

CONTRIBUTION OF IN-SERVICE TRAINING FOR HEAD TEACHERS ON EFFICIENT AND EFFECTIVE MANAGEMENT OF HUMAN RESOURCES IN PUBLIC SECONDARY SCHOOLS IN NANDI SOUTH, DISTRICT, KENYA

CALVIN KIMUTAI
FERDINAD MBECHE
ROSE N. OBAE

UNIVERSITY OF NAIROBI

ABSTRACT

Human capital development recognizes that the development and growth of people in organizations, institutions, and society in general is an important and essential asset to the organization's future success. The purpose of this study was to investigate the impact of in-service training on efficient and effective management of human resource in public secondary schools in Nandi-south district, Kenya. The objectives of the study were: To determine how in-service training of head teachers influence management of human resources; to assess how in-service training affect motivation of human resources. The study was significant in that it would enhance frequent reviewing and strengthening of in-service training courses and programmes in order to improve efficiency and effectiveness of school managers. Descriptive survey design was employed. The target population consisted of 31 secondary schools, 31 head teachers , 534 teachers ,and 1 quality assurance and standards officers. The findings revealed that majority of the respondents indicated that the training programmes that were offered, enabled them acquire analytical , critical, innovative and problem solving skills and competences. The study recommended that the Ministry of Education should regularly facilitate the provision of in-service programmes . Similarly, the training institutions should regularly audit the courses to determine their relevance, suitability, adequacy and sustainability.

Key words: Human capital, Investment, Effectiveness, Efficiency, Training.

INTRODUCTION

- ❖ An education system in any country is established as a result of the determination of the broader goals of education which are in line with the aspirations of the country (Kiruma, 2004).
- ❖ A school is therefore a functional unit of educational system that meets the aspirations of the society. The school principal is viewed as the primary decision maker, facilitator, problem solver or social change agent (Kim & Kim, 2005).
- ❖ Training and development can be used interchangeably, and they are commonly referred to as in-service and this entails refresher courses, orientation courses, updating courses and induction courses (Olembo, Wanga and Karugu, 1992). In-service education takes place at any time, either as full time or part time study during the professional life of a teacher.
- ❖ In-service teacher education refers to all those planned courses and activities in which a serving teacher, head teacher, school inspector or educational administrator may participate in for purposes of improving his/her instructional or professional knowledge, interests and skills. It includes all knowledge, skills and attitudes provided to the professional staff in all educational strata designed to increase their competencies and enhance their personal growth.
- ❖ Training provides knowledge skills and attitudes necessary for effective performance of ones role and responsibilities. At the global level, there is a general view that there is need for the assessment of in-service training programme of teachers.
- ❖ The Government of China (2000) in a report entitled societal views of education in China indicates that it is traditionally believed that teachers should be examined after an undisclosed specific period of time. This report indicates that Chinese parents believe that teachers are supposed to know everything that is supposed to be done in the school environment. This has been seen as a way for keeping teachers on their toes.
- ❖ In Britain, in-servicing of teachers picked momentum after the McNair Report of 1944 (Board of Education 1944). At the time, in-service or refresher courses as they were referred to were offered by the Universities, Training Colleges and Teacher Centres. In 1972, the James Report recommended that teachers should attend regular in-service education and training through a programme of leave. It also recommended for the appointment of professional tutors or co-ordinators to be in-charge of such programmes. The Local

Education Authorities (LEAS) provide in-service courses offered by the school or provided outside the school.

- ❖ In Kenya, in-service training can be traced back to the report of the National Committee on Educational Objectives and Policies, (Republic of Kenya, 1976) which emphasized the need for lifelong continuing education to all Kenyans. This was emphasized again in the Master Plan for Education and Training (MPET 1988) as well as in the totally integrated quality education and training (Republic of Kenya, 1999). These reports saw a need for those already trained to be given a chance to continue with learning and training.

The report of the commission on Totally Integrated Quality Education and Training for Unity, Equity and Development calls for the strengthening of the In-service training of teachers both in academic and in the pedagogy (Republic of Kenya, 1999).

- ❖ Mbiti, (1999) on a paper on policies of teacher education, says that Kenya had to cope with the tremendous expansion of education at all levels. He observed that quantitative educational opportunities pose qualitative problems as well as economic ones. It was therefore important to in-service teachers for the purpose of maintaining quality assurance.

PROBLEM STATEMENT

Human resources are the major key players in the achievements of the educational goals in the school. This study attempted to establish the contribution of in-service training for head teachers towards effective management of human resources in public secondary schools in Nandi South district Kenya.

STUDY OBJECTIVES

- ❖ To determine how in-service training of head teachers influence management of human resources; and
- ❖ To assess how in-service training affect motivation of human resources

METHODOLOGY

- ❖ The study employed descriptive survey design.
- ❖ The target population consisted of 31 secondary schools, 31 head teachers , 534 teachers ,and 1 quality assurance and standards officers.

- ❖ Stratified random sampling was used to select 19 schools and simple random sampling was used to select 115 teachers. The District Quality Assurance and Standards Officer (DQASO) was purposively selected.
- ❖ The main research instrument used were questionnaire and scheduled interview guide.
- ❖ Quantitative and qualitative techniques were used for data analysis.

RESULTS AND DISCUSSIONS

- ❖ Results from Table 1 indicated that training of head teachers influences supervision, with majority (93.9%) of the teachers methods saying that the head teachers used their professional experience to determine their supervision, 80% of the teachers indicated that it influenced the way they carried out supervision of the human resource and head teachers were adequate in carrying out supervision.
- ❖ Results from Table 2 revealed that most of the respondents (93.9%) indicated that human resources are rewarded according to their performance, while 80.0% of them indicated that in-service course for teachers are a form of motivation, 45.2% indicated that motivation was found through implementation of schools goals and objectives and there was less motivation respectively. The head teachers indicated that they influenced motivation by offering in-services courses to teachers, they rewarded teachers whose performance was high through recommending them for promotions by the TSC and that motivation was also found in the implementation of school goals and objectives. Motivation is essential about what drives a person to work in particular way and with a given amount of effort and enthusiasm.
- ❖ Findings from Table 3 indicated that most teachers (87.0) felt that in-service training of head teachers influenced recruitment skills of human resources through professional qualification, while 90.0% felt that training promoted recruitment skills of human resources, 66.1% felt that the courses attended influenced inadequate recruitment skills and 65.2% felt that work experience influenced recruitment of human resources. The head teachers felt that training offered them skills that guided them during recruitment. The process they followed included professional qualifications, work experience also influenced when recruitment and that the skills they got were adequate in helping them when carrying out recruitment.

ACKNOWLEDGEMENTS

We acknowledge the intellectual and technical inputs of the following:

- ❖ Anthony Mungai Gathumbi, a PhD student department of educational, admin and planning, UON.
- ❖ Dr. A Riechi, senior lecturer department of educational, admin and planning, UON.
- ❖ Dr. Nelson M., Lecturer department of educational, admin and planning, UON.
- ❖ REFERENCES
- ❖ Ayot, H. O. (1982). *A Case Study of In-service Education of Teachers in Common*
- ❖ *Wealth Countries in Africa*. London: Inset
- ❖ Buckley, J (1990). *Implementing Management Training in Secondary Schools, A*
- ❖ *guide for in-service co-ordinators and Tutors*. London: Macmillan Education
- ❖ Ltd.
- ❖ Byers K. T (1970): *Employee Training and Development in the Public Service*.
- ❖ Chicago, Illinois: S. Public Personnel Association
- ❖ Greenlands, J. (Ed) (1983). *In-service Training of Primary Teachers in English*
- ❖ *Speaking Africa*. London: Macmillan
- ❖ Indire, F. T. & Sifuna, D. N. (1974): *A History of the Development of Teachers*
- ❖ *Education in Kenya*. University of Nairobi (Un Published)
- ❖
- ❖ Njau S. T. (2003): *An Investigation into Challenges Facing In-service Training of*
- ❖ *Secondary School Teachers in Nairobi*. University of Nairobi: Unpublished
- ❖ Masters Thesis.
- ❖ Republic of Kenya, (1988): *Report of the Presidential Working Party on Education*

- ❖ *and Manpower Training for the Next Decade and Beyond*. Nairobi: Government Press
- ❖ Trevaskis, G. A. (1996) *In-service teacher training in English – speaking Africa A*
- ❖ report prepared for the Afro-Anglo-American Programme in teacher
- ❖ education. New York.
- ❖ Watkins Roger (1973): *In-service Training Structure and Content*, Wardlock
- ❖ Educational Publishers.

❖ APPENDICES

Table 1 Training influence the way supervisions is carried out.

	True		False		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Training influences Supervision	92	80.0	23	20.0	115	100.0
Professional experience determines their supervision methods	108	93.9	7	6.1	115	100.0
Supervision done mainly by heads of departments	52	45.2	63	54.7	115	100.0
Head teachers are adequate for supervision	92	80.0	23	20.0	115	100.0

Table 2. Training influences the Motivation of teachers is done

	True		False		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Human resource are rewarded according to their performance	108	93.9	7	6.1	115	100.0
Inservice courses for teachers are a motivation	92	80.0	23	20.0	115	100.0
Motivation through implementation of schools goals and objectives	52	45.2	63	54.7	115	100.0
There is less motivation	52	45.2	63	54.7	115	100.0
	True		False		Total	