

**CONTINUING PROFESSIONAL DEVELOPMENT
FOR SECONDARY SCHOOL TEACHERS IN KENYA;
POLICIES, TRENDS AND PRACTICES: A CASE OF
KIRINYAGA DISTRICT**

BY

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DECLARATION

This thesis is my original work and has not been submitted for a degree in any other university.

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This work is dedicated to the entire Mugo family in gratitude for the support they provided.

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ABBREVIATIONS AND ACRONYMS

- B.A. - Bachelor of Arts
- B.COM- Bachelor of Commerce
- B.ED – Bachelor of Education
- B.SC-Bachelor of Science
- CPD- Continuing Professional Development
- Dip. Educ- Diploma of Education
- D.E.O.-District Education Officer
- D.I.S. - District Inspector of Schools
- F.D.S.E.- Free Day Secondary Education
- FGD-Focus Group Discussions
- F.P.E.-Free Primary Education
- H.E.L.B. - Higher Education Loans Board
- H.O.D- Head of Department
- K.C.S.E.-Kenya Certificate of Secondary Education
- K.I.E. – Kenya Institute of Education
- K.E.S.I. – Kenya Educational Staff Institute
- K.E.S.S.P-Kenya Educational Sector Support Programme
- LRCs-Learning Resource Centres
- M.ED- Master of Education
- M.O.E.-Ministry of Education
- P.D.E. - Provincial Director of Education
- PGDE- Post-Graduate Diploma in Education
- SMASSE-Strengthening Mathematics and Science Education
- TACs-Teacher Advisory Centres
- T.S.C. - Teachers Service Commission
- T.T.Cs.-Teacher Training Colleges
- UNESCO-United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The objective of this study was to explore and analyse the policies, trends and practices that influence secondary school teachers' participation in Continuing Professional Development (CPD). In the current educational era, the trial and error teaching, and take it or leave it professional development programmes are no longer acceptable. This has been necessitated by the diverse compositions of student populations, changing paradigms in teaching and learning, and changing expectations about the quality of education that are occurring at an unexpected rate. Teacher training is more than the mastery of certain practical knowledge, pedagogical skills, and techniques. Therefore, CPD plays an important role in teacher improvement geared towards classroom improvement. Chapter one has highlighted the plight of secondary schoolteachers and the need to be involved in CPD. Chapter two reviews works undertaken by various scholars on the problem and identifies the gaps in information, which the study sought to fill. The study reviewed the literature using the following themes: Conceptualization of teacher professional development, issues of teacher professional development in Africa, the impact of teacher professional development on pupil performance and indicators of quality CPD programmes together with the status of teacher CPD in Kenya. Chapter three discusses the methodology that the study adopted. The methodology involved a vertical case mixed study approach design that involves analysis of macro and micro aspects using quantitative and qualitative techniques in the collection of data. The national policies on CPD in Kenya and the channels that were used were derived through desk review of documents. Twelve secondary schools in Kirinyaga district were sampled for the survey while six others were subjected to an in-depth case study. The data collected was analysed qualitatively, though quantitative data was used for clarification where it was found necessary. Chapter four dwelt with the data analysis. The data analysed indicated the importance of mentoring and involvement of other stakeholders in the provision of CPD as laid out by the education policies. A variety of providers have been identified in the provision of CPD programmes in the country. The MOE has been providing CPD courses that involved short duration while TSC has been recognizing certificates of teachers involved in accredited CPD courses. Teachers highlighted other areas that they would like to pursue. They involved video shooting, human resource management and banking. These were courses that were viewed by teachers to be more important in changing careers. Most of the programmes that teachers engage in were geared towards improvement of their academic status, with little concern in improving teaching at the classroom level. In the light of these findings, chapter five recommended provision of support at the school level so that teachers would participate in and complete CPD programmes. Since funding was a major problem that teachers faced, alternative financial sources need to be explored to support teacher CPD.

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

In this chapter the background to the problem is discussed and the argument presented for Continuing Professional Development (CPD) of teachers in Kenyan secondary schools. The statement of the problem, research questions, purpose, significance of the study and the theoretical framework are also presented.

1.1 Background to the Study

Teacher's role in education is central. After the learners, teachers are the most important actors in the education process. The Education for All (EFA) targets adopted at the Dakar conference in 2000 recognized that enrolment in schools does not ensure quality education (EFA 2006). The Dakar framework on Education for All Goals (Goal 3 and 6) advocated that the learning needs of all young people and adults should be met through equitable access to appropriate learning and life skill programmes. Goal 6 advocates improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (EFA 2000). In the light of the above goals, if schools are to achieve their educational aims, there must be effective systems to select, prepare, deploy, manage and support teachers.

The EFA Global Monitoring Report (2005) defined the central role of the teacher in any education system, emphasizing that the quality of education is directly

linked to how well teachers are prepared for teaching. It further acknowledged the need to balance the time and money spent on initial training and continuing professional support. According to Darling-Hamond (1998) each dollar spent on improving a teacher's qualification nets greater gains in student learning than any other use of an education dollar. More incremental training via several routes such as full time, part-time, day release, residential and distance learning in a variety of locations such as the school, teacher centres, colleges and universities need to be explored. The opportunities available should be used to develop teachers' professional skills over a working lifetime. This is because today's teachers need to be equipped not only with subject specific expertise and effective teaching methodologies, but with the capacity to assist students to meet the demands of the emerging knowledge-based society. On the other hand, UNESCO (2010) report has recognized that teachers are at the centre of educational change. They are active and powerful change agents who have the power to make a difference both individually and collectively in a society.

The teacher's professional development is the tool that policy makers use to convey broad visions, disseminate critical information, and provide guidance to teachers. It has many facets as evidenced by numerous terms used to refer to the process. Some call it professional growth, in-service education, on the job training, continuing education, recurrent education, staff improvement, or renewal. Hassel (1999) considers professional development as the process of

improving staff skills and competencies needed to produce outstanding educational results for students. According to Olivia and Pawlas (1997), professional development programmes are activities planned and carried out to promote the personal and professional growth of teachers. Villegas-Reimer (2003) and Ganser (2000) further explained that professional development includes formal experiences such as attending workshops, professional meetings, and mentoring and informal experiences such as reading professional publications and watching television documentaries related to an academic discipline (Villegas-Reimer, 2003, Ganser 2000). This conception of professional development is broader than career development that is defined as the growth that occurs as the teacher moves through the professional career cycle and broader than staff development, which is provision of organized in-service programmes designed to foster the growth of groups of teachers.

This study conceptualized the term Continuing Professional Development (CPD) to mean all programmes and practices initiated at the national, school or at an individual level that gives the teachers a chance to reflect, renew and acquire new professional skills with the aim of improving professional practices and the quality of education in schools. Any experience that teachers engage in to widen their knowledge, appreciation, skills, and understanding of their work should be in line with goals, values of the schools and the interests and needs of teachers (Duke & Stiggins, 1990; Beerens, 2000; Norton, 2008).

All forms of teacher training emphasize the acquisition of pedagogical skills. What differ are the models. The pre-service programmes vary dramatically around the world in terms of institutional context, content areas, time allocation and forms of practical experiences for the students. Initial preparation can vary from zero to five years and increasingly pre-service teachers spend more and more time on practicum sites. There has been a strong tradition of teacher training that emphasizes obtaining the required pedagogical skills, instructional technology, and practical experience for teachers. In Kenya the approach is towards training that tries to balance between mastering subject matter in content areas and pedagogical skills. Hallinan and Khmelkov (2001) mentioned that as the result of the new trends, educators and policy makers had shifted their attention from improving schools to improving teaching.

Teachers need a wide variety of ongoing opportunities to improve their skills. Effective CPD of teachers begins with the understanding of teachers' needs and their work environments (Gaible & Burns, 2005). It is believed that the main step in any training programme is to determine whether training is needed and, if so, to specify what that training should provide. Although the majority of teachers consider themselves to be knowledgeable and confident, due to the new expectations and challenges, they feel inadequately prepared to become an expert teacher. If in-service teacher training programmes are established with the

involvement of participants, Butler (1989) argued that they would meet participants' needs, level of awareness, mastery, and concerns. Unfortunately, needs analyses are usually ignored in the formulation of most teacher training plans. This leads to a waste of time, human resources and money while damaging the motivation and enthusiasm of those involved in the programmes. According to Wanzare and Ward (2000), CPD for the twenty first century should give teachers an opportunity to contribute to these programmes, which address their own training needs.

CPD is increasingly considered a continuum of learning, with teachers located at various places (Dembele, 2005; Villegas –Reimer, 2003). Along this continuum, three major phases appear consensual: preparation, induction and CPD. Preparation involve the pre-service training of teachers, which is offered in colleges or universities and in special institutions that may or may not be connected to universities. They may take the form of short courses that take two years, while others may be longer, taking four to five years. In terms of content, pre-service programmes emphasize different components of the curriculum that address subject matter, the foundation of education courses, professional studies, child development and practicum. This method of professional development of teachers has come under severe attacks as inadequate, inappropriate and out of tune with current research about how teachers learn and how expertise is developed (Fullan, 1995; Liberman, 1995). What is apparent in most of the recent

policy initiatives in education is an attempt to re-think the teaching profession by introducing significant changes in the way that teachers are trained.

Induction involves activities that are intended to improve teacher professional knowledge, skills and attitudes. The programmes may involve a wide range of activities including teachers' orientation conferences, workshops and seminars, symposia, courses, print publications, videotaping services, teacher consultations, teaching excellence centres, school teaching awards, research and training seminars. Researchers disagree with forms of teacher professional development that are packaged into such a scheduled time frame as an afternoon, or a full day in-service session that seems to be designed as a quick-fix for teachers inadequacies and incompetence. Lieberman (1994) further argued that, today, quick fixes or single-shot workshops, or even weekend seminars, are no longer acceptable. Sykes (1996) also regarded conventional professional development of teachers as sorely inadequate. From time to time the programmes lack the necessary co-ordination with both the existing curriculum and the realities of the classroom. Rather, CPD requires a set of mutually reinforcing conditions that need to be considered, understood and built over time. The main point is that learning does not end at the conclusion of a workshop. Teachers need continuous support to implement the skills and concepts learned in professional development programmes. However, due to missing ingredients in the existing programmes of efficient training, they need to be revitalized.

The three phases vary in length, depending on context, and are distinct yet interrelated. The processes include regular opportunities and experiences planned systematically to promote growth and development in the profession. The new shift has been so dramatic that many observers have referred to it as new image of teacher learning, a new model of teacher education and even a new paradigm of professional development (Cochran-Smith and Lytle 2001; Walling and Lewis 2000). First, the new perspective of professional development is based on constructivism rather than on a transmission-oriented model. Constructivism is a psychological theory of knowledge that argues that humans construct knowledge and meaning from their experiences. As Piaget suggested the new experiences are received through the existing knowledge through a process of assimilation and accommodation (Piaget, 1950). Constructivism emphasizes thinking, understanding, reasoning and applying knowledge without neglecting basic skills. As a consequence, teachers are treated as active learners who are engaged in concrete tasks of teaching, assessment, observation and reflection (Daads, 2001; King and Newman, 2000). Secondly, it is perceived as a long term process since it acknowledges the fact that teachers learn over time. As a result, a series of related experiences are seen to be most effective because they allow teachers to relate prior knowledge to new experiences (Ganser, 2000). Thirdly, it is perceived as a process that takes place within a particular context. The most effective form of professional development are based in schools and related to the daily activities of

teachers and learners (Ancess, 2001; Ganser, 2000; McLaughlin and Zarrow, 2001). Moreover, the teacher is conceived of as a reflective practitioner, someone who enters the profession with a certain knowledge base, and who would acquire new knowledge and experiences based on prior knowledge (Cochran-Smith and Lytle, 2001; Jenlink and Kinnucan-Welsh 1999). In so doing, the role of professional development would be to aid teachers in building new pedagogical theories, practices and help them build their expertise in the field (Villegas-Reimer, 2003).

Consequently, the teachers' job has become more complex and stressful in the face of new expectations of schools and adjustment to social changes. Many countries in the world face formidable challenge of how to expand the size of their teaching force while improving professional quality. A good CPD Programmes is expected to fill this gap. Again, the issue here is that teachers need to refresh their skills from time to time to meet new challenges. In schools the majority of novice teachers begin their career in a teaching environment with little or no professional assistance. Some new teachers may teach disciplines that differ from their area of specialization. Given the calls for pedagogical renewal, practicing teachers require to be provided with CPD opportunities especially in developing countries. CPD is the means by which members of professional associations maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives. It involves

conscious updating of professional knowledge and improvement of professional competence throughout a person's working life.

1.1.1 The Plight of Secondary School Teacher Education in Sub Saharan Africa

In Sub-Saharan Africa (SSA), the question of quality is still intrinsically linked to access. Secondary education is not widely spread in SSA. Late entry and high repetition rates mean that the majority of secondary school age children are bogged down in primary school classes. Only nineteen percent of young people of secondary school age are enrolled in secondary school (SEIA 2007). In some countries such as Burkina Faso, Chad, Guinea, Mozambique and Niger, enrolments are less than ten percent. However, the region faces many challenges in meeting the goals of further expansion of secondary school teacher education. Only a handful of countries in the region have achieved secondary education access rates of 20 % (UNESCO, 2001). This phenomenon has various causes. These are low primary enrolments; low transition from primary to secondary and high drop-out rates in secondary school. Lack of access to secondary education has increasingly been seen to constrain a country's abilities to train more teachers for the secondary sector and hence to sustain an effective economic growth and formulate development strategies (UNESCO, 2001; World Bank, 2005).

The universities have been playing a major role in the education and training of secondary school teachers. All the new institutions have teacher training as an

important priority. But the process of teacher education and training in the universities has been slow and often a controversial process (World Bank 2010). While other professions are enjoying considerable status in academia, education has always been, and still is of lower status. In many countries and especially in SSA, the practical preparation of teachers within the university education departments has lesser standing than many other activities. One of the reasons that can explain this complex scenario is that there are many people in the teaching profession than in other professions such as law and medicine and the esteem which comes from being members of an elite is not available to teacher.

Generally, teachers throughout the region are poorly trained with considerable variations between countries. In addition to the problem of training enough qualified teachers, low salaries cause severe retention problems. This leads to teachers taking extra teaching loads or other paid works to secure a decent income.

In addition, the cost of expanding the capacity of teacher training colleges by increasing the numbers, spaces and candidates to meet the needs of a growing secondary education sector places even more financial pressure on already stretched educational budgets. EFA (2006) indicated that more than 20 percent of teachers lack training in more than half the countries in SSA. Moreover, many governments are hiring contract and volunteer teachers as cheaper alternatives to

traditional college courses. Efforts are also being made to equip teachers with enhanced skills and competence through CPD. However, studies of students' achievements offer very little evidence that these types of teacher preparation are having positive effects on the learning of students in schools. Not enough is known about how effectively teachers working in different educational environment and context adopt and adapt knowledge and skills they have acquired through formal training or how they are able to address the particular learning needs of the students in their actual schools. Where such teachers lack adequate training and service conditions, the practice has had a negative impact on the quality of education. Other teachers need to have their skills upgraded and require additional professional training to enhance their careers.

Moreover, the secondary school teacher education curriculum is considered to be weak, often entirely general in content. According to SEIA (2007), the content has rarely changed to match the needs of countries that are dealing with democratisation, human rights, peace, HIV/AIDS and changing labour demands. Without significant improvement in teachers' quality and curriculum relevance, expansion of secondary school teacher education would consume vast amounts of resources without leading to the hoped for benefits.

Other issues include teachers being victims of conflict especially in the war-torn countries such as Somalia, Southern Sudan and the Democratic Republic of the

Congo. The problem has been compounded by civil strifes, conflict, dictatorship and political instability resulting in the derailment of political systems, economic collapse and loss of legitimacy in the face of practising democratic countries (Sawyer, 2009). Lastly there has been incidences of life-threatening diseases like HIV/ Aids that is impacting massively on the teaching population through continuous deaths of teachers and others not attending classes due to illness (Commonwealth, 2006).

1.1.2 Concerns of Secondary Schools Teacher CPD in Kenya

There has been great concern for teachers to be involved in CPD in secondary schools in Kenya due to the continued increase in enrolment and expansion of the sector as a result of Free Primary Education (FPE). The first cycle of free primary education pupils was hitherto the largest single cohort ever. In 2003 the enrolment in secondary schools was 882,513. This enrolment increased to 926,150; 934,149; 1,030,080 and 1,180,267 in 2004, 2005, 2006 and 2007 respectively (Report of the Republic Kenya, 2008). Participation at secondary level was still low with Gross Enrolment Rate (GER) increasing from 32.2 percent to 36.8 percent in 2007, with girls being 33.3 percent and boys 40.4 percent (Report on Republic of Kenya 2008). The Net Enrolment Rate was estimated at 32.4 percent and 23.2 percent for boys and girls in 2006 respectively (Report on Republic of Kenya 2006). The student completion rates stood at 91.8 percent as at 2007 (Report on Republic of Kenya, 2008:47). The sector had been included as part of basic education with the introduction of Free Day tuition for secondary schools and

teacher CPD would be important in sustaining of the gains made. In addition, secondary education constitutes an important aspect in the achievement of the MDG and Vision 2030. This is further related to the fact that it feeds higher education and the employment sectors, which are considered important levels in terms of economic and social development of the country.

Many educators, researchers and policy makers are convinced that investments in pre-service education are not yielding the expected results and that resources would be better utilised if redirected to other more productive areas (World Bank, 2010). The fact is that pre-service training has remained virtually unchanged is raising more doubts about its effectiveness (SEIA, 2007). This is particularly so where secondary school teachers are concerned since their pre-service training relies almost exclusively on specialised knowledge training at universities with little, if any, practical training in the teaching and learning process (World Bank, 2010). The teaching practice that is provided is not effective and takes a short time merely one school term. To a great extent, this means that secondary school teachers have to be responsible for their own CPD once they start teaching in schools.

Teachers generally have to teach with the student as the only witness to their professional activity (World Bank 2010). Their jobs are characterised by greater solitude and isolation. They labour on their own to decide what instructions

works, what standard of student work is acceptable and what additional knowledge, skills, or insights would best serve their students. There is moreover, a profound mismatch between the radically new key competence demanded of students in the knowledge society and the teaching skills acquired from teacher training colleges and in-service training programmes.

There are problems that are facing policy makers that involve the growing tension and potential conflict between the drive to raise the status of the teaching profession and the perceived need to bring teacher education back from the academia and closer to schools and classroom. At the same time, there is need to base and concentrate both the pre-service and in-service teacher training in schools and the classroom if it is to be relevant and efficient.

However, policy on CPD for secondary school teachers has been fragmented, incomplete and more often than not simply non-existent. The development of coherent, medium term, financially sustainable teacher policy, tailored to meet the demand for new and existing teachers, has been widely neglected despite internationally agreed goals in education. Teachers' policy on CPD has often been an afterthought to EFA and the Millennium Development Goals (MDG) targets receiving less attention than universal schooling. The authority line within the Ministry of Education has not been clear and sufficiently prioritised, resources are not compatible with needs, and responsiveness of teacher education system to the

changing environment in the field has been slow, as has been engagement and contributions from the private sector and general public. Despite that, the policy documents (Report on Republic of Kenya 1964; Report on Republic of Kenya 1977; Report on Republic of Kenya 1999) had highlighted the need for teacher CPD; implementation had been hampered by lack of follow up and funds.

The current government programmes for teacher education in Kenya aim at providing qualified teachers through pre-service as central to ensuring the provision of quality education. The growth in the quality of education services should entail continuous skill upgrading after the pre-service course. This is so in that CPD is a lifelong process of active participation in learning activities that assist individuals in developing and maintaining continuing competence, enhancing their professional practices and supporting achievements of their career goals.

However, Sessional paper no.1 of 2005 indicated that this was not the case and there are limited opportunities that have denied teachers the chances to enhance their skills beyond those acquired during their basic training. Kenya Education Sector Programme (KESPP, 2005) recognizes the urgent need to improve teacher capacity in secondary sector by empowering the teachers in order to deliver the revised curriculum. In order to improve the quality of secondary education, the government has recognized the need to maintain a well educated and disciplined

teaching force committed to CPD and life-long learning. This is the gap that the current study intends to fill by analysing the policies, trends and practices that are prevalent in the country.

It was Sessional Paper No.1 of 2005 that articulated the Kenya Policy Framework for Education, Training and Research which laid the basis through which the Kenyan government was committed to the provision of quality education and training (MOEST 2005a). The Kenya Education Sector Strategic Programme (KESSP) was the mechanism through which the activities in the policy framework were put into operation. The policies recommended that teacher CPD was to be institutionalised and regularized. This was to be made possible by developing the necessary institutional framework to meet the needs for quality assurance in secondary school. It was to be done through continuous skill upgrading for teachers and re-activation of subject panels at the school level. In addition, the capacity of the practicing teachers to deliver emerging issues such as HIV/AIDS, drug abuse and special education were to be enhanced. Pre-service teacher-training programmes were to be restructured in collaboration with the universities.

However, many districts in Kenya are spending less money and resources on teacher CPD. The MOE is not directing their professional development money in a coherent way towards sustainable, practical learning opportunities for teachers. In addition, there are challenges that involve widespread weakness in teachers'

skills due to lack of CPD training (Onyango, 2009). More over, the country lacked a national system of teacher CPD training accreditation and most of the courses are not well co-ordinated and standardized.

In recent years, teachers have been enrolling in long and short term programmes that could be classified as continuing and career progressive, but their contribution to professional growth has yet to be established. A recent report by the Teachers Service Commission (TSC) highlighted the fact that the long term accredited programmes that teachers are pursuing are making little contributions to professional development (Otieno, 2009). In addition, there are many providers of CPD in the country such as universities, middle level colleges, private entrepreneurs and MOE affiliated statutory bodies. The major problem is that providers have no harmonised programmes that would take care of the teachers CPD. They have different programmes and criteria that are used to provide teachers with CPD. There have been cases where teachers pursue CPD courses in particular institutions and then their certificates are not recognised by the TSC.

Fundamentally, a change is required in the way the teaching profession is viewed: a teacher must be seen as a professional, an acknowledged worker who does not spend his or her entire professional life in just one education system or even in a single country. Like students, teachers must be prepared to work in changing and unpredictable environments in which knowledge is constructed from different

sources and viewpoints. The ability to teach challenging content to learners with different experiences and conceptions depends on the capacity of practitioners to create powerful and diverse learning experience that connect with what students know and how they can most effectively learn.

In addition, secondary school teacher are expected to develop skills for communicating with parents, dealing with dropouts, grade repetition, poor attendance and working with disadvantaged groups. The gap that the current study was interested in pursuing was to find out the type of programmes that teachers were involved in relation to the stipulated policies in the country, trends and practices by using Kirinyaga District as an example. Particular attention was paid to the in -school and out-of-school aspects that influence teachers' participation in CPD in Kenya. Therefore, it was imperative to find out how secondary school teachers were using CPD as a means of improving their professional and academic status and whether it is geared towards the improvement of classroom practices thus leading to improved student achievements as articulated in the national policies?

1.2 Statement of the Problem

The problem of the study was to establish policies, trends and practices related to teacher CPD in Kenyan secondary schools by comparing the national policies with actual practices in relation to Kirinyaga district. Undertaking this study was critical because in the last five years the education sector has undergone accelerated reforms in order to address the overall goals of the National Economic

and Recovery Strategy for Employment and Wealth creation. The reforms were aimed at meeting the international development commitments, including the Millennium Development Goals (MGDs), Education for All (EFA) and Vision 2030. To achieve these goals, education and training are expected to play a key role in their attainment putting into consideration that Kenya has a rich pool of trained teachers. If we want secondary schools to produce more quality learning on the part of students, we have to offer more CPD learning opportunities to teachers. Unless teachers have access to sustained learning opportunities at every stage in their career, they are unlikely to teach in ways that meet demanding new standards for students learning. The rapidly changing world has made it necessary that teachers have to maintain up-to-date skills, knowledge and attitudes through CPD.

The study was to establish the relationship between the stated policies and observable trends on the one hand and on the other their practices at the local level. The study was to find out the extent to which policies that focus on teacher CPD vis-à-vis the popularised traditional models of teacher preparation in Kenya were instituted. This study marks a point of departure from the traditional teacher professional development research in Kenya by focusing on the problem of teacher CPD in secondary schools. There are complains that there is an apparent sidelining of secondary school teacher in the provision of CPD in the country. This is seen as potentially threatening the attainment of the well-intentioned

international goals and targets of EFA and MDGs together with the national targets of providing quality education. One of the failures has been the decline in quality of education that has raised great concerns in the national scene and complains that teachers are not updating themselves with the latest technology and skills required in the performance of their duties in the modern knowledge-based society. This calls for the formulation of other policies that would improve on teacher professional development.

Although, various efforts have been instituted to provide teacher CPD, through in-service courses, the policies are not working as should be and a gap still exists in the education system when national policies and trends are compared with practices in secondary schools in Kenya. The study sought to analyse the policies that are stated as desirable for improvement of teaching profession through CPD and the actual practices in secondary schools. The providers of CPD in Kenya were to be established, including the activities that they provide for secondary school teachers. This was to be followed by the proposed solution on how CPD should be conducted in the country for maximum benefits for teachers. This is because most teachers wish to see their field as a profession, where ongoing training would necessarily be part of their lives.

1.3 Objectives of the Study

The study sought to address the following objectives: -

- i) To explore the policies that have regulated teacher CPD in Kenya's secondary schools.
- ii) To establish the providers of CPD for secondary school teachers in Kenya.
- iii) To establish the salient features that are influencing teachers' participation in CPD in Kirinyaga District.
- iv) To develop a policy framework that would provide alternative practices that facilitate teacher CPD in Kenya's secondary schools.

1.4 Research Questions

The following were the research questions that directed this study:

- i) What policies regulate teacher CPD in secondary school in Kenya?
- ii) Who provides CPD for secondary school teachers in Kenya?
- iii) What are the salient features that are influencing teachers' participation in CPD in Kirinyaga District?
- iv) What are the critical components of a policy framework that would provide alternative practices that facilitate teacher CPD within Kenyan secondary schools?

1.4.1 Purpose of the study

The purpose of this study was, therefore, to provide an in-depth understanding of the policies, trends and practices of teacher CPD in Kenyan secondary schools. In order to do this effectively the study explored the policies that influence teacher CPD in Kenya. The providers and the main avenues that are used to provide

teachers with CPD and the factors that influence teachers to decide to participate in particular programmes and the role of MOE officials in the facilitation of CPD further followed this. In addition, the study identified the positive and relevant elements that emerged from the study in order to formulate recommendations on how the CPD process could be integrated into teacher education system today.

1.5 Significance of the Study

This study was significant in several ways. First, the study, by virtue of exploring the area of CPD among secondary school teachers in Kirinyaga District certainly contributed to the enrichment of existing knowledge. The study was also a useful resource that could be used to inform policy makers of the ranges of alternative solutions for tackling problems in teacher professional development, especially those related to opportunities for CPD. It was hoped that the findings of the study would provide concrete evidence to guide policy makers in their effort to facilitate CPD as an important aspect of the education system.

Secondly, the study hoped to provide a basis for teacher professional improvement discussions in Kirinyaga district and others in the country. It was hoped that the study would lead to constructive discussions by appropriate officers in MOE and all education planners in Kenya on vital professional development problems and issues such as financing, provision and motivation. Hopefully, it would stimulate educational research geared towards secondary school teachers' improvement. Such research would facilitate the discovery of

advantages and disadvantages of CPD, which may help educational planners, improve professional courses in this district and others in the country. This was because secondary education is important in the development of trained personnel for low and high job calibres and for higher education selection in the country.

Lastly, the study would provide a basis for discovering advantages and disadvantages of teachers being involved in CPD. The knowledge would help educational planners in improving teacher professional and academic development in this area. Those agencies and organizations that provide CPD to teachers require the knowledge of the failures and successes faced by teachers in their endeavour to access this form of education. It was hoped that this study would help such agencies and other interested groups to assess the development of educational opportunities available in this district. This may help them develop new programmes that may assist teachers in this district and others in the country to be involved in CPD.

1.6 Limitations of this Study

This study had certain limitations. First, the study used a vertical case mixed study approach, where twelve schools were used at the local level while TSC and MOE headquarters provided the data at the national level. The study analysed the documents dealing with the policies and trends of teachers' involvement in CPD at the national level (macro level) and then used Kirinyaga (micro level) as the case study. The limitation of this method is that it has to deal with a lot of data

that need to be cleaned before analysis and reporting. Secondly, the conclusions are based on information solicited from teachers, head teachers and education officers in the selected schools and from the MOE. Therefore, other issues related to the above respondents and to the study, which may have taken place after the fieldwork had not been included in the study. The findings of this study would therefore, be specifically limited to those schools, and, to some general degree, to the other schools in this district. The findings could therefore, not be generalizable to other districts and secondary schools in Kenya without putting into consideration the specific societal factors that may influence their interpretation.

1.7 Assumptions of the study

There are two main assumptions in this study:

- i) Teachers in secondary schools have the potential to engage in CPD throughout their lives if appropriate opportunities are provided.
- ii) There may be interactions among economic, social- psychological and labour market related benefits that would influence teacher to be engaged in CPD programmes.

1.8 Theoretical Framework

In formulation of a theoretical framework to be used for studying teacher CPD in secondary schools in Kenya, two theories were utilized. They involved constructivists learning and Maslow hierarchy of needs theories which provided useful prototypes.

As applied to the current study, the constructivist theory holds that teachers had to identify the goals of their CPD that they would like to fulfil. Identifying the programmes and activities they would implement to reach that goal, the resources needed and the ways in which their progress and accomplishment would be attained could do this. Putting into consideration those secondary school teachers had completed their pre-service programmes; they had to take responsibility for their own CPD. This is because in Kenya the policy is not clear on when teachers should get involved in CPD and there is no clear feedback on those involved. This is despite many policy documents supporting teacher professional development as a major goal in educational development.

On the other hand, there are many aspects that are emerging in the current education system that require teachers to keep on updating their professional status in order to be equipped with life skills and improved student achievements in the classroom. They are expected to deal with new issues in education such as HIV/AIDS, globalisation, democracy and child-centred methodologies. They are expected to change from being transmitters of knowledge to facilitators. In addition, teachers' lives are ever evolving and are under constant revision. Some would like to undertake particular courses so that they could be empowered after critical reflection of their daily lives. This would lead them to engage in particular programmes. Their choice of the programmes could be enhanced further when

other partners in education support, facilitate and guide teachers when involved in CPD.

Various criticisms had been put forward in regard to the central claim of constructivism saying that it either misleads or contradicts known findings. Most educators are beginning to question the effectiveness of this approach towards instructional design, especially as it applies to the development of instructions for novices (Mayer, 2004; Kirschner, Sweller and Clark 2006). While some argue that “learning by doing” enhances learning, critics of constructivism have argued that little empirical evidence exists to support this statement when given novice teachers. Sweller and his colleagues argued that novice teachers do not possess the underlying mental models or schemas necessary for learning by doing (Sweller, 1988). Indeed, Mayer (2004) even suggested that fifty years of empirical data do not support using constructivism teaching technique of pure discovery in those situations requiring discovery, he argued for the use of guided discovery instead. Kirschner, et.al, (2006) further supported this, by describing constructivist-teaching method as “unguided method of instruction”. Due to the above concern and the theory omits the element of motivation a second theory had to be used. This study included the element of motivation in order to supplement the missing link and thus achieve greater clarity.

The second theory that was used in this study was Abraham Maslow's hierarchy of needs. Maslow was a humanist psychologist. Humanists do not believe that human beings are pushed and pulled by mechanical forces, either of stimulus and reinforcement or of unconscious instinctual impulses. They believe that humans strive for an upper level capability (Simon, Donald and Drinnien, 1987). Maslow theory had set up a hierarchy of five levels of needs. This theory would be important at three main levels for this study. First, the need for knowledge and aesthetic (Boeree 2004) would inspire the teachers and policy makers to support CPD activities. This would be supported further by the love and belonging element where the teachers would like to belong to a teaching community that is furthering their profession. The need for esteem would follow, where the teachers would be involved in CPD so that they would improve their competencies, achievement, recognition and appreciation after completing the programmes.

Maslow's hierarchy of needs theory indicates that some needs take precedence over others. He believed, and research has supported that there are in fact individual needs that had to be fulfilled before others. He sees the first two needs as essentially survival needs that are required for the maintenance of health. The person does not feel the second need until the demand of the first have been satisfied, nor the third until the second has been satisfied. Therefore, when lower needs are unmet, one cannot fully devote one-self to fulfilment of their potentials. Further, the principles of Maslow's hierarchy of needs theory had been applied to

a wide range of personality behaviours, such as in business management and in educational settings such as the classroom motivation (Pintrich and De Groot, 1990; Schiefele, 1991; Glaser 1991).

In the application of this theory to the current study the following steps were adapted: First, are the Physiological factors. These are factors that must be fulfilled before a teacher embarks on CPD. This study was interested in finding out whether secondary school administrators provided teachers with release time so that they would be involved in CPD. Are teachers provided with support by the administrators in their schools in undertaking of programmes that would enhance CPD? Secondly, are the Safety aspects. Are teachers provided with safe working environments free from threats as they engage in CPD programmes? Are they given lighter workloads so that they would be able to teach and at the same time complete their CPD programmes? Are they provided with job security? Thirdly, are the Social aspects. Are the teachers encouraged to participate in CPD programmes? Are teachers provided with adequate information in case they would like to be involved in CPD? Do teachers work in groups to improve their professional quality? Are there mentors in schools to support teacher CPD work? Finally, is Self-actualisation. Are the teachers provided with challenging and meaningful work that would enable innovations, creativity and progress for teacher future CPD? What does teachers aspire to acquire once they complete the programmes in CPD? Are the programmes geared toward improvement of

classroom practices in order to improve student achievement or teachers monetary needs? Is it intrinsic or externally influenced so that teachers are involved in CPD?

Lastly, some criticisms have been levelled on Maslow's theory. First, there is little evidence to support its strict hierarchy. In fact, research contradicts the order of needs specified by the model. The hierarchy needs to be altered in order to reflect the changes in the society that had occurred over the fifty years since 1950s when Maslow developed the model. Secondly, the concept of self-actualisation is considered vague and psychobabble by some behavioural psychologists. The concept is based on an Aristotelian notion of human nature that assumes that man/woman has an optimum role or purpose. Thirdly, self-actualisation is a difficult construct to operationalize and this makes it difficult to test Maslow's theory. Even if self-actualisation was a useful concept, there was no proof that every individual had the capacity or even desire to achieve it. Other counter positions suggest that not everyone ultimately seeks the self-actualisation that a strict reading of Maslow's hierarchy of needs appear to apply. Fourthly, there is little evidence to suggest that people are motivated to satisfy exclusively one need at a time, except in situations where needs conflict.

Despite the few shortcomings of the two theories, they had important aspects that were utilized in the current study. Always there are motivating factors that

encourage teachers to be interested with CPD. They had to base their new programmes on what they had acquired in their previous programmes. This would help them to lay a base for the new programmes. As portrayed in the adaptation of the two theories there are crucial aspects that had direct impact on teachers CPD. Therefore, the two theories were combined so as to reduce the shortcomings of each theory and make them possible to be used in this study.

The rationale for using the two theories was that the Ministry of Education, (MOE) expects teachers in Kenyan secondary schools to be involved in CPD courses. The expectation has been put down in form of policies in order to check the standards and quality of learning in schools. The government had invested a lot in teacher CPD as indicated in various policy reports (MOEST, 2005a, MOEST, 2005b). In any case, the MOE now requires teachers to pass some professional assessment before promotions. This places a strain on teachers in updating of their knowledge in classroom practices and other professional aspects.

Despite this expectation, there are no laid down procedures on when teachers should be involved in CPD. Those motivated and willing to engage in CPD are expected to utilize the former knowledge gained during their pre-service course in determining the programmes that they would be involved. Some feel challenged in the classroom and therefore make personal decision to seek for more information and training. Moreover, teachers are expected to improve classroom

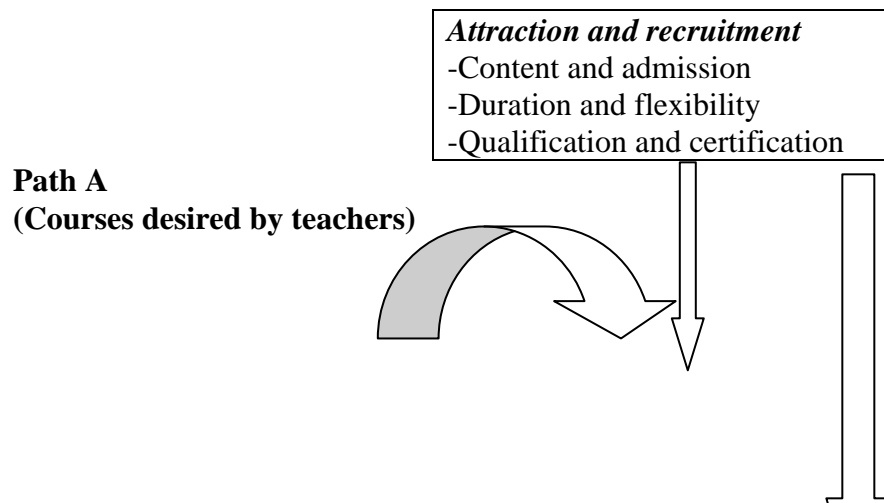
practices by utilizing new methodologies in their teaching. Most schools would allow their teachers to attend workshops and conferences with the expectation that the teachers may come back with knowledge to benefit students and the overall teaching-learning climate of the school. Therefore, if the personal and school needs are harmonized in the provision of CPD then the programmes are expected to be successful.

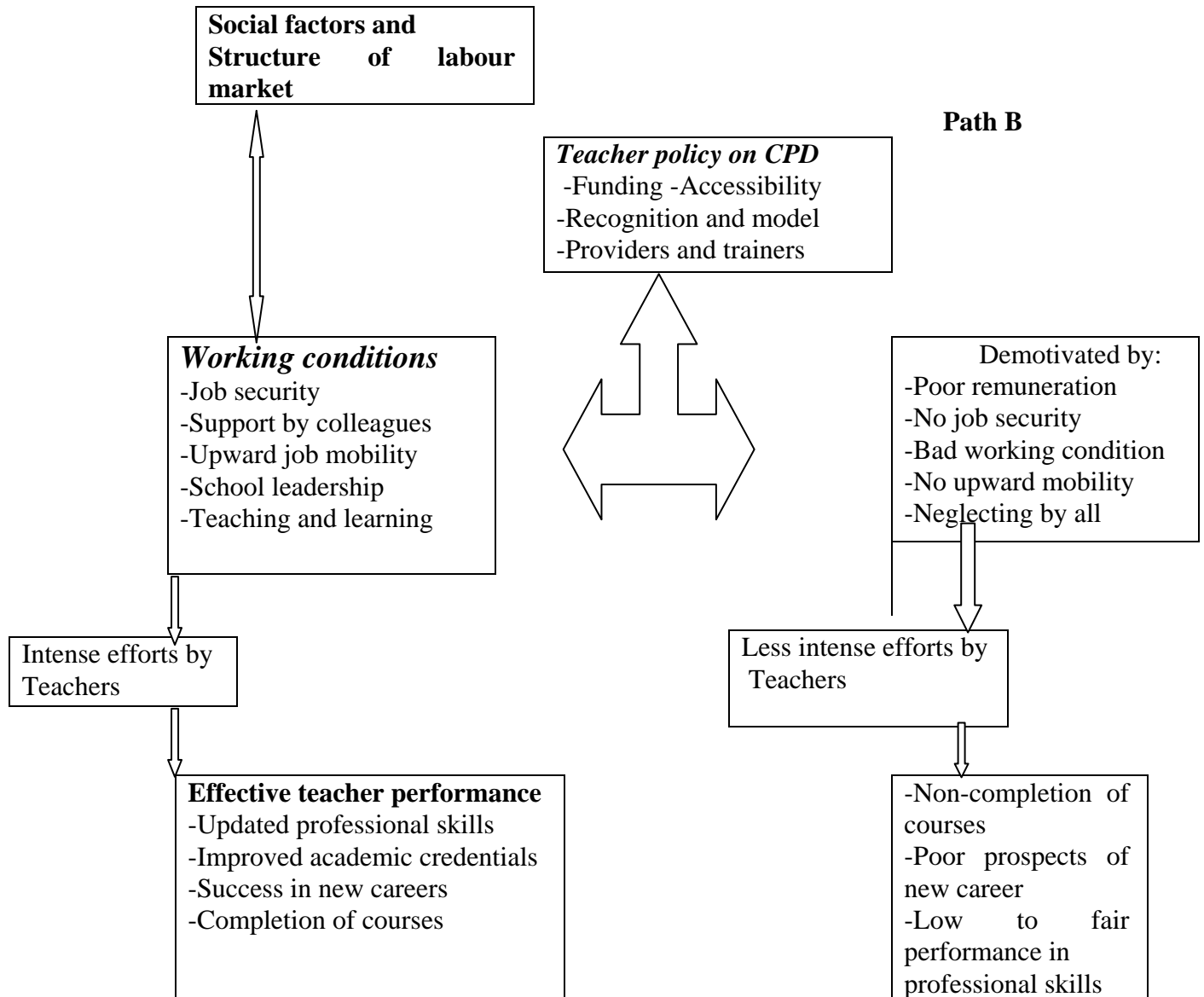
1.9 Conceptual Framework

The conceptualisation of this study was that all human behaviour could be regarded as a result of a state of internal rational tensions that serve as a springboard for action. Motivation is the force to perform. It has a degree of intensity and direction. As Figure 1 on page 33 indicates, a secondary school teacher motivated to engage in CPD would match the course with what was required by the MOE and would choose path A. High-performance expectancy combines with a high outcome expectancy based on teachers' policy, working conditions, social factors and availability of CPD opportunities. A high motivation of the secondary school teacher creates a high perception on the courses they would be interested in undertaking. This would lead to effective teacher performance in professional skills; completion of the programmes involved and improved academic credentials. This would also happen with teachers who choose courses that are not related to education. They would be motivated to pursue them due to the perceived benefits after completion of the course. On the contrary, demotivation, due to stated factors such as lack of job

security, poor remuneration and poor working conditions would lead to low performance expectancy that combines with low outcome expectancy to create low to poor performance in professional skills, poor prospects of a new career and non completion of the courses undertaken by teachers. This was represented in Figure 1 below.

Figure 1.1 Factors Influencing Teacher Engagement in Continuing Professional Development





Adapted from Orodho (2005) p.30

1.10 Definitions of Operational Terms

Continuing education - Duke (1995) had noted that the term continuing education was originally restricted to relatively high level, often graduate as well as post-experience, vocational education. This might be of refresher, updating, or upgrading nature or designed to add new skills and qualifications. Despite this,

continuing education, has acquired a broader meaning encompassing all forms of post initial education. This study will utilize the definitions by Apps (1979) and Sutton (1995) that continuing education refers to the part of education, which takes place after the conclusion of initial education. It is education that further develops human abilities after entrance into the employment or voluntary activities. This type of education is concerned with upgrading and updating of the professional and academic knowledge, skills and competencies of teachers in their occupational roles.

Professional Development- Dadds (2000) views professional development as the journey of professional growth into new and better practices, often non linear, often emotional as well as intellectual. It demands the capacity and strength to ask questions, to analyse and interpret feedback, to describe the emotions generated by self-study to change established practices in the light of new understanding, to remain interested and emotionally curious. The current study utilized the definition that professional development was the inclusion of new skills that would help teachers to understand, solve emerging problems and improve on their pedagogical strategies, their career and academic prospects.

Continuing Professional Development- This refers to a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the teaching profession. It involves a holistic commitment to structured skills enhancement and personal and professional

competence for today and the future. The term was used interchangeably with Teacher Continuing Professional Development

Secondary School- Refers to the second level of education in the formal education system in Kenya.

Secondary School Teacher- Refers to teachers working in secondary schools. Majority are graduates despite that there are some with lower qualification.

In-service training_ Includes education and training activities engaged in by secondary school teachers following their initial professional certification and intended mainly to improve professional knowledge, skills and attitudes in order to educate the students more effectively.

1.11 Conclusion

Chapter one has presented the overview to the study including reasons for the undertaking and the projected utilization of the study in the future. Chapter two will present the structure of the literature review upon which the study on teacher CPD is built and the research gaps that it was intended to fill.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature review has focussed on the following six themes:

- 1) The new perspective on teacher professional development
- 2) World- wide trends in teacher CPD: models and practices
- 3) Issues of teacher professional development in Africa

- 4) Impact of teacher professional development on pupil performance
- 5) Indicators of quality CPD programmes
- 6) Status of Secondary school Teacher CPD in Kenya

2.1 The New perspective of Teacher Professional Development

Teacher professional development is not considered as a spontaneous process. It is the outcome of a complex learning process that is based on continuous reflection on teachers' everyday experiences in a given context (Vonk 2009). The learning is not one dimensional, but based on the interactions between the individual teacher and the environment in which the teacher participates. Thus, professional development is the outcome of an ongoing experiential learning process in a given context, directed at acquiring a coherent, whole knowledge, insight, attitudes and repertoires of action that a teacher needs as a basis for functioning professionally. The ultimate goals for teacher professional development would be to bring about positive changes in the classroom instructional practices. Teacher learning in the setting of professional development needs would be closely tied to teachers' experiences, needs and practices that transpire in the classroom setting (Ball 2000; Supovitz et.al. 2000; Walling & Lewis 2000; Dadds 2000). Student's work as a tool for professional development has the potential of influencing professional discourse about teaching and learning and to engage teachers in cycles of experimentation and reflection, thus shifting teachers focus from one of general pedagogy to one that is particularly connected to their students (Qing 2009).

This new perspective of teacher professional development is further grounded on the constructivism model (Villegas-Reimer 2003). Teachers are treated as active learners who are engaged in concrete tasks of teaching, assessment, observation and reflection (King and Newman 2000). The new constructivist base of student learning requires them not only to know about facts and information, but to use higher order thinking skills, problem solving, communication and other active learning approaches to mobilize information and develop knowledge through discovery and analysis. The kind of student learning required within this paradigm would be best suited to student-centred teaching that emphasize each student to internalise and activate knowledge (Leu 2004). Teachers are encouraged to be reflective practitioners, with sufficient subject matter and a grasp of practical approaches so that they can make informed professional choices. The programmes are expected to empower the teachers as professionals.

There is a growing consensus that professional development yields the best results when it is long-term, school-based and collaborative, actively involving all the teachers and focused on student learning (Hiebert et.al. 2002). As a result, a series of related experiences would be the most effective as they allow teachers to relate prior knowledge to new experiences (Cohen 1990; Ganser 2000; Dudzinski et.al. 2000). Such a model of professional development assures that pre-service teacher education is just the first step in a career long programme of professional

development. In order to achieve ongoing professional development that reaches all teachers, programmes must be facilitated locally, and as a matter of central importance, use teachers own knowledge of their practice and the realities of their classrooms and schools.

The professional development is conceived of as a collaborative process (Darling –Hammond 1995). Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interactions, not only among teachers themselves but also between teachers, administrators and community members (Villegas-Reimer 2003). Professional development is regarded as individual development embedded in social, cultural as well as practical interchange between the individual teacher and the environment (Vonk 2009). Organization, leadership and together with the supply of support materials play strong roles in determining how vigorous the programme would be. This would be enhanced further by the use of teachers' incentives such as reimbursing them for costs incurred, official recognition and certification after completion of the programme (Leu 2004).

In addition, the professional development process should be linked to school reforms. Reforms have been introduced over the last decade at the national level (Namibia, South Africa, Australia, England, The United States, Paraguay), while others at the local level (district or state) that requires totally new ways of

teaching and learning (Leu 2004; Villegas-Reimer 2003). The reforms include an increased emphasis on active learning, focus on students, critical thinking and problem solving. The entire teaching force should understand and be prepared to implement the new approaches. In this case, teachers are empowered as professionals and therefore should be treated in the same way that they are expected to treat their students (Mclaughlin & Zarrow 2001).

This way the teacher is conceived of as a reflective practitioner: someone who enters the profession with a certain knowledge base, who would acquire new knowledge and experiences based on that prior knowledge (Cochra-Smith and Lytle 2001; Jenlink and Kinnucan-Welsch 1999). Professional development is based on teachers' life history and is connected to their personality and prior life experiences that manifest unique pedagogical beliefs and practices (Vonk 2009; Dadds 2001). In the professional learning process, meaningful learning from experience would only take place when teachers reflect on those experiences by analysing and understanding teaching situations. This would help them develop a feeling about what actions are effective in those situations and why some actions are not. Teacher knowledge construction is an ongoing process that has been nurtured by learning throughout their pedagogical journey. This was explained as the process that entails formal instruction and all the experiences that help teachers shape their knowledge base during their educational life (Alvarez 2005). In so doing, the role of professional development aids teachers in building new

pedagogical theories and practices and helps them develop their expertise in the field (Dadds 2001; Polo 2009). Thus, much of the development would be based on learning on the job (Vonk 2009).

Lastly, professional development may look and be very different in diverse settings, and even within a single setting, it could have a variety of dimensions. Schools and educators must evaluate their needs, cultures, beliefs and practices in order to decide which professional development models would be most beneficial to their particular situation. They should provide opportunities for teacher to develop a theoretical understanding of the knowledge and skills learned, are school based and integrated with school operations. This would help in meeting individual teacher needs that are primarily collaborative (Gueudet and Trouche; 2009). The current study was important in that it sought to find out whether the professional development programmes provided in Kenya do satisfy the criteria that are articulated as the characteristics of an efficient CPD. It helped to answer the question whether they are collaborative in involving all the stakeholders in the secondary education system in its provision. The various types of settings that are available to teachers in secondary schools in the country were assessed in order to find out the avenues that are being used by teachers to access professional development. The kinds of problems that teachers face in pursuing CPD were also investigated.

2.2 Worldwide Trends in Teacher CPD; Models and Practices.

There are several models that have been developed and implemented in different countries to promote and support teacher professional development from the beginning of the career until teachers retire. The models can be divided into two broad categories.

2.2.1 Organizational/ Inter-institutional Partnerships

In this category several models can be discerned. First, they involve the Professional development schools (PDS). They involve partnership between teacher, administrators and university faculty members created in order to improve teaching and learning on the part of their respective students and to unite educational theory and practice. The PDS involve and require institutional support and it is one of the models that do work to provide opportunities for a teacher's professional development from the beginning to the end of a teacher's career (Koehnecke 2001). This model varies from one setting to another. However, they all share the common goal of providing professional development experience for both pre-service and in-service teachers in school settings (Chance 2000; Levin and Churins 1999). The evaluation of PDS has been very positive. First, the children have increased achievements after the implementation of the intervention devised by teachers. Secondly, the experienced teachers keep themselves informed of the latest research and theories in teaching because of their connection with the universities.

Secondly, there are other university school partnerships that do exist between universities and schools. These partnerships are like networks in that they connect practitioners who share common interest and concerns about education and are found in schools and in institutions of higher learning (Miller 2001). School-university partnerships have been successful in promoting teachers' professional development. In most cases the schools and universities that have partnership are located in the same geographical areas but there are some that cross national borders.

Thirdly, there is the inter-institutional collaboration whereby in a variety of countries around the world, many programmes of in-service education and professional development for teachers exist as a result of collaboration between different institutions furthering the work of university school partnerships. In most of the countries, the universities are working together with the ministries of education and local school districts in order to deliver regionalized on going workshops focusing on curriculum implementation (Wideen and Holborn 1990; Bainer, Cantrell and Barron 2000). In other cases, pre-service teachers from the universities can be sent into different industrial, commercial and social enterprises as part of their course. This would familiarize the teacher with the kind of skills required in those settings so that they would learn which aspects they need to develop in their own students (Penny and Harley 1995). Other forms of inter-institutional collaboration are those between schools and other professional

organizations outside the formal system of education. Those involved are expected to learn from each other and at the end the teacher benefits.

The fourth category involves projects that included the creation of school networks to support teacher professional development, school change and educational reforms at higher levels. They have been used in Australia, where the National School Network was used to pursue a National Action Research that would identify the obstacles that were preventing schools from implementing ideas on improving teaching and learning (Sachs 2000).

In addition, teachers' networks bring them together to address the problems that they experience in their work, and thus promote their own professional development as individuals and as a group. The networks can be created either relatively informally through regular meetings between teachers, or formally by institutionalising the relationship, communication and dialogue (Leiberman, 1999). Teachers can be in the same or different schools and share a common grade level in disciplines, subjects matter or an activity to be worked on. The networks are not expected to be involved in union activities for it to be effective and serve the teachers (Shimahara 1995). The national networks are quite active and their members have come together in cross-national networks to share experiences, learning opportunities and work activities. In other cases, teachers from multiple disciplines can come together to develop a multi-disciplinary

perspective of their professional roles, so that they can be more helpful to students who must learn how to integrate their knowledge in different fields. In this case, teachers use the process of developing an interdisciplinary curriculum as a form of professional development.

Lastly, different countries have implemented distance education programmes to support teachers' professional development using a variety of means such as radio, television, written and recorded materials and electronic communication (Zhang et al 2002; Huang 2002). Traditionally, distance education has relied on self-study guides and reading and the use of radios and television. The use of the radio as an instrument of distance education has been mostly proposed in developing countries to satisfy the needs to reach vast majority of teachers who were unprepared/unqualified and to help them receive some form of training at a lower cost than most other forms of technology. In Kenya, the professional development schools, university school partnerships, teachers' networks and distance education are the models that have been used in provision of CPD to teachers. The gap that the current study intends to fill is whether secondary school teachers in Kirinyaga District enhance their CPD specifically using these programmes.

2.2.2. Small Scale/ Small Group or Individual Models

The models involve individuals or small groups of teachers and they can be grouped into a number of categories. First, there is supervision in the classroom or

the traditional and clinical supervision. In its traditional format, the process is typically completed by an administrator who comes into the classroom and takes notes or checks according to a list of criteria whether the teacher is achieving all the necessary requirements and then leaves the classroom giving no feedback to the teacher. Based on the brief evaluation, the teacher may receive or be denied promotion, tenure, or even a renewed contract for the following year. The effects of these evaluation on a teacher's professional development has been negative as they offer no feed back or support to the teacher's preparation and planning, thinking process, interest, motivation and communication with parents and community activities (Wilson 1994; Stodolsky 1990). This method has been used in Kenya and has not been liked by teachers (Onyango 2009). The education officials have been threatening the teachers instead of providing CPD (Onyango 2009; Olembo,Wanga & Karagu 1992). Clinical supervision was a means of fostering teacher development through discussions, observations and analysis of teaching in the classroom. This model was perceived as an effective model of professional growth and development as it is one of the most common elements of initial teacher education. One of the commonest ways of implementing clinical supervision was by including a pre-observation conference, an observation of classroom practice, and analysis of the data collected during the observation and a post observation conference (Adams and Glickman 1984; Gaag 1995; Tatto 1997).

The second category involves performance assessment of students. This involves the use of student assessment as a form of teacher professional learning and development and the creation of new evaluation system, which would contribute significantly to the quality of teaching. In this system quality assurance was merged with professional development. Falk (2001) identifies three types of assessment initiatives that impact on teacher learning. The first is teachers assessing students learning by observing, documenting and collecting students work over time with classroom based assessment framework. The second is teachers scoring students responses according to externally administered standard based performance test follow this. Thirdly, the teachers do examine and validate their own practices by participating in national boards of professional teaching standards certification process. For it to be effective, evaluation must be designed and implemented as a process, an ongoing system of support and feedback to teachers (Danielson 2001). A commitment from the management is vital to the successful implementation of such process and as such, commitment from teachers union and other professional organizations is also needed as well as a significant amount of time allocated to the process; an understanding that teachers must have an active role to play in the process and the inclusion of a variety of perspectives in the process from students, administrators and other teachers (Annunziata 1997, Danielson 2001).

Other forms involve workshops, seminars, institutes, conferences and courses that are some of the traditional forms of professional development. Major criticisms have been levelled against these forms of in-service education as the only forms of professional development. This is because most of the workshops and seminars are ‘One Shot’ experiences, completely unrelated to the needs of teachers and providing no follow up (Jesness 2000). In case they are combined with other types of professional development opportunities they can be quite successful (Zeegers 1995; Cutler and Ruopp 1999). However, these models have been used in Kenya and most of the programmes are one-off seminars intended to instruct teachers in the changes in the curriculum. The weakness of the one-off seminars and workshops adopted in Kenya to train teachers is the belief that changes in teacher practices can be achieved through giving information and knowledge to teachers (Onyango 2009). In most cases teachers are not included in the list of those to participate while others are short and do not meet the intended goals of CPD in the country.

More over, the Case-Based Professional Development Model involves using carefully chosen, real world examples of teaching to serve as a springboard for discussion among small groups of teachers. Cases help teachers to discover ambiguity, conflict and complexity within a deceptively simple looking teaching situation (Barnett 1999). The case method is based on the conception that knowledge is constructed, built on prior knowledge, coupled with experience,

transformable, evolving and consequential and there by provide students with insight into alternative solutions rather than correct answers (Harrington 1995, Merseth 1994). Using cases of teacher professional development must be an on going process, where teachers have the opportunity to reflect on each aspect of the situation and frequently meet with the same group of colleagues to discuss any issue raised.

In the Self-directed Professional Development Model teachers identify one goal, which they consider to be of important to them both individually or in small groups and list the activities that they would implement to reach that goal, the resources needed and the ways in which their progress and accomplishment would be assessed (Shimahara 1995; Wideen 1992; Easton1999). Teachers take responsibility of their own development and the roles of the administrators and supervisors are to facilitate, guide and support that development. Objective feedback is needed if this model is to be effective.

In the Co-operative or Collegial Development Model the teachers develop their own plans for professional development in small groups. This kind of cooperative model makes teachers as a group in each school continuously responsible for teacher quality (Wilson 1994). In the implementation process, professional dialogue is held to discuss professional issues of personal interest. Peer coaching

and peer supervision are encouraged together with action research to collaboratively inquire about a real problem in their teaching.

More over, Observation of Excellent Practice offers the teachers the opportunity to observe colleagues who have been recognized for their expertise and excellence in teaching. In this way, teachers have the opportunity to learn and reflect on the knowledge, skills and attitudes that excellent teachers implement in the classroom. The observations constitute part of the larger professional development efforts, whereas in others they represent the core of the professional development opportunity. This can be done in the same school, sometimes in different settings.

The model based on Increasing Teachers Participation in New Roles was based on the idea that the professional development of teachers was improved by increasing the participation of teachers in and their influence on, activities such as management, organization, support and monitoring (Conley 1991; Tisher 1990). When teachers are responsible for their own in-service preparation, that preparation is more effective. This was further related to the skill development model, which was designed to develop new teaching techniques and skill such as higher order questioning, inquiry teaching and group work. The model could be more effective when significant amount of time off the job was provided (Baker and Smith 1999).

The Reflective Model helps the teacher to build on personal classroom experiences. It requires that the teachers pay attention to daily routine and the events of regular day and to reflect on their meaning and effectiveness (Potter and Badiali 2001; Glazer et al 2000; Clarke 1995). This model requires the teacher to have a professional obligation to review ones practices in order to improve the quality of ones teaching and a professional obligation to continue improving one's practical knowledge. This could be combined with the Project-based Model that has the goal of developing the teachers' capacity to work independently and collaboratively as a reflective professional (Villegas Reimer 2003). The goal would be supported not only by their own project experience but also by accompanying discussion, comparison and contrast with accounts in the literature and the work of their fellow students. The models prepared teachers for leadership roles in the classroom and improved the general quality of their professional development.

The Portfolios are tools used in teaching to engage teachers and students in discussion about a topic related to teaching and learning. There are three types of portfolios used in education: employment, assessment and learning portfolios (Dietz 1999). Teaching portfolios can accomplish formative assessment, summative assessment and self-assessment (Riggs and Sandlin 2000). Portfolios

support teacher professional development as they provide an opportunity for teachers to reflect on their work, goals, and activities in and outside the classroom

The Action Research Model involves a process of investigation, reflection and action that deliberately aims at improving or making an impact on the quality of the real situation that forms the focus of the investigation. It involves self-evaluation, critical awareness and contributes to existing knowledge of the educational community (O' Hanlon 1996).

Other models, involved Teachers Narratives that describe different events or instances of teaching practice. They are distributed to the other teachers who are part of the learning group for reading and review. The narratives are discussed at length. This helps the teacher to focus on specific events that are being reported and go a step further to establish connection and observe the isolated events within a larger context (Ershler 2001). Journal writing can further enhance reflective practices of teachers (Killion 1999).

The Generational Model, Cascade Model, Training of Trainers Model involve a first generation of teachers trained or educated in a particular topic or aspect of teaching or subject matter and after a certain amount of time they become the educators of second generation teachers (Griffin 1999). Careful attention must be paid to the planning of such programmes and processes and to the selection of the

first generation. In Kenya the MOE has been using the cascade model to train teachers in various aspects such as the HIV/AIDS education and improvement of science subjects through the SMASSE project.

Lastly, Coaching/Mentoring Model involves a colleague who is a critical listener, observer, asks question, makes observation and offers suggestion that help a teacher grow and reflect and produce different decisions (Villegas-Reimer 2003). This process provides opportunities and structures for teacher professional development. On the other hand, mentoring is a form of coaching that tends to be short-term for beginning teachers or somebody new to school or system. Other forms of coaching could be ongoing and long term. Coaching is a learned skill, therefore, coaches and mentors need training. The mentor provides the newcomer with support, guidance, feedback, problem solving guidance and a network of colleagues who share resources, insights, practices and materials. Mentoring affects both the new and the experienced teacher. Mentoring has become one of the most common responses by school leaders to the needs of new teachers and the model is popular with both mentors and beginning teachers. The models presented were important to the current study in that they provided an insight to the type of programmes that are available to teachers as they pursue CPD programmes. Important to this study was the fact it provided the types of models that could be used in the provision of CPD for teacher improvement in Kenya.

2.3 Issues of Secondary School Teacher CPD in Africa

To supply adequate number of professionally qualified secondary school teachers required in providing quality education in Africa faces a number of serious challenges, which have not been met by conventional approaches to teacher education. It is reckoned that Africa alone will require 1.6 million more teachers by 2015 (EFA, 2006). The prospects of conventional training colleges being able to meet this requirement for newly trained teachers as well as the CPD needs of those in the service, seem remote (Commonwealth, 2008). First, the tremendous upsurge in school enrolments since the 1990s following the declaration of Education for All (EFA) and the Millennium Development Goals (MDGs) and the adoption of the policy of Universal Basic Education (UBE) in the majority of African countries has created the need for more professionally qualified teachers. Enrolment in secondary education grew from 21 million in 1998 to over 26 million in 2003 (EFA 2006). As a result of the multiplier effect of expansion at the lower levels, secondary education enrolments are also witnessing progressive expansion over the years. The chances of teachers attending CPD courses have gone on reducing due to budgetary constraints in many countries. This has impacted negatively on teachers by reducing their involvement in CPD courses.

Secondly, apart from the fact that teacher' numbers are generally low and pupil teacher ratios too high in a large number of countries in the region, education systems also face the problem of inadequate teacher qualification and training.

The pupil teacher ratios in SSA are higher than in other parts of the world with seventeen countries having pupil teacher ratio of more than 30 pupils per class in secondary schools. The countries with 30 to 39 pupils per class are Chad, Congo, Kenya, Mozambique, South Africa and Zambia. The most crowded classes at secondary level are found in Nigeria with a teacher pupil ratio of 40.2, Malawi (45.6) and Eritrea (54.4) (Huebler, 2010). Qualified secondary school teachers are becoming a precious commodity. They tend to be the hardest segment for the teaching profession to attract, the most expensive to educate and the most difficult to retain (SEIA, 2007). The numbers of unqualified teachers tend to be much higher in secondary than in primary education (World Bank 2010). Substantial percentages of untrained and unqualified teachers dot schools within the region. UNESCO (2004) indicated that large proportions of teachers lack adequate academic qualification, training and mastery of content in developing countries. In addition, EFA (2006) indicated that more than 20 % of teachers lack training in more than half the countries in Sub-Saharan Africa (SSA). Many others need to have their skills upgraded and require additional professional training to enhance their careers (UNESCO 2004: EFA 2006; World Bank 2010).

Furthermore; there is the high turn over rates that are exacerbated by the increasing trends in the emigration of teachers to developed countries or other jobs in their countries due to poor working conditions. The natural attrition rates of secondary school teachers are highest, especially for male teachers and those in

high demand fields such as mathematics, science and technology. Policy makers in the education sector today face the problem of attracting able graduates to the teaching profession and retain them. The policy of increased decentralisation of teacher recruitment, deployment, development and management has not solved the problem of teacher deployment in areas of need. This has further been affected by interruption of hiring of teachers in response to structural adjustment programmes that lead to freezing of employment.

Many education ministries have poor planning policy for teacher supply and in some cases limited control. In SSA, there has been a problem of teacher distribution particularly with regard to attracting and retaining teachers in rural areas. However, the governments have instituted policy responses by providing financial assistance, hiring local teachers and providing choices for posting and selecting teachers likely to work in rural areas. In Kenya the policies involve teacher balancing and management, which is not a function of CPD. What CPD aims at is quality teachers' not adequate numbers of teachers. Comprehensive policies to attract and retain high quality teachers need to be designed taking into account the effective and dynamic integration of teacher professional development and career issues, teacher deployment policies, class size, monitoring and evaluation practices.

Reports also indicate that HIV/AIDS pandemic has taken its toll on professionally trained teaching workforce. An estimated 860,000 children lost their teachers to the pandemic in 1999 and an estimated 260,000 teachers could die of AIDS related illness over the next decade (UNICEF, 2000). It was therefore, evident that if Africa was to meet the challenges in the supply of adequate professionally trained teachers required to provide quality education for all children, then it must emphasize a shift in the conventional approaches to teacher training through CPD in order to reach larger audience.

The pre-service teacher education for secondary schools tend to be consecutive in that teachers are educated in the curriculum area or specialised discipline and then go on to receive some pedagogical training. The professional identity of the secondary school teacher is not constructed around teaching but rather, around their subjects of specialization. Instead of being trained to develop the new competence required to deal with today's students, secondary school teachers see their professional identity questioned and experience loss of control over their own professional practice. The solutions taken by the policy makers involve accelerated pre-service teacher training, thus reducing the duration and cost of training. Others include policies that permit recruitment of unemployed graduates with no formal teacher training; hiring graduates from teacher colleges and secondary school graduates on contract basis at lower monthly salary than regular teachers receive. In Guinea the pre-service course has been cut down to three

months in order to accelerate the training. Accelerated pre-service training has greatly reduced the cost of pre-service teacher education and has helped place more teachers in classroom in a relatively short time. The policy of upgrading of their professional status and a flexible pathway to teacher training without causing vacancies in the school system need to be created in order to cater for teachers in the schools (Anamuah-mensah, Erinoshos; 2008).

According to the World Bank simulations based on UNESCO statistics, SSA would need more than 1,361,000 new teachers between 2000 and 2015 (Schwille, 2007). As more countries feel they are reaching their Universal Primary Education (UPE) goals and begin expanding secondary education, the requirement for additional teachers would pressure on the already over-stretched system. Teachers already in the system need to be improved through CPD in order to provide quality education to their students as enrolments in secondary education continue to increase due to the expanded UPE witnessed in most SSA countries. The acute shortage of qualified teachers has been identified as one of the biggest challenges to the realization of EFA goals by 2015. The attractiveness of teaching as a career is in the long-term on decline, leading to difficulties in recruitment (UNESCO 2009). Despite the resulting need for an increased number of teachers, current teacher education models are often unable to cope with the demand of producing adequate supply of new teachers. Many countries are turning to the recruitment of untrained teachers, as a temporary measure but this

has become more persistent and widespread practice. When teachers are trained, the programmes do not necessarily equip them for the realities of the schools. Teacher educators may not be adequately trained and supported. Furthermore, there is absence of coherent policies on teacher professional training and development, insufficient standardization of accreditations, weak links between the pre-service and in-service training and lack of career paths for teachers.

2.4 Impact of Teacher CPD on Pupil Performance

The principle goal for any programme geared to teacher CPD is pupil performance. A study done by UNESCO (1998) noted that investments that improve teacher quality and increases student exposure to teachers are likely to have higher returns in schooling effectiveness. A study carried out in United States of America found out that the wide disparity in achievement between black and white students are entirely accounted for by the qualification of teachers (UNESCO, 1998). Any systematic effort to reduce school wastage should therefore include measures to enhance the skills and working conditions of the classroom teacher. Despite the fact that the above studies were conducted in developed countries, they are relevant to the current study by indicating that teacher involvement in CPD was important if pupil performance has to be improved.

A comparative study of twenty-one countries concluded that the qualification, length of experience, amount of education and verbal knowledge of teachers seem

to have a positive effect on pupil achievement (Fegerlind and Saha, 1983). Summing up the results of cross-national research Farrell (1995) concluded that the number of years of a teacher's schooling was positively correlated with student performance. Hence, a successful CPD course has noticeable impact on teachers' work, both in and out of classroom work, especially when considering that a significant number of teachers in the world are under- prepared for their professions (Villegas Reimer, 2003; Ball, 2000; Henning, 2000). The effects of teacher professional development on student learning has shown that the more professional knowledge teachers have, the higher the level of students achievement (Falk, 2001; McGinn and Borden, 1995). The above studies though relevant to the current study, are quite wide and do not give enough details as to how teachers would get involved and the types of models they should utilize to achieve their goals.

Evidence shows that professional development has an impact on teachers' belief and behaviours. The relationship between teachers' belief and their practices was dialectic moving back and forth between change in belief and change in classroom practices (Franke et.al.1998; Thompson 1992 in Nelson, 1999). Wood (2003) supported this statement with the results of a study in which groups of early childhood teachers in England were helped to collect data concerning their own theories of play and their relationship to practice. As a result, teachers changed their own theories of teaching or even both. Similar results were reported by

Kettle and Sellar (1996) in a study of student teachers in Australia. Kallstad and Olwen (1998) in a study involving Norwegian teachers found out that professional preparation and development have a large impact on defining teachers' goal for their students. These goals in turn affect the teacher behaviours in the classroom and school. The above studies are quite relevant to the current study because they indicate the activities that teachers have to be involved in their improvement of their professional skills. They have provided the insight of the types of models that can be used in the improvement of teachers such as groups and narratives.

A similar study by Cohen and Hill (1997) supported the strong relationship that links the improvement of teacher practices and increasing level of student achievement. This large study of mathematics teachers in California found out that teachers who participated in sustained curriculum based professional development reported changes in practice that were associated with significant student achievement. Supovitz and Turner (2000) reported that data from the United States of America National Science Foundation Teacher Enhancement Programme show that the degree of professional development to which teachers are exposed was strongly linked to both inquiries based teaching practices and investigative classroom culture. Supovitz, Mayer and Kahle (2000) in a separate study involving data collected in United States of America found out that as a result of teacher involvement in intensive professional development activities, teacher attitude, preparation and practices all showed strong, positive and

significant growth. These gains were sustained for several years following teacher involvement and would have great impact on student performance. Though the above researches were relevant to the present study, they were wide and never gave the reasons why teachers were quite successful in these projects. They provided the types of model that were used in those countries.

Gitonga (1997) on the study of absenteeism and its effect on pupil academic performance have found that there are school factors that discourage regular pupil attendance. These include excessive punishment from teachers, teacher-pupil conflict, excessive home works and poor teacher-parent relationship. This study has concluded that pupil performance would be affected by absenteeism. Teachers were, therefore, expected to have skills that would enable them to reduce the school wastage through absenteeism. This has also been supported by an earlier study done by Mueni (1984) and later by Muutu (1993) that attributed poor performance in national examinations to persistent absenteeism. To curb this problem, the authors have recommended that initial teacher training programmes should be linked to on going CPD as an effective way to reduce absenteeism and improve pupil performance. The three studies were relevant to the current study by indicating the factors that lead to poor performance. They have articulated the areas that need to be emphasized in CPD so that it would be successful.

Komu (1999) had argued that the poor performance experienced in Kenya Certificate of Primary Education in Lamu district could be attributed to lack of professional advancement and mobility. The author has complained that supervision of teachers is inadequate. As a result they have insufficient pedagogical orientation and lack professional advice that in turn affects the pupil performance. The author has recommended that teachers should be encouraged to improve their academic and professional knowledge without necessarily quitting their job. This could be done through study leaves and through parallel programmes. Those who attain higher qualifications should be motivated through salary increments and promotion. Although this study was carried out in primary schools, it has an implication to the current study. This was because the study has recommended the areas that emphasise for CPD should be instituted and support for teachers should be encouraged together with the policy aspects that need to be improved.

Njoroge (1998) had supported the above concern by Komu (1999) by arguing that teachers can change their methodologies so that they can identify and appreciate the abilities of pupils and hence be positive towards them. He found out that teachers had failed to encourage the students to improve on their performance as they had negative attitude towards them as a result of the poor performance. Apart from the attitude, Leposo (1998) had further argued that the poor performance was to be attributed to the academic and professional level of

teachers. He has found out that a teacher's professional and academic qualification has a significant influence on student performance. Therefore, there is need to improve the teacher's academic and professional training in order to improve on their pedagogy hence promoting student performance. The two studies had provided insight into the student performance in secondary schools in Kenya. Despite dwelling on performance on particular subjects, the studies had indicated that teacher CPD should involve their academic status and classroom aspects.

The studies by Njoroge (1998), Leposo (1998) and Wamitu (1997) had provided the evidence that in order to improve student performance in secondary schools, teachers need to be provided with pedagogical skills in their respective subjects that were more students centred. Making local CPD available to teachers in their respective schools would further enhance this. A study carried out by Makokha (1990) indicated that although there were Teacher Advisory Centres (TACs) and Learning Resource Centres (LRCs), there was still an acute shortage of resources for teaching the 8-4-4 subjects. Teachers were expected to get professional support from TACs and LRCs in form of resources since these facilities were intended to introduce the idea of resource-based learning. Mariene (1986) and Maringa (1988) had earlier supported the idea of resource-based learning. Their findings indicated that the centres were poorly equipped, managed and administered, and that they provided poor information services to the teachers.

The LRCs were supposed to offer information services to TACs in order to support them in serving the schools in their zones and the local community. Makokha (1990) had noted that LRCs were established with the aim of improving the quality of teachers. Through the use of a wide range of classified resource materials, the teachers were supposed to be equipped with the skills that would help them continue with pursuit of knowledge. The TACs were expected to play the role of improving the teachers' quality and help them fit comfortably in their classrooms.

Dioh (1988) in a brief study on innovative educational institutions in Kenya discussed the roles of LRCs in TTCs. He noted that the LRCs would be used to pool together a wide range of learning materials that promote independent learning through self-instruction. Ananda (1990) supported this by arguing that resource centres would provide an easy opportunity to access teaching materials and reference books. This study found that most TACs are not open throughout the week when teachers would assemble there for mutual consultations. Their locations do not allow them free access to the premises in the evening and on weekends. As such they are denied a forum where they could exchange ideas. The studies were quite relevant to the current study as they show that LRCs are important in enhancing CPD in the country, but there are major problems that are experienced in their use as resources for professional development that are relevant to the current study.

2.5 Indicators of Quality CPD Programmes

2.5.1 Personal Aspects

Professional development has always been an area of focus for research in teacher education (Calderhead & Robson, 1991; Day, Calderhead & Denicolo, 1993; Kagan, 1992). Different aspects of teacher professional development have been investigated by researchers such as the stages of development, mentorship, practical knowledge, teachers thinking and belief (Bullough & Baughman, 1993; Grossman, 1995; Valli and Agostinelli, 1993). Of the research in teacher professional development, Fuller's (1969) model of concerns has long been used to explain teachers' stages of development. In the model, Fuller (1969) theorized that teacher concerns can be classified into three distinct categories: "self concerns" which is centred around the individual's concern for their own survival related to their teacher preparation programme, including their teaching experience; "task concerns" which focus upon the duties that teachers must carry out within the school environment; and "impact concerns" which are related to one's ability to make a difference and be successful with his /her students and the teaching/learning process.

Related to the teachers' concern is their confidence to teach. Weinstein (1989, 1990) in the study of American pre-service teachers has found that they are unrealistically optimistic about teaching before teaching practice. Although they agree with the concern of experienced teachers on class discipline, they are

optimistic in handling class teaching and lay much value on teacher/ pupils' relationship. The study by Weinstein was confined to elementary school teachers. O'Connell's (1994) study indicated that the first year of teaching was not what the novice teachers expected and many of the previous beliefs and optimism had broken in the face of reality. Thus, the degree of readiness that pre-service teachers are prepared for teaching work are reflected from the confidence and optimistic view held by them before and after teaching practice. The above studies dwelt on elementary school teachers and they disclosed the concerns that pre-service teachers have and the reality that they face in the field. This provided an insight on what CPD activities should strive to achieve, which was important to the current study.

Professional development is a continuous process involving pre-service teacher preparation, induction and beginning teaching, and on going professional learning (Committee for the Review of Teaching and Teacher Education, 2003; Coolahan, 2002; Darling-Hammond and Sykes, 1999). The knowledge base on which a teaching career is based has deepened and calls for teachers to engage with CPD (Coolahan, 2002:13). The value of teachers engaging with professional standards as strategies for CPD that is controlled and directed by them was well supported (Darling-Hammond, 2001; Ingvarson, 2002a, 2002b; National reference Group for Teacher Standards, Quality and Professionalism, 2003). Thus, teachers who gain from the professional development are those who have a strong motivation to

learn about the theories of good teaching and want to integrate new learning with new action. This was very relevant to the current study in that motivation is an important aspect when teachers engage in CPD.

A study carried out by Eckert (2004) found that most of the teachers who had fewer years of experience in the field did not have a post-graduate degree. Scott, Stone, and Dinhan carried out a study of the career motivation and satisfaction of teachers and administrators in schools in four countries: Australia, New Zealand, England and the United States of America. They concluded that despite high satisfaction at the personal level of working directly with children, teachers rated their overall occupation satisfaction as low. This motivation can be enhanced where teachers receive benefits as part of their CPD and have access to prep time. The study by Eckert (2004) suggest that teachers tend towards more change when they are not required to use a particular curriculum, worked more hours in professional development when they had more paid professional development release time. Although the above studies were large scale they are relevant to the present study because they generally showed the particular aspects that a teacher would consider when deciding on a CPD programme they would like to be involved in. The use of release time and provision of incentives was an important aspect to the current study.

The motivation was further enhanced by the time available to teachers. It was generally accepted that teachers had a comparatively high workload (Timperley and Robinson, 2000; Pricewaterhouse Coopers, 2001). The extent to which lack of time result in lack of engagement in CPD varies between schools. While discussing why teachers do not undertake research, Hancock (2000) states that teachers working conditions militates against any activity that is not contributing to the hands on work with pupils. Later, Hancock continued his argument by focusing on the new skills teachers need to acquire if they are going to become successful researchers. He suggested that the new skills, creative energy and commitment to these new tasks were too much for many teachers. This was further supported by Kubow and Fossum (2003) while discussing teachers' roles and responsibility in America and Japan by citing a comparative study carried out in the University of Tokyo and Stanford. The Japanese survey assessed teachers' goals, time usage, roles and responsibilities and professional development activities. The American survey assessed organizational conditions, professional climate, teacher student relations and external support. The findings revealed that the Japanese teachers experienced a longer workweek, spending almost twenty hours more per week at school compared with their American counterparts. Moreover, they argued that the role of teachers in Japan was conceived of in broader terms as teachers assume a wider variety of school duties, share more responsibility in the school administration and planning, and fulfil a significant number of non-academic duties. Japanese teachers participated in more

professional development activities, both in and outside schools compared to their American counterparts. Even though the study by Kubow and Fossum was large scale and involved two different countries, it still was important in that it has highlighted the problems that teachers experience in their endeavour to participate in CPD that are critical to the current study. Furthermore, they had cited other responsibilities that teachers engage in and do interfere with their participation in CPD that were investigated.

The study by Eckert (2004) indicated that the level of confidence among teachers and belief in their own ability to engage with subjects geared to CPD may be an even more significant constrain on teachers. The self-confidence factor is more particularly frustrating when it prevented large numbers of teachers from engaging with accredited CPD, and yet one of the outcomes of accreditation was the increase in teacher confidence that results from successful attainment of an award. The degree of readiness that teachers were prepared to engage in CPD were reflected in the confidence and optimistic view held by them before the programme. There was some evidence that there is an imbalance between emphases placed upon the importance of teachers working towards professional goals as opposed to personal ones. The possibilities of teachers willing to engage in CPD programme that would allow them to develop interests that are more strongly personal or subject-oriented should not be ignored. Although the above-cited study shows that the self-confidence factor was a major problem affecting

teachers wishing to be involved in CPD, the current study has benefited in that it has indicated some of the reasons why teachers would enrol in accredited programmes.

Karugu and Kuria (1991) noted that providing of teaching guides and attendance to in-service courses by teachers was not enough. They need to feel that their welfare was catered for. In Kenya there were few schools that had houses for teachers. Those who do not live in their own houses have to look for accommodation in the nearest market place or town. Sometimes these places do not offer suitable conditions for health and security. Furthermore, they argued that the number of teachers who are promoted annually for having meritorious services to education was very small. Conditions for promotion of teachers should be reviewed so as to benefit a large percentage of teachers. Avalos (1991) and Dove (1985) supported this, arguing that low salaries and few opportunities for continuing professional advancement affected both teachers' morale and their status among other professionals as well as their teaching performance. Poor housing, isolation and lack of professional support by way of constructive supervision, teacher's guides and materials are other factors that are militating against teachers remaining in the teaching service. Ananda (1990) found out that teachers were assigned other duties. For instance games and sport were assigned to one teacher in most of the schools. There were many types of games and each required a teacher as a coach and supervisor. This kind of workload seen in the

allocation of subjects and extra curriculum activities does not allow effective performance of duties and even involvement in CPD.

The study by Andambi (1985) found out that some student teachers were not serious in their work and the colleges did little to make them work harder or change their mind about the teaching profession. He suggests that the MOE and teacher training institutions need to work together to find out the criteria for selecting students for the teaching profession. To solve the above problem, Ananda (1990) has argued that the role of the head teacher concerning CPD was to motivate the teachers, the pupils and parents to promote a lively spirit in school as well as foster excellence in performance work. He has to endeavour to be the best and most conscientious teacher in the school so that those who serve under him would follow his good example.

2.5.2 Contextual Aspects

Apart from the personal aspects, contextual factors are important in determining teacher involvement in CPD. A study done by Pang (2003) between Australian and Hong Kong schools found out that the ever-changing school environment poses challenges to principals in the two countries. The quality of school leadership was pivotal in bringing changes into the reality. It was only through CPD that principals would strive to enhance school leadership and professionalism. Despite that this study involved two countries that are economically more advanced than Kenya, it was relevant to the current study by

indicating that the ever changing school environment was posing challenges to school principals and that leadership of the schools was important in provision of CPD that the current study would investigate.

Success in CPD begins with registration. Pityana (2006) noted that teachers should receive counselling on choice of CPD programmes and the burden they put upon themselves. They should be carefully counselled about study load especially at the beginning of the courses. An assessment of their time and resources must be undertaken and on the basis of hours available to be devoted to study, advice can be given on an appropriate study load. They must also be counselled on the appropriateness of the courses they take with due regard to their previous study history and available assisting facilities. Once a teacher has been registered and properly counselled, the institution should then take responsibility for monitoring progress, application, undertake regular assessments, and the teacher should then complete the course programmes within a reasonable time. The above study was essential to the current study because it indicated the essential aspects that teacher need to be supported when involved in CPD programmes. These involved guidance on the courses in which they were supposed to enrol, their previous academic history, and frequent monitoring of the programmes to ensure that the teachers completed them in the appropriate time.

The study by Eckert (2004) noted that schools must work in concert to develop and maintain infrastructure that would ensure that teachers are appropriately and effectively prepared for roles and responsibilities that are becoming more complex and demanding. This requires a commitment of time and resources from the broad range of administrative and provider agencies and organization that have different but related responsibilities for teacher utilization, supervision and preparation. This was well illustrated in Japan, where the Ministry of Education requires newly employed public elementary teachers to complete a one-year internship designed to foster a teacher's practical competence. According to Shimahara (1992) the program consist of three elements: in-house, in-service education through mentor supervision, workshops and lectures created and delivered by local education centres and approximately ten days of summer workshops and retreats. The teachers are expected to learn a broad gammit of skills, knowledge and orientation to handle classroom management, teaching, lesson plan, student guidance, moral education, extra curriculum activities, home relations and teacher committee work. The above two studies had important bearing to the current study in that they had discussed the different ways in which teachers would be provided with CPD in their local set up. This has laid the base for mentorship, in house supervision and provision of infrastructure that could lead to effective CPD provision that the current study was interested in investigating.

This has been supported further by Miller (2001) study that the importance of individual professional development was related to the workplace. The importance of the school culture was stressed and the micro-political systems within the school were often ignored in the process of promoting professional development in educational institutions. It was important at the school level for the principals to have a vision of what was possible through the use of CPD. School principals were supposed to participate actively in professional development opportunities. They should highlight the efforts of teachers who attempt to use CPD sessions within their teaching staff.

A key factor may be the commitment of the principals and professional development coordinators to a culture of CPD. Soulsby and Swain (2003) reported that the impact of CPD was greatest where the head teacher takes a personal interest. Wood (2003) found out that a high take up of CPD opportunities in a case study where senior management seek to avoid a simple “off the shelf” continuing professional solutions, in favour of constantly evaluating individual and organizational needs. These were to be matched with an appropriately targeted range of CPD that suits both local and national context (Wood, 2003). A study conducted by Arthur, Marland, Pill and Rea (2005) found that schools had been helpful in providing release time to teachers in order for them to meet their external examiners. The above studies were important to the current study in that they had discussed the importance of school culture in enhancing of CPD. The

role of the principals in enhancing a culture of professional development has been cited as critical to the effective participation of teachers in CPD programmes.

In Kenya, Komu (1999) had lamented that supervision of teachers by head teachers and school inspectors leaves a lot to be desired. As a result, teachers receive insufficient pedagogical orientation and lack professional advice in their work. Further, she has argued that the desire to remain in the district and in the teaching profession was, however extrinsically motivated. She has argued that in Lamu district, land and inability to acquire any other job were the main reasons for teachers staying in the profession. She has lamented that absence of upward mobility, high teaching workload due to understaffing, lack of community and parental support, inadequate in-servicing and lack of learning facilities were the main demotivating factors.

Njoroge (1998) has supported the above argument by noting that untrained university graduates find it uncomfortable to stay in the teaching profession. This is because their terms of service were inferior to those of their counterparts trained as teachers. Therefore, they stay in the profession and at the same time they are looking for a better job. The two studies by Komu and Njoroge are relevant to the current study by indicating the reasons that would influence teachers' participation in CPD programmes. They have provided important insight by recommending teachers to be involved in CPD that would enhance pupil

achievements. However, the two studies were interested with performance of student in secondary schools.

2.6 Status of Secondary School Teacher CPD in Kenya.

The Kenyan government, in an attempt to ensure quality teaching in schools, has invested substantial amounts of financial and human resources directed towards CPD training programmes for secondary school teachers. CPD training for teachers has been delivered under a variety of titles such as refresher courses, orientation, updating, induction, crash and in-service programmes have been used (Olembo, Wanga and Karagu 1992; Wanzare and ward, 2010). The control, organisation and management of formal CPD programmes is primarily the responsibility of the inspectorate a department in the MOE. The inspectorate is responsible for initiating appropriate CPD programmes to make up for the shortcomings which the department detects in education.

However, little consideration has been given to developing services which would increase secondary school teacher commitment, interest, motivation and self fulfilment, make teachers feel secure and confident about themselves as professionals, and promote student learning through teacher performance. The current CPD programmes for teachers in Kenya are skewed to meet the needs of only a few experienced head teachers, and the programmes do not fully address the needs of the majority of Kenyan secondary school teachers, especially as they relate to classroom practices. In addition, the administrative and organisational

structure of the CPD programmes has not been clearly indicated. The organisation is at times haphazard and the time allowed for courses is sometimes inadequate. The policies fail to indicate when and how teachers should be involved in CPD in the country. This is further complicated by lack of detailed plan for CPD programmes. In most of the programmes there are no clear figures of cost, aims, projections and time schedules for the completion of programmes. Where the CPD programmes involve continuous training and retraining, there is lack of detailed long term planning. More over, the CPD programmes developed do not involve the analysis of the needs in the educational system as well as the professional needs of teachers. It is the teachers who have been demanding for the CPD programmes. Teachers are not given an opportunity to contribute to programmes which address their own CPD training needs.

Provision of CPD courses has been affected by various challenges. Among them financing has been the most serious problem. The effectiveness of the CPD programmes is seriously hampered by insufficient funds to run the courses. This is further affected by lack of rationally planned expenditure when the money is available (Olembo, Wanga and Karugu 1992). This has been affected by corruption where money is not used for the purpose it was intended. In other cases, the selection of the participants is not clear and some teachers have been involved more than others. Secondly, head teachers and teachers have very little input into the selection and design of the course content organised by the various

external agents involved in CPD training programmes. The involvement of teachers in identifying the priority areas for CPD is in some situations minimal. Thus, the courses do not address the needs of most participants. More over there is poor collaboration between institutions involved in CPD training programmes. Whereas the MOE provides in-service programmes through its agencies such as KIE, there is, unfortunately, no clear formal link or association between universities and the ministry in organising courses (Wanga1988). This is further affected by little emphasis being placed on school based, CPD training programmes.

Currently, CPD training activities are far removed from the schools. In other schools staff is wrongly employed; that is, staff are prepared for one field and deployed in another field especially in areas of shortages. The organisation of CPD education is at times haphazard and the time allowed for courses is sometimes inadequate. There have been courses that have been of one day durations. This leads to a rush through a mass of information, which would otherwise take a week or more to cover. In summary, CPD programmes for Kenya's secondary school teachers suffers from lack of clear government policy, ill defined objectives, inappropriate practices, little input from head teachers and teachers and inadequate evaluation and follow up.

2.7 Conclusion

This chapter has discussed at length the role of CPD to teacher professional development in the world and Kenya in particular. It leaves no room to doubt the

importance accorded to CPD in improving the quality of education. Several gaps have come out in the current review of literature that the current study intended to fill. First, the chapter has discussed at length the features of a good CPD activities have been articulated indicating the salient features that need to be included by CPD providers. Secondly, the different models that have been used in the world have been enumerated indicating the ones that can be applied in the school set up together with the pitfalls that are associated with them. The issues that are affecting provision of CPD in Africa have been highlighted. Therefore, the subsequent chapter discusses the methodology of the study to be followed in carrying out the current study on teacher involvement in CPD in Kenya and Kirinyaga District in particular.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter discusses in detail the basic methodological orientation that was utilized in this study. The chapter dealt with the research design, location of the study, sampling procedures and sample size together with tools that were used for data collection.

3.1 Research Design

The Vertical Case and Mixed Study approach research designs were used in the collection and analysis of the data. The concept of vertical case study strives to situate local (Micro) action and interpretation within the broader cultural, historical and political investigation. The vertical case study should be grounded in a principal site such as a school, a community, and institution or government ministry. It should attend to the ways in which historical trends, social structures and national and international forces shape local processes at the site. Understanding of the micro level is viewed to be a part and parcel of the larger (Macro) structure, forces and policies about which the researcher has to develop a full and thorough knowledge. Fundamental to the level perspective is the recognition that the micro phenomena are embedded in macro context that emerge through the interactions and dynamics of lower levels. The benefits of using this approach to the current study was that it helped to counter the tendency to view local knowledge as an add-on to the knowledge that counts by making comparison among micro and macro levels the centrepiece of research endeavours. It has the

potential to place local knowledge on a more equal footing with official, authoritative knowledge by analysing what “ought to be” based on policy pronouncement and cross national comparison as well as what was happening as recounted by local actors. It exposes the gaps between rhetoric and practice. Making full and thorough knowledge of the local context would facilitate making sense of the data by digging through layers of meaning at the micro level. In the current study the data on policies and trends of teacher CPD were collected through document analysis and interviews at the national level (Macro) and later compared with the practices at the local scene using schools in Kirinyaga District (Micro). The national policies on CPD stipulate what the teachers ought to pursue for their professional development while the practice at the local level indicated the interest of teachers.

The next approach that was used in the study was the mixed method. The concept of mixing different approaches probably originated in 1959 when Campbell and Fiske used multiple methods to study validity of psychological traits (Creswell 2003). This prompted others to mix approaches associated with field methods such as Focused Group Discussions and interviews (Qualitative) with the traditional survey (Quantitative). Recognizing that all methods have limitations, researchers felt that biases inherent in any single method could neutralize or cancel the biases of other methods. This approach involves collecting and analysing data both quantitatively and qualitatively in a single study.

Triangulation of data as a means for seeking convergence across qualitative and quantitative methods emerged the additional reasons for mixing. The reason why the current researcher has used the mixed method approach was to expand the understanding of teacher involvement in CPD in Kenya through exploration and explanation of the context in which the teachers operate. By employing a pragmatist lens the researcher was able to zoom into microscopic details within the school set up in Kirinyaga District or zoom out to the national policies, trends and practices on teacher CPD in Kenya. As such mixed method approach afforded the researcher an opportunity to combine the macro and micro levels of the study. Secondly, recently there has been growth of interest in mixed method approaches in researches expressed in books, journal articles and even funded projects. Therefore, the study on aspects of teacher CPD has an added advantage when it was conducted using the mixed method approach as it benefited from the data that was qualitative and even quantitative in the explanations obtained from interviews, focused group discussions, and questionnaires administered during the fieldwork. As such mixed method optimally involves the combination of methods that have complementary strengths and non-overlapping weaknesses (Creswell 2003). The researcher was able to comb into the data sets to understand its meaning and to use one method to verify findings stemming from the other method. In this study the researcher used concurrent procedures in order to provide comprehensive analysis of the research problem. The data was collected at the same time and data analysis occurred after the data had been collected.

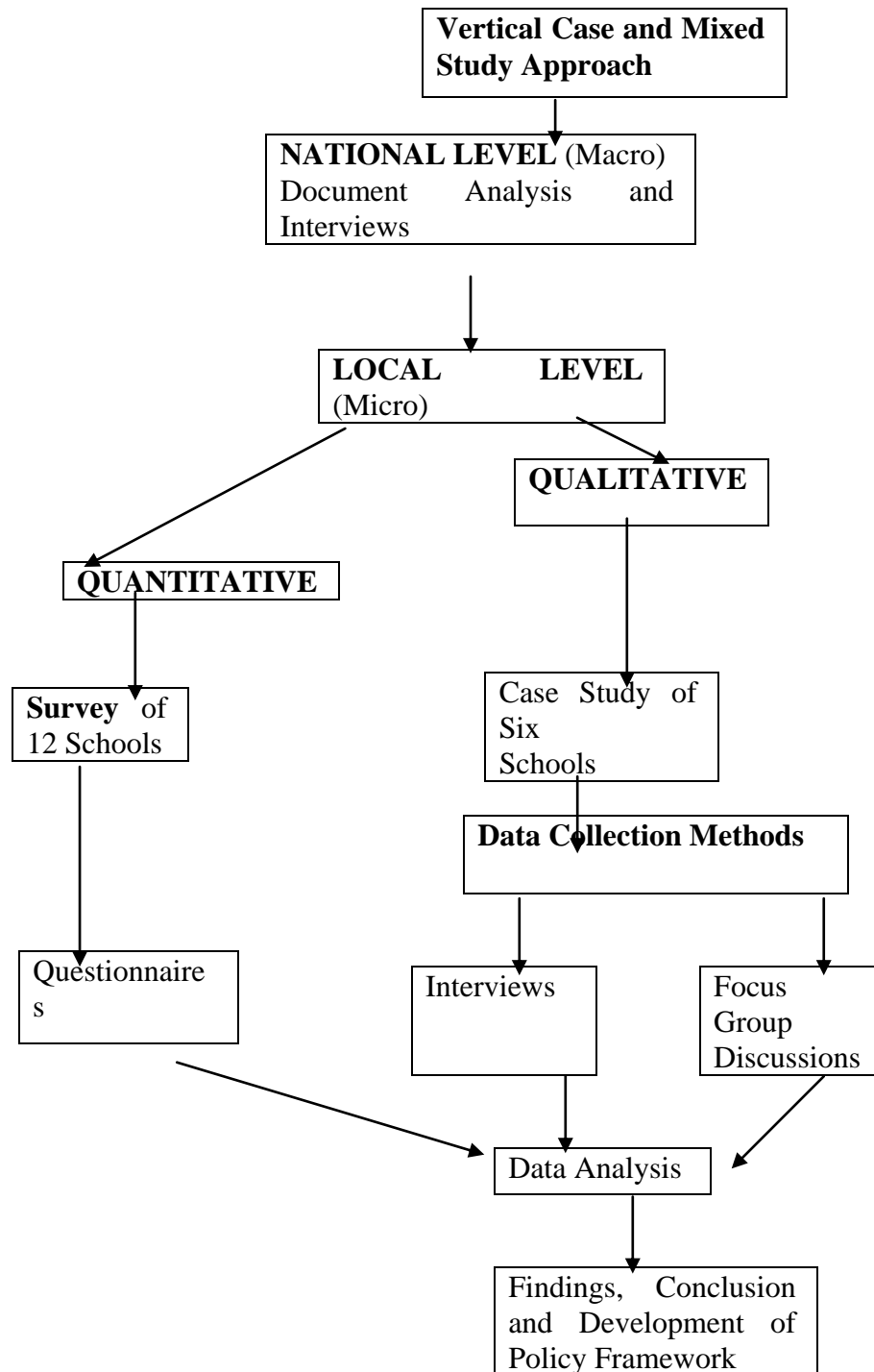
Integration occurred at the data analysis stage. The main challenges this form of research poses to the inquirer include extensive data collection and the intensive nature of analysing both text and numeric data.

In this study, the qualitative approach was the dominant design that was applied. In the qualitative design, a case study was preferred because it is concerned with the study of instance in action of secondary school teachers' involvement in CPD. A case study is intended to penetrate situations in ways that are not susceptible to numerical analysis. It can establish cause and effect; indeed one of its strengths is that it observes events in real life contexts, recognizing that context is a powerful determinant of both cause and effects. A distinguishing feature of case study was that human systems have a wholeness or integrity to them rather than being a loose connection of traits, necessitating in-depth investigations. This was because the whole is more than the sum of its parts (Sturman 1999). In addition, contexts are unique and dynamic; hence case study investigates and reports the complex dynamics and unfolding interactions of events, human relationships and other factors in a unique instance (Cohen & Morrison 2000). A case study strives to portray what it is like to be in a particular situation, to capture the close up reality and the thick descriptions of participant lived experiences of, thoughts about and feelings for a situation. Hence it is important for events and situations to speak for them rather than to be largely interpreted, evaluated or judged by the researcher.

Secondly, the main objective of this study by way of in-depth analysis was to illuminate the understanding of how secondary school teachers embrace CPD. For that matter, the case study design that the study utilized has the strength of finding out the avenues used by teachers to access CPD. Though the results of the study cannot be generalized within the national context, they provide important insight related to teacher CPD that can have impact to overall professional development in the country. This is because other districts in Kenya share some aspects found in Kirinyaga.

Thirdly, the present study was also interested in examining CPD among secondary school teachers as a process not as a final product. This process begins at the pre-service training of teachers and was expected to continue throughout the teachers' life by enrolling in activities geared to CPD. Thus, understanding what conditions influence teacher CPD requires research procedures that would enable the teachers to account for their own present realities through interviews and focused group discussions. Lastly, the underlying research approach that guided the fieldwork and data analysis for the study was Vertical case and mixed approach in orientation. Therefore, some quantitative data was utilized for the purpose of clarification and strengthening of qualitative data. The data was obtained through the questionnaires that had open and closed ended questions that helped in the exploration of the context of teacher CPD. The schematic presentation below shows the steps that were followed in the current study.

Figure 3.1: Study Design



3.2 Location of the Study -Kirinyaga District

The research work was carried out in Kirinyaga district that was purposefully sampled for the study. Kirinyaga district covers a total area of 1,478 square

kilometres, which is 11.2 percent and 0.3 percent of Central Province and Kenya's total area respectively. The district being one of the seven districts in Central province lies between 1,480 metres above sea level in the South to 6,899 metres above sea level at the peak of Mount Kenya, which is a volcanic mountain and lies to the Northern side of the district. Its presence in the district has greatly influenced the current landscape in the area (Report of the Republic of Kenya 2002). It borders Mbeere district to the South, Nyeri and Murang'a to the West and Embu district to the East.

The district has four divisions namely, Ndia, Central, Gichugu and Mwea. The largest division is Mwea, which is located in the southern side while the smallest division is Central, which is located almost at the centre of the district. The population density in this district has been increasing over the last forty years. The population density was 487 persons per square kilometre in 1999 and was expected to increase to 509 persons per kilometre square in 2002; 541 persons per kilometre square in 2006 and to 557 persons per square kilometre by 2008. Central division is the most densely populated with 714 persons per kilometre square followed by Gichugu with 554 persons per kilometre square while the least densely populated division is Mwea with 257 persons per kilometre square (Ibid.). Central division was characterized by urban type of settlement and an evenly distributed pattern in its periphery. The high population could be attributed to the influx of people who migrate from the rural to urban areas where the district

headquarters' is located for the purpose of conducting business and seeking employment. Mwea division, on the other hand, has scattered homestead with high concentration of villages in the rice-growing scheme leaving large tracts of land for rice growing.

Although all the divisions are affected by poverty, Mwea Division is the worst hit. High poverty prevalence in Mwea Division was attributed to its location in the lower parts of the district, an area that was characterized by semi arid conditions and the land tenure system that renders many people landless particularly in the rice growing areas. High school dropouts, low school enrolment, malnutrition and low access to social amenities evidence the high rate of poverty in the division. The other divisions though endowed with fertile soils and favourable climate have been affected by marketing problem of the cash crops produced in these areas.

The selection of this research site was due to a number of considerations. First, the community that inhabits the area is made up of mostly rural farmers with a fairly fragile economic base. This is thought to affect, not only their ability to meet educational expenses but also the motivation to engage and invest in CPD courses as compared to other more immediate social needs. However, even when communities are economically able, motivations to engage in CPD courses are determined by their perceived relevance to their daily existence and the aspirations they have for improving their professional skills. These backgrounds

are important in shaping the route that secondary school teachers would follow in accessing CPD courses by triggering their expectation for professional and career development. The above factors, coupled with consideration of time, fieldwork costs and accessibility to the research sites made the choice of Kirinyaga, logistically convenient for carrying out this study.

3.3 Target Population

The population for this study was 6,485 public secondary schools in the country, with a teacher population of about 40,000. In 2007 they constituted 88.1 percent of the total school (Kenya, 2008). The target population for the study was 92 public secondary schools in Kirinyaga district with a total population of about 2000 teachers.

3.4 Sample Size

The vertical case mixed method was used to get the sample size in this study. At the national level (Macro) educational officials at the MOE headquarters were sampled using the non-probability sampling technique of snow balling so as to include officials that deal with teacher CPD. After interviewing the first officer the researcher was introduced to other officers that deal with teacher professional development. In this respect three officers were interviewed to give their comments about teacher CPD in secondary schools. This was followed by getting a research assistant at MOE headquarters in order to collect statistics of teachers that had been involved in CPD together with the providers. At the TSC

headquarters, one research assistant was assigned the work of collecting statistics that deal with teacher CPD so that the trends could be established of how teachers had reported back after completing their courses. Secondly, at the local level (Micro) twelve schools were selected from Kirinyaga District from the targeted population. In this case, stratified random sampling was used to get four provincial boarding schools, four district boarding schools and four district day schools. In total twelve schools were involved in this study. The stratified random sampling of schools was guided by the criteria of whether the classification of schools does determine secondary school teachers' involvement in CPD. This was related to other factors that would influence the teachers so as to be motivated to engage in CPD.

3.5 Sampling Techniques

3.5.1 Schools

In selection of the schools in Kirinyaga District, stratified random sampling was used. Stratified sampling involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics. A stratified random sample is useful in blending of randomisation and categorization thereby enabling both quantitative and qualitative piece of research to be undertaken (Cohen, Manion & Morrison 2000). In the current study the researcher had a list of schools in the district and selected the schools according to their classification as provincial, district boarding or district day schools. In each category, the researcher purposively selected one type of school so that the required

information from each category could be obtained. This was important in finding out whether the type of school does influence teacher participation in CPD.

3.5.2 Teachers

From the sampled schools, the researcher chose thirty percent to decide the proportion of teachers to be involved in each school. This is because thirty percent of the sample is statistically significant and agreed upon in the social sciences as an appropriate sample that can be used to generalize to a larger sample. From the thirty percent determined by the researcher in each school, purposive sampling was used to select teachers from each school, sampled using the teachers' register.

In purposive sampling, the researcher handpicks the cases to be included in the sample on the basis of their judgement of their typicality by building up a sample that is satisfactory to their specific need. This helped to get the required information compared to when they were randomly sampled. In this case, the researcher selected teachers who had never participated, those currently participating and those who had completed their CPD. The selection helped to investigate the reasons why teachers do not get involved and for the category involved in CPD the reasons that propelled them to be involved. All the head teachers of the sampled schools were purposively sampled in line with the case study procedures that encourage the concentration on samples with almost similar characteristics to gain in-depth information by use of different sources and methods. They were interviewed to find out the kind of support that they provided

to teachers interested in CPD. Table 1 indicates the category of schools and number of teachers sampled in the district.

Table number 3.1: Schools and Numbers of Teacher Sampled

Schools	Category of School	Total Teacher Number	Sampled Teachers	Quest Coll	FGD		Interviews Conducted
					M	F	
Mutira Girls	Provincial	64	36	15	4	5	9
Kamuiru	Provincial	42	25	13	3	2	7
Kerugoya Boys,	Provincial	58	28	10	2	2	6
Kianyaga	Provincial	55	20	10			
Kiranja	District boarding	23	17	6	3	2	6
Karia	District boarding	16	7	5			
Kutus	District boarding	13	4	5			
Kagumo Girls	District boarding	22	8	8			
Thaita	District day	9	7	7	3		3
Mutuma	District day	10	7	5	4		3
Kiaritha	District day	11	5	5	1		
Karaini	District day	11	5	5			
Total		334	132	94	33		34

Key: Quest –Questionnaire Coll-Collected FGD- Focus group discussions

M-Male F -Female

3.5.3 Education Officers

The Education officers at the MOE headquarters were selected in a snow balling manner in order to provide information on the national policies and practices on CPD at the national (Macro) level. In addition, research assistants were consulted

to provide information on the national statistics of teachers' involvement in CPD together with the providers of teachers CPD in the country. Another one was consulted to collect statistics of teachers that had completed various programmes dealing with CPD at TSC headquarters. At the Micro level the Education Officers that were involved in the sample for the study were those who were working in Kirinyaga District Headquarters and interacted with teachers frequently. In the case of secondary schools, the school inspectors were purposively sampled for in-depth interview. Ideally they are expected to provide assistance to teachers in case they wanted to be involved in CPD. In addition, the TSC District Human Resource officer highlighted the policies and practices that govern teacher CPD at the district level as applied from the national level.

3.6 Instruments for Data Collection

The study utilized four research instruments (questionnaires, interviews schedules, focused group discussions, and document analysis) in data collection. This was necessary since the use of a single method or instrument may provide a limited view of the complexity of the social phenomenon under study. Thus, a holistic picture on the social phenomenon may not be presented by a single method but by relying on a variety of instruments that would enrich the depth and accuracy of the data collected. This is because each method or instrument has its own limitation that could be minimized by use of more than one method. The study on CPD among secondary school teachers would elicit varied views from the teachers. Given this fact, the use of varied instruments to collect data on the

same issue from the informants was a step towards clarifying and validating the information obtained.

3.6.1 Questionnaires

Questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint on social, educational and psychological topics (Orodho 2005). It is sent or given to individuals or a group of individuals with the objective of obtaining data with regard to a problem under investigation. In this study of CPD of secondary school teachers, questionnaires were administered to teachers in the sampled and selected schools to fill. The questions used were both open-ended and closed ended. The instrument had the advantage of reaching many people with minimal cost. Since the respondents were literate, this instrument had an added advantage to this study, as it was able to elicit a lot of information. The respondent's responses were expected to give an insight into his/her feelings, background, hidden motivation, interest and decisions. When using open-ended questions they could stimulate a person to think about his/her feelings or motives and to express what he/she considers to be most important. The questionnaire (Appendix 1) was divided into three sections. The first section dealt with teachers' bio data such as qualification, teaching experience, age, marital status and their gender. The second part dealt with those teachers already involved in CPD. In this section the researcher was interested in sources of funding, the problems they face and their support from the immediate schools where they are stationed. The third part dealt with teachers' perception of CPD.

The questionnaires were administered personally in order to increase their return rates. A total of ninety-four questionnaires were collected after administering one hundred and sixty to teachers in the sampled schools. The researcher read through the responses and formulated some of the questions that were included in the focused group discussions. A second form of national base line questionnaire was given to a research assistant in TSC (Appendix VI) to fill the data of the teachers involved and have completed their courses dealing with CPD. Another template was given to a research assistant in the MOE headquarters (Appendix VIII) to fill on the characteristics of providers of CPD in the country. This helped in the establishment of the trends and characteristics of the providers of CPD in the country. The two instruments helped in providing quantitative and qualitative data in this study.

3.6.2 Focus Group Discussions (FGD)

The Focus Group Discussions (FGDs) was conducted with teachers in the sampled schools. The FGDs are used to generate information from the groups that usually meet for a common purpose. They are important where a group of people have been working together for some time or for a common purpose, or where it is seen as important that everyone concerned was aware of what others in the group are saying. The FGD is a special type of group interview in terms of its purpose, size, composition and even procedures. It was used to generate information from a natural group that usually meets for a common purpose. The criteria to be used was that the researcher ensured that teachers already in or had been involved in

CPD were included in the FGD together with those who had not been involved in any way. It was ensured that young and old, male and female teachers were involved in the FGDs. This was important in indicating whether age and gender factors could determine the type of CPD that teachers would be involved.

The optimal size of the FGDs was four to eight teachers as this ensured that all the individual participants had enough time to speak. In the FGDs the teachers sat in a circle so as to make the situation more informal, so that all of them could feel to be equal in that setting. The researcher acted as a moderator and steered the group to the required information. FGDs had the advantage of generating a wide range of ideas on a particular subject. They produce a lot of information quickly, often more quickly and at less cost than individual interviews. They are good for identifying and exploring ideas or opinions in a community. They give the opportunity to discuss issues and provide important information that greatly enriches the information from other sources. In this case (Appendix II), the teachers were in a position to discuss the kind of support they were provided with in the schools as they engaged in CPD. The role-played by the peers in encouraging and supporting them as they pursued their courses were investigated together with their understanding of the policies that guided them in CPD. Nevertheless, the FGDs found out the areas of concern that teachers perceived to be important for their CPD. The teachers were expected to reach a consensus as to what they perceived to be the major problems that they faced in their endeavour to

improve their professional status through CPD. A total of six FGDs were conducted at least one from each of the six schools chosen for the case studies. Lastly, the FGDs were used to triangulate with other methods like interviews and questionnaires so that the reliability and validity of the responses could be improved.

3.6.3 Interviews

The use of interview in research marks a move away from seeing human subjects as simply manipulability and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations (Cohen, Manion & Morrison, 2000). An interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data. It involves the gathering of data through direct verbal interaction between individuals. One advantage of interviews is that it allows for greater depth of data collection and has a higher response rate because respondents are more involved and motivated and know more about the research problem than was on the covering letter. Interviews enabled participants to discuss their interpretations of the world in which they lived and to express how they regard situations from their own point of view. In this sense, the interview was not simply concerned with collecting data about life: it is part of life itself; its human embeddedness was inescapable (Ibid). A total of thirty-four teachers were interviewed in the six schools chosen for the case study.

The teachers interview guide (Appendix III) in this study was interested in finding out teachers' awareness of the policies dealing with CPD. The factors that influenced their engagement together with the problems that they faced in their endeavour to pursue CPD were included. In addition, the schedule dealt with the support that teachers get from their peers, school administration and MOE as they engage in CPD together with the availability of facilities that they could use in their local set ups. Secondly, Appendix IV was an interview guide for the Education Officers (Inspectors) in the district. The aim of this guide was to find out the kind of support that teachers were provided with by the Education Officers in their pursuit of CPD. The method that the MOE uses to evaluate the progress of the teachers in various programmes and the kind of motivation that was given to teachers was investigated. The number of teachers involved in CPD and the suggestions of how to improve CPD programmes was an important aspect of this guide. The guide was administered to education officers personally in their offices after booking an appointment with them. Lastly, Appendix V was an interview guide for head teachers. It aimed at finding out the opinion of head teachers towards their colleagues involved in CPD. The kind of support that they provided types of programmes they expected teachers to be enrolled and the time when they expected teachers to be involved in CPD was an important aspect of this guide. Appointments were booked with the head teachers in order to give a date when the interview was to be conducted during the school visit. In the current

study, interviews played an important part in understanding the perception held by teachers in Kirinyaga District. This enabled the researcher to further probe the points that were not clear and also validate other methods of data collection that were used in the current study. The interview schedule for education officers at the MOE headquarters sought to find out about the policies and support that teachers are given in order to pursue CPD. It was important in finding out whether there are differences with what was proposed at the national level and what was done at the school level.

3.6.4 Document Analysis

The researcher purposively sampled the policy document that had information on CPD. They involved printed and electronic documents that had the required information on policies dealing with CPD in secondary education in the country. The data was paraphrased and recorded starting with the earliest and following it up to the latest document to be published. The data was collected, recorded and grouped according to similar theme. It was then presented in form of excerpts that detailed what a particular policy indicated in relation to a particular theme. In addition, the two research assistants in the MOE and TSC headquarters collected statistics of teachers involved and had completed CPD programmes in the country from the official records. The data collected from TSC was analysed quantitatively and presented in form of tables, while the one from the MOE provided qualitative and Quantitative data that was presented in form of words

and tables. This provided the trends and providers of CPD at the MOE. This approach tied well with the Macro- Micro orientation of the vertical case study where a broad picture of schools provided depth in terms of qualitative descriptions. The following Documents were sampled and used in the current study.

1. KIE (2009) Kenya Institute of Education (On line) retrieved on October 29th 2009 from [Http://www.kie.ac.ke/index.php/about.kie/kie-functions.html](http://www.kie.ac.ke/index.php/about.kie/kie-functions.html).
2. KISE (2009) Kenya Institute of Special Education (On line) Retrieved on October 29th 2009 [Http://www.education.go.ke/specialeducation.php](http://www.education.go.ke/specialeducation.php)
3. Report of the Republic of Kenya, (1964) *Kenya Education Commission Report*, Nairobi, Government printer.
4. Report of the Republic of Kenya, (1977) *Report of the national committee on objectives and policies*, Nairobi, Government printer
5. Report of the Republic of Kenya, (1988) *Report on presidential working party on education and manpower for next decade and beyond*, Nairobi, Government printer.
6. Report of the Republic of Kenya, (2006) *Transformation of Higher Education and Training in Kenya to Secure Kenya's Development in the Knowledge Economy, Report of The Public Universities Inspection Board*, Nairobi, Government printer.
7. Report of the Republic of Kenya, (1998) *Master plan on Education and Training 1997-2010*, Nairobi, Government printer.
8. Report of the Republic of Kenya, (1999) *Total Integrated Quality Education and Training for Unity, Equity and Development*, Nairobi, Government printer.
9. KNEC (2009) Kenya national Examination Council, (On line) Retrieved on October 29th 2009

from [Http://www.exams.council.org.ke/index.php?Options=comcontent&task=view&aid=46/itemid=68](http://www.exams.council.org.ke/index.php?Options=comcontent&task=view&aid=46/itemid=68)

10. MOEST (2005a) A Policy Framework for Education, Training and Research, Meeting the challenges of education, training and research in Kenya: Sessional paper no.1 of 2005, Nairobi, Government printer.
11. _____(2005b) Kenya Education Sector Support Programme 2005-2010: Delivering quality education and training to all Kenyans, Nairobi, Government printer.
12. _____(2001) Education for All: A national handbook on EFA 2000 and beyond, Nairobi, Government Printer.
13. Official records from TSC
14. Official records from the MOE

3.7 Pilot Study

The researcher selected one school and used it for pilot study in the district. He administered the questionnaire; conducted interviews, and conducted Focused Group Discussion in the selected school.

3.7.1 Validity

In ensuring validity of the questionnaires, focused group discussion and interview items, the researcher used triangulation (more than one method of data collection) to ascertain the correctness of the information got from one instrument. This helped to explain more fully the richness and complexity of human behaviour by studying it from more than one perspective. Selecting an appropriate methodology and sample sizes to answer the research questions further enhanced this. In devising of appropriate instruments the researcher ensured readability levels were

appropriate, avoided any ambiguity of the instruments terms and questions, by use of an instruments that was able to capture the complexity of teacher CPD. The researcher avoided high dropout rates of the respondents by building on the motivation of the respondents. This was done by tailoring of the instrument to the concentration span of the respondents and addressing other situational factors like noise, distraction and threats that may affect them. In addition, the researcher addressed the factors concerning his attitude, gender, age, personality, comments and replies, questioning techniques, behaviour styles and non-verbal communication so that they could not bring any bias to the research study. Improving the rapport between the researcher (Interviewer) and the teachers (interviewees) was enhanced. Lastly, panels of judges competent in the area of teacher CPD were requested to assess the relevance of the content used in the instruments developed. They examined the instruments individually and provided feedback to the researcher. Their recommendations were incorporated in the final instrument that was used in the study. Piloting the instruments so that their content, wording and length could be refined so as to be appropriate for the samples being targeted further enhance this.

3.7.2 Reliability

In calculation of the reliability coefficient the researcher used Cronbach Coefficient Alpha that determined how items in the research instruments correlate among themselves. Cronbach's Alpha is a general form of the Kuder-Richardson (K-R) 20 formula. The use of K-R 20 formula in assessing internal consistency of an instrument is based on the split-half reliability of data from all possible halves

of the instrument. The advantage of this method is that K-R 20 formula reduces the time required to compute a reliability coefficient in other methods and its application results in a more conservative estimate of reliability. In application of K-R 20 formula, a high coefficient (above 0.75) implies that items correlate highly among themselves; in fact, there was consistency among the items in measuring the concept of interest. This formula was appropriate for this study because the items that were used were structured items that had several possible answers each of which may be given a different weight. To overcome inconsistency in the inference made, it was desirable to underestimate reliability of the instrument than to overestimate it (Orodho, 2005; Mugenda and Mugenda, 2003). In addition, the researcher minimized interviewer and interviewee fatigue and biasness that could have affected the reliability of the instruments used.

The K-R 20 formula to be used in this study is as follows:

$$K-R\ 20 = \frac{K(S^2 - \sum s^2)}{S^2(K-1)}$$

$$S^2(K-1)$$

Where K-R 20 =Reliability coefficient of internal consistency

K =Number of items used to measure the concept

\sum =Summation

S²= Variance of all scores

s² =Variance of individual items

The calculated K-R 20 was found to be 0.7983.This indicates that the items highly correlate with each other and therefore could measure the concepts of interest.

3.8 Data Analysis

The data collected was analysed qualitatively though some quantitative data was used for clarification purpose. First, the data was organized and prepared for analysis through coding of schools and teachers involved. The schools were coded as 01P refers to school number one and a provincial school while a teacher in the same school would carry the code 01P01MI referring to a male teacher in the same school involved in the interview.

Other codes used involved 01B01FI and 01D01MF referring to a boarding district school number one and a female teacher number one involved in interviews and school number one in district day school and a male teacher involved in Focus group discussion respectively. This was followed by transcription of the interviews and FGDs, sorting of the questionnaires and arranging the data into different categories depending on the source of the information. The researcher read through all the data in order to obtain a general sense of the information and to reflect on its overall meaning. This helped the researcher to know the general ideas of the participants in relation to their overall depth, credibility and use of information.

Organizing of the data into categories before bringing meaning into them followed this. It involved taking text messages into categories and labelling them with a term based in the actual language of the participant. The researcher read all

the transcriptions carefully and jotted down some ideas as they came to mind in order to get a sense of the whole. He used to pick one document (interview or FGD) the most interesting one, the shortest, and the one on top of the pile. He was going through it and tried to find out what it was about. He thought about the information by understanding the underlying meaning and wrote thoughts in the margin.

When the researcher completed this task for several informants, he made a list of all topics. He clustered together similar topics. He formed those topics into column that were arrayed as major topics, unique topics and left over. He abbreviated the topics as codes and wrote the codes next to the appropriate segment of the text. As he continued with the preliminary organization he found out whether new categories and codes were emerging. He found the most descriptive wording for the topics and turned them into categories. He looked for ways of reducing the total list of categories by grouping topics that relate to each other. He drew lines between the categories to show interrelationship. Lastly, he made a final decision on the abbreviation for each category and alphabetises those codes. The data was assembled according to each category and then performed a preliminary analysis. If necessary, the existing data was recorded.

This was followed by a description of the setting of people as well as categories or themes for analysis. Description involved a detailed rendering of information

about people, places or events in a setting. The researcher generated codes for this description. The coding helped to generate small numbers of themes that appeared as major findings. The researcher used a narrative passage to convey the findings of the analysis. He used detailed discussions of several themes (complete with sub themes, specific illustrations, multiple perspectives from individuals and quotations) or discussions with interconnecting themes.

The analysis was useful in designing a detailed description for the Vertical case mixed approach. Boxes were used where necessary as they convey descriptive information used in this study. Lastly, making an interpretation of the data followed this. This helped the researcher to confirm past information or to diverge from it and develop a guiding framework that could be used in teacher CPD in Kenya. The descriptive statistic like the mean, percentages, and frequencies were used to clarify the qualitative data collected. This helped to show the similarities and differences in each category involved.

In the analysis of the quantitative data, Scientific Package for Social Sciences (SPSS) computer package was used. SPSS was important in coding the information such that it could be used to get quantitative data that could be used to develop tables, pie charts, and percentages. The package was expected to assist the researcher in analysing the data quickly and be in line with the current trends in the world where computers are being used in research works.

3.9 Ethical Considerations

The researcher obtained permission to carry out the research from the relevant authorities. Consent was obtained from the permanent secretary in the MOE so that data could be collected from TSC, MOE headquarters and in the schools in the sampled district. This was followed by a visit to the District Education officer (DEO) who gave permission to visit the schools.

Further permission was sought from individual head teachers in the sampled schools to interview, administer questionnaires and conduct FGDs. The right for teachers and education officers to participate voluntarily and the right to withdraw at any time were granted. Protecting their privacy by ensuring that the information they conveyed was confidential was communicated to them further enhanced this. Their particulars such as names and roles were disassociated from the responses during the coding and recording process. Schools were respected and during data collection there were minimal disturbances and disruptions by ensuring that teachers participated when they were not involved in teaching. Lastly, the researcher provided an accurate account of the information and acknowledged all the participants that were involved in the study in the final report.

3.10 Conclusion

Chapter three has outlined the research procedures followed to obtain and analyse data on teacher CPD in secondary schools in Kenya by analysing the policies,

trends and practices in relation to Kirinyaga District. The next chapter will present data analysis on teacher CPD by describing the policies, trends and providers of CPD and the practices as indicated by the salient features in Kirinyaga District.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF THE DATA

4.0 Introduction

This chapter presents analysis and interprets the data gathered in this study. The following research questions were addressed:

- i) What policies regulate teachers CPD in secondary school in Kenya?
- ii) Who provides CPD for secondary school teachers in Kenya?
- iii) What are the salient features that are influencing teachers to engage in CPD in Kirinyaga District?

- iv) What are the critical components of a policy framework that would provide alternative practices that could facilitate teacher CPD within Kenyan secondary schools?

4.1 Policies and Trends of Teacher Continuing Professional Development in Kenya

This section presents data related to policies and trends that have been dominant in CPD for secondary school teacher education in Kenya. The data reported was collected through document analysis of the policy documents and quantitative data related to aspects of CPD for secondary schools obtained from the MOE and related agencies such as the TSC dealing with teacher education and deployment in Kenya. The main question that this section intended to answer was: **What policies regulate teacher CPD in secondary school in Kenya?**

4.1.1 Historical Evolution and Policy Development of Teacher CPD in Kenya

The policy of consolidating the education system under the government after the attainment of independence was followed with regard to the teaching force. This entailed instituting a new legal framework for teacher education and terms and conditions of employment. The 1967 Teacher Service Commission Act and the 1968 Education Act streamlined the colonial education system in which a central government delegated to a variety of bodies responsibilities for teacher training, supervision and remuneration of teachers in public institutions.

After attainment of independence, secondary schools depended on expatriate teachers supplied through the bilateral technical assistance in the years between 1964 and 1970. This was because there were a very small number of graduate and non-graduate local teachers. The rapid expansion of Harambee schools led to a rising demand for trained teachers. The training of non-graduate secondary school teachers became an obvious means of meeting this increased teacher demand (Otiende, Wamahu & Karugu 1992). Since the inception of S1 teacher training in 1963, the facilities at the former Central Teacher Training College (Now KIE) had been inadequate. In 1965 the college was moved to Kenyatta College and began pre-service training for S1 teachers for the arts and sciences in secondary schools. To boost the number of science teachers, in 1966 the Kenyan government signed a ten-year contract with the Government of Sweden to establish a non-graduate teacher course at Kenya Science Teachers College (KSTC). Teachers for technical and commercial subjects in secondary schools were trained at the Kenya Polytechnic and at the former Kenyatta College. KSTC also trained teachers for industrial arts in secondary schools. To ensure teachers for agricultural education, Egerton Agricultural College embarked on training non-graduate teachers for secondary schools. Other development for non-graduate teachers took place in the 1970s. The Kenya Technical Training College (KTTC) was established in 1977 to train technical diploma teachers. In the early 1980s, when it became clear that the number of non-graduate diploma teachers in the humanities, languages, art and music was wanting, Siriba, Kagumo and Kisii Teacher Training Colleges were

elevated to train diploma teachers. Moi Science Teachers College at Eldoret was founded to boost the endeavours of KSTC and KTTC as well as train teachers in agriculture and home science (Bogonko1992).

On the other hand, there was a small number of graduate teachers in Kenyan schools. This was aggravated by the public service that absorbed most of the graduates from the teaching profession immediately after independence. In 1966 the government noticed the problem and introduced a system of tied bursaries that bonded recipients of university education to teach for at least three years after the completion of their studies. In 1968 the government also directed that 50 percent of all art undergraduate students and 33 percent of those in the sciences under its sponsorship to the university of East Africa include a professional education element in their courses. In the same year University College Nairobi started a department of education to help train Bachelor of Arts (B.A) and Bachelor of Science (B.SC) students towards the attainment of a Post Graduate Diploma of Education (PGDE). The B.A and B.SC with education were discontinued locally and from 1972 B.ED degree was started at both Nairobi University and its constituent Kenyatta University College. In the early 1970s the production of graduate teachers was accelerated in Nairobi University. The external degree programme was started to serve teachers and other Kenyans employed who would otherwise not had been able to enrol for university education on a full-time basis.

With Kenyatta College becoming a constituent college of University of Nairobi in 1972, more places offering teaching qualification became available. The transfer in 1978 of the Faculty of Education from Nairobi's main campus to Kenyatta University College, the latter concentrated on secondary teacher education.

Between 1963 and 1980s the secondary sub-sector witnessed rapid quantitative growth. This was as a result of the nationalist struggle for independence and the need to develop middle and high-level manpower to replace the departing expatriates. Secondary education was viewed to be important due to the high social demand as the gateway to high status positions in the economy. In this sense, secondary education has several objectives that any teacher CPD is expected to fulfil. As stated by Report of the Republic of Kenya (1988) (Kamunge report);

“Secondary education was expected to provide for an all round, mental, moral and spiritual development to the students. This would in turn provide the students with relevant skills that would positively contribute to the development of the society. This would help in attaining a balanced development in cognitive (knowledge), psychological (Manipulative and practical), affective (attitude and values) and skill. This was expected to lay a firm foundation for further education, training and work together with the acquisition of positive attitudes and values that would lead to development of the society.

Another major policy shift in secondary teacher education involved the introduction of the 8-4-4 system by the Mackay report of 1981. Initially the B.Ed programme used to take three years, but after 1991 it took four years. Other public universities such as Moi and Egerton have followed suit and admitted B.ED

students. All subsequent public universities have replicated these programmes. Moreover, the trend in private universities is to provide B.ED programmes to their students together with CPD programmes to teachers in secondary schools.

4.1.2 Policy Debate on Pre-Service Training of Secondary School

Teachers

The debate on the review of Bachelor of Education (B.ED) programme has continued over time. The original B.ED programme required the prospective teacher to do undergraduate course and then follow it up with a PGDE. This was terminated in 1972 and the new form of B.ED required the student teacher to undertake methodology courses together with the subject content (Bogonko 1992). The Report of the Republic of Kenya (1977) reiterated that the B.ED graduates were experiencing problems in secondary schools due to lack of adequate subject content. This has further been attributed to lack of interest in teaching among the candidates admitted to study the programme. The Report of Republic of Kenya (2006) has further reiterated that the graduate teachers from public universities do not have the expected depth in content of their teaching subjects and are not well-grounded on teaching methodology. Many education stakeholders have indicated that graduate teachers are inadequate because there was not enough time to cover their teaching subjects in proper depth and breadth. The length and management of teaching practice component were also challenged. The shared feeling was that supervision was inadequate and available

expertise at the school level was not used during teaching practice. The production of inadequately prepared graduate teachers was perceived as a reflection of poor quality teaching and preparation at the university level. The Report of the Republic of Kenya (1977) recommended:

“The review of the bachelor of education degree and agitated for increased time in classroom teaching practice and the content to be covered. Moreover, it intended to provide a retraining programme for serving teachers in order to facilitate the implementation of the secondary school curriculum”.

In addition, the Report of the Republic of Kenya (1988) recommended that:

“The bachelor of education degree programme for teachers of secondary schools be extended to five years under the 8-4-4 system of education; the post graduate Diploma in education programme be extended to train more graduate teachers for secondary schools”.

Moreover, the Report of the Republic of Kenya (2006) recommended that:

“The current four year B.ED programme should be restructured to focus primarily on subject content and depth for four years, followed by at least one year of a professional teacher training course. This be implemented from 2008”.

The Government of Kenya has indicated its wish to restructure secondary school teacher training. Two options for addressing the noted inadequacies have been considered. The first alternative is for the universities to craft postgraduate teaching diplomas of high quality to be open to undergraduates who have fully covered the basic subject areas. The diploma in professional training would cover aspects of pedagogy, ethics, administration, curriculum development and emerging teaching/delivery methodologies. The second alternative is to continue

the current programme for at least one year in order to ensure that the graduate teachers have covered the requisite subject content and professional courses (Report of the Republic of Kenya 2006). This may extend the bachelor of education degree programmes to five years as in other professions. This has merely extended the debate on the duration of the B.ED degree programme. Various reports had earlier indicated the wish to extend the programme to five years but this has not been implemented (Report of the Republic of Kenya 1977, Report of the Republic of Kenya 1999, Report of the Republic of Kenya 2006). This has raised the issue of quality of teaching in the universities so that the trainees could acquire sufficient pedagogy and subject mastery. The growth in quality of education services should also entail continuous skill upgrading for teachers. However, this has not been the case and the limited opportunities for in-service training have denied most of them the chance to enhance their skills beyond those acquired during basic training.

This problem has been reiterated further by Ministry of Education (1996) report that most of the teachers are art-based. Yet, the policy lays more emphasis on science-based subjects and reduction of untrained graduate teachers in secondary schools. This was in response to the MOE (1992) report that indicated that the government had placed more importance on the professional development of teachers by the building of more colleges and the establishment of faculties of

education in universities to satisfy the manpower requirement in secondary schools.

Moreover, the Master Plan on Education and Training (1997 to 2010) further reiterates that there was a mismatch in teacher training where the universities produce art-based teachers at the expense of crucial subjects such as languages, sciences and mathematics (Report of the Republic of Kenya 1998). It further indicated that professional development and efficient management of the teaching force are crucial factors in raising the relevance and quality of education. The Government of Kenya has thus adopted a policy of employing teachers only against existing vacancies and its funding was biased towards courses that were projected as relevant and of high priority (Report of the Republic of Kenya 1998:83). In addition, the Government of Kenya intends to improve teacher CPD by inculcating practical pedagogical skills and approaches that prepare the teachers as a medium for translating teaching and learning into a learner centred process.

Encouraging teachers to increase their academic knowledge by studying for higher academic qualification would further this end. The report cautions that such study should not adversely affect performance of the official duties and should not lead to exodus from teaching as earlier indicated in Report of the Republic of Kenya (1964). Those that complete the relevant qualification should

be given commensurate promotions. This report had outlined how CPD should be provided with minimal interruption of the teachers' daily work. This observation was relevant to the current study as it set out to find out whether this was the main practice at local schools. The policy documents had indicated that teachers are to be deeply grounded in academic, pedagogic and other related areas such as the ICT. It is inevitable that the teaching career needs to be professionalised to enable the teachers to face the challenges of the next millennium with confidence.

4.1.3 Factors Influencing Policies on Teacher CPD in Kenya

There are a number of reasons that have made the government of Kenya develop policies of enhancing teacher CPD. First, CPD ensures that teachers become acquainted with new curricula; new methods, new teaching and learning resources and those they are also updated with the new changes in knowledge and the content of their subject matter (Olembo, Wanga & Karagu; 1992). A new curriculum programme entails not just the need for changing attitudes, but also new knowledge and new skills. Hence, it cannot be assumed that existing teachers will automatically pick up such new knowledge and skills.

CPD has further been used as a means of improving the education system through consolidation and better understanding of the existing curriculum. This would help to monitor school level curriculum delivery in order to expose existing discrepancies in instructional methodology and areas that need attention. Further,

it has been used to prepare serving teachers for new roles as head teachers, inspectors, counsellors and educational administrators. Such courses offered are purely professional in nature.

In the effort to realize quality education, the MOE has recognized the urgent need to improve teachers' capacities in secondary schools (Report of the Republic of Kenya 2005). The government has instituted capacity building programmes to ensure that education personnel and managers handling the added responsibilities had adequate capacity in terms of managerial skills and facilitation tools to support the implementation of reforms. The government policy priority was in ensuring that quality was at the core of all educational programmes that support the professional growth of teachers and improve their academic and pedagogical skills (UNESCO 2009). Teachers were to be encouraged to build an information base through research, surveys, studies and recognition was to be given to teachers on their contributions to publications. In return, teachers CPD programme were to fulfil the above objectives by ensuring that the students are the cornerstone of the training as laid down by various report of education in the country that:

“Teachers need to develop communication skills that would further enhance professional attitudes and values. The programmes would enhance their knowledge and skills that would enable teachers to identify and develop their educational and training needs. This would enable the teachers to adapt to their environment and the society in general (MOE, 1992; Report of the Republic of Kenya, 1964; MOEST & UNICEF, 1999).”

In other cases, CPD is given to teachers who are being retrained to work in new areas, at new levels, with new teaching apparatus, or with new types of pupils. This would be enhanced further by developing school capacities in order to manage and improve the plans through teacher support initiatives and reactivation of subject panels (Report of the Republic of Kenya; 2005). In addition, CPD provision is necessary for untrained and under qualified teachers who need to be upgraded. Due to concern for quality education, the government has put great emphasis on training of untrained teachers. In addition the public image of teachers is likely to improve because of their involvement in professional activities. The CPD may help to clear subjective notions that teachers are conservative and reluctant to accept change when they get enrolled in such courses.

UNESCO (2008) further indicated that CPD programmes for serving teachers and programmes for pre-service need to provide technology rich experiences throughout all aspects of training. Thus being prepared to use technology and knowing how that technology could support student learning had become an integral skills in every teacher professional repertoire. The Report of the Republic of Kenya (1964) had highly recommended that:

“The re-education of teachers was expected to be in harmony with many of the changes that are taking place in the society. The schools, more than any other national institution was responsible for the dissemination of new knowledge that was affecting the present society.”

The main type of courses that were envisioned were those that bring serving teachers abreast of new development and those intended for professional improvement of unqualified teachers. The coordinated CPD would provide teachers with the skills to use more sophisticated methodologies and technologies.

Report of the Republic of Kenya (1977) reiterated that:

“Even for the educated people, the complexities and changing nature of the responsibilities they hold make it mandatory for them to go on learning new knowledge and skills all their lives. It should not be confined to those who wish to advance their formal education----- but being vigorously applied to those senior people who are entrusted with complex responsibilities whose changing nature require continually new and more effective approaches.”

In conclusion, the policy document recognizes that all these factors require a dynamic, responsive and well-coordinated system of CPD to facilitate the achievement of growth oriented equity sensitive and progressive teaching force. This could be achieved when CPD programmes focus on upgrading the teachers’ skills and capacities in order to ensure quality delivery of the curriculum.

4.1.4 Policies on Stakeholders in CPD Provision

The Ominde report had recognized other stakeholders and encouraged them to provide CPD courses to teacher in the field (Report of the Republic of Kenya, 1964). This was an indicator that the government was not able to provide CPD alone and this has set up a good precedence where other stakeholders were expected to play an important role. This was expected to benefit those in the

service and at the same time improve on teachers morale. Report of the Republic of Kenya (1964) had indicated that:

“One important means for promoting a healthy professional spirit was to establish opportunities for teachers and by their own efforts to rise from the bottom to the top. Such courses are to be provided during vacation to assist in upgrading of teachers. In this case, more assistance and encouragement was to be given to teachers who were willing to put in the necessary efforts on their own accounts.”

On the other hand, Report of the Republic of Kenya (1999) had indicated that the private sector was on the periphery with regard to education policy, planning and management of CPD. As such the potential and the role of private sector as stakeholders, was not fully exploited. Therefore, the country was missing out the benefits of the synergies that would be generated through the forging of a complete partnership between the government and the private sector in the provision of CPD. The commission recommended that:

“In order to ensure that high standards of education and training are maintained at all times, very specific guidelines covering issues such as infrastructure, curricula, personnel, examinations and evaluation be established and that such standards be used to license and to govern all categories of education and training providers; that severe deterrents be put in place; that strong licensing as well as inspection or audit bodies be established to enforce the guidelines; and that all stake-holders, including relevant sections and categories of the private sectors, be represented in such bodies. The various groups that make up the private sector are represented in all the national education policy making, planning and regulatory organs and such representation be provided for in law.”

4.1.5 Policy on Financing of CPD in Kenya

The financing of CPD courses are co-ordinated through national, provincial and district school inspectors of schools. Despite that the MOE together with the

private sector have worked together to provide CPD in Kenya, financing is by far the most serious problem. The effectiveness of CPD programmes are hampered by insufficient funds to run the courses. In most cases there is no rationally planned expenditure for the money to be actually available. There has been an inadequate supply of suitable materials of all kinds and this has contributed greatly to the poor quality of CPD courses conducted in the country. Bilateral and Multilateral agencies have been providing financial assistance for the organisation of important seminars and workshops and the money is channelled through the MOE (MOE, 1996). Report of the Republic of Kenya (1999) recommended that:

“Budgetary allocation for regular in-service training be provided for, so that in-servicing of teachers can be strengthened within the Ministry and that in-servicing in academic and pedagogy be regularized and certified.”

To counter this problem, the MOEST has proposed a five-year financing programme through Kenya Education Sector Support Programme (KESSP) to provide quality monitoring and teacher support in all educational institutions in the country. The teams formed were to help in advising school heads on matters relating to teachers quality through CPD (Report of the Republic of Kenya 2005b). The associated accreditation system would enhance quality assurance and teachers guaranteed professional development. The programmes were to target all government and non-government in-service training providers. At the national level the TSC has put various policies that govern study leaves for teachers intending to join CPD programme in various institutions in the country. TSC reserves the right to determine areas of need that teachers are expected to

participate and be granted with leave with or without pay (TSC 2005). At the school level CPD financing is not well provided and in most cases the teachers are supported with travelling, lunch and accommodation allowances in case they have to be involved in specific programmes that are supported by the MOE. In some cases the teachers are not financed to participate in CPD programmes especially long term courses that they are expected to finance.

4.1.6 Channels Used to Provide CPD in Kenya

Provision of CPD in the country has been done through several channels such as full time residential modes or part-time courses such as during the weekend and school and college holidays. Training of secondary school teachers is carried out at two main levels. First, there is the diploma programme that runs for three years in four major colleges. Those entering the diploma course were previously Advanced level certificate holders and the training programme lasts two years. With the advent of 8-4-4 system of education the trainees are KCSE holders with a minimum of C aggregate grade. The colleges train teachers in vital subjects such as languages, sciences and mathematics. At this level emphasis is laid on the content to be taught in secondary school together with the methodologies that are to be used. More emphasis is laid on teaching practice where trainees stay in schools for a whole year with frequent supervision by tutors from the institutions where they are studying. The course takes three years and leads to a diploma in education.

Kenya Technical Teachers College trains diploma teachers for technical and business education courses for Secondary School .The College also offers part time courses in different skills for professional and personal advancement in evening and Saturdays. In addition, there is another category of untrained teachers with ‘Advanced’ level certificates and diplomas not related to education and teaching in secondary schools. This group was taken to short in-service courses and was awarded S1 certificate. This was a government move to eradicate untrained teachers from the profession.

The B.ED programmes are affiliated to faculties of education in the universities in the country. The programmes usually emphasize advancement in subject matter preparation more than pedagogical preparation. The professional preparation comprises of the study of educational theory, foundations of educational courses, professional studies such as pedagogy and method courses, child development and teaching skills. The study of two school related subjects’ results in the award of a degree. The school practicum lasts for three months and this depends with the institution where the trainee is admitted. The universities through their senates’ develop their own curricula. The programme used to take three years but with the introduction of 8-4-4 system of education it is generally four years leading to a bachelor of education. Teacher trainees are evaluated and assessed through out

their training through college based examinations, microteaching and teaching practice.

The PGDE is provided to untrained graduates holding Bachelor of Arts (BA), Bachelor of Science (B.Sc) and Bachelors of Commerce (B.Com). The holders take one-year postgraduate diploma course in education. Kenyatta University started the PGDE course to provide the above graduates with pedagogical education in their respective areas with a view of eradicating untrained teachers in Kenyan schools. Other universities in the country have replicated this. At the University of Nairobi there is an incipient B.Ed distance education programme aimed at benefiting serving non-graduate teachers. They are provided with studying materials that they study on their own and then supported with residential sessions during the holidays.

Other modes like the school based, evening programmes and open learning have been introduced in universities to cater for teachers working in the field so that they could pursue undergraduate and masters degree. The school-based mode of study has recently been criticized as not offering the required professional knowledge to teachers. A report by TSC indicated that teachers under the school-based programmes are incompetent and do not get the relevant skills required in the classroom. They study irrelevant courses while others study subject content whose coverage is shallow (Otieno, 2009).

The master's degree programmes are open to candidates who have completed bachelor's degree. The duration ranges from one to two years. There is a new trend in Kenya where secondary school teachers are enrolling in Doctor of philosophy courses that take three to four years in their chosen areas of specialization. However, their main intention for enrolling in these courses is to teach in higher-level institutions and not geared to classroom teaching which is expected of any CPD programme.

School inspectors particularly for purpose of evaluation conduct post-training assessment. They are expected to integrate teacher professional growth in their monitoring and inspection duties. This has been criticized as not offering the best form of professional development to teachers. This is because some inspectors do not have the required skill and end up threatening the teachers instead of assisting in professional development.

Moreover, CPD is also provided through seminars and workshops variously organized by the MOE departments and statutory bodies such as the Inspectorate, Kenya Institute of Education (KIE), Kenya Educational Staff Institute (KESI), Kenya National Examination Council (KNEC), Kenya Institute of Special Education (KISE) and Teachers Service Commission (TSC). Teachers are accorded an opportunity to share experiences and acquire new knowledge.

Workshops and short courses are used to introduce teachers to new curriculum or to develop specific teaching-learning skills (Olembo, Wanga & Karagu 1992).

In addition, Report of the Republic of Kenya (1999) recommended that:

“Capacity of the Kenya Education Staff Institute be enhanced and strengthened to enable it to train education managers including head-teachers from induction to senior management level.”

The workshops and short courses are held with the hope that through participation of teachers and educational personnel in the learning process, there will be better understanding of the issues being discussed. Report of the Republic of Kenya (1964) indicated that the use of “crash programmes” and “short courses” as the real substitute for training would be erroneous, to suppose that such methods could fully overcome the inherited obstacles to good teaching. Report of the Republic of Kenya (1988) on the other hand, proposed that:

“While plans are being made to enrol more undergraduates’ student, crash programmes should be instituted to offer post graduate diploma in education training for those presently untrained university graduates. The country should progressively move towards training more university graduates with a view to eventually staffing all the schools with trained graduate teachers. The available diploma colleges should be utilized as constituent university colleges of public universities to train graduate teachers”.

In addition, Report of the Republic of Kenya (1999) further recommended that all educational institutions in the country should open up to the public, by offering a variety of courses in CPD programmes at affordable rates. The commission noted that:

“The institutions are expected to offer evening and holiday courses when their facilities are not in use and teachers would exploit that opportunity to improve their professional competence.”

Teachers were encouraged to remain within the profession and undertake the degree courses through correspondence with minimal interruption of their careers. More emphasis was to be laid on vacation courses for serving teachers. The programmes were expected to adopt multimedia strategy and utilize a combination of approaches, including learning within a formal setting, learning through correspondence, the use of print and electronic media, especially the radio and audiotapes, and through new technologies. This was quite relevant to the current study in that the documents had warned against short courses that do not cater for the teachers needs.

At the school level mentoring as a method for improving teachers was highly recommended by various reports (Report of the Republic of Kenya 1988; Report of the Republic of Kenya 1964; Report of the Republic of Kenya 1999). They have indicated that very good teachers in certain subjects such as heads of department could gainfully be used to assist the less experienced teachers in neighbouring schools. The possibility was to be explored so as to utilize such teachers as a cost effective way of enhancing the work of the inspectorate (Report of the Republic of Kenya 1988:34). Report of the Republic of Kenya (2005) has further reiterated the need of mentoring by observing that:

“School capacities were to be developed in order to manage their own improvements plans through teacher support initiatives and re-activation of subject panels at schools.”

However, it was recognized that the most effective supervision and guidance in any school was the one given by the school head teacher. The Kenya session paper No.1 of 2005 calls for:

“Urgent development of a comprehensive in-service programme to empower teachers to deliver the changes that have been made in the existing school curricula by developing a new training policy based on current and long term projected needs.”

The use of resource centres has been highlighted for enhancing CPD for secondary school teachers. Odi (2009) highlighted some of the functions of Teachers Advisory Centres as follows: first, they were to provide convenient and appropriately equipped centres for updating teachers; secondly, they were to prepare and produce support materials for use in updating courses and in any follow-up activities required; and lastly, they facilitated researchers who conduct studies in teaching methods and the use of locally available teaching resources and communicate the results of such researches to the classroom teachers and national curriculum specialists at the Kenya Institute of Education (KIE). Report of the Republic of Kenya (1988) recommended that:

“Teacher advisory centres services need to be extended to secondary schools teachers. In this respect, each Teacher Advisory Centre should have the appropriate and adequate physical facilities, equipment, funds and qualified personnel to provide services required by the secondary school teacher.”

The Kenya Education Sector Support Programme (KESSP) 2005-2010 had indicated that the MOE has converted the former Centre of Resource for Teachers to Centre for Mathematics, Science and Technology in Africa as a means of

institutionalising of in-service teachers at the National level. With the assistance of Japanese International Cooperation Agency (JICA), teachers' in-service centres had been established at district levels throughout the country. In addition, in-service teacher training has been expanded to include head teachers, school inspectors, district education officers and tutors of mathematics and science in diploma colleges (Report of the Republic of Kenya 2005). This has contributed significantly to the current study. The issue was whether they were being used optimally in schools to enhance teacher CPD.

4.1.7 Trends of Teacher Involvement in CPD in Kenya

In order to meet the demands of an expanding system, Kenya need to nearly double the number of teachers in secondary schools. In 2005, the MOE was focused on increasing transition rates into secondary education from 47 % to 70 % by 2008 (Report of the Republic of Kenya 2008). The enrolments in secondary education sector shot up from about 800,000 in 2002 to 1.4 million in 2008 following the introduction of Free Day Secondary Education (FDSE) (Report of the Republic of Kenya 2008). The projected model indicated that Kenya needs more than 96,000 new teachers to meet that goal. More moderate improvements in flow and transition rates in Kenya over a longer period of time would lead to a demand of 118,818 additional teachers in secondary education by 2015. This leaves a gap of 71,234 teachers based on the historical rate of growth in teacher supply. To meet the projected additional enrolment and enhance professional

quality the annual growth rate in teacher supply would need to increase from 3 % to approximately 8 % per annum. A projection of 50 % improvement in flow and transition would require a 12 % annual growth rate in the supply of teachers for 10 years to ensure that over 97,000 new teachers would be hired (SEIA 2007).

As the following Table 4.1 on page 131 indicates there are small pockets of untrained teachers in the profession. This group has been decreasing tremendously over the years except for a small increase of untrained graduates in 2007. A similar trend was observed with diploma and S1 teachers that had decreased over the period. The approved teachers had gone on decreasing from 12,279 in 2003 to 7,972 in 2006 with a marginal increase to 8,329 in 2007. Graduates and technical teachers have increased steadily over the same period, indicating improvement in teacher quality.

Table 4.1: Number and Classification of Teachers by Qualification in Various Years

Trained	2003	2004	2005	2006	2007
Graduates	30,487	30,328	30,363	33,499	35,003
Approved	12,279	12,902	12,840	7,972	8,329
S1/diploma	1,636	2,589	2,576	169	177
Technical	390	660	657	543	567
Subtotal	44,792	46,479	46,436	42,183	44,076
Untrained					
Graduates	1597	765	691	152	158
Diploma/Technical	646	340	308	68	71
Subtotal	2242	1,105	999	220	229
Grand total	47,035	47,584	47,435	42,403	44,305

Source: Modified from Report of the Republic of Kenya, 2008

On the other hand, the number of teachers that had submitted their certificates to TSC after the completion of long term CPD programmes was important as an indication of the trends that were prevalent in the country since this was a proxy indicator of the teachers that were involved in long-term courses. After analysis, the data obtained from the Teachers Service Commission Headquarters indicated that in 2003 there were 1,030 teachers that submitted their certificates after completing their courses in various institutions in the country. This increased marginally to 1,212 in 2004 and later declined to 930 in 2005. The number increased two fold in 2006 to reach the 1,800 mark. There was a minimal decline in 2007 and later a sharp increase in 2008 to reach the 3,600 mark. This indicated that there was an increase in the number of teachers involved in programmes geared to long term CPD in the country. The courses that teachers were involved in were career development programmes that took an average of four years.

On further analysis of CPD courses that teachers were involved in, Table 4.2 on page 133 indicated that 600 male teachers submitted their diploma certificates to TSC in 2003. This number decreased to 220 in 2004. Then, there was a small increment in 2005 to 320 and a sharp increase in 2006 to 700 teachers. There was a general decline in 2007 and 2008 to 155 and 230 in the respective years. On the other hand, the number of females that had submitted their diploma certificates increased from 150 in 2003 to 680 in 2004. The number decreased steadily to 550, 445 and 320 in 2005, 2006 and 2007 respectively. There was a sharp increase in 2008 reaching the 780 mark.

The number of male teachers that submitted their degree certificates over the study period indicated that in 2003 approximately 400 teachers submitted their certificates after completing their CPD courses. The number decreased by half in 2004 to 200. In the following year, they increased to 440 in 2005 indicating a general increase over the period. This increased further to 480 in 2006. In 2007 there was a sharp decrease to 155 and there was a minimal increase to 211 in 2008. Moreover, female teachers had increased from 100 in 2003 to 580 in 2004. There was a sharp decrease in 2005 to 120 and a minimal increase to 320 in 2006. The number of female teachers that submitted their certificates in 2008 increased to 711.

Table 4.2: Number of Teachers by Qualification that Submitted Certificate in years 2003 to 2008

Year/ programme s	Gender	Diploma	First degree	Masters	Promotional	Total
2003	Male	600	400	600	100	1700
	Female	150	100	200	90	540
2004	Male	220	200	180	70	670
	Female	680	580	500	70	1830
2005	Male	320	440	400	63	1223
	Female	550	120	120	46	836
2006	Male	700	480	320	78	1578
	Female	455	320	150	55	980
2007	Male	155	155	320	120	750
	Female	320	311	120	200	951
2008	Male	230	211	380	62	883
	Female	780	711	612	40	2143
Totals		5160	4028	3902	994	14004

Source: Teachers Service Commission (2009)

There has been a general decrease in the number of male teachers involved in master's courses over the study period. Six hundred teachers submitted their certificate in 2003. This was followed by a sharp decrease to 180 in 2004. In 2005 there was a sharp increase to 400 followed by another decrease to 320 in 2006. This was maintained in 2007 and a gradual increase to 380 was recorded in 2008. The numbers of female teachers had increased from 200 in 2003 to 500 in 2004. This was followed by a sharp decrease to 120 in 2005. There was a small increase to 150 in 2006 and later followed by a decrease to 120 in 2007. Table number 4.2 on page 133 above indicated a sharp increase to 612 in 2008.

There has been a general decrease in the number of teachers involved in promotional courses. In 2003, one hundred male teachers were promoted and the number decreased significantly to 70 and 63 in 2004 and 2005 respectively. The number increased marginally to 78 in 2006 and sky rocketed to 120 in 2007. The number reduced tremendously to 62 in 2008. In addition, the number of females also indicated a general decrease from 90, 70 and 63 between 2003, 2004 and 2005 respectively. They increased marginally in 2006 to 55 and increased significantly to 200 in 2007. This was followed by a sharp decrease to 40 in 2008 as indicated in Table 4.2 on page 133 above. This indicates less emphasis by TSC to promotional courses and in turn encouraged career accredited courses that are provided by various institutions in the country.

In addition the MOE has embarked on provision of teacher CPD. Table 4.3 on page 135 below indicates the trends of teachers' involvement in CPD at the national level according to provinces. It presents a grave picture nationally of the numbers of teachers who are involved in short term CPD. In Nairobi Province 5,400 (3.8%) teachers were involved in CPD compared to the total number of teachers. Coast and Nyanza Provinces followed with 3400 (7.5%) and 2,100 (4.6%) teachers being involved in CPD, respectively. They were followed by Central, Western, Rift Valley, Eastern and lastly North Eastern with 1900 (4.2%), 1600 (3.5%), 1500 (3.3%), 1300 (2.8%) and 400 (0.8%) teachers respectively.

Table 4.3: Number of Secondary School Teachers Involved in CPD in 2008

Province	Nair	West	Cent	Rift Vall	Eas	Nyan	Coa	Nor East	Totals
Teachers with 10 years Experience	84009 (18.6%)	6800 (15.1%)	7700 (17.1%)	6300 (14%)	5500 (12.2%)	7000 (15.5%)	8200 (18.2%)	4700 (10.4%)	54600
Teachers attended CPD	5400 (12%)	1600 (3.5%)	1900 (4.2%)	1500 (3.3%)	1300 (2.8%)	2100 (4.6%)	3400 (7.5%)	400 (0.8%)	17600
Principal attended CPD	38 (18.8%)	13 (6.4%)	24 (11.8%)	14 (6.9%)	08 (3.9%)	15 (7.4%)	30 (14.8%)	30 (14.8%)	202

Key: Nair-Nairobi West-Western Rift Vall- Rift Valley Eas-Eastern Nyan-Nyanza Coa- Coast Nor East- North Eastern

Source: Ministry of Education (2009)

The figures indicate low percentages of teachers being involved in CPD in the country in relation to over 45,000 total number of secondary school teachers in the country. On the other hand Nairobi had 38 (18.8%) principal involved in CPD

followed by coast with 30 (14.8%). Central, Nyanza, Rift valley, Western, Eastern and North Eastern had 24 (8%), 15 (7.4%), 14 (6.9%), 13 (6.4%), 08 (3.9%) and Zero (0%) respectively. Despite the MOE policy stipulation that teachers should be involved in CPD, there is a great disparity between what is articulated in the policy and the reality in schools. Only a small percentage is involved in CPD and this may affect the quality of teachers in secondary schools.

4.2 Providers of CPD in Kenya

The data in this section was collected through document analysis and the main question that guided this section was: **Who provides CPD for secondary school teachers in Kenya?** Table 4.4 on page 137 summarizes the characteristics of CPD providers in Kenya as obtained from the MOE headquarters. To start with, the MOE uses workshops, seminars and training of trainers expected to pass it on to a second generation. The information has been used widely in SMASSE programme in the improvement of mathematics, sciences and languages in collaboration with the Japanese International Cooperation Agency (JICA). The SMASSE programme takes four cycles. Each cycle takes place during the school holiday and lasts two weeks. Teachers must be professionally trained in sciences and mathematics irrespective of their qualifications. It involves teaching methodologies that are learner-centred and practical. Despite this, many teachers had complained that the project does not cater for them. This has been highlighted in the current study. Other programmes provided by the MOE involve induction of newly recruited education officers. The programme takes three weeks and

participants must be education officer or quality Assurance officers. The main area of skill training involves policy in education, office ethics and operations of public service.

Other statutory bodies of the MOE such as Kenya Educational Staff Institute (KESI) have been providing training for education managers, especially the principals, deputy principal and heads of departments that take one month.

Table 4.4: List of CPD Providers in Kenya

Providers of CPD	Duration of Training	Conditions attached	Area of Skill training
MOE	3 weeks	Must be Education officer Teachers in managerial position	Administration Management
KNEC	3 weeks	Newly recruited marker Taught the subject for 2 years	Marking skills
KESI	1 month	Be newly recruited principal, deputy or HOD	Managerial skills
MOE/JICA	8 weeks	Be a science teacher	Mathematics and sciences subjects
KISE	Short workshops 3year residential/distance course	Trained teacher with P1	Special education
Centre for the Study of Adolescents	1 week	All teachers	Life-skills
Local District Education Boards	1 week	Newly-appointed principals and BOG members	Management and Administration
Aga Khan foundation	Short courses 8 week certificate 2 year masters	Located in Nairobi	Improvement in teaching skills
Principal Association	One week annual Conferences	Holding post of Head teacher	Management
Teachers without Borders	Short school visits	Selected schools in the country	Build professional

			capacity
Kenya National Union of Teachers	None	None	Teachers welfare
Academy for Educational Development	1 week	Works in connection with other NGO	Computer skills Teaching skills
Public and private Universities	Short and long term courses for teachers	Previous certification Ready to pay fees by student teacher	Improvement in academic status. Development of teaching skills

Source: Fieldwork (2008)

Participants must be principals, deputy principals or HODs confirmed by the Teachers Service Commission in public secondary schools. The main areas of skill training are in the provision of managerial skills. The coverage of the course is to ensure that the principal and their deputies are more informed and reflective. In collaboration with the Common Wealth Secretariat and other African countries, KESI participated in the development of principal self-study manual organized into seven modules that cover these aspects of management.

The KNEC through the field administration of examinations service division recruits and trains the examination supervisors and invigilators in preparation for national examinations in the country (KNEC 2009). The KNEC do provide three week training for newly recruited teachers to be used in the marking of national examinations.

The conditions attached are that one must have taught for a minimum of two years in a particular subject in secondary school. In addition, one must have received a

letter of invitation from the KNEC as a marker. The main area of skill training is improvement of marking skills in a particular subject.

On the other hand, Kenya Institute of Special Education (KISE) runs seminars for teachers, field officers, local administrators and social workers handling children with special needs. They also train teachers on special education at diploma level using distance and residential learning modes (KISE 2009). One should be a trained P1 teacher in primary school to be included. The programmes take three years and do not cater for secondary school teachers.

The Kenya Institute of Education (KIE) through curriculum orientation and field services division prepares teachers, tutors and education officers to implement innovations in new, adapted or revised curriculum and on the use of curriculum support materials developed by the institute. To ensure that the curriculum is implemented in an efficient and effective manner, multi dimensional approaches have been designed to reach out to the teachers. These involve face-to-face, in-service, electronic media such as the radio, on line and off line programmes and symposia that have direct involvement of teachers. It also conducts in-service courses and workshops for any teacher who is involved in carrying out experiments and trials of any new syllabus and teaching materials.

The Local District Education Boards (DEB) provide one week training at the district level to newly appointed principals and members of Board of Governors

of secondary schools. The conditions attached are that one must be newly recruited as a principal and being a member of Board of Governor for secondary schools. They are trained on managerial skills so that they can be effective managers hoping to improve student performance.

The principal association does not provide any training apart from the yearly annual conferences that take one week. For one to participate one must be a principal in a secondary school. The annual conferences provides important platform for sharing of information on managerial and administrative skills. Since the principal association does not have funds, they solely depend on school contributions and this limits their activities of CPD to teachers. Kenya National Union of Teachers does not train nor facilitate any CPD in the country. Their main concern is on teachers' welfare issues that they discuss during their annual general meetings and when officials are called to participate in other MOE forums.

There are no subjects panels in secondary schools instead there are departments that are comprised of more than one subject clustered in the form of disciplines. The subject panels used to be held at the district level and their roles were to set joint mock examinations. Due to political interference at the national level the subject panels were banned in 2008 and they no longer meet to set examinations. The remaining role is in the organizing of science congress, which has been

adversely affected by lack of funds. At national level the subject panels at KIE train teachers who help in making syllabuses and vetting books.

Other private providers such as the Teachers Without Borders had participated in teacher professional development activities in the country. The intent of the groups was to provide a forum where teachers from Canada shared experiences with the Kenyan counterparts by working alongside each other (Teachers without Borders- Canada, 2009). This led to the building up of professional capacity by creating self-sufficient and self-administered CPD mode by use of workshops and school visits in order to address the needs of the local teachers.

The international community had played an important role in CPD of teachers in the country. Among these, the Common Wealth Secretariat has taken the lead in organizing workshops geared at bringing together agency representatives in order to address the need for teachers to take up responsibilities for their own professional development (British council 2009). The donor agencies such as DANIDA, DFID and UNESCO had provided funding for the workshop. With the bilateral aid from Britain, the in-service of primary school teachers based on local teacher advisory centres has been strengthened to good effects in many districts and municipalities. However, this has not been extended to the secondary school teachers.

The Academy for Educational Development (AED) has been working in Kenya since 1980 and provides CPD training (McConnell 2009). It had worked in partnership with Computer for Schools Kenya on teacher CPD programmes that were aimed at improving the quality of pre-service teacher education, especially in public and private institutions. The programmes were supported through the United States Agency for International Development (USAID). In addition, USAID has been working with the Kenyan government on educational programmes aimed at ensuring that more Kenyan children enrol in schools, stay in schools, and receive a high quality education. The programmes involved systematic changes in teacher training colleges and key educational institutions. They trained teachers at the schools as well as pre-service teachers in teacher training colleges.

Other providers involved Non-Governmental Organizations (NGOs) that have worked in partnership with the MOE in provision of CPD to teachers. The School Improvement Programme (SIP) launched by the Aga Khan Foundation has been strengthening the quality of teaching by delivering continuous on-site support. Teachers benefit from the training workshops and resource centres that were set up under various programmes. The programmes worked hand in hand with government and involved parents and communities in order to make schools more efficient, effective and sustainable (Aga Khan Development Network 2009). The programmes were intended to help practicing teachers upgrade their skills and

acquire new knowledge on how to teach. They worked to empower school heads, as well as officials in the government in order to change, enrich and make curricula more relevant so that school leavers would be better prepared.

Moreover, the Aga Khan University offers a master of education in teacher Education and a Certificate in Education in five curricula areas. The eight week certificate in education programme was aimed at enhancing the quality of classroom teaching and learning. There was a school-based visiting programme that was aimed at improving the methods of teaching. This was a variant of a full-time programme that entailed a mix of on-campus work and school-based practice and supervision (Aga Khan Foundation 2009)). The programme has successfully been implemented in Nairobi. Others involved Kenya Secondary School Improvement Project (KESSIP) that has been conducted with the partnership of Aga Khan Foundation with the collaboration of public universities in Kenya to improve teachers' practices in the classroom.

The Forum for African Women Educationist has signed a memorandum with the MOE, which facilitates its activities in influencing policy excellence aimed at creating a gender responsive school environment. The models used involved in-service teacher training on gender responsive pedagogy (FAWE, 2009). The Center for the Study of Adolescents (CSA) in collaboration with the MOE has initiated a programme that deals with life skill education in the Country. With the

integration of life skills in the school curriculum CSA was working to provide training to teachers that lacked the required skills to teach life skills (Okwemba, 2009).

Lastly, both private Universities such as Mount Kenya, Day Star, Catholic University of Eastern Africa, United States International University and public universities such as Kenyatta, Nairobi, Egerton, Masinde Murilo, and Moi have been providing CPD to teachers. They have short courses that are geared to teacher CPD in area of methodology and management. They are mostly provided in collaboration with other partners with the hope of improving classroom practices. They also offer long term CPD courses geared to academic development of the teachers. Some of the courses involve pre-service development of teachers while others are CPD in nature.

Therefore, various channels and providers have been used in provision of CPD in Kenya thus making it necessary for the different stakeholders to pull their efforts together for meaningful gains to be achieved. The major problem is that most of the programmes are intended for principals, deputies and HOD in disregard for the secondary school teacher. The cascade effect expected from the programmes has not brought any impact to secondary school teacher professional development. Moreover, the conditions attached for most of the programmes are hindrances to teachers in secondary schools. Some of the programmes do not cover the whole

country and only a few teachers benefit, leaving the majority without any form of CPD programme. At the MOE headquarters there is no section that controls the activities of the providers of CPD and despite the memoranda that are signed there is little coordination that would oversee the activities of each group and benefit the teachers in the classroom. The financing of the programmes is not harmonised and each provider decides the type of programmes to offer irrespective of the knowledge held by the teacher. The organisation of CPD by the different providers is at times haphazard and the time allowed for courses is sometimes inadequate. There are no records of the CPD courses that have been held and of the teachers who have been involved, thus some teachers have been involved in many times in a particular subject while others have received little or no CPD at all.

4.3.0 Salient Features Influencing Teacher CPD in Kirinyaga District

4.3.1 Introduction

This section presents data related to salient features that influence teacher CPD in Kirinyaga District. The data was important in comparing what takes place at the national level in relation to policies, trends and provider of CPD and the reality at the ground where the teachers were deployed. The research question that this section dealt with was: **What are the salient features influencing teachers to engage in CPD in Kirinyaga District?** In answering the above question the following approach was used. First, teachers were administered with questionnaires and ninety-four were collected after the administration of one

hundred and seventy. The questionnaires were administered personally to the teachers in the sampled schools. The questionnaires helped in getting the opinion of the teachers about the programmes in which they were involved. Secondly, thirty-four teachers and six principal were involved in the interviews. Three education officers at the district level and three more at the MOE headquarters were also included. This instrument was important in verifying the information obtained from the FGDs and in the questionnaires. All in all, six FGDs were conducted in six schools, at least one from each school. This method was preferred because teachers were in a position to give a group consensus on the issues that they discussed and were able to probe further the aspects required in this study.

4.3.2 School Level Conditions Influencing Teachers CPD

4.3.2.1 Level of Interest

Teachers were asked whether they would be interested in CPD. Thirty-one teachers interviewed (91.18 %) had interest in pursuing a CPD course in the near future. Only two teachers (5.88 %) noted that they were not interested in any CPD course in the future. They indicated that they had financial problems and other family commitments that would bar them from participating. There was one case that was interested but would like to pursue a course in video shooting as part of his hobbies. Others argued that they would rather be engaged in other business ventures that are more lucrative than being involved in a CPD. They would finance projects like building houses, buy land and plots, buy shares and educate

their children. A male teacher during the interview has cited lack of interest in any course and has argued that:

“I am not sure whether the venture is worth the cost and trouble faced by teachers in their endeavour to complete the CPD programmes” (Teacher, 01P06MI, 2008).

In the FGDs teachers indicated that they have other alternatives that they would finance with the same money. They have supported the above view that they would buy property like houses, land, and vehicle, get involved in politics, and engage in business. Despite the indicated areas, they had observed that the priority would depend with the individual teacher. This shows that there are other competing activities with CPD. Thus, teachers involved are making a sacrifice on their part and this is an opportunity for gone in other areas so that they would be involved.

They had further argued that they had other responsibilities that hinder them from participating in CPD courses. This was evident with teachers who were undecided and had argued that they had not made up their minds on the particular CPD course that they would like to pursue. It was only those who were involved in particular courses that cite financial problem as the main factor that would hinder them from funding another CPD course. A male teacher noted that:

“At present I am continuing with a programme in a college and yet I am straining to pay the fees and service my other responsibilities (Teacher, 03P05MI, 2008)”.

It was only two teachers employed by Board of Governors (BOG) that argued that they are interested in a CPD course if provided with financial support. They were unable to support their CPD because of the poor salaries.

There were teachers already involved in the courses of their interest. Some feel that the courses were not enough and they need another course that would boost them further. A male teacher in a district day school observed the following during the interview:

“Right now the course I am taking is a diploma course. I feel that I should move further and pursue masters’ course” (Teacher, 02D04MI, 2008).

Already those with masters’ qualification have shown interest in pursuing of Doctor of philosophy courses in various areas of their specialization. An English male teacher in a provincial school noted in an interview that:

“Yes, currently I am involved in a master’s program. I would think of a Ph.D. Since I am interested in doing an area to do with HIV/AIDS counselling” (Teacher, 03P06MI, 2008).

Teachers had indicated that there were some who were interested in changing their careers. They were interested in pursuing other areas that were not related to education so that they would seek for greener pastures in employment. Some hope to prepare themselves for retirement. A male home science teacher aged 53 years in a provincial school observed;

“One is still strong and can do other jobs. Along life is a head of you and you cannot just sit, one has to think of something to do” (Teacher, 01P08MI, 2008).

On the areas they would be interested in pursuing teachers in the FGDs had indicated various subjects. Following are some of the courses that have been cited by the teachers to be their main areas of interest: curriculum development, ICT, management and business administration, human resource management, English and linguistics, entrepreneurship, chaplain, video shooting, guidance and counselling, specializing in the subject areas and accounting. Apart from the above areas that were related to teaching profession some had indicated totally different areas. They were interested in changing their careers and would like to join other job opportunities. Teachers were not clear on the courses that they would like to be involved. Some had cited two areas that cannot match. This shows lack of information on the courses that teachers would be interested in pursuing for their CPD which is not related to classroom practices.

4.3.2.2 Reasons that Influenced Teachers' Participation in CPD

Teachers were asked the reasons that would influence them to engage in CPD courses of their interest. In the survey, teachers indicated their readiness to participate in a long term CPD that would help them to improve their professional status and lead to self-actualisation. They viewed CPD as the avenue to new careers and also improve on the existing ones. A female teacher in a provincial school noted during the interviews that:

“Through CPD I would improve my professional status thus opening doors to better chances in my career. It is the best way to develop even

at personal level” (Teacher, 03P02FI, 2008).

Teachers viewed CPD as important and believed in personal development and attainment of extra knowledge. They had seen CPD as an avenue for capacity building and as a way of complying with the current technological demands that are creeping into education sectors in the world. This would help them improve on their methodology of teaching and equip teachers with new knowledge in their areas of specialization. This was further linked to promotions that teachers are interested in pursuing. A male teacher noted that;

“The thirst for knowledge is very important. Given a chance I can pursue it to the highest level. To be promoted to a HOD one has to be a graduate” (Teacher, 01DB02MI, 2008).

There are teachers who had earlier been involved in CPD. They already know the benefits of being involved in such courses and demanded more knowledge. They argued that there are several benefits that they had already achieved and given another chance they are ready to participate in a CPD course. This aspect was related to that of teachers who were interested in improving their intellectual skills so as to improve on their competence and get better remuneration. There were teachers whose interests were to be lecturers and were intertwined with better salaries that are associated with that position. A female history teacher in a provincial school observed that;

“I hear that lecturers are paid well and after my masters I would like to do Ph.D. I would like to reach that point as an individual in my career where I would probably be a lecturer” (Teacher, 03P03FI, 2008).

Career development was an important reason and accounted for Twenty- six (76.47 %) of the interviewed teachers. They strongly believed that once a teacher improved in their education, one was able to move up in the career ladder. They had reiterated that the MOE was also encouraging teachers to go for further studies. This was well portrayed whereby one cannot hold a particular position if they lacked a masters degree. They had complained that despite the good performance in their class work they had not been recognized and this has lead to changes in their career. A female teacher in a provincial school during the interview observed that;

“I would like to get out of class and work in an office. I have been in the same job group since 1999 and I have been locked out for promotion. I strongly feel I should be promoted!” (Teacher, 01P01FI, 2008).

In this light, education was seen as an investment whose return would be evident in a change of career and being promoted in the current profession. CPD would help in self-development and in the improvement of the well being of an individual thus increasing the chances of upward mobility in the profession. This was the reason why some teachers had put condition on what they expected from the courses that they would be involved. In the teaching profession there are teachers whose self-esteem had gone down and were feeling frustrated. This group was engaging in courses that were not related to education with the hope of changing their careers. The frustrations are leading them to embark in courses

related to business and other fields that they feel they could bring satisfaction. A female teacher in a provincial school observed that;

“The fact that I am in the business field that is human resource and TSC does not recognize it. I didn’t require anything related to education per se-. So far being in education is frustrating and they no longer promote people on merit” (Teacher, OIP04FI, 2008).

An examination of the percentages exhibited in the survey discloses that fifty-seven (61.3 %) of the teachers were interested in improving their professional status as indicated in table 4.5 below.

Table number 4.5: Reasons for Teacher Participation in CPD

Reason	Frequenc y	Percentage s
Improve professional status	57	61.3
Get a new job	16	16.7
Transfer from secondary school To Teacher Training College	10	11.1
Salary increment	6	5.6
Lack of other alternatives	5	5.3
Self Actualization	0	0
Totals	94	100

Source: *Fieldwork 2008*

Sixteen teachers (16.7 %) were interested in getting a new job after completing the current course. This was related to the group that wanted to transfer from working in secondary school and wanted to join a teacher training college that comprised of ten teachers (11.1 %). These two groups formed twenty-six (27.8 %) of the teachers in the sampled schools that sighted these two reasons.

Another group of six teachers (5.6 %) indicated that salary increment and lack of other alternatives of investments were the main reasons that compelled them to

join the current courses. Self-actualisation never featured as a reason why teachers wanted to be involved in CPD programmes. This could be attributed to the problems that face teachers in their endeavour to complete these programmes.

This was further supported by DIS. They were asked if there were any incentives (if any) that were given to teachers either to motivate them to attend or after attending a CPD course. They indicated that after completion of the course there was promotion. When a teacher goes for interviews with a higher certificate the teacher was always given more preference over those who had not undergone through the courses. Further, those involved in the courses were given leaves that could be paid or unpaid but there were no other incentives. This was related to salary. Better conditions in other sectors had made teachers to think of changing their careers so that they could earn better salaries. A female teacher in a district day school observed that;

“Personally I am not interested to be a teacher in the first place--- I would be interested in doing a course in accounting. It has been my interest to work in a bank. The terms and conditions in the banks are more fulfilling. I have been promised a salary of 40,000 shillings and here I am earning 6,000 shillings” (Teacher, 02D01FI, 2008).

Of the total number of the teachers interviewed three (8.823 %) indicated that they would like to engage in private business. The knowledge got from the interested courses in business was perceived by teachers to be important in starting their own business enterprise. In this respect one needs management skills that would only be satisfied through the course that the teacher would be

interested in pursuing. Another teacher argued that he was competent in his area of specialization reiterated this. He would transfer his knowledge of management skills from the school to other sectors. A male teacher in a provincial school observed that;

“You can use the knowledge of management in running your other private business, better” (Teacher, 01P07MI, 2008).

Self-employment has been perceived to be important to teachers in order to supplement their salaries. A female teacher in a provincial school observed the following during interviews;

“I would like to start my own business for self employment. I would like to start a school; it could be a primary school, secondary or even a college. In fact this is why I would go for human resource so that if I don't make it with a primary or secondary I can start a college. With entrepreneurship would combine that with my education and start a business in the long run” (Teacher, 02P02FI, 2008).

Interest in pursuing a degree course, at various levels was cited by teachers as the main motivating factors. In order to be competitive, teachers felt that one had to do masters in order to improve their academic status. This had further been propelled by frustrations for those interested with promotions as they were denied the chances and told that they had to improve their academic status. A male teacher in a provincial school observed that:

“I used to fill forms and I was always frustrated. Also I was told that the forms are not given to diploma holders. So the only option left was to get a degree” (Teacher, 02P03MI, 2008).

Another male teacher in a district day school observed that:

“At personal level I had that interest. That is why when I saw the advert I was quick to apply and get into the course. It has always been in me. I had interest that I am in a position where I would be a teacher and be actively involved in Christian work. So when the course came up I saw that as a major opportunity” (Teacher, 02D04MI, 2008).

In some cases family members have played an important role in encouraging teachers to participate in the courses. A female teacher in a provincial school observed that;

“My husband also encouraged me to go for the course. He is in the civil service and there are few graduates in most of the ministries that were employed sometimes back. He had done a course earlier and encouraged me to participate” (Teacher, 01P04FI, 2008).

This indicated that a part from the individual interest, family support plays an important role in encouraging teachers to be involved in the course. Deployment of diploma teachers by the MOE from secondary to primary schools had also encouraged teachers to go for CPD. The teachers involved felt threatened and in the end they opted for the course. A male teacher in a provincial school observed that;

“By the time I was enrolling, there were some issues that made me think of pursuing the course. The issues of deployment by MOE of teachers from secondary to primary schools made me think of improving my curriculum vitae to avoid this kind of scenario. Being a diploma teacher and the fact that I might be deployed to go and teach in primary schools, I decided to do the degree course and have a better chance” (Teacher, 02P03MI, 2008).

Others cited personal development. They argued that despite changes for better salaries they would like to improve their academic status. This would in turn open more avenues for them and also become better teachers. This would lead to

professional development in their areas of specialization. They argued that they would be satisfied if they improved on their subject areas. This was intertwined with economic gains that would come up as a result of their improvement of their salary scales. A male teacher in a district day school observed that;

“I was looking for another course that would strengthen the course I have. ---So that I would start moving out to search for another job, then I would have a strong base on managerial areas” (Teacher, 01D04MI, 2008).

This was related to those interested in working in more challenging environment. They felt that they had potential that would allow them to work in institutions where they could make maximum use of their potential. Others were interested with general knowledge and life skills. They had indicated that they would like to pursue knowledge for its own sake. Some had been motivated by their life experience and felt that they should help others to overcome some of the difficulties that they faced and make their life better. A female teacher during the interview observed that the courses;

“Would help you not to view the students as naïve in particular circumstances. In the process of learning—would be able to understand the student’s better----- help in living with other people---- important in understanding our nuclear as well as our extended families” (Teacher, 01P02FI, 2008).

This was further supported by a male teacher involved in a chaplain course that;

“Problems are all over, in the churches, home, families. There are issues that are rising up in the countries that require intervention of somebody with particular knowledge to cater for all that; I feel I need training in the area” (Teacher, 02D04MI, 2008).

Teachers cited improving of skills in guidance and counselling as another reason. They believed that they need skills that would assist them in helping their students, parents and even other teachers in their respective schools. They also complained that students had problems that require guidance and counselling. A female teacher during the interviews observed that;

“I need the skills to guide and counsel so I need to enrol in courses that would provide me with skills and knowledge. There are factors that emanate from the environment. If you can further in guidance and counselling you can help many people not only in schools but in the day to day life” (Teacher, OIP03FI, 2008).

Lastly, there are teachers interested in developing their hobbies. One teacher had cited interest in video shooting. The teacher feels that the field has more potential that could be exploited by the teachers. He felt that he could perform it as a business especially when not involved in the normal teaching work and as an extra source of income. From this analysis it can be concluded that teachers have their own interests that they would like to pursue other than improvement of student performance, which is the main goal of teacher CPD.

4.3.2.3 Sources of Information

Teachers were requested to indicate whether they were provided with any information concerning CPD in the school. Twenty-six of the teachers (76.47 %) interviewed responded that they were not given any information concerning CPD in their schools. They lamented that they had never heard any information given to them at the school level. A female teacher in a provincial school argued that:

“I have been in this school for twelve years and I had never heard anybody giving us that information. At the school level we don't have

any information. We rely on self-driven issues” (Teacher, 01P03FI, 2008).

Some complained that the information was provided in a sporadic manner, especially when it involved seminars and workshops. A female teacher in a provincial school observed that:

“There is nothing in the school. Unless you take your own initiative and try to find out you cannot get anything from the school. At times we are told, at other times we are not” (Teacher, 01P01FI, 2008).

A female teacher observed that:

“No! You have to look for it. You have to do your own investigation. We get nothing from the school administration and MOE. Nothing! In fact they would discourage you. They are not for it” (Teacher, 01P04FI, 2008).

This was further supported by another English female teacher that:

“Ooh No! But there was a time we had people coming from Catholic University. They came up with the courses that they offer. The information we are getting is not from the school but from other sources” (Teacher, 02P02FI, 2008).

A female teacher observed during the interview that:

“Most of us don’t get access to information on the issue to do with study leaves, some principles would not give you such information---they are not ready to release you due to shortage of teachers. If they find that they are not going to get another teacher once you leave, they will not be ready to release you even if you apply for a study leave, they would give conditions and the TSC would not allow you to go / be released (Teacher, 01P04FI, 2008).”

This was further reiterated by another female teacher that;

“I think it’s the role of the school administration to encourage the teachers to develop themselves. They do not do so on time. This is the

fourth principal and I have never heard any of them talk about it or encourage teachers to get involve. It is as if you are there it is something negative (Teacher, 01P01FI, 2008)."

Teachers argued that the sources involved newspapers and the teachers' make up the follow up of the CPD course that they are interested in pursuing. A male teacher observed that;

"I am not aware. Whatever I had was through my own personal initiative or from my fellow teachers pursuing those courses. It was my own research that I came up with the course. I had attended another shorter course that was advertised in the Newspapers" (Teacher, 03P06MI, 2008).

When this information was triangulated with the information from the principal interviews' the findings were contradictory. In the case of circulars, the principal indicated that they do circulate them so that teachers could read the information.

A male principal noted that;

"I do avail all the information to the teachers and departments. I also give a follow up to ensure that no information is lost. I run the schools in an open manner and the teachers can access any information. The principals' office is never locked to anybody. Even when the principal is going away a teacher can be left in charge of the schools. Immediately the information comes here I do not keep it in my drawer. I let them know immediately" (Head teacher, 01D05MI, 2008).

On the courses that are offered by various institutions, they indicated that this depended on the teacher's interest. The teacher had to seek the institutions that are offering those courses.

The DIS acknowledged that they do enlighten the teachers on what the code of ethics stipulates about CPD. During seminars and workshops the DIS have

indicated that they do enlighten the teachers on furthering their education instead of relying on what the MOE was offering them in the form of seminars and workshops.

The information from the teachers FGDs contradicted what the principal and education officials had provided. All the teachers in the FGDs agreed that they were not provided with any information in their school. They claimed that teachers struggle to get access to information and principal are considered as the main obstacle. They further indicated the reluctance of principal in assisting the teacher. CPD is taken as an individual endeavour. Teachers are expected to search for the information instead of relying on the school administration. Teachers in a provincial school during the FGD agreed that;

“It is upon the teacher to know whether they have the interest and the financial base that would cater for the course. These are areas that nobody would tell you about” (Teachers 01DFGD06F, 2008).

They further indicated that there are circulars that come to school and teachers are not made aware. A female teacher in a FGD observed that;

“That is why I was saying no, because there are some circulars that come and teachers do not get them. The information is quite scarce and rarely do we get it” (Teacher 01PFGD07F, 2008).

On further probing whether the MOE does provide all the information through the PDE and DEO it was further indicated that the scenario is the same. Apart from the seminars and workshops that are organized by the MOE there was no other source of information. The survey further indicated that thirty-six teachers (38.0

%) disagreed that they were provided with information concerning CPD. Another group comprising of sixteen teachers (17.4 %) strongly disagreed that they are provided with information in their schools. Those who agreed that teachers are provided with adequate information comprised of twenty-one (22.8 %) while those who strongly agreed were three teachers (3.3 %). Another group of teachers decided to be non-committal and they comprised of eighteen teachers (18.5 %) as this was a touchy issue and they feared. Teachers indicated that the MOE provided random information that could not assist them. This also applied to other organizations that were expected to help in teacher CPD. They observed that they get the information from other teachers and friends. They lamented that even the institutions that offer the courses were not providing the information apart from advertising for the courses in the print media.

Eight of interviewed teachers (23.076 %) indicated that the schools do provide them with information. This group cited the principal as the main source of information. The researcher conducted a further probe of the information given by those teachers. They admitted that colleague teachers provided the information. One of the principal had admitted that he was not even aware of the courses that teachers were supposed to advance in through their CPD. On the other hand, the teachers do not like talking about it in the staff room. A male teacher noted that:

“No, I think it is a personal issue. Some don't like that kind of information. It is very rare to have people talk about learning in a staff room, unless those who are already involved. Some people categorically say NO, they cannot make it” (Teacher, 01D04MI, 2008).

Teachers viewed it as the role of individual to access the TSC code and other materials so that they could get information. They argued that there was nobody to remind teachers of the various professional advices that they were expected to fulfil. They indicated that the principal would try to remind them during the staff meeting but that was not enough. Bulk of the work was left to the teachers to seek information by reading materials that would provide them with the information. Teachers had been complaining that principal were not the best sources of information on any teacher CPD courses. A female teacher in a provincial school indicated that:

“Unfortunately, our head of the school is not very good in disseminating information on any teacher CPD. People complain that there are circulars from the MOE and we are not aware, while in the other schools they are there. So he tells us if we get them, we bring. But you see he is supposed to get them for us. Now we find that he is trying to block the way!” (Teacher, 02P02FI, 2008).

When this information was compared with what was got from the survey, the results is shown in Table 4.6, indicating that the various officials that are supposed to provide teachers with information do not do it. Of the teachers surveyed, sixty-seven (72 %) had not been approached by the principals to inform them about CPD. Only fifteen teachers (16.1 %) indicated they had received such information at least one time from their principals. Out of the total, five (5.4 %) indicated that they had received the information over six times. Only three (3.2 %) indicated that they received the information two times in the past six months. There was one (1.1 %) and two (2.2 %) who indicated that they received the

information five times and three times respectively. From this analysis it can be concluded that teachers have not been receiving any information concerning the CPD from their respective principals in the last six months despite some citing them as a source of information.

Deputy Principals fared similarly. This is indicated in table 4.6 below where seventy-seven (81.7 %) of the teachers had not received any form of communication from them. This was distantly followed by eight (8.6 %) who indicate that they had received the information only once. Only one (1.1 %) in each category indicated that he/she had received the information four, five and over six times respectively. Lastly, three (3.2 %) in each category had received the information from deputy principal, two and three times respectively.

Teachers were requested to indicate the number of times that education officials in the district had provided them with information concerning CPD. Table 4.6 on page 164 below indicated that eighty teachers (86.0 %) had not received any information from them. This was distantly followed by eight (8.6 %) who indicated that they had received the information from them only once while three (3.2 %) had received it two times. Only one teacher in each category responded that they had received the information three times and over six times respectively. None of the teachers indicated that they had received the information four or five times.

Table 4.6: Provision of Information by Officials in Kirinyaga District

Number of times	Education Officers	Trade Union officers	Principal	Deputy head Teacher	Colleagues
0	(80) 86.0	(84) 89.2	(67) 72	(77) 81.7	(31) 33.3
1	(8) 8.6	(6) 6.5	(15) 16.1	(8) 8.6	(9) 10.8
2	(3) 3.2	(2) 2.2	(3) 3.2	(3) 3.2	(14) 15.1
3	(1) 1.1	(1) 1.1	(2) 2.2	(3) 3.2	(4) 15.1
4	(0) 0	(1) 1.1	0	(1) 1.1	(8) 8.6
5	(0) 0	(0) 0	(1) 1.1	(1) 1.1	(4) 4.3
6-10	(1) 1.1	(0) 0	(5) 5.4	(1) 1.1	(12) 12.9

Source: Fieldwork (2008)

The situation was even worse with trade union officials. Table 4.6 above indicated that eighty-four (89.2 %) of the teachers had never received any information on CPD from trade union officials. It was only six (6.5 %) of the teachers who indicated that they had received information once from them while two (2.2 %) had received it twice. The remaining two (2.2 %) indicated that they had received it three and four times respectively. None of the teachers indicated having received any information from trade union officials more than five times. This confirms what teachers articulated: that they do not get the information from education officials, principal and their deputies or the trade union officials in this district.

The number of colleagues providing information to their fellow teachers presents a different scenario to what has been observed with principals, deputies, education officials and trade union officials. Table 4.6 on page 164 above indicated that thirty-one (33.3 %) of the teachers had not got any information concerning CPD

from their colleagues; the percentage is quite low compared to that of the deputy principals and the principals. Those who indicated that they were provided with information two times comprised fourteen (15.1 %) teachers. This percentage was similar to those who were advised for three times. Twelve teachers (12.9 %) indicated that they had received information from their colleagues over six times while nine (10.8 %) indicated that they received it once. The remaining eight (8.6 %) and four (4.3 %) had received information four times and five times respectively.

When this information was triangulated with what was got from the interviews twenty-two teachers (64.705 %) indicated that they were encouraged by their colleagues to participate in courses geared towards CPD. Despite this encouragement, teachers noted that there were variations. There were some who fully supported while another group noted that they had others not fully supporting them. Teachers already involved in CPD courses had been cited to be the main sources of information. A male teacher in a provincial school observed that:

“Yes, some of them were so much interested in me pursuing these courses. They wanted me to join the next level of education immediately” (Teacher, 03P04MI, 2008).

This was further supported by another female teacher:

“Yes from colleagues. They keep on encouraging us to continue by telling us that we are still young and can do it, before we engage in

other activities like getting families and children” (Teacher, 03P02FI, 2008).

Teachers had been initiating talks leading to CPD and even helped those with problems concerning the courses. This has been evident from those who had enrolled and completed the courses. A female teacher in a provincial school noted that:

“Even we have one teacher who has completed her masters and she is a good mentor on that line. There is another who talked to me about it. She is already taking a course and encouraged me to also enrol in one” (Teacher, 01P02FI, 2008).

Friends have been providing information required and even assisted each other in solving of the problems that arise when pursuing the courses. A male teacher in a provincial school observed that:

“The teachers do encourage each other because there are three who were doing the courses in this school. They are friends and they do influence one another. In fact colleagues do encourage each other and they are very co-operative. They would handle everything for you” (Teacher, 03P06MI, 2008).

The older teachers have been encouraging the young teachers in their department to further their education. In addition, teachers had been challenging each other to pursue CPD. A male teacher in a provincial school observed that:

“In my department the HOD has told me that she would wish me furthering my education rather than stopping where I am. ---- So she told me not to give up and to make sure that one day I would achieve my objective---that kind of encouragement. I would say that we have been challenging one another not to remain at one level. Let us move on; let us pursue courses. We have been encouraging one another” (Teacher, 01P07MI, 2008).

A female teacher in a provincial school observed that:

“If you request for permission to be out of school and you request them to stand in for you, they would be ready to assist you” (Teacher, 01P05FI, 2008).

There was another group that indicated that there was a lot of discouragement.

They had blamed the old teachers who rarely talk about CPD. A male teacher in a provincial school observed that:

“If you listen to the way she talks, the talk is not encouraging. She would come and ask you, look at me I have done my masters but I am still teaching with you. What is the need of doing this course? That is how things are here” (Teacher, 03P05MI, 2008).

This was further complicated by the complaints that are launched by those involved in these courses. Their comments were negative thus discouraging those who are not involved. On the other hand, teachers had indicated that most of the discouragements come from those who were not involved in any CPD courses. They have other alternatives; this made them not to encourage those who would be interested. A female teacher observed that:

“They would ask you why you waste money and time. After all what is education and what do you expect after you complete the course? --- Even Provincial Directors of Education (PDE) have only one degree. They have everything with just that level of education that they have” (Teacher, 01P05FI, 2008).

Lack of interest by teachers has been sited as a major factor that was discouraging most of them. Some lacked the reasons why they should be involved in any CPD course. A female teacher observed that:

“Sincerely speaking I would say that teachers here are not interested. There is nobody involved in CPD. Most of the teachers would discourage you. They would ask you whether you have all that money to spend on education. They even talk ill of those who are involved and some argue that being involved in CPD is a waste of time” (Teacher, 01P04FI, 2008).

Others complain of the rewards that are given once one completes the course. They argued that a teacher spends a lot of money compared to what they were to get in return. Some had become satisfied with being employed by the TSC and had no reason to engage in CPD programmes. A male teacher observed that:

“There is one friend of mine who told me that there is no need of engaging in CPD once you have been employed by TSC. The salary you are getting is enough if you compliment it with business. Talk about business. They encourage one to get into other areas where there is a better pay” (Teacher, 0DB03MI, 2008).

Only four of the interviewed teachers (11.764 %) were non-committal. They had blamed the workload in schools as so much to an extent that they were unable to talk about CPD courses. A male teacher in a provincial school observed that:

“The amount of work one has to do on a daily basis leaves little time left to talk informally. At times we have so much work that you do not involve yourself in such talks” (Teacher, 01P06MI, 2008).

The above sentiments were reiterated in the survey that indicated different responses on the support from colleagues. Thirty-two teachers (34.4 %) were assisted while those who were greatly and moderately assisted comprised of thirty-eight teachers (40.8 %). Those who were not decided comprised of eleven teachers (11.8 %) while those who indicated that they were not assisted comprised

of eight teachers (7.5 %). There were five teachers (5.4 %) who indicated that their colleagues do greatly not assist them. In total seventy-one (75.3%) had supported that their colleagues assist teachers involved in CPD. This indicated that colleagues are an important source of information to teacher and this may determine their participation in CPD courses. It was only at Kerugoya boys' provincial school where an advertisement on teacher CPD was posted in the school notice board. Further probing revealed that a teacher posted the advertisement. The teacher was involved in a masters' course and was interested in other teachers pursuing a similar course.

The colleges that offer the course had been cited as another source of information. The lecturers in these institutions had provided guidance to teachers interested in the courses. A female teacher in a district day school noted that:

“A lecturer from Kenyatta University came to assess a teaching practicing teacher. He encouraged us to enrol in the courses offered in their institution rather than remaining at the diploma level” (Teacher, 02D01FI, 2008).

A male English teacher in a provincial school observed that;

“The idea to pursue CPD was given to me by professor --- who comes from my home area. He gave us the information that there are chances at Kenyatta University for professional development without necessarily quitting your job at TSC or even getting study leave”(Teacher, 03P06MI, 2008).

This has also been evident with college tutors that had advised their students the need to pursue CPD after they had completed the current course. A female art teacher in a provincial school observed that:

“My former tutor used to advise us to continue with education even if we were to be employed. They advised us to backup the knowledge we had through CPD courses” (Teacher, 01P01FI, 2008).

The knowledge of CPD was provided to teachers when they interacted with Doctor of Philosophy Students. They acted as catalysts and important sources of information for teachers interested in pursuing CPD. A male teacher in a district boarding school noted that:

“I came into contact with a PhD. Student when I was in Tumutumu Teachers College when I was doing my teaching practice. I came to realize that there is more to education. I learnt more from a teacher who was taking a CPD course during the holidays. I learnt more from her during the talks we exchanged about further studies (Teacher, 01DB02MI, 2008)”.

Moreover, there was one teacher who acknowledged getting the information from the TSC. The teacher had been employed by a private company and later sought guidance on what to do from the personnel of TSC after being frustrated by the former employer. The teacher was advised to pursue a post-graduate course in education so that he could be able to cope with the challenges of the teaching profession.

Lastly, family members had also acted as major source of information. Teachers had indicated that their partners had provided them with information concerning the courses that they were currently involved. Together with friends this has been

a major source of information. A female teacher in a provincial boarding school observed that:

“My husband got his first degree through Open Learning programme in Methodist University. Through him I liked the style of Open Learning. He has encouraged me to go for a course through the same mode” (Teacher, 01P05FI, 2008).

4.3.2.4 Availability of CPD Courses

Teachers were asked whether they had been involved in any CPD course. Three categories of teachers came up in this study. First, there was a group that was not involved in any form of CPD. Secondly, there were teachers involved in CPD through short courses like workshops and seminars while another category were involved in long-term courses that took more than one year. They were involved in programmes that lead to improvement of the academic qualifications. Teachers indicated the various types of CPD programmes that are available and they had participated.

4.3.2.4.1 Teachers Involved in Workshops and Seminars

Twenty-six (26.46%) percent of the teachers indicated that they have been involved in workshops and seminars that used to take one to three days. They were organized by MOE and JICA under the SMASSE programme featured prominently during the interviews. Seminars organized by MOE for HODs and the deputy principals were cited by teachers involved in the interviews. A male Head of Department (HOD) from a district boarding school indicated that:

“For the HOD it involved their roles. Like last term there was one for HOD that took two days, we had another one for subject heads for

business and technical subjects. I attended one for one day” (Teacher, O1DB03MI, 2008).

Other programmes available involved individual subjects and emerging issues that teachers face in their daily work environment. The issues to do with HIV/AIDS featured prominently on the issue of life skills. A male business teacher indicated that:

“In 2004, I participated in a course dealing with HIV/AIDS awareness. We took the course at Kianyaga Boys and we were taking it over the holiday. We were trained on how to make people aware about HIV/AIDS” (Teacher, O1DB02MI, 2008).

A cross check from the interviews with principal indicated that they had been involved in short courses that comprised of seminars and workshops that were geared towards management, guidance and counselling of teachers. The courses were organized and sponsored by the MOE in conjunction with TSC so that they could improve on the performance and management of their schools. A male principal from one of the district day school indicated that:

“Yes, I have attended several courses, especially the guidance and counselling for principal--- and another on the development services dealing with community” (Head teacher, O1D05MI, 2008).

This was further reiterated by a female principal from a District boarding school that:

“I have attended many, including those which are specialized and sponsored by the TSC on improving performance and management” (Principal, O1DBO5FI, 2008).

There was one case of a teacher who used to work in a college. He urged that they used to have in-house seminars that were conducted in that particular

institution. This teacher has commended the in-house seminars that they were involved in.

The workshops and seminars were sponsored by various sources. The MOE featured prominently as the main financier of the seminars and workshops that were attended by the teachers. The other sources of funds came from Non-Governmental organizations such as National Education Services, Japan International Co-operation Agency and other Agencies that were affiliated to churches like Catholic Church.

4.3.2.4.2 Teachers Involved in Long Term CPD courses

There was another category of teachers involved in long term CPD geared to furthering of the education. They were pursuing masters' programmes after the bachelors' degree and those pursuing degrees after attainment of the diploma. Teachers involved in long duration courses indicated that they funded the programmes from their own savings. A female teacher from a provincial school noted that:

“I organized the course for myself and paid all the required fees. I had read from the papers and then I applied. I also applied for the study leave which I was granted” (03P02FI).

Teachers have greatly lamented on this mode of financing of continuing education. Some have financed the long term CPD courses involved and then their certificates have not been recognized by the TSC. This has demotivated the teacher who would otherwise been interested in another course. A female teacher lamented that:

“I financed the course. That is why it is very devastating, when I completed the course and they do not recognize my certificate. Yet I do a lot of counseling in the school anyway” (02P01FI).

Table 4.7: Modules Used by Teacher for CPD in Kirinyaga District

Module of teacher CPD involvement	Sponsor	Conditions for Access	Duration	Teacher perception about the course
Short courses (educational) Seminars	MOE JICA	Be HOD, Deputy and principal	One day to less than a month	They are not effective. They require more
Workshops	MOE JICA	Be subject head, HOD, Deputy and principal	One day to less than a month	Not effective and all teachers to be involved
Long duration CPD courses	Self HELB MOE Scholarships	Previous qualification and match the course with the MOE directive. Scholarships are competitive. TSC to decide on study leave duration. TSC to recognize the certificate.	One to four years	Important in career and professional advancement
Others	Catholic church Seventh day Adventist	Be a follower of the particular denomination	One day to less than a month	Important in improving life skills

Source: Fieldwork (2008)

Table 4.7 on page 174 above summarizes the modules used by teachers for their CPD in Kirinyaga District, the sponsors, and duration and teachers perception of the courses. The table indicates that the short courses mostly benefit the principal, deputy principal and HODs at the expense of the classroom teacher. The cascade training of teachers is not done and teachers fund the long duration courses.

4.3.2.4.3 Teachers not Involved in Any Form of CPD

Ten of the interviewed teachers (29.40 %) indicated that they were not involved in any form of CPD, irrespective of whether it was a seminar, workshop or a long-term course. Two female teachers in a district day school noted that:

“As per this school there is nothing. We get more involved in teaching than in any other programme. They are quite tasking. We have not heard of anything like that. The information is quite limited.” (Teacher 01D04FI 2008).

“I am new in the school and have not come across such guidelines” (Teacher 03D03FI, 2008).

When the responses were triangulated with the responses from the survey it was indicated that teachers failed to join CPD programmes due to the following reasons. They lacked finances to support the fees required for the programmes. Others lacked motivation and argued that they were not convinced that the venture of CPD was worth the cost involved. There were those planning to start the programmes in the following year. One of the teachers argued that they were involved in business and therefore could not be able to pursue the programmes of CPD. This was also evident with teachers arguing that family commitments had taken a great toll on their finances and therefore couldn't be able to participate in CPD programmes. Moreover, they were satisfied with the current qualifications and therefore would like to try something else apart from education. Those not employed by the TSC had indicated that they had nobody to sponsor them despite that they had interest in CPD. These sentiments were also given by those in teaching practice who hoped to continue with education after completing the

current programme. Others indicated that after completing the course the salary increments was minimal and could not justify the high expenditure involved in the CPD programmes. Teachers accused TSC of being rigid and not granting study leave with pay if they had not served for five years. The young teachers indicated it as a major hindrance and a form of discrimination that had stopped them from being involved. This was well indicated by a male teacher who argue that he was:

“Waiting for the minimum number of years of experience to elapse so that I can be involved in a regular degree programme” (Teacher 01DB04MI, 2008).

Newly employed teachers argue that they need some time to settle down in the profession before they could enrol in CPD. Others had recently completed CPD courses especially masters and argued that they needed some time to re-organize their finances before enrolling in another course. One teacher indicated that he enrolled in a course in 2004 and later dropped due to lack of finances and poor health. This case was related to another one where the teacher argued that they had been applying but had not been admitted to the institution where they would like to study.

4.3.2.5 School Guidelines in Selection of Teachers to be involved in CPD

Teachers were asked to indicate whether schools have guidelines that facilitate their participation in CPD courses. They argued that their schools lacked guidelines that could facilitate teacher involvement in CPD. Lack of the guidelines has made the selections of the teachers to be involved haphazard and

ready for abuse by the principal and teachers. Without any criteria of selections some teachers tend to get involved in workshops and seminars more than others.

A female teacher in a district day school observed:

“We are not made aware. Like now I am hearing that my colleague has gone for a seminar. I have not been told officially and yet I am teaching the same subject. The guidelines in the school are not clear” (Teacher, 01D01FI, 2008).

This was confirmed by the principal’ interviews that indicated that in the sampled schools they don’t have any formalized guidelines that teachers could use to strengthen their professional development. Even in the school where the principal indicated that they had them, they cited lack of finance as the major problem in ensuring that teachers’ professional aspects are catered. The principal in the five schools had indicated that they only use what was provided by the code of ethics as their main guide. They argued that different departments had different approaches. The schools, therefore, emphasizes that there should be harmony in the departments so that they could jointly improve on the teaching of all the subjects in the school. On the other hand, one male head teacher in a district day school indicated that:

“The guidelines are provided by the Board of Governors (BOG). The BOG has been advising teachers on how they could develop themselves. In this school the best that could be done was to ensure that all the teachers attended workshops and seminars that were organized in the district. Our school being small cannot be able to put a lot of money on the development of the teacher. The best that the school can do is to make sure that teachers attend seminars and workshops” (Head Teacher, 01D05MI, 2008).

The criterion used in selecting teachers to be involved in CPD courses in the schools was sought. Principals indicated that most of the professional seminars and workshops organized by the MOE are specific. They would require a particular HOD or a subject teacher. In this case the department has to come up with the right person to attend workshops and seminars. They indicated that their main preference was that any particular teacher concerned should get involved. In two of the schools, HODs were given the first priority. If it would involve more than one person, then the HOD and any other teacher in that department are selected. This helped in reducing discrimination. A principal from the district day school noted that:

“Where all of them are not required to attend, we start with the HOD. They are expected to get the information and share it with those left behind” (Principal, 02D05MI, 2008).

In all the six schools, in case the same course was provided for a second time and the HOD had attended, then that was the only time another teacher was given preference to attend. Otherwise, the HOD was the only person expected to attend and then disseminate the information to other teachers. As highlighted by a principal in a provincial school:

“It is on the basis of the subjects that are offering those seminars and workshops. We cannot discriminate and any teacher can attend” (Principal, 02P07MI, 2008).

The interviews with the inspectorate in the district indicated that the selection was left to the individual principal in the school. In most cases, the inspectorate

expects the HOD to participate so that they could go back and in-service the other teachers left in the schools.

Teachers involved in long-term courses were asked whether their schools do have guidelines that facilitate their involvement in courses geared towards CPD. All the interviewed teachers agreed that their school administrations lacked guidelines that could facilitate their involvement in long-term CPD courses. One female teacher during the interview lamented that:

“When I enrolled in a programme the school was very much co-operative but later problems started. I was alone in the department and i used to be allowed to cover the work during my free time. But due to lack of guidelines the school administration has changed tactic and currently they do not allow the teachers to cover lessons the way they used to do before. The school administration has even encouraged me to drop out of the programmes so that I can cover the schoolwork” (Teacher, 01P05FI, 2008).

This problem differs from one school to another as in another case the teacher had indicated that they had no problem when pursuing the course but the school had no specific guidelines. A male teacher in a provincial school noted the following during the interviews:

“I have not come across any guidelines. It all depends with the programme that one is taking. I was in open learning programme. It did not basically interfere with the normal routine apart from when exams were scheduled during school time----used to get a leave for those days to go and do the exams and then come back”(Teacher, 01P02FI, 2008).

Another female teacher observed during the FGDs that:

“I don’t think there are any guidelines yet. I cannot say that I have heard any encouragement even from the administration. That it is good to go for a particular course. What we get is what we discuss with colleagues” (Teacher 01PFGD06F, 2008).

In all the six schools the guidelines were not written and they depend with whether the principal would like to support the teacher. Lack of guidelines has lead to different problems in different schools. In some they had insisted they get the support while in others the support was non-existent. This has greatly complicated the issue of CPD in this district and principles are failing to support teachers in the guise that teachers had failed to do the work they were employed to do. A female teacher observed during the Interviews:

“We don’t have guidelines, but if you want to study the principal can assist where she/he can” (Teacher, 01DB02FI, 2008).

In addition, another male teacher observed that:

“For those who have been doing the course, I have seen them get support from the principal” (Teacher, 01P06MI, 2008).

More over another female teacher noted that:

“It is there, but it is not with good heart. Anything which is out of education you are discouraged” (Teacher, 01P04FI, 2008).

They argued that teachers involved are treated like everybody else in the school and their workload remains constant. They had further noted that those involved are acquiring the knowledge in order to come and assist the students. On the other hand, the school administration is reluctant to help. As one male teacher in a provincial school observed during the interviews:

“You find some teachers carrying exam scripts to college to mark there. The exams are done up to the last day. You find that over the following weekends the teacher was expected to proceed to the college and he/she was not through with marking. So you end up going with the scripts to college” (Teacher, 02P06MI, 2008).

Despite the TSC code of ethics guidelines and those propounded by the MOE, teachers were at the mercy of the school principal. A female teacher observed in a district boarding school that:

“Principals could be reluctant to release a teacher due to shortage of manpower. If you are the only one in that area there are a lot of problems. The principal may not release you because the students would be left with nobody to take care of them” (Teacher, 01DB01FI, 2008).

Therefore, there are no guidelines in the schools that could facilitate teacher CPD. It all depends with the principal of the school who may provide teachers with assistance and at times it has strings attached.

4.3.2.6 Teachers Attitude to Selection Criteria

The attitude of teachers towards the above guidelines was sought. Principal indicated that teachers were normally negative in their perception about the guidelines. They had to be reminded frequently about them. It was noted that most of the teachers tend to believe that what they covered in college was enough. They only think about the guidelines when they are going for an interview. Most of them would appreciate what they would cover in the courses provided but were unable to implement when it came to students. A male principal observed that:

“Formally it was negative but presently due to the changes that are occurring together with encouragement and awareness they are responding in a positive way” (Principal, 03P08MI, 2008).

There was a category of teachers who felt that their schools had guidelines even though they were not written. This group argued that schools do sponsor teachers to go for workshops and seminars, but the members had to be of a particular department. They argued that they used a cyclic rotation, whereby if a teacher had participated in a previous workshop/seminar then she/he was not legible to attend the next one. It is only if such a course was a follow-up of another that such a teacher would be involved. On the other hand, if it were a different one, then a new teacher would attend. On this level, then, such a school could be said to have informal guidelines that could help them to select teachers who would be involved in workshops and seminars. All in all, it depends with the principal of the school who was expected to inform the teachers on any information dealing with workshops and seminars. A male teacher in a day school observed during the interview that:

“I remember once when the principal came and gave us light on such a course. It was a Christian course that was geared to chaplain. And he even told us that those who are willing to enrol to see him. Unfortunately none of us was willing, I don't know why” (Teacher, 01D03MI, 2008).

On further analysis one of the interviewee revealed that principals do not give the information to teachers especially when the course advertised was not to be sponsored by the school. Teachers were discouraged from participating in workshops and seminars that they were to fund. On the short courses that teachers

were involved, teachers in the FGDs indicated their dissatisfaction. They lamented that the teachers were not well motivated and there was a lot of pressure from schools. Teachers conceded that they were not eager to stay the whole day for the programmes. On the way forward so that they could be improved and cater for the intended goals, teachers insisted that seminars and workshops should take more than one day. The manuals should be easily accessible. Those who facilitate the seminars should not be on a hurry and therefore, should give all details required by the teacher. The participants were expected to get monetary benefits instead of getting participatory certificate only. So that teachers can be interested in getting involved in the seminar. A male science teacher noted that;

“The SMASSE trainers and facilitators were getting a lot of money while teachers were not paid anything and yet they were held during the holidays. Those seminars were compulsory and you have left everything at home and you are just there for two weeks” (Teacher, 02D02MI, 2008).

One of the DIS officers further supported the above sentiment that most of the courses that are offered by the MOE are not effective. He argued that MOE in conjunction with the KIE was supposed to have inducted the teachers with the new curriculum. This has not been done. This was further compounded by lack of staff. The DIS has indicated that most of the courses that are carried out are for primary schools. He has reinforced that in secondary schools the MOE is not directly involved.

4.3.2.7 CPD Programmes Meeting Teachers Professional Needs

Teachers were asked to indicate whether the courses that they were involved had helped to meet their professional needs. They indicated that the introduction of the new syllabus in secondary schools has led to many teachers being involved in seminars and workshops in the sampled schools. They narrated the areas that they were in-serviced on such as setting of essays and teaching of the new syllabus that boasted their professional needs. This was common with the different subjects that teachers were involved. A male business teacher indicated that;

“For the subject course in business we were taken through the new syllabus, and setting of exams” (Teacher, 01DB03MI, 2008).

This was further reiterated by a female English teacher in a district day school that;

“There was one where we were taught how to set English papers and it was in Nyeri. There was another one dealing with the new set books. This took place in 2006. The one on new syllabus, we never knew where to start. I was a new English teacher and the only teacher in the school and you cannot tell how to tackle a particular book. In the seminar we were taught how to go about it, how to test it and what the new syllabus requires. It was very relevant” (Teacher, 01D01FI, 2008).

The entire six principal further supported the importance of the short courses. They noted that the courses were important since they found themselves inadequate in executing some of their duties. The courses helped them to renew their professional ability so that they could upgrade themselves on some of the issues that were touching on their professional and management aspects. Principals argued that some of the areas in management that they were expected

to execute in their duties were not well covered during their pre-service course. This had left them deficient and in need of help that would be sought in the workshops and seminars that they attended. A male principal from a provincial school indicated that:

“Basically, it is because I found myself inadequate in executing some of my duties. ---Obviously as a scholar you would like to have more knowledge---so as to know more about the new emerging issues” (Principal, 02P05MI, 2008).

This was further confirmed by another male principal from a district day school that it was:

“To renew my professional ability---- to update some of the issues that are touching on my profession and also on management—some of these areas were not taught in college and therefore I felt deficient”(Principal, 01D05MI, 2008).

They further argued that the seminars and workshops are of great help in their administration work. A male principal in a district day school noted that:

“It was a general course. It helped on how to deal with students. It was quite an intensive course. We were being trained as administrators. But from the topics it was to be applied to a wide range of aspects on how to handle the stakeholders in education such as teachers, non-teaching staff, students and even their parents.” (Principal, 02P05MI, 2008).

The courses acted as refresher courses in some of the areas that teachers were working in and helped in improving their performance. This helped them to get solutions of the problems that they faced in their local schools. A female teacher in a district boarding school noted that:

“I am able to interact with other people who are sharing the same vision on the areas that I am working in and they would assist.”
(Teacher, 01DB02FI, 2008)

Teachers interviewed indicated that the long-term CPD courses have improved their competence a great deal in their teaching work. They observed that the courses had acted as refresher courses and had helped in aspects of methodology, management and psychology. A male English teacher observed that:

“It equipped us with the knowledge that would help us to solve problems that one encounter. I have found the course quite useful not as a preacher but as a teacher. I have used the methods taught in teaching of literature” (Teacher, 02D04MI, 2008).

Teachers further urged that the knowledge was more than enough and it was serving them well in their teaching profession. Teachers agreed that they are able to use different resources such as textbooks, and improved their teaching methods.

A female teacher in a provincial school noted that;

“It is guiding us as teachers on how we are supposed to go on with our duties as teachers, how to interact with students, teacher, parents and how to come up with better teaching method. I now feel a better teacher than before I went for the programme” (Teacher, 01P02FI, 2008).

Teachers in all the focused group discussion reiterated that they had professional development needs that they would like to fulfil and that there were several reasons that compelled them to be enrolled in CPD programmes. First, they have stressed that managerial skills would be important in performing of duties in that particular position. They view CPD as the main avenue that would help in

management and solving of their professional deficiencies. A female teacher in a provincial school observed that;

“In the course of your life as a professional teacher you can be an administrator, can invest in courses that deal with administration” (Teacher, 01P05FI, 2008).

Secondly, ICT featured prominently as another area that teachers felt deficient. They indicate that they left college without the knowledge of ICT and this was an area that was of necessity in the modern day life. They noted that currently in teaching of languages teachers are expected to have knowledge of ICT since the syllabus has become dynamic. A female English teacher observed that:

“During our time we were not learning how to write an E-mail or SMS. But now we are supposed to teach these things. So when we continue with education we might venture into things that are coming up in education” (Teacher, 01P05FI, 2008).

Teachers were concerned that they need to advance in curriculum development so that they could be able to implement it in their schools without problems. This was further related to the teachers’ areas of specialization where they could advance in their careers and receive more education that would allow them to become lecturers rather than secondary school teachers. This element of changing their job status and even career has been sited as another need for their involvement in CPD. A female business teacher observed that:

“According to the current changes I would like to join a course in human resource management. The CPD would help you to get into such a course” (Teacher, 01P04FI, 2008).

The above sentiments were further supported by the responses from the survey that asked the teachers to give their opinion on whether they had any professional development needs that they would like to full fill through CPD. After the analysis seventy-three (77.2 %) teachers indicated that they had professional development needs that they would like to fulfil through CPD. Only twenty-one teachers (22.8 %) indicated that they don't have any needs to fulfil through CPD.

When requested to support their choice of the above response those who agreed that they had professional needs to improve noted that they need to cope with the changing trends in the world and the emerging issues in education. This was expected to improve them in their profession and knowledge of their subjects of specialization. There were teachers interested with the practical aspect of their subjects while others were interested with guidance and counselling of their students. This has made some view learning as a continuous process that would help them to fulfil their desires for higher learning. Teachers view CPD as the only viable option in the improvement of their careers. A female teacher lamented that:

“I get little or no in-service course to keep me updated; hence I need to further my education” (Teacher, 02P02FI, 2008).

Teachers viewed CPD as the viable avenue that they could use for their upward mobility in their profession. Some would like to use it in order to stand a better chance during promotion, while others would like to move from the rank of a

class teacher to that of school administrator. Others would like to teach in higher-level institutions like teacher training colleges and universities. This could be attributed to the perceived high competition in the education sector that teachers feel they need to improve on their initial qualifications. A male teacher observed during the interviews that:

“First degree is not enough in the current dynamic world since there are many emerging issues that teachers are facing in their profession” (Teacher, 02P03MI, 2008).

Teachers argued that CPD would assist them in their service delivery and self-actualisation as they prepare for their retirement. This would improve their salary scale and improve on their self-esteem as they prepare to change their profession. This raises issue with the main goal of CPD in schools that should help in student improvement in the classroom, which is contrary to what teachers indicated as their priority.

Lastly, another group of the teachers had indicated that the programmes were not satisfying their professional needs. Further probing indicated that these are teachers involved in courses not related to education. Some had argued that the information they were getting was not to be used in secondary schools set up. It was more advanced and need to be applied in higher-level institutions of learning.

A female teacher pursuing a Doctor of Philosophy (PhD) observed that:

“No, what I am getting is not supposed to be used in a secondary school set up. It is more advanced” (Teacher, 03P01FI, 2008).

4.3.2.8 Implementation of Knowledge from CPD Courses

Teachers were asked whether they were able to implement the information they got from the CPD programmes. They argued that the seminars and workshops helped them in implementing of their professional skills in their daily duties as teachers. A female teacher observed that:

“Really it helped greatly, I remember one that was organized in 2003 where the employer (TSC) sent staff to come and teach us. It helped us in the teaching of the whole institution. It helped us to know some of the things that we used to disregard before” (Teacher, 01D01FI, 2008).

In addition a male mathematics teacher in a district boarding school observed that:

“In mathematics there is a topic that deals with cosines. When I left college I was not very competent, and had not taught in secondary school. In college it was not one of those units that were taught there, when I attended the workshop we shared the experience and I came to have confidence and got the content of the unit.”(Teacher, 01DB02MI, 2008).

On the other hand, even those who attended seminars and workshops on life skills argue that they were able to apply them in their daily work. A male biology teacher in a day school observed that:

“Our students are mature and most of the subjects that they are taking would make them more interested in such aspects dealing with reproduction in Biology. It is in the process that after realizing that they end up experimenting with what you have taught them. It is at that point that I would chip in some aspects to do with HIV/AIDS or venereal diseases in the process, I would give them the advice on what they are supposed to do”(Teacher, 01DB02MI, 2008).

Teachers given roles that they were not trained had reiterated this. They argued that workshops and seminars had helped them to implement what was required in the process of their duties. This was common with guidance and counselling teachers that had been given roles without due consideration of their qualifications in the required areas. A female teacher in a provincial school observed that:

“When some of us were selected to be in guidance and counselling office in the school, we were not aware of what goes on in that counselling office. We were not aware of how guidance and counselling office should be organized. We were taught such things and how to handle students. We were taught that guidance and counselling was not the same as advising. The students should open up and tell their problems and also set solutions to their problems. Such things were taught and were of great help” (Teacher, 01P05FI, 2008).

This was further cited by another female teacher in the same school that:

“Yes, they are there, May be you are a teacher and you have been appointed as a counsellor or sometimes you feel that if you advance yourself in that area you feel you are in a better position when you are doing your work in school professionally” (Teacher, 01P04FI, 2008).

Analysis of the FGD indicated that teachers had cited guidance and counselling as an area of need. They had argued that sometimes when they are handling the students they feel inadequate though they had attended various seminars and workshops. They observed that they were able to apply what they had learnt in their teaching work in class by involving the students more in their teaching. A female teacher in a provincial school indicated that:

“Basically, I have improved in those areas of teaching. They have greatly helped me to improve my professional status” (Teacher, 01PFGDO3F, 2008).

Teachers indicated that the long-term courses had helped them to implement their professional skills. They argued that they learnt and covered content during the course that enabled them to implement the new skills when teaching. They were able to handle students, applying the techniques and skill that they learnt from the course. An English male teacher during the interview commented that:

“Yes it has, before I went to study for my B. Ed course, I never knew how to analyse a sentence. When I had a diploma the furthest I would have gone in analysing a speech structure was a word. But from the B .Ed course, I learn that we could go further and analyse the morphine such as sub themes--- I became a better teacher---This has impacted positively even in my teaching behaviour” (Teacher, 03P06MI, 2008).

Those involved in non-educational courses argued that they had become more open-minded and had been exposed to more knowledge than what they had initially. They argue that the courses were acting as refresher courses for what they covered during their pre-service course. They had indicated that the CPD courses that were not related to education had helped them to integrate the social aspects with education. These had further enriched their experiences and were able to handle the students in a better way. A female teacher in a provincial school highlighted that:

“I think I have become a better teacher. I have learnt to understand students better than used to before I went for the course. I am also able to relate better with my colleagues” (Teacher 01P02FI, 2008).

This was further supported by responses of the questionnaires that asked whether teachers were able to apply the new information in the performance of their duties. It was found that eighty-four teachers (88.9 %) indicated that they were able to get adequate information as they pursue their courses and were able to use it in the performance of their duties in the current school. Only ten teachers (11.1 %) indicated that they were unable to use that information in their performance of duties. When teachers were asked to give reasons why they were not able to apply that information in their teaching work they argued that the schools where they were working lacked finances and therefore could not buy the books required. On the other hand, some teachers were pursuing courses that were either not related to teaching in secondary schools or they were of higher level compared to what was required in the secondary schools. This was possible where teachers were interested in changing their careers. A female teacher in a provincial school indicated that:

“I am taking my PhD which is above secondary school work. At the same time the school administration does not involve me even in guidance and counselling and yet I did it in a master’s course. To them I am viewed as a threat to their administrative posts” (Teacher, 03P01FI, 2008).

Teachers interviewed argued that the knowledge obtained was relevant and up to date. It was involving the emerging issues that were occurring in the schools set up. A female teacher in a provincial school indicated that;

“The project I was doing helped me to understand my students better. On the basis of administration there are many factors that were of importance to me. It has greatly promoted me professionally” (Teacher, 01P03FI, 2008).

Teachers observed that they are now able to motivate the students to learn in their specific subjects. On this issue they have managed to get good results and also to appreciate their career. The untrained teachers indicated that the courses were more relevant to the development of their professional knowledge and even improved on their career prospects. They argued that untrained teachers had many aspects of teaching that they were not aware. Three of the interviewed teachers indicated that they were able to learn a lot compared to what they were getting from their colleagues. A male business teacher in a provincial school observed that:

“After completing the course of “A” level I was employed as an untrained teacher. Here I thought it was just a matter of applying the knowledge that you got from school without emphasizing with the methodology. As I continued with my work I could ‘crush’ in the middle of the topic. I used to leave the class frustrated and also students. From the knowledge that I acquired in the college it means that to carry out the work of teaching required that a teacher prepare well. There is need for proper scheming and lesson planning. This would help the teacher to complete the lessons efficiently without any problem and cover the content and enhance student learning” (Teacher, 02P04MI, 2008).

Others argued that the courses were acting as refresher courses for what they covered during their pre-service course. To one of the male English teachers in a district day school and pursuing chaplain course noted that:

“The course was useful as it dealt with educational psychology units that we covered during our pre-service course. The course laid much emphasis on teaching methodologies that could help the students to realize their potential. I am getting extra knowledge that I would not have got when I was in college. The course has helped me to interact and at what level with the students. As an individual it has helped me

to sharpen my skill on how to handle the students, to interact with colleagues at work and the community. That way I was able to deal with all the stakeholders in education. I believe I am a better person than the way I was previously” (Teacher, 02D04MI, 2008).

From the foregoing teachers indicated that they were able to utilize the skills that they acquired during their long-term CPD courses. This has made teachers demand such courses in future so that they could improve themselves and this study supports the literature available.

4.3.2.9 Provision of Professional Advice in Schools

Teachers were asked to indicate whether they were provided with professional advice in their schools and the people responsible. Of the teacher’s interviewed sixteen (47.05 %) agreed that teachers are provided with professional advice in their schools. Staff meetings, briefs in the morning and briefs after a teacher has attended a workshop and seminars were the main avenues. The principals were the main sources of the professional advice that was given to teachers. The guidance and counselling team in the schools does the role of counselling teachers in one of the provincial schools. A female teacher involved in teacher counselling indicated that:

“We usually have counselling sessions on how to relate as teachers. It is organized by the counselling team in the school” (Teacher, 01P02FI, 2008).

As indicated, principals do give advice on the matters that are affecting their particular schools through staff meetings. Other forms of advice are obtained

when teachers do attend workshops and seminars. Principals have been supporting teachers so that they could be able to attend them. As one male teacher in a district day school commented:

“Yes, especially through staff meetings where the principal may observe on a particular area or read the TSC code of ethics” (Teacher, 01D04MI, 2008).

The principals forward the information to HODs who in turn are expected to attend the course. They are later expected to brief the teachers under their jurisdiction with the information that they would be able to get. In some cases teachers formed discussion groups according to their subject areas and solve the professional issues that are facing them. Moreover, those who attend seminars and workshops also come back with booklets and handouts that are given to teachers. They ensure that the content is typed and given to all those concerned. In addition, those who attend seminars are expected to brief their colleagues on what they have covered. But this has faced opposition from the teachers. They argued that if teachers get information from a second and third source, distortion might occur. A male teacher in a district boarding school commented that;

“May be the person may be feeling that the points that he/she should not give is what he/she feels is a threat on his side. Also when you attend a seminar not everybody is attentive. So one may miss a lot of points that could have been relevant” (Teacher, 0DB03MI, 2008).

It was only in provincial schools where departments had more than one teacher. In some of the districts day schools some departments were having one teacher. In the provincial schools they were able to consult one another. The newly employed

were supported and the senior teachers were ready to assist the young ones whenever they had problems. The senior teachers were checking on what was being done and helped the young teachers whenever there was need. This was well portrayed by one case where a teacher used to teach in a college was transferred to a secondary school. He commented that:

“I used to teach in a college. I never taught my subject. So---- something that I had not taught for ten years, I had to begin from zero. It was the colleagues in the department who greatly assisted” (Teacher, 02P03MI, 2008).

Another group of ten teachers (29.411%) noted that they were not provided with any professional advice in their schools. They indicated that they used to get the advice in sporadic manner from the principals. Teachers were categorical that there was no professional advice provided in schools. Teachers had to take their own initiative and get the required information. A male teacher in a district day school noted that:

“There was almost nothing. Unless you take your own initiative and try to find out you cannot get anything from the school. There is nobody who would remind you of the various professional aspects that you are expected to fulfil. This is left to the individual to decide” (Teacher, 02DO2MI, 2008).

Teachers were requested to indicate whether young and newly employed teachers were mentored in their new stations of work as part of their professional development. Of the teachers interviewed twenty-six (76.47%) had indicated that teachers are mentored in their schools. An analysis of the interviews indicated that mentoring was done informally and there were no procedures on how

teachers should be mentored in these schools. A female teacher in a provincial school observed that;

“I would say it is done informally. The process is continuous so as to avoid conflict with the administration and even the students. It is not well coordinated since there are no laid down guidelines on how it should be done. It is done informally” (Teacher, 01D04MI, 2008).

The HODs assign the workload and make sure young and newly employed teachers are linked up in the department. In case the young teachers had problems they are expected to consult the old teachers on how to handle them. HODs are expected to induct the incoming teachers so that they would know the expectations of the school. There are departmental meetings where such teachers are inducted. At personal level teachers were expected to ask for help. In some district day schools there was only one teacher in each department and this has made mentoring difficult. In some cases, the newly employed teachers are the only one in that subject area. Thus induction becomes difficult. A male biology teacher in a district boarding school commented that:

“We can only assist in other general things but not the individual subject. Like in biology we are many, while in agriculture I am alone, while physics also has one teacher” (Teacher, 01DB02MI, 2008).

Those who allow the new teachers to discover things on their own further complicated the above problem. The older teachers only come in to help when they realize that the newly employed teachers had serious problems that may even affect the student performance. A female teacher in a district day school observed that:

“When you see that they are in deep problems, those are the times when we come in. We assume that they are professionals and know what should be done” (Teacher, 01D01FI, 2008).

This was further supported by another male teacher that:

“They are taken to the head of departments. Depending with the personality of the person, the good one would help them while others would watch the way you would handle your duties” (Teacher, 01P01FI, 2008).

Nine of the interviewed teachers (23.52 %) indicated that mentoring was lacking in their schools. A female teacher in a district day school noted that:

“Apart from the introduction that teachers get during the assembly, there is nothing that a new teacher gets to help them fit or adjust in the school. I was given textbooks, timetable and told to go to class to teach. I was not helped, when one comes to the profession you are expected to know about it. When they are in the staff room the only help one can be given is to locate their classes, provided with timetable and told what was expected of you and that’s all--- may be the teacher may inquire from the rest” (Teacher, 01D05MI, 2008).

Another female teacher in a provincial school observed that:

“Yes there are some who are not ready to discuss anything because they consider themselves too experienced in the profession. When you go to look for something they are good at, they are the same teacher who will frustrate you by ensuring that you are the most overloaded in the school. The general atmosphere was that most of them would rarely help you” (Teacher, 03P02FI, 2008).

4.3.2.10 Financing of CPD Programmes

The short professional courses were sponsored by various sources. The MOE featured prominently as the main source of funding of the seminars and

workshops that were attended by the teachers. At the national level the education officer interviewed noted that there was a direct relationship between the MOE and those institutions that offer the various programmes. Most of the institutions were funded by the exchequer through the MOE and they were under the jurisdiction of the permanent secretary. Whatever goes on in those institutions had to be approved by the MOE. In addition, there were arrangements for secondary school teacher improvement. It was highlighted that the MOE had established KESI for the improvement of managerial skills for both primary and secondary schools. As highlighted earlier, the courses offered benefited only the principals and their deputies and not all the teachers in secondary schools. Other sources of funds come from Non-Governmental organizations such as National Education Services, Japan International Co-operation Agency and other Agencies that were affiliated to churches like Catholic Church.

Financing of long term CPD was important in ensuring that teachers get involved and at the same time complete the courses they were enrolled. Teachers involved in long duration courses indicated that they funded the programmes from their personal savings. As one female teacher noted during the interviews;

“I organized the course for myself and paid all the required fees. I had read from the newspaper and then I applied. I also applied for the study leave which I was granted.”(Teacher, 01P02FI, 2008).

All the ninety four teachers (100 %) involved in the survey indicated that they financed their CPD courses from their personal savings. Further cross check from

the interviewee in the MOE headquarters indicated that there are policies that govern scholarships and funding. The scholarships are advertised and those interested are expected to apply. All the candidates were expected to compete for the scholarships without any favours. Contrary to what the teachers in the field had indicated, the MOE does not offer scholarships indicated lack of the required information. All those who apply expect to be granted the scholarships automatically yet they are expected to compete for them. This would disqualify the assertion by teachers that they are denied the scholarships by the MOE. This form of information has not reached the teachers on the ground. The Officers indicated that the MOE has established HELB to help in providing loans to those interested in pursuing CPD. The selection criteria are left to TSC to decide on the main areas of priority that they would like the teachers to be involved. TSC was also represented in the MOE Ministerial Training Committee (MTC) on the areas that require to be funded. This study found out that teachers in Kirinyaga District do not benefit from the scholarships awarded by the MOE nor do they get any support from Non-governmental organizations and trade unions geared towards CPD.

Teachers had greatly lamented on this mode of personal financing of CPD. Some had financed the CPD and then their certificates were not recognized by the TSC. This has demotivated the teachers who would otherwise have been interested in another course. As one female teacher observed:

“I financed the course. That is why it is very devastating, when I completed the course and they do not recognize my certificate. Yet I do a lot of counselling in the school.” (Teacher, 01P04FI, 2008)

Apart from teachers’ salaries, there was one peculiar interviewee who indicated that he used to work in the private sector. The interviewee was retrenched and later took farming. The money he was using to finance his CPD was coming from his savings of farming activities.

4.3.2.11. Mode of CPD Programmes to Choose

Teachers were asked to indicate the mode of learning that they would be interested when pursuing CPD courses. Fifteen of the interviewed teachers (44.11 %) indicated that they would like to be involved in a full time and long term mode of learning. Various reasons were given for this preference. First, the mode is fast and teachers expect to complete the course within the prescribed time. This has further been supported by the argument that the teacher would be able to make maximum use of the programme without a divided attention. A male teacher during the interview observed that:

“I would go for full time so that all my attention would be on the studies. This would be important as it would not affect my other responsibilities and studies” (Teacher, 02P03MI, 2008).

A male teacher in a district boarding school observed that:

“I think the school based is quite hectic because you have the school work that you are expected to do and also study. You have over twenty lessons to teach and also you have college assignments that you are expected to complete. If you are in fulltime then you would concentrate with the learning fulltime--- this would be the best and you would not strain a lot financially” (Teacher, 01DB03MI, 2008).

They indicated that they would get enough time to visit resource centres like libraries when studying. This would reduce division of their attention and they would be able to complete the programmes on time. This would also lessen their other responsibilities that they are expected to perform in their schools. A female teacher in a district boarding school observed that:

“I would like fulltime since I have other responsibilities that would inhibit my concentration on the studies. I would go for a study leave, complete learning and then come back for teaching” (Teacher, 01DB02FI, 2008).

Eight interviewed teachers (23.52 %) indicated that school based was their preferred mode. Teachers for choosing this mode sited various reasons. First, they argued that the mode would allow them to work, and pay for the course without many problems. In order to avoid problems of study leave the school-based mode has been preferred by most teachers. A male teacher in a district day school noted that;

“You know getting study leave probably from the TSC is very difficult. I would like to skip that part so that I can go the easier way. This would give me an opportunity to work, cater for the family and study” (Teacher, 01DB02MI, 2008).

The survey further confirmed that the school based was the most preferred mode of learning. Sixty two (65.95%) teachers would like to pursue a course through the school-based mode. It was followed by Open learning that comprised of twenty two teachers (23.4 %). Five cases indicated their wish of attending part time classes during the weekends and other courses respectively.

The entire principals in the sampled schools further supported that they would like their teachers to be involved in part-time modes. They argued that it would not be proper for the teachers to be delinked from their students. They were greatly against the full time mode where teachers would be absent from school. A male principal indicated that;

“I would prefer the school based so that teachers could be in touch with the school and they are still developing themselves. The school-based mode is the best for most of us who are working.”(Principal, 03P08MI, 2008).

The DIS further supported the use of holiday programmes. They indicated that there was a great shortage of teachers and the TSC was being forced to regulate teachers in school. Minimizing the numbers that are going for study leave does this. The DIS was further probed on the issue that teachers are complaining that study leaves are becoming harder to be granted and they are finding it as a barrier to improve their professional status. He argued that it has reached a point in this district where teachers are highly interested in long term CPD. He argued that finances were a hindrance and also study leaves are not easy to get. This has forced many teachers to engage in school-based courses that are provided during the holidays.

4.3.3. Availability of Facilities in the District

Teachers were asked about the availability of any resource centre that they could visit in the district in order to seek information on professional development. Twenty of the interviewed teachers (58.82 %) agreed that there was neither

resource centre nor facilities such as libraries and Internet in the district that could be used by teachers for their professional development. Secondary school teachers lamented that primary schools had teacher resource centres but they had never heard of a place where they would go. A male teacher observed that:

“In Kirinyaga there is none. There is none a part from the school library and laboratory that are not well equipped” (Teacher, 01P07MI, 2008).

A female teacher in a provincial school during the interviews conceded that:

“Apart from seminars that are organized by DEO to brief teachers to give them more information, secondary school teachers have no other place they can access extra information on their professional development” (Teacher, 03P03FI, 2008).

Teachers lamented that they are forced to go to the neighbouring district to access libraries and resource centres for CPD. This has made it more problematic putting into consideration the time involved and the travelling expenses that the teachers incur. A female teacher involved in a CPD course noted that;

“I usually go to Embu and Kenyatta University library even though they are quite far. At times I borrow books from friends and at times discuss issues with them” (Teacher, 03P01FI, 2008).

Another male teacher in a provincial school observed that;

“It is quiet pathetic. The closest library is at Karatina. In the district there is no resource centre and I used to go all the way to Nyeri” (Teacher, 01P07MI, 2008).

In case of any professional needs teachers were forced to travel to the resource centres in the institutions where they are studying and those in the neighbouring district. The few and small libraries available are owned by individuals and

churches. The materials available are general and not specific to teacher professional development. A male teacher in a district day school observed that;

“I would say that I am yet to get in a place that I can visit and get information because in our district we even don't have any library. In town there are small libraries in the churches but you don't expect to get materials that can help you as a teacher. I have found that missing ---I cannot say where teacher advisory centres are located in the district. I have never got any opportunity to visit them. That is lacking” (Teacher, 02D02MI, 2008).

Four teachers (11.46 %) indicated the availability of Internet in the district as the main resource centre that they could use. One has to go to Kerugoya town so that they could access Internet facilities in the cyber café and at the post office. They complained that the speed was not very fast. One of the teachers lamented that the post office was the cheapest place but the time they close was the time they are supposed to be leaving their workstation. This has limited their accessibility of this facility even though they would be interested in visiting it. This has further been affected by the time that the post office was supposed to close on Saturdays and Sundays thus limiting the time teachers could access. It was only Kamuiru Secondary School where they had computers connected to the Internet. Though the type was different from what was in the cyber cafes. Teachers agreed that they rarely use it for their professional development. Those who agreed that they visit cyber cafes for Internet do it for other personal reasons not for professional development.

Seven teachers (20.58%) had visited SMASSE centre at Kerugoya Girls Secondary School as the main resource centre to borrow materials. Teachers were using the materials when they are supposed to participate in seminars. A male science teacher in a provincial school observed that:

“Only teachers from small districts day schools would go for the materials. They may come and borrow textbooks, some apparatus since they don’t have them. Since in our school the laboratory is well equipped, we may not have the need to go for the apparatus” (Teacher, 02P03MI, 2008).

Teachers had indicated that they don’t frequently visit the centre. When further probed, on the number of times that they visit the centre teachers indicated that they usually visit it once per term or at times they do not visit it at all. A male science teacher observed that:

“We normally use the centre when we go for SMASSE courses. We don’t go there because the procedures involved in getting the apparatus are very cumbersome and tedious” (Teacher, 02P05MI, 2008).

Teachers were asked to indicate whether their schools have facilities and their status when it comes to teacher CPD. They indicated that the school libraries were not well equipped to cater for their professional needs. They accepted that they do not visit the libraries frequently to seek for information on teacher professional development. A male teacher in a district boarding school observed that:

“As a matter of fact I cannot say that I visit that library to read regularly. I do visit it during other duties.”(Teacher, 0DB03MI, 2008).

Some of the schools had got books donated to them. The books had helped them in stocking some of the subject areas with extra reference materials that could be used by teachers. A biology teacher in a district day school observed that:

“A lot of books were brought by the Americans. These books are important and they are for all subjects .We utilize them and in biology we cannot complain so much. May be of variety but for teachers and students we have enough” (Teacher, 02D03MI, 2008).

In one of the provincial schools, the library was burnt down in 1998 during students’ riots. The library was being equipped through donations. Teachers in this school had argued that the books were relevant reference materials that could be used by the teachers. They had all the topics that were required in the syllabus. In another provincial school, teachers had lamented that the library was converted into a classroom. They complained that the books were very old and need to be replaced. This problem has been reiterated in other schools. A female teacher in a provincial school noted that;

“The library is not well equipped and the type of books quality present was wanting. Most of the books are for the old syllabus and others are from western countries, which may have no impact for the students. Even if you tell a student to go there they would tell you that the books are very old. Whatever is there is not enough. The reference books are very few” (Teacher, 03P01FI, 2008).

The libraries were not adequate on teacher CPD. Despite this there were teachers who had shown outright defiance and had argued that they had never gone to the school library. They had complained that the books in the library were not adequate and yet they don’t visit. During the fieldwork it was found that a part from Kiranja Secondary School that had a well-equipped library, all the other

sampled schools had poorly equipped libraries. The library at Kiranja was well equipped with different reference materials that could be used by teachers for their professional development. In the other schools, most of the available materials were student class books, which were hardly enough as claimed by teachers interviewed.

The staff room was not the best place for teachers to use for their private reading due to the frequent disturbances that were taking place. There were interruption by colleagues' teachers, students and even parents. Since the study was carried out during the campaign period, teachers were mostly talking about the politics, of the local area and even the nation. Despite that diverse topics were discussed, Professional development talks that were geared to CPD were intermittent and not fully discussed. It was only in one provincial school that had several rooms where teachers could have used for private reading. These places involved guidance and counselling room and boardroom where there were adequate space and enough furniture that could have been used by teachers.

Apart from facilities, there were no other materials such as magazines and journals that teachers could have accessed in their school. Apart from Kamuiru Secondary School, the other schools lacked Internet facilities. It was found that the Communication Commission of Kenya (CCK) in conjunction with Safaricom funded the Internet facility in this school. The network connection was said to be

slow and due to the heavy workload teachers were not in a position to use the facility for their professional development.

4.3.4 Category of School Influence on Teacher Participation in CPD

The principal were asked for their opinions on the categories of the school and whether they do influence teachers' participation in programmes of CPD. One principal indicated that there are motivating factors that may vary from one school to another. When teachers in a good provincial school are promoted and get other jobs because of the performance of their school, teachers in that school would tend to be interested in CPD. There was a correlation between teacher CPD and the school performance. Also, teachers get interested in CPD because they are located in areas where information was readily available. Moreover, in provincial schools, the teacher may feel challenged and opt to go for further studies. A male principal observed that:

“If you look at schools like Kerugoya Boys, Kerugoya Girls, Mutira and Kianyaga, they are located near town centres, more teachers are interested in these courses. They are also able to access facilities like the Internet where they can browse information compared to district boarding and day schools found in the interior of rural areas” (Principal, 03P08MI, 2008).

Principal further argued that the environment of the school might be encouraging and motivate a teacher to consider being involved in CPD. This was especially to the young employed teachers. Where the administration was serious on the development of teachers they would tend to be involved in more professional development courses. This was further supported by the DIS views that the

initiative depends with the person and the kind of people that one interacts with.

To him, the environment was the key factor that would influence the teachers. A

Male DIS observed that:

“The provincial school teachers have more exposure than those in rural areas. So it is the exposure and interactions that do influence” (DIS Kerugoya 2008).

More over, the District TSC Human resource officer differed with the above view

and argued that the category of the school do not influence teacher participation in

courses geared to CPD. This was because the TSC has a policy that controls the

number of teachers to be involved on fulltime basis. The category of the school

does not matter. He argued that:

“The rule states that the number taking study leaves should not exceed two percent of the district teacher population for primary schools. For post primary institutions the number should be limited to one teacher for single streamed school and four for four streamed schools. There should be no more than one teacher on study leave per department at any one time.”(District TSC human resource officer, Kerugoya, 2008).

These sentiments imply that the categories of the school do influence teachers’

involvement in CPD in Kirinyaga District and it has supported the above view as

articulated by the principal and District inspector of schools.

4.3.5. Provision of Support to Teachers Involved in CPD

4.3.5.1 Local Schools

Teachers involved in CPD were asked to indicate whether they were provided

with support in their local schools. Twenty-two interviewed teachers (64.70 %)

indicated that they were not supported in their local schools. They argued that

sometimes they would request for permission to go to institutions where they are studying and it was denied. For them to be granted permission they had to fulfil particular criteria like getting another person to stand in for them. Others were forced to teach their classes during the weekends and after the normal class hours. On further probing the teachers indicated that they were not relieved some of the work. A female teacher in a provincial school observed that:

“The permission is tied to other things. Teachers are expected to do everything and nobody recognizes that there is a problem. The work was to be done as expected. So I would say that the support is not given” (Teacher 03P02FI, 2008).

Another female teacher in a provincial school observed that:

“You see when I am here, I have to do my work and cover all the lessons. Even if I have extra work for my course, I don’t do it here in school. The extra time that I commit to my work is after school or during weekends. You see when I am in school I would like to do all my work as it should be done” (Teacher, 01P03FI, 2008).

Crosscheck with the principal interviews indicated that they do provide support to teachers involved in CPD. They argued that they do encourage them to complete the courses since it would help in improvement of the school. The principals were concerned that teachers were not expected to attend the courses at the expense of the students. They were encouraged to balance their roles and provide adequate time so that students were not affected in any way. Despite the above aspects, teachers were encouraged to apply for the courses whenever information was available. On further probing on how teachers involved in CPD were assisted, it was found that principal had indicated that they do support the teachers. On the

other hand, teachers had been complaining that they were not well supported especially with the workload that they were expected to teach. Principal had maintained that they do help teachers involved in CPD. A principal in a provincial school observed that:

“We usually consider that if a teacher reminds us in good time, we normally give them that opportunity.” (Principal, 02P07MI, 2008).

They argued that most of the courses were taken during the holiday and therefore do not interfere with the schoolwork. Whenever the teacher communicates the information in advance, then the principal were in a better position to assist. As one of the principal had noted the issue of workload was difficult and teachers had to take the whole load. A male principal in a district day school observed that:

“On the issue of workload as much as we would like to assist, it is not possible. When we are having teachers on teaching practice we would consider those teachers involved---but it is a bit difficult.” (Principal, 02D05MI, 2008).

It was also noted that their job security was ensured and once they completed, appreciating what they had done was recognized. Teachers had to keep the knowledge of being involved in CPD secret for fear of threats from school administration. Teachers had complained that the gaps in the timetables that they used for their studies were closed. A female teacher involved in CPD programme in a provincial school noted that:

“I don’t know how it leaked from the staff room to the principals’ office--- it was not taken kindly especially by the principal at the time and my timetable was closed. The lessons were placed in such a way that I had lessons in the morning and some late in the afternoon so

that I could remain in school the whole day” (Teacher, 01P03FI, 2008).

Teachers complained that this was the highest level of persecution they received after their courses were known by the school administrations. Those involved in Open Learning courses urged that there was a problem in getting release time to go and do their exams. A female teacher in a provincial school noted that:

“Apart from the permission that I was granted to attend the sessions in the college there was no other support. I had the biggest load in school despite the course I was involved. To get permission I had to get a few words that were bad from the principal. The five days were not positively given” (Teacher, 01P04FI, 2008).

Support from the colleagues has not been good. Those involved on various courses complained that when they were on duty they had to struggle to get somebody to stand in for them. One had to make personal arrangements and teachers were not willing to assist them. At times the meetings that were supposed to be held during the weekdays were scheduled to take place during the weekends when teachers were involved in the courses. A female teacher in a provincial school noted that:

“It was a struggle you have to pay somebody to be in for you and even then some may not be willing” (Teacher, 02P01FI, 2008).

The problem was further seen when teachers were expected to invigilate, mark and compile marks for their students. Teachers complain that their exams were placed in the last days of the term and yet they were expected to report to college.

Pursuing of the courses was taken to be personal and teachers were denied support. A male teacher in a district boarding school observed that:

“Last term I had mocks to mark and my exams were done up to the last day of the term and I was expected to report to college that Saturday --when I went to seek for help, I was told to complete with the pending work before I go” (Teacher, 01DB03MI, 2008).

This was further confirmed through the FGDs that revealed that teachers involved in CPD were not supported by the school administration. Those under school-based mode had to carry the whole load of teaching and participate in their programmes. They further noted that there was no special consideration that one was pursuing a course. The teacher had to struggle with all the workload that they were expected to carry. The only support was permission that was given in case one was supposed to go to the institution where they were studying. This was in turn tied with the conditions that the teacher had to compensate his/her classes when they were free. Teachers in FGD agreed that:

“Whether in CPD or not there was work that you are supposed to do. One was not considered whether you are pursuing a course or not. Unless there was a very special case you had to struggle and get clearance from the higher offices but not from the school. There was no support from the school. On the issue of being relieved with workload one had to compensate the day you missed classes. The day you would come you would have a rough day” (Teachers, 01DB FGD07F, 2008).

On the other hand, ten teachers (29.41 %) agreed that they were provided with support in the local schools. On further probing six teachers (17.64 %) indicated that they were involved in study leave and therefore were college based and had no problems with their local schools. They urged that they used to get all the

correspondence from their employers through the current school. They were also encouraged to complete the courses by their principal. Of the interviewed teachers, one indicated that he was fully supported despite being involved in school-based programme. The school principal supported him with the initial application letter and was allowed to work with the students to practice what they were learning in the college. A male teacher in a district day school noted that;

“When it comes to the ground the course requires me to work with groups of students and the school has given me support” (Teacher, 02D04MI, 2008).

On the other hand, one of the interviewed teachers had indicated that he was supported. On further probing, it was revealed that the concerned teacher never got any support from the school. The teacher was forced to seek permission from Provincial Director of Education office so that he could be allowed to go and collect data for the masters’ programme.

4.3.5.2 Learning Institutions

Teachers involved in CPD courses were requested to indicate whether they were provided with enough support by the institution where they were pursuing CPD courses. Twenty-two teachers (64.70 %) interviewed noted that they were provided with enough support by the institutions that were providing the various courses they were involved. Four teachers (11.76 %) indicated that support started immediately they enrolled for the course through orientation programmes. They urged that they were briefed on what the courses entail and what they were expected of as students. A female teacher observed that:

“The first thing that was done during the first week was orientation. We spent time being told what was involved and we were guided on what to do” (Teacher, 01P02FI, 2008).

On the other hand, teachers indicated that the institutions were providing them with enough support in terms of materials required. Teachers had urged that they could utilize the libraries and resource centres any time they require them. In case one required advice they noted that teachers could book appointments with lecturers who in turn would assist them. Of the teachers interviewed, one indicated that the institution has well equipped library and a bookshop. Students were able to buy some of the handouts that they require.

It was only two (5.88 %) of the interviewed cases that indicated that they were supported through bursaries and scholarships. The institution had been producing the materials and then gave them to the students. A female teacher in a provincial school observed that:

“We never bought books. They produced the materials and gave us. They also supported to pay one hundred and fifty thousand shillings and paid for us one hundred thousand shillings” (Teacher, 01P02FI, 2008).

Lecturers provided enough support to their students. This was evident in the appointments that were granted to teachers who required advice and others were directed on where to get the information that they required.

On the other hand, eight interviewed teachers (23.52 %) indicated that the institution do not provide them with enough support. One of the teachers indicated

that the information from the university to the students was not flowing smoothly. The teachers complained that they were uncertain of some aspects of the university such as graduation. A female teacher noted that;

“The officers who were in charge are failing us. I am going to pay the money but I am not sure whether I will graduate. The officers of examination office in Open Learning were quite disorganized. Whenever we launch complains that we are missing marks for particular units, they were not taken seriously. He was not following the marks to ensure that the lecturers filled the marks. I would say that Open Learning was being failed by the officers” (Teacher, 01P05FT, 2008).

Teachers’ far away from the institution had indicated that distance was a major problem. They were unable to access college libraries. The duration given and the number of book copies that one had to borrow were limited. Thus replacing the books and even accessing them becomes expensive to the teacher and also inconveniencing. A female teacher observed that:

“We have tried to talk to the administration and they had said that there is very little they could do. They cannot change the rules to suit us those who were out there. So the facilities were best used by those based in Nairobi and the regular students” (Teacher, 03P02FI, 2008).

This had further been made worse by lack of current books that could be used for reference by students taking particular course. A male teacher noted that:

“I feel we are not given enough support in terms of materials. We are given booklets and then we are required to photocopy. It was the institution that was expected to provide the materials instead of us using our own money to photocopy” (Teacher, 03P05MI, 2008).

4.3.5.3 Interest in Pursuing CPD Course

It was important to finding out whether teachers involved in CPD would be interested in pursuing another course after the completion of the current one. Teachers pursuing first degree and masters indicated their interest in pursuing another course. Of all the teachers interviewed one (2.94 %) was pursuing a PhD. Those involved in workshops and seminars also showed interest of being involved in another programme. The findings in this study have confirmed previous researches that have been done on this subject of teachers' involvement in professional development course that they are interested with another new course after the completion of the current one (Fuller 1969; Fullan 1995).

4.3.6. Standards of Secondary Education in the District

In order to maintain and improve the standards of secondary education in the country, the MOE has been involved in capacity building and also encouraging teachers to be involved in CPD. The issue of providing study leaves with pay indicates the commitment of the MOE in improving of teachers' professional status. At the national level it was noted that there was no department or section that dealt with secondary school teacher CPD. The only section that was available deals with primary school teachers. The officers complained that such a section was necessary so that it can deal with secondary school teacher professional development at the MOE headquarters.

At the district level the officers argued that the performance in secondary schools was average. The District Quality and Assurance Officer noted that the district declined in performance in 2007. It was position 54 and it had declined from position 48 in 2006. They argued that performance in this district had stagnated in the years 2001 and 2002 at a mean grade of 3.7. The poor performance in the years was attributed to poor leadership in the schools. It was indicated that the MOE was not able to provide the principal with CPD courses where they could be trained on the leadership skills. A male DIS noted that;

“The problem started with the MOE. Most of the principals were not inducted for a long time. So now what we have been doing is to have capacity building for principals. We are inducting them on the issues to do with new curriculum and other managerial skills that would facilitate their work. We have embarked on it and we are seeing that it is bearing fruits” (DIS, Kerugoya, 2008).

Other problems associated with the poor performance were attributed to the increased number of students. Every primary school was coming up with a subsidiary secondary school. The education officers concurs that they have high quality teachers since most of them are graduates. As the DIS observed;

“What I know is that we have been getting qualified teachers unlike before when graduates were not available. Graduates form the bulk of the workforce in our secondary school.”(DIS, Kerugoya, 2008).

4.3.7 Problems Faced by Teachers Involved in CPD

Teachers were requested to indicate the problems that they faced in their endeavour to be involved and complete the CPD programmes. Various problems

such as family commitment, workload and time, finance, lack of study leaves, lack of information and delay in completion of the course featured in this study.

4.3.7.1 Finance

Teachers were asked to indicate the most pressing problems that were inhibiting their participation in CPD. Eighteen of the interviewed teachers (52.92%) indicated finance to be their major problem. They indicated that one could not be registered if one had not paid the full fee as required. This was further reflected in one being barred from sitting for examinations if one does not clear the fees. Teachers argued that the institutions had been raising the fees without consulting the students. This has greatly affected the teachers pursuing the courses. A male teacher noted that:

“The college was a bit strict. If one failed to pay the fees in full, then one would not graduate. The other problem was that the college did not plan properly because they had told us that we would pay fifty eight thousand shillings but on the reporting day they gave us a different payment of one hundred and four thousand. Some of the teachers were unable to get all the money required to complete the course and may be forced to drop out of the course” (Teacher, 02D04MI, 2008).

Another male teacher in a provincial school observed further that:

“First is the issue of finance. It is like I am to spend over 350,000 shillings to pursue a master’s course. The PhD requires more money. One may not have the money required to pursue such courses” (Teacher, 03P06MI, 2008).

This was further confirmed through the FGDs. Teachers agreed that lack of finance was a major problem that teachers had to contend with. Lack of sponsors has further complicated the financing of CPD. The age limit has been sited as a

major problem for those who would like to be financed by the HELB. Teachers had argued that they had paid the previous loan and then they were not considered because of age. Teachers employed by the Board of Governor (BOG) lacked sponsors who could assist them in pursuing of the courses.

The problem was also common with the newly employed teachers who indicated that they had to rely on their parents before their payments start coming. This has made them not to participate in the course despite that they had interest. A female teacher in a provincial school noted that:

“I am very young in this profession and I was employed the other day yet they are talking of about 200,000 shillings. So it becomes very difficult for one to raise this money. My parents are educating my brothers. This is the biggest problem” (Teacher, 03P02FI, 2008).

There were those who had completed particular courses and felt that they need some time to reorganize their finances. As a female teacher indicated:

“They are not able to gather enough money during the four months to pay for the next session. They are even forced to over withdraw from their saving accounts in order to finance their education” (Teacher, 01P03FI, 2008).

In case they get other alternative sources of funds, teachers complained that the interest rates were very high. A female teacher from a provincial school pursuing

Doctor of Philosophy has noted that:

“The HELB has offered the loan at twelve percent interest rate and they are expected to recover it within twenty one days of disbursement for which I have taken the loan. Already I have a loan with my current co-operative, so I have no finances to carry out my work” (Teacher, 03P01FI, 2008).

Teachers had also complained that the fees charged for the courses were a bit high. Apart from the stipulated fees there are other extra costs that the teachers had to contend with so that they would complete the programme. They involved transport costs, accommodation, buying books and photocopying which teachers were not able to budget for. This had affected those pursuing postgraduate courses that were expected to even finance their research work. This has led to stiff competition in some of the teachers' families between their children's education and their own professional development. As one male teacher noted:

“There is a problem in balancing finances between my education and other family responsibilities such as paying fees for my children” (Teacher, 01P06MI, 2008).

4.3.7.2 Family Commitments

Teachers involved in CPD had other responsibilities. They urged that they had to take care of their families and this ended up competing with being involved in CPD. The multiple roles that teacher had to accomplish leaves them divided and unable to pursue the course properly. A male teacher in a district day school noted that:

“I am a family man and have responsibilities as father and also paying school fees for my children. As a family man you need to keep on travelling and finances are not available. You are torn between two forces. There is that divided loyalty----- During the December holiday I had construction going on at home. To coordinate all those things and I am in college and construction was going on at home, may be something crops up at home and I am needed”(Teacher, 02D04MI, 2008).

The multiple roles that teachers had to face are a major problem. They had to balance the roles and teachers had viewed this as a major problem. A female teacher observed that:

“I am a mother, teacher, wife and also a student. Balancing the roles was a major problem” (Teacher, 01P03FI, 2008).

A young female teacher in a provincial school noted that:

“You have children and they are growing. They need your attention, yet you are busy during school week and during the holidays you are involved in a particular course, your husband requires you!” (Teacher, 03P03FI, 2008).

Another female teacher reiterated the above concern that:

“Currently I am married and have young kids. First, I would like to stabilize a bit economically before thinking of a course to pursue” (Teacher, 01P02FI, 2008).

Moreover, most of the courses were available in institutions that were far away from the teacher’s homes. They were forced to leave their families, children and rent a house near the institutions of learning. This becomes unconvincing for the teachers involved. The newly employed teachers had indicated that they had young families that could not be left so that they could be involved in the course of their interest. A male business teacher in a district boarding school noted that:

“I don’t think I can leave my young family to go and pursue a course. I would leave them in problems bearing in mind that I am the only one who is earning” (Teacher, 01DB03MI, 2008).

This was common with older teachers. They had indicated that their children were currently in school and they needed money to pay for their school fees. A female teacher in a provincial school observed that:

“I have children. You cannot sacrifice your children so that you can advance in education, you have to take time to educate them and later you can pursue the courses” (Teacher, O1P04FI, 2008).

4.3.7.3 Lack of Time and Workload

Teachers had cited lack of time and workload as another serious problem. They indicated that workload had increased and they are teaching many lessons. This has left teachers with very little time to get involved in CPD courses. This has further been complicated by lack of paid study leaves that teachers require in order to engage in the courses. A female teacher during the interview observed that:

“The way the lessons are arranged is like, I don’t have adequate time to go and pay for my school fees and come back for my lessons. Time is a major factor” (Teacher, O1P03FI, 2008).

Teachers complained that they had to teach; mark students work and are busy with other school responsibilities. A female teacher observed that:

“So the new course that I am involved in, I could not get time to do it in the evening or during the week so I opted to do it on Saturdays. So all my Saturdays are fully occupied by being in class” (Teacher, O1P04FI, 2008).

Another female teacher involved in open learning course noted that:

“The work here is too much. It is very stressful and there is little time for anything else. If you are going to take open learning, you must make up your mind---- (Teacher, O1P05FI, 2008).”

The work load was important in determining whether the teachers would satisfactorily do the daily work of teaching and at the same time devote sometime to the programmes that they were pursuing in reading and doing of assignments per week. The survey indicated that six teachers involved in CPD (33.3 %) spend two hours per week for their personal reading, while eight (44.4 %) spends five hours per week for their personal reading. Only four (22.2 %) indicated that they used ten hours for their personal reading. This indicated that teachers do not spend a lot of time to concentrate in the CPD courses that they are pursuing since fourteen (77.7 %) of the teachers spend less than five hours for their personal reading per week. On the other hand, the researcher was interested with the time used by teachers to prepare for their class work. The survey indicated that eight (44.4 %) teachers involved in CPD courses spend about five hours per week to prepare for classes. On the other hand, four (22.2 %) teachers indicated that they spend about ten hours while six (33.3 %) teachers spend two hours for their class preparation. Thus there is a great difference in the time taken by teachers involved in CPD between preparation for class work and their personal reading geared to completion of their CPD courses.

Teachers were asked to indicate whether they were involved in other school responsibilities. Table 4.8 on page 228 below indicated that teachers had other responsibilities that they carry out in their schools apart from being engaged in CPD courses. Ten teachers (10.64 %) indicated that they were career and

guidance teachers, while thirty six (38.3 %) were heads of departments. Class teachers were thirty two (34.04 %) while sixteen (17.02 %) indicated that they had other responsibilities such as discipline master and deputy principal closely followed them. This indicated that teachers are not exempted from other roles and this increases the workload that they are expected to perform.

Table 4. 8: Other Roles Performed by Teachers

Roles	Frequency	Percentage
Career and guidance	10	10.638
Head of department	36	38.30
Class teacher	32	34.04
Others	16	17.021
Total	94	100.0

Source: Field work 2008

An analysis of whether the teachers are able to combine the above responsibilities with a course in CPD without any difficulties was included in order for teachers to give their opinion. An examination of the percentages exhibited in the survey disclosed that forty seven (50.0 %) of the teachers agreed that they were able to combine other responsibilities with a course in CPD without any difficulties. This was followed by thirty one (32.97 %) who disagreed with the above view. Of the entire teachers ten (10.63 %) indicated that they strongly disagreed that they are able to combine those responsibilities with their courses. This produced a mixed reaction from teachers where by 50 % do agree while another half feels that they cannot be able to combine the different roles with the course they are doing.

Teachers have complained of lack of time to study and at the same time perform their duties.

Teachers complained that they had to sit up to midnight and had to wake up early for the work, in order to complete and submit the assignments given. This was further complicated by the workload in schools that they are expected to complete. A female teacher noted that:

“The opening dates are put in such a way that you just closed schools on a Friday. On Sunday you are expected to be in college. For those who are class teachers we are expected to handle report forms. It becomes hectic to clear up with the school and also go to Nairobi for the course” (Teacher, 03P02FI, 2008).

4.3.7.4 Lack of study leaves

Teachers interested with courses that are not related to education were not granted permission when required. This was because the courses were viewed not to benefit the students in any way. A male teacher in a district day school noted that:

“If you don’t get study leave and you enrol for a course during holiday, the amount of work is too much. Even during the holiday you are expected to be in school. If you are enrolled in a course, I wonder whether you would have time to do your work” (Teacher, 01D04MI, 2008).

In addition the inspectorate in the district was viewed to have problems. Teachers complain that they dictate on who should get the study leave. Since they don’t allow many teachers to be involved in full time course, many teachers are forced to go for school-based courses. This was further complicated by lack of co-ordination between the schools and the institutions that offer the courses.

Teachers in the FGDs lamented that they are from different schools with different school traditions that need to be put into consideration. A female teacher summarized it that:

“Each school has its own traditions, rules and may be you are expected to go and do exams at the middle of the term. At times getting permission is a problem” (Teacher, 01PFGD06F, 2008).

4.3.7.5 Lack of Information

Teachers lacked first hand information that would help them in making their decision related to courses that they intend to participate. A female deputy principal observed that:

“We are told that a master’s course in guidance and counselling is not related to education and the subjects we are teaching. I would like to do guidance and counselling but it is not related to what I am supposed to be teaching” (Teacher, 01DB02FI, 2008).

4.3.7.6 Lack of Support in Schools

This has further been compounded by lack of support in the schools where teachers are employed. Teachers lamented that the TSC does not grant paid study leaves if they are not appointed as guidance and counselling teachers in the school. The appointment in the school by the principals has been viewed to be wanting and teachers feel that it has hindered them from participating in the courses. A female teacher in a provincial school noted that:

“When you apply for leave, there is part of the TSC code where the principal of the school is expected to endorse that you should be granted permission ---so he may deny you permission that you require-----The TSC informed me that I had to get a formal letter appointing me to the department in order to qualify for the study leave” (Teacher, 01P02FI, 2008).

Teachers had accused the school administration of not encouraging teachers and putting many hurdles that prevent teachers from freely being involved in a CPD courses. A female teacher observed that:

“The school may not support you fully especially the administration. When you want to go out you have to sign forms even to the extent of going all the way to the DEOs’ office to seek permission” (Teacher, 03P01FI, 2008).

This has made many teachers to feel that their job security was threatened and had been denied any help that they required to further their education. This has made some teachers to be afraid of seeking permission, especially those taking research for their masters’ programmes. This has further been complicated by lack of encouragement from friends and colleagues in the staff room. A male teacher in a district day school observed that:

“After the course how is it going to help you especially on the side of financial returns? Of course why pursue a course where you would not benefit by getting a job group higher or get extra money?” (Teacher, 02D03MI, 2008).

Colleagues make comments that are discouraging to the teachers further complicate this. Lack of co-operation on the side of the school administration was prevalent where teachers were forced to compensate for the time they would be away. In one of the cases a teacher reported that one of their colleagues was stressed until she had a stroke. The researcher saw the teacher. It was argued that the teacher was accused of poor performance in her subject due to her involvement in a CPD programme. The principal used abusive language on the

teacher and she was unable to bear it and she was affected and was admitted in the hospital for some time. The interviewed female teacher observed that:

“Even if I have to borrow permission it means I have to do the work during my extra time. So I have to organize myself so that I can complete the assignments without interfering with my work” (Teacher, 01P03FI, 2008).

The information on lack of support in the school was further triangulated with principals’ interviews in the district. It was noted that principals had problems with teachers’ involved in CPD courses. A male principal in a district day school noted that:

“We had to interdict one and make another move out of school---we advised him instead of studying in non-conducive environment they can change and even go for further studies”(Principal, 01D05MI, 2008).

The principal lamented that the problems vary from one teacher to another. There are some who may slowly go through the programme without problems. While others may be harassed by the nature of their studies and that would spill over to the principal, who would be seen as an obstacle. This may bring problems between the teacher and the principal concerned.

In addition, the DIS was asked whether they feel that teachers involved in CPD courses were performing their duties satisfactorily. They indicated that most of the teachers were not able to balance their roles and tend to lean more on their studies. He has even lamented that those with masters are demotivated by the school conditions and the performance of duty was greatly affected compared to

those with diploma. Others neglected their work and concentrated on their university work. There has been complains from principals that some teachers are leaning too much on the CPD programmes at the expense of their students. This was mostly evident where teachers avoided marking of students work and took time off to go for discussions with colleagues. The male DIS observed that:

“This morning I heard one of the principals complaining that they had four masters’ holders, but what they do does not impress him. In terms of empowerment the person is able than others but he has the attitude of getting a better/greener pasture elsewhere. They feel that they should not be in the current position of being a secondary school teacher. So there is that demotivation of that kind” (DIS Kerugoya 2008).

4.3.7.7 Lack of Resources

Teachers lamented about the lack of resources for their CPD. They argued that they were forced to travel long distance before accessing libraries and other resource centres. A female teacher in a district day school observed that:

“On the issue of resource centres, there is none in the locality. I have to go to college to borrow while the Internet is a bit costly due to factors of time. When it comes to assignments we don’t have a library where we can access materials.”(Teacher, 02D05MI, 2008).

Another female teacher observed that:

“You have assignments and you do not know where to get the materials. At times you only have to rely on the notes you get from the lecturers” (Teacher, 01P02FI, 2008).

4.3.7.8 Extension of Completion Time

Teachers complained that the completion time of the courses that they were involved in had been extended beyond the time they were promised. One of the teachers has cited riots as the main factor that has delayed their completion of the course. A male teacher in a provincial school observed that:

“Sometimes, the youngsters in the University do riot and the University is closed----. The time of completing the course went beyond the required period” (Teacher, 02P06MI, 2008).

4.3.7.9 Poor Motivation after Completing

Teachers lamented that it was demotivating for a teacher to complete a course and then go back to class to teach. The increments that are given are said to be minimal and not commensurate with what they had used in the course. Further, demotivation comes from the TSC when they do not recognize the certificate of the course that the teachers had undertaken. A female teacher observed that:

“The increment is small, of around nine hundred shillings and yet you have spent a lot of money----- He was told that the course was not related to education” (Teacher, 01P04FI, 2008).

Across check with the TSC human resource officer indicates that TSC do give incentives to teachers that had completed the courses. There are criteria of awarding increments to the certificate that they had attained. He observes that:

“For diploma you would get one increment, a degree two increments while masters’ three increments. So the incentives are there in terms of salary increments” (TSC Human resource, Kerugoya, 2008).

Teachers had greatly criticized this sentiment as not commensurate with what the teachers had spent in pursuing the course. The DHRO has mentioned that the self-advancement that one takes and whatever you may expect when you finish may not equal what you invest.

4.3.8 Teachers Views on Improvement of CPD

Teachers suggested ways in which CPD would be improved so that many would enrol and complete the programme. In this section the main question was: **What are the critical components of a policy framework that would provide alternative practices that could facilitate teacher CPD within Kenyan secondary schools?** Views from teachers, principal and education officers were collected using interviews, questionnaires and FGDs.

4.3.8.1 Local Schools

Teachers indicated that schools should provide support to teachers. They should organize and support teachers in order to attend the seminars and workshops that are organized in the district. Teachers were concerned with seminars that took one day. They recommended two to three days so that they could discuss the materials in depth rather than rushing over the content haphazardly. The facilitators should come closer to teachers to avoid wastage of time.

The survey indicated that teachers should be sponsored by the MOE and be provided with cheap loans that they would be expected to pay later at subsidized

rates. The MOE was expected to provide bursaries and scholarships to all the teachers willing to participate in CPD courses. A male teacher during the interview noted that:

“I expect the HELB to come in and assist the teachers with loans to finance their CPD while the MOE is expected to relax some of their rules governing the granting of study leaves” (Teacher, 01DB03MI, 2008).

The government was to play a major role in subsidizing the courses that were offered by the government institution so that many teachers could access them. This would further be improved by providing of grants for further education to teachers.

The institutions that provide courses of CPD should send representatives to schools and advertise themselves to teachers. They should come up with a list of programmes that they offer under certain modes and the duration and the amount to be paid. The list should be sent to schools so that teachers would be provided with the information. This would reduce the tendencies of teachers seeking information from a third source that may not be reliable and be given wrong information. Institution should organize forums where they could interact with teachers. The DIS indicated that teacher might not be aware of such programmes.

During the interview DIS observed that:

“Some teachers come to our office to ask for application forms. Also, they come asking for information on what they should do in case they want to be involved. They rely on our office and yet we don’t have that information” (DIS Kerugoya 2008).

The school should support education of teachers and avail the materials concerning the courses and facilitate the acquisition of the courses. The principal should support and not act as a hindering block. They should be ready to release teachers whenever a teacher was granted leave. A male teacher during the interview observed that:

“People do not have the required knowledge, if I had that knowledge I would have gone back earlier than I did. You know there was that time when it was open that people could get study leave and go back to institution of higher learning. All of a sudden that opportunity was closed by the MOE” (Teacher, 02P06MI, 2008).

Teachers indicated that they should be provided with information about courses that they were expected to do and the ones that are available so that they could advance in their careers. A male teacher in a district day school cautioned that:

“Mostly teachers are getting information from the third parties---you may not get the correct information” (Teacher, 02D03MI, 2008).

Principal confirmed the sentiments. They indicating that CPD should be advertised in such a way that many teachers would know about it. The principal were cautious that large numbers of teachers from one school should be discouraged and not more than three should be allowed to get involved. This could be interpreted as restriction since many teachers should be encouraged to participate in CPD courses.

School administration should encourage and provide teachers with the moral support. Teachers complained of the immense powers that are wielded by the principals. They argued that they should support the teachers and provide them

with release times whenever teachers were involved in aspect of the CPD courses. This was expected to encourage the teacher to know the need of engaging in CPD programmes. A female teacher during the interview observed that:

“If there was a way that the principal could relieve teachers some of the duties, then that would be highly welcome so that they could concentrate on their studies---May be you want permission to go to college----get the necessary support without many problems” (Teacher, 02DO1FI, 2008).

Principals further supported that new ways of motivating teachers should be devised by the MOE. They argued that a policy that may compel teachers to enrol in particular courses after specified number of years should be developed. The other suggestion was to inform the teachers so that they could apply and participate in CPD courses. The DIS further supported the issue of motivation by indicating that teachers need to be motivated and encouraged to join the courses. They had indicated that during their visits to schools they had found that there were areas that teachers required to be in-serviced. On this line, the courses were to be made affordable and study leaves be granted to teachers. To make it possible for those going for study leaves, the MOE should employ more teachers.

Teachers recommended that all courses irrespective of whether they were sciences and Arts should be given equal preference and support. They argue that if you are going for arts courses, then one was forced to pay compared to those who took sciences. They recommended that the bureaucracy involved in granting of the study leave need to be minimized. The formalities need to be eradicated so that

many teachers could get involved in CPD. The school principals were viewed to be crucial in this aspect. They were expected to support the teachers by reducing of the teachers' workloads and relieving them of holiday duties.

4.3.8.2 Job Security

Teachers had agreed that job security should be ensured especially those under TSC employment. Those who get involved in study leaves have very few problems in terms of job security, since one was expected to report back once they had completed the programme. The only problem cited by teachers was that once you are recruited back TSC imposes conditions that one had to take three years to be granted another study leave. A male teacher observed that:

“On job security most of the teachers are employed by the TSC and their jobs are secure unless one has teaching problems. The teachers’ job security is not threatened in any way. In fact they are getting better equipped and more marketable as far as the employer was concerned” (Teacher, 01D04MI, 2008).

Even teachers involved in school-based programmes indicated that their jobs were quite secure. They had recommended better terms of service and teachers should not be fired because of being involved in CPD course. A female teacher during the interview observed that:

“Once you are employed by TSC and have completed the probation period one is employed on permanent and pension able terms. If you work well the job would not be threatened. Principals should understand and appreciate that you are improving your skills and you are part of them” (Teacher, 03P01FI, 2008).

A male teacher involved in the interview noted that:

“On the other hand, some have cited the legal agreement that teachers enter with their employers. They argued that there was no agreement between the teacher and TSC that you have to do a particular course. On the other hand, there was an agreement that you have to do your teaching work. If one was to open college on a particular day you can be given preference of about a week so that you can clear the work” (Teacher, 01P06MI, 2008).

Lastly, they had recommended that teachers’ job need to be secured and the school administration should not be final on dealing with teacher’s job security issues. This was because the job would be threatened depending on the principal. Teachers had recommended that principal should have guidelines from the MOE that would guide them on what to do with such a teacher. A female teacher observed that:

“If the teacher works under malicious principal, people without understanding then the job would be threatened. In this school a teacher had to go all the way to the PDE office so that he could be authorized to go for his studies on Monday and Fridays--- it was becoming necessary to go to the PDE office and then come and brief the principal on what they had agreed. The management of the school should be a bit co-operative so that you could adjust to the programme” (Teacher, 03P01FI, 2008).

4.3.8.3 Encouragement

Teachers recommended that they should be provided with encouragement so that they could enrol and complete the courses. This was because if motivation was not available the teachers would be withdrawn and the urge to get involved would reduce. This could be done by talking to teachers and informing them the need to advance in their profession. Teachers lamented that in the schools they were not

encouraged and this has impacted negatively on their morale to get involved in CPD. A female teacher has observed that:

“In fact, the school administration should encourage the courses the teachers are expected to pursue in order to improve on the teachers performance in helping the students” (Teacher, 01DB01FI, 2008).

The school should provide the information and this would encourage the teachers to get involved in the course. On the contrary, some teachers feel that encouragement could not come from the schools. They had recommended that encouragement could be made possible if there were written guidelines given by the MOE and posted to the school notice board so that teachers could make their own choices and decisions. A female teacher during the interview observed that:

“If we have an administration that is not interested, you see that person cannot encourage teachers to go for masters or any other postgraduate course that would benefit the teacher. Instead of schools discouraging it is good to diversify the idea and make teachers to take up the courses” (Teacher, 01P05FI, 2008).

Teachers had also recommended the TSC to encourage teachers to further their education by rewarding those who had completed the courses. Teachers complained that most of the promotions that are done are not based on merit of the course that a teacher had pursued. This ends up discouraging the teachers and they end up doing courses that would help them to move out of TSC. In support the principals had observed that teachers should be encouraged and supported through incentives. The DIS further argued that teachers should be encouraged to enrol in programmes especially the school based so that they could attend them during the holiday.

4.3.8.4 Release Time

Teachers had complained that the teacher establishment might hinder them from getting the release time. They recommended that once teachers apply for study leave they should be granted and be relieved off some of the workload so that they could have time for their CPD courses. A female teacher in a provincial school observed that:

“I know of a teacher who was given time off on Mondays and Fridays. He is doing his masters and has been relieved off some duties” (Teacher, 03P02FI, 2008).

Another female teacher observed that:

“The administration should structure the timetable in such a way that your lessons are fixed within four days and you have one day to go to see your supervisor” (Teacher, 03P01FI, 2008).

Further cross check from the DIS revealed that the timetables in the school should be child-centred and should not cater for the individual teachers. In this respect the teacher had to organize on how to pursue their courses without affecting the students in any way.

4.3.8.5 Workload

Teachers had lamented that the MOE want the school to admit more students yet the teachers are not increased. This has forced teachers to take maximum loads leaving them with very little time to pursue CPD courses. A male teacher lamented that:

“I am looking at a situation where we will be forced to pull out of the school based courses. They will be interrupted by holiday tuitions. This is because the syllabus is very much congested and we have to look for extra time” (Teacher, 03P05MI, 2008).

Teachers had recommended that those involved in CPD courses should be provided with optimal workload and the number of lessons reduced. The workload should be commensurate with the position and those with more responsibilities should also be helped.

4.3.8.6 Reward

Rewards should be given to teachers once they had completed CPD courses. Despite the TSC recognizing the masters’ programme, teachers felt that the reward was demotivating. Teachers recommended that TSC should give a salary that would match with other people in the same job group in the civil service. Teachers had greatly supported rewards as a major motivational factor that could lead to appreciation of the teacher. Apart from money that teachers get through salary increments, they should also get interested in titles that should give them pride and satisfaction. A female teacher observed during the interview:

“Once you complete the course one should be given responsibilities that are commensurate with qualifications” (Teacher, 03P02FI, 2008).

Principal could recognize that a particular teacher had completed a particular course. They would appreciate the teachers in front of others. The school should recognize the efforts of the teacher even if TSC does not appoint them as acting HOD. Moreover, promotion of teachers should be pegged on merit of the

certificate held by the teacher. Teachers should be promoted immediately they complete the course. Teachers lamented that one need to go to TSC frequently to inform them that one had completed a course. A female teacher observed that:

“Once they complete they should be rewarded in monetary terms and also be upgraded. If you complete a course and then you stagnate in a particular grade then one feels cheated/demotivated. After all that sacrifice and then you stagnate, it is highly demotivating” (Teacher, 01P02FI, 2008).

Rewards to the next job group inform of promotion or be given roles that one was doing was recommended by the teachers. They had further argued that the school management should also appoint people who are qualified in the internal appointments. A female teacher noted that:

“It is important that if you had done anything to do with guidance and counselling then you should be appointed to head that department rather than being headed by somebody who had not done any course in that area. The management was expected to recommend the same to the employer. The school should also give some motivation by giving allowance” (Teacher, 01P03FI, 2008).

Teachers had recommended the improvement of the policy by the TSC so that it could be more supportive when a teacher was interested in a CPD course.

4.3.8.7 Funding

On the issue of financing of CPD teachers have recommended that some of the rules need to be relaxed. They argued that HELB should grant loans to all those who apply instead of only those who have cleared the first loan. A male teacher observed that;

“For you to qualify for a master’s loan, you must have completed the previous one. I was employed last year, I have not even started

clearing my loan, and then how would I be able to clear that loan so that I can qualify for another one?"(Teacher, 01DB03MI, 2008).

Apart from HELB, the MOE was cited as another source of funding. Teachers recommended that it should sponsor them with half of the fee required by providing scholarships. Other sources of funding such as Constituency Development Fund, Local Authority Transfer Fund were cited as important sources of funds.

4.4. Conclusion

This chapter contains the analysis of the data in this research. The data was systematized into policies and trends that influence CPD and the practices at the local school level in Kirinyaga District. The policies have underscored the importance of CPD in the country. This has been supported by the policy documents that have indicated the role to be played by stakeholders in the provision of CPD. The trends in the development of secondary school teacher education in Kenya have been highlighted starting from the independence time to present. The evolution of the B.ED programme has been highlighted and how the present programme is conducted. Pre-service training of secondary school teachers is carried out at two main levels. There are those pursuing diploma in education that takes three years and those pursuing B.Ed programmes that take four years. Other models that are used are the PGDE and Incipient Distance B.ED programme offered at Nairobi University. The M.ED programmes are offered to teachers who have completed the B.ED programme. The post-training

programmes are offered through the MOE inspectorate and statutory bodies that provide in-service courses through seminars and workshops geared at their main areas of specialization. There are several providers of CPD in the country and they involve DANIDA, JICA, DFID, USAID and British Council. They provide support in various forms such as expertise, organize workshops and seminars and provide funds to MOE to conduct CPD for teachers in the country. Despite the role played by the providers, the MOE does little to coordinate the provision of CPD by the providers and a large population of teachers is not included in the programmes.

In the analysis of the practices, it was found that the programmes of CPD that teachers are involved help to fulfil their professional needs and they are able to implement what they learnt. At the district level the sources of information indicated that principal, deputy principal, education officers and trade union officials are not good sources of information that teachers can rely on in making decisions concerning CPD. There are problems that hinder teachers from participating in CPD in the study location. They involve family commitment, lack of funds and lack of support in schools. In order to solve the above problems teachers have provided various solutions so that CPD can be well provided in the district. They include provision of release time, reducing teachers' workloads, employment of more teachers and providing encouragement. Therefore, there is a discrepancy between what the policy indicates as the main aim of teacher CPD in Kenya and what is practiced at the local school level by using Kirinyaga District

as the sample of investigation. The findings indicate that teachers are interested in accredited courses that have little bearing on student performance at the classroom level compared to what the policies indicate as the main goal of CPD in the country.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the basic concern of the study from the major research findings and policy recommendations that emerge from the field data. Then, areas for further research are identified. They are discussed according to the stated objectives of the study as follows:

- i) To explore and explain the policies that have regulated teacher CPD in Kenya's secondary schools.
- ii) To establish the providers of CPD for secondary school teachers in Kenya.
- iii) To establish the salient features that are influencing teachers to seek CPD in Kirinyaga District and its' impact in the quality of secondary schooling.
- iv) To develop a policy framework that would provide alternative practices that could facilitate teacher CPD in Kenya's secondary schools.

5.1. Summary and Findings

5.1.1 National scene (macro level)

The national education policies had indicated the necessity of all the teachers being involved in CPD in order to improve the quality of education at the classroom level. They had underscored the importance of other stakeholders in the provision of CPD and strongly discouraged teachers from leaving the classroom to go and pursue CPD. The courses that teachers were expected to be involved in were those that bring teachers abreast of new knowledge and practices. Mentoring of teachers was highly recommended. The method was viewed to be cost effective in enhancing inspectorate work. The use of resource centres has further been highlighted as a component of teachers CPD in secondary school.

There is a mis-match prevalent between the teachers that are produced by the institutions and what the policies indicate as the priority areas. The policies recommend development of science and language-based teachers through the pre-service programmes but the institutions produce art-based teachers.

There are two main pre-service avenues that are used to train secondary school teachers in Kenya. These are diploma and undergraduate courses. There have been complaints that the programmes are not efficient though no alternative has been provided. Other programmes involve the PGDE that is provided to untrained graduates to provide them with the methodologies of teaching their specialized subjects. Masters programmes are provided for teachers who have completed their undergraduate courses.

The trends of the numbers of teachers that were involved and completed the CPD courses in various institutions in the country have been increasing over the study period between 2003 and 2008. Teachers that submitted diploma certificates had dominated the period between 2003 and 2008. Those promoted to various positions were the least in number and had gone on decreasing over the study period apart from 2007 when there was a substantial increase. The year 2005 marked a turning point where the government laid a lot of emphasis on Teacher CPD after the implementation of KESSP. Despite this emphasis through policy pronouncements teacher involvement in CPD in the country presents a grave

picture where majority of the teachers are not involved. There is a great disparity according to provinces.

In Kenya several providers of teacher CPD have been used individually and in combination. The MOE has been providing short CPD courses to sections of secondary school teachers in the country through a joint venture with JICA to science teachers. The inspectorate provides post-training assessment though it has been criticized as inefficient and not regularly carried out. Other statutory bodies of the MOE such as KESI, KISE, KNEC and Local District Education Boards are selective and do not cater for all the teachers. The programmes emphasize managerial skills of principal, deputies and members of board of governors with little emphasis on classroom pedagogy and ignore the majority of the teaching fraternity. Other providers such as principal associations, trade unions and subject panels have not been providing teachers with CPD. The Non-Governmental Organizations that have been providing CPD have been doing it in a sporadic manner that cannot reach the majority of the teachers.

5.1.2 Local level (Micro level)

5.1.2.1 In-School Based Factors

The category of the school does influence teacher's involvement in CPD in Kirinyaga District. This was against the government policies that indicated that all teachers should be involved in CPD without segregation by school category.

Teachers rarely get information from the principal and deputies in their institutions. The scenario changes when teachers were asked about their colleagues who were a major source of information and motivation. This indicates that there was a breakdown in communication between teachers and principals on matters of CPD in this district despite policies indicating the smooth flow of information. Despite the policies indicating the role of other stakeholders in provision of CPD there was discrepancy with the practice at the school level in the provision of information. The sources of information were teachers' friends and colleagues, college and university tutors, current university students, TSC code of Ethics and Newspapers.

Schools lacked clear guidelines that could facilitate teacher involvement in CPD through workshops and seminars. This has made the selection of teachers' haphazard and subject to abuse by teachers and principals. Without any criteria of selection some teachers have been involved in workshops, conferences and seminars more often than others.

The provision of professional advice to teachers in Kirinyaga District differed according to the category of school. Principals and H.O.D provide this through staff meetings, briefs after seminars, conferences and workshops. Departments are well-formed in provincial schools. Discussion groups, according to

departmental affiliation, are the forums used by teachers for CPD in provincial schools. Those in provincial schools indicated that they received advice compared to those in district boarding and day schools that indicated that they did not get the professional advice as required from the H.O.D. as stipulated by the policies.

Mentoring of teachers in all the sampled schools was done informally and there were no procedures as to how it should be done. The role of mentoring was the responsibility of the H.O.D. In provincial schools, departmental and subject meetings were important in mentoring teachers. In the day schools mentoring was said to be unavailable.

All the teachers involved in long term CPD financed it from their personal savings. Teachers in this district do not benefit from the MOE scholarships nor do they get any support from the NGOs and Trade Unions. The schools were left to finance the short courses that teachers were involved in the form of seminars and workshops.

In the schools sampled there was a group of teachers who had never participated in any programme geared toward CPD. These were newly employed teachers while the old teachers blamed lack of guidelines in their schools.

Other courses that teachers were involved included emerging issues and courses in their subject areas, especially those dealing with the new syllabus in secondary schools. The heads of departments attended various programmes dealing with their areas and they were in turn expected to train teachers under their jurisdiction. This has not worked as expected and the cascade affect has not been felt at the school level.

Interest in pursuing degree courses for those enhancing their careers featured prominently as the main reason that propelled teachers to be involved in CPD. In order to be more competitive in the job market, teachers were motivated to enrol in degree and masters programme. Career development and salary increments featured prominently as the main reasons for being involved. Working in more challenging environments where there are new opportunities for teacher career developments featured prominently. Pursuing knowledge for its own sake and life-skills were also indicated as further reasons. Deployment from secondary schools to primary schools has acted as a motivation for the diploma teachers. This indicates a disparity between what the policies articulate as the goals for CPD, that is improving student performance and needs of teachers.

The following are the areas that teachers were interested in pursuing through CPD: Educational Administration, Information Communication Technology, Guidance and Counselling and methodology in various teaching subjects. Apart

from the above areas, teachers had indicated totally different areas that they would like to pursue that are not related to their professional development in any way. These involved human resource development, Masters in Business Administration and sign language that would enable them to change their careers and join other job opportunities.

Teachers were not provided with enough support in their local schools as they pursued the courses, because they were denied permission to join institutions where they were studying. Where permission was granted, teachers were expected to fulfil other criteria such as getting another person to relieve them. This was further complicated by lack of support by the colleague not ready to relieve them in case the teacher had to be granted permission by the school administration. Teachers strongly agreed that they were not supported with information concerning CPD in their schools.

Teachers had to struggle to get access to information. Principals were considered as an obstacle in case teachers were interested in pursuing a CPD course. The circulars that principals were expected to avail to teachers were not posted as required. The scenario was the same with the information that comes from Provincial Directors of Education and District Education Officers.

Some of the teachers in the sampled schools were involved in accredited courses. Only those involved in seminars and workshops received participation certificate

at the end of the courses. The accreditation has acted as a major factor that has influenced teachers to be involved in CPD. Many teachers were dissatisfied with the short courses, especially seminars and workshops, that they were involved in. The principal indicated that the short courses were important in the execution of their duties since they were inadequately prepared for the new positions.

Principals indicated that they had problems with teachers involved in long term CPD. They had been forced to interdict some while others had been encouraged to transfer to other schools, as they were not able to balance their roles and tended to lean more on their studies. Those who have completed their masters are demotivated by the conditions in their schools and their performance of duties has been affected. This contradicts with the national policies that view the school, as the site for teacher CPD, as transferring of the teacher does not solve the problem.

The MOE has been accused by teachers of providing information in a sporadic manner that could not assist teachers in their decision-making. The ignorance portrayed by teachers has reduced their chances of getting the information on the type of course that they should pursue. This was further affected by lack of support in case they wanted to go out to pursue the course. All the schools sampled lacked clear guidelines that teachers could use to strengthen their professional development.

At the ministry headquarters there was no section/department that deals with secondary school professional development apart from the quality assurance section that deals with all levels of education. The only section that was available deals with primary school teachers. Apart from the principals and deputies, secondary school teachers were not considered for refresher courses that were organized by the MOE through KESI. Teachers in the field lacked necessary information concerning scholarships that were offered by the MOE. They expect to be awarded the scholarships without competing. This was contrary to the policies that were held by the MOE.

Teachers involved in CPD indicated that the programmes helped them to improve their competence in their classroom work. To some the courses were acting as refresher courses in aspects of methodology, management and even in psychology. The study found that teachers were faced with emerging issues that they were not trained during the pre-service course and they were interested in pursuing them. They required courses in guidance and counselling, areas of managements, Information Communication Technology (ICT), curriculum development and teacher's area of specialization, new methodologies, and the desire for higher learning.

5.1.2.2 Critical Non-School Based Factors

Teachers involved in CPD face numerous problems outside their stations of work. They involve financing and family commitments that compete for the time and resources that teachers require to complete their courses

Financing of CPD in universities was a major factor that was inhibiting teachers, pursuit of the courses of their interest. The HELB charged interest rates that were high that they worked against the policy of providing teachers with CPD in the country. Those interested in the HELB loan had cited constraint of age limit. They complained that although they had paid off the previous loan, they were not considered for another loan because of advanced age.

The poor motivation given after completion of the course has been cited as a major problem. The salary increment was minimal and if one does a course that was not related to education the certificate was not recognized by the TSC.

The School-Based mode of study was the most preferred mode followed by Open Learning. Teachers preferred this mode since it does not involve any correspondence with the TSC and that teachers undertake the courses during the holidays. Part-time and evening courses were not possible in this district due to lack of universities. Teachers, because of its flexibility, preferred the full-time mode of learning. All the principals and DIS indicated that they would prefer their teachers to be involved in Part-Time modes of learning that would allow them to be involved in learning and also pursuing their duties.

Teachers involved in any CPD course indicated their willingness to continue with another course after the completion of the current one. This is in confirmation of the literature review that indicated that teachers involved in one professional development course would be interested in pursuing another course.

Teachers were aware that there were areas that they had to match with what the TSC requires so that they could be granted study leaves with pay and also for their certificates to be recognized. The priority areas that would in turn affect the motivation of the teachers concerned may not be in the areas that they were expected to match with by the TSC. They advocated for the science based subjects, languages and mathematics as the main areas that teachers should get involved in when applying for leave and for their certificates to be recognized. Principals indicated the sciences, mathematics and languages as the subjects that required urgent attention in their schools in line with the TSC policies. In order to solve the problems in the above subject, principals indicated that they would like their teachers to attend courses that deal with methodologies, guidance and counselling, administration, curriculum development and computer skills.

The district lacks resource centres for teachers to further their professional development. There are no public libraries, resource centres or ICT centres that could easily be utilized by teachers for CPD. The only available facility was the SMASSE centre, which teachers visit only when about to participate in a seminar.

Teachers indicated that the procedures used to access the SMASSE equipment were cumbersome and tedious and many might opt not to visit it. All the libraries in the sampled schools were not well equipped to cater for teacher's CPD.

Lastly, teachers had other alternatives that they had to forego in order to be involved in CPD. These involve buying of land, vehicles; engage in politics and business and education of their children. Despite the available alternatives the decision depends on the individual teacher.

5.2 Teachers Views on Improvement of CPD

The teachers suggested various solutions on how CPD should be improved in the country. First, they indicated that the MOE should provide bursaries and scholarships to all teachers willing to participate in CPD. The government through the MOE should provide grants to public institutions so that teachers may be able to afford the courses that they were interested in pursuing. The TSC should provide study leaves with pay to all the teachers interested in CPD irrespective of the subjects that teachers were pursuing. Promotions after the completion of the course should be automatic and more information needs to be provided to teachers by the MOE and those institutions that offer the courses. Other stakeholders, especially the trade union officials, should provide teachers with information concerning CPD.

The teachers recommended that workshops and seminars should be held for more than two days so that they could be able to deliberate on the issues in a better way. On the other hand, those institutions that are offering courses should avail the information to the teachers so that they could make the right decision on the courses that they are going to choose. This applies even to the TSC, which was expected to provide documents that teachers could refer to when making their decision on the courses.

Other sources of funding should be availed to teachers so that they could be helped to complete the courses enrolled. In this line, all courses irrespective of whether they were arts or sciences need to be given equal preference. The bureaucracy involved in getting study leave need to be minimized. Furthermore, job security for teachers should be ensured and this could be improved by granting of paid study leave. This could further be enhanced by use of guidelines from the TSC that would be posted on the school notice boards.

Teachers involved in CPD should be provided with release time and their workload should be lessened so that they could be able to complete their courses. Rewards should be given to those who complete their programmes. TSC policy on teacher CPD needs to be revised so that it could be more supportive when teachers are involved in masters and PhD programmes. Promoting those who had completed the courses can further enhance this.

5.3 Recommendations and Policy Suggestions

A number of recommendations may usefully be made for policy reforms towards the improvement of CPD in Kenya. First, it was noted that at the National level, MOE does not have a section that deals with secondary school teacher CPD. This study recommends highly that such a section be established at the national level so that it could deal with secondary school teacher CPD in liaison with the TSC.

The MOE in conjunction with TSC should revise the conditions and terms of service for teachers. This was important so that they could be able to retain the highly qualified staff that have done their masters and those enrolled in doctoral courses. Interest rates for HELB loan should be lowered. HELB loans limitation for age should also be lifted or eased.

To ensure that the government is able to support such teachers, a training levy needs to be put in place. The employers in a particular state corporation should collect the levy geared towards its employee improvement. This levy should be used in supporting those who are involved in CPD programmes. The government can also develop a voucher system that would help in financing of CPD for teachers. Any teacher who has worked for a particular number of years set by the MOE should be eligible for the voucher.

Apart from the long-term courses, in-house in-service courses should be developed in all the schools so that newly employed teachers are mentored by the older and more experienced teachers. To make it more successful, the mentor teachers should be given allowances for the work done in order to be motivated and to perform their duties satisfactorily. The information on the available scholarships and the condition attached to each should be made available to all the schools so that teachers would be aware of the conditions. This would enlighten the teachers and make it possible for them to compete equally with those in urban areas. An affirmative action should be put in place such that teachers from all regions benefit from the scholarship awarded.

The institutions that provide CPD should avail information on the courses that they offer to teachers through advertisements. They should ensure that the information reaches all the schools so that teachers would be in a position to make the right decision about the courses and modes in which they would be involved. The lead institutions should open satellite campuses that are closer to teachers. They should have all the required materials and if possible be connected to ICT so that they are accessible to many teachers. This would help in reducing the distance and make the information available to teachers.

The TSC has been providing study leave with pay to teachers of sciences, languages and mathematics. Despite these being the areas of concern, teachers'

individual interests should be considered and they should be provided with study leaves with pay irrespective of the subject they would like to pursue. This would ensure that all teachers are in a position to develop and then bond them for a particular number of years after completing the course. The bureaucracy involved in granting of study leave should be reduced and more teachers need to be employed to cater for the big shortfall in secondary schools.

At the school level, teachers should be provided with the relevant information concerning the study leaves, courses they should enrol in and what they should expect after completing the courses. The school principals should support the teachers by providing them with the relevant information so that they would be granted study leave with pay. Teachers involved in CPD programmes need to be encouraged and supported. Encouragement was expected to boost their morale so that they could pursue their courses while they are working. Those who complete need to be recognized so that others interested would be encouraged to enrol for the courses. The MOE should have written guidelines posted to all the school so that teachers could make their own choices and decisions.

On the issue of workload, the MOE should come up with a policy on the number of lessons that could comfortably be handled by secondary school teachers. The trend of increasing the number of lessons without considering the CPD of the teacher needs to be stopped immediately. Optimal workloads for teachers need to

be considered in order to guard the quality of education that is offered by them. Those involved in CPD need to be exempted from some of the responsibilities that they are assigned so that they could have enough time to complete their courses.

Apart from relying on teachers' salaries as the main source of funding, other avenues such as Constituency Development Fund (CDF), Local Authority Development Fund (LATF) and Teachers unions should come in and support funding for CPD. The teachers union should also provide the information to teachers other than only concentrating on wages and salaries improvement. The trade union should support short courses in their areas of jurisdiction that are geared to teachers' professional development. They could even source for funds and use it to finance teachers CPD.

5.4 Policy Framework on Teacher CPD in Kenya

The overall structure on how CPD should be conducted in Kenya need to be reviewed with the aim of making it more accessible to many teachers in secondary schools. In the light of the above recommendations and policy suggestions, a policy framework for use in CPD in secondary schools has been recommended.

Professional development is valued as a powerful change agent for total school improvement. The school administrators are to work in collaboration with the staff and community with evidence of mutual respect. They are expected to allocate and direct resources to support CPD activities to ensure meeting the

needs of all the students and teachers. Teachers should be encouraged to exercise professional autonomy and judgment in order to explore and experiment with the content, mode, quality as well as planning and record keeping of CPD activities.

Furthermore, there should be active discussions between teachers and the school management when CPD plans are being drawn up, so that school development needs are integrated with individual teachers' development needs. This would encourage a CPD culture that would flourish with genuine respect for teachers' professional autonomy and school-based decisions. The key elements of empowering teachers include decentralizing decision making, delegating authority and giving teachers a voice in their own professional development.

There should be regular and ongoing dissemination of information through a wide variety of formal and informal communication techniques such as newsletters, meetings, daily discussions and conversations among staff. Feedback mechanisms are to be put in place and encouraged so that adjustments can be made on continuous basis to professional development initiatives. Teachers and community members are to be provided with opportunities to plan and participate in CPD initiatives and to serve on a wide variety of school committees. They are expected to take responsibility for teacher professional learning and for contributing to the knowledge of the profession, within the context of their employers' expectations.

Participation in planning CPD should include the broadest spectrum of the school community. All members of the school community are expected to have the knowledge of the learning standards. In turn teachers and the administrators should have the knowledge of the learning standards in the areas that they teach. CPD activities are to be loosely tied to the learning standards that are addressed separately.

The delivery of CPD programmes should be sustainable, intensive and on going. Delivery should be responsive to CPD needs that build on prior learning in a spiralling way. It should span over a full year, and multiple years, including full day to multiple week retreats and ongoing support during classroom implementation. It should focus on teaching strategies in order to meet the learning needs of the students. It should also incorporate some opportunities to practice inquiry, engaging teachers as active learners and problem solvers. Delivery should be job embedded in order to provide on going opportunities for teachers to practice new learning. On going learning should be considered the norm; professional development should be part of every school day. Systems should be put in place that would provide teachers with daily opportunities to collaborate with peers, including co-observation of teaching, team teaching, mentoring, looking at and discussion of student work, shared planning time, joint lesson planning and coaching. Instructional supervision is needed to help teachers improve their instructional performance, motivate their professional growth and implement their curricula development.

Teachers are expected to practice the knowledge/skills learnt. They are expected to demonstrate efforts to align teaching with student learning standards. The lesson plans are to be regularly revised to incorporate current student learning needs identified through data analysis of students' work. The system support should allow enough time for teachers to share strategies and difficulties in implementation of the new information. Novice teachers should have access to experienced teachers during the school day through mentoring, modelling and through feedback opportunities. They should pair with experienced teachers for co-observation of teaching, team teaching, modelling and feedback and mentoring. An atmosphere of support and challenge that is non-threatening, allowing for experimentation but with accountability should be encouraged. There should be opportunities for practicing and evaluating new learning. Opportunities for re-learning are to be embedded in the school day. There should be on-going support and opportunities for further refinement.

Kenya needs to review the teacher CPD programmes to make them more relevant to the needs of teachers. The programmes should focus on basic characteristics of teacher work and on the problems they face daily in their work in schools. One area that needs serious consideration concerns technology in staff development of teachers. The staff development should include continuous, well planned, school-based induction programmes for beginning teachers. Therefore, Kenyan schools

need to develop and maintain support structures that will enhance the professional growth of teachers by providing adequate staff development experiences with long term assistance incorporated into ongoing school programmes.

Teacher registration at the TSC headquarters should emphasize the importance of ongoing CPD to the maintenance of effective teaching. Teachers should be registered for particular duration, in which, during their renewals they are expected to have completed particular hours of CPD activities. At the MOE headquarters there should be a professional committee whose functions would be to support and promote CPD of secondary school teachers. It should be comprised of teacher educators, employers and teacher representatives. Teachers' development priorities should be identified in order to meet the needs of the country.

Lastly evaluation of the knowledge/skills learned should be demonstrated in instructional planning, evidenced in revision of instructional practice and adjustments of teaching based on new learning from the CPD. Feedback should be delivered through a mechanism of continuous communication loop between teachers and deliverers of CPD. It should be evaluated in terms of impact on classroom and feedback be given to refine/revise it based on identified school needs. The synergy of all the aspects will result in a learning community that is

focused to attain high standards in student performance due to improvement of teachers through professional activities.

5.5 Areas for further research

The following general areas related to the concerns of this study were therefore proposed for further research.

- ◆ There is need to carry out more qualitative studies on the aspect of CPD in other parts of the country and their quality implications to the education standards in the country. Such studies have the potential of revealing peculiarities in regional differences and how they could be addressed to improve the quality of teachers in the country.

- ◆ Since there are many teachers involved in CPD courses, research needs to be carried out to establish whether the attainment of new certificates corresponds to improved performance of students in secondary schools. Longitudinal case studies should be carried out with teachers in order to establish the emerging trends of their professional development. Such studies can form the basis of training programmes for training teachers in order to improve the quality of secondary education in the country.

- ◆ In view of the importance attached to teacher training in the country, further research should be carried out with the aim of finding out the factors that influence teachers' morale, retaining and retraining of professional areas that are important in improving student's performance in secondary schools.

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APPENDIX I: TEACHERS QUESTIONNAIRE

INSTRUCTIONS Please do not write your name anywhere in this questionnaire. All the responses will be kept confidential and there is no right or wrong response.

SECTION A

If you're above answer is yes continue with section B, Otherwise, if No go to section C.

SECTION B

1. Indicate the number of times the following people have advised you about continuing professional development course you are involved in.

Number of times	0	1	2	3	4	5	6-10
Principal							
Deputy Head							
Colleagues							
School inspectors							
Trade unionist							

2. (a) What are the main sources of financing of the Continuing professional development courses you are involved in?

Scholarship through the Ministry of Education ()

Personal savings ()

Support by a Non-Governmental Organization ()

Support by trade union ()

Other sources _____

- (b) List down the financial problems you face in your endeavour to complete the continuing professional development course you are involved in.

(c) Suggest ways in which continuing professional development programmes should be financed so that more teachers can be able to participate.

3. In your opinion what are the reasons that compelled you to join continuing professional development course in the current institution. (Tick them)

Improve professional status () Get a new job () Transfer from the secondary school to teacher training colleges () Self actualization () Salary increment () Lack of other alternatives of investments ()

Others _____

4. Apart from financing, do you have other problems that hinder you from fully engaging in continuing professional development? (List them down.)

5. Indicate the mode of learning that you are involved in. Open Learning () School-Based () Part-time during evenings and weekends () Full-time () Others (Specify) _____

6. What is the nature of the continuing professional development course that you are involved in? Will receive a certificate at the end () Will not

receive a certificate () Will receive only credits () Others (Specify)

7. On average how much time do you devote to:
- (a) Personal reading per week (Tick one) Two hours () Five hours ()
 Ten hours () others _____
- (b) Preparing for class work (Tick one) Two hours () Five hours ()
 Ten hours () others _____
8. Do you have other school responsibilities? (Tick the appropriate one)
 Deputy Principal () career and guidance () head of department ()
 Class teacher () others _____
9. In your opinion are you able to combine these responsibilities with a course in continuing professional development without any difficulties? (Tick one)
 Strongly agree () Agree () neither agree nor disagree () Disagree ()
 strongly disagree ()
10. In your opinion do you wish to continue with another continuing professional development course after the completion of the current programme?
 Yes () No ()
 Give reasons.

11. In your opinion is the information obtained from the continuing professional development course in the current institution adequate in

assisting you to perform your professional duties in your current school.

Yes () No ()

If, "No," give reasons

12. What is your perception of the relationship between the school and the institution where you are enrolled for the current programme? (Tick one)
 Very Good () Good () Undecided () poor () Very poor ()

13. Please give your recommendation on how continuing professional development should be improved so that more teachers can be involved.

SECTION C

1. Tick the number of times the following people have approached you to talk about continuing professional development.

Number of times	0	1	2	3	4	5	6-10
Principal							

Deputy principal							
colleagues							
Inspectorate							
Trade unionists							

2. Please indicate the titles of people you have approached during the past six months, requesting for information on continuing professional development.

3. Are you ready to finance any continuing professional development course?

Yes () No ()

Give reasons for the chosen option

4. In your opinion, do you have any professional development needs that you would like to fulfil through continuing professional development? Yes ()

No ()

Give reasons for the chosen option

5. In your opinion do other teachers assist those involved in continuing professional development in the school? (Tick one)

Greatly assist () moderately assist () assist () Undecided () Do not assist () greatly do not assist ()

6. Are teachers provided with adequate information on continuing professional development in your schools?

Strongly agree () Agree () neither agree nor disagree () Disagree ()
strongly disagree ()

7. In your view are teachers provided with adequate support by the Ministry of Education, (MoE) geared to continuing professional development?(Tick one)

Strongly agree () Agree () neither agree nor disagree () Disagree ()
strongly disagree ()

8. In your view are you conversant with the regulations that govern continuing professional development? (Tick one)

Strongly agree () Agree () neither agree nor disagree () Disagree () strongly disagree ()

9. Does your school administration readily help, where possible, the teachers already involved in continuing professional development? (Tick one)

Strongly agree () Agree () neither agree nor disagree () Disagree () strongly disagree ()

10. (a) Indicate the number of times you have attended a continuing professional development course in the last five years.

11.

Years	2002	2003	2004	2005	2006
Number of times					

(b) What was the duration of the continuing education course you attended?

(c) What problems hinder teachers from effectively participating in continuing professional development in this district?

(d) Suggest ways in which teachers should be helped in order to be involved in continuing professional development.

11. Indicate the areas that you would be interested in pursuing for continuing professional development.

-THE END-

Thank you for your co-operation.

APPENDIX II: FOCUSSED GROUP DISCUSSION FOR TEACHERS

1. Apart from financing continuing professional development do you have other alternatives that you would fund with the same money? Which are they?
2. Are there professional development needs that you would like to fulfil through continuing education? Which ones are they? Where would you go in order to fulfil your desire?

3. Are teachers provided with adequate support in form of information so that they can engage in continuing professional development? Does the MOE support you in ensuring that you complete the courses you are enrolled? Do you get support from other quarters/sources?
4. Does the school administration assist teachers already involved in continuing professional development? What kind of help are they provided with? Which areas do you feel that teachers should be interested in pursuing through continuing professional development?
5. Apart from the MOE are there other partners that provide continuing professional development in this district? At the end of the course how is it graded?
6. Are you satisfied with the training course that you have been involved in? What are your suggestions on how to improve continuing professional development in order to cater for the shortcomings of pre-service courses?
7. Suggest the areas that you would be interested in pursuing through continuing professional development.
8. In your opinion what are the problems that are faced by teachers who are involved in continuing professional development in the institution where you are stationed?
9. Suggest ways in which continuing professional development can be improved in this district in order to cater for more teachers.

APPENDIX III: TEACHERS INTERVIEW GUIDE

1. Policy

Are you aware that the MOE has a policy on teacher continuing professional development?

If yes: How did you come to know about the policy? Are you aware of the guidelines that a teacher is expected to follow in order to embark on continuing professional development?

Probe for: - What the code says about professional development through continuing education.

-The procedures the teachers are expected to follow before enrolling in a continuing professional development course.

2. Teacher involvement in continuing professional development.

-Have you been involved in any continuing professional development course? If so, how often?

-Who organized the course?

-How has the continuing professional development course helped you in implementing professional development skills?

-Does the school have specific guidelines to facilitate teacher continuing professional development?

*Do you use these guidelines? *How do you use them? *How useful do you find these guidelines?

3. Factors influencing teacher involvement in continuing professional development courses.

-Are you interested in engaging in continuing professional development course?

-Which courses would you prefer to be involved in?

What are the reasons that would influence you to be involved in continuing professional development?

What are the problems that would inhibit you from participating in continuing professional development?

What mode of study would you prefer to be involved in and why? Probe for open learning, parallel courses, full-time courses and Holiday courses.

4. School related factors.

-Are you provided with information on continuing professional development in your school?

-Who provides you with the information?

-Are you encouraged by other teachers to participate in continuing professional development courses?

-Are you provided with professional development advice in your school?
Who provides it to you?

-Do the old teachers provide new and young teachers with support in order to improve their professional competence? Who coordinates the exercise in the school?

5. Local facilities

-Is there any resource centre near your school?

-Do you visit any of them to get information for use in continuing professional development?

Does the school have a library? Is it well equipped to cater for your professional needs?

-What other facilities are available in your locality that you can use for continuing professional development?

6. Those involved in professional development courses in institutions.

-What factors motivated you to enrol in the current professional development course?

-How did you come to know about the professional development course that you are involved in?

-Is the programme meeting all your professional needs?

-Are you provided with enough support in your (i) Local school (ii) Institution where you are studying?

-Will you be interested in pursuing another continuing professional development course after the completion of the current one? In which courses do you intend to enrol?

-What problems are you facing in your endeavour to complete the programme?

7. Recommendations

What do you suggest is necessary in order to improve continuing professional development?

- i. In your local school (Probe for support, encouragements, release time, security of job, rewards).
- ii) Institutions that offer professional development (probe for Learning materials, methodology, teacher preparedness, improvement of the teacher professional development courses).

Mention some of your achievements in continuing professional development courses.

The aim of this interview is to seek your views on how teachers use continuing professional development in this district. The information that you will provide will be used purely for academic purpose. Your identity and the information that you provide will be treated with confidentiality.

1. Designation_____Duration in the present position

2. What can you comment about the standards of secondary education in this district? (Probe for descriptive indicators).
3. In the Teacher Service Commission code of ethics, there is an aspect dealing with teacher continuing professional development. Do you enlighten the teachers on this aspect and how do you do it? Probe further for:
 - i) Number of secondary school teachers by genders that have attended continuing professional development 2002-2007.
 - ii) Number of teachers seeking for continuing professional development.
4. How effective does the Ministry use continuing education and training programmes to improve professional status of teachers in this district.
5. How are the participants of continuing professional development selected in this district? Probe further for:

Who selects them?

What are the criteria to be followed by the applicants?

Where the teachers' are expected to go for their continuing professional development?

What time of the year are they expected to be involved in continuing professional development?
6. Has the MOE been conducting follow-up activities on those teachers involved in continuing professional development? Probe for

Completion rates in the district.

Methods of evaluation

The aim of this interview is to seek your views on how teachers use continuing professional development in this district. The information that you will provide will be used purely for academic purpose and will be treated with at most confidentiality.

1. Category of the school _____
2. Age in years _____
3. Academic qualification at the beginning of service

4. Present academic qualifications _____
5. Number of years in service _____
6. Professional qualifications at the beginning of service

7. Present professional qualification

8. If promoted indicate whether promotion was on academic achievement or on merit

9. Have you attended any continuing professional development course? If yes, (Probe for) the type, reasons for enrolling and the year he/she attended the course.
10. In your opinion, which subjects need immediate attention through continuing professional development for the teachers in your school? Probe for: Measures taken to alleviate the situation, teachers' response.
11. Describe the type of courses that you would like your teachers to attend through continuing professional development.
Probe for:
The courses viewed to be important.
The mode teachers should use to learn the courses.
When teachers should participate.

12. Does the school have a policy dealing with teachers' continuing professional development?
 Probe for:
 Implementation if there is one.
 Attitude of teachers towards the policy
 Criteria of selecting those to be involved in continuing professional development.
 Information available to teachers' dealing with continuing professional development
 The kind of support given to teachers involved in continuing professional development in their schools.
13. How do you rate the performance of students taught by teachers already in programmes of continuing professional development and those who are not involved?
14. Problems experienced by teachers. Probe for:
 Problems experienced by principal in dealing with teachers in programmes of continuing professional development and their solutions.
 Problems that teachers face in their endeavour to complete programmes of continuing professional development
15. Give suggestions of what should be done to improve continuing professional development of teachers in your school and district.
16. According to your opinion does the category of the school influence teachers' participation in continuing professional development?

APPENDIX VI: TEACHER SERVICE COMMISSION UPDATES OF TEACHERS INVOLVED IN CONTINUING PROFESSIONAL DEVELOPMENT IN KENYA

Secondary school teachers involved in continuing education between 2003 and 2008

Year	Number attending Courses	Courses Pursued	Duration in years	Sponsorship	Where pursued	Completion rates
2003						
2004						
2005						
2006						
2007						
2008						

Secondary school teachers involve in the following programmes over the following six years

Year/programme	Diploma	First degree	Masters	Doctor of philosophy	Others
2003 Male					
Female					
2004 Male					
Female					
2005 male					
Female					
2006 Male					
Female					
2007 Male					
Female					
2008 Male					
Female					

APPENDIX VII: CHARACTERISTICS OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PROVIDERS IN KENYA FOR SECONDARY SCHOOL TEACHERS

Providers of CPD	Duration of Training	Conditions Attached	Areas of Skill training	Coverage
MOE				
KNEC				
KESI				
JICA				
DANIDA				
AFD				
Local District Education Boards				
School level				
OTHERS				
Principal Association				
Subject panels				
Kenya National Union of Teachers				
Academy for Educational Development (AED)				
DFID				
USAID				
UNESCO				
British Council				
CommonWealth				
Aga Khan Foundation				
Universities				

APPENDIX VIII: LIST OF SCHOOLS SAMPLED

1. Mutira Girls Secondary School
2. Kamuiru Secondary School
3. Kerugoya Boys Secondary School
4. Kianyaga High School
5. Kiranja Secondary School
6. Karia Secondary School
7. Kutus Secondary School
8. Kagumo Girls Secondary School
9. St John Thaita Secondary School
10. Holy Trinity Mutuma Secondary School
11. Kiaritha Secondary School
12. Karaini Secondary School