

**INFLUENCE OF SECONDARY SCHOOL HEAD TEACHERS' SUPPORT ON
TEACHERS' PROFESSIONAL DEVELOPMENT IN NAKURU DISTRICT,
KENYA**

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**A Research Project Submitted to the Graduate School in Partial Fulfilment of the
Requirements for the Award of Degree of Master of Education Management of
Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

DECLARATION

This research project is my original work and has not been presented for an award of a degree, diploma or certificate in a university.

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RECOMMENDATION

This research project has been submitted for examination with my approval as University Supervisor.

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DEDICATION

To my loving husband Japhet Mburugu, and dear sons; Dennis Koome, Moses Kimathi and David Mugambi for their love, care and understanding during the entire coursework and research period.

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ABSTRACT

Teachers in secondary schools need to update, strengthen and sharpen their competencies through in-service training in order to meet new challenges and emerging issues in education. Access to professional development programmes through this in-service training has a multiplier effect on teachers' effectiveness and students' academic performance. In order to achieve this, the role of the school head teacher is critical in staff professional development. Little documented evidence exists on the actual level of support that head teachers accord to staff professional development in secondary schools in Kenya. This study assessed the influence of secondary school head teachers' support on teachers' professional development in Nakuru District, Kenya. The study adopted an *ex post facto* design. The target population included 600 teachers from 45 public secondary schools. A random sample of 226 teachers was drawn from 40 randomly selected schools. Data was collected using a structured questionnaires administered to the respondents. Content validity of the research instruments was established. The instruments had reliability coefficient of 0.75. The collected data was processed and analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) version 11.5 for windows. The study findings indicate that majority of the teachers were aware of the importance and need for professional development and the available programmes. Head teachers are ready to support teachers who look out for opportunities for professional development. Staff professional development programmes are very effective in improving teachers' performance in schools by boosting their skills and knowledge, and overall student performance. From the findings, the study recommends that there is a need for all the schools, and especially head teachers, to actively provide an enabling environment that facilitates identification of training needs, participation of teachers in staff professional development programmes and application of the knowledge learnt. As a result of the role of the individual teachers in professional development programmes, there is need for them to take the initiative and show the need for it. There is need for the government and school management to encourage staff professional development by allowing their teachers to enroll in such programmes. There is also a need for the schools and the TSC to consider including staff development as criteria for promoting teachers in secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
DEO	District Education Officer
DQAS	Directorate of Quality Assurance & Standards
INSET	In-service Education and Training
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
NFE	Non Formal Education
SPSS	Statistical Package for Social Science
SMASSE	Strengthening of Mathematics and Science in Secondary Education
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Effective schools are characterized by well qualified teachers with a good blend of experience and expertise who are provided with opportunities for professional development within overall context of the needs of the school. According to Okumbe, (1998), effectiveness in an educational organization is judged by the extent to which the organization achieves its goals, acquires the necessary material and human resources, provides a congenial organizational climate and meets the expectations of the society within which it is established. Segiovanni (1993), and Les (1992), reported that head teachers who exercise strong instructional leadership and effective school management, have a structure that enables staff to participate in making of policy and taking decisions that affect their working lives. Such involvement provides significant opportunities for enhancing professional development of colleagues.

Les (1992) continues to assert that professional staff development is an integral part of school development and a responsibility of all managers in schools who have to ensure that colleagues within their teams are given the maximum opportunities to benefit from individual professional development as part of school development. According to Finch and McGough (1991), the success of any staff development program is in many respects, a function of the leader's involvement in its design, development and execution. Although factors such as resources and facilities do have an impact on program operation, the individual responsible for its management is a major contributor to ultimate success or failure. To manage staff development program effectively, the leader must take an active role in its operations. O' Sullivan (1990), noted that staff development and sound management practices go hand in hand within schools. The head teacher is the key person who promotes, maintains and monitors the staff development process by creating an enabling institutional environment which is conducive (Wideen & Ian 1997; Kydd, Morgan & Riches, 1998). Therefore head teachers and all school stakeholders need to embrace school effectiveness which lies in staff development policy

and practice. This is achieved through school focused staff development programmes and that of the individual (Neville, 1989).

According to Duke (1987), professional development entails a major investment of time by school leaders who must play an active role initiating guidance and supporting teacher's professional development if it is to succeed. In order to meet Kenya's Education and Training Sector specific objectives which include; improving all aspects of education and training quality so that recognized and measurable learning outcomes are achieved, especially in literacy, numeric and essential skills relevant to the world work by 2010; equip Kenyan youth with the necessary knowledge, skills and attitudes through science and technology training to meet the challenges of industrialization and globalization by 2030. The Ministry of Education reformed Directorate of Quality Assurance and Standards (DQAS) in the realization of the need to strengthen quality assurance at all levels of education and training. This entails capacity building programmes for teachers such as Strengthening of Mathematics and Science in Secondary Education (SMASSE), Teacher skills upgrading and development of Non Formal Education (NFE) curricula, guidance and counseling programmes among others (Education Sector Report, 2007). Teachers have a responsibility to their immediate supervisors and those in management positions from the schools up to the head office, for initiating training programmes. Teachers who are in need of professional development are actually in the best position to initiate training (Kenya Education Staff Institute, 2000).

According to Maslow's hierarchy of needs, a person will be concerned with self-actualization needs only if his physiological, security love and esteem needs are well satisfied. Maslow implies that needs are arranged like a ladder that must be climbed one rung at a time. A need which has been satisfied is no longer motivating. In secondary school, most teachers have met their basic needs and therefore educational managers should focus on creating a work environment which satisfies the growth of higher order needs. An enabling environment provides opportunities for teachers to gain new skills, knowledge and attitude. If an enabling environment is not provided for teachers, they will have increased frustration, lower performance and job satisfaction, increased work

restriction, tardiness and high turnover (Okumbe, 1998). In Fredrick Hertzberg two-factor theory, hygiene factors prevent dissatisfaction but do not lead to satisfaction. Motivational factors, which include achievement, growth, and interpersonal relations when present, build a strong motivation and high job satisfaction (Finch & McGough, 1991).

In order to achieve Kenya's secondary school education objectives (KESI, 2005), based on national goals of education (Ominde, Report 1964), the Ministry of Education has spelt out the importance of good school governance by the head teachers and supportive management teams. Some of the functions of the Ministry of Education have been delegated to various statutory bodies of the Ministry; Kenya Educational Staff Institute (KESI) identifies staff educational development needs and provides in-service training to head teachers, deputy head teachers and heads of departments. Kenya Institute of Education (KIE) conducts in-service courses and workshops for teachers involved in carrying out experiments and teaching materials among other functions (Ministry of Education, 1999). The guide further stipulates that, it is the responsibility of the head teachers to organize support programmes for teachers in order to improve performance. Despite Nakuru District, through District Education Office (DEO), offering SMASSE courses to teachers, since 2004, KESI induction courses for Heads of departments, since 2005, KIE subject workshops, Guidance and counseling among others, the District had a mean grade of C- (minus) in Kenya Certificate of Secondary Education (KCSE) since year 2002 to the time of study (Nakuru DEO, 2007). This study assessed the influence of the head teachers' support on teachers' professional development in Nakuru District.

1.2 Statement of the Problem

Staff professional development programmes have enormous potential for the teachers concerned, students and the school at large. However, its actual implementation and effectiveness in a school directly depends on the support of the head teacher. The head teacher provides an enabling environment under which the programmes can be implemented. Despite this critical role that head teachers play, little documented evidence exists on the actual level of support that the head teachers accord to the staff professional

development programmes in secondary schools in Kenya. This study focused on assessing the influence of secondary school head teachers' support on teachers' professional development in Nakuru District, Kenya. The study evaluated the extent to which the head teachers supported various aspects of staff professional development in their schools.

1.3 Purpose of the Study

The purpose of the study was to assess the influence of secondary school head teachers' support on teachers' identification of training needs, participation in professional development programmes, financing and identification of professional development programmes in Nakuru District, Kenya.

1.4 Objectives of the Study

In order to achieve the broad purpose of this study, the following specific objectives were stated:

- i) To establish existing teachers' professional development programmes for secondary school teachers.
- ii) To determine the extent to which head teachers support the identification of training needs for teachers' professional development.
- iii) To determine the extent to which head teachers support teachers' participation in professional development programmes.
- iv) To evaluate the effectiveness of staff professional development programmes in secondary schools.

1.5 Research Questions

The study sought to address the following research questions:

- i) What are the existing teachers' professional development programmes for secondary school teachers?
- ii) To what extent do head teachers support the identification of training needs for teachers' professional development?

- iii) To what extent do head teachers support teachers' participation in professional development programmes?
- iv) What is the effectiveness of staff professional development programmes in secondary schools?

1.6 Significance of the Study

In order to realize the full potential of staff professional development programmes in secondary schools in the country, empirical studies were needed to assess the role of head teachers in supporting the programmes. This was important in understanding the extent to which head teachers influence staff professional development programmes in various aspects including identification of training needs and support of teachers' participation. This study is helpful in providing information which is useful in recognizing and enhancing head teachers' support on teachers' professional development programmes to those concerned. They include; Ministry of Education, policy makers, school management committees, teachers, parents and the entire society. The study will also sensitize these stakeholders about the need for effective staff professional development in schools, identification of training needs, creation of enabling environment and designing effective in-service programmes.

1.7 Scope of the Study

The study focused on assessing the influence of secondary school head teachers' support on teachers' professional development in Nakuru District, Kenya. Secondary schools in Nakuru District were chosen as study units, because like in all other schools in the country, teachers require regular staff professional development programmes so as to keep abreast with changing educational needs and emerging issues. Only teachers employed by the Teachers' Service Commission in public schools were included in the study as a result of the uniform qualifications, employment criteria and terms of employment. Such teachers were likely to go for professional development courses strictly to enhance their teaching efficiency and go back to schools after training. This might be different in private schools where the criteria of employment and qualification are not the same.

1.8 Limitations of the Study

In undertaking this study, a number of limitations were encountered which impeded effective answering of the research questions. The main limitation was the sample size and generalization of the research findings. There were very many secondary schools in the country and all of them were expected to be having teachers who had either attended professional development programmes or were intending to do so. Therefore, adequate and conclusive assessment of the influence of secondary school head teachers' support on teachers' professional development required a consideration of as many schools and teachers as possible. However, due to time, manpower and financial resource constraints, it was impossible to cover all the schools and teachers. This meant that only a case study of secondary schools and teachers from Nakuru District was viable, tenable and possible. Therefore, only a sample of schools and teachers were involved in this study. The findings of this study are therefore confined to the sampled secondary schools and teachers from Nakuru District and would be cautiously generalized to all schools and teachers in the country.

1.9 Assumptions of the Study

The study was based on the following assumptions:

- i) Teachers recognize the importance of professional development programmes and were attending training
- ii) All head teachers and teachers had initial training, qualified and experienced in their fields of specialization.
- iii) Appointment of secondary school headship was based on ones competence and experience.

1.10 Definition of Terms

In this section, operational definitions are presented as used within the context of this study.

Adult Psychological Development: Life's series of crises or turning points, each of which affects teachers work patterns or responses to work events. According to Reyes (1990), life cycle is in four eras of about 25 years and development proceeds through alternative periods of building and changing, stability and transition.

Career Stage Development: Promotion and job rotation opportunities or individual work development goals or a sequence of work roles that are related to each other in a rational way so that some of the knowledge and experience acquired in one role is used in the next.

Classroom Teachers: Teachers trained in teaching methodology and have completed probationary period usually 2 years.

Head of Department (HOD): A graduate teacher or equivalent appointed by Teachers Service Commission to co-ordinate curriculum implementation and develop individuals and build team work within the department.

Head Teachers' Support: Head teachers' management and leadership ability to create an enabling environment for teachers to develop professionally through availing finances, facilities, resource persons, ability to identify training needs and teachers for training, and relevant programmes

Identification of Training Needs: This is a process of revealing a 'gap' between present and required or desired school performance; specific areas in which teachers need acquisition of knowledge, skills and change of attitude in order to achieve the desired performance.

In-Service Education and Training (INSET): A training taken by teachers who are already in teaching profession in order to improve their teaching skills, knowledge and attitude.

Kenya Education Staff Institute (KESI): Ministry of Education semi-autonomous agency established by Act of parliament in 1981 in charge of training Educational managers.

Kenya Institute of Education - (KIE): Ministry of Education semi autonomous agency established by Act of Parliament in 1968 in charge of curriculum development and research related to curriculum implementation

Open Climate: A school with distinctive features such as cooperation and respect within departments and between the departments and Head teacher. Head teacher listens and is open to teachers' suggestions, gives genuine and frequent praise and respects the professional competence of the departments. Head teacher gives teachers freedom to perform without close scrutiny and provide facilitating leadership behavior devoid of bureaucratic trivial. Similarly, teachers' behavior support open and professional interactions among departments. Teachers know each other well and are close personal friends. They cooperate and are committed to their work (Hoy & Miskel (1996).

Professional Teacher: One who is sufficiently knowledgeable, wise and dedicated that he/she can be trusted to work effectively without extensive direction or supervision and can contribute constructively to the overall operation of an effective school.

Resource Person: A person endowed with professional expertise and who instructs other in acquiring skills, knowledge and behavior changes so as to handle and manage raising challenging changes in curriculum, technology and society.

Senior Management: School management where the head teacher as the manager is accountable to higher offices like Provincial Directorate of Education, Teachers Service Commission (TSC) which is under the Ministry of Education and Board of Governors (BOG).

Strengthening of Mathematics and Sciences in Secondary Education: A project sponsored by Japan and Kenya Governments aimed at training all Mathematics and Science teachers in Kenya to equip them with appropriate teaching skills and instruction strategies that are necessary to effectively implement Science curricular in Schools.

Staff Development Programmes: These are courses organized by school or other external bodies aimed at helping teachers acquire additional knowledge, skills, better attitude and behavior in their profession in order to handle challenges in teaching professionally.

Staff Development Needs: Professional areas identified wanting need to be improved through in-service training, reading, discussion with other experts in the profession, experimentation and any other method through which the need can be met.

Teachers' Professional Development: Updating, strengthening and sharpening of the teachers' competencies through in-service training either external or internally organized generally meant for inculcating knowledge, skills and attitude specifically required for achievement purposes.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews what teachers' professional development entails, the role of head teachers in professional staff development, identification of training needs, effective professional development programmes and in-service programmes offered to secondary teachers in Nakuru District. Theoretical and conceptual frameworks are also highlighted.

2.2 Teachers' Professional Development

Teachers in secondary schools are part of a very important human resource in any country. The quality of the doctors, teachers, lawyers, accountants, engineers and other professionals depends on how well they have been prepared for their various roles in the society by their teachers. Teachers thus play a key role in the overall human resource development in any country (Okumbe, 1998).

Moeini (2009) stated that investment in population quality and in knowledge determines to a great degree the future of mankind. It is already known that inadequate education and knowledge is associated with poverty, unemployment and deviant behaviour. As long as the quality of education is not improved, students will not be prepared for a contributing role in adult society. The heart of improvement of an educational system is to reform teacher education. The quality of teaching depends on the quality of the teachers which, in turn, depends to a large extent on the quality of their professional development. Without well trained, qualified and committed teachers, it is impossible to provide an effectively functioning of educational system. In fact, to meet the challenges of globalization, teachers are required to gain the necessary skills and knowledge. The teacher in tomorrow's classrooms needs to exemplify a willingness to explore and discover new technological capabilities that enhance and expand learning experiences.

Rebore (2007), asserts that everything in life continually changes. Thus, it is important for everyone to know how to effectively carry out their responsibilities. Consequently,

parents, teachers, administrators and staff members are constantly in need of acquiring new information, knowledge, skills and attitudes. This is the main driving force for staff professional development. It is impossible to remain static in the dynamic environment of schools. Professional development is defined as a means of updating, strengthening and sharpening of the professional competencies and developing of understanding and anxieties in the different professional duties, Mohanty (2003).

Professional development goes beyond the term 'training' with its implications of learning skills. It encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into pedagogy and their own practice. In addition, it explores new or advanced understanding of content and resources. This definition of professional development includes support for teachers as they encounter the challenges that come with putting into practice their evolving understandings about the use of technology to support inquiry-based learning. Current technologies offer resources to meet these challenges and provide teachers with a cluster of supports that help them continue to grow in their professional skills, understandings, and interests.

A school system's most important asset is its teaching workforce. The most important investment a school board, administrators, and parents can make in a school system is to ensure that teachers continue to learn. Continuous, high-quality professional development is essential to the nation's goal of high standards of learning for every child. The quality of education has often emerged as a major issue in Kenya (Republic of Kenya, 1988). In the Kenyan context, according to Eshiwani (1993), the quality of education “is heavily dependent on the quality of staff, their motivation, and the leadership they experience.” p.214. In this regard the quality of teaching depends on the quality of the teachers which, in turn, depends to some extent on the quality of their professional development.

Wanzare (2000), noted that the Kenya government, in an attempt to ensure quality teaching in schools, has invested substantial amounts of financial and human resources in in-service training programs for teachers. Professional development is a continuous process of individual and collective examination and improvement of practice. It should

empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and students' outcomes. Professional development also should enable teachers to offer students the learning opportunities that will prepare them to achieve world-class standards in given content areas and to successfully assume responsibilities for citizenship and work during their adulthood.

Wanzare (2000), continues argue that Professional development should deepen and broaden knowledge of content. It also provides a strong foundation in the pedagogy of particular disciplines and knowledge about the teaching and learning processes. Professional development should be rooted in and reflect the best available research. The content of professional development programmes should be aligned with the standards and curriculum used in schools. It contributes to measurable improvement in student achievement, intellectually engage and address the complexity of teaching. It also provides sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice. Professional development should be designed by teachers in cooperation with experts in the field and take a variety of forms, job-embedded and site specific.

Wideen and Ian (1997), argue that staff development is the means by which recent research in teaching effectiveness can be used to make a difference in the school. Duke (1984), points out that staff development is concerned with changes in people, which include knowledge, behaviour, understanding and attitude. The author further argues that school improvement focuses on changing school organization, rules, curriculum etc. However school improvement and professional staff development are related in that teachers may have to change for schools to improve or schools may have to change in order for the teachers to improve. According to Holly & Southworth (1989), professional staff development is an activity that encompasses much more than a single individual. The activities are part of larger environment of the school where groups of teachers often work in concert with specialists, supervisors, school administrators, counselors, parents and many other people who populate or are connected with the school.

According to Okumbe (1998), all employees, regardless of their previous training, education and experience must be given further training and development. This is because the competence of workers will never last forever due to such factors as curriculum and technological changes, transfers and promotions. Okumbe (1998) continues to argue that training and development are a must in educational management. Therefore they have to make a choice whether to have consciously designed training and development programmes or to have them in a haphazard. In long run the cost will be higher than the former employees, in that, they will take too long to learn the required skills and therefore they will not learn the best methods necessary for the specific assignments. Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.

Support for beginning teachers is often uneven and inadequate. Well prepared, new teachers are assigned to challenging schools and classes with little supervision and support. Some teachers leave the profession in their first five years, so more attention must be paid to providing them with early and adequate support, especially if they are assigned to demanding school environments. Mentoring and coaching from veteran colleagues is critical to the successful development of a new teacher. Great induction programs create opportunities for novice teachers to learn from best practices and analyze and reflect on their teaching.

It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture (Edutopia, 2008). According to Reyes (1990), professional staff development is an ongoing process. It plays a vital part in an administrator's role in managing teacher performance. Professional development relies on the assumption that

improving the ability and skills of teachers will improve performance by building from the excellence individual classroom outwards. Professionally developed teachers are respectful and committed to meeting the needs of individuals from diverse backgrounds. They promote equity in learning environment, assumes personal responsibility for student learning, and they committed to their decision to teach. In addition they are flexible in thinking and creative in ideas. Moreover they are responsible for their own actions to respect colleagues, children, families and other professionals with whom they work with (University Alaska Fairbanks School of Education, 2007).

Comprehensive professional development programs for teachers should directly focus on helping to achieve student learning goals and supporting student learning needs; require a collaborative endeavor where teachers and administrators work together in planning and implementation; and should be school-based and job-embedded. Teacher education must be seen as a gradual sequence of experiences in professional growth that begins at the initial stage at the college and is followed by further in-service training cycles. There must be continuity and reinforcement of training and growth throughout the teacher's career. Wideen (1987) stated that staff development is needed for three reasons: (1) It offers better understanding and use of the expanded knowledge base in teaching; (2) It provides insight in addressing continuing social complexities in school work; and (3) It is a means of self-renewal. In Kenya, in-service teacher education has the following main purposes: to implement government-approved innovations in Kenyan's schooling, for example, the implementation of the 8-4-4 system of education (Ministry of Education, 1994). to prepare teachers for assignments in new areas, e.g. the in-servicing of some selected qualified serving teachers in Special Education at the Kenya Institute of Special Education, to enable them teach disabled and handicapped students (Republic of Kenya, 1988), and the training of teachers to serve as tutors at the Teachers' Advisory Centre (Olembo, Wanga & karagu, 1988); to provide opportunities for untrained teachers to become eligible for certification (Ministry of Education, 1994); to up-grade serving, trained teachers for better certification (Ministry of Education, 1994); to enable teachers to acquire new practices in curriculum and instruction, and in school administration and management. For example, in-service training organized by the Kenya Education Staff

Institute and the Kenya Institute of Education (Ministry of Education, 1994; Olembo *et al.*, 1988).

2.2.1 Effective Professional Development

Effective professional development produces personal growth and lasting change. Yet, personal growth is challenging - particularly when it involves changing old and familiar patterns of behavior. It requires continuing effort and support over time. When beginning a program of professional growth, it is helpful to view the process through the trainee's eyes. Professional growth is intimate and personal. Learning any new skill requires effort. It happens neither quickly nor easily. Nor, does it always go right the first time. If, with help from a support network, a colleague persists in using a new skill, integration and comfort will be achieved at a higher level of functioning. Without adequate support, however, the teacher may well attribute the loss of comfort to the new skill and conclude that it does not work (Berube, Gaston & Stepan, 2004).

In short, training is the easy part of effective professional development, even though it takes more time than we have traditionally given it. The hard part of professional development is follow-through. Follow-through requires organizational change to support personal change. Barriers for implementing effective professional development in schools include: limited resources, limited or unproductive time allocations for professional development activities, custodial care issues, negative teacher perceptions, lack of administrative support and participation, activities not related to student achievement, and nonprofessional and uncomfortable environments in which the activities are conducted (Berube *et al.*, 2004).

Many professional development programs are one-shot, brief, prescriptive, didactic, and shallow. However some are brimful of getting attention, diverse ideas and activities, which are potentially helpful but lack integration and conceptual development. Teachers have no opportunity for practice, evaluation, reflection, and follow-up. Although most administrators are supportive of in-service teacher training, there is no opportunity for

follow-ups unless they are actually involved. In many professional development programs, the reason for lack of follow-up may be the absence of the administrator in the sessions and lack of commitment to the process (Berube *et al*, 2004).

2.3 Head Teacher's Role in Professional Staff Development

Professional staff development and sound management practices go hand in hand within schools. It is very difficult for a head teacher to operate effective professional staff development program without having the full support of the senior management. Similarly it is unlikely that professional staff development programmes will flourish in schools where there is a hostile or fearful climate, where openness is discouraged and where professional staff development schemes are not valued. Managing an area of activity such as professional staff development requires administrative expertise, clear and analytical understanding of the process and a supportive human approach to interpersonal relationships. These qualities can be identified, strengthened and developed by appropriate training (O'sullivan, 1990). According to Sisungu (2002), the head teacher is a manager, leader and supervisor responsible for the effective management and creation of positive school climate.

The head teacher has the overall responsibility for ensuring that professional staff development policy is implemented effectively (Emerson & Goddard, 1993). The success of any staff development program is in many respects, a function of leader's involvement in its design, development and execution. To manage a professional staff development programme effectively, the head teacher must take an active role in its operation. This entails several key elements as outlined by Finch & McGough, (1991).

2.3.1 Priorities versus Random Action

Head teachers should find time to develop a vision of what their school should achieve and share that vision with all members of staff (Sadker & Sadker, 2000). If teachers' professional development is in the top list of priorities, the members of staff and those who make the ultimate funding decisions will recognize that professional development is

not merely a lip-service type of activity (Finch & McGough, 1991). Educational management team in secondary school need to participate in setting goals and objectives. The amount of participation in creating goal ownership and the extent towards reaching those goals greatly determines how they will be accomplished. Effective coordination of a school's resources depends largely on the leaders' ability to specify the objective they want to achieve (D' Souza, 2003). The ideas are only workable in an environment where real responsibility and resources are devolved to principals and where they have managerial autonomy. Where this is not the case, no amount of training by the principals through in-service strategy can produce substantial results (Finch & McGough, 1991).

2.3.2 Principal's Active versus Passive Participation

Any professional staff development activity has an improved chance of success where the status leader enters fully into the situation as a learner and not just as an observer. When the leader merely tolerates a staff development activity or sets it in motion and then remains aloof from it, subordinates note lack of spirit and little is gained (Finch & McGough, 1991). Wanzare (2000) argues that the principal is the key decision maker for training and follow-through at the school site. Tactical decisions that are made before training begins often determine its ultimate success or failure. The principal determines whether professional development will be on the front burner or the back burner. If professional development is not on the principal's front burner, it will not happen. Principals, therefore, must be advocates. Giving permission is not enough. They must provide time for training, protect it from being cross-scheduled, and participate so that they are as knowledgeable as their teachers (Berube *et al*, 2004).

According to O'Sullivan (1990), the philosophy adopted by head teachers towards the development of their staff varies along a continuum from the head teacher who believes that teachers' responsibilities lie within job specifications ascribed to them and that INSET must fit the demands associated with this, to the head teacher who takes interest in planning the professional staff development program for the school, delegates the responsibility to a senior deputy and is prepared to listen and act on any rational request for financial allocation and support. The head teacher is the key figure in determining the

nature of professional staff development in a school. The head teacher having the overall charge of the senior management team will determine the status of, responsibility and performance of the senior teachers delegated to coordinate professional staff development programs. The credibility of such a teacher depends on appointing a diplomatic member of staff and providing material support and reducing other responsibilities (O'Sullivan, 1990). He asserts that head teachers themselves need training in professional staff development, otherwise if left out for the senior teacher to coordinate; there may be a conceptual gap between them on philosophical issues.

2.3.3 Team versus Individual Planning

Teachers tend to lose their enthusiasm and become active critics of professional staff development programmes if not involved in the planning. A key element in the planning process is staff involvement. Several concepts serve as a basic for planning staff professional development program. Teachers are key agents in effecting fundamental changes; teachers are unlikely to change simply because administrators or outside experts tell them to. Teachers will take reform more seriously when they are responsible for defining their own educational problems, delineating their own needs and receiving help on their own terms (Finch & McGough, 1991). Furthermore, according to Wanzare (2000), training is best done by a team of mentor quality teachers at each school site. Not only will they draw colleagues into training by word-of-mouth as they use the program in their classrooms, but they will also be close at hand to problem solve with trainees. If a trainee has difficulty with a new procedure, they either get help quickly from a friend, or they are likely to dump it. Consequently, school site training teams serve one of their most important functions during follow-through.

2.4 Identification of Training Needs

Moeini (2009), defined needs are as a gap between what is expected and the existing conditions. Needs analysis is an examination of the existing needs for training within an organization. It identifies performance areas or programs within an organization where training should be applied. A needs analysis identifies the problem or need and then

proceeds to identify the aims, content, implementation, target population and outcome of an intervention. Knowing the difference between where instructors are now and where they want to be, plays an important role in determining the contents of a training program. Applying need analysis before a teacher-training program defines fields in which teachers need to develop their skills. This also provides a baseline against which teacher training accomplishment can be measured.

According Kydd *et al* (1998), identification of training needs and prioritization are the foundation stones of an effective professional staff development program. Identification of training needs is a process that should be handled sensitively, effectively, efficiently but not mechanically. It should be democratic and not imposed. It has to take into account the needs of the individuals, groups, the whole school as well as those arising from national policies of education.

Moeini (2009), asserts that, teachers need a wide variety of ongoing opportunities to improve their skills. Effective professional development of teachers begins with an understanding of teachers' needs and their work environment. Needs analysis begins with problem identification and definition. It is believed that the main step in any training program is to determine whether training is needed and if so, to specify what that training should provide. Although the majority of teachers consider themselves to be knowledgeable and confident at the same time, due to the new expectations and challenges, they have a perception of a gap between their current knowledge and what they need to know to become an expert teacher. If in-service teacher training programs are established with the involvement of participants, they will evolve to meet participants' needs, level of awareness, mastery, and concerns. Through the professional development activities, it is also important to take into account the teachers' perceived self-proficiency about the topics in which they feel knowledgeable about and those in which they do not.

The training programs are most effective when they are based on an analysis of teachers' needs. Kydd *et al* (1998), discusses some principles for effective identification of training needs:

- i) There should be intimate link between staff development and school improvement. School improvement depends on a staff development policy and program that balances the need of individual teachers and head teachers with the school's own development need.
- ii) Staff should be fully involved in the process. Involvement of staff in identification of training needs, play a key role in overall strategy for professional and institutional reforms.
- iii) Identification of training needs should reveal a 'gap' between present and required or desired performance.
- iv) Identification of training needs should be followed by needs analysis from which emerge decisions about priorities for action.

Kydd *et al* (1998), asserts that, identifying training needs is a shared task between those responsible for managing professional staff development in the school and those who will benefit from the professional staff development program that result. If responsibility for identifying training needs is shared, it can be argued that it is neither a top-down nor bottom-up process. It is necessary to have one person officially designated to coordinate the process so that the outcomes of identification of training needs can be analyzed and priorities identified. In an open school climate, school leaders will involve the teachers in identifying staff development needs (Les, 1992). Prioritization of professional staff development needs are necessary so that expenditure on training and development does not exceed the overall budget allocated it. The training needs according to O'sullivan (1990) should be school focus-related directly to pupils through curriculum development and school management effectiveness.

Duke (1987) suggests that since professional staff development is an ongoing need for every school and since scarce resources and human limitations do not permit simultaneous growth in all areas of educational practice, it is reasonable to expect school

leaders to create written plans to guide their decisions on the delivery of professional staff development services. No one professional staff development plan can fit the needs of every school. A variety of factors must be considered such as commitment, school history and culture, departmental quality and level of concern. Professional staff development plans should generally include areas such as performance goals, rationale for performance goals, schedule of learning activities, inventory of professional staff development resources and monitoring systems.

According to O'sullivan (1990), and Les (1992), the school head teacher can delegate to a senior teacher (head of department) the responsibility of organizing professional staff development programmes. With the support of elected staff development team in school, a detailed professional staff development plan can be formulated. The team according to O'sullivan (1990) should come up with logistics of keeping colleagues up dated with professional staff development and in-service training programmes.

The responsibility of a staff development team are noted by O'sullivan (1990), as; arranging for the identification of training needs at all levels, costs and collate proposals for in-service training into a coherent rolling professional staff development plan, instigate appropriate monitoring strategies, review and evaluate all aspects of staff development, receive reports and papers on staff development, make recommendations for policy to the school head; apply appropriate procedures for training, recruitment procedures for training, recruitment replacement of team itself and giving feedback regularly to all members of the staff, possibly through suitable meetings. According to Daft (1988), an effective team should compose of five to twelve members drawn from different departments.

2.5 Professional Staff Development Programmes

Professional staff development team with the support of the head teacher should identify which program is favorable in meeting the identified professional development needs. According to Emerson and Goddard (1993), and Reyes (1990), adult psychological development, career stage development, working conditions, funds, availability of appropriate supply of teachers to cover for teachers attending courses are some of the factors to consider in choosing the design of program. Educational reforms suggest that the best professional development programmes connect directly to the teacher's work with the students, link subject content with teaching skill, use a problem-solving approach, reflect research finding, and are sustained and supported over time (Sadker & Sadker, 2000).

Sergiovanni (1993) gives the following characteristics of effective staff development programmes. School based programmes in which teachers participate as helpers to each other and planners of in-service tend to have a greater success than do programmes conducted by college or other outside personnel without the assistance of teachers. In-service education programmes that have differentiated training experiences for different teachers are more likely to accomplish their objectives than are programmes that have common activities for all participants. They place the teacher in an active role, constructing and generating materials, ideas and behaviour are more likely to accomplish their objectives than are programmes that place the teacher in a receptive role. In addition educational programmes in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives more than those programmes in which each teacher does separate work. Teachers are more likely to benefit from in-service programmes which they can choose goals and activities for themselves than programmes in which the goals and activities are pre-planned.

Professional development programs for teachers should be more than a range of training workshops, meetings, and in-service days. It is a process of learning how to put knowledge into practice. The development of the required professional key qualifications can be supported and enhanced so that teacher training and staff development must utilize

and enhance the development of authentic learning environments. Few training programmes have the resources to address all stages of career development for teachers. Paying less attention to teachers' development programmes gives rise to those programmes that are limited to occasional conferences or workshops, rather than a systematic on-going professional development. That's why the traditional teacher training sessions cannot stand up to the expectations and challenges that emerge from new educational initiatives. 'Quick fixes' or 'single-shot workshops', or even 'weekend seminars', are no longer acceptable. Rather, professional development has come to be seen as a set of mutually reinforcing conditions that would need to be considered, understood and built over time. For successful phases of implementation, teacher training activities that address the core areas of teaching are required to be extended. The aim is to provide continuing support for teachers as they develop new skills and understandings in their teaching career (Moeini, 2009).

2.5.1 Strengthening of Mathematics and Science in Secondary Education

The inception of 8-4-4 system of education found many schools ill-equipped to start science classes with the extra demands for science teachers. The new education system's high demand for science facilities and teachers hardly gave room to teachers' professional development on how to implement the new curriculum. It had been argued that one way of addressing the difficulties students were experiencing in Kenyan science classrooms was through appropriate teaching interventions that could be realized through professional development of science teachers. It was hoped that professional development programmes for science teachers would equip teachers with appropriate teaching skills and instructional strategies that were necessary in effective implementation of science curricula in schools. Kenyan authorities with assistance from Government of Japan offered In-service program Strengthening of Mathematics and Science in Secondary Education (SMASSE). The SMASSE project was implemented in July 1998 in 9 pilot Districts in 5 pilot provinces and ran up to July 2003. From July 2003, SMASSE was offered in all the Kenya's 70 Districts in 8 provinces (SMASSE Project, 1998)

2.5.2 In-Service Courses by Kenya Education Staff Institute

KESI is semi autonomous organization in the Ministry of Education which organizes In-Service courses mainly for Heads of Departments (HOD), Deputy Head teachers and Head teachers. The KESI, which was inaugurated in 1981 but was not given legal status until 1988 as a body corporate managed by a council, is charged with the responsibility of conducting training for educational administrators (Ministry of Education, 1994). The Presidential Working Party recommended that the Kenya Education Staff Institute training programmes be expanded to provide in-service training to all heads of educational and training institutions and other personnel involved in various aspects of institutional management (Republic of Kenya, 1988). Following subsequent acceptance of this recommendation by the Government (Republic of Kenya, 1988b), KESI programs were diversified to provide in-service education for both serving and potential head teachers who are now the majority of trainees at KESI (Eshiwani, 1993; Ministry of Education, 1994).

KESI core curriculum components include the following topics: management theory and practice in education; human and public relations; communication as a tool of management; legal aspects of education; leadership in education; decision making and problem solving; curriculum implementation; supervision and evaluation; the national examinations, KCPE and KCSE; appointment, deployment and discipline of teachers; financial management and control; delegation of duties; guidance and counseling; motivation and staff development; discipline in schools; and physical planning and development, with the focus being on school mapping. Disaster management in schools, new approaches to discipline in schools, examinations and certification and emerging issues in Education Management, were some of the units covered in Education Management course for deputy principals in 2005, in Nakuru District. HODs management courses had been held since 2005 in Nakuru District (KESI, 2005).

2.5.3. Kenya Institute of Education - KIE

The KIE, a curriculum development and research centre administered by the Ministry of Education (Ministry of Education, 1994), was established by the Education Act, Chapter

211 (Republic of Kenya, 1980). According to the Ministry of Education (1994), KIE is mainly responsible for: the co-ordination of institutions devoted to the training of teachers, the conduct of examinations to enable persons to become qualified teachers, the conduct and promotion of educational research, the preparation of educational materials and other matters connected with the training of teachers and the development of education and training. The role of KIE in in-service teacher education includes the following activities: to organize courses, seminars, and orientation programs for the guidance of teachers and educational administrators (Ministry of Education, 1994; Olembo *et al.*, 1988). To deliver in-service training for trainers of teachers on early childhood education enables them to provide guidance to those involved and to conduct in-service training programmes for teachers of this level (Republic of Kenya, 1988). To manage in-service courses and workshops for teachers involved in conducting experiments and trials of any new syllabuses and teaching materials (Ministry of Education, 1994). To organize seminars on any syllabus and teaching materials for inspectors of schools and staff of teacher training colleges (Ministry of Education, 1994). To prepare correspondence courses for students and teachers (Ministry of Education, 1994).

2.5.4 Kenya National Union of Teachers

KNUT was registered in 1959 as both a trade union and a professional organization. Its functions as a trade union include; uniting, mobilizing, and bringing together all teachers of all grades to speak with one voice on matters affecting them as workers. As a professional body, KNUT participates in various government committees and commissions; KIE panels, schools' boards of governors, university college councils, and other professional councils and boards, as well as organizing training programs for its members.

KNUT is concerned about limitations in the in-servicing of teachers, about teachers who are not in-serviced or updated, and about the lack of sufficient Ministry funds for in-servicing teachers. Consequently, KNUT decided to assist with in-servicing of teachers (Wanzare, 2000).

2.6 Theoretical Framework

The study underscored the importance of head teachers' support in staff development programmes. This study's theoretical framework was based on needs-hierarchy theory and motivation maintenance theory. According to Abraham Maslow's hierarchy of needs theory (1954), indicates that all individuals share certain fundamental needs which can be ranked in hierarchical order as; basic needs, safety and security, social needs, esteem needs and self actualization. A higher need emerges only after a lower need has been met. Individuals tend to satisfy their needs according to the position of the need in the hierarchy. Therefore, the first two categories (lower needs) are satisfied and the remaining categories (higher needs) are satisfied next. The higher needs are infinite in nature and therefore merit attention. The fifth basic need, self actualization, reflects the desire which one is capable of becoming (Finch & McGough, 1991).

It was established that when teachers are provided with opportunities for achievement, creativity, challenge and personal growth they satisfy the social need, self esteem and self actualization. The head teachers have a responsibility in creating climate where teachers satisfy their higher order needs.

Motivation-maintenance theory was advanced by Fredrick Hertzberg in 1959. According to Hertzberg, maintenance factors, also known as hygiene factors prevent dissatisfaction but they do not lead to satisfaction. The motivational factors when present build a strong motivation and a high job satisfaction. The maintenance factors provided by Hertzberg roughly parallel the lower order needs of Maslow's hierarchy of needs. He sees these factors as having little or no motivational qualities. These motivational factors were specifically related to the job itself, including achievement, growth, challenging work, advancement, recognition, and responsibility (Finch & McGough, 1991). School head teachers 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 also imperative that teachers should be provided with an enabling environment, by the 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

2.7 Conceptual Framework

The above theoretical framework based on needs-hierarchy theory and motivation maintenance theory was used in developing a conceptual framework for this study. This study conceptualized that that level of head teachers' support of the staff professional development program in terms of identification of training needs and participation in the programmes (independent variable) determines the professional development of the teachers (dependent variable).

In cases where the head teacher provides an enabling environment for the support and implementation of professional development, teachers' professional development flourishes, and vice versa. However, the actual effect of head teachers' support of the staff professional development programmes depend on a number of moderator variables such as previous training and education, number of years in teaching, age of the teacher, number of teachers in the school, need for the training in the school, and teacher's need for professional development, among others. These moderator variables either facilitate or reverse the expected relationship between the independent and dependent variables.

In this study, some of the moderator variables were controlled by being incorporated into the study and studied alongside the independent and dependent variables. The interrelationships among the independent, dependent and moderating variables were summarized in Figure 1.

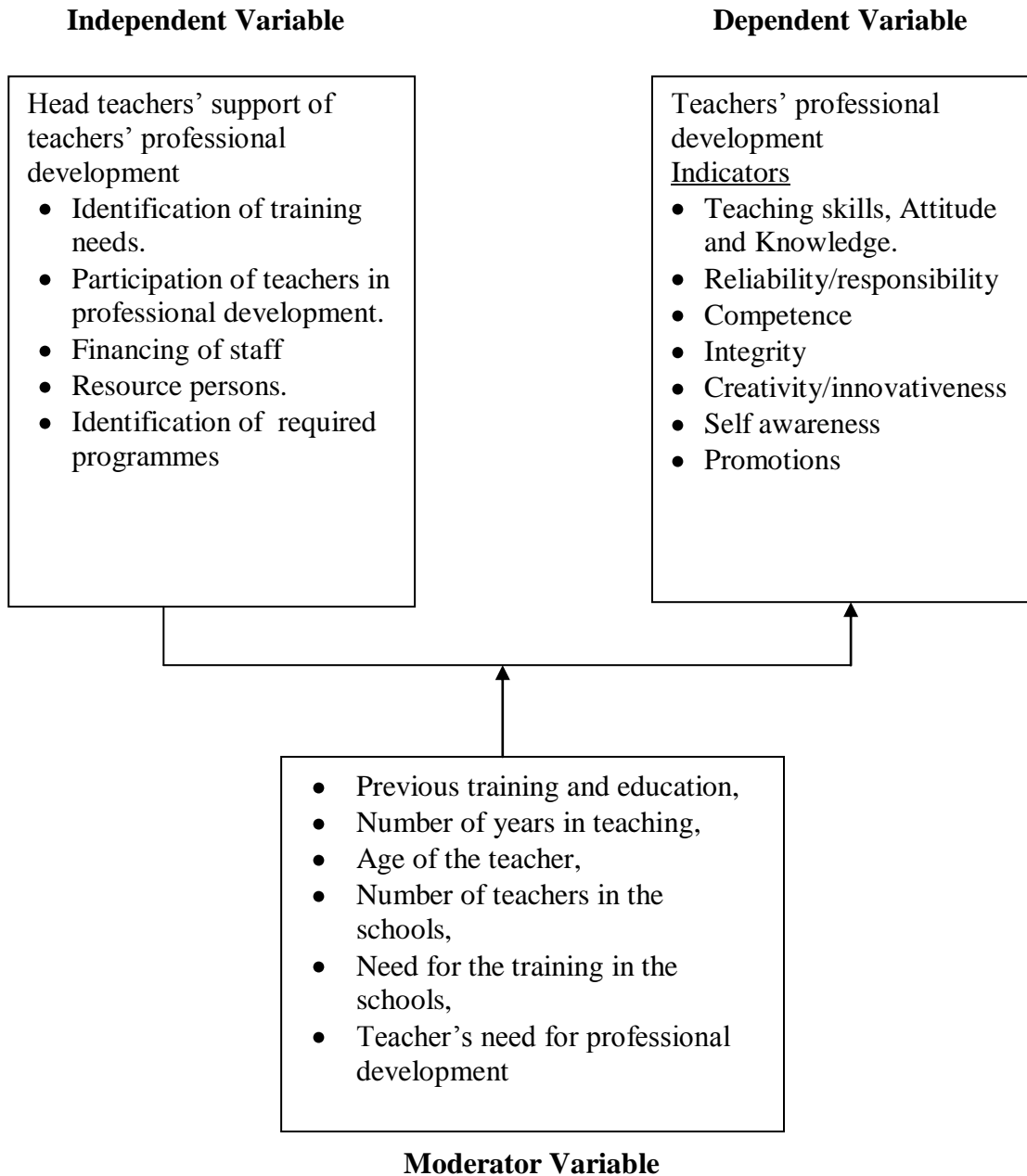


Figure 1: Head Teachers' Support on Staff Professional Development

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures used in data collection and analysis. Discussed in detail are the research design; location of the study; population of the study; sampling procedure and sample size; instrumentation; data collection; and data analysis.

3.2 Research Design

This study adopted an *ex post facto* research design. This is a research design used to determine reasons or causes for the current status of the phenomenon under study. As a result of the cause-and-effect relationships and the fact that the phenomenon under study has already taken place, this research design does not permit manipulation of the variables (Best & Khan, 2004; Mugenda & Mugenda, 1999). In this study, the independent variable (head teachers' support of staff professional development) was already visible in the schools and the researcher started with the observation of the dependent variable (teachers' professional development). The researcher proceeded to study the head teachers' support of staff professional development in retrospect for its possible relationship to, and effects on, the teachers' professional development. Thus, the researcher was able to relate an after-the-fact analysis to an outcome or the dependent variable (Kathuri & Pals, 1993).

3.3 Location of the Study

The study was conducted in secondary schools in Nakuru District. These schools were purposely chosen as study units, because like in all other schools in the country, teachers require regular staff professional development programmes to keep abreast with changing educational needs and emerging issues. Only a sample of the public secondary schools was involved in the study and a sample of teachers drawn from them. The district has 8 administrative divisions namely Solai, Rongai, Lanet, Baruti, Ngata, Kampi ya Moto, Mbogoini and Nakuru Municipality.

3.4 Population of the Study

The target population for this study included all teachers from public secondary schools in Nakuru District. The district had 45 public secondary schools located in 8 divisions namely Solai Rongai, Lanet, Baruti, Ngata, Kampi ya Moto, Mbogoini and Nakuru Municipality. The 45 schools had approximately 600 teachers employed by the Teachers' Service Commission in the 45 public schools. These teachers included heads of departments and classroom teachers. Out of 600 teachers, 32 were female and 56 male heads of departments, 289 female and 225 male classroom teachers. (Ministry of Education, Nakuru District, 2007)

3.5 Sampling Procedure and Sample Size

Ideally, it could have been preferable to collect data from all the 600 teachers in the study area. However, because of time, manpower and financial constraints, sampling was inevitable. Purposive sampling was used to select 40 out of the 45 public schools. In order to determine the sample size of teachers to be drawn from the 600 teachers in the 40 schools, the study adopted a formula by Kathuri and Pals (1993) for estimating a sample size, n , from a known population size, N .

$$n = \frac{\chi^2 NP (1-P)}{\sigma^2 (N - 1) + \chi^2 P (1 - P)}$$

Where:

n = required sample size

N = the given population size, 600 in this case

P = Population proportion, assumed to be 0.50

d^2 = the degree of accuracy whose value is 0.05

χ^2 = Table value of chi-square for one degree of freedom, which is 3.841

Substituting these values in the equation, estimated sample size (n) was:

$$n = \frac{3.841 \times 600 \times 0.50 (1 - 0.5)}{(0.05)^2 (600 - 1) + 3.841 \times 0.5 \times (1 - 0.5)}$$

$n = 235$

Proportionate stratified sampling was used in distributing the sample of 235 teachers in the 40 selected schools. This ensured that the sample was proportionately and adequately distributed among the 40 schools according to the population of teachers in each school. Each school (cluster) was allocated a portion of the sample by dividing the total number of teachers in that school by the total number of all teachers in the 40 selected schools and then multiplied by the sample size (235). After determining the specific number of teachers to be selected from each school, a proportionate stratified sampling of male and female teachers was also conducted from the proportion of the sample allocated to each school. This ensured that the sample from each school was proportionately and adequately distributed according to gender of the teachers. Simple random sampling using random numbers table was then used to select the specific number of teachers allocated to each selected school. The teachers corresponding to the number picked was included in the sample

3.6 Instrumentation

A structured questionnaire was developed for data collection. The structured questionnaire was preferred because the questions, their wordings and sequence are fixed, predetermined and identical for all the respondents. This had the advantage of eliciting standard answers to questions, making it possible for comparisons to be made between sets of data. The questionnaire consisted of mainly closed-ended questions. The questionnaires had various items seeking different information on various aspects of staff professional development from each targeted respondents. Items measuring identification of training needs, head teachers' support of teachers' participation in professional development programmes and effectiveness of the professional development programmes were in the form of a likert-scale.

3.6.1 Validity of Research Instrument

Validity of the research instrument was established for standardization of the research instruments to be used in the study. Content validity of the research instruments was established in order to make sure that they reflected the content of the concepts (staff

professional development programmes) in question. Construct and face validity were also established. The researcher went through the instruments and compared them with the set objectives and ensured that they contained all the information that answered the set questions and addressed the objectives. Expert (supervisor) from the Department of Curriculum, Instruction and Educational Management was consulted to scrutinize the relevance of the questionnaire items against the set objectives of the study.

3.6.2 Reliability of Research Instrument

The instrument was piloted on a population that was similar to the target population. This was done in one school from the neighbouring Molo District. The piloting included 15 teachers from the selected school. The objective of piloting was to eliminate some ambiguous items, establish if there are problems in administering the instruments, test data collection instructions, establish the feasibility of the study, anticipate and amend any logical and procedural difficulties regarding the study, and allow preliminary (dummy) data analysis. In this study, piloting also assisted in testing the reliability of the instrument. The reliability of the instruments was done so as to measure the degree to which the items in the research instrument were internal consistency. The internal consistency of the research instrument was established by computing a Cronbach's Coefficient Alpha. A reliability coefficient of 0.75 was established and assumed to reflect the internal reliability of the instruments (Best & Khan, 2004).

3.7 Data Collection Procedures

The researcher proceeded to collect data from the selected respondents after receiving permission from the Department of Curriculum, Instruction and Educational Management and District Education Office in Nakuru District. Permission was also sought from the head teachers of the 40 schools involved in the study. The researcher then visited the selected schools before actual data collection for familiarization and acquaintance with the head teachers. During this visit, the researcher informed the head teachers about the purpose of the intended study and booked appointments for data collection. After familiarization, the respective schools' curriculum master/mistress was requested to assist

in the distribution of the questionnaires to the selected teachers. The respondents were given two days from the day of distribution to fill in the instrument. Finally the researcher collected the questionnaires from respective schools' curriculum master/mistress.

3.8 Data Analysis

Data collected was coded, processed, and analyzed to facilitate answering the research objectives and questions. Statistical Package for Social Sciences (SPSS) version 11.5 for Windows was used in analyzing data using descriptive statistics. Objective (I) of the study was analyzed using percentages, frequencies, pie charts and cross-tabulation. The data was summarized and organized to describe the characteristics of the sample.

Objective (ii), (iii) and (IV) of the study were analyzed using percentages, frequencies and means which were presented in tables.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussion of the research findings on the “Influence of secondary school head teachers’ support on teachers’ professional development in Nakuru District, Kenya”. The results and discussion is structured to address the specific objectives of the study. The chapter is divided into various sections including; demographic characteristics of the respondents; teachers’ professional development programmes; Identification of professional training needs; support for teachers’ participation in professional development; and effectiveness of staff development programmes. The data collected on each of the specific objectives were analyzed using a computer statistical programme known as Statistical Package for Social Sciences (SPSS) version 11.5 for windows. Results are presented in this section using descriptive statistics.

4.2 Demographic Characteristics of the Respondents

This section briefly describes the demographic characteristics of the sampled respondents involved in this study. The demographic characteristics included gender, current position in school and number of years in the current position. The targeted sample of 235 teachers, only 226 teachers managed to correctly complete the questionnaires. The remaining 9 teachers never returned the questionnaires and therefore were not included in the analysis. The 226 sampled teachers drawn from the 40 secondary schools included 130 males and 96 females as illustrated in Figure 2.

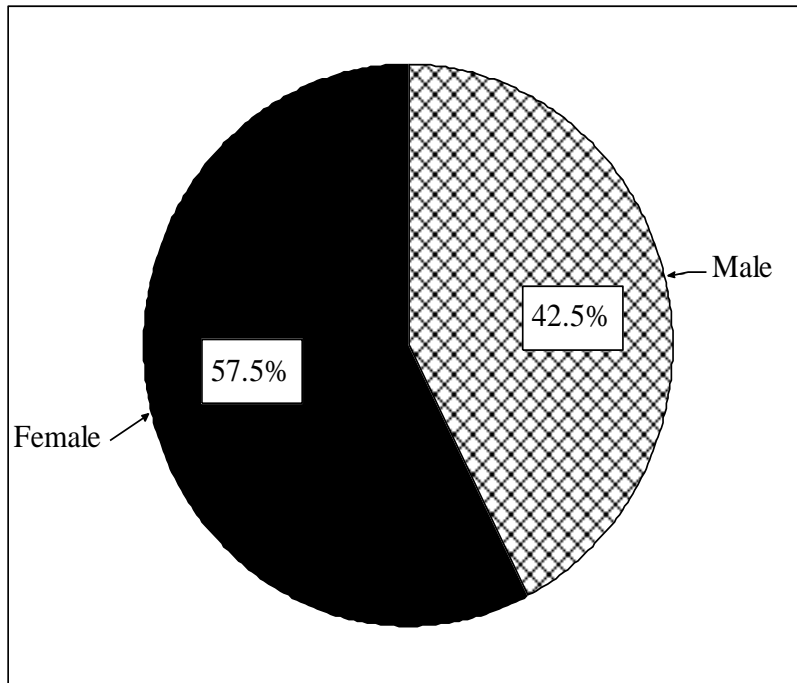


Figure 2: Gender of the Sampled Teachers

Figure 2 indicates that 57.5% of the 226 respondents were females, while 42.5% were males. This depicts that there were more female classroom teachers than male classroom teachers in the District. The 226 teachers held different positions in schools as summarized in Table 1.

Table 1

Current Position Held by Respondents in School

Position	Frequency	Percent
Heads of department	75	33.2
Classroom teachers	151	66.8
Total	226	100.0

Table 1 indicates that 66.8 percent of the sampled teachers were classroom teachers, 33.2 percent were heads of departments. This distribution was attributed to the fact that ordinarily, classroom teachers are more than heads of departments in schools. The respondents had served for varying number of years in the current positions as highlighted in Figure 3.

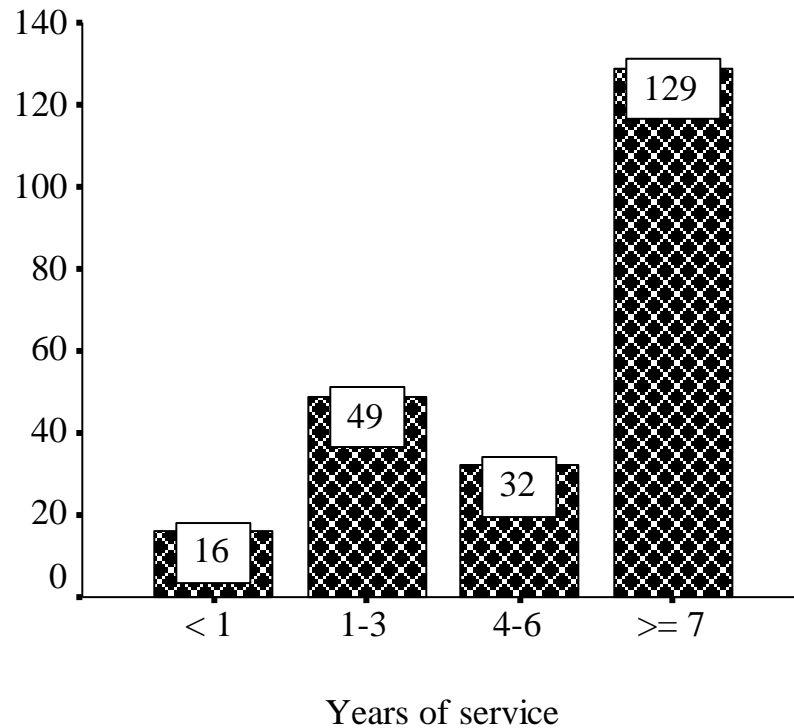


Figure 3: Number of Years Served in the Current Position

From Figure 3, majority (71.3%) of the respondents had been in their current positions for more than 4 years. This suggests that majority of the respondents had served in their current positions for adequate period of time to comfortably handle the responsibilities and challenges of the position.

4.3 Teachers' Professional Development Programmes

The first objective of this study sought to establish existing teachers' professional development programmes for secondary school teachers. The objective was based on the premise that as a result of the ever-changing demands and emerging issues in teaching and society at large, teachers require regular professional development programmes to keep abreast. The professional development programmes selected by a teacher are aimed at meeting the identified professional development needs. In order to address this objective, the study considered the level of professional qualifications, number of years of service as a teacher, and kind of professional development programme attended. This

reflected professional development of the sampled teachers. The respondents were asked to state their level of professional qualifications (Table 2) below.

Table 2

Respondents' Level of Professional Qualification

Professional Qualifications	Frequency	Percent
Masters of Education	20	8.8
Bachelors of Education	151	66.8
Diploma in Education	55	24.3
Total	226	100.0

Table 2 indicates that 66.8 percent (151) of the respondents had attained Bachelors of Education qualifications. The remaining 24.3 percent (55) of them had Diploma in Education, while 8.8 percent had Masters of Education. These levels of professional qualifications in teaching suggest that the respondents had sufficient qualifications to undertake their teaching responsibilities and meet the educational needs of students at secondary school level. These are the professional qualifications that are required of secondary school teachers in the country. In addition to the professional qualifications, efficiency in teaching and handling of students' academic needs in schools also depend on the experience of the teachers concerned. Figure 4 depicts the number of years that the respondents had been in the teaching profession.

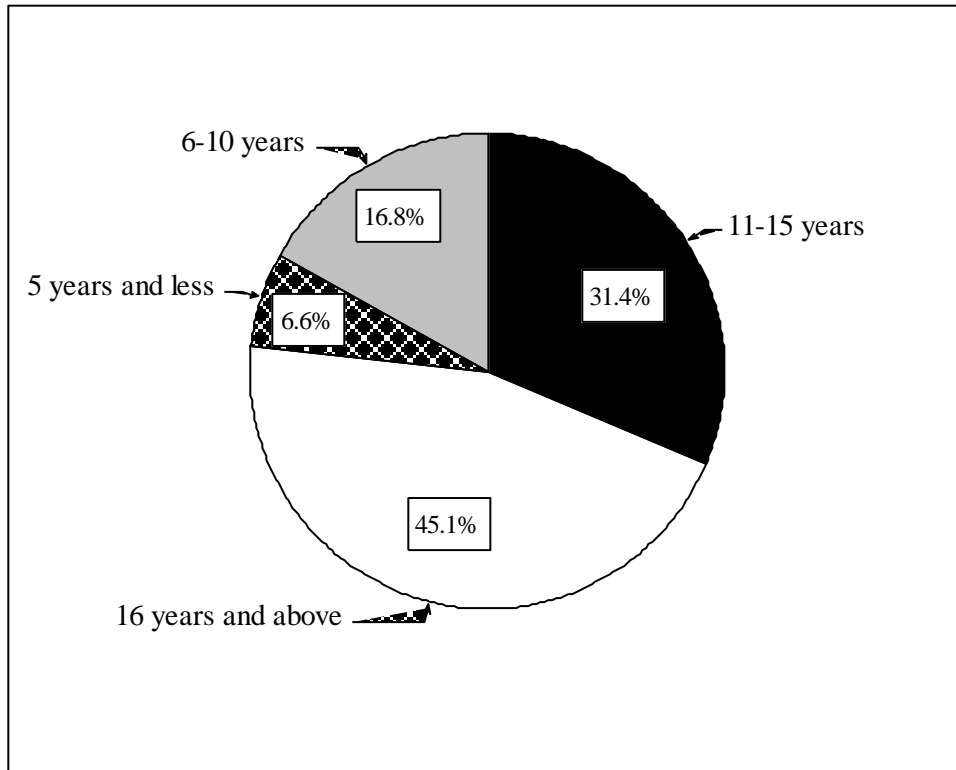


Figure 4: Number of Years in Teaching Profession

Figure 4 shows that the respondents varied in the number of years that they had served in the teaching profession. Majority (93.4 %) of them had been in the profession for more than 5 years; with 45.1 percent serving for 16 years and more, 31.4 percent had served for 11-15 years, while 16.8 percent served for 6-10 years. Only 6.6 percent had just served for up to 5 years in the teaching profession. Such a wide teaching experience form majority of the teacher suggests that the respondents had been in the teaching profession for a long period of time and were therefore expected to adequately understand the academic needs and challenges of secondary school education and how to handle them.

The teaching profession is very dynamic and requires teachers to regularly update their skills and level of knowledge through access to professional development programmes. Therefore, in addition to the level of professional qualification, this study also sought to establish whether the respondents had acquired any additional training. In the study, out of the 226 respondents, 210 (92.9%) had attended other training in addition to their professional qualifications. Only 16 (7.1%) had no other training apart from their

professional qualifications. This suggests that majority of the teachers were regularly updating their teaching skills and knowledge through acquiring other training in teaching. Such teachers were therefore in a better position to appropriately respond to the emerging issues and demands in education and teaching. Additional training for teachers is usually offered in certain specific professional development programmes. The 210 respondents who had training in addition to their professional qualifications were asked to state the various professional development programmes they had attended. Table 3 summarizes these professional development programmes.

Table 3
Professional Development Programmes

Programmes	Frequency	Percent
SMASSE	78	37.1
Subject workshops/seminars	73	34.8
KNEC markers training	25	11.9
KESI induction seminars for HODs	13	6.2
Guidance and counseling courses	13	6.2
KESI induction seminar for deputy principals	8	3.8
Total	210	100.0

Table 3 shows that the respondents acquired other training from various professional development programmes. However, the most common programmes include SMASSE, subject workshops/seminars and KNEC markers training. The others were KESI induction seminars for heads of departments, guidance and counseling, and KESI induction seminar for deputy principals. Each of these professional development programmes is aimed at meeting the identified professional development needs. This support Sadker and Sadker (2000) who observed that the best professional development programmes, connect directly to the teacher’s work with the students, link subject content with teaching skill; use a problem-solving approach, reflect research findings and are sustained and supported over time.

The popularity of SMASSE was attributed due to poor performance in mathematics and science subjects. This resulted to more attention being paid to classroom practices,

utilisation of available equipment and materials, and approaches and methodologies that are employed in content delivery in these subjects. SMASSE equips teachers with appropriate teaching skills and instructional strategies necessary for effective implementation of science and mathematics curricula in schools. It provides an opportunity for teachers to share experiences and to mentor each other. Teachers update their skills and interact with innovative approaches and practices that create interest and inspire confidence in learners of mathematics and science subjects (ADEA, 2005; Moraga, 1983).

In the case of subject workshops/seminars, the Ministry of Education frequently organizes for workshops and seminars from for various subjects. These workshops and seminars are meant to update teachers' skills and knowledge in their respective subjects. The trainings respond to emerging issues in the subjects and how to deal with them. KNEC markers training are also frequently organized especially for new teachers to be involved in marking national examinations. The training aims at updating the teachers on various aspects of marking the national examinations. The other programmes included KESI induction seminars for heads of departments and deputy principals, guidance and counseling courses. These are trainings organized for the newly appointed and potential heads of departments and deputy principals so as to acquaint them with their new responsibilities and roles. Other teachers also attended guidance and counseling courses aimed at assisting students in addressing their academic, social and psychological challenges in schools.

4.4 Identification of Training Needs in Professional Development for Teachers

The second objective sought to determine the extent to which head teachers support the identification of training needs for teachers' professional development. The objective was based on the fact that identification of training needs and prioritization are the foundation stones of an effective professional staff development program. Identification of training needs is a process that should be handled sensitively, effectively and efficiently but not mechanically. This cannot succeed in a school without the support of the head teachers. The head teacher provides an enabling environment in which professional staff

development can flourish. In this study, head teachers' support was assessed from a series of six statements seeking respondent's rating of the extent to which their head teachers supported various aspects of identification of training needs of teachers in schools. Responses to these statements were measured on a five-point likert scale ranging from 1 to 5 (where 1 = strongly disagree - SD, 2 = disagree - D, 3 = undecided - U, 4 = agree - A, and 5 = strongly agree - SA). The higher the score, the higher was the extent to which the head teachers supported the identification of training needs for teachers' professional development, and vice versa. Table 4 highlights the distribution of their responses on the statements.

Table 4
Head Teachers' Support in Identification of Training Needs

Statement	Response (%)					Mean
	SD	D	U	A	SA	
Teachers seek for opportunities to actualize their fullest potentialities and capacities in their profession	7.1	11.1	7.1	45.1	29.6	3.79
The head teacher influences teachers to identify and understand their needs	8.4	26.5	16.8	25.7	22.6	3.27
The head teacher involves the teachers in discussion about teachers' professional development	18.1	29.6	10.2	36.7	5.3	2.81
The head teacher ensure that there is an open climate and conducive environment where teachers can participate openly in identifying their professional needs	25.7	29.6	11.9	25.7	7.1	2.59
Teachers are given a chance to appoint a committee to deal with staff development program	34.5	29.6	11.9	15.0	8.8	2.34
The staff development committee uses a variety of mechanisms for identifying training needs	34.1	29.6	14.2	16.8	5.3	2.30
N = 226		Mean = 2.85				

Table 4 indicates that generally, head teachers' support on identification of training needs of teachers' professional development was average. This was demonstrated by the fact that the 6 aspects of identification of training needs had a mean score of 2.85. This

suggests that head teachers did not fully support the identification of the training needs of their teachers' professional development. Out of the 6 aspects, 4 of them were rated below the average score (3.00) with mean scores between 2.30 and 2.81. Only 2 of the 6 aspects were rated above average (3.00) with mean scores of 3.27 and 3.79. From the two statements that were rated above average, the respondents reported that teachers sought for opportunities to actualize their fullest potentialities and capacities in their profession; and head teachers influenced them to identify and understand their needs. This suggests that teachers took the initiative to identify opportunities that could actualize their potentials and capacities. Thus, teachers went for staff development programmes in areas that they had potentials and capacities to handle.

The head teachers also at times influenced and encouraged teachers to identify and understand their needs. However, the respondents noted that they were rarely satisfied with the head teachers support in the last four aspects. These included the head teacher involving the teachers in discussion about teachers' professional development; ensuring that there was an open climate and conducive environment where teachers could participate openly in identifying their professional needs; teachers being given a chance to appoint a committee to deal with staff development program; and staff development committee using a variety of mechanisms for identifying training needs. This suggests that despite influencing teachers in identifying and understanding their needs, the head teachers were still less enthusiastic in providing an enabling environment that could enhance the growth of professional staff development.

The extent of head teachers' support on the identification of training needs for teachers' professional development depends on the extent to which all the 6 aspects of identification of training needs of teachers in schools are effected. Therefore, responses to each of the 6 constituent statements on identification of training needs were scored on a scale of 1, indicating least extent of support, to 5, indicating highest extent of support of the identification of training needs for professional development. The individual statement scores were added up to form an extent of support of identification of training needs index score for each respondent. The index score varied between 6, indicating the

least extent of support, and 30, indicating the highest extent of support. The higher the score, the higher was the extent of support of the head teachers in the identification of training needs for teachers’ professional development, and vice versa. The total score was later coded into three ordinal categories in order to differentiate the extent of support of the identification of training needs for teachers’ professional development among the respondents. This included a score of 6 to 13 (low), a score of 14 to 22 (Moderate) and a score of 23 to 30 (High). Table 5 depicts the extent of head teachers’ support of the identification of training needs for teachers’ professional development.

Table 5

Extent of Support of Teachers’ Identification of Professional Training Needs

Extent of support	Frequency	Percent
Low	53	23.5
Moderate	151	66.8
High	22	9.7
Total	226	100.0

Table 5 indicates that overall, majority (66.8%) of the head teachers were only moderate in their support of the identification of training needs for teachers’ professional development. Minority (23.5%) was less supportive in the identification of the training needs of the teachers. Only less than 10% of the respondents indicated that head teachers highly supported identification of teachers’ training needs. This was rather low for quality teaching and learning in secondary schools. These findings, even though indicating more moderate support, suggest that head teachers had a critical role to play in the identification of training needs for teachers’ professional development. This also points to the need for the head teachers to provide an enabling environment for staff professional development.

These findings, even though indicating moderate support, were in line with previous studies such as Les (1992) who observed that in an open school climate, school leaders (head teacher) involve the teachers in identifying staff development needs. Oldroyd (1984) added that identifying training needs is a shared task between those responsible

for managing professional staff development in the school (the head teachers) and those who will benefit from the professional staff development program that result (the targeted teachers). If responsibility for identifying training needs is shared between the head teacher and the teachers, it can be argued that it is neither a top-down nor bottom-up process. It is necessary to have one person officially designated to coordinate the process (head teacher in this case) so that the outcomes of identification of training needs can be analyzed and priorities identified.

4.5 Support of Teachers' Participation in Professional Staff Development

The third objective aimed at determining the extent to which head teachers supported teachers' participation in professional development programmes. The objective was based on the fact that like in the identification of the training needs, the head teachers play an important role in supporting teachers' participation in professional development programmes. Therefore, teachers' successful participation in professional development programmes depended on the support from their head teachers. The head teacher provides an enabling environment for the teachers to participate in professional development programmes.

In this study, head teachers' support was assessed from a series of eleven statements seeking respondent's rating of the extent to which head teachers supported various aspects of teachers' participation in professional development programmes in schools. Responses to these statements were also measured on a five-point likert scale ranging from 1 to 5 (where 1 = strongly disagree - SD, 2 = disagree - D, 3 = undecided - U, 4 = agree - A, and 5 = strongly agree - SA). The higher the score, the higher was the extent to which the head teachers supported the participation of teachers in professional development programmes, and vice versa. Table 6 highlights the distribution of their responses on the statements.

Table 6**Head Teachers' Support of Participation in Professional Staff Development**

Statement	Response (%)					Mean
	SD	D	U	A	SA	
The head teacher allows teachers who have applied or been called for professional development course to attend	4.4	10.2	8.0	53.5	23.9	3.82
The head teacher avails to teachers information on any training programmes organized internally or externally	9.3	17.3	10.2	46.5	16.8	3.44
It is only the teachers who are interested in professional staff development programmes who take part	10.2	26.1	19.0	35.4	9.3	3.08
The head teacher gives financial support to teachers attending professional development programmes	9.7	36.3	9.7	28.3	15.9	3.04
Teachers who have attended professional development courses are given opportunity to give feedback	20.4	17.7	8.8	43.4	9.7	3.04
The head teacher picks on teachers he/she feels should go for any seminar, workshop or any course	15.5	28.8	8.0	32.7	15.0	3.03
Staff development programmes are a personal responsibility where the school is not involved	16.8	30.1	11.9	24.3	16.8	2.94
Experts are called in the school to conduct seminars, workshops and talks that update, strengthen and sharpen teachers' competency in teaching profession	22.1	26.1	9.7	27.4	14.6	2.86
The head teacher avails sufficient resources from the school for the purpose of staff development programmes	20.8	25.2	14.6	29.6	9.7	2.82
Head teachers ensures that staff development programmes are school-focused and well coordinated	20.8	32.7	16.8	23.0	6.6	2.62
The school utilizes a variety of training programmes such as residential, in-service training, correspondence, etc	27.9	27.4	17.7	19.9	7.1	2.51
N = 226		mean = 3.02				

Table 6 indicates that the head teachers were moderate in their support of teachers' participation in professional development. This was demonstrated by the fact that the 11 statements had a mean score of 3.02. In addition, 6 out of the 11 aspects of participation

in professional development were rated just slightly above the average score (3.00) with mean scores between 3.03 and 3.82. This suggests that the head teachers were not fully committed to supporting maximum participation of teachers in professional development. From the six statements that were rated above average, the respondents reported that head teacher allowed teachers who applied or were called for professional development courses to attend, availed information on any training programmes organized internally or externally, gave financial support to teachers attending professional development programmes, and picked on teachers to go for any seminar, workshop or any course; gave teachers who attended professional development courses an opportunity to give feedback; and allowed only those teachers interested in professional staff development programmes to take part. This suggests that head teachers mostly supported those teachers who had either applied or were called for professional development courses.

However, in the last 5 statements, the respondents were less satisfied with the head teachers' support of teachers' participation in professional development programmes. They reported that the schools rarely utilized a variety of training programmes and considered professional development as a personal responsibility. As a result of this, the schools rarely invited experts in the school to conduct seminars, workshops and talks that updated, strengthened and sharpened teachers' competency in teaching profession. Very few head teachers availed sufficient resources from the school for the purpose of staff development programmes and ensured that they were school-focused and well coordinated. This suggests that both the schools and the head teachers were less bothered with teachers' participation in professional staff development programmes a part from when the teachers make the initiative by either applying or being called for professional development.

The level of head teachers' support of teachers' participation in professional development programmes also depends on the extent to which all the 11 aspects of teachers' participation. Therefore, responses to each of the 11 constituent statements about participation in professional development programmes were scored on a scale of 1,

indicating least extent of support, to 5, indicating highest extent of support of teachers' participation in professional development programmes. The individual statement scores were added up to form an extent of support of participation index score for each respondent. The index score varied between 11, indicating the least support, and 55, indicating the highest extent of support. The higher the score, the higher was the extent of support from head teachers' for teachers' participating in professional development programmes, and vice versa. The total score was later coded into three ordinal categories in order to differentiate the extent of support of teachers' participation in professional development programmes. These included a score of 11 to 25 (Low), a score of 26 to 40 (Moderate) and a score of 41 to 55 (High). Table 7 depicts the level of head teachers' support of teachers' participation in professional development programmes.

Table 7

Level of Support of Teachers' Participation in Professional Development

Level of support of participation	Frequency	Percent
Low	25	11.1
Moderate	175	77.4
High	26	11.5
Total	226	100.0

Table 7 indicates that on the overall, majority (77.4%) of the head teachers were only moderate in their support of teachers' participation in professional development programmes. Minority (11.1%) of the respondents observed that their head teachers provided less support for teachers to participate in professional development. However, another minority (11.5%) of the teachers had reported that their head teacher providing more support for teachers to participate in professional development. These findings, even though indicating more moderate support for optimal teachers' participation in professional development programmes, suggest that head teachers have the potential to positively influence teachers' participation in professional staff development programmes.

The findings were in line with previous studies such as Sisungu (2002) who observed that the head teacher is a manager, leader and supervisor responsible for the effective

management and creation of positive school climate. Duke (1987) argued that since professional staff development is an ongoing need for every school and requires resources, it is reasonable to expect school leaders (head teachers) to create written plans to guide their decisions on the delivery of professional staff development services. According to Emerson and Goddard (1993), Wideen and Ian (1997), and Kydd, Morgan and Riches (1998), the head teacher has the overall responsibility for ensuring that professional staff development policy is implemented effectively. The head teacher is the key person who promotes, maintains and monitors the staff development process by creating an institutional climate which is conducive.

The principal determines whether professional development will be on the front burner or the back burner. If professional development is not on the principal's front burner, it will not happen. Principals, therefore, must be advocates. Giving permission is not enough. They must provide time for training, protect it from being cross-scheduled, and participate so that they are as knowledgeable as their teachers (Berube *et al*, 2004).

Finch and McGough (1991) sum up that the success of any staff development program is in many respects, a function of leader's involvement in its design, development and execution. To manage a professional staff development effectively, the head teacher must take an active role in its operation.

4.6 Effectiveness of Staff Professional Development Programmes

The fourth objective sought to evaluate the effectiveness of staff professional development programmes that teachers had been involved in or attended in secondary school. The objective was based on the premise that schools can only realize the benefits of professional development programmes that teachers have been involved in or attended if they are effective in meeting the designated objectives. The programmes should positively contribute towards developing the quality of the teachers in terms of skills and knowledge. This should in turn influence teachers' service delivery as indicated by classroom learning and teaching performance.

In this study, the effectiveness of the staff professional development programmes was assessed from a series of eight statements seeking respondent's rating of the effectiveness

of various potential benefits of these programmes in schools. Responses to these statements were also measured on a five-point likert scale ranging from 1 to 5 (where 1 = strongly disagree - SD, 2 = disagree - D, 3 = undecided - U, 4 = agree - A, and 5 = strongly agree - SA). The higher the score, the more effective were the staff professional development programmes in schools as perceived by the teachers, and vice versa. Table 8 highlights the distribution of their responses on the statements.

Table 8
Effectiveness of Staff Professional Development Programmes

Statement	Response (%)					Mean
	SD	D	U	A	SA	
Professional courses attended have greatly helped me improve on my weak areas in the profession	1.8	5.3	8.4	55.3	29.2	4.05
The knowledge gained in in-service courses gave me confidence in addressing emerging issues in education	3.1	5.8	6.2	58.0	27.0	4.00
The knowledge and skills gained in in-service courses have made me to be a responsible and creative teacher	3.5	4.9	8.0	56.6	27.0	3.99
Professional development programmes motivate me to become effective and committed to teaching	4.4	9.3	7.5	52.7	26.1	3.87
Teachers who attend professional development programmes develop new teaching skills, attitude and knowledge	4.0	8.0	11.1	58.8	18.1	3.79
The knowledge gained in in-service courses have helped in handling student discipline in school	6.2	11.1	11.1	52.2	19.5	3.68
Teachers who attend professional development programmes improve students' performance	7.1	9.3	17.7	51.8	14.2	3.57
The knowledge gained contributed to my promotion in the teaching profession	20.8	24.3	14.2	27.0	13.7	2.88
N = 226		Mean = 3.73				

Table 8 indicates that the respondents generally rated the potential benefits of staff professional development programmes highly with an aggregate mean score of 3.73. They rated 7 out of the 8 potential benefits above the average score (3.00) with mean scores between 3.57 and 4.05. The respondents reported that professional courses

improved their weak areas and gave them confidence in addressing emerging issues in education. Not only did it make them responsible and creative teachers but also motivated them to become effective and committed to teaching. Moreover, it assisted them to develop new teaching skills, attitude and knowledge. This helped them in improving discipline of students in school. This suggests that professional development programmes were perceived effective teachers in improving their teaching skills and knowledge. However, the respondents reported that rarely did the professional development programmes contributed to their promotion in the teaching profession. This was attributed to the fact that promotion in the teaching profession was based on many factors other than professional development programmes alone.

The overall level of effectiveness of the staff professional development programmes is a cumulative effect of the eight statements depicting the potential benefits of the programmes to the teacher and school. Therefore, responses to each of the 8 constituent statements about the potential benefits of staff professional development programmes were scored on a scale of 1, indicating least effect, to 5, indicating highest effect. The individual statement scores were added up to form an effectiveness index scores for each respondent. The index score varied between 8, indicating the least effectiveness, and 40, indicating the highest effectiveness of the staff professional development programmes. The higher the score, the more effective were the staff professional development programmes among the teachers, and vice versa. The total score was later coded into three ordinal categories in order to differentiate the level of effectiveness of the professional development programmes as rated by the respondents. This included a score of 8 to 18 (Less Effective), a score of 19-29 (Moderately Effective) and a score of 30 to 40 (Very Effective). Table 9 depicts the level of effectiveness of the staff professional development programmes.

Table 9**Level of Effectiveness of Staff Professional Development Programmes**

Level of effectiveness	Frequency	Percent
Less Effective	12	5.3
Moderate Effective	77	34.1
Very Effective	137	60.6
Total	226	100.0

Table 9 indicates that on the overall, majority (60.6%) of the respondents rated staff professional development programmes to be more effective in schools. Very few respondents (5.3%) considered professional development programmes to be less effective in secondary schools. A substantial number of respondents (34.1%) rated staff professional development programmes to be averagely effective in meeting the expected outcomes. This suggests that most teachers appreciated the need for professional staff development programmes. These were effective in boosting teachers' skills and knowledge, and overall student performance in school. It was an effective way of managing teachers' performance.

The findings were in line with previous studies such as Mohanty (2003) who considered professional development as a means of updating, strengthening and sharpening of the professional competencies and developing of understanding and anxieties in the different professional duties. Okumbe (1998) added that all employees, regardless of their previous training, education and experience must be given further training and development. This is because the competence of workers will never last forever due to such factors as curriculum and technological changes, transfer and promotions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major research findings, conclusions and recommendations. The study sought to investigate the influence of secondary school head teachers' support on teachers' professional development in Nakuru District, Kenya.

5.2 Summary of the Major Findings

The study established that majority of the teachers had attended staff development programmes in addition to their professional qualifications in education. The most common staff development programmes include SMASSE, subject workshops/seminars and KNEC markers training. However, many head teachers were moderate in their support of the identification of training needs for teachers' professional development. The head teachers actively assisted teachers who sought for opportunities to actualize their fullest potentialities and capacities in their profession, and influenced teachers to identify and understand their needs.

In concurrence with the support for identification of the training needs, many head teachers also accorded moderate support to teachers' participation in professional development programmes. They allowed teachers who applied or were called for professional development courses to attend, availed information on any training programmes organized internally or externally, gave financial support to teachers attending professional development programmes, and picked on teachers to go for any seminar, workshop or other relevant courses. They gave teachers who attended professional development courses an opportunity to give feedback. Staff professional development programmes were reported to be very effective in secondary schools. These programmes assisted teachers to improve in their weak areas, gave them confidence in addressing emerging issues in education, made them responsible and creative, motivated them to become effective and committed to teaching, assisted them to develop new teaching skills, attitude and knowledge, helped them in handling student discipline in schools, and improved students' performance.

5.3 Conclusions

It was evident that head teachers have a significant responsibility in ensuring an enabling environment that can facilitate staff professional development programmes in schools. The concerned agencies including government, school management and teachers could use such information to come up with strategies that can harness and nurture staff professional development programmes in schools. Based on individual specific objectives and the findings that emanated, the following conclusions were made:

- (i) Majority of the teachers were aware of the importance and need for professional development and the available programmes.
- (ii) Head teachers are ready to support teachers who look out for opportunities for professional development.
- (iii) Staff professional development programmes are perceived by teachers very effective in improving teachers' performance in schools by boosting their skills and knowledge, and overall student performance.

5.4 Recommendations

In view of the above conclusions, this study makes the following recommendations about staff professional development programmes in the study area and beyond:

- (i) There is a need for all the schools, and especially head teachers, to actively provide an enabling environment that facilitates identification of training needs, participation of teachers in staff professional development programmes and implementation of the knowledge learnt.
- (ii) As a result of the role of the individual teachers in professional development programmes, there is need for them to take the initiative and show the need for it.
- (iii) There is need for the government and school management to encourage staff professional development by allowing their teachers to attend such programmes.
- (iv) There is need for the schools and the TSC to promote teachers in secondary schools based on their staff development

5.4.1 Suggestions for Further Research

The subject of staff professional development has attracted limited research attention in the country. As noted in Chapters One and Two, there has been limited research attention known to this author that has adequately addressed these aspects in the study area and the country. However, from the research findings, it was established that staff development plays a critical role in boosting teachers' efficiency and effectiveness and students overall performance. This study therefore suggests the following areas for further research:

- (i) A similar study should be carried out in more schools in other parts of the country.
- (ii) Evaluation of the effect of staff professional development programmes on students academic achievement in schools.

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APPENDIX A:

QUESTIONNAIRE FOR TEACHERS

Instruction: This questionnaire is for learning purposes only and shall not be used for any other purpose. It will be administered to teachers in public secondary schools in Nakuru District and the information gathered will be treated confidentially. Please do not put down your name on this questionnaire.

Section A: Personal Information.

(Tick where appropriate)

1. Gender of the respondent, Male, [], Female []
2. Respondent level of qualification,
M. ED [], B.ED, [], DIP in ED, [], others [] specify.....
3. What is your current post in the school? HOD, [], Teacher, []
4. For how long have you held the above mentioned post?
Less than 1 year, [], 1-3 years, [], 4-6 years, [], 7 years and above, []
5. For how long have you been in teaching profession?
Less than 5 years, [], 6-10 years, [], 11-15 years, [], 16 years and above, []
6. Apart from training in collage, have you acquired any other kind of training in your teaching profession? YES, [], NO, []
7. IF YES in 6 above, which programmes have you been involved in, as specified below?
 - a) Strengthening of Mathematics and Sciences in Secondary Education (SMASSE).
 - b) KESI induction seminar for Deputy Principals.
 - c) KESI induction seminars for Heads of Departments.
 - d) Subject workshops/seminars.
 - e) Kenya National Examination Council markers training.
 - f) Guidance and counseling courses/seminars/workshops.Specify incase of any other.

Section B: Needs Identification.

(Tick one appropriate answer)

Note: Levels of operation/Key:

[1] Strongly Disagree -SD, [2] Disagree - D, [3] Undecided - U, [4] Agree - A, [5] Strongly Agree - SA

Statement	SD	D	U	A	SA
Teachers seek for opportunities to actualize their fullest potentialities and capacities in their profession					
The head teacher influences teachers to identify and understand their needs					
The head teacher involves the teachers in discussion about teachers' professional development					
The head teacher ensure that there is an open climate and conducive environment where teachers can participate openly in identifying their professional needs					
Teachers are given a chance to appoint a committee to deal with staff development program					
The staff development committee uses a variety of mechanisms for identifying training needs					

Section C: Extent of Head Teacher's Support on Teachers' Participation in Professional Development Courses

Note: Levels of operation/Key:

[1] Strongly Disagree -SD, [2] Disagree - D, [3] Undecided - U, [4] Agree - A, [5] Strongly Agree - SA

(Tick where appropriate)

Statement	SD	D	U	A	SA
The head teacher allows teachers who have applied or been called for professional development course to attend					
The head teacher avails to teachers information on any training programmes organized internally or externally					

It is only the teachers who are interested in professional staff development programmes who take part					
The head teacher gives financial support to teachers attending professional development programmes					
Teachers who have attended professional development courses are given opportunity to give feedback					
The head teacher picks on teachers he/she feels should go for any seminar, workshop or any course					
Staff development programmes are a personal responsibility where the school is not involved					
Experts are called in the school to conduct seminars, workshops and talks that update, strengthen and sharpen teachers' competency in teaching profession					
The head teacher avails sufficient resources from the school for the purpose of staff development programmes					
Head teachers ensures that staff development programmes are school-focused and well coordinated					
The school utilizes a variety of training programmes such as residential, in-service training, correspondence, etc					

Section D: Effectiveness of Professional Development Programmes.

Note: Levels of operation/Key:

[1] Strongly Disagree -SD, [2] Disagree - D, [3] Undecided - U, [4] Agree - A, [5]

Strongly Agree - SA

Statement	SD	D	U	A	SA
Professional courses attended have greatly helped me improve on my weak areas in the profession					
The knowledge gained in in-service courses gave me confidence in addressing emerging issues in education					

Professional development programmes motivate me to become effective and committed to teaching					
Teachers who attend professional development programmes develop new teaching skills, attitude and knowledge					
The knowledge gained in in-service courses have helped in handling student discipline in school					
Teachers who attend professional development programmes improve students' performance					
The knowledge gained contributed to my promotion in the teaching profession					

APPENDIX B:

LIST OF SAMPLED SCHOOLS

1. Nakuru Girls
2. Muhigia sec school
3. Lanet sec school
4. Mawe sec school
5. Seet Kobor sec school
6. Mogoon sec school
7. Nakuru boys
8. Athinai sec school
9. St. Michael sec school
10. Upper hill sec school
11. Afraha sec school
12. Umoja sec school
13. Nakuru central sec school
14. Nakuru day sec school
15. Tumaini sec school
16. Moi sec school
17. AIC Morop girls' sec school
18. Kiamunyi sec school
19. Menengai sec school
20. Hillcrest Day sec school
21. Banita sec school
22. Flamingo Day sec school
23. Akusi Day sec school
24. Ol Rongai sec school
25. Kirobon sec school
26. Langa Langa sec school
27. Piave sec school
28. Uhuru sec school
29. Crater view sec school
30. Patel Day sec school
31. Nakuru West sec school.
32. Kampi ya Moto sec school
33. St. Mary's sec school
34. Mama Day Mixed sec school
35. Ogelgil sec school
36. Solai Boys sec school
37. Kenyatta sec school
38. Ol Manyata sec school
39. Lake Solai sec school
40. Bomasaai sec school

APPENDIX C:

LETTER OF AUTHORITY TO COLLECT DATA

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 2216529/2216563
When replying please quote



**DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
P.O. BOX 1028
NAKURU**

NKU/ED/156/192

10th July, 2008

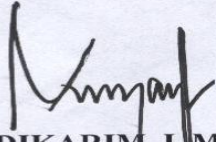
**TO: ALL PRINCIPALS
NAKURU SECONDARY SCHOOLS
NAKURU DISTRICT.**

**RESEARCH AUTHORISATION
FRIDAH MBURUGU**

The above named is an M: ED(EDUC. MGT) at Egerton University. She is at the stage of conducting research in Nakuru District Secondary Schools.

She has authority from this office to collect data from your School.

Please accord her all the necessary assistance.


**ABDIKARIM I. MOHAMED
FOR: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT.**

**DISTRICT EDUCATION OFFICER
NAKURU**

APPENDIX D:

INTRODUCTION LETTER FROM EGERTON UNIVERSITY

EGERTON UNIVERSITY



**DEPARTMENT OF CURRICULUM, INSTRUCTION &
EDUCATIONAL MANAGEMENT**

P.O Box 536, NJORO, Kenya
TEL: (037) 62277/8/9/80 FAX: (037) 62257/62213

Our Ref:

Date: 9/7/2008

The District Education Officer,
Nakuru District,
P.O. Box 124,
NAKURU.

Dear Sir/Madam,


**RE: INTRODUCTION LETTER FOR FRIDAH MBURUGU FOR DATA
COLLECTION IN NAKURU DISTRICT**

The above named student is currently undertaking her M.Ed (Educ. Mgt) Degree Programme in this department. She has successfully completed her course-work and currently undertaking her research work for the Project report which is part of the degree programme requirements.

I therefore, write letter as an introduction about her and requesting permission from you to allow her collect data from schools within your district. Your assistance and support to her will be highly appreciated. I look forward to your considerate decision.

Thank you.

Yours sincerely,


Prof. J. Changeiywo
COD, Curri., Inst. & Educ. Mgt.

**DEPT. OF CURRICULUM & INSTRUCTION
EGERTON UNIVERSITY
P.O. BOX 536,
NJORO.**

JC/jnk