

**THE STAFF DEVELOPMENT AND TRAINING NEEDS OF THE TEACHERS
OF ENGLISH IN SECONDARY SCHOOLS IN
KISII CENTRAL DISTRICT-KENYA**

BY

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DECLARATION

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ABSTRACT

The main purpose of this study was to investigate the staff development and training needs of teachers of English in secondary schools in Kenya with reference to Kisii Central district of Nyanza province. The objectives of the study were to: identify the staff development and training programmes that teachers of English desire to participate in, the staff development and training programmes that teachers actually participate in and to establish whether the existing staff development and training programmes meet the training needs of the teacher of English. The study also sought to investigate the factors limiting teachers' participation in the existing staff development and training programmes. In doing this, the study adopted the needs assessment theory and Frederick Herzberg's two factor theory of job motivation and satisfaction. Both theories talk of the need for continuous training of staff in order to increase their productivity. Both qualitative and quantitative research methodologies were used in the study. The study used a survey research design. A total of 100 respondents from 25 schools, comprising of 50 teachers of English, 25 heads of department and 25 head teachers took part in the study. Simple random sampling technique was used to select the 25 schools out of which two teachers of English from each of the participating schools were randomly picked. All heads of English departments and head teachers of the participating schools took part in the study. Questionnaires were used to collect data from the 50 teachers of English while interview schedules were used to obtain data from the heads of English departments and head teachers. Quantitative data was analyzed using descriptive statistics like percentages and presented using tables, charts and figures, while qualitative data from the heads of departments and head teachers' interview schedules was coded and analyzed thematically to establish relationships, trends and patterns from which the researcher drew useful conclusions and recommendations. The study established that there is a discrepancy between the training needs of teachers of English and what was offered through the existing staff development and training programmes. Most of the teachers fell short of the expected competencies under investigation, an indication of the need for more in-service training for serving teachers. The study also established that there were many factors hindering teachers' participation in the existing staff development and training programmes. The study recommends that in-service training should be structured, regularized, institutionalized and made compulsory for all teachers of English. The study also recommends that a thorough needs assessment should be carried out to clearly establish the training needs of teachers before implementing any training programmes.

DEDICATION

To my family: my wife Edna, son Pati, My parents Absolom Omweri and Tabitha Kwamboka and siblings who encouraged and gave me the motivation to go the extra mile.

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ABBREVIATIONS USED IN THE STUDY

DFID	Department for International Development
FPE	Free Primary Education
H.O.Ds	Heads of languages departments
INSET	In-service Education and Training
JICA	Japan International Corporation Agency
KESI	Kenya Educational Staff Institute
KESSP	Kenya Educational Sector Support programme
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
LRCs	Learning Resource Centres
MOE	Ministry of education
SCERT	State Council for Educational Research and Training
SELP	Secondary English Language Project
SISE	State Institute of Science Education (INDIA)
SMASSE	Strengthening of Mathematics and Sciences in Secondary Schools
TACS	Teacher Advisory Centres
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

Continuous training of all cadres of employees including teachers has been identified as one intervention that can improve the quality of education in Kenya. This is one of the objectives of the Kenya education sector support programme (2005- 2011) that states that in order to enhance the subject mastery and pedagogical skills of teachers at all levels, there is need to develop comprehensive training programmes for in-service training of both primary and secondary teachers through institutionalizing continuous in-service training. However for any training to be effective and meaningful there is need to carry out training needs assessment to align the training needs of teachers with the training programmes. This is the major concern of this study. This chapter deals with the background of the problem, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the scope and limitations of the study, assumptions , the theoretical framework and the definition of key terms.

1.1 Background of the Problem

One of the government's biggest challenges is the provision of quality education to all that can justify the huge expenditure that goes to the education sector each year. Towards this end, the government has in recent years initiated a number of measures such as the free primary education (FPE), introduction of subsidized secondary education and education grants for laboratories and science equipment. But despite these positive measures, the quality of education as noted in various Ministry of

Education reports is still low. One factor that has been cited is teacher training especially after teachers have started working. The Beecher report of (1949: 461) noted that:

Most important in any education program is the teacher. Wherever we have good teachers, there are good schools regardless of the kind of building or equipment. Poor teachers mean poor schools. Good teachers will soon improve building and equipment.

In Kenya, pre-service teacher training is offered in teacher training colleges and in most universities. Teachers are trained in both content and methodology. However even the best of pre-service teacher training cannot equip one for a lifelong career as a teacher. There is need for continuous staff development and on the job training for both professional and personal growth. Thus continuous training and staff development is necessary to equip the practicing teachers with the necessary skills, knowledge and attitudes to perform their duties effectively in an ever changing educational environment.

This is because any effort to improve the performance of English has to address the quality and effectiveness of teachers as they play a big role in the attainment of the goals of education. This is captured in the Kenya Education Sector Support Programme (2005:27) which says that “teacher in -service training is one intervention that can help in the improvement of the quality of education in Kenya.” This will be achieved through institutionalizing and regularizing in-service training programmes for all categories of teachers and education managers in Kenya. This is because change will always occur in the education system and it’s therefore important that teachers as the implementers of the curriculum are continuously trained and re-oriented to meet the demands of any changes in the education system.

A study by the Kenya Institute of Education published in the Daily Nation (Daily Nation, 2010) found out that less than half of the secondary school teachers have been trained on the current curriculum leading to poor subject mastery which affects the teachers classroom delivery. This has been noted as a contributing factor to the continuing dismal performance in national exams as noted by the KNEC reports over the years, (KNEC 2008-2010).

This study identifies the areas that teachers of English are experiencing challenges and would therefore require more training to enable them perform effectively in their roles and duties. The study also sought to identify the relevance of the existing training programmes to the teachers of English. It is also hoped that the findings will help in the strengthening of in-service training for teachers of English.

Education is dynamic. Hewton, (1988:6) observes that “changes do occur within the school, the schools community, the larger society and even within the education system itself. For teachers to continue to be effective in such a dynamic environment there is need for continuous training and staff development to cope with these changes.” In recent times for example, there have been much complaints about Kenyan education system with parents and pupils alike complaining that the education system is overloaded. In order to address the emerging issues and challenges in society, the curriculum and the education system has also undergone changes to re-orient it to the present demands. In such a dynamic environment, staff development and training should be part of a continuous process of teacher improvement in the education system. According to the latest research by the Kenya Institute of Education (K.I.E),

“Less than half of the secondary school teachers have been trained on the current curriculum, leading to poor subject mastery and dismal performances in national exams”, (KIE report, 2010).

Staff development and training therefore serves three main purposes: The first is that it equips the teachers with new knowledge, skills and attitudes to cope with curricula changes such as the recent changes in the English syllabus, emerging issues such as democracy, human rights, drugs and substance abuse and HIV and Aids. The findings of the same study by K.I.E reveal that although secondary school teachers have the basic qualifications to teach in secondary schools, they do not have the right competencies to tackle the new syllabus introduced in 2002. This is because the revised syllabus created many changes including incorporating literature into the English language and requiring that the two subjects are taught as one. Refresher training therefore is a critical element in implementing a new syllabus as it exposes teachers to the new content and the required pedagogical approaches, (Daily nation, 2010).

Secondly, staff development and training will equip the teachers with new teaching methodologies and skills necessary for effective teaching and for performing other duties. Teachers are the implementers of the curriculum. They translate policy aims and statements into actual activities and outcomes in classroom practice. Barasa (2005) notes that in-service training which is a form of staff development programme can be carried out to inform, expand teaching capabilities or to up- grade and re-orient teachers. It's these new capabilities that will enable teachers to effectively discharge their duties in a dynamic education system.

The third purpose of staff development programmes is that they serve to motivate teachers. Highly motivated teachers are likely to be more effective and highly productive. Okumbe, (1999:58) in his book “Education Theory and Practice” says that: “Staff development and training is an important investment in human resource since it increases employee productivity. Acquisition of new skills and knowledge through continuous training helps employees to increase both quantity and quality of work output”.

To enhance the subject mastery and pedagogical skills of teachers at all levels, there is need to develop comprehensive training programmes for primary and secondary teachers, and institutionalize continuous in-service training as a way of enhancing teacher effectiveness and improving the quality of education (KESSP, 2005-2011). In view of the stated observations, the questions then are: to what extent are the existing staff development and training programmes suitable or adequate in preparing teachers to handle the challenges brought about by the changes? What constraints or limitations hinder teachers’ full participation in staff development and training programmes and what can be done to meet the teachers desire to participate in staff development programs?

1.2 Statement of the Problem

It has been established that staff development programs and training can improve the quality of teachers in Kenya. Eshiwani, (1993) notes that it is this realization that led to the establishment of the Kenya Education Staff Institute (KESI) to provide staff development programs for teachers and education managers.

There have been complaints about the initial training of secondary school teachers in Kenya with 'The report of the Working Party on Education and Manpower Training' for the next Decade and Beyond (Republic of Kenya 1988:63), noting that "the three year training period did not provide adequate time for the coverage of degree subject content and foundation course in education and pedagogy". Although this was later increased from three years to four year degree course in education, the complaints about teacher quality have not been fully addressed. To remedy this shortcoming, staff development programmes are therefore necessary to address the deficiency in the initial training of secondary school teachers. As Widen (1987:13) clearly observed; "Even the very best of pre-service teacher education cannot equip one for a lifelong career as a teacher. Continuous professional growth and development is always necessary". In order to improve the quality of school education, current in-service programmes need to be improved for all teachers and educational managers (Wanzare and Ward, 2000).

Although it has been established that continuous training and staff development are necessary if teachers are to perform effectively in their duties in an ever changing education environment, (Atsenga, 2002), the training needs of teachers of English have not been established in order to come up with the training programmes that are relevant and responsive to their training needs that will enable them cope with a dynamic educational environment. There is need to first identify the areas that secondary school teachers of English desire more training before introducing any staff development and training programmes. The suitability of the current staff development programmes in meeting the training desires of teachers needs also to be established from time to time. The factors limiting teacher's participation in the

existing staff- development programs also need to be established. This is because English is the core subject whose performance has been poor as reported in the various KNEC annual examination reports (KNEC 2007 – 2009). English is also a medium of instruction in Kenyan education system whose performance has an impact on all the other subjects and therefore its good performance is of utmost importance to Kenyan education system. As observed by Miller and zeiller, (1967):

Training without conducting training needs assessment is analogous to a medical doctor performing surgery based only on the knowledge that the patient does not feel well. The surgery may correct the problem but the odds are considerably against it.

Studies by other scholars have also established a strong association between teacher in-service training and student academic performance, (Wekesa, 1993, Ngala, 1997, Atsenga, 2002 and Ngala and Odebero, 2008). This study therefore sought to identify the staff development and training needs of the teachers of English. This is because continuous training and participation in staff development programmes is important for improving the quality of education and teachers professional growth.

1.3 Purpose of the Study

The purpose of this study is to investigate the staff development and training needs of the teachers of English in Kenya.

1.4 The Objectives of the Study

The above purpose was attained through the following specified objectives;

1. To identify the staff development and training programmes that teachers of English desire to participate in
2. To find out the staff development and training programmes that teachers of English actually participate in

3. To establish whether the existing staff development and training programmes match the training needs of the teachers of English
4. To describe factors limiting teachers participation in staff development and training programmes

1.5 Research Questions of the Study

The above objectives were guided by the following research questions:

1. What staff developments programs do teachers of English desire to participate in?
2. Which staff development programs do teachers of English actually participate in?
3. To what extent do the existing training and staff development programmes meet the training needs of the teachers of English?
4. What factors limit the secondary school teachers of English's participation in staff development programs?

1.6 Justification of the Study

On the job training is necessary for effective performance of roles. Many scholars acknowledge that training and especially in-service training of teachers improves their productivity as it equips them with the necessary skills, knowledge and attitudes to perform well in the various roles (Okumbe, 1999; Griffins, 1994; Kega, 2000; and Koech, 1999). However for this training to be effective, meaningful and cost effective, it has to be relevant and responsive to the needs of the intended beneficiaries. To achieve this, it is important that training needs assessment be carried out from time to time.

English plays a key role in the countries' educational system. It is a language of instruction in Kenya schools and learning institutions. English is the main language used in writing books, international business, academic conferences, sciences and technology, diplomacy, pop music and even advertising. Three quarters of world's mail is in English while eighty percent of the electronically stored information is in English (Kochra, 1992). It is also an important language in the countries legal economic and communication system and as such the quality of the graduates in terms of knowledge, skills and attitudes as prescribed in the curriculum and educational goals are to a great extent dependent on the competencies of teachers in imparting these skills. Teachers are therefore an integral part of any educational system as they have a big role to play in ensuring the goals of education are met, (Okumbe, 1999). For this to happen, educational managers and trainers must ensure that teachers possess the right competencies to enable them play their roles more effectively. Continuous training and re-training becomes necessary as strategy to ensure teachers meet their expectations.

This study is therefore justified in view of the fact that it is necessary to ensure that teachers are equipped with the right knowledge, skills and attitudes to enable them perform effectively in the duties by carrying out training needs assessment. This will help in the planning and preparation of staff development and training programmes that meet the teachers' training needs. The results of any needs assessment are then used for further action such as planning to remedy or to improve a situation (Harris, 1998).

1.7 Significance of the Study

The importance of the English language in Kenyan education system is a fact that has been well documented in many government reports, publications and various researches (Koech 1999 and Griffiths 2006). English is not only an official language in Kenya used for most government transactions but also the medium of instruction in our education system. For these reasons, the performance of English in the national examination is of concern to the government, parents, learners, education administrators and all stake holders. Therefore any effort to improve the performance of English and the overall quality of education must also address the training of teachers. This research targets the teachers of English. Initial training of teachers and continued provision of staff development have been noted to be positively correlated with improved teaching and learning outcomes hence high quality of education, (Ogembo,2005; Odebero and Ngala, 2008). Although various staff development and training programmes have been recommended for improving the quality of education, there is need for continuous research on the training needs of teachers to find out whether the programmes offered match the needs of the teachers in an ever changing educational environment. This research is therefore significant in that the findings will hopefully help the educational planners develop staff development programmes that meet the needs of the teachers.

The study also sought to find out whether the existing staff development programmes meet the training needs of teachers. This is important as any discrepancy between the training that teachers of English desire and what is actually provided is the gap that needs filling. This will also help education planners and administrators come up with programmes that address the needs of the teacher of English.

The study is also significant as it sought to find out the factors or constraints that hinder teachers' participation in staff development programmes. This will help both the teacher and educational administrators in addressing the constraints as a way of enhancing teachers' participation in staff development and training programmes. The study is also important to teachers of English, heads of language departments (H.O.DS) and head teachers. The findings will help them see the need and importance of participating in staff development programmes for professional and personal growth and also as a good strategy of improving the quality of education in Kenya. The findings will also be useful in reviving and strengthening the teacher advisory centres' for coordination of in-service training and other staff development programmes. The universities and other institutions of higher learning responsible for teacher training will also find this study useful in developing programmes to address the staff development needs especially in the field of further studies.

The implementation of the findings and recommendations will contribute to not only improving the quality of education but also help in realizing the objectives of educational sector support program 2005- 2011 which states that:

To enhance the subject mastery and pedagogical skills of teachers at all levels, there is need to develop comprehensive training programs for in-service of primary and secondary teachers, and institutionalizing continuous in-service training as a way of enhancing teacher effectiveness and improving the quality of education.

1.8 Scope and Limitation of the Study

This section deals with the scope and limitation of the study. The scope deals with the extent and range covered by the study while the limitation handles the boundaries and restrictions of the findings of the research.

1.8.1 Scope

The study mainly focused on the staff development and training needs of the teachers of English in secondary schools in Kenya. In doing this, it sought to find out whether the existing staff development and training programs matched the training needs of the teachers of English in addressing the challenges they encounter daily in their work. The study also covered the existing in- service training programmes in order to establish actual attendance among the teachers of English with a view to establishing their training needs. Data obtained was useful in establishing the hindrances' to teachers' participation in staff development and training needs. The study was done in Kisii Central District of Kenya and targeted all secondary school teachers of English.

1.8.2 Limitations

Due to limited resources and time constraints, only a part of the target population was used. This involved obtaining a representative sample from the entire population of teachers of English, heads of departments and head teachers in the district. The study was also limited to literature reviewed. The quality of the data collected was dependent on the answers provided by the respondents and the findings were based on these. Any generalizing outside the study area should be done cautiously.

1.9 Assumptions of the Study

The assumptions of the study were:

1. The respondents will be honest and truthful in their answers.
2. These secondary school teachers of English acknowledge the importance of participating in staff development and training programs for improving their skills, knowledge and attitudes to better discharge their duties.

3. The participation of teachers in staff development programs improves the teaching of English.

1.10 Theoretical Framework

The study adopted both the ‘Needs Assessment Theory’ and Frederick Herzberg’s ‘Two factor theory on job motivation and satisfaction’. These are discussed here below:

1.10.1 Needs Assessment Theory

Needs assessment is an information gathering process which results in the identification of the needs of an individual, institution or society. Needs assessment can be used in determining the future need of local, regional and national education systems. In the case of Kenya where curriculum reviews and evaluation are common, needs assessment can be used to determine the training needs of teachers when planning for new and relevant training programs. The identified needs can be used for further planning or to remedy in order to improve an education situation (Sagimo, 2002). Needs assessment has also been used by curriculum developers to determine the validity of the behavioural objectives in the implementation of the curriculum. The difference or discrepancy between the desired and actual needs of teachers of English will constitute the training needs. This discrepancy model can be expressed as seen in figure 1.1:

Fig 1.1: The Gap between Desired and Actual Needs of Teachers

$$\boxed{\text{What should be}} - \boxed{\text{What is}} = \boxed{\text{Need / discrepancy.}}$$

(Adopted from Ogembo, 2005:10)

1.10.2 Frederick Herzberg's Two Factor Theory

The study also used the Frederick Herzberg's theory of job motivation and satisfaction. According to Fredrick, motivation factors, when present, can lead to high productivity. These motivation factors include opportunity for advancement within an organization, responsibility, challenging or stimulating work and a sense of personal achievement and personal growth. Continuous training therefore satisfies this need as it motivates teachers, provides new and innovative ways of approaching their teaching, increases self-esteem, and self actualization. Okumbe, (1999:52) notes that" training is an important investment in human resource since it increases employee productivity. Further training of employees also expands their abilities and prepares them for promotion which leads to high morale and improved efficiency". The presence and availability of these motivating factors for teachers can therefore greatly improve their performance and this will in turn lead to improved competencies in their learners.

The present study seeks to find out the training needs of teachers of English in secondary schools in Kenya. To do this, it was necessary to establish whether teachers posses the expected competences in order to perform well in their duties. The differences between the expected competences and what they actually posses constitute a training need. The training needs assessment theoretical framework was therefore appropriate in establishing the training needs of the teachers of English. The two factor theory was also important in establishing the presence of motivating factors such as opportunity for advancement as their presence can greatly improve the performance of teaches of English.

1.11 Operational Definition of Terms

In-set In service education and training refers to any and all the training that teachers undergo while on the job and includes seminars, workshops and short courses meant to improve their performance.

Local transport and travel The amount of money charged per student to cater for among other things teachers participation in service training.

Staff development refers to any program meant to improve the professional and managerial skills, attitudes and knowledge of teacher of English.

Teacher performance/teacher effectiveness Refers to the ability of teachers to poses good classroom management techniques, teaching preparation and procedures, good knowledge of subject content and good personal characteristics and professional responsibility. It also includes the ability of the teacher to incorporate practices like teaching preparation and procedures, good classrooms management, mastery of subject content and teaching methodologies, good personal characteristics and professional responsibility.

Training needs This is the discrepancy between current/actual training and the desired training.

1.12 Chapter Summary

This chapter has provided a general introduction to the study by presenting and defining the key terms of the study. The background and the statement of the problem has also been clearly stated. The objectives of the study have been identified from which the research questions that will guide the study have been formulated. Lastly, the theoretical basis that guided this study has been presented and linked to the concern of this study. Details of the theoretical framework and literature reviewed are discussed in chapter two. The next chapter covers the literature review.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter examines the history and nature of staff development programs in Kenya, the relationship between staff development, teacher quality and quality of education and the importance of staff development programs to teachers. The chapter also examines the provision of in service training in other countries around the world. The different forms of in- service training and possible factors hindering the teachers' participation in staff development programs are discussed. The chapter also reviews recent literature related to staff development and in service training for teachers and educational managers undertaken in Kenya and other parts of the world finally the related literature is summarized with a view of identifying and showing the research gap that needs filling by this study.

2.1 Staff Development and Training

Shaw (1992:17) defines staff development as:

Courses and in-service training attended by the individual; professional reading, good practice in teaching and management learnt from other colleagues both consciously and unconsciously, as well as individual and team experiences gained in meetings with other teachers to discuss matters of common concern. All these processes serve to increase a teacher's expertise.

In Kenya the need to provide practicing teachers with opportunities for staff development was recommended in 1964 just after independence by the first post independence education commission under the chairmanship of Professor Simon Ominde.

This arose out of the need to provide the large number of untrained teachers with professional training. Between 1964 and 1988, over 20,000 primary teachers had received professional training as teachers (World Bank report 1982:117-122)

At its inception in 1969 the provision of in- service training was mostly targeted at primary school teachers and was mainly conducted through correspondence and radio. In early 1970s teacher advisory centres were set up in each district headquarters to coordinate and organize in- service training of teachers. The aim was to improve the teachers' skills, content mastery and attitude. The correspondence courses were prepared by the department of distant studies of the University of Nairobi following the teacher education curriculum approved by the Kenya institute of Education. The courses had two objectives; the first was to help un-trained teachers acquire the necessary professional skills, knowledge and qualification to serve as teachers and the second was to equip the teachers with up-to date methodology and skills to teach the subjects offered in primary schools.

According to Peter Kinyanjui in the World Bank report of (1988), other modes of in-service training were done through face to face interaction between teacher trainers and serving teachers. Teachers received instruction and detailed explanation of some of the concepts and situations encountered in classroom situations. Group discussions were also organized to provide opportunities for teachers to exchange their views and experiences and to consult with their supervisors and group administrators. This was mainly done during the school holidays. A report by the Ministry of Education in 1985 on the success of the program recommended that in order to encourage more teachers to participate in the in-service programs, certificates be awarded for any course or seminar attended and the Teachers Service Commission(TSC) recognize the

certificates for promotion and employment. A similar initiative took place at the secondary level, with the setting up of 26 learning resource centres (LRCs) in the early 1990s. These were part of a British Department for International Development (DFID) supported program; the Secondary English Language Project (SELP). The aim was to supply learning materials to those teachers teaching in secondary schools around the LRCs.

The Kamunge report of (1988) also recommended that for any successful teacher in-service program, training of trainers, provision of adequate resources and political support were necessary if the goal of providing quality education was to be met. Besides classroom teaching, teachers were also expected to hold other responsibilities and duties in the school. As a result it became necessary that teachers especially in secondary schools undergo compulsory pre-service training before becoming teachers. Many institutions of higher learning especially universities started a 3-year Bachelor of Education degree course for would be teachers. Due to continued declining standards in the performance of English in national examinations, the Kamunge report of (1988) recommended the extension of the three year degree program to four year pre-service training for a bachelor of education degree. Other studies in the twentieth century on teacher training also point out to the inadequacy of initial training as a way of preparing teachers for a lifelong teaching career. An advisory committee on the supply and education of teachers in Glatter (1988) observed that the education service had been operating in a climate of rapid change. Such a rapid change required a continued process of adjustment on the part of all those involved in the education system.

Staff development programs in Kenya for secondary school teachers is mainly provided by Kenya Institute of Education (KIE), The Kenya National Examinations Council (KNEC), Kenya Education Staff Institute (KESI), Ministry of Education, The British Council and other stakeholders.

2.2 In-Service Training in Other Countries

In Brazil there is no formal provision of in-service programs. The courses offered are not in any systematic schedule but teachers in public schools are offered short courses in their subject areas. Teachers also get three paid hours per week for pedagogical meetings in school. ([Http/www.education.stateuniversity.com](http://www.education.stateuniversity.com)). In Egypt, in-service programs are usually short term programs associated with changes in the curriculum. The aim is to change the teacher's classroom practice by engaging them in collaborative effort with the inspectorate and by promoting reflection and critical analysis of their own classroom practice.

In France, regional education authorities issue an academic training framework that lists all the training sessions for that year. The programs and plans are organized collaboratively by representatives from teacher unions and the inspectorate. The local university institute of teacher training (IUFM) implements the training as set out in the plan. In India, in-service training is provided by the state department of education, colleges of education, educational societies, voluntary agencies and commercial organizations. In service training is conducted via short term instructional courses, workshops and summer courses. Many teachers attend this courses which contain a mix of mini- courses and expository lectures. Each state has a State Council of Educational Research and Training (SCERT) that is entrusted with the responsibility of organizing in-service courses.

Some states have dedicated state of Institute of Sciences Education (SISSE) that organizes training courses for science and mathematics. In particular when a new curriculum is being implemented massive training programs are arranged all over the states. District Institute of Education and Training (DIETS) undertake training courses for practicing teachers in their districts. Training of secondary teachers is done by state Institute of Science Education and the State Councils of Educational Research and Training (SCERT).

In Japan, in-service education and training is arranged into three types, the first is for new teachers entering the profession. Here experienced teachers provide guidance for new teachers. The training is extensive and covers various topics and provides additional training in classroom management. The second is the experienced teacher training. This occurs five or six times in the sixth year of teaching. Training is group based and is devoted to themes such as classroom management, student guidance and addressing specific challenges such as indiscipline. The third form of training is called dispatched training. This training is equivalent to masters and involves training in specific skills that are useful to the teacher such as additional teaching methods and use of instructional technology. It involves teacher collaboration. (<http://www.unesdoc.unesco.org>).

In Kenya, several institutions under the Ministry of Education are involved in in-service education and training of teachers. They include the Kenya National Examination Council (KNEC), Kenya Institute of Education KIE, the quality Assurance and standards department in the Ministry, teacher Advisory Centres, (TAC) centres and Kenya Education staff Institute (KESI).

KESI focuses mainly on secondary teachers, and provides in-service education and training for heads of institutions, their deputies, heads of departments and teachers in such areas as school management, responsibilities of major stakeholders, codes of regulation for teachers, the legal provision in education, financial management, auditing, curriculum supervision and internal quality assurance and inspection. Other training includes guidance and counselling and the management of National Examinations.

2.3 Nature of Staff Development Programmes

In a research on the nature of staff development programs in schools in East Sussex England by Hewton, (1988:3), “staff development programmes can take the form of in-service training seminars, workshops and demonstrations, further education and training, job enrichment activities, academic visits and private reading and research”.

2.3.1. In-service Training Seminars, Demonstrations and Workshops

Adams (1975:79) defines in-service training as “comprising but not limited to professional training courses, seminars, workshop, conferences and discussions that serving teachers undergo to improve their effectiveness”. She goes on to say that in-service training refers to the development by which serving teachers can extend their professional, academic and practical education, their professional competence and their understanding of educational principles , practices and methods. Thus, in-service training empowers the teacher to understand his/ her role and responsibilities and also helps them cope with new challenges on the job.

In-service education and training can include seminars, workshops, demonstrations or discussion. Seminars and workshops emphasize the active participation of those involved. In seminars, discussion is the major activity. In his research comparing discussion method and lecture method during in-service training programme, Batwa, (1990) found out that information learnt in seminars through discussions method made participants more broad-minded, tolerant and encouraged good listening and co-operation. He, however, noted that discussion can be hampered by hostility, hidden agenda and those who want to monopolize the discussion.

Seminars can also involve demonstration. Morgan (1976) described demonstration as a presentation that shows how to perform an act or use a procedure. It's then followed by learners trying out the activity or the procedures under the guidance of the educator. It also involves a visual presentation accompanied by oral discussion. Gale in Bwatwa, (1990:37) says that "demonstrations have the following advantages; attracts and holds attention of learners; makes presentation of a skill or procedures easier, convinces the learner that a skill or procedure has merit". Some disadvantages are that demonstration requires considerable skills, time and money, heavy demonstration equipment may be difficult to carry and that if small objects are involved, the number of participants can be greatly restricted.

In- service training can also take the form of short courses as part of the staff development programmes. This can range from one day to twenty days or more. In his study, Hewton, (1988:25) observed that "short courses were held either in the evening, during weekends or during school holidays. They were provided by educational advisors or by the University of Sussex or any other agency.

Some schools also granted teachers release time of up to a total of 100 days a year to follow courses of preference to the teacher”. In Kenya, the Strengthening of Mathematics and Sciences in Secondary schools (SMASSE) program is one such course that provides in- service training to sciences and mathematics teachers during the school holidays.

SMASSE is organised by the Ministry of Education with assistance from Japanese Government through the Japan international corporation agency (JICA). The performance of science in KCSE had been dismal over the years prompting the government of Kenya, with funding from JICA, to carry out research on the causes of the dismal performance in sciences and mathematics. The study identified several factors among them poor attitude among teachers and learners, inappropriate teaching approaches, poor content mastery among teachers, poor mobilisation and utilisation of resources and lack of equipped laboratories. To remedy the situation, SMASSE was conceived to train science and mathematics teachers on new approaches to handling the subjects and improve their performance nationally. Piloting started in 1998 by identifying and training four senior teachers in each of the subjects from nine pilot districts in five pilot provinces in Kenya to be trained at the national level. Those trained at national level were to train their colleagues at the district level in a system called the CASCADE SYSTEM, (SMASSE Project Report, 1998).

The pilot project was a huge success and by 2003, a nationwide SMASSE project phase II was rolled out as a five year project to cover the whole country.

The SMASSE project was conceived as a measure to upgrade and improve the performance of sciences and mathematics through institutionalizing and regularizing in-service training for serving teachers. The SMASSE project also aimed at changing the teaching approaches and the prudent use of school resources and improvisation. This was key to unlocking the full potential of the learners as it lies in the expertise of the teacher (SMASSE project report, 1998). Teachers undergo the training programme during school holidays and are provided with opportunities to benefit from mistakes and learn from others through discussions. An assessment done on the impact of SMASSE INSET on use of SMASSE activities in the classroom found out that teachers who had undergone SMASSE training planned better and more consistently and attended to students needs more regularly and were more open to teamwork, (SMASSE report, 2004). The teachers were also confident and carried out more practical activities and experiments previously thought to be difficult. They were found to improvise more and tried out new methods. The report further observed that there was a marked impact on the students' handled by SMASSE trained teachers. The students showed great curiosity, interest and responsiveness, asked question more regularly, carried out more discussion beyond the classroom and were generally able to relate science to real life situations (<http://www.SMASSEorganization.org>).

In his presentation while opening one such course at the Kenya Science College in April 2006, the permanent secretary in the Ministry of Education noted that SMASSE had greatly improved the teaching of mathematics and Science subjects in secondary schools in Kenya.

Secondary school teachers of English in Kenya participate in training courses organized by various agents of the Ministry of Education like KNEC, KIE and KESI as listeners or facilitators.

2.3.2 Further Education and Training

Further education and training for serving teachers of English is another form of staff development. Further education can include higher degrees like masters or doctoral degree studies, or diploma and degree studies. Glatter et al, (1988:37) observed that “further studies through courses or research programmes leading to an advanced professional qualification or an appropriate higher degree is an important means of staff development for teachers and will be increasingly sought as teaching becomes a profession”.

In Kenya, the teachers Service commission (TSC) revised code of regulation for teachers (2002) provides for study leave with full pay for selected subjects like English, mathematics and Sciences, guidance and counselling and most educational courses like curriculum studies and educational administrations. The demand for further education and training has never been higher in Kenya especially after the introduction of self- sponsored programmes in our universities. Many serving and would be teachers are enrolled in various programmes in all the Kenyan universities. These programmes are mostly offered as full time studies for those granted study leaves by TSC, while others attend during the holidays in what is popularly known as school based study, (Koech, 2010).

Further education and training not only serves to improve the knowledge, attitude and skills of serving teachers but also serves to motivate the teachers to work hard. Maranga, (1993) observes that on the job training empowers employees to understand their roles and responsibilities and helps them cope with new challenges in their work. Further education and training therefore serves both the teacher's professional and personal development and as a coping strategy for the ever changing educational trends.

2.3.3 Job Enrichment

Job enrichment includes activities like joining of school committees, taking up departmental responsibility such as stock control, running examinations, shadowing senior colleagues, joining in time tabling and joining other school working parties. Job enrichment activities may also include delegation where staff members represent the school head or other senior staff in meetings. Hewton, (1988:96) observes that "these activities can have a positive effect on the teachers. Teachers who regularly participate in job enrichment activities gain experience of the tasks in which they participate in and this can count when it comes to promotions. The experience gained through participation in job enrichment activities can also help the secondary school teachers of English in better performing the other duties and responsibilities and promote inclusiveness and team work. As Okumbe, (1999:44) observes, "A teacher, apart from being a classroom teacher is also a manager, a curriculum developer and a counsellor. Only through continuous training can he perform well in this various duties".

Participation in job enrichment and delegation of various tasks to secondary school teachers of English in Kenya can therefore improve their performance in other areas apart from classroom work.

2.3.4 Academic Visits and Mutual Classroom Observation

Academic visits may take many forms. Bwatwa, (1990:38) defines an academic visit as “a carefully arranged event or method in which a group of people visit places of interest for first hand observation and study”. He goes on to give the advantages of such visits as; provides participants with first hand information that cannot be brought into the classroom, stimulates interest in the learners, allows for comparison and bench marking, provides a change in the learning venue to the learning situation and enables participants to take part in the activities of the place they visit. Academic visits allow the teachers of English in secondary school to bench mark by comparing their styles, procedures and methods with their colleagues from other schools. This can lead to the evaluation of their skills, knowledge and attitudes and can lead to improvement.

Some disadvantages of academic visits include time wastage in planning and implementation; travel arrangements may be difficult and expensive especially where accommodation is required. Hewton, (1988) observed that in the pilot schools he studied in East Sussex, staff members visited other schools, teachers colleges and industries and commercial firms to observe good practices and improve relations.

Academic visits when well organized can greatly enrich the teachers experience through comparison, observation and sharing of good teaching and classroom management practices.

2.3.5 Private Reading and Research

Private reading and research is one of the forms used by secondary school teachers of English for professional and personal growth. Private reading is a program in which participants identify their educational needs, learning resources and learning strategies

(Knowles, 1975). One advantage of this form of staff development is that a teacher learns at his own pace. It also enables one to learn and develop while working. Hewton, (1988) observed that the pilot schools he studied had set up staff development libraries containing educational journals, reports, books or any other book considered useful. The purpose for this reading was for teachers to engage in research to solve educational and other problems within the school or school community. In order to solve some of the problems that they encounter in their daily work, teachers can also engage in action research. According to Mugenda and Mugenda (2003:157), “action research is conducted with the primary aim of solving a specific, immediate and concrete problem in a local setting.” A teacher could for instance investigate the causes of poor attendance of students in a particular class or school or in a given geographical area. Action research is not concerned with whether the results are generalized to any other setting since its goal is to seek a solution to a given problem in a given area. Although it is limited in its contribution to theory, it is useful because it provides answers to the problems that cannot wait for theoretical solutions, (Mugenda & Mugenda, 2003).

Another strategy is the use of interactive research and development schooling (IRD). This is the partnership between universities and schools where universities partner with teachers to carry out research collaboratively. Schools provide the problems while universities assist in the expertise and guidance to undertake research. Through this, the teachers come up with solutions to the problems and how to improve on their performance while universities benefit through understanding the challenges that their trainees go through thus universities can come up with better training programs.

The need for staff development can therefore be summarized as follows;

a) Improving the Quality of Teaching

Studies have shown that there is a positive relationship between teachers participation in staff development programmes and quality of education. Flippo, (1984:199) argues that “planned Staff development programmes can be valuable to the organization in terms of increased productivity, heightened morale, reduced cost of production and greater organizational stability and flexibility”.

b) Motivation of Teachers

Sergiovanni and Carver (1980:102) note that “advancement through training and participation in staff development programmes motivates teachers to perform in extraordinary ways”. Okumbe, (1999:52) says that “in order to motivate teachers to perform better they have to be enabled to learn new and different procedures on the job and also experience some degree of personal growth through further training and promotions”. Further training also expands their abilities and prepares them for promotion which leads to high morale and improved efficiency. Teachers should be enabled by the management to have maximum control on the mechanism of task performance and their jobs should be designed to enable them experience a feeling of accomplishment of assigned tasks.

Educational managers should ensure that teachers are provided with direct, clear and regular feedback on their performance in particular and the organizational performance in general. It is imperative that teachers are provided with an enabling environment by management so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through

promotion and further training. In an educational organization human resources include the workers and students. The workers then consist of the teaching and non-teaching staff. The combined effort of workers and students is aimed at enhancing teaching and learning in an educational organization. The teacher is probably the most important human resource that any country has. This is because an efficient human capital development depends on the quality and effectiveness of teachers. The quality of doctors, teachers, accountants, engineers and other professionals depend on how well they have been prepared for their various roles in the society by their teachers. Thus teachers play a key role in the overall human resource development of any country, (Okumbe, 1999). A consciously designed human resource development effort is therefore a must if the work motivation and job satisfaction are to be improved to make all teachers willing professionals.

Teachers given roles of responsibility must be enabled to fit into the various job demands which constantly change due to curricula improvements and research effort through continuous in service training and regular training needs assessments. Educational organizations must also ensure there are opportunities for staff development and that their careers are in congruence with their goals and aspirations. Educational planners must thus ensure that the desire of educational managers to develop their staff and the staffs' desire to develop themselves in the work assignments do not oppose but reinforce each other (Allan et al, 2002). There must be a convergence between the career goals of staff and the organization's staff development plans. When there is lack of employee organization resource development strategies, then there will be ineffectiveness and disaffection among workers which can lead to decreased production (Sagimo, 2002).

c) Coping with the Changing Educational Environment

In Kenya, the curriculum is under constant review and change. These reviews can result to major changes and re- organization of the education system. Good examples include the change from the 7-4-2-3 to the 8-4-4 education system and the integration of English language and literature in secondary schools. Without constant re- training and re-orientation of teachers, teachers may find it difficult to perform effectively in such rapidly changing environment. Staff development and training therefore becomes a coping strategy. Hankridge, (1991:42) noted that “educational managers and teachers who are not regularly in- serviced or do not participate in staff development programmes tend to resist change”. This may be due to lack of confidence, fear of losing control or lack of appropriateness of the curricula. He recommended regular and continuous in-service training for all educational personal in order to enable them handle any changes in education.

d) Administrative Decisions

Teachers, apart from being classroom teachers, are also managers and decision makers in their institutions. For one to serve effectively in these various capacities, teachers must constantly and regularly undergo training. Ogembo, (2005) on his thesis on training needs of heads of departments (H.O.Ds) found out that many did not understand the roles, duties and responsibilities of H. O. Ds and as a result could not perform well in their capacity. He recommended that regular in- servicing and training could help H. O. Ds understand their roles hence carry them out more effectively.

A study by Ngala and Odebero, (2008) on improving teacher quality in Kenya recommended that teachers should be promoted through their participation in in-service courses and not on merit as this was subject to corruption and was slow. Staff development programmes provide an objective criterion in deciding who should be promoted.

2.4 Staff Development Programs and Quality of Education

Several researchers have carried out research to establish the link between teachers' participation in staff development programs and the quality of education. In a research done in DRC formerly Zaire on improving the standards of the French language in secondary schools, Kolvokari, (1987), concluded that the efficient development of skills may require more training on other issues other than mastery of the content. The conversation in an in-set programme of 36 hours in two months involving 12 teachers of French language spread to other areas like cognitive development, psychology of learning and ideas on transactional analysis. Using direct observation, Kolvakari claims to have detected changes in teacher's classroom questioning styles with an increase in the use of open question and reduction in the use of closed questions.

He also reports better scores from the students. For successful and effective in-service programmes Esu ,(1991) in his research findings in Ebue state of Nigeria, reports that teachers should decide their own needs based on their experiences in the classroom and school, changes in teachers practice are evaluated systematically, there is an assessment of learning outcomes and budgetary provision must be in- built into the program

The study concurs with another done by Lariden, (1990), who reports that for good results and positive improvement in the quality of education, it's not enough to throw money and equipment at teachers without first retraining them. In his research on teachers working with computer assisted instruction he found out that teacher experienced many problems and tended to deal more with how to operate the system than actual delivery of content and skills. His conclusion was that no programme should be introduced into the curriculum without first training and re- training of teachers.

Brown and Read, (1990) found out in their research that school heads and managers need continuous training if they are to manage educational changes effectively. School heads should receive training first as they are agents of change in their institutions. The coordination of in-service education and training for personnel at sequential points in line management needs to be in-built into in-service education, starting with the head teachers, and heads of departments then teachers. This is important because any changes must start from the top. Brown and Reed report that teachers who were in-serviced and returned to environments where change was not possible were frustrated and in despair.

Hankridge, (1991) also reports that teachers and educational managers who are not regularly in-serviced tend to resist change. This was mainly due to lack of confidence, fear of losing control and lack of appropriateness of the curricula. He recommends constant, regular and continuous in-service training of all educational personnel to handle any challenges and changes in education.

Omor, (2001) in his research on staff development needs of teachers recommends that in order to widen acceptance of staff development programmes, promotions to any position of leadership should be strictly done on the attendance and participation in in-service training programmes. Only then can there be teachers, education managers and administrators who are up-to date with the modern trends in the education sector and who can handle the changes and challenges in the education sector.

2.5 Limitations to Teachers' Participation in Staff Development Programmes

Different studies have identified the constraints limiting teachers' participation in staff development programmes. Omoro, (2001) identified lack of funds as one factor that limits teacher participation in staff development programs. Many schools do not set aside enough funds to cater for the teachers' participation in staff development programs. Lack of funds can also bar teachers from undertaking private further studies and training to improve their skills and professional growth.

As observed by Were, (1986), ignoring outcomes of staff development programmes when considering teachers for promotion can hinder their interest in participating in staff development programmes. Another possible limitation to teachers' participation in staff development programmes is poor relationship between staff and administrators. Maranga (1977:30) in his study of 'Guidelines for Training Educational Supervisors in Kenya' observed that "supervisors who behaved like critical fault finders made teachers impervious to any suggestion for improvement". Other constraints which have been cited include infrastructural factors. These include transport problems, poor roads, lack of training resources and qualified training personnel.

Talam, (1989) in her studies on the role of Teachers Advisory Centres (TACS) in the improvement of teaching in Kericho Kenya observed that lack of transport and impossible roads during rainy seasons affected the organization of in-service courses for primary school teachers.

Studies by Swilla, (1992) on Gender inequalities in the teaching staff of boys and Girls in Tanzania showed that some teachers dismiss staff development programs as being of no benefit. He recommended that before introducing any staff development programme in schools, a study on the staff development needs has to be carried out first. This can make teachers appreciate the programmes and result into cost effectiveness. Other possible constraints include lack of interest in staff development programs in some teachers, lack of time due to personal commitments, lack of knowledge on the existence of some programmes due to poor communication between organizers and the teachers, and even poor organization of staff development programmes.

2.6 Need for In-Service and Training of Employees

There is need for continuous training of staff if they are to continue to perform better in their jobs. Bishop, (1986) says that there is a dilemma inherent in an attempt to increase teachers' effectiveness. This is because teachers sometimes fear change. There is therefore need for training of teachers to overcome the reluctance to change brought about by the teachers' lack of awareness that change is needed and knowledge that change will make a difference. There is also need to provide support for implementation through provision of opportunities to teachers to learn from their mistakes and from others.

Sagimo, (2002) says that training is a continuing process right from the initial induction at entry, through education and training in specific skills, to the security of maximum effectiveness in managerial and senior administration position. He stresses the need for continuous training of all employees at all levels. Allan, (2002) also notes that the overall aim of managers is to bring about the required changes in a planned way by creating situations and circumstances whereby desired change could occur and be sustained. This includes taking action as individuals or groups to alter or improve an existing practice. Education managers therefore have a role in the change process through planning and strategizing about change. They should optimize the achievement of results through motivating and responding to the actual against planned activities. Koontz, (1984) states the on the job training must be based on needs analysis derived from a comparison of actual performance and behaviour with required performance and behaviour. On this, he emphasizes that on the job training should be for the purpose of filling into the gap between actual; and expected performance.

Achieving meaningful and consistent change within any organization takes time. Allan, (2002), says that even when there are visible signs that change is occurring, there is still a long delay before one can ascertain whether the changes are resulting in the anticipated efficiency. Most managers and consultants agree that deciding why change needs to be made and what needs to be changed is not the most worrying problem. The most worrying problem lies in the consistent implementation of the changes because implementation is a process that spreads over time. However, with well planning, change need not be chaotic but can be smooth resulting in increased efficiency and effectiveness of an education organization, (Fullan, 1993).

Management should support the development and training of their subordinates and determine job related knowledge, skills, abilities and experiences employers need to effectively accomplish the work in the organisation. The management is also supposed to ensure an organizational structure exists that supports the acquisition of the required knowledge, skills, abilities and experiences by providing the required resources and time .It must also be noted that professional development cannot be viewed as an event that occurs on a particular day of the school year but it must become part of the daily work of education managers and teachers, (Lauter 1997).

2.7 Review of Related Studies

Research by Omoro, (2001) on the staff development needs for teachers in secondary schools in Homabay district of Kenya found out that there is a huge unmet desire by teachers in meeting their staff development needs. There was a disconnect between what was desired by teachers in terms of in-service training and what was provided through the existing staff development and training programmes offered by the various stakeholders in the education sector in Kenya among them the ministry of Education, KIE, KNEC and the British council. The research also noted that some of the existing staff development programmes did not match the training needs of the teachers. This was because no needs assessment was carried out by the providers of these programmes prior to their implementation.

To remedy this he recommended that before providing any programmes, there is need to first carry out a needs assessment to specifically ascertain the training needs of the target teachers. He also identified some of the challenges to teachers' participation in the existing programmes as lack of funds, poor relationship between the teachers and the school administration, lack of interest among the teacher in attending such

programmes and poor communication by the programme organizers resulting in lack of awareness on the existence of such programmes by teachers.

Another study done by Kega, (2000) in his thesis on the awareness of roles by department heads in secondary schools in Muranga district revealed that members of departments and the heads were not given adequate room to participate in curricula decision making by their heads of departments. He further noted that rarely were departmental meetings convened to deliberate on curriculum matters yet this is one of the roles that are clearly stipulated by the TSC in the handbook and responsibilities and duties in schools (2006) revised edition. He attributed this malfunctioning of departments to lack of awareness among departmental heads on their roles and responsibilities and recommended further in-service training for HODs. This is because professional teachers, apart from teaching and instructional roles, have other responsibilities to exercise in school and in the educational setting as a whole. Besides headship of an institution or school there are several other sections of the school that require teachers to assume managerial and leadership responsibilities, for instance deputy headship, departmental heads, class teachers, patrons of clubs and societies among others. All these positions may demand the possession of relevant sets of knowledge, skills and attitudes on the part of the responsible teacher. He also recommended the provision of continuous in-service training as a strategy to overcome those challenges. The present research goes further to establish whether the secondary school teachers of English and the HODs of languages possess the relevant competencies to enable them perform effectively in the roles in regard to the changes in the English curriculum.

On his research on management problems that heads of departments of secondary schools face in Keiyo district of Kenya, Nyakweba, (2003) found out that there was a role conflict between head teachers and heads of departments. Head teachers did not induct heads of departments contrary to TSC guidelines. The head teachers expected the HoDs to carry out more tasks as pertains their roles than what they could. The study also found out that appointment of HoDs was generally done on the basis of a teacher's experience. The assumption being that the longer a teacher has served, one automatically becomes competent in the middle level management roles. Nyakweba further established that many HoDs were not aware of their roles and therefore recommended that the role of HoDs be clearly defined and that upon appointment be trained in education management and information management systems to enable them perform optimally in their roles.

Ogembo, (2005) also carried out a research on the training needs of the heads of department in Eldoret municipality. Fifty five heads of department and 18 head teachers took part in the research. Using questionnaires, interview schedules and observation checklists, data on the training needs of HoDs was obtained and analyzed. His findings were that the majority of the HoDs did not fully understand their roles and duties as HoDs, which led them not performing as expected in their duties. He also found out that there was a huge discrepancy between the actual and desired competencies and practices by HoDs in all the schools under study. All the macro-competencies under study among them departmental management and coordination, human resource management and teaching subject specialization had shortfalls in their practice by HoDs. These demonstrated a training need. He recommended

regular in-service training of all teachers and school management to enable them perform in the duties effect.

In their research on teachers perception of staff development programmes as it relates to teachers in rural primary schools in Kenya, Ngala and Odebero, (2008), found out that teachers participated in staff development and training programmes for many reasons. These reasons included the desire to ascend to a higher social status and recognition in society, while others reported that it motivated them into taking their work more seriously particularly for those taking higher education. Other teachers reported that participation in staff development and training programs gave them confidence to handle difficult topics and teaching roles, while others averred that it helped them get better jobs in other sectors of the economy, that is, participation in staff development and training programmes facilitated inter-occupational mobility. The study concluded that staff development impacted positively on teachers' effectiveness. They recommended that serving teachers and educational managers should allocate more resources and time for staff development and training programmes. They also recommended more training with a view to radically changing their attitudes towards staff development programmes. Their research was based on all primary school teachers while the present research targets the secondary school teachers of English.

Langat, (2008) in his research on the impact of SMASSE training on the teaching of mathematics in secondary schools in Kenya found out that teachers who had undergone the full cycle of SMASSE training exhibited better appreciation of learner difficulties and were therefore better at motivating the learners.

There was also a marked improvement in the learner outcomes and improvement in student's attitudes towards mathematics. He strongly recommended that all mathematics teachers undergo in service training as a strategy to improve the quality of mathematics in Kenya.

In his research on the impact of SMASSE on the performance of biology in secondary schools in Kenya, Rotich, (2010) found out that since the start of SMASSE INSET programme, there had been an improvement of the students attitude towards Biology in the schools under study and overall, there was a significant difference in the performance of students in biology in KCSE before and after the start of SMASSE INSET programme. He however, recommended more follow up to ensure teachers put into practice what they had been trained on in the SMASSE training programmes.

From the literature reviewed and quoted here it's clear that many educational stakeholders, teachers and researchers appreciate the need to provide regular and constant staff development programs to teachers. There is need to assess the staff development needs of secondary school teachers of English before introducing any training program. This will not only make the programs relevant and meaningful to teachers but will also be cost effective. Many studies quoted here were done outside Kenya. Studies by Brown and reed, (1990), Hankridge, (1991), Linden, (1990) and Fullan, (1992) were done outside Kenya and therefore might not be generalized to the Kenyan situation. Because of this there is need to carry out similar studies in Kenya to find out whether they apply to the Kenyan situation. Other studies by Ogembo, (2005) on staff appraisal for school heads and Omoro, (2001) though done in Kenya may not be generalized to all parts of Kenya as the needs keep changing from time to

time and might differ from region to region. It is therefore necessary to carry out staff development needs of secondary school teachers of English from time to time to respond to curricula and other changes in the educational environment in Kenya.

2.8 Chapter Summary

This chapter has examined the history and nature of staff development programmes in Kenya and explored the relationship between staff development and the quality of education in Kenya and the rest of the world. The chapter has also looked at the nature of staff development and training programmes in Kenya, and the constraints to teachers' participation in the staff training programmes. The related literature has also been reviewed in order to establish the relationship with the present study and to identify the gaps that need filling. Studies by Omoro, (2001) and Ogembo, (2005) show that whereas teachers desire to participate in a number of training programmes, they were constrained by a number of factors among them lack of support from the institution and poor dissemination of knowledge by the programme organizers. Omoro's,(2001) research was based on the staff development needs of all secondary school teachers in Kenya, while Ogembo's,(2005) research sought to identify the training needs of heads of departments in Kenyan schools. The present research has narrowed down the investigation into teachers of English in order to understand their specific training needs and also find out how they are handling the changes in English language curriculum. Studies by Odebero and Ngala, (2008) on the other hand investigated the staff development and training needs of all primary school teachers in Kenya. The present research targeted the teachers of English in secondary schools in Kenya. The present research also investigated the training needs in relation to the recent changes in the English language secondary schools curriculum.

Studies by Langat, (2008) and Rotich, (2010) investigated the effects of SMASSE in-service training on learner outcomes in Kenya secondary schools specifically in Biology and Mathematics. The present research sought to identify the training needs of teachers of English and establish whether the existing training programmes are aligned to the training needs to teachers of English. This is important so as to ensure that training targeted at the teachers of English is relevant, meaningful and meets their training desires and also look at the successes of SMASSE in service training on the Maths and science teachers and how this can be replicated in the teaching of the English language in Kenyan secondary schools. From the related literature reviewed, it is clear that no studies have been done on the specific training needs of secondary school teachers of English and how this can improve the quality of English language teaching in Kenya .This study aims to fill this gap. The next chapter looks at the Research design and Methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology and design, area of study, study population, study sample and sampling techniques, validity and reliability of the research instruments, piloting of the research instruments, ethical considerations, data collection procedures and data analysis.

3.2 Research Methodology

Research methodology refers to the structured process of conducting research. It includes the methods used to conduct the research, the research design, data gathering procedures and data analysis (Olive, 2006). Research methodology is a way to systematically solve a research problem (Kothari, 2006). A research methodology does not only talk of research methods but also considers the logic behind the methods used in the context of a research study and explains why using a particular method or technique and not others, so the researcher is capable of being evaluated either by the researcher himself or by others is adopted, (Kothari 2006).

There are three broad research methods used in research, that is, qualitative, quantitative and mixed research methodologies. Quantitative research is based on the measurements of quantity or amount. It's applicable to phenomena that can be measured in quantity. These include experimental, inferential and simulation research. Qualitative research methodology on the other hand is concerned with the subjective assessment of attitudes, opinions and behaviour. Research in such situations is a function of a researcher's insights and impressions, (Kothari 2006).

Such an approach generates results either in non quantitative form or in the form which are not subjected to vigorous quantitative analysis. This includes use of interviews and surveys. The mixed approach combines the qualitative and quantitative approaches since most researches yield both qualitative and quantitative data. The study adopted the mixed method approach. The qualitative method enabled the researcher assess the attitudes and opinions of the teachers of English on the phenomenon under study by administering questionnaires and conducting interviews through a survey while the quantitative approach enabled the researcher to analyse the quantitative data generated using charts, figures and tables in order to draw useful conclusions.

3.3 Research Design

The study adopted a survey research design. According to Orodho and Kombo (2006), 'in essential of education and social science research', research design is the plan, structure and strategy of investigation conceived so as to obtain answers to a research questions and to control variables. A survey research describes the existing research concern by asking individuals about their perceptions, attitudes and values or through observation. Surveys are also used to assess the existing status of two or more variables at a given point in time. This study aimed to investigate the staff development and training needs of the teachers of English in secondary schools in Kenya. Since the research problem under investigation was descriptive in nature, a survey research design was considered appropriate for collecting, analyzing and presenting the data. A survey therefore allowed the researcher to interview and administer questionnaires to a sample of individuals.

3.4 Study Area

This study was carried out in Kisii Central district of Nyanza province. Kisii central district is bordered by Gucha district to the south, Nyamira to the north and Masaba to the east and Karachuonyo district to the North West. There are five divisions and three constituencies in the district. The district has 67 public and private secondary schools and 204 teachers of English in public secondary schools as at 2009. Like many other districts within Nyanza province, the performance of the English language has been dismal as noted by the KNEC annual KCSE analysis reports averaging 33% in 2007, 36% in 2008 and 39% in 2009. The district also suffers from other problems such as understaffing and heavy workload for teachers of English among many other challenges. The researcher chose Kisii Central because no similar research had been done in the area. Complaints by teachers that they were experiencing challenges in handling the changes in the English language syllabus also influenced the research. The researcher's familiarity with the region could also ease transport and communication problems.

3.5 Study Population

The study involved a survey targeting all the teachers of English, heads of departments of languages and head teachers of secondary schools in Kisii Central District. Kisii Central District had 67 secondary schools and 184 teachers of English as at 2009. All the teachers of English, heads of the language departments and all heads of schools in the 67 secondary schools within the district comprised the study population for this study.

3.6 Study Sample and Sampling Techniques

Since it was not possible to administer questionnaires and conduct interviews for all the study population in the entire district, a sample was therefore considered necessary. According to Kerlinger, (2003), a sample in a survey should represent at least 30% of the target population. This is considered easy to work with in terms of time and resources and is also representative enough of the entire population. This sample was therefore considered appropriate considering the time and money constraints. Simple random sampling technique was used to select twenty five schools from the 67 secondary schools in the district. Walliman, (2005) says that simple random sampling ensures that each member of the target population has an equal and independent chance of being included in the study sample. From the twenty five schools, a total of 100 respondents comprising 50 teachers of English, 25 heads of departments and 25 head teachers were selected. Two teachers of English from each of the participating schools were randomly selected to participate in the study. All the heads of English department and the head teachers of the twenty five participating schools took part in the study.

Table 3.1: The Sample size for respondents

Respondents	Population	Sample size
Teachers of English	180	50
HODs	67	25
Head teachers	67	25
Total Sample population	314	100

3.7 Data Collection Instruments

In data collection, the methods used should provide high accuracy and convenience to the researcher, the respondents and the intended consumer (Oso and Onen, 2005). In

this study the researcher made use of two main instruments, namely, questionnaires for the teachers of English and interview schedules for heads of departments and head teachers

3.7.1 Questionnaires

A questionnaire is a data collection instrument that consists of a number of items printed or typed in a definite order on a form or a set of forms and the respondent is required to provide written responses (Kothari, 2008). A questionnaire if well constructed is a good method of capturing the respondent's perceptions, attitudes and values on any given area of concern. In this study, questionnaires were used because of the large study population and time constraints. A questionnaire was therefore the most appropriate and convenient method of obtaining data from the teachers. The teachers' questionnaires consisted of closed – ended items designed to elicit short and brief responses, as well as open ended items intended to elicit in depth responses that reveal the respondents opinions and attitudes and also clarify the responses to the closed ended items.

The teachers' questionnaire was divided into four parts. The first part consisted of the teachers' background information that assisted in describing the respondents. The rest of the questions were structured to conform to the objectives of the study namely, the staff development and training programmes teachers actually participate in, the ones they desire to participate in, and constraints to their participation in staff development programs.

It sought to find out whether the existing staff development programmes meet the staff development needs of the teachers of English. It also sought to find out how teachers cope with the changes in the educational sector and whether the existing

programmes are adequate in preparing them to cope with the educational changes. The researcher also wanted to find out whether teachers receive any institutional support in attending in-service training and other staff development programmes meant to improve their performance as teachers.

3.7.2 Interview Guides

An interview is an oral administration of a questionnaire or an interview schedule, (Mugenda and Mugenda, 2003). Interviews are therefore face to face interactions between the researcher and the respondent. An interview schedule is a set of questions or a proforma containing a set of questions but which is administered and filled by the researchers themselves or by a specially appointed and trained enumerator for that purpose (Orodho and Kombo 2002).

To obtain accurate information through interviews, a researcher must establish a good relationship with the respondents prior to conducting the interview. The researcher chose to use interviews as he hoped to get in-depth data from the heads of departments and the school heads which was not possible to get using questionnaires. Interviews also allowed probing and clarifications of the information sought. Interview schedules were prepared to obtain data from the heads of departments and head teachers. These interview schedules provided for a face to face interaction with the respondents. The schedules were therefore designed to enable the researcher develop rapport with the respondents, explain in person the nature and purpose of the investigation and clarify any aspect of the questionnaire that may have been unclear, incomplete or misinterpreted by the respondents. The H.O.Ds' interview schedules sought among others to find out from the heads of the languages departments how often they attended in service training courses, whether the existing programs met

their training needs and the challenges they encounter in their bid to participate in staff development and in service training courses. This is because one of the roles of H.O.Ds is coordination and supervision of their departments to ensure good implementation of the syllabus. The interview schedules also used to find out from the heads of departments whether the teachers of English have the required competencies such as timely completion of the syllabus, good interpersonal and communication skills and preparation and keeping of professional records such as schemes of work. Possession of these competencies among teachers of English was important for effective discharging of their duties.

The head teachers interview guides were used to find out among other things the schools staffing establishment, whether the schools have internal staff development programs, how they support teachers participation in staff development programmes, how schools are coping with the curricula changes and the amount of money set aside for local transport and travelling (LT & T). Knowing the amount charged for LT & T is important because it's the money used to finance the attendance of teachers in in-service training programs among other expenses.

3.8 Piloting

Lancaster and Williamson (2004) say that a good research strategy requires careful planning and a pilot study is often part of that strategy. Weirsmas, (1985) notes that piloting helps to identify misunderstanding, ambiguities and useless or inadequate items.

The purpose of piloting was therefore to determine the validity and reliability of research instruments. Piloting was done in two schools outside the sample schools to confirm the feasibility of the study and also help to refine the research instruments.

Piloting also helps the respondents make comments and suggestions concerning the instructions, clarity of questions and their relevance. It helps to reveal vague items, typographical errors, and insufficient spaces to write the responses, (Mugenda and Mugenda, 2003). The pilot study involved four teachers of English, two heads of English departments and two head teachers from two schools outside the research district. The piloting was used to determine whether the questionnaires were clear to the respondents. During the pilot study, the respondents were encouraged to ask questions and seek clarifications on the questions that were not clear to them or were ambiguous. From the responses of the pilot study, the researcher was able to restructure the hard or ambiguous items in the instruments of the study as follows:

- a) The items containing the term staff development initially did not have the examples given of staff development programs and this proved difficult to many teachers. It was decided to give the examples of staff development programs as including seminars, short courses, workshops, and further education and training in both the teachers' questionnaires and the interview schedules.
- b) Items nine and ten in the head teachers' interview schedules were found to be repetitive and therefore item nine was eliminated.

3.9 Validity and Reliability of Research Instruments

In the absence of standardized tests, the researcher developed his own research instruments. It was therefore important that the instruments be tested for reliability and validity.

3.9.1 Validity of Instruments

Kothari, (2006) defines content validity as the extent to which a measuring instrument provides adequate coverage of the topic under study. According to Mugenda and Mugenda, (2003:99), “content validity of the measuring instrument refers to the accuracy and meaningfulness of inferences which are based on the research results”. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. In order to determine the content validity of the instruments, the researcher discussed the items with colleagues and experts in the department of curriculum and instructional media who helped to determine the relevance and content validity of the questionnaires developed. Besides, the tools were piloted and the weaknesses therein found to exist were rectified.

3.9.2 Reliability of Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda and Mugenda 2003). Reliability is concerned with precision and accuracy. For research to be reliable, it must demonstrate that if it is carried out on a similar group of respondents in a similar contact, then similar results would be found (Cohen et al, 2000). There has been debate whether the canons of reliability of quantitative research apply to qualitative research. Cohen et al, (2000) says that in qualitative research replicability can be achieved by the researchers’ choice of informants, social situations and conditions under investigation and the methods of data collection. One way to ensure reliability in qualitative data is by use of measures that have proven themselves in previous research, (Babbie, 1992). Test-retest technique was used during piloting to establish the reliability of the questionnaires and interview schedules. The responses from the pilot study were compared and found to be reliable.

3.10 Data Collection Procedures

A research permit was sought from the National Council for Science and Technology (NCST) through the school of education, Moi University. On obtaining the research permit, the researcher sought permission from the DEO's office to visit schools. Selected schools were thereafter visited by the researcher after an appointment had been made with the school administration. Questionnaires and the interview schedules were administered personally by the researcher to the teachers and interviews conducted with heads of department and head teachers. Adequate instruction and assurance of confidentiality was provided to all participants. Thereafter, the questionnaires were collected by the researcher after being filled.

3.11 Data Analysis

Data analysis entails the separation of data, to distinguish its component parts, or elements separately or in relation to the whole (Oso and Onen, 2008). In this study data was analyzed using quantitative techniques. Quantitative data collected was tabulated and pie charts, bar graphs and frequency tables developed. The frequencies were converted to percentages to illustrate relative levels of opinions. Qualitative data from the HODs and head teachers' interview schedules were coded and analyzed to establish thematic patterns from which useful conclusions were drawn. The statistical Package for Social Sciences (SPSS) assisted to analyze the data collected.

3.12 Ethical Considerations

It's important that any research involving human beings be done in such a manner that it does not harm or embarrass the study population. This study made every effort to safeguard the integrity and privacy of the respondents. The respondents were made aware of the nature and purpose of the research and willingly took part in the

research. They were also assured through the introductory letter and verbally by the researcher that the data collected was purely for research purposes and it could remain confidential. They were also asked not to write their names in the questionnaires.

3.13 Chapter Summary

This chapter focused on various details concerning the research design and methodology employed in the study. Details on the specific study area, population and sampling techniques adopted have been discussed. Lastly, the research instruments used, their validity, reliability and why they were chosen have been provided. The actual data analysis, interpretation and discussion are presented in the next chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analysis, interpretation, and discussion of the data. Data captured from the questionnaires and interview schedules was analyzed both qualitatively and quantitatively. Quantitative data was analyzed using descriptive statistics and is presented in form of figures, tables, percentages and graphs. Qualitative data from open ended items and responses from interview schedules was analyzed qualitatively to establish patterns, trends, and relationships in order to come up with useful findings and conclusions (Mugenda and Mugenda, 2003). The items in the teachers' questionnaires are presented and analyzed first starting with the teachers' background information, the training programs they participate in, the constraints to their participation in various staff development and training programs and finally the programs they desire to participate in. Responses from the heads of departments and head teachers' interview schedules are also presented and analyzed. Lastly, the discussion of the findings is presented thematically based on the four main objectives of this study namely:

- 1 To identify the staff development and training programs teachers of English desire to participate in.
- 2 To find out the staff development and training programs teachers actually participate in.
- 3 To establish whether the existing staff development and training programmes match the training needs of teachers of English.

4 Investigate the hindrances to teachers' participation to staff development and training programs.

4.2 Teachers Questionnaire

The teachers' questionnaire was divided into two main parts. The first part dealt with teachers' background information that sought to describe the teachers teaching experience and the employment agent. The rest of the items dealt with the four main research questions.

4.2.1 Background Information

The teachers' questionnaire contained items on the teachers' information like the teaching experience and the employment agent.

a) Teaching Experience

The item on the teachers teaching experience was used to find out how long the teachers under study had taught. This is because the longer one has taught increases the opportunities of attending many training courses and participates in more staff development programs. With more attendance in many training programs, teachers are expected to acquire the necessary skills, knowledge and attitudes in order to perform their duties more effectively. It can be noted that 15 (30%) of the respondents who have taught between 6 - 9 years are the same in number to those who have taught between 10 - 14 years, whereas those who have taught for 5 years or less were 5 (10%) and those over 20 years were 8 (16.0%) Those who have taught for a period between 15-19 years were 7(14.0%). This is shown in Table 4.1.

Table 4.1: Teachers Teaching Experience

No. of years in Teaching	No of Teachers	Percentage
Under 5 years	5	10.0
Between 6—9 years	15	30.0
Between 10 -14years	15	30.0
Between 15-19 years	7	14.0
Over 20 years	08	16.0
Total	50	100

b) Employment Agent

The question expected the respondents to say whether they were employed by the teachers' service commission or not.

Table 4.2: Employment Agent

TSC employed	No of teachers	Percentage
Yes	43	86
No	7	14
Total	50	100

From data presented in Table 4.2, a total of 43(86%) of teachers in Kisii Central District are employed by the Teachers' Service Commission (TSC) while the remaining 7(14%) were employed by the board of governors or working in private schools. Although opportunities for participating in training and other staff development programs exist for all of them, teachers employed by TSC are likely to have an advantage when it comes to job advancement and promotions since it is the TSC that appoints and assigns duties and responsibilities. Being permanent employees of the commission, TSC employed teachers are likely to take training programs offered by the Ministry of Education (MOE) and its agencies more seriously as they hope to grow in the profession

4.2.2 Programs that Teachers Actually Participate in

The section contained such items as the staff development and training programmes that teachers participated in, the organising institution and the programme content.

4.2.2.1 Organizing Institution

The respondents were asked to indicate the organizers of the in-service training courses that they had attended. Data from this question was important since each institution specializes on different areas of expertise. The Kenya Institute of Education (KIE) for instance specializes in curriculum development and reviews. The Kenya National Examinations Council (KNEC), on the other hand specializes in the setting, marking and general administration of national examinations. The Ministry of Education (MOE) is charged with policy formulation on all matters of education and ensuring that the curriculum is implemented through supervision to guarantee quality and standards of education. This information is presented in Figure 4.1.

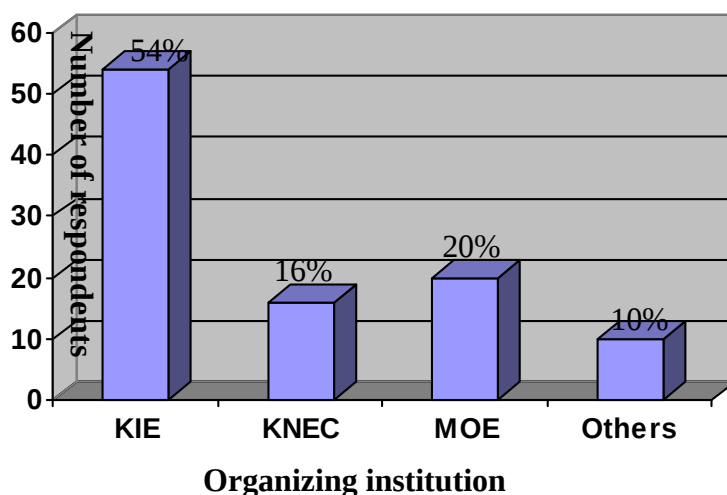


Figure 4.1 Organizing Institution

The data presented in Figure 4.1 shows that majority of respondents (54%) have attended in-service training programs organized by the KIE, 20% reported that they

had attended a course organized by the ministry while 16% said they had attended a course organized by KNEC. A further 10% reported that they had attended courses organized by other institutions such as the British council, publishers such as Jomo Kenyatta foundation, Longman publishers and Oxford publishers. Since KIE is in charge of the curriculum development, it therefore implies that teachers have had an opportunity to be trained and acquire knowledge related to curriculum development, implementation and reviews. This link between the curriculum developers (KIE) and teachers is important as teachers are the implementers of the curriculum developed by KIE. Attendance in KNEC organized training programmes also implies that the teachers had the opportunity to acquire knowledge and skills for setting and marking of examinations. However, interviews with HODS revealed that setting of exams was one of the competencies that was lacking in teachers meaning that further training was necessary to address this challenge. This also provides the evidence on why KCSE examiner teachers or those teachers who take part in the annual KCSE examinations marking were in big demand especially in third term, being invited by schools to talk to their learners and give them exam tips. The fact that only a small number of teachers had attended such programs shows the need for KNEC to organize such programmes for all the serving teachers.

Another 20% had attended training programs organized by the Ministry of Education. The Ministry of Education is in charge of ensuring that the curriculum is implemented and quality is assured through the quality assurance and standards officers based in all districts in Kenya.

It therefore means that those teachers who had attended training programmes organized by the ministry have the required competencies in such areas as timely

syllabus coverage and maintaining of professional documents. The researcher noted that though such training was very important, only a small number of teachers had attended. Many HODs indicated for instance that many teachers had to be pushed to prepare such basic professional documents as schemes of work. This is evidence that training is needed.

The respondents were also asked to specify any other institution that had organized the training program they had attended. The British council and various publishers of secondary school textbooks such as the Longman, oxford and the Jomo Kenyatta Foundation were mentioned. Private organizations such as the National Education Services (NES) were also mentioned. The data reveals that although attempts have been made by the various organizations to offer training opportunities for teachers, only a small number had attended such programs and therefore there is need for more of such programs to target as many teachers as possible if not all.

4.2.2.2 In-service Course Content

This item required the respondents to specify the content of the training programme they had attended. A total number of 17 (34.0%) respondents indicated that they had attended courses that dealt with curriculum changes, 12 (24.0%) of the respondents indicated that the training they attended covered subject content, whereas 2 (4.0%) said that the training covered emerging issues while 14 (28%) respondents said that they had attended training that covered subject content, curriculum changes and emerging issues in education. This can be seen in the Table 4.3.

Table 4.3 In-service Course Content

In service Course content	No of Respondents	Percentage
Curriculum changes	17	34.0
Subject content	12	24.0
Emerging issues in each	02	04.0
All the above	14	28.0
Others	05	10.0
Total	50	100

According to the information given by respondents as presented in Table 4.3, most teachers had attended courses that dealt with curriculum changes. The data corroborates information from Table 4.4 that majority of the respondents had attended courses by the KIE that dealt with curriculum development and reviews. The information further confirms that most respondents had attended courses dealing with subject content and emerging issues in education. This therefore shows evidence that most teachers are equipped with the relevant and necessary content to enable them perform better in their teaching. A meagre 2 (4%) had attended courses that dealt with emerging issues in education. The most likely reason could be that although this is a relatively new area in the curriculum, teachers did not have a problem handling it and therefore did not see the need to attend or it was not given priority by the organizing institution. Another 5(10%) respondents reported that they attended course covering examination setting and marking techniques, co-curricular activities and school administration and management.

However, the complaints that exist regarding the performance of the teachers of English stand at conflict with this information as captured in educational reports 2002 -2005 by KIE and the KNEC reports of 2007 and 2008. The content that these

teachers said they received from the in-service training programs is not reflected in their teaching.

4.2.3 Need for more Training in Handling Recent Changes

This item sought the feelings of teachers whether they needed more training on the recent changes in the curriculum. Their responses were captured and graphically presented in Figure 4.2.

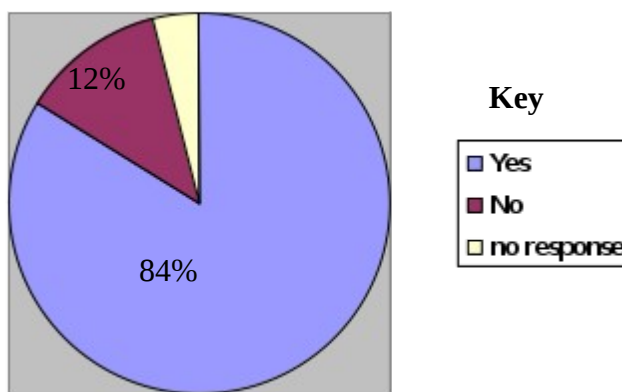


Figure 4.2 Need for more Training

From data presented in figure 4.2, a total number of 42 (84.0%) respondents said that they needed more training in the handling of recent changes in the English curriculum, 6 (12%) indicated that they did not need any more training while 2 (4%) of the respondents did not respond to the issue.

The researcher took note that an overwhelming 42 (84%) of the respondents reported that they needed more training in handling the recent changes in the curriculum. From data presented here and from interviews with H.O.D.s, teachers identified the integration of language and literature and pronunciation as areas that needed more

training if they were to handle them more effectively. Teachers cannot be expected to teach an area that they themselves find difficulty in. HODs reported for instance that some teachers avoided or skipped teaching oral skills and pronunciation. This can actually affect the performance of the learners as these areas are examinable and this could be a factor contributing to the dismal performance in English. This provides evidence that the current status of teachers in terms of handling the recent curriculum changes is wanting. This can be observed from the minimal performance in the examinations as captured in the KNEC report of 2007 and 2008.

4.2.4 Training Expectations

The study was also interested in finding out whether the training attended by the respondents met their expectations. The respondents were expected to either answer in the affirmative or in the negative. They were also expected to give the factors that contributed to their satisfaction or otherwise. The responses provided for this item were as indicated in Table 4.4

Table 4.4 Training Expectations

Response	No. of teachers	Percentage
Yes	28	56.0
No	17	34.0
No response	5	10.0
Total	50	100.0

From the information presented in Table 4.4, out of 50 respondents who completed the teachers' questionnaire 28 (56%) confirmed that the training they attended met their expectations while 17 (34.0%) teachers indicated that the training did not meet their expectation. However, 5 (10.0%) respondents did not give their responses on the item. The information further reveals that most teachers who attended in-service training programmes were satisfied with them because the training content met their

expectations. Those whose expectations were met cited factors like good facilitation, adequate content, and good organization and time management. Many said they had learnt something new. This therefore implies that most of them are well equipped in handling the curriculum. However, there is no evidence on the ground to confirm that the training attended by teachers of English ever meets their expectations.

On the other hand, the 34% who said that their expectations were not met cited several reasons why they felt so. Some said that they had not learnt anything new, while others cited poor organization, poor facilitation with some facilitators coming late and little time allocation to interact with the facilitators and organizers. The results could also imply that no needs assessment was done to identify the specific training needs of the teachers before providing the programs. The results also reveal that there is little or no follow up after the training programs to get feedback from the participants about the success of the training programs. Such feedback could be very useful in identifying shortcomings that can inform any future improvements. It is therefore important that organizers of training programs not only carry out needs assessment but also get feedback on the success of such training programs.

4.2.5 Rating the Staff Development Programs Attended

This was a likert scale type of item on which the respondents were expected to rate the staff development and training programs they had attended from very effective to not effective. The respondents who completed the teachers questionnaire were expected to give responses based on how they rated the staff development programs they had attended in terms of equipping them with the necessary skills, knowledge and attitudes to effectively discharge their duties. Out of 50 respondents, 4 (08.0%) said that the programs were very effective, 06 (12%) indicated that the programs were

only effective while 33 (66.0%) respondents said that the programs were not effective. Another 7 (14.0%) of the respondents did not give their opinions on this item. This information is graphically shown in Table 4.5.

Table 4.5 Teachers' Rating of Staff Programmes Attended

Response	No. of teachers	Percentage
Very effective	4	08.0
Effective	6	12.0
Not effective	33	66.0
No response	7	14.0
Total	50	100

Table 4.5 presents data based on the teachers' rating of the staff development programs attended. The results show that 33 (66%) of the respondents indicated that the staff development programs attended were not effective. This therefore means that the input received during these staff development programmes is minimal or the time allocated is not enough to cover all the areas and these impacts on the curriculum implementation by these teachers. It could also mean that the content covered during those programmes was not relevant to the tasks at hand or were not well delivered and therefore did not assist the teachers in carrying out their duties. The data reveals that it's just not enough that teachers attend staff development and training programmes. These programmes have to be effective if the resources that go into their organization and the goals of organizing them are to be met. It is yet more evidence that needs assessment is never carried out and no follow up is made to find out whether the training teachers undergo is effective. Training programmes that do not improve the teachers' knowledge and skills is a waste of time and money. This lack of effectiveness of the programmes is an indicator to the many challenges that teachers are grappling with in their daily work.

4.2.6 State of In-Service Training for English

The study sought to find out the state of in-service education and training for

language teachers. They were asked to give their opinions on whether in-service training programmes were adequate, inadequate or non-existent.

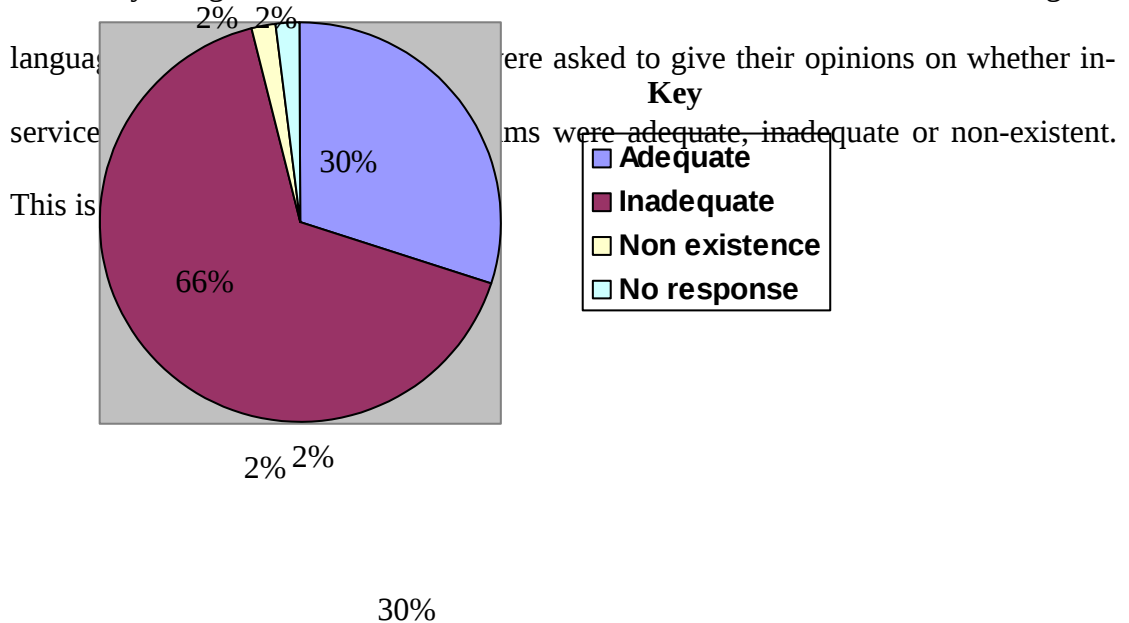


Figure 4.3 State of In-Service Education and Training

The responses generated from this item were as follows: 15 (30%) of the respondents said that in-service education and training programmes were adequate. This means that the existing programs were sufficient in meeting the training needs of the teachers of English. However, 33 (66%) said that the current programmes were not adequate and therefore did not meet their training needs. A further 1 (2%) said the programmes were non-existent while another 1 (2%) did not respond to the item. The researcher noted that majority of the respondents were aware that the programmes existed and had participated in them but felt that there was need to increase the number and their regularity so as to cover the many areas that they needed training in.

4.2.7 Training Programs Most Wanting

The study sought to find out from the teachers who had participated in in-service courses and training what part of the training programs they found most wanting. The

expected responses focused on whether it was the organization of the training programs, Quality of facilitators or subject matter that was most wanting. The participants were also expected to specify any other areas of the training programs they found most wanting. Their responses are captured in table in Table 4.6

Table 4.6 Training Programs Most Wanting

Part of Program Wanting	No. of Teachers	Percentage
Organization	13	26.0
Quality of facilitators	13	26.0
Subject matter	11	22.0
Others	8	16.0
No response	5	10.0
Total	50	100.0

The areas cited as wanting were almost evenly matched with an almost equal number of respondents citing the organization, the quality of the facilitators, the subject content covered as areas that they found wanting .

Other areas identified included time allocation for the training programs, location and venues that sometimes affected transport and the high cost of attending some of the programs. An example cited was a program that was scheduled to take five days but ended after only three days. This made the participants feel cheated as not all that they expected to cover was covered. Heads of departments also complained of poor facilitation as some facilitators were only interested in the facilitation fees and not offering good services to the participants who had paid. Some programs started late thus eating into the teachers allocated time. Overall, the data reveals that the organization of the programs is wanting. This could be a contributing factor to why teachers did not meet their training expectations hence pointing out that some of the programs were not effective. The information further reveals that the organization of the training programs and the quality of the input received by teachers during the

training programs does not support them in improving their delivery and curriculum implementation. If the quality of the facilitators is poor then very little can be achieved and thus much cannot be expected from the teachers.

4.2.8 School Administrations' Attitude towards Teacher Participation

The teachers of English were asked to give their opinions on their school administrations attitude towards their participation in staff development and training programs. A total of 9 (18.0%) of the respondents indicated that the school administration was very supportive towards their participation in staff development programs while 38 (76%) indicated that the administration was not supportive. This information is shown in Table 4.7

Table 4.7: Schools Administrations' Attitude towards Teacher Participation in Training Programs

Attitude	No. of Respondents	Percentage %
Supportive	9	18
Not supportive	38	76
No response	3	06
Total	50	100

The schools administrations are expected to play a role in supporting teachers in their participation in staff development programs .They do this through the provision of funds to attend such programs and also provide travelling and other expenses to enable teachers participate in such programmes. However, the information in Table 4.7 reveals that the schools administrations do not support the teachers' participation in staff development programmes. Interviews with HODS revealed that the lack of support ranged from school heads who hid invitation letters to attend such programs to the more common excuse that there were no funds to attend such training programmes. While KIE, KNEC and the Ministry of Education are responsible for

organizing the training programs, it is the responsibility of the schools to sponsor their teachers to attend such training programs. Head teachers should therefore sponsor and facilitate their teachers to attend and benefit from seminars, workshops, conferences and any other training courses. Effective implementation of the curriculum and any curriculum changes rely heavily on teacher competency which in turn is dependent on continuous teacher training. If teachers are not facilitated to attend training programs to improve their competencies, then not much can be expected from them.

Complaints from teachers that some school heads are not supportive of their teachers attending in- service training programs are not new and it is unfortunate that these complaints have persisted this long.

4.2.9 Factors Limiting Teachers Participation in Staff Development and Training Programs

The item sought to find out the factors that hindered teachers participation in staff development and training programs. The respondents were asked to rank and enumerate the factors that hindered their participation in in-service education and training programmes. The respondents were expected to rank the factors according to the ones that hindered their participation most to the ones that hindered their participation least. The results are presented in Table 4.8

Table 4.8: Factors Limiting Teachers Participation in Staff Development and Training Programs

Factors	No of Teachers	Percentage
Lack of information on inset courses and programs.	10	20
Lack of financial support from your school.	18	36
Lack of time due to personal commitment.	0	0
Poor organization of the training programs.	4	8
Lack of qualified trainer person/ facilitators.	15	30

Inadequacy of inset programs in meeting your expectations.	3	6
Poor relationship between you and your superiors.	0	0

Out of the 50 respondents who completed the questionnaires 18 (36%) cited the lack of financial support from their schools as the most hindering factor towards their participation in in-service education and training programs while 15 (30%) respondents indicated that lack of qualified trainer personnel during the training programmes was the main hindrance. Ten (20%) and 3 (6%) respondents reported that lack of information on inset courses and programs, and inadequacy of inset programmes in meeting their expectations were factors that hindered their participation in service education and training programs respectively. This could be as a result of the head teachers withholding the information or communication from the teachers about the existence of such programmes.

On the items of poor relationship between teachers and their superiors and lack of time due to personal commitment, none of the 50 respondents identified them as factors that hinder their participation in in-service education and training programmes. From the data presented in Table 4.8, it is clear that out of the seven factors listed, lack of financial support from schools was the most highly rated factor affecting the participation of teachers in in-service education and training programs. Since education is dynamic and that curriculum is constantly under review to respond to societal changes and demands, it is therefore absolutely important that teachers undergo continuous training in order to continue being relevant. This implies that many teachers are ill equipped to handle the curriculum because the training they

received at the initial training is not in tandem with the current status of the curriculum and this most likely affects their classroom performance.

4.2.10 Areas most challenging

The teacher's questionnaire carried items seeking information regarding the most challenging areas in which teachers could wish to be in serviced. The results are presented in table 4.9.

Table 4.9 Areas most challenging

Topic	No. of teachers	Parentage
Integration of English and literature.	18	36%
Pronunciation problems.	10	20%
Emerging issues in education.	0	0%
Student indiscipline and classroom management.	10	20%
Pedagogical skills and methodology.	06	12%
Subject content and mastery.	04	8%
Maintaining students academic records.	02	4%
Total	50	100%

Majority of the respondents 18 (36%) indicated that the integration of English and literature was the most challenging area in which they needed in-service training. Only 2 (4%) respondents indicated that maintaining students' academic records was the least challenging area. However other respondents reported as follows: 10 (20%) said that pronunciation problems was their most challenging area; another 10 (20%) reported that student indiscipline and class management was their most challenging area while 6 (12%) and 4 (8%) respondents indicated that pedagogical skills and methodology and subject content mastery respectively were the most challenging areas in which they needed in serving training. This information can be seen in Table 4.9. The data reveals that of the seven areas that teachers handle, the integration of English and literature was the most challenging and that it is the area in which the teachers need in-serving training.

The most likely reason for this is because the two areas are handled as two different subjects in teacher training institutions hence posing challenges of integrating for many teachers when they go the field of actual teaching. This could be as a result of the recent changes and reorganization of the English syllabus that was done without first re- training the teachers on how to approach it. On the other hand teachers found maintaining students' academic records to be the least challenging area. It means that it is an area that they can manage comfortably

4.2.11 Ways of Strengthening in Service Education and Training

The current study also sought to establish the various ways of strengthening inset for secondary school teachers of English in order to improve teacher and student performance. The participants in this study provided a range of opinions which seemed to support the idea that staff development programs for teachers of English are crucial and important. Many advocated for compulsory in service training programs during one school holiday which could take the structure and organisation of the SMASSE program for science and mathematics teachers which many said was well organized. Some respondents said that the provision of adequate instructional materials and resources is one factor that can strengthen inset programs, and that these programs need to be decentralized and organized at all levels, that is, zonal, divisional, district, provincial and national) (respondents 3, 7, 8 and 11), While respondents 2 and 6 cited involvement of all teachers of English in curriculum planning and language policy formulation as a strong factor to boost the inset programs. Organizing more workshops and seminars, making follow-ups after the workshop to assess their success and also the use of competent facilitators in the workshops and seminars were among the factors raised for strengthening the inset programs.

These were especially the concern of respondents 5, 13, 23. On the same item other respondents such as 34, 35, 39, 41, strongly supported the provision of qualified and committed manpower and personnel for facilitation at the inset workshops and seminars, creation of more time for the programmes and the school administrations to support and sponsor teachers of English towards participation in these programs. These were cited as some of the serious problems that affect the progress of the in service training programmes. On the other hand, one respondent argued that the item on how to strengthen inset programmes was not clearly stated while others never gave any responses at all.

4.2.12 How the Departments Induct Newly Employed Teachers

The study was also interested in knowing how departments induct newly employed teachers. This was considered important as induction of newly employed teachers could help them understand and fit into their expected roles and duties in the institution and the department. The respondents reported variously on this item and the information has been presented here qualitatively. The data captured from the responses indicated the following ways that departments used to induct newly employed teachers: Newly employed teachers were provided with the syllabus and other reference materials, the HODs took their time to brief them of their duties and responsibilities, they were formally introduced to the department and involving them in the preparation of schemes of work and other professional records. Other methods included asking them to sit close to regular teachers for guidance and supervision and assigning them lower forms one and two. From the information presented, it can be noted that departments use a variety of ways to induct the teachers newly joining the profession.

These varieties of ways therefore imply that these teachers are adequately introduced to the system and hence it is expected that their service delivery should be effective.

4.2.13 Programs that Teachers of English Desire to Participate In

The study took concern to find out the programmes that teachers of English desired and actually participated in or desired but did not actually participated in. Results of the responses are presented in table 4.10.

Table 4.10: Programs that Teachers of English desire to participate in

Program	Desire	Not desired	Total
Continuing education while on paid leave.	45	5	50
Continuing education while on unpaid leave.	0	50	50
Continuous in-service courses to award of certificates and taken during school holidays.	35	15	50
Participation in curriculum reviews.	43	7	50
Academic visit to other learning institutions to gain new ideas concerning teaching.	48	2	50
Attending educational seminars as a listener.	37	13	50
Using audio – visual and other learning aids to learn issues on education .	40	10	50
observing other teachers learning then discuss the lesson with the teachers .	8	42	50
Participating in educational research collaboration with teacher training Institutions.	31	19	50

This information reveals that 45 (90%) of the teachers desired to continue with Education while on paid leave. Only 5(10%) expressed a desire not to participate in this program. On the same note, none of the 50 (100%) respondents desired to continue with education while on unpaid leave.

Therefore they did not actually participate in such programs. Thirty five (70%) of the respondents indicated that they desired to participate in continuous in-service courses

leading to award of certificates and the course taken during school holidays while 15 (30%) did not desire to participate in such a programme. Out of the 50 respondents 43 (86%) indicated that they desired to participate in curriculum reviews while 7 (14%) did not desire to participate in the programmes. The questionnaire also sought to find out if teachers desired to participate in academic visits to other learning institution to gain new ideas concerning teaching. A total of 48(96%) of the respondents indicated that they desired to participate in such programmes while 2 (4%) did not desire to participate in such programmes. On the same note, 37 (74%) of the respondents expressed their desire to participate in educational seminars as listeners while 13 (26%) did not desire to participate in such programmes.

The use of audio –visual and other learning aids to learn issues on education was listed as one area that teachers desired to participate in from their responses. A total of 40 (80%) respondents said that they actually desired to take part in such a training programme while 10 (20%) did not desire the programmes.

The respondents were also asked to indicate whether or not they desired to participate in observing other teachers teaching then discussing the lesson with the teachers. Only 8 (16%) indicated that they desired to participate in such a program, whereas 42 (84%) teachers indicated that they did not desire to participate in such a programme. Interestingly, even the 8 respondents who indicated that they desired to participate in such programs did not actually participate in the said program. On whether or not the teachers desired to participate in educational research in collaboration with teacher training institutions, 31 (62%) respondents indicated that they desired to participate in such programmes and 19 (31%) indicated that they had no desire to participate in such programmes.

The data categorically reveals that most teachers expressed their desire and interest in participating in the various programmes in order to enhance their competence in service delivery. However, the lack of opportunities to participate in such programs is evident and it is unfortunate that the teachers' desires go unsupported. Since teachers are the implementers of the curriculum, the failure or lack of opportunities to participate in curriculum development and review programmes was seen as an impediment to teachers desire to have a say in the improvement of the curriculum they were expected to implement. They felt that they could appreciate more the elements of the curriculum if they participated in its formation and reviews.

From the information available in Table 4.11, it was deemed necessary to establish the specific training needs that the teachers of English desired to acquire through the participation in the various staff development and training programmes. Some of the specific needs cited included integration skills, assessment skill, management skills and library skills. Many teachers and departmental heads felt that the acquisition of these skills was important in enhancing their performance both in the classroom and outside. This is because besides teaching, a teacher is also a manager and a counsellor. Heads of language departments talked of the heavy responsibility of teaching and managing their departments. This required good management skills, motivation and teamwork if they were to succeed in this important role of supervising and coordinating the language departments. HODs for languages are also in charge of the library.

This is a sensitive area where skill, care and sensitivity are needed and therefore they required the library management skills. Unfortunately, none of the HODs interviewed

had undergone any training on library management skills. Another specific training need desired by teachers of English was the integration of language and literature. This called for more training on appropriate methodologies of handling the integration in English language teaching.

Both teachers and HODs also expressed the need to acquire assessment skills that could help them better handle the re organized English syllabus. The reason for this was the new requirements in the English syllabus that introduced new areas like the testing of the oral skills, pronunciation and the integration of language and literature. There was also the need to acquire examination setting and marking techniques in order to assist their learners. This information is presented in Table 4.11.

Table 4.11: Specific Training Needs for Teachers of English

Skill Area	Curriculum Component	Intervention
Integration.	Methodology.	Further studies, short courses Seminars, and training on Teaching methodologies.
Assessment skills.	Setting and marking of exams.	short courses , Seminars, and training with KNEC.
Management and leadership skills.	Classroom management Departmental management Supervision.	Refresher courses and in-services training. Further education and training. Promotions to leadership positions.
Library skills.	Library management and organization.	Specific training in library skills.

The need to acquire these skills reveals why teachers for instance have enrolled for further education in such big numbers. It also explains why teachers were willing to pay twenty thousand shillings for a one week course in management at KESSI. The data also reveals the gap that remains unmet between the desire to acquire the

required skills and what is offered through the existing staff development and training programs.

Having established the specific training needs of the teachers, it was therefore necessary to establish whether the existing staff development programs met the training needs of teachers' of English . Thus Table 4.12 presents a summary of cumulative actual participation frequency as a percentage of the cumulative desired participation frequency for each program. An existing program would be said to meet staff development needs if the percentage is very close to 100% for that programme (Owens, 1987). This is presented in table 4.12.

Table 4.12 Actual and Desired Teacher's Participation in Various Staff Development Programs

Program	Desired participation	Actual participation
Continuing education while on paid leave	45	5
Continuing education while on unpaid leave.	0	0
Continuous in-services courses leading to award of certificates and taken during school holidays.	35	17
Participation in curriculum reviews.	43	11
Academic visits to other institutions.	48	22
Attending educational seminars as listeners.	43	37
Use of audio –visual & other aids to learn issues in education.	40	11
Observing other teachers teaching followed by discussion of the lesson with other teachers.	8	3
Participation in educational research in collaboration with teacher training institutions.	19	6

Among the categories of the staff development programs presented above, 43 (86. %) of the respondents who desired to participate in attending educational seminars as listeners actually participated in such a programme. This was followed by continuous in-service courses leading to the award of certificates and taken during school holidays. This category had 35 (70%) of respondents. Teachers also expressed their desire to participate in academic visit to other learning institutions to gain new ideas concerning teaching.

This category had 48 (96%) of respondents who desired to participate but 22(44%) actually participated in this program. These three categories were thus seen to be close

to meeting teachers' staff development needs. However continuing education while on paid leave emerged as the most affected category of the programmes that teachers desired to participate in but did not actually participate in. This programme had 45(90%) who desired to participate in the training program but a paltry 5(10%) was able to take part in the program. This means that such programs do not bring teachers close to meeting their staff development needs.

Based on the above data, the study was interested in establishing the existing gap between the desire to participate in staff development programs and actual participation in such programs. To achieve this, cumulative actual participation frequency was subtracted from cumulative desired participation frequency for each programme. Hence Table 4.13 is a summary of the gap between cumulative actual participation frequencies and desired participation frequency for each program.

An existing staff development program would be said to meet staff development needs if the gap between cumulative desired participation frequency and cumulative actual participation frequency is close to zero percent. As shown in Table 4.13, the gap is wide for most of the programs. This therefore implies that teachers are not close to meeting the staff development needs that they desire.

Table 4.13: Gap between Actual and Desired Teachers' Participation in Staff Development Programmes

Program	Desired	Actua	Difference
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		I	(gap)
Continuing education while on paid leave.	45	5	40
Continuing education while on unpaid leave.	0	0	0
Continuous in-service courses leading to award of certificates.	35	17	18
Curriculum reviews.	43	11	32
Academic visits to other learning institutions.	48	22	26
Attending educational seminars as a listener .	43	37	6
Use of audio –visual and other teaching Aids.	40	11	29
Observing other teachers teaching.	8	3	5
Participating in educational research in collaboration with other institutions.	19	6	13

It is important to note that in Tables 4.12 and 4.13, the computation only concentrated on the respondents who experienced the desire to participate in the various staff development programs and those who actually participated in the programs. The respondents who did not express any desire to participate in the programs are not included in the figure shown in the two tables.

4.3 H.O.D's Interview Results

The heads of department's interview schedules sought to find out from the heads of the languages departments whether teachers of English possessed the required competencies to perform in their roles as classroom teachers. Among this competencies that were sought included mastery of content, good interpersonal skills, positive attitudes to their work, maintaining academic records and keeping of professional records. Some of the responses were as follows:

When asked whether they undergone any training before assuming office, majority of the heads of department interviewed answered in the negative. Many said that they did not undergo any specific training to prepare them to assume the responsibility. On further clarification whether this hindered their effectiveness as departmental heads, many concurred but added that they were not given support by the school heads to exercise their roles. The lack of training of H.O.Ds before assuming such a

responsibility could be the reason contributing to the ineffectiveness of some of them in the discharging of their duties.

Question 2(a) asked the HODs to cite some of the problems that they encountered in their bid to participate in staff development and training programmes. Lack of financial support from the school administration was identified by the majority of H.O.Ds as the most serious problem. Other responses include a large work load that left them with little time to participate in staff - development programs and in-service course and the cost of some of the programs were also mentioned. Since H.O.Ds are the quality assurance officers in the department, not attending and participating in staff development and in-service training can negatively affect their effectiveness in co-coordinating and discharging the duties and responsibilities as H.O.Ds. The second part of the question asked the HODs how they thought the problems identified could be addressed. Some of the responses provided by the H.O.Ds included the following; TSC should employ more teachers to relieve the H.O.Ds of the teaching workload, schools should set aside an annual budget specifically to cater for attendance and participation in staff development and in-service courses and H.O.Ds to be given more powers in their yearly calendar and events.

When asked how often they attended in-service training courses, the HODs responses were almost split in the middle between often and rarely. A number of heads of departments who said rarely cited lack of funds and support from the school; a large work- load and not being aware when the courses were given as some of the problems that hindered their participation in staff development programs. If H.O.Ds do not have the opportunities to attend in-service courses and other staff development programs then they cannot be expected to be effective in the discharging of their duties.

The heads of the language department were also asked to name some of the problems that they encountered when they attended in service training courses. Some of the responses for this question included ineffective facilitators, insufficient funds forcing some to dig into their pockets to supplement themselves, limited time to cover all the topics and poor organization manifested in lack of materials and hand-outs as problems they encountered when they attended in service training courses.

This response clearly shows that teachers do not fully benefit from some of the programs leading to waste of resources and time.

Question 5 asked the HODs to comment on the effect of in service training and other staff development courses in discharging their duties. A number of those who attended the programs often said that the attendance and participation in the programs enhanced their efficiency and effectiveness in discharging their duties and other responsibilities due to the skills and knowledge acquired. However those who rarely attended such programs felt that if given a chance it could improve their efficiency.

Question 6 required the HODs to comment on a various competency statements. Their responses are presented here below:

Concerning teachers' coverage of the syllabus in the recommended period, one teacher gave the following comment; *covering the language syllabus is sometimes next to impossible for it is very wide*. Such as response could be as a result of negative attitude or a result of poor time management on the part of the teacher since other teachers were able to cover the syllabus within the stipulated time and therefore

shows the need for more training and sharing among teachers on the various strategies available for covering the syllabus to change such an attitude.

ii) The respondents were also asked to say whether teachers in the department kept records of work; made schemes of work and kept records of continuous assessment tests. The following were some of the responses; *some of them do, others don't because they don't take them as serious documents.* Another response was; *they keep the schemes of work and continuous assessment test but they rarely keep the record of work.*

Another response was ... *A few of them have a problem keeping these records but we push them to do so.* From these responses ,the fact that some teachers do not take these professional documents seriously point to need for continuous in-service training to impact in the teacher the importance of these documents for both effective service delivery and professional growth.

The HODs were also asked to comment on whether teachers of English have good communication and human relation skills. Thirteen of the eighteen respondents said that teachers of English had fairly good communication and human relations skills. Another response was; *not all due to individual differences, weaknesses and working environment.*

Another said; *the teachers of English have good command of English but not necessarily good communication and human relations skills.* Another reaction was; *not all. Some obviously need training on these skills.* From the responses, it is clear that the existing staff development programmes concentrated on curriculum content and avoided other areas like sensitivity training to change the teachers' attitude. This

demonstrates the need to develop programmes specifically tailored to address this need.

On whether the Teachers *of English generally have a positive attitude towards participation in staff development and training programs*, most of the respondents said that teachers had a positive attitude to attending in- service and other training programmes but were hindered by such factors like lack of support from the school and lack of knowledge on the existence of such programs. It is encouraging that most teachers showed a positive attitude to participation in staff development programs. The organizers and implementers of these programs should take advantage of this and design programmes that meet the teachers training needs. This can be seen through the difference between the actual and the expected competencies in teachers. Most H.O.Ds reported that most teachers lacked several competencies which affected their delivery and effectiveness as language teachers. For instance, the revelation that most teachers do not keep records of their work, schemes of work or even records of continuous assessment tests and other professional records is an indication that they do not take these vital documents seriously in discharging their duties.

This could also be failure by H.O.Ds on their roles of supervision and ensuring the proper implementation of the curriculum. When these important documents were not kept, the syllabus was also unlikely to be covered in the recommended time since it was hard for the teacher to track his and the students progress, thus affecting the students performance and confidence. It is important that both H.O.Ds and the teachers should take seriously the keeping of these documents as they contribute to effective implementation of the syllabus.

The inability of many teachers to cover the syllabus in time also revealed the need for more training. Proper and timely syllabus coverage was one competency reported by many H.O.Ds as wanting. H.O.Ds revealed that without pushing teachers through strict deadlines, the syllabus was unlikely to be completed in time. It is a serious issue when teachers don't take seriously such an important and core role as teaching and syllabus coverage. Once again, there is need to impart in teachers the importance of completing the syllabus in time if the goals of education, as laid down in the syllabus. One strategy to achieve this is through attendance of all teachers in refresher courses and in service training. Attending regular seminars and other training courses can greatly help in H.O.Ds and teachers appreciate the need for this important competency.

Other competencies that H.O.Ds reported as wanting included the need for good communication and interpersonal skills, the need to have a positive attitude towards their work and participation in staff development and training programmes. Many H.O.Ds confessed that though many teachers of English had good command of the language, it did not translate to good communication skills.

This skill was particularly important for H.O.Ds in their roles of supervising the implementation of the curriculum in their departments. Team work and mobilizing teachers to deliver their targets requires that the heads of departments have not just good managerial skills but also good communication and interpersonal skills. This is also important as Maranga (1977) notes that supervisors who behave like critical fault finders were unlikely to get the support of their workers.

Question 8 required the HODs to suggest ways of improving the participation of teachers in staff development and training programmes. Varied responses were given for these question and they included delegating duties with clear instructions, more support from school specifically financially, bringing the programmes to the local or school level and bringing down the cost of such programs in order to make them affordable to many teachers. Another suggestion was that teachers must take personal initiative to participate in such programmes.

4.4 Head Teachers' Interview Results

The head teachers' interview schedule among others sought to find out whether L.T and T. Fund was sufficient .This is because it is this fund that caters for teachers travelling and sponsoring of teachers whenever they attend in -service training courses. The interview schedule was also used to find out whether in the head teachers' opinion the teachers and heads of department possessed the required competencies in their various roles and duties. Some of their responses are captured below.

When asked whether LT and T was sufficient in the previous year, almost all head teachers who took part on the interview said that it was not enough of the fourteen head teachers who responded to this question, thirteen (92%) reported that LT and T was not sufficient in catering for the teachers' attendance in in-service and other staff development programs. Some schools reported that they borrowed from other vote heads to support teachers' attendance in staff development programs while others could not support teachers' attendance in such programs due to a shortage of LT and T funds. The LT and T is a vote head that support teachers' travel allowance to attend in

–service and other staff development programs. This information was supported by question 8 which sought to find out from the head teachers the challenges that hindered their teachers' participation in staff development programs. A heavy workload and lack of sufficient funds were cited as the biggest challenges.

Asked in which ways their schools supported in service training and other training for their teachers, head teachers indicated that despite the insufficient funds and other constraints, they were able to sponsor teachers to attend staff development and other in-service courses by providing them with travelling and any registration money that was required. A number of head teachers added that due to resource constraints, they could support only a limited number of teachers per year. Many heads also cited the late disbursement of the government free day secondary funds and poor fees payments as challenges that hindered full support to attend in-service and other training courses.

Question 11 asked head teachers to suggest ways of improving the teachers' participation in staff development programs for secondary school teachers' of English. Head teachers gave various suggestions which included enhanced motivation through rewards such as using the attendance in such programs as a basis for promotions to various responsibilities in and out of schools. Others suggested that there should be a structured and fixed calendar for the whole year from the ministry of education and other training agencies showing when the particular program will be carried out including time, venues and the cost. The same should be communicated to all schools and brought to the attention of all teachers together with other school activities

calendar such as games and examinations. This way, the problem where some head teachers withhold information from the teachers on the existence, time and venue of such programs will be eliminated. This can be organized during holidays alongside other programs such as SMASSE program for mathematics and science teachers.

4.5 Discussion of Findings

The discussion of the findings presented in the foregoing sections of this chapter is done with a close reference to the theoretical framework based on the of Needs Assessment theory and Frederick Herzbergs, (1976) Two Factor theory. Need Assessment is a process that is used to gather information in order to identify the training needs of an individual, (Okumbe, 1999, Adams, 1975 and Larder, 1990). Needs assessment also involves a performance appraisal of the worker in order to establish the level of skills, knowledge and attitude for a particular task. Hewton, (1988), Hankridge, 1991, and Larder (1990) concluded that no training programme should be introduced before first carrying out a Training Needs Assessment and performance appraisal of the intended staff.

Within the education setting, needs assessment has been used to initiate reforms or to remedy an existing problem. The basis of the study is that teachers as implementers of the curriculum have to possess the required competences themselves before they can impart and transfer the same to their learners. In order for this to happen, teachers have to be at the centre of any effort at improving the quality of education through the provision of continuous training and re-training of teachers to cope with such a dynamic educational setting, (Okumbe, 1999). Motivation of teachers is also an important strategy of improving the quality of education According to Frederick Herzberg, dissatisfaction among workers leads to avoidance of work while satisfaction leads to appreciation of work. The presence of satisfaction factors such as

achievement, recognition at work, responsibility and advancement among teachers leads to improved productivity. The discussion therefore as based on the theoretical framework is done with the aim of answering the four main objectives of the study namely to identify the staff development and training programmes teachers desire to participate in, the staff development and training programmes that teacher actually participate in, identify whether the existing staff development and training programmes meet the training needs of teachers of English and finally, identifying the constraints to teachers participation in staff development and training programmes

4.5.1 Staff Development Programs Teachers Desire Participate In

The first objective of the study was to identify the staff development and training programs that teachers of English desire to participate in. As noted in the various literature reviewed related to staff training and development, teachers have a strong desire to participate in the various staff development and training programmes for professional growth and job enrichment (Hewton, 1988, Batwa, 1990 and Ogembo, 2005).

The results of Table 4.10 show that teachers of English desire to participate in a number of training programmes. Continuing with education while on paid leave was ranked very high among the staff-development and training programmes that teachers desired to participate in. The data confirms claims put forward by the available literature (Larter, 1987, Omoro, 2001 and Rotich, 2010) that indeed teachers had a strong desire to participate in training programmes for both personal and professional growth. The research further reveals that other popular programmes that teachers desired to participate in included attending seminars 37 (74%), participating in educational research 31(62%) academic visits to other institution to gain new ideas on

teaching 48(96%) , and training on use of audio visual and other learning aids 40(80%).

The data further confirms studies by other scholars that if teachers are provided with the right opportunities, they will always strive to attend and participate in the various staff and training programmes in order to satisfy their professional and personal growth (Okumbe, 1999, Ogembo, 2005, Wabwile, 2007). The data also supports Herzbergs two factor theory that whenever motivation factors are present teachers tend to perform better. The data further reveals that although teachers desired to participate in a number of staff development programs to meet the professional, promotional and remuneration needs, they were not able to attend most of the programs because of various reasons. For instance, while 90% of all the teachers of English interviewed desired to participate in furthering their education while on paid leave, only 10% was able to actually participate in this program at any given time. This was probably because of the teacher service commission's requirement that limits the number of teachers who could be granted study leaves at any given time. This also explains the popularity of the school based programs as most of the teachers who desire to continue with further education opt to undertake their studies during school holidays. This data also corroborates what Glatter et al, (1988) observed that further studies through research programs and courses leading to an advanced professional qualification or an appropriate high degree is an appropriate means of staff development for teachers and will be sought after more as teaching becomes a profession. Indeed of the entire training programmes teachers desired and actually participate in, further education was ranked very highly. Most teachers also participated in this program mainly because of the need to get promotions and

therefore better and improved terms of services especially better remuneration. This further confirms studies by Ngala and Odebero, (2008) that teachers participate in staff development and training in order to ascend to higher social status, social recognition and occupational mobility. A good number of those who actually participated in furthering their education actually did so during school holidays in what is commonly referred to as school based programs.

However, a good number of teachers (88%) actually attended in-service courses to acquire the necessary skills and attitudes to gain the necessary competences in order to perform efficiently in their duties this confirms the findings of studies by Glatter, (1988) that further education will be sought after more as teaching becomes a profession. Courses on subject content and co curricular were among the most attended. The likely reason was that they were regularly organized and sponsored by schools. Another likely reason for the relatively large attendance in such courses was a requirement for promotions to the next job group and other responsibilities during interviews for promotions conducted by the teachers' service commission.

For instance, although not explicitly stated by the teacher service commission, most H.O.D cited attendance and possession of a KESI certificate as requirement for promotion to the next job group this data also supports Frederic Herzberg's two factor theory that the presences of motivating factors can lead to increased production.

Despite the awareness by most teachers and H.O.D on the importance of attending the courses and other staff development programmes, a number of teachers did not attend the programs. This can be attributed to a number of factors among them, the lack of support for their schools, being unaware such programs and generally negative

attitude to such programs. Lack of opportunities to participate in such programs could be another likely reason why teachers attended such programs and not others. This also tends to agree with similar studies by Ogembo, (2005) and Langat, (2008) that this factor can be a hindrance to teachers participation in service training. For instance, majority of teachers expressed a strong desire to participate in curriculum reviews and educational research in collaboration with teacher training institutions but a meagre 13% actually participated in such programmes. This information agrees with the literature reviewed that such programmes, though desired were not availed to the teachers (Hewton 1988 and Ogembo 2005). It is also likely that the developers of these programmes did not conduct a needs assessment to find out the specific training needs of these teachers.

4.5.2 Programmes that Teachers Participate In

The second objective was to find out the staff development and training programmes that teachers of English actually participated in. This was important so as to establish whether teachers were able to attend the training programmes that they desired and why some teachers attended some programmes and not others.

Available literature indicate that in order for teachers to participate fully and gain from in –service and other training programmes, the educational managers have to provide teachers with the opportunities and the right incentives, (Fillipo, 1994, Okumbe1999 and Rotich, 2010). The results from Table 4.12 clearly indicate that although teachers desired to participate in a number of staff development and training programmes, they were not able to attend all of them because of a number of factors. For instance, while 45(90%) of teachers under study expressed their desire to continue with education while on paid leave, a paltry 5(10%) actually participated in such programmes. Also while 40(80%) of teachers expressed the desire to participate in

the training and use of audio –visual and other learning aids, only 11(22%) were able to participate in such programmes.

On a positive note, a majority 37(74%) of teachers were able to participate in the educational seminars while 22(44%) of teachers had participated in academic visits to other leaning institution to learn new ideas on education. A close look at the results reveals that teachers participated more in some programmes than others. The implication was that either some programmes were readily provided while others were not provided. For instance, not all teachers who desired to participate in continuing education leading to a post graduate degree were able to because of the strict terms and conductions by the TSC that could only allow a limited number of teachers on study leave at one given time. The results also show that teachers did not have the opportunity to participate in some programmes or the institution did not provide a conducive environment for teachers to participate in the available staff training and development.

This tends to agree with available literature that unless educational managers provide the right environment and support to teachers, they were likely not to take advantage of the existing training programmes, (Okumbe 1999, Ogembo, 2005 and Langat 2008,). However the fact that some teachers did take part in the existing staff training and programmes implies that those who did not were either uninterested or did not see the need to attend the programmes or were constrained by factors such as lack of funds, and lack of awareness on existence of such programmes. Teachers have to take a personal initiative to participate in the programmes for their own good and the good of their learners and the education system as whole. Results in Figure 4.1 shows that generally teachers attended training programmes organized by all the agents of the

education sector including K.I.E, KNEC, and M.O.E, British council and other stakeholders in the education sector. Among those who attended, a big number (56%) for instance said that their expectations were not met. The reasons cited were varied and included poor facilitation, inadequate content or little time allocated for such programmes. Equally among those who did not attend many said that some of the programmes that they desired and which they felt could help them acquire the necessary skills were poorly facilitated or unavailable. Some of this programmes included training as examiners and attending KESI managerial seminars.

4.5.3 Gap between Desired Needs and Actual Participation

The data analyzed clearly brought out a huge gap between the teacher's staff development needs and the actual participation in those programs. Table 4.12 shows the difference between teachers' desired participation and actual participation. The results reveal that the training needs of teachers are not met. This can also be seen from the lack of required competencies among the teachers of English in such areas as syllabus coverage, interpersonal skills, keeping of student records and their attitude towards their work. For instances almost all teachers and HODs fell short of the expected competencies under study. This included timely syllabus coverage, keeping of records of work, preparation of professional records such as schemes of work and possession of good inter personal skills. These findings concur with Ogembo's (2005) findings that generally in order to improve departmental organization and efficiency, there is need to train and retrain the HODs on their roles and expected competencies.

Head teachers also reported that HODs lacked the required competencies. These included ensuring that the English syllabus was covered in the required time, good

human relation and adequate problem solving skills, working with minimum supervision and keeping and maintaining of department records. The fact that majority of HODs and head teachers reported that teachers and HODs lacked in these competencies show that there is a need for more training. Teachers, H.O.Ds and heads of the institutions expressed the desire to gain new skills on methodology, content knowledge, assessment skills on new areas, management skills and even library skills through attendance and participation in various programs. These programs include further education and training, short in-service course and seminars, participation in curriculum reviews, education research, use of audio-visual aids and academic visits. However, although the majority of teachers expressed desire to participate, few actually participated in such programs. The gap between desired participation and actual participation is huge meaning that the teacher training needs remain unmet. This difference between the training that the teacher actually need and what is actually available constitutes the need discrepancy (Okumbe, 1999 and Ogembo, 2005).

This huge gap could be a pointer that the providers of such programmes have not carried out needs assessment for the teachers of English to find out the specific needs and challenges that they undergo. On the job training must be based on needs analysis derived from a comparison of actual performance and behaviour with required performance and behaviour (Koontz et al. , 1984 and Allan, 2002). The lack of interest to attend some programs and not others is an indication that they are not relevant or do not seem to answer the specific needs of the teachers of English. This supports findings by Bishop (1985) that one of the reasons why teachers do not take part in and benefit from in service training is because they fear change. Teachers fear change because they either lack awareness that changes needed or lack knowledge

that change will make a difference. This also brings out the need to train teachers and school administrators to overcome the fear of change.

The huge gap between the desired and actual participation in further training could be attributed to the desire of the teachers of English not only to acquire knowledge, skills and right attitudes, but also acquire the certificates necessary for promotions to positions of responsibility and better remuneration. Many teachers for instance said that they were planning to enrol for further studies but kept on pushing it to the future. One likely reason could be lack of money to start the programs, or lack of time due to personal commitments. However, no satisfactory reason was given by many teachers for not attending short courses offered during school days lasting a few days. This is because such courses required minimal finances and the knowledge of the same program could easily be acquired from their colleagues who were aware. Not attending such courses could be interpreted as a lack concern on the part of the teacher. Teachers of English should be encouraged by every means possible to attend such courses especially those related to English as this was their specialty.

4.5.4 Constraints to Teachers' Participation in Staff Development and Training Programmes

Teachers of English cited several constraints that prevented them from participating fully and taking advantage of the available staff development programmes. They ranged from lack of support from the administration, lack of knowledge of such programmes, lack of time due to personal commitment and the programmes not meeting their specific training needs (Langat, 2008). The fact that teachers did not meet the expected competencies shows that there is need for training (Allan, 2002). The most likely reason for the lack of awareness and knowledge of the said

programmes could be because some head teachers conceal information on the attendance of such programs from teachers. However, this information is in conflict with data from other head teachers' interviews which revealed that most school heads could actually like their teachers to undergo more in-service training as they obviously lacked some expected competencies.

The data also revealed that some teachers do not take participation in staff development program seriously because they regarded them as having little or no benefit to their work and professional growth. The most likely reason for this is that many existing staff development programs do not meet the needs of the teachers of English. This concurs with the findings by Swilla, (1992), Sagimo, (2002) and Wabwile, (2007) that before introducing any staff development program, needs assessment study must be carried out first to determine the training needs of the teachers and also to align the existing programmes to the needs of the teachers.

Most teachers, H.O.Ds and school heads were in agreement that though provision of funds to attend in-service training programmes and other staff development programmes was a limiting factor, they nevertheless said that this need not to be a problem since the problem of fees payment was no longer a big constraint since the introduction of the subsidized secondary fees programme by the government especially in the district day schools. Therefore with a little planning and co-ordination between teachers, H.O.Ds and school heads this could be sorted out.

4.6 Chapter Summary

This chapter has given an insight into the data collected, presented, analyzed and discussed. The chapter has also looked at the staff development needs of the teachers of English, the gap between the teacher needs and what exist and finally the

constraints limiting the teacher's participation in the existing staff development programs in relation to the theoretical framework and related literature. The next chapter outlines the summary of the findings, conclusion and recommendations.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter looks at the summary of findings with close reference to the four main objectives of the study. The chapter also draws conclusions based on the findings of the data analyzed in chapter four and makes recommendations with close reference to the significance of the study. Lastly, the chapter provides suggestions for further research.

5.2 Summary of the Findings

Capacity building has been identified by the Government of Kenya and human resource experts as necessary for the efficient and effective performance of all workers in any organization. It is because of this realization that the government of Kenya announced through the ministry of state for planning and national development that it was setting up a revolving fund for in service training of all its employees including teachers, (Business Daily 2010). Throughout this study, teachers of English have expressed a strong desire to acquire and improve on the required skills and competencies like assessment, management, integration, pronunciation, good communication skills and keeping records of work in order to improve their effectiveness and also acquire certification necessary for promotions and improved remuneration. The following are the major findings of the study:

The first objective of the study was to identify the staff development and training programmes that teachers of English desire to participate in. The study established that teachers of English desired to participate in a number of staff development and training programmes like further studies and education, seminars, short courses, participating in educational research and curriculum reviews. The study also established that this desire was motivated by the need to acquire the skills and competencies needed for effective performance in these duties as teachers and managers in the institutions. Some of these needs include assessment skills, classroom and departmental management skills, integration skills, record of work and good communication and interpersonal skills. From the analysis of the questionnaires and teachers interviews, teachers felt that participation in such training programmes could help them improve in the teaching duties while at the same time, enable them advance in their careers. Other ways in which the teachers felt they could benefit by participating in the desired programmes included enhanced social – economic status, recognition in society and a boost in confidence in some teachers. However, a closer look at the results show that although teachers desired to participate in a number of existing and non existing training programmes, their desire were not met as they were hindered from taking part by various reason. In some cases, the desired training programmes were non existent.

The second objective of the study was to find out the staff development and training needs that teachers of English participate in. The study established that teachers participated in a number of existing staff development and training programmes both short term and long term. This included attendance of short courses such as seminars, workshops, academic visits, further education and training, participation in curriculum

reviews and research in collaboration with teacher training institutions. The study further established that the courses were organised by the Ministry of Education and its agencies like KIE, KNEC, KESSI and private organisations such as the British council, educational publishers and the national education services (NES). The findings also reveal that although a larger number of respondents (56%) said that their training expectations were met, a paltry (8%) rated the training programmes as very effective in equipping them with the required skills, knowledge and attitudes. Teachers of English cited the quality of facilitators, the organisation and subject content as some of the training parts that they found wanting. The research also reveals that not all teachers participated in the existing programmes because of various reasons. The research also found that even among those who took part in the various existing training programmes, the popularity of the programmes varied. For instance, continuing education while on paid leave was popular but only a few could take part in it due to the restricted nature of the programme. Short courses, seminars and workshops were very popular and ranked highly among the existing programmes most attended. However though highly desired, participating in curricula reviews, conducting educational research in collaboration with teacher training institutions and academic visits to other learning institutions were undertaken by few teachers. Many teachers cited their unavailability as factors that prevented their participation.

The third objective of the study was to establish whether the existing staff development and training programmes meet the training needs of the teachers of English. The results revealed that the teachers training needs are not met. The study also established that there is a huge gap between the desired needs of the teachers of English and what is actually offered in the existing staff development and training

programmes. Many teachers were not able to participate in the existing staff development programmes due to a number of limitations like lack of funds, lack of support from the schools, lack of awareness of the existing programs or because the existing programmes did not meet their needs. As a result, teachers fell short of the required competencies and skills to perform effectively in their roles as implementers of the curriculum. These expected competencies included good communication and interpersonal skills, timely syllabus coverage, maintaining records of work, supervision and coordination of their departments and assessment and integration skills. The results also show the need to carry out regular needs assessment studies in order to align the existing staff development and training programmes with the needs of the teachers of English and the requirements of the labour market, and also to come up with specific programmes to cater for these needs in cases where the existing programmes do not match the expectation or needs of language teachers. The study also found out that new areas in the syllabus like integration of language and literature, pronunciation and the assessment of these areas were posing challenges to most teachers of English. The fact that most teachers fell short of the expected competencies as reported by head teachers and head of departments is proof of the inadequacy of the programmes. It also shows need for more research into the specific training needs tailored for teachers of English.

To tackle such constraints teachers and HODs, suggested that school heads should be seminised on the need for sponsoring their teachers to regularly attend such programmes as a way of improving the quality of education. They also suggested that there should also be proper channels of communication between the organizers of the training programmes and the teachers to ensure more teachers attend the programmes.

Head teacher also suggested the LT & T vote head be increased to cater for more teachers to attend such programmes.

The forth and last objective of the study was to investigate the factors limiting teachers' participation in staff development and in service training programmes. Teachers, HODs and school heads gave a number of factors that hindered their participation in staff development and training programmes. Many teachers pointed an accusing finger at the school heads for not sponsoring them to attend the training programmes especially the short training courses, seminar and workshops. Head teachers on the other hand cited inadequate funds as the reason they could not sponsor all other teachers for such training programmes. Another factor cited was lack of awareness of such programmes. This also reveals that there is no proper communication between the organizers and the target group. The cost of such programmes especially those organized by KESSI was also cited.

5.3 Conclusion

The central purpose of the present study was to investigate the training and staff development needs of the teachers of English in secondary schools in Kenya. Based on the research findings, the following conclusions were made:

- Secondary school teachers of English generally expressed a strong desire to participate in all the listed staff development programmes and other in-service training courses. These courses include furthering their education, attendance of seminars and workshops, participating in educational research and curriculum reviews, sensitivity training, and educational visits to other learning institutions.

- Teachers participated in these programmes to improve their performance and effectiveness and as a coping strategy to changes in the curriculum and society. To many, participation in staff development and other in-service courses was also seen as a way of increasing their chances for in career advancement.
- Actual participation is low due to a number of factors cited by the respondents. Such factors include inadequacy of the programmes in meeting the training needs of the teachers of English, poor quality of facilitation of the programs and lack of support from the school administration This means that teachers are not well equipped and prepared to cope with the constant changes in the Education sector. It also means that the existing staff development programs do not meet training the needs of the teachers.
- There is a huge gap between the training needs of teachers of English and what is offered in the existing programmes. This discrepancy constitutes a training need. The need arises because the expectations of teachers were not met due to the inadequacy of the training programmes or the poor quality of facilitation. It is important that needs assessment be carried out to establish those areas that teachers would like more in service training and thereafter, follow up is made to asses the effectiveness of the training on teachers.
- On the factors hindering teachers participation in staff development and training programmes, it was concluded that some of the constraints to the teachers' participation in staff development programmes arose because teachers did not take personal initiative to overcome the constraints, schools did not look for cost effective ways of organizing staff development programs while head teachers concealed existence of LT and T funds from their

teachers. Teachers must therefore appreciate the importance of taking part in the staff development and training for their personal and professional growth.

5.4 Recommendations

Based on the research findings and conclusions arrived upon and the significance of study, the study makes a number of recommendations for the teachers of English, the School heads, MOE and language educators.

5.4.1 Ministry of Education (MOE)

The mandate to organize and coordinate in-service training of teachers falls under the ministry of education and its agencies such as KESSI, TSC, KIE and KNEC. They should therefore

- Make participation in staff development and training programmes compulsory just as it has been done in SMASSE for mathematics and Science teachers.
- Draw up a structured annual in service training calendar with dates and venues and the same communicated to all schools in Kenya just like its done for school calendar and other co-curriculum dates
- Authorize and direct in increase of the LT & T vote heads for all schools to cater for more in-service training of teachers of English in Kenya
- Carry out training needs assessment regularly to determine the training needs of teachers of English and also assess the relevance, effectiveness and cost of the existing training programmes.
- Encourage private sector and other stakeholders participation in the in-service training of teachers of English to complement the efforts of the ministry of education in mainstreaming and institutionalizing of in-service training for teachers of English in Kenya.

5.4.2 School Heads

School heads should:

- Participate in in-service training in order to appreciate the importance and need for sponsoring their teachers for in-service training.
- Ensure that LT & T vote head is used for the intended purposes of sponsoring teachers to participate in in-service education and training
- Head teachers as agents of TSC should ensure that teacher are released, sponsored and actually participate in the training programmes by demanding proof of participation such as receipts and records of attendance. This will ensure no teacher released from school to attend such programme uses this time elsewhere.
- Organize such programmes at school level or by pooling resources together with neighbouring schools to cut down on the cost of some the programmes. Such in-service programmes that can be done at school level include use of audio- visual materials, sensitivity training or academic visits to neighbouring schools

5.4.3 Teachers of English

The study recommends that teachers of English should:

- Develop a positive attitude towards participating in staff development and other in-set programmes as this will lead to improving the quality of education

- Take a personal initiative to find out and participate in staff development and in-service training programmes. This will lead to their personal and professional growth and impact positively on the quality of education

5.4.4 Language Educators

These professionals have the duty of training teachers of English to teach in schools in Kenya. They should therefore:

- Incorporate the teaching and training of the new and emerging issues in education so as to equip the teachers with the relevant skills and knowledge to effectively handle the secondary school curriculum
- Specifically intensify the teaching of oral skills, integration of language and literature and pronunciation in teacher training institutions as this was one of the problematic areas cited by many teachers.
- Organize exchanges, collaboration and linkages with practising teachers and secondary schools so as to help practising teachers cope with new and emerging issues in education or areas of difficulty
- Incorporate teachers in collaborative research and curriculum reviews in collaboration with teacher training institutions and other agencies to enable teachers appreciate and better handle the secondary school curriculum.

5.5 Suggestion for Further Research

The research wishes to acknowledge that this current study has not exhausted the staff development and training needs of the teacher of English. Based on the observation and findings of this study, some suggestions have been made for other researchers to explore. These are:-

- I. Though this study sought to find out the staff development needs of the teacher of English, there is need to carry out more research to find out the effect of staff development needs on the performance of the English language.
- II. There is also the need to carry out a specific research on how much of current curriculum is tailored toward the need for the training. Through this it will be possible to come up with specific training programmes tailored to this areas.

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APPENDICES

Appendix 1: Introductory Letter.

MOI UNIVERSITY,
BOX 3900,
ELDORET

Dear Respondent,

I am a student at Moi University pursuing master of philosophy degree. I am carrying out a research on the staff development and training needs of the teachers of English in Kisii central district.

I kindly request you to take some time and fill the attached questionnaire appropriately.

The information you give in the questionnaire is purely for research purposes and will be treated as such. Strict confidentiality will be observed. Do not write your name in the questionnaire.

Thank you.

Yours sincerely,

HEZRON O. OMWERI

Appendix II: Teachers Questionnaire

Put a tick alongside the most applicable option to you

1. How many years have you served as a teacher?

Under 5 6-9 10-14 15-19 over 20

2. Are you a TSC employed teacher?

Yes No

3. In the training program you attended which was the organizing institution?

Organizer	number of times	Duration
K.I.E	_____	_____
K.N.E.C	_____	_____
K.E.S.I	_____	_____
M.O.E	_____	_____

Others specify _____

4. What was the content of the course?

Curriculum changes subject content

Emerging issues all of the above

Other specify _____

5. In your opinion, do you need more training in the handling of recent changes in the English syllabus and emerging issues in education?

YES Explain _____

NO Explain _____

6. In the Training attended did the program meet your expectations?

YES _____ explain _____

NO explain _____

7. In the staff development program you attended, how could you rate it in terms of equipping you with the skills, knowledge and attitude to effectively discharge your duties? (Staff development includes seminars, short courses, further training and education and workshops attended).

Very effective Effective Not effective

8 In your opinion, what is the state of in-service education and training for English since you started teaching?

Non- Existent inadequate regular
Adequate

9 What part of the training programs did you find most wanting?

Organization Quality of facilitators
Subject matter others specify

10 In your opinion, what is the school administrations attitude towards your participation in staff development programs?

Supportive
Explain _____

Not supportive Explain _____

11 The following factors can hinder your participation in in-service education and training programs. Rank the factors by assigning position one to the factor that has hindered your participation most and continuing respectively.

(i) Lack of information on INSET courses and programs.

(ii) Lack of financial support from your school.

- (iii) Lack of time due to personal commitment.
- (iv) Poor organization by the organizers.
- (v) Lack of qualified trainer persons.
- (vi) Inadequacy of in-set programs in meeting your expectations.
- (vii) Poor relationship between you and your superiors.

12 Rank the areas you feel you find most challenging and could like to be in-serviced. Rank them from most challenging to least challenging using numbers.

- (i) Integration English and Literature.
- (ii) Pronunciation problems.
- (iii) HIV & Aids counselling.
- (iv) Student indiscipline and class management.
- (v) Pedagogical skills and methodology.
- (vi) Subject content and mastery.
- (vii) Classroom management.
- (viii) Maintaining students academic records.

13 suggest ways of strengthening inset for secondary school teachers of English for improved teacher and student performance.

14 How does the department induct newly employed teachers into the department?

15 Read the following statements and mark them using a tick (✓) for the ones you desire and actually participate in or an X for those you desire but do not. Actually participate in.

Desired	program	Actual participation
1(i) ()	Continuing education while on paid leave.	()
(ii) ()	Continuing education while on unpaid level.	()
2. ()	Continuous in-service courses leading to award of Certificate and taken during school holidays.	()
3. ()	Participation in curriculum reviews.	()
4. ()	Academic visits to other learning institutions to gain new Ideas concerning teaching.	()
5. ()	Attending educational seminars as a listener.	()
6. ()	Sensitivity training to change your attitude.	()
7. ()	Using audio visual and other learning aids to learn Issues on education .	()
8. ()	Observing other teachers teaching then discuss the lesson With the teachers.	()
9 ()	Participating on educational research in collaboration With teacher training institution.	()

Appendix III: Head of Departments interview schedules (HOD language)

1. (a) As a HOD did you undergo any training before assuming office?

Yes

No

(b) If yes, do you feel that the training equipped you with sufficient teaching and Managerial skills?

Yes

No

2. (a) As a HOD, what problems do you face in your bid to participate in staff development programs?

(b) How do you think the problems identified above can be addressed?

3 How often do you attend in-service training?

Very often

Often

Rarely

Never attended

4 What are some of the problems you encounter when you attend in-service training course?

5 Comment on the effect of in-service training and other staff development courses in discharging your duties.

6 Comment on the following competency statements.

(i) Teachers cover their syllabus in the recommended period

(ii) Teachers in the department keep records of work; make schemes of work and record of continuous assessment test _____

Teachers of English have good communication and human relations skills

(iii) Teachers of English generally have a positive attitude towards

participation in staff development and training programs. _____

7 As a HOD how do you share any knowledge related to the department with the other teachers of English? _____

8. Suggest ways of improving teachers' participation in staff development program.

Appendix IV: Head teachers Interview Schedules

1. How many teachers of English do you have in your school? _____
2. What is your student enrolment? _____
3. How much does each pupil pay for local travel and transport (LT & T)

4. Was LT & T Sufficient in catering for in-servicing of teachers for the last year?
Yes
No
5. In which ways does your school support in-service education and training of the teachers? _____
6. Does your school keep records of the teachers in-service training programs attended?
Yes
No
7. In your opinion are the teachers of English well equipped with skills and knowledge to cope with the changing environment in the education sector
Yes
No
8. Which challenges according to you hinder teachers' participation in staff development programs?
Lack of sufficient funds.
Poor organization of the programs.
Lack of awareness of the programs.
Lack of interest among teachers.

9 For you and your teachers, which areas do you find most challenging and could recommend more in-service training

- a. Curriculum changes.
- b. emerging issues.
- c. School management.
- d. discipline.

10 AS a first line quality assurance and supervision officer within the school which areas could you like to see your English teachers receive more in-service training? Rank them from most deserving to the least by using number

- a. Class management.
- b. Subject mastery and content.
- c. Pedagogical skills and methodology.
- d. Emerging issues like HIV/ AIDS, Guidance and Counselling.

11 Suggest ways of improving the participation in staff development programs for secondary school teachers of English.

12 Listen to the following competency statement and comment as appropriate.

- (i) Teachers of English in my school cover the syllabus in the recommended time.

- (ii) The teachers of English have good human relations skills.

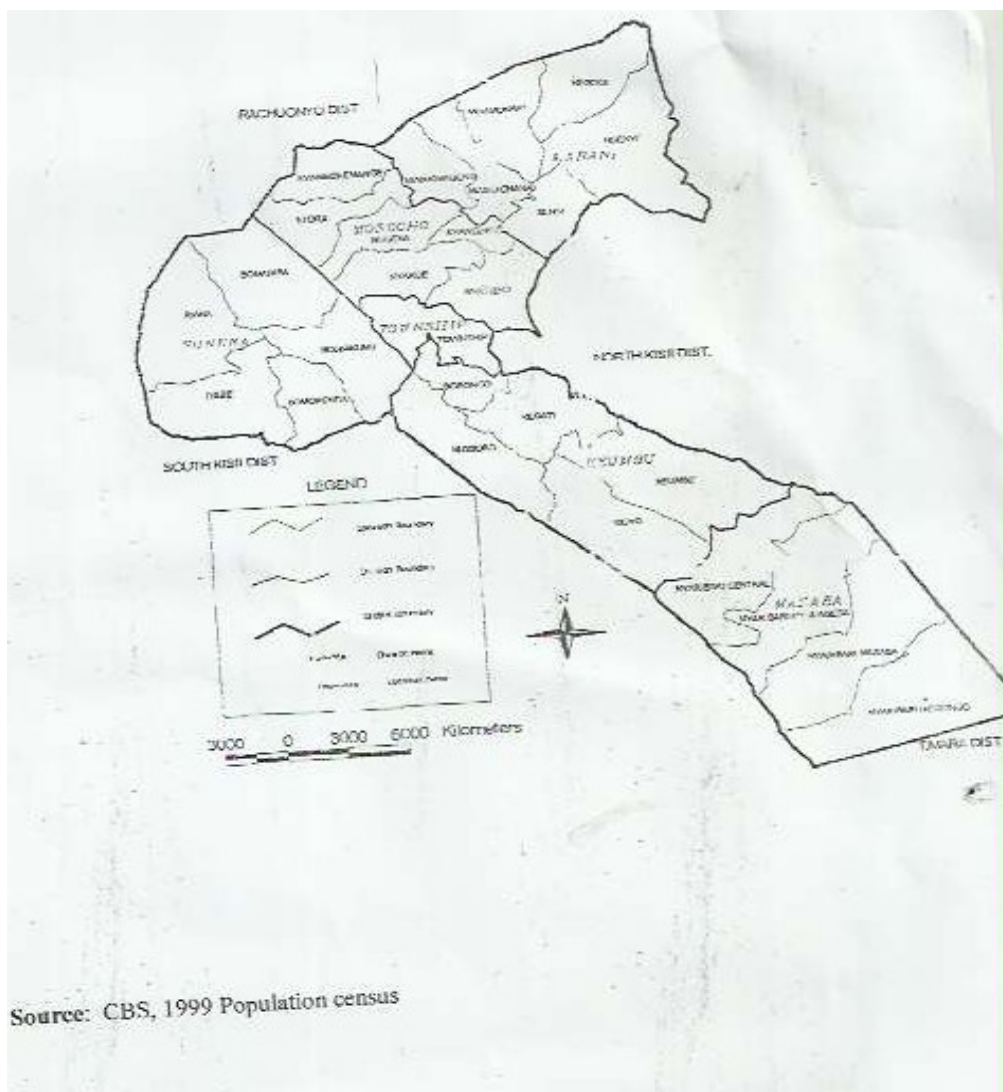
(iii) The teachers of English have adequate problem solving skills.

(iv) The teachers especially the HOD discharge their classroom duties and responsibilities with minimum supervision

(v) The HOD languages understand and is competent in discharging his duties and responsibilities in the school.

(vi) Head of department keep records of comment generally on teachers' participation in staff development programs.

Appendix V: Map of the Study Area. Kisii Central District



Appendix VI: Research Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENCE TECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote

Our Ref:

NCST/5/002/R/415/4

P. O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Date: 2nd June 2009

Date:

Mr. Hezron O. Onweri

Moi University

P.O. Box 3900

ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *An Investigation into the Staff Development Needs of the Teachers of English in Kenya: A Case of Secondary Schools in Kisii Central District?*

I am pleased to inform you that you have been authorized to carry out research in Secondary Schools in Kisii Central District for a period ending 30th July 2009.

You are advised to report to the District Commissioner and the District Education Officer Kisii Central District before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report to this office.

PROF. S. A. ABDULRAZAK Ph.D, MRS
SECRETARY

Copy to:

The District Commissioner
Kisii Central District

The District Education Officer
Kisii Central District

Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. HEZRON
O. OMWERI

of (Address) MOI UNIVERSITY
P.O. BOX 3900 ELDORET

has been permitted to conduct research in

Location,

KISII CENTRAL District,

NYANZA Province,

on the topic AN INVESTIGATION INTO THE

STAFF DEVELOPMENT NEEDS OF THE

TEACHERS OF ENGLISH IN KENYA: A

CASE OF SECONDARY SCHOOLS IN

KISII CENTRAL DISTRICT

for a period ending 30TH JULY 09

20

Research Permit No. NCST/5/002/R/415

Date of issue 2.6.2009

Fee received SHS.1000.00



Hezron
Applicant's
Signature

[Signature]
Secretary
National Council for
Science and Technology