

Organizations with a positive training philosophy understand that they live in a world where competitive advantage is achieved by having higher-quality people than other firms employ, and that this need will not be satisfied unless they invest in developing the skills and competence of their people. They also recognize that actual potential skills shortages can threaten their future prosperity and growth. In hard commercial terms, these firms persuade themselves that training is an investment that will payoff.

They understand that it may be difficult to calculate the return on that investment but they believe that the tangible and intangible benefits of training will more than justify the cost. It is not enough to believe in training as an act of faith. This belief must be supported by a positive and realistic philosophy of how training contributes to the bottom line. Underpinning this belief is the need to set hard objectives for training in terms of a return on investment in the same way as other investments have to demonstrate a pay back. Training strategy takes a long-term view of what skills, knowledge and levels of competence employees of the company need.

The study sought to analyze the role of in-service training in the management of learning institutions in Kenya, with specific reference to public secondary schools in Makueni District. Data for the study was collected from 60 head teachers and 92 teachers (deputy head teachers and heads of departments) drawn from sixty schools in Makueni district. The study employed the descriptive survey research design. Descriptive statistics were used to analyze the data, which was presented in form of tables, graphs and charts. Findings of the study indicate that not all education managers had undergone in-service training, training was not based on training needs analysis (INA), and follow-ups were not done after training. As such, some education managers had not benefited from inservice courses by KESI. The study thus recommends that in-service courses be offered for all teachers and headteachers, that the courses be continuous, and that a country-wide INA be conducted.