teachers indicated that there was no relationship. The data further shows that majority 3 out of 5 headteachers indicated that there was a relationship between headteachers’ in-service training and performance in the school and the in-service training influenced the performance of teachers in the school. This agreed with Mbiti (1999) who indicated that the success of any school depends on how effective the headteacher is as an administrator.
Asked to compare the school KCPE results since inception of headteachers’ in-service training, they responded as figure 4.10.

**Figure 4.10 Headteachers Responses on the School KCPE Results since Inception of Headteachers’ In-service Training**

Majority 3 out of 5 headteachers indicated that there was a great improvement in school KCPE results since inception of headteachers’ in-service training, while 1 out of 5 headteachers indicated that there was a slight improvement. This indicates that in-service training should be made mandatory, regular and longer in duration and organized in the field so that they may bring about great improvement in school KCPE results.
Table 4.10 Teachers’ Responses on Headteachers’ In-service Training and their Performance

<table>
<thead>
<tr>
<th>Statement of In-service Training on Teachers’ Performance</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Due to headteacher’s performance, he or she is able to motivate teachers to perform better</td>
<td>36</td>
<td>48.6</td>
</tr>
<tr>
<td>Headteachers’ in-service training has changed teachers’ performance of duty</td>
<td>36</td>
<td>48.6</td>
</tr>
<tr>
<td>Motivation of teachers is largely resulting to better performance of students.</td>
<td>43</td>
<td>58.1</td>
</tr>
<tr>
<td>Headteachers’ in-service training is key to teachers’ performance of duty</td>
<td>45</td>
<td>60.8</td>
</tr>
</tbody>
</table>

Majority 36 out of 70 teachers agreed that due to headteachers’ performance, he was able to motivate teachers to perform better. The same number of teachers agreed that headteachers’ in-service training had changed teachers’ performance of duty. The data further indicates that majority 43 out of 70 teachers agreed that motivation of teachers was largely resulting to better performance of students, while 45 out of 70 teachers agreed that headteachers’ in-service training is key to teachers’ performance of duty. This implies that in-service training empowers teachers to perform their roles and responsibilities confidently and with competence.
The researcher further sought to establish whether headteachers’ in-service training assisted in the performance of teachers. When teachers were asked to indicate the extent on the same, they responded as Table 4.1

**Table 4.1 Teachers’ Responses on Headteachers’ In-service Training in Improving Performance**

<table>
<thead>
<tr>
<th>Extent at which Headteachers’ In-service Training assisted in their Performance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a very great extent</td>
<td>39</td>
<td>52.7</td>
</tr>
<tr>
<td>To a great extent</td>
<td>27</td>
<td>36.5</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority 39 out of 74 teachers indicated that the headteachers’ in-service training assisted in their performance to a very great extent, 27 out of 74 teachers indicated to a great extent while a significant number 4 out of 5 teachers indicated that in-service training did not assist at all.

When headteachers were asked to indicate the same, majority 3 out of 5 headteachers indicated that in-service training assisted in the performance of teachers to a very great extent.

This agreed with the DQASO who indicated that the in-service training of headteachers contribute to the motivation of teachers in public primary schools to a great extent.
The researcher further sought to establish the documents that are prepared by the teachers in the schools. When the head teachers were asked to indicate the same, they responded as Table 4.12

*Table 4.12  Headteachers’ Responses on the Documents Prepared in the School*

<table>
<thead>
<tr>
<th>Nature of document</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Schemes of Work</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Records of Work</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Lesson Notes</td>
<td>2</td>
<td>40.0</td>
</tr>
</tbody>
</table>

Table 4.12 shows that majority 3 out of 5 headteachers indicated that schemes of work, lesson plan were prepared by teachers in their school, the same number of headteachers indicated that their teachers did not prepare lesson notes. The data further indicates that majority 4 out of 5 headteachers indicated that their teachers prepared records of work. The study further sought to investigate the frequency at which the documents were certified. Table 4.13 shows headteachers’ responses on the item. This implies that it is important that syllabuses and the training techniques be adequate and relevant to help the teachers to address their job challenges more confidently and competently.
### Table 4.13  Headteachers’ Responses on the Frequency of Certification of Documents

<table>
<thead>
<tr>
<th>Nature of document</th>
<th>Often</th>
<th></th>
<th>Rarely</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Schemes of Work</td>
<td>3</td>
<td>60.0</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Records of Work</td>
<td>2</td>
<td>40.0</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Lesson Plan/Lesson Notes</td>
<td>3</td>
<td>60.0</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Lesson Notes</td>
<td>2</td>
<td>40.0</td>
<td>3</td>
<td>60.0</td>
</tr>
</tbody>
</table>

The data shows that majority 3 out of 5 headteachers indicated that schemes of work and lesson plans were often certified. The data further revealed that majority 3 out 5 headteachers indicated that records of work and lesson notes were rarely certified. This indicates that in-service for all teachers is supported by changes in curriculum, new media, new technologies and a changing social content.
Table 4.14 Headteachers’ Responses on their In-service Training and Teachers’ Performance

<table>
<thead>
<tr>
<th>In-service Training and Teachers’ Performance</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Due to headteachers’ in-service training, he or she is able to motivate teachers to perform better.</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Headteachers’ in-service training is key to teachers’ performance of administrative duties.</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Headteachers’ in-service training has changed teachers’ performance of administrative duties.</td>
<td>4</td>
<td>80.0</td>
</tr>
</tbody>
</table>

The findings revealed that headteachers agreed that due to headteachers’ in-service training, he or she was able to motivate teachers to perform better, majority 3 out of 5 headteachers agreed that, headteachers in-service training is key to teachers’ performance of duty while majority 4 out of 5 headteachers agreed that headteachers’ in-service training has changed teachers’ performance of duty.
4.5 Headteachers’ In-service Training and Promotion of Teachers to take up Responsibilities in Administrative Positions

To establish headteachers’ in-service training and promotion of teachers to take up responsibilities in administrative positions, the researcher posed items to teachers and headteachers that sought the same. This data is presented in the following section. The data from the DQASO indicated that the in-service training attended by headteachers influenced their supervision. When headteachers were asked to indicate the frequency at which they involved teachers in school administration, they responded as indicated in Figure 4.11

**Figure 4.11 Headteachers’ Responses on the Frequency of Teachers involvement in School Administration**

![Bar Chart](image)

Majority 3 out of 5 headteachers indicated that they involved teachers in school administration to a great extent while 2 out of 5 headteachers involved teachers to a less extent. When teachers were asked to indicate the same, they responded as Table 4.15
Table 4.15 Teachers’ Responses on their Involvement in School Administration

<table>
<thead>
<tr>
<th>Extent at which they were Involved in School Administration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>27</td>
<td>36.5</td>
</tr>
<tr>
<td>To a less extent</td>
<td>31</td>
<td>41.9</td>
</tr>
<tr>
<td>Not at all</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Total: 74, 100.0%

The data shows that 27 out of 70 teachers indicated that they were involved in administration to a great extent, 31 out of 70 teachers were involved to a less extent while 12 out of 70 teachers were not involved in the school administration by the headteachers. Asked whether the headteacher invite teachers to take up responsibilities in the school, they responded as Figure 4.12.
Majority 38 out of 70 teachers indicated that their headteachers invite teachers to take up responsibilities in the school while 32 out of 70 teachers indicated that they were not invited. When headteachers were asked to indicate the same, majority 3 out of 5 headteachers indicated that they encouraged teachers to take up responsibilities in the school.

To establish whether the in-service training received assisted the headteachers in sharing administrative responsibilities with the teachers, the headteachers and teachers were asked to indicate the same. The data shows that majority 3 out of 5 headteachers and 45 out of 70 teachers indicated that the in-service training received assisted the headteachers in sharing administrative responsibilities with the teachers.
This indicates that in-service help headteachers to utilize procedures which increases the teachers’ personnel value and that of the institution and prepares them for promotion.

Table 4.16 Headteachers’ Promotion of Teachers in taking up Responsibilities in Administrative Positions

<table>
<thead>
<tr>
<th>Responses on In-service Training and Promotion of Teachers to take up Responsibilities in leadership Positions</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>All headteachers need to be in-serviced so that they promote teachers taking up administrative responsibilities in the schools.</td>
<td>3 60.0</td>
<td>2 40.0</td>
</tr>
<tr>
<td>Continuous in-service training courses are important to headteachers</td>
<td>3 60.0</td>
<td>2 40.0</td>
</tr>
</tbody>
</table>

Table 4.16 show that majority 3 out of 5 headteachers agreed that all headteachers need to be in-serviced so that they promote teachers taking up administrative responsibilities in the schools and continuous in-service training courses are important to headteachers. Table 4.19 shows teachers responses on the same items.
Table 4.1 Teachers’ Promotion in taking up Responsibilities in administrative Positions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th></th>
<th>Disagree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers’ in-service training is key in promoting teachers</td>
<td>50</td>
<td>67.6</td>
<td>20</td>
<td>27.0</td>
</tr>
<tr>
<td>to take up responsibilities in administrative positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All headteachers need to be in-serviced so that they promote</td>
<td>57</td>
<td>77.0</td>
<td>13</td>
<td>17.6</td>
</tr>
<tr>
<td>teachers taking up administrative responsibilities in the schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Majority 50 out of 70 teachers agreed that headteachers’ In-service training is key in promoting teachers to take up responsibilities in administrative positions, majority 57 out of 70 teachers further agreed that all headteachers need to be in-serviced so that they promote teachers taking up administrative responsibilities in the schools. This agrees with Itegi (2012), who indicated that an institution that grows does not keep their staff forever. It also increases the stability of the institution by creating a pool of skilled staff replacing those who leave the institution.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of Findings

The purpose of the study was to assess the contribution of headteachers’ in-service training towards teachers’ performance in public primary schools in Kiambu East District, Kenya. Four research objectives guided that study. The first research question sought to assess the extent to which in-service training of headteachers contributes to the motivation of teachers in public primary schools in Kiambu East District; the second research objective aimed at determining how in-service training attended by headteachers promotes performance of teachers in public primary schools. Research question three sought to find out how often in-service training courses are offered to headteachers in public primary schools in Kiambu East District while research question four sought to establish how in-service training of headteachers influences promotion of teachers to take up responsibilities in their administrative positions in public primary schools. The study adopted descriptive survey design to assess headteachers’ in-service training and its impact on performance in public primary schools in Kiambu East District. The sample was 5 headteachers, 74 teachers and 1
DQASO. Data were collected by use of questionnaires and analyzed by use of qualitative and quantitative means.

*Research objective one: In-service training of headteachers and motivation of teachers in public primary schools in Kiambu East District.*

The findings revealed that majority 3 out of 5 headteachers indicated that they had been in-serviced on school administration. Majority 3 out of 5 headteachers revealed that there were no rewards for the best performing teacher Data further showed that majority 3 out of 5 headteachers rarely motivated teachers. Majority 47 out of 70 teachers indicated that in-service training in the school improved teacher motivation. This implies that the in-service training promoted efficiency and effectiveness in headteachers’ job thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teachers.

*Research objective two: In-service training by headteachers and performance of teachers in public primary schools.*

Majority 3 out of 5 headteachers further agreed that the in-service training they had received had assisted them to motivate their teachers. Through in-service training they have acquired skills in human resource management. Headteachers further agreed that their in-service training has changed the attitude of teachers towards work and that through motivation of teachers is largely resulting to better performance of students. This implies that motivation techniques of the headteachers ensure that teachers’ needs are catered for.
**Research question three:** Frequency of in-service training courses offered to headteachers in public primary schools in Kiambu East District.

The study also determined how in-service training attended by headteachers promotes performance of teachers in public primary schools. Findings from DQASO revealed that in-service training attended by headteachers influenced their identification of teachers for promotion to take up responsibilities in their administrative positions in public primary schools. Majority 46 out of 70 teachers indicated that their performance in the school was average. Majority 51(68.9%) of teachers revealed that there was a relationship between headteachers’ in-service training and performance in the school. Majority 3 out of 5 headteachers further revealed that there was a great improvement in school KCPE results since inception of headteachers’ in-service training. The study also established the frequency at which in-service training courses are offered to headteachers in public primary schools in Kiambu East District.

The data revealed that majority 3 out of 5 headteachers indicated that they involved teachers in school administration to a great extent.

**Research objective four:** In-service training of headteachers and promotion of teachers to take up responsibilities in their administrative positions in public primary schools.

Findings on how in-service training of headteachers influences promotion of teachers to take up responsibilities in their leadership positions in public primary schools revealed that
majority 3 out of 5 headteachers indicated that they encouraged teachers to take up responsibilities in the school.

Majority 50 out of 70 teachers agreed that headteachers in-service training is key in promoting teachers to take up responsibilities in administrative positions and that all headteachers should be in-serviced so that they promote teachers to take up administrative responsibilities in the schools.

5.3 Conclusions of the study

The study concluded that in-service training promoted efficiency and effectiveness in headteachers’ job thus reducing the administrative problems associated with absenteeism, turnover and job restrictions among the teachers and that in-service training in the school improved teacher motivation. In service training had assisted headteachers to motivate teachers. Through in-service training they had acquired skills in human resource management. In-service training had changed the attitude of teachers towards work and that motivation of teachers was largely resulting to better performance of students. It was also concluded that in-service training attended by headteachers influenced their identification of teachers for promotion to take up responsibilities in their administrative positions in public primary schools. It was also concluded that there was a relationship between headteachers’ in-service training and performance in the school. The study also concluded that there was a great improvement in school KCPE results since inception of headteachers’ in-service training and in-service training of headteachers contribute to the motivation of teachers in public primary schools to a great extent.
The study lastly concluded that in-service training was key in promoting teachers to take up responsibilities in administrative positions and that all headteachers should be in-serviced so that they promote teachers to take up administrative responsibilities in the schools.

5.4 Recommendations of the Study

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

(i) The ministry of education to come up with new relevant courses which are more meaningful to the headteachers with the current changes in the society and technology advancement.

(ii) Ministry of Education to come up with other mechanisms to enhance in-service training for headteachers

(iii) There is need to monitor the in-service training programmes during implementation and evaluate the success of the programmes.

5.5 Suggestions for Further Research

The researcher takes exception to the fact the study was conducted in public primary schools in Kiambu East District yet the-service training and its impact on teachers’ performance was a national one. The researcher therefore suggested that the study be conducted in a larger area, or in the whole of Kenya to determine the actual impact of in-service training among head teachers.
REFERENCES


APPENDIX I: QUESTIONNAIRE FOR TEACHERS

This research is meant for academic purpose only. The aim of the study is to investigate the contribution of head teachers’ in-service training towards teachers’ performance in public primary schools in Kiambu East District and suggest possible ways of enhancing performance among teachers. Please do not write your name on the questionnaire. All responses will be treated with utmost confidentiality.

Section A: Demographic information

1. By use of a tick (✓) indicate the type of school from the options.
   
   Public day [ ] 
   Public boarding [ ]
   Public day and boarding [ ]

2. What is your gender?
   
   Male [ ]
   Female [ ]

3. What is your highest academic qualification? (Tick one)
   
   Bachelors degree [ ]
   P1 [ ]
   MED [ ]
   ATS1 [ ]
   Diploma [ ]
   Others: Specify______________________________

4. How many years have you been a teacher in your present school?
   
   Less than 1 [ ]
   1 – 5 yrs [ ]
   6 – 10 yrs [ ]
   11yrs and above [ ]
5. What is your administrative position in the school?

- Deputy Head teacher [ ]
- Subject teacher [ ]
- Class teacher [ ]

Section B: In-service Training of Headteachers and Teachers’ Motivation

6. How do you rate the leadership of the head teacher in your school?

- Very Good [ ]
- Average [ ]
- Good [ ]
- Poor [ ]

7. Has your headteacher been in-serviced on school administration?

- Yes [ ]
- No [ ]

8. Does the in-service training in the school improve teacher motivation in your school?

- Yes [ ]
- No [ ]
- Not sure [ ]

9. In your opinion, how has head teachers’ in-service training assisted in the motivation of teachers?

- To a great extent [ ]
- To a less extent [ ]
- Not at all [ ]

10. Indicate the extent to which you agree with the following statement

a) Headteachers in-service training is key to teachers’ motivation

- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly disagree [ ]
b) Headteachers need to be in-serviced so as to effectively motivate their teachers

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>


c) Motivation of teachers is largely resulting to better performance of students.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
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</tbody>
</table>


d) Headteachers’ in-service training has changed your attitude towards work.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Headteachers’ In-service Training and Teachers’ Performance

11. How do you rate the teachers’ performance of duty in your school?

<table>
<thead>
<tr>
<th>Very Good</th>
<th>Average</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

12. Is the in-service training in the school improving teachers’ performance in your school?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
13. In your opinion, how has headteachers’ in-service training assisted in the performance of teachers?

To a great extent [ ] To a less extent [ ] Not at all [ ]

14. Indicate the extent to which you agree with the following statement:

a) Headteachers’ in-service training is key to teachers’ performance of duty

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

b) Due to head teachers performance, he or she is able to motivate teaches to perform better.

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

c) Headteachers’ in-service training has changed teachers’ performance of duty.

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

d) Motivation of teachers is largely resulting to better performance of students.

Strongly agree [ ] Agree [ ]

Disagree [ ] Strongly disagree [ ]

15. In your opinion, is there any relationship between head teachers’ in-service training and performance in your school?

Yes [ ] No [ ] Not sure [ ]
Headteachers In-service Training and Promotion of Teachers to take up Responsibilities in Administrative Positions

16. How often do your headteachers involve teachers in school administration?
   - To a great extent [ ]
   - To a less extent [ ]
   - Not at all [ ]

17. Does your headteacher invite teachers to take up responsibilities in the school?
   - Yes [ ]
   - No [ ]
   - Not at all [ ]

18. In your opinion has in-service training received by the headteachers assisted them in sharing responsibilities in the school?
   - Yes [ ]
   - No [ ]
   - Not at all [ ]

19. Headteachers’ in-service training is key in promoting teachers to take up responsibilities in administrative positions
   - Strongly agree [ ]
   - Agree [ ]
   - Disagree[ ]
   - Strongly disagree [ ]

20. All headteachers need to be in-serviced so that they promote teachers to take up administrative responsibilities in the schools
   - Strongly agree [ ]
   - Agree [ ]
   - Disagree [ ]
   - Strongly disagree [ ]

Thank you so much for your assistance and cooperation.
APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

This research is meant for academic purpose only. The aim of the study is to investigate the contribution of headteachers’ in-service training towards teachers’ performance in public primary schools in Kiambu East District and suggest ways of enhancing performance among teachers. Please do not write your name on the questionnaire. All responses will be treated with utmost confidentiality.

Section A: Demographic data

1. What are your Professional Qualifications?
   - M. ED and Above [ ]
   - B. ED | SR GT [ ]
   - S1 | DIP. ED [ ]
   - P1 [ ]

2. How many years have you been a headteacher?
   - 0 – 5 yrs [ ]
   - 6 - 10 yrs [ ]
   - 11 – 15 yrs [ ]
   - 16 and above [ ]

3. Have you attended any in-service training since joining your current school/station? Yes [ ] No [ ]

   b) If not give reasons to your answer: ...........................................................

   ..................................................................................................................
4. Please give a summary of KCPE results in your school in the ten years period.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Mean Standard Score (MSS)</th>
<th>RISE/DROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
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<tr>
<td>2011</td>
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<td>2010</td>
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<td>2009</td>
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<td>2008</td>
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<td>2007</td>
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<td>2006</td>
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<td>2005</td>
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<td>2004</td>
<td></td>
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<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section B: In-service Training of Headteachers and Teachers’ Motivation

5. Have you been in-serviced on school administration?
   Yes [ ]  No [ ]

6. Are there rewards for the best performing teacher?
   Yes [ ]  No [ ]

7. How often do you motivate your teachers?
   Often [ ]  Rarely [ ]  Never [ ]

81
8. Has the in service training in the school improved teacher motivation in your school?
   Yes [ ] No [ ] Not sure [ ]

9. In your opinion, have you been able to motivate your teachers as a result of in-service training?
   To a great extent [ ] To less extent [ ]
   Not at all [ ]

10. Indicate the extent to which you agree with the following statement:
    a) The in service training I have received has assisted me to motivate my teachers
       Strongly agree [ ] Agree [ ]
       Disagree [ ] Strongly disagree [ ]
    b) Through in-service training I have acquired skills in human resource management
       Strongly agree [ ] Agree [ ]
       Disagree [ ] Strongly disagree [ ]
    c) Motivation of teachers is largely resulting to better performance of students.
       Strongly agree [ ] Agree [ ]
       Disagree [ ] Strongly disagree [ ]
    d) My in-service training has changed the attitude of teachers towards work
       Strongly agree [ ] Agree [ ]
       Disagree [ ] Strongly disagree [ ]
Section C: Headteachers’ In-service Training and Teachers’ Performance

11. How do you rate the teachers’ performance of duty in your school?

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

12. Has the in-service training you have received improved teachers’ performance in your school?

<table>
<thead>
<tr>
<th>Answer</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Not sure</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

13. Does In-service training of headteachers contribute to effective management of teachers?

<table>
<thead>
<tr>
<th>Answer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>[ ]</td>
</tr>
<tr>
<td>No</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Give reasons to your answer: ………………………………………………………………………

14. In your opinion, how has in-service training assisted in the performance of teachers?

<table>
<thead>
<tr>
<th>Assistance Level</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>To a great extent</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>

15. Are the following documents prepared by the teachers?

<table>
<thead>
<tr>
<th>Document</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schemes of Work</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Records of Work</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lesson Notes</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

16. How often are they certified?

<table>
<thead>
<tr>
<th>Document</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schemes of Work</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Records of Work</td>
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<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lesson Notes</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
17. Indicate the extent to which you agree with the following statement

a) Headteachers’ in-service training is key to teachers’ performance of duty

- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly disagree [ ]

b) Due to headteachers’ in-service training, he or she is able to motivate teachers to perform better

- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly disagree [ ]

c) Headteachers’ in-service training has changed teachers’ performance of duty.

- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly disagree [ ]

18. Compare your school’s KCPE results since inception of headteachers’ in-service training.

- Great improvement [ ]
- Slight improvement [ ]
- No change [ ]
- Slight drop [ ]

19. In your opinion, is there any relationship between headteachers’ in-service training and performance in your school?

- Yes [ ]
- No [ ]
- Not sure [ ]

20. Has in-service training influenced the performance of teachers in the school?

- Yes [ ]
- No [ ]
Section D: Headteachers In-service Training and Promotion of Teachers to take up Responsibilities in Administrative Positions

21. How often do you involve teachers in school administration?
   To a great extent [ ]
   To a less extent [ ]
   Not at all [ ]

22. Do your encourage teachers to take up responsibilities in the school?
   Yes [ ]
   No [ ]
   Not at all [ ]

23. In your opinion has the in-service training you have received assisted you in sharing administrative responsibilities with your teachers?
   Yes [ ]
   No [ ]
   Not at all [ ]

24. All head teachers need to be in-serviced so that they promote teachers taking up administrative responsibilities in the schools
   Strongly agree [ ]
   Agree [ ]
   Disagree [ ]
   Strongly disagree [ ]

25. Continuous in-service training courses are important to headteachers.
   Yes [ ]
   No [ ]

*Thank you in advance for your assistance and cooperation.*
APPENDIX III: INTERVIEW SCHEDULE FOR THE DISTRICT QASO

This research is meant for academic purpose only. The aim of the study is to investigate the contribution of headteachers’ in-service training towards teachers’ performance in public primary schools in Kiambu East District and to possibly suggest possible ways of enhancing performance among the teachers. Kindly be as objective as possible while completing the questionnaire.

1. Is there any In-service programme in place in your District?
   Yes [ ]  No [ ]
   If YES how is the programme organized?
   Quarterly [ ]  Annually [ ]
   Semi Annually [ ]  Any other [ ]

2. How do you select headteachers to attend in-service training? Based on:
   School performance [ ]
   Years of service [ ]
   Need [ ]

3. Do you involve head teachers in choosing the topics of discussion?
   Yes [ ]  No [ ]

4. Does the in-service training attended by head teachers influence their identification of teachers for promotion to take up responsibilities in their administrative positions in public primary schools in Kiambu East District?
   Yes [ ]  No [ ]
b) Give reasons for your answer……………………………………………………………………

5. Does the in-service training attended by headteachers influencing their supervision of teachers?

Yes [ ]

No [ ]

b) Give reasons for your answer……………………………………………………………………

……………………………………………………………………

6. Please give a summary of KCPE results in the District in the ten years period.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Mean Standard Score (MSS)</th>
<th>RISE/DROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
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<td></td>
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<tr>
<td>2010</td>
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<td>2009</td>
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<td>2008</td>
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<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Does the in-service training attended by the head teachers promote performance of teachers?

Yes [ ]

No [ ]

8. To what extent does the in-service training of head teachers contribute to the motivation of teachers in public primary schools?

To a great extent [ ]

To a less extent [ ]

Not at all [ ]

*Thank you in advance for your assistance and cooperation*
### APPENDIX IV: BUDGET FOR THE STUDY

<table>
<thead>
<tr>
<th>NO</th>
<th>ITEM</th>
<th>AMOUNT (KSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Travel</td>
<td>10,000.00</td>
</tr>
<tr>
<td>2</td>
<td>Pilot Study Expense</td>
<td>5,000.00</td>
</tr>
<tr>
<td>3</td>
<td>Cost of Computer Use</td>
<td>10,000.00</td>
</tr>
<tr>
<td>4</td>
<td>Data Analysis</td>
<td>15,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Subsistence Allowance during Research</td>
<td>5,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Incidental Expenses</td>
<td>5,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>50,000.00</strong></td>
</tr>
</tbody>
</table>
THIS IS TO CERTIFY THAT:

MS. KABONI NYAMBURA RACHEL
of KENYATTA UNIVERSITY, 0-100
NAIROBI, has been permitted to conduct research in Kiambu County
on the topic: HEADTEACHERS IN SERVICE TRAINING AND ITS IMPACT ON TEACHERS PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KIAMBU EAST DISTRICT.

for the period ending:
31st December, 2013

Signature

National Commission for Science, Technology and Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Serial No. A 690

RESEARCH CLEARANCE PERMIT

CONDITIONS: see back page