FACTORS INFLUENCING TRAINING AND DEVELOPMENT OF TEACHERS IN KENYA.

(A Case of Teachers Service Commission Secondary School teachers in Chepalungu Constituency).

BY

KORIR MARTHA CHEROTICH

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A RESEARCH PROJECT SUMMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT), OF KENYATTA UNIVERSITY

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DECLARATION

This research project is my original work and has not been presented for a degree or any other award in any other university.

Signature

KORIR MARTHA CHEROTICH
D53/0L/3397/04

This research project has been carried out by the candidate under my supervision as the university supervisor.

Signature

SHADRACK BETT

This research project has been submitted for examination with my approval as chairman of department

Signature

MR. D. K. NGABA

CHAIRMAN, DEPT. OF BUSINESS ADMINISTRATION

Korir, Martha
Factors influencing training and
DEDICATION

This work is dedicated to my parents Jonathan and Raeli for their moral, spiritual and material upbringing and parental love. Also for encouraging and inspiring me to always aim higher in everything I do.
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Thanks go to Kenyatta University for starting the Open Learning Mode that has enabled me to undertake the degree of Masters while continuing with my employment and family responsibilities.

Special thanks to my Supervisor Mr. Shadrack Bett for his effective guidance and supervision. Special gratitude goes to my Loving Husband Andrew for his pressure on me to do Masters, his moral and material support. I also cannot forget my children Judith, Edith, Jackline, Jared and Linnet and niece Betty for their patience and encouragement. I also thank my Colleagues, friends and research assistants for their support.

Finally much gratitude goes to Beatrice, Evalyne and Charles for their patience in typing my work.
The purpose of this research study was to investigate the factors that affect training and development of TSC secondary school teachers in Kenya but the focus was Chepalungu Constituency in Bomet District.

In Kenya the issue of quality of teachers as important human resources in the learning institutions had been given attention and addressed through various in-service training programmes by the Ministry of Education, Science and Technology and other stakeholders. This was one way of improving the quality of teachers so that they can improve the delivery of quality teaching and thus improve the quality of education.

However, there were challenges facing the training and development of teachers in Kenya. Therefore this research study will investigate some of the factors that affect the training and development of teachers in Chepalungu Constituency. It investigated out how training policies, training budget allocation, training needs assessment, relevant training courses available and linkages with local universities and other institutions of higher learning affect the training and development of teachers.

The target population were TSC teachers in public secondary schools in Kenya. The main focus was Chepalungu constituency of Bomet District, which has a total of 21 public secondary schools and 176 TSC teachers. A sample of 20% of the schools were considered and a sample of 54 teachers from sampled schools.

Data was collected using questionnaire and interview method. Secondary data was used to obtain information on specific issues from the district education and TSC unit.

Data collected was analyzed using descriptive statistics in form of frequency distribution tables, percentages, pie charts and computer packages like Excel and statistical packages for social sciences (SPSS).
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DEFINITION OF TERMS

(i) Teacher – A person who give instructions, impact knowledge, skills or experiences to other persons.

(ii) Teacher Development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically.

(iii) Teachers Service Commission- Institution created by an act of parliament to recruit and deploy teachers.

(iv) In-service Education and training – refer to those education & training activities engaged in by secondary school teachers following their initial professional certification & intended mainly to improve their professional knowledge, skills, and attitudes in order that they can educate students more effectively.

(v) Training – The process of teaching new employees the basic skills they need to perform their jobs.

(vi) Training Budget is the process of allocating funds on rationalized basis to teacher training

(vii) Training Needs Assessment refers to a systematic, objective identification of deficiency or requirements for training.

(viii) Training Policy is a plan, or scheme directed to attain certain training objectives or goals.
ABBREVIATIONS

INSET: In-service education and training

MOEST: Ministry of Education, Science and Technology.

T.S.C.: Teachers Service Commission

SMASSE: Strengthening of Mathematics and Sciences in Secondary Education.


K.C.S.E.: Kenya Certificate of Secondary Education

KESI: Kenya Education Staff Institute

CHAPTER ONE

INTRODUCTION

1:0 INTRODUCTION.

This chapter contained the introduction of the research study on factors that affect training and development of secondary school teachers in Chepalungu constituency. It covered the background of the study, Statement of the problem, Objectives, research questions, significance and the scope of the study.

1:1 Background of the study.

Globally, it was recognized in every business organization that human resources are very important assets according to Dessler G. (2003). It adds that when a firm competitiveness depended on its employees, the business function responsible for acquiring, training, appraising and compensating those employees took on an expanded, and strategic role. In Kenya most organizations, both private and public put emphasis on human resources. A school is an Organization that offered a specific service, which is education. For efficiency and effective delivery of services, education institutions require qualified, committed, skilled and motivated employees to manage them. Thus there was the need to investigate the factors affecting the training and development of teachers who were part of the human resources of a school. Cole (1997) comment that human resources need attention from the Organization’s Management if they were to realize their full potential in their
work hence the need for this research to assess the training needs or requirements for the development of teachers to realize their full potential. In Kenya the delivery and provision of quality education depends on many factors, and the role of the teacher was the most single important agent in the delivery of teaching, thus teachers must be given quality training followed by sustained in-service Programmes and be afforded fair and objective opportunities for career development and upward mobility according to Katumanga (2000). The key players in the In-service training for teachers in secondary schools in Kenya were the Kenya Education Staff Institute (KESI), Kenya Secondary School Heads Association, the District Education Boards, Kenya National Union of Teachers, and donor projects like the strengthening of Mathematics and Science in Secondary Education project (SMASSE) and strengthening of Education Programmes (STEPS) hence the need for this research study to establish the linkages and coordination between these key players, including the Universities and other Institutions of learning in the training and development of teachers. Considering the number of Teachers, and their requirements or needs, did these agencies have adequate capacity and facilities to effectively carry out tasks of training and development of Secondary School teachers?

1:2 Statement of the Problem.

It was important for education Institutions especially secondary schools to train and develop its teachers for their capacity building and improvement of
academic performance of the students. In Kenya there was a problem of inadequate training and development of TSC secondary school teachers as evident in Annual report of Head teachers Association of Secondary schools National Conference whose theme was challenges facing the provision of quality Education in Kenya (2000) and one of the challenges was the quality of teachers, who must be given quality training followed by sustained In-service programmes. In Bomet District, particularly Chepalungu Constituency concern about the quality of teachers was also important. Also the Kenya Certificate of Secondary Education performance in the District had not been impressive over the years, the mean score had been ranging between 4.8 and 5.0 in the last five years, and only managing to get six A plain in that period, therefore this study is necessary to look into factors affecting training and development of T.S.C Secondary school teachers which may be having an impact on their delivery of teaching and other duties.

According Wangai N (2005) in a paper presented to African convention of principals (A.C.P) on Government fully awake to challenges facing Education mentioned that some of the measures MOEST was putting in place included capacity building/development and enhancement of school’s management skills through training of relevant stakeholders (BOGs, Head teachers, Bursars, department heads and teachers). It was therefore necessary through this study to find out if there were training policies in place for the teachers in Chepalungu Constituency, since they were part of relevant stakeholders in a
school organization in the delivery of quality education. And if these policies were in place, are they being effectively implemented. According to MOEST, Kenya Education Sector support programme 2005-2010, delivery of Quality education and Training to all Kenyans (2005). One of its objectives was capacity building for 45,000 education managers as one strategy to improve the quality of education. This research study investigated to find out whether this target group includes teachers from whom head teachers are appointed. It was therefore against this background that this research study sought to investigate the factors that affect the training and development of T.S.C. secondary school teachers in Chepalungu constituency.

1.3 OBJECTIVES OF THE STUDY.

General Objective

To investigate factors that affect training and development of Teachers Service Commission secondary school teachers in Chepalungu Constituency.

Specific Objectives.

1. To find out to what extent training policy affects teachers training and development in Chepalungu Constituency.

2. To identify the training needs of T.S.C. Secondary School teachers in Chepalungu Constituency.

3. To find out the Government support and training budgetary allocation to training and development of teachers in Secondary schools in Chepalungu Constituency.
5. To establish the linkage between teacher’s training and development and the local universities and other institutions.

6. To identify the relevant training Courses for Secondary School Teachers available locally.

1.4 RESEARCH QUESTIONS

The study sought information to address the following questions;

1. Is training policy a factor that affected training and development of T.S.C. secondary school teachers in Chepalungu Constituency?

2. Are training needs Assessment a factor that affected training and development of T.S.C teachers in secondary schools in Chepalungu Constituency?

3. Is Government support and training budgetary allocation a factor that affected training and development of T.S.C. secondary teachers in Chepalungu Constituency?

4. What is the linkage between training and development of teachers, Universities and other institutions of higher learning?

5. Are relevant training Courses available locally a factor that affected training and development of T.S.C secondary school teachers in Chepalungu Constituency?
1.5 THE SIGNIFICANCE OF THE STUDY.

The importance of teachers as human resources in educational institutions depend on their education and continuous-in-service training so that they improve their productivity, performance and enable the institutions to achieve their desired objectives and goals of good academic performance. This research was of great help to all the stakeholders of education. The ministry of Education, Science and Technology were able to improve and strengthen the training policies of teachers. The School Management who were the Board of Governors, (BOG), Parents and Teachers Association (PTA) were able to have better qualified teachers in their schools and thus be able to improve the academic performance of their schools. The students- who will benefit by being taught by better trained and well-equipped teachers and will be able to improve their academic performance.

The parents- they will be satisfied when the teachers improved their delivery of service through improved teaching and other activities, this improved the performance of students thus will be benefited from improved performance of their children and thus be supportive in providing resources for further development and training of teachers. The head teachers of secondary schools- they got more information and support from better-trained teachers on how to improve school programs and academic performance of students. Other researchers benefited by getting recommendations for further research. Teachers Service Commission who got more information on the training needs
assessment of teachers were able to formulate adequate training policies for teachers.

SCOPES.

The scope of this study was the TSC Secondary school teachers in Kenya in. But the main focus was teachers in Chepalungu constituency of Bomet District. In Chepalungu constituency, there were 21 schools with a total of about 176 T.S.C. trained teachers. Out of the above population a sample of 50% was taken. Some of these schools were boys or girls schools only whereas others were mixed schools, boarding or day schools.
CHAPTER TWO
LITERATURE REVIEW.

2.1 INTRODUCTION.
This chapter contained a review of the Literature related to training and development of Human Resources in an organization in general but specifically covering areas on teacher training and development in educational institutions. It covered areas like training policies, training needs assessment, training courses available locally, government support in budgetary allocation and the linkages between teacher development and the local Universities and other institutions of higher learning and past studies done. Finally, it presented a summary of the literature review and gaps to be filled and conceptual Framework.

2.2 MAIN REVIEW
2.2.1 TRAINING AND DEVELOPMENT.
According to Resource materials for schools Heads, introductory module on educational management (1997), training is defined as an organized procedure by which people acquired knowledge or skills for a definite purpose while professional development was a continuous process of growth for personnel in a system. Both training and professional development were important and necessary for a teacher.
Bolam (1982) defined in-service Education and training as those education and training activities engaged in by primary and secondary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.

Glatthorn (1990) defined teacher development as the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically. In this study training was used to include INSET to upgrade teachers, prepare them for new administrative roles, curriculum related and refresher courses.

American federation of teachers (2006) on teacher quality stated that a school system's most important asset was its teaching force and the most important investment a school Board administrators and parents can make in a school system is to ensure that teachers continue to learn. It is for this reason that this research study will try to find out whether all schools in Chepalungu Constituency are concerned with their teacher's in-service training development.

Glatthorn (1990) stressed that teacher quality was a major factor contributing to improve learning outcomes of students. He further emphasized that it was both vital and appropriate that education and training of teachers should
receive increasing attention from educational planners, managers and teachers. Learning outcomes of students in secondary schools was mostly measured by Kenya Certificate of secondary Education academic performance, which in Bomet District had not been impressive over the years, where the mean score had been ranging between 4.8 and 5.0 in the last five years and only managing to get six A plain in that period, therefore this study was necessary to look into factors affecting teacher quality in secondary schools in Chepalungu constituency. A SMASSE Newsletter (2005) stated that Education in Kenya delivered a specific service, i.e. education. It also stated that the current trend was that education was becoming business enterprise as a result of empowerment of schools to plan, finance, and manage physical development and curriculum and secondly empowerment of the parent, community and other stakeholders in the school management and affairs.

This called for more accountability from the teacher to the stakeholders on academic performance results. This study was therefore necessary to find out factors that affected training and development of teachers in relation to delivery of teaching service.

Mutaho (2002) pointed out that schools are expected to improve the delivery of their services and the teachers being the ones who taught must be more equipped with new skills on service delivery and improvement programmes in their day to day management practices.
Bolam (1982) stated that Human Resource Development was concerned with ensuring an adequate supply of appropriately trained and prepared people for all positions in a system, focusing on enhancing people's general capability, resourcefulness, flexibility and capacity to change and Self-development by schools and teachers in order to introduce new ideas and approaches.

Kenya Education sector support programme 2005-2010, Delivering Quality Education and training to all Kenyans (2005) adds that capacity development enabled Human resources in an organization to undertake assigned tasks with confidence. It also stated that it was an important part of organizational development as it ensured effective and efficient utilization of resources to achieve desired goals.

This study tried to find out factors affecting capacity development of teachers, as this is important resources, which enable schools to achieve their desired goals of better academic performance among other goals.

According to MOEST sessional paper No 1 of 2005 on A policy Framework for Education, Training and Research: meeting the challenges of Education Training and Research in Kenya in the 21st century (2005) the teacher resource was one of the most important inputs in the education system and therefore efficient management and utilization of teachers was critical to the quality of learning outcomes and performance.
Okumbe (2001) stated that training should enable the educational organization to increase its productivity, improved both quantity and quality of its outputs, improves workers morale, satisfaction and motivation, reduce and prevent work related accidents, reduce obsolescence among employees and created a sense of personal growth among employees. Thus from these benefits of in-service education and training, this study is concerned with teachers quality through their training and professional development.

2.2.2 TRAINING NEEDS ASSESSMENT.

Some researches have been done on training needs Assessment. According to Anderson (1995) INSET planning is based on the training needs assessment of the participants but the question is, whose needs are to be assessed. Is it those of particular group of students, individual teacher, a department within the school, the school itself, or the district or the nation. It continued to argue that if INSET participants did recognize a need as having priority for them, activities aimed at meeting that need would be judged irrelevant. Thus this research study aimed at finding out the training needs of T.S.C. secondary school teachers in Chepalungu Constituency and whether it was a factor that affected training and development of these teachers. For the SMASSE Project, whose aim was to strengthen the quality of mathematics and science education at secondary schools in Kenya through in-service training of serving teachers carried out training needs assessment in nine districts “Pilot Districts” through baseline studies done in 1998 identified the needs of the participants which
identified challenges/issues affecting teaching and learning of Mathematics and Science and possible approaches and strategies for dealing with them, thus forming the basis for development of INSET curriculum for SMASSE Project (1999) and subsequent years. This research hoped to find out training needs assessment in other subjects and other areas of teacher development in the district.

According to the ministry of Education, Science and Technology Handbook for Education for all (EFA) (2001), Kenya Education Staff Institute (KESI) was one of the agencies that offered In-service training and education. However, according to Resource materials for school Heads Handbook on Educational Management, (1997) noted that most of the KESI training, packages and methods had been initiated and controlled from above by the MOEST where the participant had very little to say in the training. At the same time, it noted that the training method which used workshop or seminars tended to emphasize on acquisition of knowledge and not specific skills and there was no follow up and implementation of the training programmes. This research study hoped to fill the gap and find out the training needs of the teachers themselves in Chepalungu Constituency.

Unpublished paper presented during 1999 SMASSE national INSET, identify the training needs that made it necessary for Science and Mathematics
Secondary School teachers training to undergo in-service education and training as:

- Curriculum changes due to changing education policy to meet the contemporary societal needs.

- Changes in teaching approaches and methods due to changes in curriculum, thus there was continuous research on effectiveness of teaching and learning methods and approaches, and practicing teachers need to be updated on the current trends, for example, the emphasis was on the shift from teacher-centred to learner-centred approach.

- Technological Advancement had brought Information Technology (IT) Revolution, however not many teachers had the necessary knowledge and skills, thus capacity building in this critical area could be achieved through IN-SET.

- IN-SET provided for teacher professional development through sharing of experiences and continuous exposure to new ideas which were judged by the teacher’s competencies or improvement in classroom practices.

- It also provided good opportunity to make a follow up and undo retrogressive acts, attitudes and practices, where sometimes most of the pre-service training in Universities and teacher training colleges may be more theoretical thus INSET was essential to harmonized pre-service training with the realities of educational practices.
Other training needs included Eraut (1995), Teachers need continual renewal of their knowledge and their capabilities to provide appropriate learning strategies for their students.

Newsletter SMASSE (2005) stated the challenges today facing the teacher included having to handle students who were well versed technologically, conversant with human rights and social Justice and many other emerging issues taking place today, like HIV/AIDS pandemic, drug Abuse, deviant behavior and student unrest: "Resource materials for school heads" (1997) also pointed out that if schools had to survive and adapt to the changing educational, cultural, political and economic environments, then training and professional development of teachers was very important.

American federation of teachers (2006) adds that professional development was a continuous process of individual and collective examination and improvement of practice. It continues to say that it should empower individual educators to make complex decisions, to identify and solve problems, to convert theory and practice, and improve student's outcomes. It also stressed that professional development should enable teachers to offer students the learning opportunities that prepare them to meet world class standards in given content areas and to successfully assume adult responsibilities for citizenship and work.
2.2.3 GOVERNMENT SUPPORT AND BUDGETARY ALLOCATION.

A report of the Task force on student discipline and unrest in secondary schools (2001) states that since independence, the Kenya government had set up a number of committees and task forces to review the education system and tackled the emerging issues with a view to improving the quality of education and delivery of education services. It further stated that recommendations arising from the reports of these committees and task forces had guided educational policy formulation in enhancement of growth and development of education in the country, it further stated that this in itself, was a demonstration of the government’s commitment to the provision of quality and effective educational services.

However the Government had been faced by challenges like high cost of financing education, thus lack of adequate financing to support implementation of education programmes as reported by the same Task force (2001) thus it is also a challenge to the training and development of teachers. McLaughin and Talbert (1990) points out that some of the contextual factors that impact upon teacher development are the society/community, school system, the school, the department and the classroom. They further state that society and community would include the government support. They say the way in which society at large perceives teachers and teaching would likely affect the way teachers view their development. More government support is in its financial support, legal and policy framework.
According to totally integrated Quality Education and Training Report of the commission of inquiry into the Education system of Kenya (1999) defined costing of education as the process of establishing unit costs of education at the various levels, resourcing as the process of searching for new sources of funds for financing education to increase revenue and financing of education as the process of budgetary allocation, both public and private on a rationalized basis to ensured equitable distribution. Among the critical issues of education financing of the report includes:

(a) Following the recent increase in teachers' salaries, education and training now consumed about 40% of the recurrent budget.

(b) That between 1995 and 1998, the main features of expenditure within the sub-sectors was the dominance of personal emoluments, at secondary level was almost 100% due to increased number of secondary school teachers at about 58% between 1990 and 1997.

The same report mentioned that the intention of the MOEST to continuously in-service, train and develop teachers had been hampered by inadequate funding. This study aimed to find out whether training budgeting allocation was a constraint to training and development of secondary school teachers in Chepalungu Constituency.
The same commission of Inquiry reported that once teachers have completed pre-service training, there were limited opportunities to enhance their professional growth and development. Even in cases where donors had given support, sustainability of the same has been a problem, hence the need to find out if this is the case in Chepalungu constituency and whether it was a factor that affect training and development of teachers.

According to (MOEST) sessional paper No. 1 of 2005 on a policy Framework for Education, Training and Research (2005) states that the average Government spending on education and training, excluding the share by households has ranged between 5 and 7 percent of the Gross Domestic Product. At the National level recurrent Government spending on education had been higher than any other social sector-spending 73 percent of the social sector expenditure. Education’s recurrent budget had risen from 35% of public sector recurrent in 2000 to 39% in 2004 with about 79% going towards administration and planning, out of 79%, 86% goes to salaries and wages, out of the total allocation to MOEST 50% goes to primary education, about 85% of the fiscal resources to primary schools being used to pay teachers’ salaries. At secondary school education the government continued to finance teacher’s salaries. University education and training was expensive and required huge investments by all partners. Now the question in this research study was that what percentage went to the training and development of secondary schools teachers and was it a constraint in Chepalungu Constituency.
According MOEST, Kenya Education sector support programme 2005-2010: Delivery of Quality education and Training to all Kenyans (2005) Kenya Education staff institute (KESI) was charged with the responsibility of training and in-servicing education managers. However for along time, it had not received adequate human and other necessary resources to enable it to deliver quality and adequate training for this reason most education managers lack the skills and capacities to perform their duties. It further stated that one of its objectives was capacity building for 45,000 education managers by the end of 2005. This research study had to find out whether this target group included teachers from whom Head teachers were appointed from.

TIQET Report of the commission of inquiry into Education system of Kenya (1999) stated that other sources currently supplementing Government funding for education in the country were the:

- Parents – in form of fees, teaching materials, uniforms and labour.
- Communities through Harambee fund-raising for development of educational facilities.
- Non-governmental organizations through sponsorship of students and informal schools.
- Donors- through grants and government borrowing like JICA for SMASSE Project.
- Private sector: through establishment of private schools and training institutions
• Educational institutions: through income-generating activities such as farming, production units, consultancy and hire of facilities.

Now the question for this research study was how much from all these sources was allocated to the training and development of teachers and is it enough?

Education insight (2006) reported that while releasing the 2005 K.C.P.E. results, the then Education Minister, Professor G. Saitoti said “While the government funds the provision and expansion of education services, I wish to reiterate the fact that we can only achieve our goals with a strong and sustainable partnership between the government, parents, communities civil, society, private sector service providers and external partners. I therefore urge parents, communities and other stakeholders to continue partnership with the government in the provision of quality educational services”.

2.2.4 POLICY FRAMEWORK.

According to Koech Report of the commission of inquiry (1999) viewed policy as a statement of commitment by the Government to undertake specific programmes directed at the achievement of certain goals. Further, policy also constituted notice to the citizens at large that new, revised or accelerated programmes of action on particular issues were intended within a given time frame. It recommended for a new policy framework sessional paper No. 1 of 2005 constituted the government policy on education and training.

In the sessional paper, some policies and objectives that related secondary school teacher training and development include:

- Enhanced access, equity, and quality in primary and secondary education through capacity building for 45,000 education managers by 2005.
- Promoted and popularize open and Distance Education (at all levels of education and training by 2010.
- Restructured secondary school teacher training programme to required that teacher trainees attained basic qualifications in their respective subject areas and subsequently undertook post-graduate training in pedagogy, or extended the bachelor of education degree programmes to be five years like other professions.
- Institutionalized and regularized in-service of teachers in certain target subjects
• Build capacity of practicing teachers to deliver on emerging issues such as HIV/AIDS, drug-Abuse and substance abuse, and special needs education.

• In-service teachers to improve the teaching of mathematics, Science, Technology by upgrading the centre of Mathematics, Science and technology education in Africa (CEMESTEA) at Karen to fully-fledged Institution for in-service training for science, mathematics and technical teachers.

• Strengthened KESI to offer demand-driven capacity building strategies

• Institutionalized capacity building at school level, district headquarters, and MOEST agencies such as Teachers Service commission, Kenya National Examination council, Kenya Institute of Education, Kenya Institute of special Education and Kenya education staff Institute.

• In-service teachers that enabled them to use alternative modes of service delivery such as multi-shift and multi-grade teaching where applicable.

Cole (2002) added that training policy set out what organization was prepared to do in term of developing its employees. An organization was therefore expected to have a training policy, which formed the foundation of all training and development programmes. Therefore, this research study did seek to investigate the training policy in place for secondary school teachers.
2.2.5 LINKAGES WITH UNIVERSITIES AND OTHER INSTITUTIONS.

According to Koech Report (1999) on University education and training noted that as a result of the rapidly changing global market, university level training of workforce that was relevant and suitable for the contemporary market has become a major challenge. The unstable global market, the dynamic nature of the current international socio-economic factors, dictated the adoption of effective short and long term strategies in designing academic programmes. This called for university training, which equipped graduates with marketable multi-functional skills and improved them with the capacity for framework, innovation and critical thinking. It further noted that this was a challenge the universities had to face in order to produce individuals who were adequately prepared for the changing world of work. It recommended that universities forged strong curricular linkages with other levels of education.

On Adult, alternative and continuing education programmes, the Report recommended that partnership between government and Religious organizations, among other stakeholders be strengthened with the view to encouraging them to access the facilities they owned for use as learning and training centers.

Both sessional paper No. 1 of 2005 and Kenya Education sector support programme 2005-2010 outline some issues strategies and objectives related to
linkages between in-service teacher education and other institutions like commission of higher education and MOEST Agencies. Universities ensured relevant training in all professional courses to address the current skills mismatch, the INSET unit needs to be strengthened and mandated within the MOEST to coordinate all in-service training programmes nationally, to strengthen linkages between KESI and MOEST INSET Unit and what happened at school level and restructured the training programmes for secondary school teachers in collaboration with Universities.

2.2.6 AVAILABILITY OF RELEVANT COURSES.

According to the Ministry of Education, Science and Technology Handbook for Education for all (EFA) (2001), Kenya Education staff Institute (KESI) was one of the agencies that offered in-service training of teachers and Head teachers.

In enumerating the challenges facing education in Kenya, Elimu Yetu coalition (2003) in their Handbook, Reform Agenda for Education sector in Kenya, observes that there were many agencies within the MOEST which offered in-service courses but these agencies operated with legal structures which were only appropriate at the time they were created and were in dire need of reforms.
The ministry of Education, information Handbook (1987) stated that the courses offered by KESI included the following: Curriculum supervision and Implementation, Guidance, Counseling and discipline, Office administration and Record Keeping, Book-keeping and financial control, Stores and storekeeping, Management and education, Legal provisions in education, Physical planning and development, Communication and delegation and Human and public relations.


He further noted that although many agencies offered in-service courses for head teachers in the district, the courses offered were not adequate and many courses needed to be included to enhance the training programs, that duration of the courses be made adequate and more topics especially on emerging issues like HIV/AIDS, Drug Abuse and spiritual development be included.
Other studies on in-service had been made, like the impact of in-service training on the performance of head teachers, Ongoto (2004) recommended further research on in-service courses for teachers.

2.3 CRITICAL REVIEW.

Armstrong (1992) believed that training and development is beneficial to an organization for it enlarges and develops the skills base of the organization. However other studies, like Graham (1998) argued against training of employees by citing high cost, that there was no production while the employee was being trained, i.e. in case of off-the-job training, that employees might leave the organization after being trained or that an organization can recruit employees externally at low costs. Although these were true especially given that the education took a large share of government budgetary allocation, which had to be shared among the various sub-sectors of education system. Furthermore the teachers service commission could not afford to recruit externally incase of inefficient and ineffective teachers. However still, there were other factors that affected training and development of teachers? This was because after being trained it was not automatic that academic performance of students would improve. Training programmes therefore had to be adequate and relevant. Other factors like commitment, dedication and willingness of teachers were important in their delivery of services. Also implementation and follow up of the training programmes or whatever that had been learned were very essential.
2.4 SUMMARY AND GAPS TO BE FILLED BY THE STUDY.

This literature review touched on the importance of training and development, training policies, relevant training courses, government support, budget allocation and linkages with universities and other Institutions. The gaps in this research study were that teachers lacked adequate knowledge and skills to handle emerging issues in education, to respond adequately to educational changes, academic performance of schools in the constituency had not been impressive and most studies on management of schools tended to concentrate on capacity building of head teachers, Ongoto (2004), Wachira (1996), ignoring teachers from whom headteachers are appointed. Thus out of recommendations of Ongoto on research of in-service training of teachers this study investigated factors like training policies, training budget, training needs assessment and relevant courses, linkages between teacher’s training and development and the local universities and other institutions, affecting the training and development of teachers in Chepalungu Constituency.

2.5 CONCEPTUAL FRAMEWORK.

The conceptual Framework has independent and dependent variables. The independent variables are the training policy, training needs, assessment, government support and training budget and linkages with universities and other institutions that the researcher will manipulate in order to determine how they affect the dependent variable which is the training and development of T.S.C secondary school teachers.
Figure 2:1- The Conceptual Framework.

TRAINING NEEDS ASSESSMENT

TRAINING BUDGET & GOVERNMENT SUPPORT

TRAINING POLICY

LINKAGES WITH UNIVERSITIES AND OTHER INSTITUTIONS

AVAILABILITY OF RELEVANT COURSES

Affects

TRAINING AND DEVELOPMENT OF TEACHERS IN CHEPALUNGU.

Independent variables

(Dependent variable)

Source: Field data (2006)
CHAPTER THREE
RESEARCH METHODOLOGY.

3.1 INTRODUCTION.
This chapter described the procedures that were used in the study to collect and analyse the data. It covered research design, target population, sample design, sampling procedures, data collection procedures and instruments, and data analysis procedures.

3.2 STUDY DESIGN.
This section described the type of research design to be used in the study. This study adopted a descriptive research design. It involved a field visit to talk to teachers in Chepalungu Constituency about factors that affect training and development of teachers. Mugenda and Mugenda (1999) defined descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subjects in the study. They further observed that descriptive research determined and reports the way things were such as possible behaviour, attitudes, values and characteristics, that was when subjects were to be observed in their natural set ups without manipulation of the environment. Saunders (2003) adds that in descriptive design, it was necessary to have a clear picture of the phenomena, one wished to collect data prior to the collection of the data. The researcher chose this method because the formulated questions ensured that the data collected were
relevant to the questions raised. Thus the respondents were expected to respond to questions related to the problem of the study of training and development of teachers. Frequencies of responses to each question were analyzed to come up with results and conclusions.

3.3 TARGET POPULATION

The target population was the TSC secondary school teachers in Kenya. The main focus was Chepalungu constituency. There were 21 public schools with a teacher population of 176. A sample of 11 was considered. From the sample schools 54 teachers were taken that was 50%.

<table>
<thead>
<tr>
<th>Category</th>
<th>School</th>
<th>Population</th>
<th>Frequency of teacher</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sigor</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Olbutyo</td>
<td>14</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kaboson</td>
<td>12</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moi Siongiroi</td>
<td>14</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kipsuter</td>
<td>12</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Makimeny</td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Itembe</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kapoleseroi</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mengwit</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lugumek</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chepwostuiyet</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>11</strong></td>
<td><strong>104</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.4 SAMPLE DESIGN.

A sampling frame of a list of all the schools in the constituency was drawn and then probability-sampling procedures were used. According to Saunders, M, P Lewils and A. Thornhill (2003) probability samples the chance of each case being selected from the population was known and was usually equal for all cases. The researcher used stratified random sampling technique to pick a sample of teachers from each school, in the relevant population of interest. This method according to Mugenda and Mugenda (1999) aimed to achieve a desired representation from various sub-groups in the population. Each school of focus was considered as a subgroup or stratum by stratifying the schools in categories: (i) schools with over 10 TSC teachers (ii) 6 to 9 teachers (iii) 1 to 5 teachers. 50% of schools in each category were sampled. Also in each school, stratified random sampling were also to be used in sampling teachers from each department: Maths, Sciences, Languages and Humanities. The researcher picked a sample of 54 from a population of 104 using a ratio of 0.5. According to Mugenda and Mugenda, for descriptive studies, a representative sample size is one, which was 10% of the accessible population. Also the researcher used purposive sampling for the District Education Officials. This was a method that allowed the researcher to use cases with respect to the objectives of his/her study according to Mugenda and Mugenda. This sampled the District Education Officer, District Quality Assurance Officer and district T.S.C. Human resource officer. This was indicated as in table 3:2.
Table 3.2: Sample Design.

<table>
<thead>
<tr>
<th>Category</th>
<th>School</th>
<th>Pop Frequency</th>
<th>Ratio</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sigor</td>
<td>16</td>
<td>0.5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Olbutyo</td>
<td>14</td>
<td>0.5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Kaboson</td>
<td>12</td>
<td>0.5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Moi Siongiroi</td>
<td>14</td>
<td>0.5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Kipsuter</td>
<td>12</td>
<td>0.5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Makimeny</td>
<td>9</td>
<td>0.5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Itembe</td>
<td>7</td>
<td>0.5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Kapoleseroi</td>
<td>8</td>
<td>0.5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Mengwet</td>
<td>5</td>
<td>0.5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Lugumek</td>
<td>4</td>
<td>0.5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Chepwostuiyet</td>
<td>3</td>
<td>0.5</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>104</td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

Source: Field data (2006)

3.5 DATA COLLECTION PROCEDURE AND INSTRUMENTS.

The researcher used research instruments like questionnaire and interviews to collect data. According to Robson, (2002) questionnaire method was good for descriptive research design, because they worked best with standardized questions that were confident and would be interpreted the same way by all
respondents. The researcher used both structured or closed and unstructured or open-ended questionnaires. The close ended questions were accompanied by a list of all possible alternatives from which the teachers selected the answer that best described their situation while the open-ended allowed them freedom of response.

The researcher also used interviews by administering interview schedule orally that were face-to-face encounters. These were used to collect data from the Head teachers of secondary schools and the District Education Officials on information regarding training and development of teachers. Secondary data was also used to obtain information on specific issues like the training courses available locally. These were some of the relevant documents from the District Education Office and T.S.C. district Unit.

3.6 DATA ANALYSIS

Raw data obtained were analyzed using descriptive statistics. Descriptive statistics enabled the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics, according to Mugenda and Mugenda (1999). These included frequency distribution tables, which give a record of the number of times a respond occur. This was done by assigning numbers to various responses first and then tabulating or tallying. A graphic representation of frequency distribution was represented in the form of Bar Charts, percentages and Pie chart. A bar charts was more accurate
representation for responses, which are not in any order of not continuous. The researcher had also used a pie chart diagrams to show the proportion or share of occurrences. It was used together with percentages, which indicated proportion of a sub-group to the total group and ranges from 0% to 100%. The researcher made use of computer packages especially the statistical packages for social scientists (SPSS) and Excel software to help draw conclusions and made recommendations from the research findings.

3.7 LIMITATION OF THE STUDY

The limitations of the study included funds and time which tended to affect the study particularly in term of the sampling design. In addition to this same of the respondents did not return the questionnaires. The results of the study are however true and valid subject to those limitations.
4.1 INTRODUCTION

This chapter presented analysis and data collected from the field. Data was analyzed and sequentially presented in tables and pie charts. A content analysis of the open ended and closed ended questions have been quantitatively and qualitatively analyzed.

This was a study which investigate the factors that affect training and development of TSC secondary school teachers in Kenya but the focus was Chepalungu Constituency in Bomet District.

It investigated out how training policies, training budget allocation, training needs assessment, relevant training courses available and linkages with local universities and other institutions of higher learning affect the training and development of teachers.

The population of interest was secondary schools in Bomet constituency. The main focus were teachers in Bomet Central and Longisa divisions. The target population were TSC teachers in public secondary schools in Kenya. The main focus was Chepalungu constituency of Bomet District, which has a total of 21 public secondary schools and 176 TSC teachers.

The quantitative analysis is as shown in the following tables and figures.
4.2 QUANTITATIVE ANALYSIS

On the question of the respondents' gender distribution, the table 4.1 and figure 4.1 below summarizes it.

Table 4.1: Gender Distribution

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>34</td>
<td>63</td>
</tr>
<tr>
<td>FEMALE</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.1 Chart representation of table 4.1

From the above analysis, majority of the respondents (63%) were male by gender. The number of female respondent was significant there was no gender imbalance.

On the question of the respondents’ years of service as a trained teacher, the table 4.2 below summarizes it.

Table 4.2: Years of Service

<table>
<thead>
<tr>
<th>YEARS OF SERVICE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 TO 5 YEARS</td>
<td>23</td>
<td>43</td>
</tr>
<tr>
<td>6 TO 10 YEARS</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>11 TO 15 YEARS</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>OVER 16 YEARS</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (43%) had between 0 to 5 years of service followed by 26% of them who had between 11 to 15 years.

On the question of the respondents’ highest level of education, the table 4.3 below summarizes it.
Table 4.3: Level of Education

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIPLOMA</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>DEGREE</td>
<td>40</td>
<td>74</td>
</tr>
<tr>
<td>POST GRADUATE</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (74%) had university level of education. However 22% of them had attained a diploma course from college.

On the question of whether the TSC secondary school teachers in the division were given in-service training, the table 4.4 below summarizes it.

Table 4.4: In-service Training

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>40</td>
<td>74</td>
</tr>
<tr>
<td>NO</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above analysis, majority of the respondents (74%) gave a YES response. This clearly indicated that they were given this training by TSC.

On the question of respondents rating on how much had training and development programs improve their job performance, the table 4.5 below summarizes it.

**Table 4.5: Training and Development**

<table>
<thead>
<tr>
<th>RATING</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT INSERVED</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>LEAST IMPROVED</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>SLIGHTLY IMPROVED</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>MODERATELY IMPRO.</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>GREATLY IMPROVED</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above analysis, majority of the respondents (29%) gave a GREAT rating. This was narrowly followed by a moderate and slightly improved.

On the question of whether training needs assessment were done before the secondary school teachers were given in-service training, the table 4.6 and figure 4.3 below summarizes it.

**Table 4.6: Training Needs Assessment**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>NO</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td>NOT AWARE</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


**Figure 4.3: Chart representation of table 4.6**

From the above analysis, majority of the respondents (49%) gave a YES response. This was closely followed by those who gave a no response (44%).

On the question of the duration of the average duration of in-service courses attended by the respondents, the table 4.7 below summarizes it.

Table 4.7: Average Duration

<table>
<thead>
<tr>
<th>DURATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NON</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>1 DAY</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>3 DAYS</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>1 WEEK</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2 WEEKS</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>1 MONTH</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.4: Chart representation of table 4.7

From the above analysis, majority of the respondents (34%) attended for two weeks, these were science and mathematics teachers. These were science and mathematic teachers mainly while the others attended between one and three day course. There were few (4%) who attended for over a month.

On the question of whether in-service training courses were relevant to the respondents duties as teachers, the table 4.8 below summarizes it.

Table 4.8: Relevance of In-service Training

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>47</td>
<td>87</td>
</tr>
<tr>
<td>NO</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>NOT INSERVICE</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (87%) gave a YES response. This clearly indicated that the courses were relevant to the duties of the respondents.

On the question of whether the respondents had enrolled in any undergraduate or postgraduate courses, the table 4.9 and figure 4.5 below summarizes it.
Table 4.9: Enrollment in Undergraduate

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>NO</td>
<td>43</td>
<td>79</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.5: Chart representation of table 4.9

From the above analysis, majority of the respondents (79%) gave a NO response. Quite a few of them (17%) had enrolled in these courses.
On the question of what programs had the respondents enrolled with; the table 4.10 below summarizes it.

**Table 4. 10: Programs Enrolled**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT ENROLLED</td>
<td>47</td>
<td>87</td>
</tr>
<tr>
<td>SCHOOL BASED</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>OPEN LEARNING</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PART TIME</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


From the above analysis some of the respondents (9%) had enrolled in a school based programs and were mainly undergraduate courses. A few (2%) enrolled in open learning but majority of respondents had not enrolled.

On the question of to what extent did these programs improve the respondents teaching and profession; the table 4.11 below summarizes it.

**Table 4. 11: Respondents Profession**

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT INSERVED</td>
<td>38</td>
<td>70</td>
</tr>
<tr>
<td>NOT IMPROVED</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MODERATELY</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>IMPROVED.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GREATLY IMPROVED</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>54</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the above analysis, over of the respondents (17%) who had enrolled said it had greatly improved their teaching and profession.

On the question of who was paying for the respondents to pursue these programs, the table 4.12 below summarizes it.

**Table 4.12: Who was Paying**

<table>
<thead>
<tr>
<th>PAYMENT MODE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT ENROLLED</td>
<td>47</td>
<td>87</td>
</tr>
<tr>
<td>SELF SPONSORED</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TSC SCHOLARSHIP</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (11%) who had enrolled in these programs were sponsored by TSC. Quite a few of them were self sponsored especially those on postgraduate courses.

On the question of whether the respondents were aware of any Ministry of Education policies on in-service training and development of secondary school teachers, the table 4.13 and figure 4.6 below summarizes it.
Table 4.13: MOEST Policies

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>NO</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


Figure 4.6: Chart representation of table 4.13


From the above analysis, majority of the respondents (54%) gave a YES response. There were also quite a number (46%) who were not aware of these policies.

On the question of whether the policies do have an effect on in-service training and development, the table 4.14 below summarizes it.
Table 4.14: Effect on In-service Training

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>39</td>
<td>72</td>
</tr>
<tr>
<td>NO</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>NEVER ENROLLED</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>


From the above analysis, majority of the respondents (72%) gave a YES response.

On the question of whether there government (MOEST) budgetary allocations for in-service and development of secondary school teachers, the table 4.15 and figure 4.7 below summarizes it.

Table 4.15: Budgetary Allocations for In-service Development

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>22</td>
<td>41</td>
</tr>
<tr>
<td>NO</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>NOT AWARE</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above analysis, majority of the respondents (48%) gave a NO response. However quite a number (41%) gave a YES response.

On the question of how the respondents described the government budgetary allocations for in-service training and secondary school teachers, the table 4.16 below summarizes it.

**Table 4.16: Respondents Description**

<table>
<thead>
<tr>
<th>ALLOCATION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEQUATE</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>INADEQUATE</td>
<td>29</td>
<td>54</td>
</tr>
<tr>
<td>NOT AWARE</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above analysis, majority of the respondents (54%) described it as INADEQUATE. However 37% of them described them as adequate.

4.3 QUALITATIVE ANALYSIS

TRAINING NEEDS ASSESSMENT

According to most respondents, training needs of secondary school assessment should be identified by the Head teachers. Quite a number also suggested that it should be identified by the Ministry of Education Science and Technology. There were also a significant number who suggested that the DEO’s office and teachers should be involved in identifying it.

TRAINING POLICY AND FRAMEWORK

Suggestions from most respondents on what should be done on policy to improve in-service training and development of teachers in the constituency was that teachers should be provided with funds to attend these programs from where they can understand the areas that require improvement on policy since most of them were not aware.

Most of the questionnaire focused on a quantitative analysis approach with few sections having qualitative analysis based questions.
5.1 SUMMARY OF FINDINGS

In this chapter the major findings, conclusion and recommendations of the study are discussed. This targets answers to reserve questions as indicated in section 1.4. It mainly covered on challenges facing performance appraisal of Teachers Service Commission (TSC) high school teachers in Bomet constituency.

On the issue of training needs assessments, majority of the respondents 74% were of the view that it affected training and development of T.S.C teachers in secondary schools in Chepalungu Constituency. There were further suggestions that it should be given during in-service training.

On the issue of whether training policies have an impact on training and development of teachers majority of respondents 72% gave a yes response.

On the issue of government support and training budgetary allocation, majority of the respondents 41% believed that it does have an effect on training and development of T.S.C. secondary teachers in Chepalungu Constituency. This was evident because the above moderate ratings given by the respondents.

On the issue of linkage between training and development of teachers with Universities and other institutions of higher learning, a few of the respondents
17% did agree that they had enrolled with undergraduates and postgraduates. This programs have tremendously contributed to the improvement of their teaching and professional development.

On issue of availability of relevant courses 87% gave a yes response that the courses were relevant to the duties as teachers.

5.2 CONCLUSION

It can be concluded that in-service training and development of TSC secondary school teachers was critical to the improvement of teaching standards in the constituency. This had trickling effect performance of the various schools in the district especially in terms examination results.

It can be concluded that training policy was critical to the improvement of in-service training and development of teachers in Chepalungu constituency. Most of the teachers were not aware of the training policies being used since they were not applied to their full capacity.

It can be concluded that training needs assessment did have an effect on the training and development of T.S.C teachers in secondary schools in Chepalungu Constituency. Various institutions like the ministry of education and the DEO’s office organized these training needs assessments. However, these training needs assessment were not done on a regular interval.
It can be concluded that Government support and training budgetary allocation for in-service training and development of teachers were not adequate. There were suggestions that it should be increased.

It can be concluded that linkage between training and development of teachers with various universities and institutions of higher learning was low. There were quite a number of teachers who had enrolled for school based programs on undergraduate courses. A few of them had enrolled for a post graduate course with institute of open learning.

5.3 RECOMMENDATIONS

Based on the research findings the researcher recommends that training policies should be clearly set. These policies should properly communicate to the teachers since most of them claimed that they were not aware of them. The ministry and TSC should make use of Information Technology by using emails and short message services (SMS) to communicate to the teachers. Since the constituency is has poor facilities, the government through the MOEST and institutions like Kenya Institute of Education (KIE) and JICA should equip these schools with computers.

From the study findings the researcher recommends that training needs assessment be given during in-service training. The researcher further recommends that organization of these training assessments make all the
teachers aware through emails and sms since most of them said that they were not aware.

The researcher recommends that Government support and budgetary allocation be increased and more funds be allocated to in-service training and development since quite a number respondents suggested that it was not adequate.

The researcher recommends that linkage with universities and other institutions of learning be increased. This was based on the fact that a few teachers in the constituency were enrolled with these institutions. The researcher recommends that institutions like Kenyatta and Egerton University open up a learning center or a branch in Bomet town which will be nearer to the teachers.

5.4 RECOMMENDATION FOR FURTHER RESEARCH

Further research should be done on methods to improve training and development of TSC secondary teachers. The TSC should be more involved in this research and should collaborate with institutions such as the Ministry of Education, the Kenya Institute of Public Policy Research (KIPPRA) and the Kenya Institute of Education.
REFERENCES


APPENDIX I

QUESTIONNAIRES TO BE FILLED BY TSC SECONDARY SCHOOL TEACHERS.

I humbly request you to facilitate the collection of the necessary data by answering the following questions. The information given will be purely for academic purposes and will be treated with utmost confidence.

Kindly tick in the spaces provided □ the correct answer or give the required information. For the others please specify and elaborate.

SECTION A

INTRODUCTION

1. Name (Optional) .................................................................

2. Gender:

   Male ( )                Female ( )

3. Designation (Assistant teacher, HOD, etc)....................... ..............

4. Number of years taught

   A 0-5 ( )
   B 6-10 ( )
   C 11-15 ( )
   D 16 and above ( )

5. Academic/Professional Qualification.

   A Diploma ( )
   B Bachelor's Degree ( )
   C Post Graduate Diploma ( )
   D. Masters and Above ( )
6. Department
A. Languages
B. Mathematics
C. Humanities
D. Sciences

SECTION B.

TRAINING AND DEVELOPMENT OF TEACHERS

7. Are TSC secondary school teachers given In-service training opportunities in this constituency?

YES  □  NO  □

8. If yes, are the training and development programmes related to your Job requirements?

YES  □  NO  □

9. How much have the training and development programmes improved your Job-performance?

A. Greatly improved  □
B. Moderately improved  □
C. Slightly improved  □
D. Least Improved  □
SECTION C.

TRAINING NEEDS ASSESSMENT.

10. Is training need assessment done before the secondary school teachers are given in-service training?

YES ☐  NO ☐

11. If yes, who organize the training needs Assessment for teachers in this division?

Kenya Education Staff Institute

A. The Provincial Director of Education Office ( )
B. The District Education Office ( )
C. The School ( )
D. Teachers ( )
E. Others Specify

12. Give your suggestion on who should identify the training needs of secondary school teachers?


SECTION D.

TRAINING COURSES OF SECONDARY SCHOOL TEACHERS.

13. What is the average duration of In-service courses you have attended?

A. 1 day ☐
B. 3 days ☐
14. In the last two years which of the following courses have you attended?

A. Curriculum-related courses
B. Teaching approaches and methods
C. Management – related courses
D. Emerging issues in Education
E. Management information and technology.
F. Other
   Specify .................................................................

15. Were the in-service training courses relevant to your duties as a teacher?
   Yes ☐ No ☐

SECTION E.

LINKAGES WITH UNIVERSITIES AND OTHER INSTITUTIONS.

16. Have you enrolled in any undergraduate or postgraduate studies (continuing or already graduated since your first employment as a teacher by TSC?)
   YES ☐ NO ☐

17. If yes, name the programme.
   A. School based
   B. Open/Distance learning
   C. Full time
   D. Part time/Evening classes

60
8. To what extend has the programme in (16) improved your teaching and professional development?

A. Greatly improved
B. Moderately improved
C. Slightly improved
D. Not improved.

19. In the programme mentioned in (16) who is paying for your course fees

A. Self
B. TSC Scholarship
C. Family
D. Other

Specify.................................................................

SECTION F.

TRAINING POLICY FRAMEWORK.

20. Are you aware of any Ministry of Education policies on in-service training and development of secondary school teachers?

Yes ☐ No ☐

21. Do you think these policies affect in-service training and development of secondary school teachers in Chepalungu constituency?

Yes ☐ No ☐

22. Suggest what to be done on policy to improve in-service training and development of teachers in Chepalungu constituency
SECTION G.

GOVERNMENT SUPPORT AND BUDGET ALLOCATION.

23. Is there government (MOEST) budgetary allocation for in-service training and development of teachers in this constituency?

Yes [ ] No. [ ]

24. If yes, how can you describe the government budgetary allocation for in-service training and secondary schools teachers?

Adequate [ ] Inadequate [ ]

25. Rate the extend to which each of the following affects in-service training and development of secondary school teachers. Please tick the appropriate.

<table>
<thead>
<tr>
<th>Training needs Assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Support &amp; Budget</td>
<td>Very low Extend</td>
<td>Low extend</td>
<td>Moderate Extend</td>
<td>Great Extend</td>
<td>Very Great Extend</td>
</tr>
<tr>
<td>Training policy framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linkages with Universities/Other Institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Available training courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude of teachers on personal development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family commitments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure from friends/Relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specify.
APPENDIX II

QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICERS.

1. Do you conduct in-service training for secondary school teachers in this district?
   Yes ☐ No. ☐

2. If yes how often do you conduct the training?
   A. Once a term ☐
   B. Twice a term ☐
   C. Once a year ☐
   D. After two years ☐

3. Which Agencies provide the in-service of secondary school teachers?
   A. KESI ☐
   B. MOEST (Headquarters) ☐
   C. DEO Office ☐
   D. TSC ☐
   E. SMASSE ☐
   F. Other ☐

   Specify ..........................................................................................................

4. What are the in-service training courses available locally for secondary school teachers in this district? ☐
A. Curriculum related
B. Management related
C. Emerging issues in education
D. Teaching methodology
E. Information Technology
F. Other

Specify

5. What is the average duration of in-service training courses offered in this district?
   A. One day
   B. Three days
   C. One week
   D. Two weeks

6. Is there government budgetary allocation (MOEST) for in-service training and development of secondary school teachers in this district?
   Yes  □  No. □

7. If yes, how often is the MOEST budgetary allocation for the in-service training and development of teachers?
   Adequate □  Inadequate □

8. List other sources of funds for the in-service and development of secondary school teachers in this district.
9. Are there any government in-service training policies for secondary school teachers in this district?

   Yes □  No. □

10. If yes, specify.

11. Do you involve public universities and other institutions in the in-service training of secondary school teachers?

   Yes □  No □

12. If yes, specify.
# APPENDIX III

## WORK PLAN TABLE.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>1ST-30TH JAN</th>
<th>1ST-28TH FEB</th>
<th>1ST-30TH MARCH</th>
<th>1ST-31ST APRIL</th>
<th>1ST-31ST MAY</th>
<th>1ST-30TH JUNE</th>
<th>1ST-31ST JULY</th>
<th>1ST AUGUST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop Research draft</td>
<td>XX</td>
<td>XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Literature Review</td>
<td>XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Methodology</td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Questionnaire Construction</td>
<td></td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Field data collection</td>
<td></td>
<td></td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Data Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Writing Research Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Submission of final Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>XX</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX IV

**BUDGET TABLE**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NO. OF ITEMS</th>
<th>UNIT COST</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing Materials</td>
<td>3 reams</td>
<td>400</td>
<td>1,200</td>
</tr>
<tr>
<td>2. Pens</td>
<td>1 dozen</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>3. Research Assistants</td>
<td>2 people</td>
<td>5,000</td>
<td>10,000</td>
</tr>
<tr>
<td>4. Traveling Expenses</td>
<td></td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>5. Typing</td>
<td></td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>6. Analysis Statistics</td>
<td></td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>7. Contingencies</td>
<td></td>
<td>4,000</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>35,600</strong></td>
</tr>
</tbody>
</table>
APPENDIX V

LETTER OF TRANSMITTAL.

MARThA C KORIR
SCHOOL OF BUSINESS
INSTITUTE OF OPEN LEARNING,
KENYATTA UNIVERSITY,
P.O. BOX 43844,
NAIROBI.

REF: FACTORS THAT AFFECT IN-SERVICE TRAINING AND DEVELOPMENT OF T.S.C. TEACHERS IN CHEPALUNGU CONSTITUENCY.

I am a postgraduate student of Open Learning Institute, Kenyatta University and conducting research on the above topic.

Kindly assist me, fill the questionnaire.

Your response will be treated with utmost confidence and will be used for the purposes of the research project only.

Yours faithfully,

Martha C. Korir.