

Challenges facing staff development and training: A survey of secondary schools in Kericho County

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ABSTRACT: *The main purpose of this study was to investigate the challenges facing staff development and training needs of teachers of English in secondary schools in Kenya with reference to Kericho County. The objective of the study was to describe factors limiting teachers' participation in staff development and training programmes. In doing this, the study adopted the needs assessment theory and Frederic 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 25 schools, 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 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.*

KEY WORDS: *Staff development and training needs, Challenges*

I. INTRODUCTION

Background Information : 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.

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 question then is: 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? 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.

Statement of the Problem : 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 Seller, (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.

Objective of the Study : To describe factors limiting teachers participation in staff development and training programmes

II. LITERATURE REVIEW

Theoretical Framework

Frederick Herzberg's Two Factor Theory : The study 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 challenges facing English teachers' training needs in secondary schools in Kenya. To do this, it was necessary to establish whether teachers possess the expected competences in order to perform well in their duties. The differences between the expected competences and what they actually possess 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 teachers of English.

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.

Another study done by Kega, (2000) in his thesis on the awareness of roles by department heads in secondary schools in Muranga County 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

this 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 County 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.

III. METHODOLOGY

Research Design: The study used survey research design. As Orodho and Kombo (2006), define, ‘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.

Target 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 County. Kericho County 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 County comprised the study population for this study.

Sampling Size and Techniques: Since it was not possible to administer questionnaires and conduct interviews for all the study population in the entire County, 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 County. 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 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

Data Collection Methods: A research permit was sought from the National Council for Science and Technology (NCST) through the faculty of education, Kisii 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.

Validity and Reliability of the 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.

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.

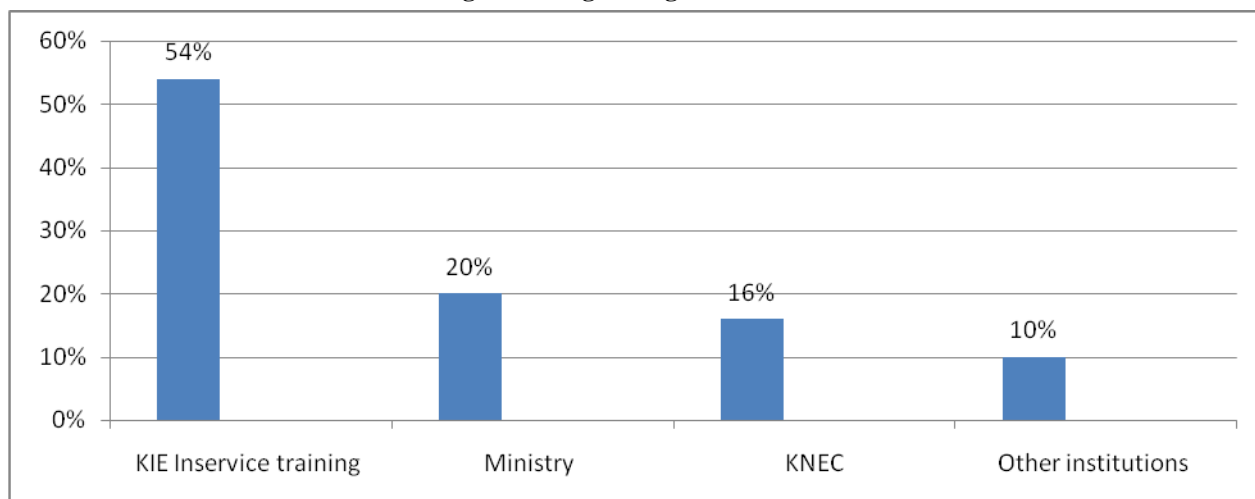
Data Analysis: Data analysis entails the separation of data, to distinguish its component parts, or elements separately or in relation to the whole (Oso and Onen, 2008). In this study data was analyzed using quantitative techniques. Quantitative data collected was tabulated and pie charts, bar graphs 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.

VI. RESULTS AND DISCUSSION

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.

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 1.

Figure 1: Organizing Institution



The data presented in Figure 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 Counties 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.

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 2.

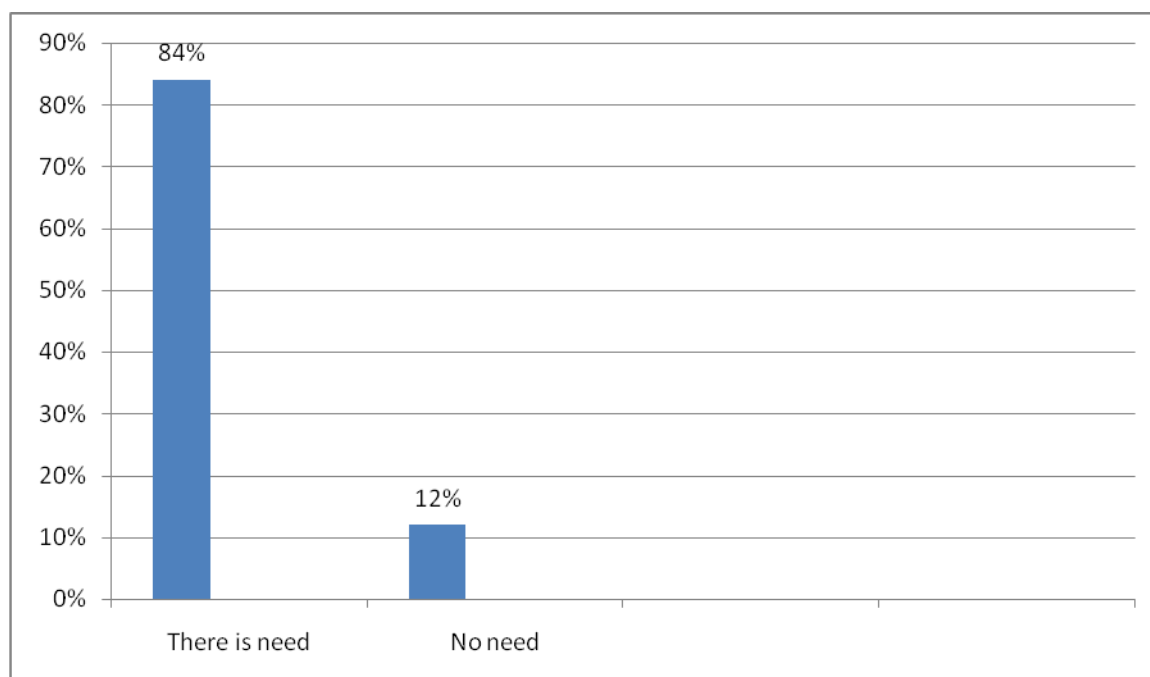
Table 2: In-service Course Content

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.

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 2.

Figure 2: Need for more Training



From data presented in figure 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, 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.

VII. 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 3

Table 3: 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 3, 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.

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.

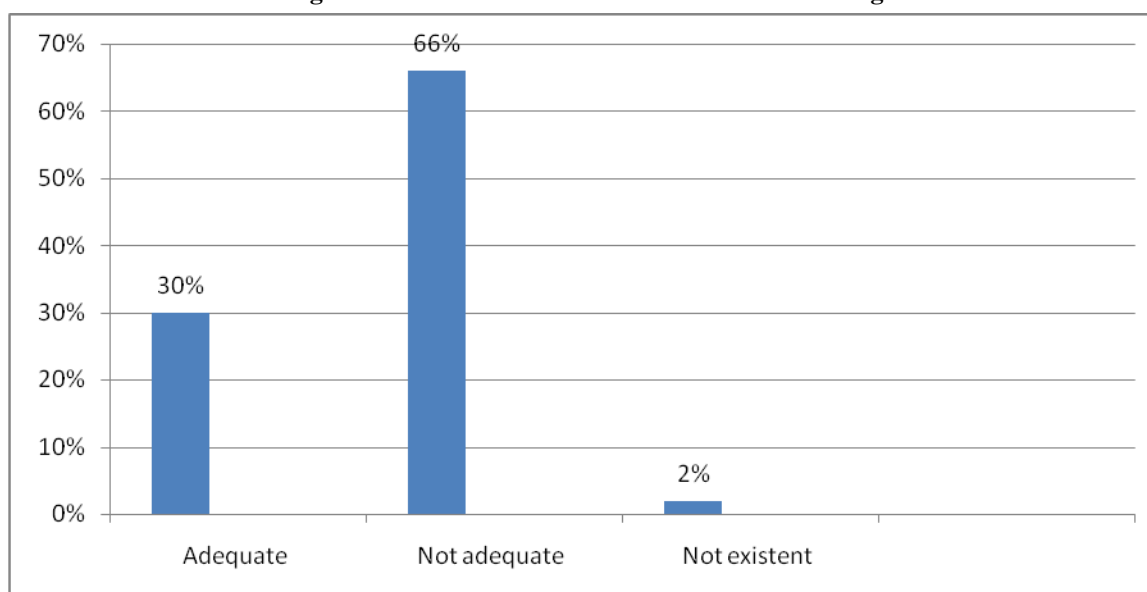
Table 4: Teachers’ Rating of Staff Programmes Attended

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 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.

State of In-Service Training for English :

The study sought of find out the state of in-service education and training for language teachers. The respondents were asked to give their opinions on whether in-service education and training programs were adequate, inadequate or non-existent. This is shown in Figure 3.

Figure 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.

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 5.

Table 5: 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.

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 6.

Table 6: Schools Administrations' Attitude towards Teacher Participation in Training Programs

Attitude	No. of Respondents	Percentage %
Supportive	9	18
Not supportive	38	16
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 6 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.

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 7

Table 7: 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.

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 8.

Table 8: 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 8. 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

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, County, 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.

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.

V. CONCLUSIONS

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.

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