THE ROLE OF KENYA EDUCATION STAFF INSTITUTE IN EFFECTIVE TRAINING OF HEADS OF SECONDARY SCHOOLS

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY.

2005
DECLARATION

This is my original work and has not been presented for any of the study programme in any University.

SAMMY NDUNG’U KAGIRI

This research project has been submitted for my approval as the University supervisor.

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DEDICATION

This project is dedicated to my family. To my dear wife Salome Wacheke who tirelessly inspired, provided advice, material, moral and spiritual support and guidance. To my lovely daughter Wangari and son Ndegwa for their patience, understanding and endurance throughout the course as they were denied comforts due to financing of my education. God bless them!
ACKNOWLEDGEMENTS

The author wishes to acknowledge the contributions of several groups of people who played significant roles in the successful completion of this project.

To Dr. J. M, Malusu, the supervisor, I wish to express my most profound gratitude for his constructive advise, support, guidance and assistance.

I would like to extend my sincere expression of gratitude to various groups of friends for their support and advice. I especially appreciate the encouragement of my colleagues in the curriculum development study group.

I am grateful to the chairman and staff of the Department of Educational administration, Planning and Curriculum Development, Kenyatta University, for their friendship, support and guidance in my professional pursuits.

I would like to thank Mary Wanjiru for her Commendable work in typing the project.

To members of my family and especially my mother, brothers, sisters, my in-laws, other relatives and friends, I am indebted for their continuous support, encouragement and assistance.

Last but not least, I record my appreciation to all the responds who participated in the questionnaire exercise. Their responses made a valuable contribution to this study. Above all I thank God for good health and enabling me complete my studies.
The inservice education and training for teachers, heads of schools and education managers is an integral part of the education system in any country in the world. It is a policy issue to the Kenya government in the pre-independence and post-independence. It has not only been emphasized but has been found to be necessary. The Kenya Education Staff Institute (KESI) was founded as a core institute for inservice education and training. It was charged with the responsibility of promoting and providing education management development and training for education stakeholders. Through various education commissions and development plans inservice education and training has been emphasized. However, funding has hampered the process and KESI has not been spared either.

The purpose of the study was to spell out the objectives of the Institute and the process on inservice education and training. The main purpose was to investigate the activities of inservice education and training for secondary school heads, role of KESI, the impact of inservice education and training, avail information on KESI training activities, stimulate the institute, sensitize the Ministry of Education, Science and Technology (MOEST) on funding for KESI and stimulate research into inservice education and training.

The study was found significant to all stakeholders in the education sector. The study found out the achievements of the institute, the problems, possible solutions and strategies for the future of the institute. To develop managerial capacity of school managers entails provision of systematic staff development
programmes, clearly defining career paths, and establishing systems for assessing performance.

The descriptive survey was used in conducting the study. The sample comprised of 7 (seven) members of professional staff who were provided with the item questionnaire measuring the actual information of the institute. The other instrument used was an interview schedule for the director of the institute.

Quantitative data obtained through the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS). The statistics derived included percentages, means, frequencies, ratios and inferential statistics. The findings showed that the institute has the ability and the effectiveness of providing the inservice courses in education and training inspite of some constraints.

The study established that most physical facilities were adequate for inservice training. Based on the findings of the study it is recommended that the government enact comprehensive policies that will facilitate the professionalism of headship. The policies should make headteacher education and training mandatory. The study also recommended the provision of more facilities to enable the institute carry out its activities appropriately. It is also recommended that the Government should increase the budgetary allocation to revamp the institute and assist in its relocation to Highridge Teachers Training College.

Lastly, it is recommended that further research should be undertaken to validate the findings in this study and also to determine the effectiveness of the inservice education and training.
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<td>CfBT</td>
<td>Centre for British Teachers</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>HIV-AIDS</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>KESSP</td>
<td>Kenya Education Sector support programme</td>
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<td>KIE</td>
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<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>KSSHA</td>
<td>Kenya Secondary School Heads Association</td>
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<td>KU</td>
<td>Kenyatta University</td>
<td></td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
<td></td>
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<tr>
<td>NCEOP</td>
<td>National Committee on Educational Objectives and Policies</td>
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<td>PI</td>
<td>Primary Teacher One</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>PTA</td>
<td>Parent - Teachers Association</td>
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</tr>
<tr>
<td>QAO</td>
<td>Quality Assurance Officer(s)</td>
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<td>QAS</td>
<td>Quality Assurance and Standards</td>
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<td>S1</td>
<td>Secondary Teacher one</td>
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<td>Statistical Package for Social Sciences</td>
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<td>TAC</td>
<td>Teachers Advisory Centre</td>
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USA
VVOB

United States of America
Flemish Association for Development Cooperation and Technical Assistance (Belgium)
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The inservice Education and Training for Heads of Secondary schools and education personnel is a subject that has generated great interest to educational policy makers and planners not only in Kenya but all over the world. Bridges and Kerry have called for expansion of inservice education and training and recommended that it be continuous.

Inservice training has been given prominence in Government policy statements. The first post-independence Education Commission (1964)-The Kenya Education Commission (Ominde Report) recommended inservice training of teachers in teaching methods and child psychology. The commission recommended for upgrading of P1 teachers with school certificate subjects to S1 status through inservice training programmes for them to qualify as secondary school teachers.

The study of curriculum Development in Kenya (1972) recommended more inservice education and training to enable teachers to undertake their task in the ever changing curriculum. It further emphasized the need for continuous inservice of teachers.
The sessional paper No. 6 of 1988 made three recommendations towards determining the shape of KESI's corporate plans as indicated by KESI information Handbook (2003):

- that KESI Training Programmes be expanded to provide inservice training in Educational Management to all Heads of schools, Training Institutions and other personnel involved in Educational Administration and Management
- that KESI be established as a body corporate and
- that KESI be developed to become a centre of Excellence in Educational Management Training and Research.

KESI is defined in the legal Notice No 565 of December, 1988 and given mandate to offer inservice Training in Educational Management, Research and evaluation to cater for the needs of education and the Teaching personnel.

This institution (KESI) has the overall responsibility to:-

- improve the quality of teaching and learning in Education and training Institutions by improving the leadership management capacities through inservice training Development and support.
- seek ways and means of training in Education Management for serving officers and Education Managers within available resources
- design, promote and provide demand-driven Education Management development and Training for Heads of
schools, Heads of colleges, Education Officers, School Inspectors (quality assurance officers), school Board of Governors and Management Committees and other Education Managers as a measure towards improvement of learning by pupils. The focus is on effective teaching and support networks.

1.2 Statement of the Problem
In view of the constraints facing KESI, how it will overcome the various challenges will place it in a position to produce quality Education managers through effective Inservice education and training.

1.3.0 The Purpose and Objectives of the Study

1.3.1 The Purpose of the study
To find out the role of KESI in inservice education and training for Secondary Schools Heads, how effective, the constraints, the current practice, how many people it may reach and the future strategies.

1.3.2 The Objectives of the study

1. To find out the adequacy and appropriateness of inservice education and training.

2. To investigate the sources of funding for KESI inservice Education and training.

3. To investigate the adequacy of staffing at KESI.

4. To find out the selection criterion for inservice participants.
5. To investigate the effectiveness of the inservice education and training in improvement of educational institutions.

1.4 Research Questions

1. Is the inservice education and training offered adequate, relevant and appropriate?

2. What is the source of funding for KESI for inservice training?

3. Why is the training staff temporary?

4. Who are the trainers?

5. How are the participants selected?

1.5 Limitations of the Study

The following are the limitations of the proposed study:

- The study is limited to KESI. For more conclusive results, all the organizations and agents that provide inservice education and training should be studied. However, this is not possible now due to logistic constraints such as the bureaucracy involved in contacting the organizations and the time it may take.

- The time limit for this study is a limitation by itself. The time meant for research and writing the project is about three months which is too short for a lengthy study.

- Funds are also a limitation as the researcher would not have adequate funds to research on many aspects of inservice education and training.
1.6. Delimitations of the Study
This proposed case study confines itself to the KESI professional staff who are concerned with the inservice education and training courses. Second, although there are other organizations and agents that provide inservice courses their contribution is minimal as KESI is the main body charged with the responsibility.

Finally, there are many other factors that may affect inservice education and training but this case study only focuses on the constraints hampering the institution (KESI) to be effective in its role.

1.7 Significance of the Study
The findings of the study will be significant to:

- Ministry of Education, Science and Technology which may increase the budgetary allocation for KESI in order to increase the training activities
- KESI to re-examine its mandate and broaden it to cover and meet the changing needs to the education sector
- KESI be revamped to fulfill its reform requirements competence and capacity building for sustainability for all education managers and stakeholders
- Headteachers and other education managers may utilize the findings to enhance their managerial skills for better management of schools or institutions
• Form a base on which more research can be carried out on inservice education and training.

1.8 Assumptions of the Study

In the proposed study the following assumptions are made:

• all the respondents will be cooperative and will provide reliable information as required
• the respondents will be able to read, understand and answer the questions accurately
• The researcher does not know the number of head teachers and educational managers who have been inserviced, countrywide
• all secondary school head teachers are supposed to have undergone KESI inservice training
• the selection of the participants is uniformly carried out without bias
• The participants are committed to the professional development and produce quality managerial skills on acquiring them through training.

1.9. Theoretical Framework

The efficiency and effectiveness of head teachers like that of any other managers can be enhanced through formal and in-formal training. Formal training can be acquired through pre-service and inservice training programmes, whereas the informal aspect can be acquired through experience, interaction and on-job-training. Both the pre-service and inservice training have been the main ways of preparing Head Teachers or education managers
in Western Countries. In the developing countries the on-the-job experience has been mainly used. Training of managers whether in government, private sector or education sector equips the recipients with the relevant knowledge, skills and techniques necessary for efficient performance of their duties. According to the available literature managers of organizations require the three skills to perform their duties. Katz (1955), an educator and business executive identified the three basic skills any administrator or supervisory leader needs. These are:

(i) Conceptual
(ii) Human and
(iii) Technical skills.

(i). Conceptual Skills

These are the skills that give a manager ability to acquire, analyse and interpret information in a logical manner. A manager must understand both the internal and external environments in which one must operate. They must have the ability to co-ordinate and integrate all the organization’s interests and activities. They need to understand the effects of changes in one or more of those environments on the organization for which they operate. One must see an organization as whole and understand how its parts depend on each other and how changes in any part can affect the whole organization. A headteacher (Principal) must facilitate co-ordination of his/her organization (school) with others, the community, the Ministry of Education, Science and Technology and to the internal community – teachers, students and workers. The managers (Head teachers) must receive pre-service training, which is ideal in preparation of their roles and responsibilities. However, the Headteacher must
enhance his managerial skills by acquiring newer and emerging concepts and techniques through inservice training.

(ii). Human Relations Skills

These skills refer to the ability of a headteacher to understand the teachers and to interact effectively with them. Human relations skills enable the manager to act both officially and also motivate other people either as groups or individuals. One therefore, should be able to efficiently link both the organization and individual goals so that teachers can fully utilize their professional potentials. The human relations skills can be acquired from both training and experience. A Headteacher needs these skills to relate with teachers, students, school workers, members of BOG and PTA, MOEST officials, quality assurance officers, politicians and the community at large.

(iii). Technical skills

Technical skills refer to the understanding and ability to perform effectively the specific processes, practices and techniques required in specific jobs in an organization. It may also refer to specialized knowledge and proficiency in a specific activity. Managers and hence headteachers may not have all technical answers, but need overall knowledge of the functions of their duties and roles and specific information. While headteachers may seek advice from specialists like doctors, engineers or accountants, they need to make sound judgements. A headteacher requires such skills to assist in curriculum implementation, financial management, provision and maintenance of physical facilities and other areas.
However, pre-service may not fully equip headteachers with the three skills as pointed out. They therefore require inservice training to enable them acquire and develop the skills.

1.10 Conceptual Framework

A provisional model of inservice teacher education is presented with some modifications and has served as a reasonably useful analytic tool. The researcher has borrowed from, Ray Bolam’s Structure in “Inservice training and Education Development” by Hopkins (1986).

As outlined in figure 1:1, the model distinguishes between three factors, Inservice providing agencies, tasks and target users. These three factors are regarded as open systems which interact with and are changed by, each other during the course of any particular inservice process over time. In the figure 1:1 Dimension A distinguishes between the major types of providing agency but leaves implicit the idea that each of them will have access to control and influence strategies, and to various communication methods which may be used in relation to the two main task areas distinguished in Dimension B—formulation of policies and structures and of the content of programmes. Lastly, Dimension C distinguishes between the users for who these strategies, methods and tasks are intended – individual professionals and various types of organizations or systems.
The open systems approach takes into account both functional and systems perspectives and of conflict and phenomenological perspective. For instance, any providing agency is regarded as made up of individuals and groups who, through various formal and informal negotiation processes, will significantly influence the policies and programmes of the agency. Also, external individuals and groups will exercise influence over the agency and its members.

According to Bolam, this model was applied in more detail to the planning and implementation of Inservice policies and programmes. In table 1:1 four
Policy planning levels are distinguished: National, Provincial, District and school. The main people or groups in the agency (column A) are usually three: someone with the power to decide on policy (e.g. a Minister); policy executors (e.g. administrators); and professional advisers in policy (e.g. Quality assurance officers). The Inservice Task itself (column B) is made up of devising policies, structures and procedures for two main aspects: provision (i.e. supply) and take-up (i.e. demand). Each of the two can be used to analyse under sub-headings: aims, broad content, finance, logistic and organizational arrangements, research and development, evaluation, costing; and dissemination. Inservice users (column C) include those institutions and people who are likely to ‘use’ or be affected by these inservice policies.

Table 1:1 General System Policy and Structure: Levels and components.

<table>
<thead>
<tr>
<th>Level System</th>
<th>A. Inservice Agent</th>
<th>B. Inservice Task</th>
<th>C. Inservice User</th>
</tr>
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<tbody>
<tr>
<td>1. National</td>
<td>Minister</td>
<td>Policy/structure for provision and</td>
<td>The National system/Provincial,</td>
</tr>
<tr>
<td></td>
<td>+ Administrator</td>
<td>take-up: aims, finance, logistics,</td>
<td>District, Providing professional</td>
</tr>
<tr>
<td></td>
<td>+ Professionals</td>
<td>machinery, research, evaluation,</td>
<td>association (e.g. K.S.S.H.A),</td>
</tr>
<tr>
<td></td>
<td>(e.g. QAO)</td>
<td>costing and dissemination</td>
<td>institutions (e.g. Schools) and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual (e.g. Principal/teachers)</td>
</tr>
<tr>
<td>2. Provincial</td>
<td>Director</td>
<td>Policy/structure</td>
<td>The provincial</td>
</tr>
</tbody>
</table>


<p>| 3. District | DEO | Policy/structure for provision and take-up: Aims, Finance, broad content, research, Evaluation, Costing and dissemination. | The provincial system, district systems, Providing agencies, professional association, institutes (e.g. Shools) and individuals (e.g. Principals/ teachers). |
| 4. Institution | Head/Principal, school system, +Inservice TOT (e.g. Professional tutor), departments/sections, | Policy/structure for provision and take-up: Aims, finance, Logistic Machinery, broad content, research | Institution (e.g. schools) whole staff and individuals |</p>
<table>
<thead>
<tr>
<th>Agency</th>
<th>Inservice agent</th>
<th>Inservice task</th>
<th>Inservice user</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. External (e.g. University, Polytechnic, college, KESI, KIE, National e.g. QAO.)</td>
<td>KESI Director +Professional staff +Professional staff +Professional staff +Professional staff Ministry's INSET and individual (eg. Principal/teachers).</td>
<td>Policy/Procedure Aims, finance, Logistics, machinery, award validations, research, costing and evaluation, Programmes/activities, Detail contents and strategies</td>
<td>Agency’s Target system, District, Provincial, National systems, professional association and institution (e.g. schools).</td>
</tr>
<tr>
<td>2. Internal</td>
<td>Head/principal +Inservice (e.g. professional tutor) +Staff Committee</td>
<td>Policy/procedures Aims, finance, logistics, machinery, award validation, research, costing, and evaluation, programmes/activities, Detail contents and strategies.</td>
<td>Institutions/school system, whole staff, departments/sections and individuals.</td>
</tr>
<tr>
<td>3. Individual</td>
<td>Individual professional (e.g.</td>
<td>Policy/procedures Personal plans, aims,</td>
<td>self career development,</td>
</tr>
</tbody>
</table>

Table 1:2 Displays a similar analysis of Inservice programmes and activities

Table 1:2 Inservice Providing Agencies: Policy and Programmes
This perspective assumes that inservice agents and agencies have access to two broad types of power: the power to control (i.e. power – coercive) and power to influence (i.e. empirical – rational and normative – re-educative). Influence strategies are the commonly used in an inservice context: for instance, both trainers and participants on most Inservice courses would probably engage in empirical – rational activities like lectures and seminars. For given reasons, control strategies are used for example a District education office may decide on and implement a policy for teacher or principal and release them without consultation because it has the power and authority to do so; under such situation, the teachers union (KNUT) may respond by withdrawing co-operation with the DEO’s office or even taking industrial action.

It is important that a comprehensive National analysis based on this model, would need to analyse the systematic characteristic of each of the principal agencies and agents, of the main members of the user systems involved in each of the principal inservice tasks, and of their interaction over a given
period of time. Complementary to such a macro-analysis are case studies of
particular agencies (e.g. KESI as the researcher has done), users (e.g. teachers
facing promotion as Heads) and tasks (e.g. the formulation and
implementation of an inservice policy and programme for the re-training of
newly promoted teachers) over the shortest period possible (e.g. less than one
year).

1.11 Operational Definitions of Central Terms

1. Inservice Education: A process of acquiring new understanding and
general knowledge in the education system when one is in a
professional service.

2. Inservice Training: A process of acquiring new knowledge and skills in
teaching after the initial professional training.

3. In-service Training: A process of acquiring training bit by bit in a
given programme over a given period of time while still teaching.

4. Qualified teacher: A teacher who is both academically and
professionally trained.

5. Trained teacher: A teacher who has acquired training in a college or
one who has undergone in-service training in a given programme and
has attained an acceptable professional grade.

6. Unqualified teacher: A teacher already in service but is not both
academically and professionally trained to teach.

7. Untrained teacher: A teacher already in the service but has no
professional course and is not professionally graded.
CHAPTER TWO

2.0 Review of Related Literature

2.1 Introduction
This chapter reviews what has been written on inservice education and training programmes by various authors. Although not much has been written about Kenya but in Britain and United States of America (USA) a lot of studies have been done on inservice education and training. Quite a lot has been written through surveys, studies and researches on the process.

Briefly the study deals with:

2.2 Pre-independence teacher inservice education and training
2.3 Post-Independence teacher inservice education and training
2.4 Forms of inservice Education
2.5 Duration of inservice courses
2.6 KESI

2.2 Pre-Independence Inservice Teacher Education and Training
The efforts any government or organization puts to produce a competent teacher is as old as the teaching profession. The National Committee on Educational Objectives and Policies (N.C.E.O.P, 1976) put it that inservice programmes were left to educational administrators, supervisors and principals through supervision and contact with teachers. In the 19th century inservice role was done by supervisors and educational administrators as inservice agents. In 1919 classification of teachers in Kenya, inservice teacher education
and training was introduced simultaneously with the introduction of pre-service programme. There were frequent educational changes that took place in 1960s not confined to Kenya alone. Many colonies were getting independence and they changed names and even education system. This in turn affected inservice training programmes. The science teachers needed to go back to school and acquaint themselves with new knowledge and approach to teaching. Due to rapid development in education, it became necessary for states to organize seminars and workshops for teachers. This took place in Nigeria, Siera-Leone and Tanzania. One such seminar was organized for Biology teachers in Switzerland in which teachers were expected to increase the subject matter, knowledge and pedagogical competence. The report further emphasized the desire to establish refresher courses for teachers every five years.

According to Johnston (1971) in England and Wales after world war two an "emergency" thirteen months pre-service course was followed in the first two years of teaching by an approved part-time inservice education. African Education in Kenya, the Beecher (1949) and African Education, the Binns (1953) reports had stressed that the main objectives of education was to prepare the African for his future role in Kenya but very little was done towards that end. This was partly due to the emergence of Mau Mau revolution and subsequent state of emergency declared in 1952. By time of independence in 1963, Kenya had very few trained personnel to take over from the colonial administrators.
2.3 Post -Independence Teacher Inservice Education and Training

Due to the short fall of trained personnel experienced by time of independence in Kenya, the only way out was to appoint an education commission for the way forward. The first post-independence education (Ominde) commission was set up in 1964. This was to study the education system and make recommendations on the type of education that was necessary for the independent Kenya. The commission recommended inservice training for serving teachers on pedagogy and child psychology. In addition, it recommended the upgrading of P1 teachers with Cambridge School Certificates to S1 status for secondary school teaching.

In Mid 1960s, Afro-Anglo – American programme in Teacher Education Commissioned an inservice training programme. This study covered fifteen English Speaking Countries in Africa which included Gambia, Sierra-Leone, Ghana, Nigeria, Zambia, Malawi, then Rhodesia (Zimbabwe), Botswana, Lesotho, Swaziland, Kenya, Uganda and Tanzania. This study recommended the integration of inservice teacher education with pre-service teacher education, the close study of cost implications, content, effectiveness and methods used during the course.

Due to the high number of untrained teachers, the first National Development plan (1970-1974) requested the KIE to prepare appropriate course material for teachers inservice in all subjects taught. Similarly it recommended the institute to offer inservice course for teachers in language, Mathematics, natural Sciences and other subjects. This was meant to improve teaching skills and upgrade the unqualified teachers to qualified level.
Johnston (1971) underscored the emphasis and importance of inservice education in many countries. He indicated that the teaching profession derived its importance to increased general interest in the educative forces that shaped teachers. Inservice education was due to continued hunger for the explosion of knowledge. A teacher would not be deemed to have acquired a bank of knowledge adequate to sustain himself throughout his professional life. At the moment knowledge emerged at an alarming rate and the task to maintain pace with new growth and undeniable challenge was placed on the teacher. Johnston emphasized the purposes of inservice education as:

- Extension of knowledge which led to specialist courses leading to more information, data, greater certainty and refined expertise
- Consolidation and reaffirmation of knowledge in which increased knowledge encouraged qualified teacher to feel needed to consolidate both their academic achievements and their professional philosophy and attitudes
- Regular acquisition of new knowledge which sustained full time courses enabling specialists to be more specialist and better to handle situations even for emerging issues e.g. special needs
- Acquaintance with curricular development due to expansion and amendment of curriculum (innovation) for a stable curriculum after a series of changes
- Acquaintance with psychological developments – there been a range of information on child development circulated among skilled teachers, research workers and psychologists. Strategies like child – centredness
to the piaget child development had provided teachers with regular opportunities to be acquainted with psychological developments

- Acquaintance with the sociological basis of education – new sociologists provided techniques and effectiveness which was more successful and resulted in better achievements

- Acquaintance with principles of organisation and administration – this would not be provided in pre-service courses hence made available here. Duties would be delegated hence instructions in organisation and administration would be essential.

The main reasons as to why individuals participated in inservice education according to Johnston included:

- Additional salary which was mainly in U.S.A especially in California where the attainment of master of education was required for a teacher to be licensed. Other countries also practised this

- Improved status and promotion of a teacher

- It was a gateway to greater understanding, better performance, more knowledge and up to date information

- Developing professional self respect

- Higher degrees including an aspect of research
- Participation in the formulation of group techniques – continued professional education, formal and informal discussions among the participants
- There was social satisfaction
- It was a way of understanding other educational systems
- Escaping from professional inefficiency
- Spotting winner – especially for private schools it is used to recruit principals of higher performance
- Supporting educational progress and innovation. This was especially in areas of new educational practices, policies and curricular reforms.

The curriculum Development study in Kenya, 1972 discouraged the upward mobility of teachers through inservice training. Instead of promoting P1 teachers to S1 and sending them to Secondary level, they would remain in Primary level to improve the quality of education at that level. It recommended that head teachers assume more responsibility to become inservice training agents in their schools.

Watkins (1973) saw inservice as important because of the following reasons:
- It was a knowledge and techniques of teaching change
- As society changes there was growth of technology that produce new problems and therefore special training was necessary
- Teachers needed to change to avoid rigidity in their plans
- Teachers developed new interests with experiences in special fields e.g.,
  teaching of handicapped children of various kinds, school library work,
  counselling and other emerging issues that demanded special skills and
  functions

- Would device courses to help teachers face new problems and wider
  responsibilities such as principal

- Schools change – there are mixed ability groups that need
  comprehension

- It bridged the gap in communication that developed in the educational
  system.

Watkins extracted this information from the Lord James famous report. This
report recommended what the British government needed in restructuring of
teacher training. It formed important proposals to the British government
which later assisted other governments especially within the Commonwealth
to which Kenya is ascribed to restructure teacher training especially inservice
education. Therefore, the British government education system, continued to
affect the Kenyan education system. Although Kenya’s education system may
have undergone innovations, but it has with time heavily borrowed from the
British system of education.

The development plan of 1974-1978 provided TAC with the aim of providing
direct support in the field for education changes to take place. District TAC
centres were to be provided to act as Resource Centres for majority of
teachers. The session paper No. 6 (Education and Manpower Training for the Next Decade and Beyond) was published in 1988 to establish the centres. The Kamunge report of 1988 recommended that District resource centre cater for both primary and secondary teachers under same roof. However, most of them suffered shortage of materials and lacked enough funds to provide facilities.

The United Nations Educational Scientific and Cultural Organisation (UNESCO) in its thirty fifth session in 1975 recommended the ministries of education to play bigger roles on teacher education and influence the preparation for the profession and inservice training.

UNESCO’s general considerations were:-

- Continuity designed to keep the teacher continually aware of new developments in the education system and in the field of educational research and to expand knowledge and skills in their particular subjects
- Comprehensive programme that involved all participants in the education process various categories of teachers, school administrators, inspectors, teacher educators and others
- Establishment of an organisational framework with appropriate funding and staff provisions enabling participants of all educators in various forms of inservice education and the mobilisation in collaboration with all institutions concerned and all the resources to contribute to such training
Involvement of various categories of educational personnel in the definition of inservice teacher education policy, objectives and programmes and their implementation as well as in educational research.

UNESCO further emphasized that continuing education needed to be an integral part of teacher education process and needed to be arranged on regular basis for all categories of educational personnel. Procedures needed to be as flexible and adaptable to teachers individual needs and to the special features and the extension of knowledge. Teachers organisation were to be encouraged to contribute to the continuing education of teachers to meet and work together on common problems. Conferences, seminars and courses organised by teachers organisations would represent a significant measure in encouraging teacher development by the profession itself. The Kenya secondary schools heads association (KSSHA) therefore needed encouragement to develop their own members. This association has district and provincial branches and organises an annual conference every year.

Adams (1975) observed in Britain about inservice education and found it conscientious and enthusiastic for teachers to widen or update their knowledge of the subject matter of their teaching, availing themselves to specialist literature, societies, conferences and courses of lectures. It is through inservice that major considerations in curriculum change (innovation) through changing strategies, materials, hardware, school organisation and educational principles take place. He further observed that curriculum development in Britain
through inservice was an activity of refurbishing teaching – learning materials through research and development activities of national project teams.

The organization for Economic cooperation and development in 1976 published same study conducted by Lovis Robin of University of Illinois and Kenneth R. Howey of University of Minnesota. The main idea was to identify, describe and analyse major inservice education practices in the USA.

This study emphasized the learning of teachers as they taught in classrooms. It noted that learning was an exploration process of operation within and on interaction. Any teacher who failed to take inservice training within a period of five years in their subjects would not be in touch with subject matter. Rubin asked for appropriate training content, trainers and the effectiveness of the training.

Howey (1976) said that inservice education required to be part of teaching and needed planning and systematic feedback. He recommended the following:

- Inservice education to include educators at all levels – teachers, administrators, country officers, higher education personnel and state department of education personnel
- Inservice education should be based on personnel needs/school programme needs/pupil needs
- Inservice education should be built into the regular school day
- Inservice education should be supported by long-term hard money
- Inservice education should be funded in large part by the state.
These recommendations were all applicable to the Kenya situation. However, many have not been implemented and even where implemented there is no clear policy on the issue. The Government of Kenya is strained financially and hence provides limited budgetary support for education training. For example, majority of Kenyans who are given study leave have to get 20% deduction from their salaries to go into training. Recently, those undertaking postgraduate on certain courses like the emerging issues, have study leave with full salary. This implies that changes have already taken place with some improvement hence a bit encouraging.

To lay more emphasis on the importance of inservice education a Common Wealth Regional Workshop was held in 1977 in Barbados. This workshop was attended by countries that included Antigua, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Dominica, Grenada, Guyana, Jamaica, Mont Serrate, St. Kitts – Nevis, St. Lucia, St. Vincent, Trinidad and Tobago and Seychelles. Among the workshop recommendations were:

- A policy decision to recognise that induction, initial training and inservice training as essential components of teacher education
- Inservice refresher courses to be considered as essential part of the strategy to enable teachers keep abreast of the changing developments taking place in education
- Ministries of education as far as possible to assume that responsibility for efficiency co-ordinating all forms of inservice training
Inservice courses should be organized for the training of personnel in essential educational areas such as school administration and supervision, teacher education, curriculum development, and specific subject areas and skills.

Inservice courses should also be provided for principals, senior teachers and other teachers to familiarize them with up-to-date techniques so that they can be effectively involved in the ongoing training of teachers in their schools.

All educators involved in the training of teachers should themselves be proved competent to teach by up-to-date experience in the classroom.

More follow-up and feedback activities to inservice training programmes to regularly be planned to provide resource persons to assist in conducting inservice courses.

For all purposes the workshop made important recommendations that would improve the provision of inservice education.

The 1978-83 Development Plan requested for intensification of inservice programmes to retrain primary school teachers. It called for strengthening of TACs to play a major role in inservice education and training programme. Also sub-centres were to be established, well equipped and their functions intensified to assist the teachers in the rural Kenya.

In 1979, the University of Nairobi Review of Graduate Teachers Education in Kenya in a seminar on inservice courses, found out that some courses
organized for head teachers were too academic and impractical in actual administration and planning of schools. It was reported that due to rapid changes in education, inspectors were behind in new information and this conflicted with new teachers in the field. The older generation of Inspectors and school heads conflicted with new younger teachers. The report recommended an effective inservice education for heads, Inspectors and educational administrators to ease the conflict with the young teachers.

In Britain (1980) on inservice Education, a study on headmasters view on inservice education and training recommended school based inservice activities. Head teachers found inservice education and training an aid to professional problem solving for classroom and professional development. This was also discouraging using of school time for inservice as out of school activities consumed valuable time for effective teaching.

Ayot (1982) basing his argument on his earlier studies came out clearly on issues affecting inservice education and training. His study identified the need to train inservice tutors, strengthening of TAC centres, and a program for inservice education and training for newly appointed or promoted educational managers. It is important to note that upgrading of these personnel meant moving them. For instance primary school teachers on attaining Bachelor of Education degree moved to secondary schools, those who attained Masters of Education to Teacher training colleges or University as lecturers. This trend needed to be carefully checked, as it would lead to migration hence affecting
teaching at lower levels. On attainment of certain status the teachers would remain at their levels and strengthen them for quality education.

Karagu (1982) in his study on “head teachers and teachers’ perceptions of the role of a secondary school head teacher,” made the following recommendations:

All secondary school headmasters need proper training in educational administration. Head teachers of secondary schools should as far as possible receive pre-service training in educational administration before being appointed to head secondary schools. He suggested that, in the absence of resources inservice programmes be drawn up, adopted and intensified.

Donoughue (1982) and others found it necessary to effectively monitor inservice education. They put forward some of the ingredient that were necessary for effective interaction between teachers engaged in school-based inservice activities. These were:

- Genuine concern and commitment by teachers for re-appraisal of existing priorities
- Free expression of views on education matters
- Teachers learnt to report failures and successes for alternative solutions to pressing problems
- Improve ability to relate to one another as professionals in an atmosphere of mutual respect
Build a more substantial foundation for future professional development.

The 1983 report of the University of Nairobi visiting and Inspection committee found out that most educational personnel were attending in-service training courses in foreign countries. The committee recommended that the trend be reversed. Instead, in-service programmes of University of Nairobi and Kenyatta University College to be intensively used for in-service education training of educational personnel from the Ministry of Education headquarters, colleges and schools. The report further recommended that KESI be incorporated as an Institute of the Kenyatta University College.

The African Development Centre Publication, the Curriculum Development in Africa, Report of the Conference and Study Tour in Swaziland, suggested that either the success or failure of a new curriculum heavily depended on in-service teacher training programme. The Conference recommended that measures be undertaken to identify issues, problems and solutions regarding in-service teacher education and strengthen the programme.

Lockheed and Verspoor (1990) in Improving Primary Education in Developing Countries, a draft prepared for participants at the World Conference on Education for all, Bangkok (1990) suggested that school principals were critical in improvement of schools. They said that knowledge on what makes school managers succeed or how to train them was very
limited. They suggested that selection procedures be made systematic by establishing a pool of candidates larger than current appointment needs. Candidates would come from ranks of teachers and reflect a combination of seniority and a record of achievement. Vacation workshop would reinforce on-the-job learning by introducing apprenticeship for additional managerial training. Training (Pre-service and inservice) would include same topics as those for supervisors and higher-level managers. However, it would focus more specifically on developing instructional leadership skills. A training course for primary school head teachers and district Inspectors in Malawi was successful. Also an inservice program for Principals in Thailand was successful in changing principal behaviour. This programme was administered between 1985 and 1988 for all Principals. The participants both in Malawi and Thailand would be given exercises and field assignment each year. In Thailand the Principals who passed the post-test and received good evaluations in the follow up year were awarded certificates. This inservice training program coupled with a national test for six-grade students resulted in the resignation or voluntary reassignment to teaching of 2,000 Principals. According to officials in Thailand's office of the National Primary Education Commission, the result was positive, showing that Principals received the message that administration required leadership, hardwork, and attention to academic work. Education officials wanted Principals to recognize that they were accountable for what occurred in schools. At the same time, changes were made for minimum qualifications required for Principals. Rankings were
determined by available positions on basis of test scores on completion of the training programme.

Professional development needed continuation and a sustained program support. Association of Principals, Newsletters and other professional development activities were found effective. Periodic inservice seminars organized within and across districts would support exchange of problems and solutions. Feedback on performance and recognition for accomplishment were found to be important incentives for continued improvement. To develop managerial capacity of school managers entailed provision of systematic staff development programs, clearly defining career paths, and establishing systems for assessing performance.

Bridges (1993) looked at what inservice programmes were in 1980s and 1990s and saw improvement. He said that inservice programmes had extended professionalism of teachers and the nature and sources of teachers' professional knowledge. He saw a professional concern to enhance or to acknowledge the enhancement of teacher's professionalism through inservice provision. He observed that school- based initial training gave growing confidence and skills to heads and teachers in all aspects of training and professional development. This argument presented a combination of the view that teachers' extended professionalism, equipped them on how to provide initial and inservice teacher training to enhance their professionalism. It is generally acknowledged that practicing school teachers need support and
training to function effectively either as inservice trainers or as trainers or mentors of students in initial training.

In the report of the third teacher education conference on 5th - 9th December, 1994 it was found that inservice training and development served as teacher support and facilitator to have adequate capacity to handle affairs of teachers. In the master plan on Education and training (1997-2010) it was emphasized that to raise the relevance and quality of education, one of the strategies is through appropriate pre-service and inservice training, evolve detailed curriculum development at the provincial or district, school and teacher level. Also to develop and implement criteria for effective teacher professional progression and raise teacher morale and motivation as well as to improve management down to the institutional level among others.

In the Education Circular No. 1/99 of 1999 on National Policy on appointment, Deployment and Training of school administrators in Kenya, guidelines were set for identification, selection, appointment, deployment, posting and transfer of Headteachers, Deputy headteachers, heads of Department and other school level managers. Apart from qualification as a graduate teacher, one must have portrayed professional competence and ability at his/her work. Also, must have attended at least one inservice course in school Management or Educational Management offered by KESI.
Among Kenyans who have researched on inservice training is Dr. Onyango, G. A. (2001) of Kenyatta University (Department of Educational administration, Planning and Curriculum Development). He recommended that the government enact comprehensive policies to facilitate the professionalism of headship. This would make it mandatory for headteacher education training. The study also recommended that Universities in Kenya introduce specific courses at certificate, Diploma and degree levels in school management, to serving and prospective headteachers, heads of departments and teachers. Also in the recommendation was for the government to establish advisory centres in all district education offices for monitoring and assessing the performance of headteachers. His last recommendation was further research to be undertaken to validate the competences identified among head teachers and also determine the relationship between competence and school effectiveness.

The National Development Plan (2002-2008) on effective management for sustainable economic growth and poverty reduction, it was stressed on the quality development in education requirements. It stresses that quality development in education will be achieved through the work of advisory services, the provision of staff development opportunities and the development of learning and teaching materials by the advisory wing of the quality assurance. An INSET unit established at MOEST will manage INSET in Kenya. The objectives of the quality development services are to:-
• Formulate a strategic plan and policy for the quality development services in the MOEST, through the design of INSET programmes
• Carry out training needs analysis for cadres within the ministry (eg education officers, inspectors, advisors and teachers)
• Establish national structures and systems for professional development
• Monitor and evaluate the professional development programme
• Plan, implement and evaluate professional development programmes through materials development, piloting and assessment of materials, training and support, monitoring and evaluation
• Ensure effective communication between inservice and pre-service teacher education
• Provide professional guidance and advice to staff in educational institutions and disseminate information on school management, the curriculum and teaching materials and examinations
• Liaise in the development of accreditation for inservice courses.

The Report of the National Conference on Education and Training held at Kenyatta International Conference Centre (November 27th to 29th, 2003) on teacher quality and management recommended the teacher training colleges to include inservice in their planned programmes and to re-introduce grading. This idea is set to begin in August, 2005.

2.4 Forms of Inservice Education

According to Johnston (1971) in U.S.A, Britain and Russia (formerly USSR) these forms included:
• Personal interview
• Correspondence courses
• Single lecturer mainly organised by learned societies and professional bodies
• Informal activities that included meetings, correspondences and research
• Conferences for half day, weekend, mid week and residential
• Short weekend courses
• Short evening courses
• Short courses in school time
• One term evening courses
• One term full time courses
• One term school teacher fellowship
• Vacation courses
• One year full time courses
• Longer sustained part time courses
• Television courses
• A staff college – for short and residential teachers and administrators courses.

Apart from, correspondences and television all other forms are used in Kenya.

2.5 Duration of Inservice Courses
The National Committee on Educational Objectives and Policies, the Gachathi report (1976), strongly recommended that when held, inservice courses ought to be long enough to give teachers time to learn new materials and master the
materials at a level in which they would have confidence teaching the new materials. The Lijembe report (1978) recommended a weekend course which would be one day. Stammer (1979) recommended one day activity was to be a likely policy directive forum used by educational authorities. The duration today varies from one day, two days, one week, two weeks, three months to longer periods depending on the purpose of the course in Kenya.

2.6.0 Kenya Education Staff Institute (KESI)

KESI was mandated to provide inservice training to Education managers and administrators at all levels. It was established in 1981. It is defined in the legal notice No.565 of December 1988. This order was made by the Minister for Education and gazetted in the Kenya Gazette supplement No. 88 as legal notice No. 565. The legal Notice provides for the appointment of the KESI council by the Minister. The Council has the responsibility of managing KESI in accordance with the order.

2.6.1 Staff

Most of the staff (professional) are recruited from among trained teachers and acquire additional knowledge, skills and attitudes in management, administration and planning of education policies, programmes, projects and activities. Education officials require continuous preparations to cope with challenges in management of change, arising from perpetual innovations and reforms in education system, structure and practices.
The professional core staff are trained teachers in educational administration, management and planning at the KESI centre who co-ordinate induction courses, seminars, conferences, workshops and related inservice programmes and activities.

Resource persons are serving, professionally qualified and highly experienced administrators, managers in the public service, who are invited by KESI to assist in the preparation and presentation of training materials in their areas of proven competence and specialization.

Tutors who offer services are serving, professionally qualified and trained, educators appointed by KESI and the Provincial/District Education offices to assist in training activities on Educational Management, Planning and Administration. These tutors are currently being constituted by the Provincial and District Education offices. The provincial and district training teams will be composed of these tutors in future.

2.6.2 Participants
These are serving officers in administrative or managerial positions at various levels with the MOEST whose training needs have been identified through analysis of Job descriptions and performance appraisal by their supervisors. Identification may also be on the basis of perceived needs.
Immediate focus in their training takes form of:–

- Induction- Education officers, head teachers and deputy head teachers who have been recruited from amongst the practicing classroom teachers who are perceived by trainers as needing training, aspects of administrative or managerial principles and practices which were not covered during their pre-service training as teachers, for instance emerging issues

- Clinic – Education administrators, through job – based needs assessment may require improvement in certain skills, competencies or attitudes which are judged to be critical and suitable for effective performance in provision of educational services.

2.6.3 KESI Working Schedule

KESI training activities span cycles of about four months. Each cycle has about five stages.

- Identification of training needs
- Planning and goal setting for the identified needs
- Preparation of training materials and laying of courses or programme ground work
- Implementation of course or programme
- Evaluation and review of the course or programme.
2.6.4 Training Venue
The venues for KESI residential training courses are the KESI centre hostel, selected hotels in various towns including Nairobi, Nakuru, Embu, Machakos and Thika and other educational institutions where facilities are available. The educational institutions are used during the school or college holidays when the regular users have closed.

2.6.5 Funding
KESI mainly operates by using funds allocated during each financial year through the MOEST budget. However, some courses are funded through cost sharing where participants pay part of the cost. These are courses mainly for headteachers and deputy headteachers. Previously, KESI met all the costs of training, accommodation, material and transport.

2.6.6 Constraints
KESI experiences a very high trainer staff turnover. Once well trained, these staff looks for greener pastures in the Universities, other organizations and other divisions of the MOEST.

Currently KESI is allocated inadequate fund per financial year. This is very little fund for training activity. Previously, the allocation was more. The reduction in financial allocation, means reduced training activities.

The staffing level also strains the institute hence low performance. At the moment, out of the expected twenty four (24) only thirteen (13) professional members are in place. This staff is inadequate. Also support staff especially
drivers are inadequate, not to mention other support and necessary areas of
operation.

Using teachers colleges and boarding school facilities for training purposes
has a negative impact and is a draw back. These facilities are only used during
the school or college holidays hence training is restricted to these periods.

KESI is physically located within Kenyatta University (K.U). The two
institutions are supposed to benefit from their natural complementarity. For
instance KESI was to utilize training resources at the University but this has
not happened. The management of the two institutions are not mutually in
harmony for support of each other. Previously, the management of Kenyatta
University had attempted to unsurp the buildings and remove the institute
from its compound. There has been mention that the institute is supposed to
relocate to Highridge Teachers College. The sooner this takes place the better.
It is also risky for the institute as operations can be paralysed when University
students riot. This has happened before.

There are complaints that KESI courses are expensive and therefore highly
commeercialised. A two week course costs Ksh. 15,800/=, a sum far beyond
the reach of small schools.

2.6.7 Achievements
To date KESI has trained over 13,000 officers. About 8,000 of these are
Heads of schools – Primary and secondary. The bulk of these are secondary
school heads. KESI managed in the year 2004 to inservice all PDEs, all
DEOs, 160 Inspectors of Schools, 160 Education officers and several secondary school heads and deputys. However, with only this small number, the bulk of Inspectors and Education officers are yet to be inserviced. Other education managers, over 45,000 secondary school teachers, and over 200,000 Primary school teachers require inservicing.

2.6.8 Problems of Inservice Programs

Some of the problems that limit the development of the inservice programs include:

- Formal time allocation for the courses may be very limited during school hours which may cause complications
- Shortages of specific inservice trainers (TOTs) who can help schools build their own programs. The training of such change agents for schools is especially acute in Kenya, in an attempt to increase teacher professionalism
- The issue of inservice evaluation. There has not been systematic information on the effects of inservice classroom behaviour or on actual changes in teaching nor outcomes for pupils
- The knowledge and skills gained by the inserviced teacher is personal for promotion and upward mobility
- There are logistical (demographic) factors. Teachers in primary schools are over 200,000 in over 18,000 schools
- Financing is a big problem for the inservice programmes.
Finally, this study is not exhaustive as there are wide gaps that need to be filled. It is not possible at this time to cover the inservice education and training in totality. As a case study there are quite a number of limitations. For instance, the researcher has only discussed one inservice provider while there are many others. To complete this study one will need to study other inservice providers.

The instruments are only used for the KESI professional staff. The study can cover a wider group including the headteachers themselves in order to find out the impact and effectiveness of the inservice education and training. The study could also be extended to field officers especially those concerned with monitoring and evaluation. These people would provide valuable feedback and therefore the effectiveness of the training would be felt.

A true and wider assessment would also come from the knowledge about the quality of heads. This is in terms of their qualifications and what levels of education they have attained. A cross examination of academic status compared to the performance in their administrative duties would be important. Here it would be important to compare the most successful administrators, their level of education and the managerial and administrative skills acquired. This is an area that can be studied.

To make it a complete and wholestic study the instruments can be administered to a wider spectrum of stakeholders including the general public. The more the stakeholders, the more information can be extracted on the effectiveness of the school headteacher.
Also, a comparison can be drawn between those headteachers who have undergone inservice training and those who have not. This can tell whether the inservice courses are effective in assisting to provide quality managerial and administrative skills.

Other parameters could also be used for instance age. This would compare the various age groups and the effect age may have on school management and administration. It would tell whether it is the younger, middle or the aged headteachers equipped with various skills that are better managers or otherwise. If all these and other areas are studied, then inservice education and training would be complete. The researcher would therefore request other studies to be explored along these lines to fill the gaps in the study. As the researcher has indicated, it was not possible to include all these areas in the study. Other researchers can pick from where the researcher has reached and exhaust the study on inservice education and training.
3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
The main purpose of this study was to investigate the activities of KESI as an inservice provider in education and training in Kenya. What role the institute plays in the education system to develop teachers and education managers in Kenya. The study was to probe the depth of the activities of the institute and the effectiveness of its activities.

The research answered questions about the institute. When it started and what its legal status was? What was the composition of its professional staff? Who participated in the KESI programmes? Where were the training venues? Who funded the institute? What specific constraints or challenges were faced by the Institute? How the achievement was determined? Generally what solutions can be offered? What strategies were in place for the future of the institute? These questions were considered during the development of the instruments.

3.2 Research Design and Location
The case study involved Kenya Education Staff Institute (KESI). The institute is the main provider of inservice courses in education and training. The study provided information to all education stakeholders on the activities of the institute, ability and effectiveness of the institute to provide inservice courses in education and training. The method involved a designed questionnaire given to various professional staff members including the Director of the
Institute. The locale of the study was the Institute (KESI) located within Kenyatta University compound on Zambia Avenue.

3.3 Target Population and Sample Selection
The informants were the professional staff members. This included the Director, Deputy Director, Senior and lower staff members. Total number was thirteen (13) hence selected at least seven (7) of them to represent the various cadres. The Director, Deputy Director, Senior Assistant Directors, Assistant Directors and at least a senior lecture (education officer).

3.4 Data Collection Instruments
The researcher used a questionnaire and interview schedule. The purpose of using questionnaire was to obtain information on planning, executing and evaluating the effectiveness of the inservice education and training for education managers and teachers. The interview schedule for the director was to clarify certain issues that were left out by the questionnaire.

3.5 Piloting
The questionnaire was pre-tested to two (2) members of staff. The procedures used in pre-testing the questionnaire was identical to those used during the actual study. The answered questionnaires were scored manually. This tested the reliability of the questionnaire in the study. This piloting helped to understand the content validity in the questionnaire.
3.6 Data Collection Techniques
The information was sought from the professional staff of the institute. One instrument was developed for the entire group. The questionnaire carried questions on the major issues affecting the institute. The questions were both open-ended and closed-ended questions. Open-ended evaluated the programmes of the institute while closed-ended provided specific information on the functions of the Institute. This involved visiting each staff member in their offices and discussing the importance of the questionnaire and then giving them. Collection was done on agreed time.

3.7 Personal Interview
The interview was mainly for the Director. The researcher wrote a letter informing him of the intention, time and the importance of the interview. The purpose was to gather information on the concept of inservice education and training activities. Also, it gathered information on major constraints facing the institute.

A second interview was arranged later to clarify certain issues that arose from the questionnaire.

3.8 Data Analysis
The researcher conducted the actual data collection. The researcher visited each officer in his respective office and explained the purpose of the research. He then agreed on when to collect the questionnaires. When questionnaires were collected he then analyzed the questionnaires and extracted the information. From the analysis the researcher described and explained the various findings.
The responses were compared with statements on inservice education and training contained in official documents, such as education commissions, information handbooks and information briefs. Data was soughted out according to information provided by the respondents. A computer programmer carried out the entry and initial analysis. The analysis was done using the statistical package for social sciences (SPSS). Some of the information was tabulated. Descriptive Statistics and some inferential statistics was used to analyse the data provided on inservice training.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATIONS OF THE FINDINGS

4.1 Introduction
The purpose of this study was to explore the role of Kenya Education Staff Institute in effective training of heads of secondary schools. The presentations are based on the research objectives and questions earlier stated in chapter one.

4.2 Description of Respondents
This section presents a description of the sampled respondents, so as to provide a logical background for the findings reported later in this chapter.

4.2.1 Position of the Respondent in the Institute

Table 4.2.1 presents the results on the position of the sampled respondents.

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Ass. Director of Education</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Assistant director of education</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Education officer</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 4.2.1 show that most respondents fall under senior assistant director of education and assistant director of education.
4.2.2 Length of Service at the Institute

The results on the length of service at the institute are summarized and presented in table 4.2.2.

Table 4.2.2: Distribution of the Respondents According to Length of Service at the Institute

<table>
<thead>
<tr>
<th>Length of Service at the Institute (years)</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>7</td>
<td>100.0</td>
</tr>
<tr>
<td>Over 2 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 4.2.2 indicate that all of the respondents (100%) are comparatively new at the institute. None of the respondents spent over 2 years at the institute.

4.3 Adequacy of Facilities at the Kenya Education Staff Institute

The research instruments sought to establish the adequacy of training facilities in the institute. This section presents the results of the findings in terms of physical facilities and training resources.

4.3.1 Adequacy of Physical Facilities at the Kenya Education Staff Institute

The results of the findings on the adequacy of physical facilities is summarized and presented in table 4.3.1.
Table 4.3.1: Adequacy of Physical Facilities at the Kenya Education Staff Institute

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequate</th>
<th></th>
<th>Inadequate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Lecture room</td>
<td>6</td>
<td>85.7</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Offices</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Library</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Stores</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Workshop</td>
<td>2</td>
<td>28.6</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Hostel</td>
<td>10</td>
<td>0.0</td>
<td>7</td>
<td>0.0</td>
</tr>
<tr>
<td>All purpose room</td>
<td>3</td>
<td>42.9</td>
<td>4</td>
<td>57.1</td>
</tr>
</tbody>
</table>

From table 4.3.1 it can be observed that majority of the respondents find lecture, offices, library and stores to be adequate for the purpose of training. However, they find the workshop, hostel and all purpose room to be inadequate.

4.3.2 Adequacy of Training Resources at the Kenya Education Staff Institute

The results of the findings on the adequacy of training resources is presented in table 4.3.2.

Table 4.3.2: Adequacy of Training Resources at the Kenya Education Staff Institute

<table>
<thead>
<tr>
<th>Resource</th>
<th>Very adequate</th>
<th></th>
<th>Adequate</th>
<th></th>
<th>Inadequate</th>
<th></th>
<th>Not available</th>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>42.9</td>
<td>4</td>
<td>57.1</td>
<td>0</td>
<td>0.0</td>
<td>2.4286</td>
</tr>
<tr>
<td>Books</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>28.6</td>
<td>5</td>
<td>71.4</td>
<td>0</td>
<td>0.0</td>
<td>2.2857</td>
</tr>
<tr>
<td>Radio</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>14.3</td>
<td>4</td>
<td>57.1</td>
<td>2</td>
<td>28.6</td>
<td>1.8571</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>42.9</td>
<td>4</td>
<td>57.1</td>
<td>0</td>
<td>0.0</td>
<td>2.4686</td>
</tr>
<tr>
<td>OHP Computers</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>42.9</td>
<td>4</td>
<td>57.1</td>
<td>0</td>
<td>0.0</td>
<td>2.4686</td>
</tr>
<tr>
<td>Laptops</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>28.6</td>
<td>3</td>
<td>42.9</td>
<td>2</td>
<td>28.6</td>
<td>2.0000</td>
</tr>
</tbody>
</table>
The findings in table 4.3.2 indicate that the training resources according to the respondents are mainly inadequate.

4.4 Adequacy of Staff at the Kenya Education Staff Institute

This section presents the results on the adequacy of staff in terms of numbers as well as professional training.

4.4.1 Adequacy of Staff at the Kenya Education Staff Institute In terms of Numbers

The results of the findings on the adequacy of staff in terms of number and ratio to the teachers who attend inservice training at the institute is presented in table 4.4.1. It is estimated that at least 80 head teachers attend inservice at a time.

Table 4.4.1: Adequacy of Staff at the Kenya Education Staff Institute In terms of Numbers

<table>
<thead>
<tr>
<th>Staff</th>
<th>Frequency</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>10</td>
<td>1:8</td>
</tr>
<tr>
<td>Support</td>
<td>18</td>
<td>1:7</td>
</tr>
</tbody>
</table>

The results in table 4.4.1 show that both the professional and support staff are adequate, a ratio of 1:8 and 1:7 is comparatively fair for training.

4.4.2 Adequacy of Staff at the Kenya Education Staff Institute In terms of Professional Training

The results of the findings on the professional training of the respondents is presented in table 4.4.2.
According to the results in table 4.4.2, all the respondents have received profession training on staff training.

The instruments also sought to establish other training that the respondents feel they require to operate effectively. The results of the findings are presented in table 4.4.3.

Table 4.4.3: Other Training Required

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master degree in administration</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Computer training</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Operational management course</td>
<td>2</td>
<td>28.6</td>
</tr>
</tbody>
</table>

The results of the findings in table 4.4.3 reveal that the respondents feel that they need further training on computer, master degree and operational management to enable them improve on course delivery.

4.5 Use of the Kenya Education Staff Institute

The research instruments further sought to establish the frequency of the use of the centre by the visitors and the trend of attendance by school principals
and deputy principals who are the main target group. The results of the
findings are presented below.

4.5.1 Frequency of the Use of the Kenya Education Staff Institute

The result of the findings on the frequency of the use of KESI by different
visitors is summarized and presented in table 4.5.1.

Table 4.5.1: Frequency of the Use of the Kenya Education Staff Institute

<table>
<thead>
<tr>
<th>Visitors</th>
<th>Many times</th>
<th>%</th>
<th>Sometimes</th>
<th>%</th>
<th>Very few times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers visits</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>14.3</td>
<td>6</td>
</tr>
<tr>
<td>School heads visits</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>14.3</td>
<td>6</td>
</tr>
<tr>
<td>Education officers visits</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>28.6</td>
<td>5</td>
</tr>
<tr>
<td>KU lecturers</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>71.4</td>
<td>2</td>
</tr>
<tr>
<td>KU students</td>
<td>2</td>
<td>28.6</td>
<td>4</td>
<td>57.1</td>
<td>1</td>
</tr>
</tbody>
</table>

From table 4.5.1 it can be observed that except for Kenyatta University
students, KESI is actually underutilized as the targeted visitors such as
teachers, head teachers and education officers are reported to visit very few
times.

4.5.2 Trend of Inservice Training at KESI by School Principals and Deputy Principals in the Past Four Years

The results of the findings on the trend of inservice training by school
principals and deputy principals in the past four years is presented in table
4.5.2 and figure 4.1.
Table 4.5.2: Trend of Inservice Training by School Principals and Deputy Principals

<table>
<thead>
<tr>
<th>Visitor</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal</td>
<td>180</td>
<td>300</td>
<td>147</td>
<td>150</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>-</td>
<td>200</td>
<td>-</td>
<td>461</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>500</td>
<td>147</td>
<td>611</td>
</tr>
</tbody>
</table>

The results in table 4.5.2 indicate that there have been fluctuations in the trend of inservice training at the institute for both school principals and the deputy principals. However, computed totals reveal an increase in 2003 and 2005. Figure 4.1 gives a diagrammatic impression of the changes in attendance.
The study further sought to establish how the participants to the inservice courses are selected. According to the director, the participants are serving officers in administrative or managerial positions at various levels with MOEST. Their immediate supervisors recommend them for training. However, KESI has embarked on encouraging all those at the administrative position in schools or at MOEST to apply for the courses. KESI then vets the
application on the basis of qualification and availability of chances and then shortlists the participants.

4.6 Source of Funding for the Kenya Education Staff Institute
This section presents the findings on the source of funding and budgetary provision for the KESI.

4.6.1 Source of Funding for the Kenya Education Staff Institute
Table 4.6.1 presents the results on the source of funding for the courses offered at KESI

Table 4.6.1: Source of Funding

<table>
<thead>
<tr>
<th>Source</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education (government)</td>
<td>Main</td>
</tr>
<tr>
<td>Fees paid by participants</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Development partners</td>
<td>At times</td>
</tr>
</tbody>
</table>

The results presented in table 4.6.1 indicate that the government through the ministry of education is the main source of funding for KESI programmes. However, the fee paid by the participants attending the course supplement government funding. At times, donors provide some funds for specific programmes in the institute. VVOB especially have been in the forefront of providing computers and financing the development of training manuals to the institute.

Table 4.6.2 and Figure 4.2, presents the results of the trend of budgetary allocation for the inservice education training for the past 6 years.
Table 4.6.2: Government Budgetary Allocation for Inservice Education Training

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount in Kshs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/2001</td>
<td>2,400,000.00</td>
</tr>
<tr>
<td>2001/2002</td>
<td>3,100,200.00</td>
</tr>
<tr>
<td>2002/2003</td>
<td>8,100,200.00</td>
</tr>
<tr>
<td>2003/2004</td>
<td>30,000,000.00</td>
</tr>
<tr>
<td>2004/2005</td>
<td>27,000,000.00</td>
</tr>
<tr>
<td>2005/2006</td>
<td>100,000,000.00</td>
</tr>
</tbody>
</table>

Figure 4.2: Government Budgetary Allocation for Inservice Education Training
The results of the findings in table 4.6.1 and figure 4.2 indicate that the government's budgetary allocations for inservice education for the last six years have been increasing. It was only in the 2004/2005 financial year that it went down.

The study further sought to establish the respondents' rating of the adequacy of the assistance provided by the government. The results of the findings are summarized and presented in table 4.6.3.

Table 4.6.3: Rating of the Adequacy of Assistance Provided by the Government

<table>
<thead>
<tr>
<th>Resource</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Financial</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Vehicles</td>
<td>4</td>
<td>57.1</td>
<td>3</td>
</tr>
<tr>
<td>Professional staff</td>
<td>0</td>
<td>0.0</td>
<td>7</td>
</tr>
<tr>
<td>Provision of material</td>
<td>6</td>
<td>85.7</td>
<td>1</td>
</tr>
<tr>
<td>Support staff</td>
<td>3</td>
<td>42.9</td>
<td>4</td>
</tr>
<tr>
<td>Training of staff</td>
<td>0</td>
<td>0.0</td>
<td>7</td>
</tr>
<tr>
<td>Physical facilities</td>
<td>2</td>
<td>28.6</td>
<td>5</td>
</tr>
</tbody>
</table>

From table 4.6.3, it can be observed that most respondents rate financial, provision of materials and vehicles as adequate. However, training staff, professional staff, physical facilities, and support staff were rated as inadequate.
Finally, an attempt was made to establish the level to which government assistance was required in the above areas. The result of the findings is presented in table 4.6.4.

Table 4.6.4: Level of Assistance Required from the Government

<table>
<thead>
<tr>
<th>Resource</th>
<th>Highly required</th>
<th>Moderately required</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Financial</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Vehicles</td>
<td>5</td>
<td>71.4</td>
<td>2</td>
</tr>
<tr>
<td>Professional staff</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Provision of material</td>
<td>4</td>
<td>57.1</td>
<td>3</td>
</tr>
<tr>
<td>Support staff</td>
<td>4</td>
<td>57.1</td>
<td>3</td>
</tr>
<tr>
<td>Training of staff</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Physical facilities</td>
<td>7</td>
<td>100.0</td>
<td>0</td>
</tr>
</tbody>
</table>

The results of the findings in table 4.6.4 show that the respondents rate highly the level to which government assistance is required in areas such as finance, provision of professional staff, training staff and physical facilities.

4.7 Suggestion on how to Overcome Constraints Faced by KESI

This section presents the results of the findings on suggestions on how to overcome constraints experienced by the institute. Table 4.7.1 presents the results of the findings.

Table 4.7.1: Suggestion on how to Overcome Constraints Faced by KESI

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post more professional staff</td>
<td>7</td>
<td>100.0</td>
</tr>
<tr>
<td>Provide training opportunities for the staff</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Establish regional centres to make the services more accessible</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Provide modern facilities e.g. internet to improve service delivery</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Motivate the staff</td>
<td>6</td>
<td>85.7</td>
</tr>
</tbody>
</table>
The results of the findings in table 4.7.1 show that majority of the respondents suggests that more professional staff should be posted to the centre, and that there is need to motivate the staff.
CHAPTER FIVE

SUMMARY AND DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to explore the role of KESI in effective training of heads of secondary schools. In this chapter, the major findings of the study are discussed and interpreted. A summary, conclusion and recommendations based on the findings are also presented.

5.1 Discussion of the Research Findings

The discussion of the findings of the study is centered on the major research themes.

- Adequacy of facilities for inservice training at KESI
- Adequacy of staff for inservice training at KESI
- Frequency of use of KESI as an inservice training centre and how participants are chosen
- Source of funding for KESI
- Suggestions on how to improve inservice delivery at KESI.

5.1.1: Adequacy of facilities for inservice training at KESI

Table 4.3.1 and 4.3.2 presented data on adequacy of physical and training resources at KESI. The findings showed that all the physical facilities were adequate for inservice training except the workshops, hostel and an all purpose room. This means that there is no congestion at the institute and it has enough
space to cater for 30 or 60 visitors who attend inservice training at the institute at any time. The workshops rarely affect the training directly, these are meant to take care of maintenance work. Informal discussions actually showed that for maintenance the institute uses its personnel or hires services to take care of maintenance works at the institute. Which means that a workshop is not a necessity.

The findings on the adequacy of training resources at the institute revealed that most of the resources were inadequate. The available computers, laptops, radios, books and the tape recorders were all reported by the respondents as being inadequate for the inservice training at the institute. The main intention of locating KESI at Kenyatta University according MOEST was to enable it utilize training resources at the university. However, according to the respondents, this has not happened. In fact the management of the two institutions are not mutually in harmony to support each other. The institute is also in constant threat of rioting students disrupting its courses or even destroying its facilities. There is therefore need for concerted efforts to be made in sourcing for funds to provide relevant training resources at the institute. The Government through Sessional Paper No.1 of 2005, has decided to relocate KESI to Highridge Teachers Training College. The sharp increase in the budgetary allocation for the financial year 2005/2006 is to cater for the relocation. Also, the KESSP document launched by the Minister of Education Science and Technology Prof. George Saitoti on 26th July, 2005 at K.I.E has factored in the relocation as an investment programme for the ministry. This is
the most recent document that clearly provides the road map for the sector's investment in Kenya for the period 2005-2010.

5.1.2: Adequacy of staff for inservice training at KESI

Data in table 4.4.1 in the previous chapter presents the results of the response on the adequacy of staff at KESI in terms of numbers. While data in table 4.4.2 gives the adequacy in terms of professional qualification. The findings revealed that although the staff are adequate in view of the number of trainees who turn up currently, however, this situation can easily be overturned when the institute receives its optimum projected number. This means that in the process of marketing KESI programmes, efforts should be made to post more staff to the institute in anticipation of increase in numbers of inservice trainees. The trends reported in chapter four indicate that the number of those seeking inservice training is on the increase.

The results on the adequacy of the KESI staff in terms of professional skills as presented in table 4.4.2 in the previous chapter indicate that all the teaching staff posses the right professional training for the inservicing. However, although most of them had basic computer training, they lacked specialized skills on such areas as programming, internet, web design and operating systems which are critical in improving quality of instruction and interaction in education. This assertion is confirmed by the other training the respondents felt they required to improve on their service delivery. Computer training was ranked first in their priorities.
Most of the staff at the institute are recruited from among trained teachers and acquire additional knowledge in management, administration and planning of education policies programmes, projects and activities. The tutors are appointed by KESI.

5.1.3: Frequency of the Use of KESI for Inservice Training and Other Purposes and how Participants are Chosen

Data in table 4.5.1 revealed that the frequency of use of KESI by teachers, head teachers and education officers was very infrequent. The visits were only limited to a few times and mostly confined to certain months like April and August, which means that most of the times the institute and its staff are under-utilized. The most frequent visitors to the institute were surprisingly found to be students from Kenyatta University. However, the students do not visit for inservice training but to use the library at the institute.

Information in table 4.5.2 and figure 4.1 presented the results of the findings on the trends of inservice training attendance by school principals and deputy principals in the past four years. The trends revealed fluctuations in attendance in 2004 but a tremendous improvement in attendance in 2005. This means that the number of participants are likely to increase in the coming years. This is a positive signal that the institute may not be under-utilized in future.
The results on the selection of participants as obtained from the interview with the director of the institute showed that the participants are mainly serving officers in administrative or managerial positions with MOEST or the TSC. They are normally recommended by their supervisors. However, KESI is encouraging administrators with MOEST and TSC to apply for the in-service training so that they can get the opportunity to benefit from the courses provided. The applicants are short listed and vetted by KESI before being invited to attend the courses. The immediate focus according to the director include:

- Induction-Education officers, head teachers and deputy head teachers who have been recruited from amongst the practicing classroom teachers who are perceived by trainers as needing aspects of administrative or managerial principles and practices which were not covered in their pre-service training as teachers. These include emerging issues in education

- Clinic-Education administrators, through job-based needs assessment who require improvement in certain skills, competence or attitudes which are judged to be critical and suitable for effective performance in provision of education services.

5.1.4: Source of funding for KESI

Data presented in table 4.6.1 indicate that the main source of funding for KESI is the government through the MOEST. According to the director of the institute KESI mainly operates by using funds allocated during each financial
year through the MOEST budget. However, some courses are funded through fee paid by participants. At times, according to the results of the study, donors provide funds for specific programmes. A very good example given by the respondents was provision of computer facilities by VVOB. However, according to majority of the respondents the funding from the government and the fee paid by participants was not adequate especially in availing modern training resources and facilities.

The data on table 4.6.2 and figure 4.2 presented the findings on the government budgetary allocation for inservice education training in the past six financial years. The findings revealed that apart from 2004/2005 financial year, the budgetary allocation has been on the increase. This is a positive sign that the government is recognizing the importance of inservice training for its officers. This means that in future if the trend in budgetary allocation is maintained, inservice institutions such as KESI will be able to meet its need and improve on course delivery. However, funds can also be sourced from donors to supplement the budgetary allocation.

5.1.5: Suggestions on how to improve inservice delivery at KESI

Literature review revealed that KESI experiences numerous constraints such as shortage of staff due to high turnover, inadequate funds, inadequate training resources among others. Data in table 4.7.1 in the previous chapter presented the results of the findings on the suggestions on how to overcome the constrains faced by KESI. The findings showed that the problem of staff
shortage should be addressed through posting of more professional staff to the institute. The ministry should ensure that the right number of professional staff are available in the institute, in the event of transfer or movement to other fields, the staff should be replaced immediately. Otherwise, the staff on the ground feels that they are strained especially during the peak period when they are expected to endure long working hours. This consequently leads to low morale among the teaching staff.

The other suggestion of checking the movement of staff and maintaining high morale among staff is through motivation. Most respondents felt that the ministry should motivate them through increased perks and offering advance and training opportunities. Otherwise, most will still seek to leave at the slightest opportunity or work under low morale. Researches have shown that motivated workers increase output and the quality of service delivery.

The results further showed that majority of the respondents felt that the institute should be assisted to acquire modern teaching facilities such as internet services in order to enhance learning by improving the quality of instruction and interaction. It was also suggested that the tutors at the institute should be provided with training opportunities to help fine tune and upgrade their skills. Training also enable them to keep abreast with modern developments in education training.
5.2 Study Implications and Recommendations

The main aim of the study was to critically analyze the inservice implications of the findings. Inservice education and training enable teachers and educators to undertake their tasks in the ever changing curriculum. For administrators, it equips them with relevant and recent management skills that enable them to operate efficiently. Hence it is recommended that inservice should be made compulsory to all school administrators.

The results of the study indicate that teaching resources at the institute and the professional staff are not adequate to run a full quorum inservice training. This implies that at times the staff and the teaching resources are strained such that the delivery of content is hampered. Thus, it is recommended that MOEST should ensure that enough professional teaching staff are posted to the institute and the optimum number retained at all times. It is recommended that the ministry should ensure that teaching resources are availed and adequate in the institute.

In analyzing the use of the institute, the findings show that the institute is not optimally utilized especially during school session. The number of attendance has been relatively low apart from 2005. This implies that KESI courses have not been adequately marketed and that a lot of administrators have not been reached. It is therefore recommended that the institute should devise alternative courses that target other administrators not necessarily teachers in order to fully utilize its resources and facilities and to generate income. The
institute should also develop marketing strategies to attract more trainees and compete effectively with other institutes that offer inservice training. More regional centres should be created in addition to the existing ones to reach more teachers.

An examination of the budgetary allocations for inservice training by the government showed an upward trend, which is a positive indication of government commitment. However, the results also showed that the funds were still not adequate for efficient running and management of the courses. This implies that several needs of the inservice training are not met and the institute still falls short of resources. It is therefore, recommended that the government through MOEST should provide more budgetary allocations for inservice training.

The efficient management of inservice training encompasses several things. The following have been identified as being essential in implementing the findings of this study.

- Facilities: Adequate facilities and resources should be provided in the institutes to enable them easily run the inservice training.

- Professionally trained personnel: The government should ensure that enough professionally trained administration personnel are posted to the institute to assist in implementing inservice courses in the institute.

- Follow-up and evaluation (impact evaluation): This refers to efforts by the stake holders to check up the extent of the success of the inservice
courses. This will enable changes and adjustments to be made from time to time.

5.3 Summary and Conclusion
This study was designed to explore the role of KESI in effective training of heads of secondary schools. The findings show that:

- Physical facilities are adequate for inservice training at KESI
- Training resources are inadequate
- Although during the low peaks the professional staff are adequate, when there are large enrolment, the staff is overwhelmed and thus inadequate to offer the inservice training
- During the school session, KESI is underutilized
- The trend on the numbers of teachers attending inservice training at the institute have increased tremendously in 2005
- The government is the main source of finance for the institute
- Although budgetary allocations for inservice training have been in the increase in the past four years, the funds are still not adequate for efficient management of the courses.

5.4 Suggestions for Further Research
- This study focused only on KESI. Further study could be carried in other inservice providing institutions in Kenya to compare results
- A study could also be carried out to compare the effectiveness of those who have received inservice training in comparison to those who have not in the management of schools.
REFERENCES


Appendix 1

Questionnaire

Inservice Education and Training for KESI Staff

Instructions

The purpose of this questionnaire is to obtain sincere impression of the institute’s activities. You are therefore requested to provide responses as honestly and as objectively as possible. Your feedback will assist the researcher to objectively provide information on the future of the institute (KESI).

- Do not write your name on the questionnaire
- In the ‘Yes’ or ‘No’ questions put a tick (✓)
- In the questions with a list of items tick (✓) once on the appropriate box.

1. Position

2. When did you start working in this institute?

3. Which of the following facilities are available in the center?

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture room</td>
<td></td>
</tr>
<tr>
<td>Offices</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Stores</td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td>Hostel</td>
<td></td>
</tr>
<tr>
<td>An all purpose room</td>
<td></td>
</tr>
</tbody>
</table>
4. Rate the adequacy of the following facilities and equipment in the center

<table>
<thead>
<tr>
<th>Very adequate</th>
<th>adequate</th>
<th>inadequate</th>
<th>not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>Books</td>
<td>Radio</td>
<td>Tape Recorder</td>
</tr>
<tr>
<td>OHP Computers</td>
<td>Laptops</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Number of staff available (a) professional.................
   (b) support..........................

6. Indicate the use of the center by teachers, school heads etc.

<table>
<thead>
<tr>
<th>Many</th>
<th>Some</th>
<th>Very few</th>
<th>None (Not at all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School heads visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education officers visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KU Lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KU Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Indicate how heads of schools have attended inservice courses in the center for last 4 years (from 2002)

<table>
<thead>
<tr>
<th>No in 2002</th>
<th>No in 2003</th>
<th>No in 2004</th>
<th>No in 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Principals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Indicate the number of courses held in last 4 years.

9. What was the source of your funding for the courses?

10. Who provides the equipment to the center?

<table>
<thead>
<tr>
<th>Type of Equipment</th>
<th>Donor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Do you have means of transport in the institute?

Yes □ No □

Indicate type ........................................
Source ........................................

12. (a) Does the institute carry out follow-up of inservice graduates?

Yes □ No □
(b) If yes, please briefly give your findings
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
(c) If no, please briefly give your reasons
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

13. (a) Do many school principals request for the courses the institute offers?
Yes [ ] No [ ]

(b) If yes how do you handle the problem? Briefly explain.
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

14. To who is your center Answerable?
MOEST HQS [ ]
Independent [ ]
Any other (please specify) [ ]
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

15. Indicate the Government assistance in provision of the following:

<table>
<thead>
<tr>
<th></th>
<th>Adequate</th>
<th>Inadequate</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vehicles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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16. Indicate the level to which Government assistance is required in the following areas:

Highly required  Medium required  Not required

Financial
Vehicles
Professional staff
Support staff
Provision of materials
Training of staff
Physical facilities

17. Are there chances for the professional staff training outside the country?

Yes □  No □

If YES, which kind of training would be required? Briefly explain

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

18. Does the institute face competition from other inservice providers?

Yes □  No □

19. If yes, how intense is the competition?

High competition □  Medium Competition □  Low competition □
20. List ways to make the courses offered by the institute more competitive.

........................................................................................................
........................................................................................................
........................................................................................................

21. Are you trained in ICT?
   Yes ☐  No ☐
   If yes, explain the level of training.
   ........................................................................................................
   ........................................................................................................
   If No, explain briefly what has hindered you from training.
   ........................................................................................................
   ........................................................................................................

22. List other skills that you require to make your work better.
........................................................................................................
........................................................................................................
........................................................................................................

23. Do you have a clear monitoring and Evaluation system for your courses?
   Yes ☐  No ☐
   If yes, briefly explain how it operates.
   ........................................................................................................
   ........................................................................................................
   If no, make suggestion on how it can be incorporated.
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
24. In view of the many constraints faced by the institute briefly suggest some of the solutions.

25. Briefly suggest some of the future strategies the institute may apply for better services.

26. Suggest some of the recommendations that may make the institute more effective in service delivery.

27. Suggest the way forward for the institute.

Thank you for spending your valuable time to respond to this questionnaire.
Appendix 11

Inservice Education and Training Interview Schedule for Director of The Institute

Instructions

The purpose of this questionnaire is to obtain sincere impression of the institute's activities. You are therefore requested to provide responses as honestly and as objectively as possible. Your feedback will assist the researcher to objectively provide information on the future of the institute (KESI).

- Do not write your name on the questionnaire
- In the 'Yes' or 'No' questions put a tick (✓)
- In the questions with a list of items tick (✓) once on the appropriate box.

1. Position...........................................................................................................

2. Date of establishment of
   Institute...........................................................................................................

3. Are school heads and deputies your main targets?

4. Apart from school heads who are your other targets?.................................

.......................................................................................................................
5. How effective is the inservice education and training programme offered by your institute?

6. How do you determine the effectiveness of the courses?

7. What are the Ministry’s objectives and policies on inservice education and training?

8. Do the objectives and policies help to improve the standard of education in Kenya?

9. How many personnel are directly involved in inservice education and training program and in this Institute?
10. Are these personnel inserviced for their new roles?

11. Where are the personnel inserviced?

12. Who are the trainers?

13. What has been the budgetary provision for the inservice education training programme for the following years?

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Ksh...</td>
</tr>
<tr>
<td>2001</td>
<td>Ksh...</td>
</tr>
<tr>
<td>2002</td>
<td>Ksh...</td>
</tr>
<tr>
<td>2003</td>
<td>Ksh...</td>
</tr>
<tr>
<td>2004</td>
<td>Ksh...</td>
</tr>
</tbody>
</table>


15. How are participants for inservice education and training selected?
16. Who selects them?

17. Which areas of curriculum does your institute cover in the inservice activities?

18. Who are the other agents involved in inservice activities?

19. How actively are those agents involved in inservice activities?

20. Does MOEST conduct follow-up on inservice activities?

21. Are you aware of the method used in follow-up evaluation?
22. What are the major observations you may wish to point out?

23. What are the major problems that the institute faces in carrying out its activities?


25. What is the most critical problem of the institute that may require immediate address?

26. Suggest how you can tackle the problem in (26) above without external assistance
27. Briefly suggest the way forward for the institute.

Thank you for spending your valuable time to respond to this questionnaire.
## Appendix III

### Work Schedule

<table>
<thead>
<tr>
<th>TIME (2005)</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>Research Proposal Writing and Submission</td>
</tr>
<tr>
<td>May</td>
<td>Piloting</td>
</tr>
<tr>
<td>June</td>
<td>Data Collection</td>
</tr>
<tr>
<td>July</td>
<td>Data Analysis and Preparation</td>
</tr>
<tr>
<td>August</td>
<td>Submission of the Project.</td>
</tr>
</tbody>
</table>
# Appendix IV

## Budget Estimates

<table>
<thead>
<tr>
<th>ITEM/ACTIVITY</th>
<th>COST (KSH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stationary</td>
<td>8,000.00</td>
</tr>
<tr>
<td>Computer Services</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Printing</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Photocopying</td>
<td>7,000.00</td>
</tr>
<tr>
<td>Subsistence @ 2,500/= for 6 months</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Transport</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Binding</td>
<td>3,500.00</td>
</tr>
<tr>
<td>Contingencies</td>
<td>15,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78,500.00</strong></td>
</tr>
</tbody>
</table>