

THE RELATIONSHIP BETWEEN IN-SERVICE TRAINING AND SERVICE DELIVERY OF NEWLY EMPLOYED TEACHERS IN PUBLIC PRIMARY SCHOOLS IN KENYA:

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ABSTRACT

Education authorities seem to agree that increasing standards for pre-service education of teachers will not necessarily lessen the need for continued preparation for professional growth. Consequently, no amount of time spent in college will complete the preparation of the teacher for classroom tasks. Constant evolution of new techniques and innovations in learning/ teaching make in- service education absolutely necessary. Teachers, like other professionals must continue with their education after graduation to acquire new practices necessary to strengthen their carrier path. If newly employed teachers are to become real authorities in their respective schools, they must be provided with a program of in-service training which is likely to counter instructional challenges. However, this paper examines the relationship between in-service training and service delivery of newly employed teachers in public primary schools in Kenya. The study used mixed methods approach with concurrent triangulation design and was carried out in Butula Sub-County of Western region, Kenya. Data was collected from 676 serving teachers , 62 Deputy head teachers 19, Head teachers,3 Curriculum Support Officers, 1 Sub-County Quality Assurance & Standards Officer and 1 Sub-County Director of Education totaling to 762 respondents .Data collection included the use of questionnaires, interview schedule and documentary analysis guide. Stratified, Simple Random and Purposive sampling techniques were used to sample respondents .Reliability of the questionnaires was arrived at by pre-testing using the Cronbach's Alpha. The quantitative data collected through structured questionnaires was analyzed using descriptive and inferential statistics. Qualitative data collected through interviews were analyzed thematically. Tables and bar graphs were used to present data. Hypotheses were tested at 0.05 level of significant. The following emerged from the study: there was positive and significant correlation between in-service, ($n=239$, $r=.879$ $p<0.05$) and service delivery, Policies on induction of newly employed teachers were underdeveloped. The implication of the results is that in-service is essential for service delivery of newly employed teachers. Induction policies should be put in place to accelerate programs that are amenable to the country's needs. The study recommends, a wide spread structured in-service program that may hasten novice teacher efficacy and consequently learner achievement.

Keywords: In-service Training, Service Delivery, Relationship, Newly Employed Teachers

INTRODUCTION

Theories, strategies, methods, technologies and curricula on education change over time, hence teachers require in-service training in order to adapt to these changes. One of the ways newly employed teachers should gain access to new developments in education is through in-service (Demirtas ,2010). In teaching profession the need for further education is urgently felt because pedagogical theory and practice keep on changing at a faster rate than in most

other professions. Therefore newly employed teachers and those who might have acquired knowledge and skills earlier, need updating. It is passionate that a teacher should be equipped with the innovations pertaining his / her subject area and gaps in knowledge of content and pedagogy, if any, be removed. Based on this, every teacher stands in need of refreshing his knowledge of theory and practice through structured in-service training.

According to the results of many reports and researches world-over, the quality of schools depends on teachers' capacity and their professional development (Borkoe et al, 2004). Teachers are believed to have a dramatic impact on students' positive development and the overall success of their classroom performance (Castillo, Fernández-Berrocal, & Brackett, 2013). Field experts specified that the success of education would be low if teachers were not placed at the center of educational policies (Dori & Herscovitz, 2005). From the foregoing, the changing need of society is the main reason for in-service training, but many other factors such as changes in curriculum, continuous need for qualified teachers, acquisition of new knowledge, and development of skills which is essential for inclusion of learning increase significance of in-service training, (Akhter et al, 2011). Having qualified and skilled teachers is essential and is one of the priorities in any education system to provide classes of training, retraining, internship and in-service training (Sultan-ol-gharaie, 1994 cited in Ahmadi & Keshavarzi, 2013). Since there is no pre- service training for sustainable support of newly employed teachers (NETs) in different education context, therefore, structured in-service programs should provide unique opportunity for keeping the teachers up- dated about new changes in the field of education. Teaching and non-teaching employees of education systems need also to enhance their knowledge through practice and reflective engagement in continuous professional development (Gabrscsek & Roeders, 2013).

In a survey study on induction practices in USA, (Kardos & Kauffman, 2010), found that, there is a significant dearth of support for novice teachers, particularly those teaching in schools affected by poverty (as cited in Stanulis & Floden, 2009). This support, in form of quality in-service programs can greatly improve teacher satisfaction and quality, and prevent new teachers from leaving the profession. Consequently, in a qualitative study conducted in Michigan, by Stanulis & Floden (2009) that employed purposive sampling recommended systematic in-service training for beginner teachers that may have steered improved teacher effectiveness and motivation. Further, the case of Michigan is not unique, with schools world-over increasingly turning to teacher in-service training as a means of supporting newly employed teachers (Villegas-Reimers, 2003). However limited time for training was found to be one of the reasons behind incompetency witnessed in some of the in-service programs. It was with this idea in mind that the current study investigated how to develop a suitable holistic approach on structured in-service program to be offered in terms of content, duration, competency, methodology, course assessment and follow up activities to meet the expected threshold in public primary schools.

In Turkey, teachers already employed require in-service training in order to adapt to changes and gain access to new developments in educational technologies, (Demirtas, 2010). According to a survey on teachers in-service training conducted by (Borko, 2004), the study posited that the quality of learning in schools has a relationship with teachers' capacity and their professional development since the ultimate aim of in-service training is to ensure effectiveness of teachers in the classroom that can increase in students' achievements. It is for this reason that the more teachers participate in in-service training, the more student success will be achieved (Balta, 2014). On the same vein well inducted teachers have a dramatic impact on students' positive development and the overall success of their classrooms, (Castillo, Fernández-Berrocal, & Brackett, 2013). The above study on teachers in-service training compliments an early study by (Dori & Herscovitz, 2005) which

posits that pupils success can be low if teachers are not placed at the center of educational policies and teachers' continuity in professional development through in-service training is one of the main ways of executing successful instruction in schools.

Notably, attracting attention to this issue draws much consideration to structured in-service training that should be designed for teachers in order to fill the gap between developments in education and teachers preparation for instruction. However, while this important benefit of in-service training is in view, these courses are not professionally addressed in Turkey, (Balta,2014). Little knowledge is however available on what characteristics of in-service training are effective in the sense of promoting beginning teachers well-being in Kenya . The current study might contribute to our knowledge on the importance of various elements of in- service programs and how newly employed teachers can be supported through structured in-service training to enhance service delivery.

Literature reviewed reveals that in Africa, newly employed teachers' induction is generally a new phenomenon and has not met its threshold. Yet Kenya, like the rest of the world, should be concerned about the teacher quality in schools which research has shown may be influenced by teachers' in-service training as a component of induction. In-service training considered as enabling factor for quality enhancement, might be a very important element of teacher development since empirical research on teacher induction conducted in African countries such as Kenya (Dawo, 2011; Simatwa, 2010; Indoshi, 2003), Lesotho (Lefoka & Sebatane, 2003) Zimbabwe (Samkange, 2012) and Tanzania (Anganisye, 2008) indicate their concern on the type and essence of induction practices for newly employed teachers in the aforesaid countries.

In Tanzania the issue of teacher professional development and the need to establish strategies to support teachers in career growth is not unique; rather, it is a global issue. Research shows that universally, some governments, voluntary agencies, non-governmental organizations and individuals commit a significant amount of resources towards teacher professional development (Anganisye, 2008). Based on this discourse, it is therefore logical to postulate that teachers' professional development starts before and after qualifying from a teacher education institution. This argument is supported by research done by (Craig, 1998) on teacher professional development which asserted that professionalism in whatever area of specialization is a product of education and re-education as in the case of the in-service training (Osaki, 2007). This should however be applicable to Kenya because teachers, who engage in professional development, share a common purpose of enhancing their ability to add value in the work they do. It suffices to say that, the heart of professional development is the individual's interest in lifelong learning and in increasing one's skills and knowledge.

Like USA, a well-designed professional development program on teachers' in-service is still relatively rare, and few of the veteran teachers have access to regular opportunities for intensive learning (Darling-Hammond, 2009). However the current study intends to feel the gap with knowledge by adopting structured in-service courses that should be used to influence service delivery of newly employed teachers.

In Kenya, in-service training as part of the induction strategy in public primary schools should be undertaken in different forms: group or individual, formal or non-informal. The second type of in-service is a series of short courses which should cover all teachers nationwide. These may range from regular courses of study, educational workshops, lectures, panel discussions, refresher courses, interviews and supervision of individual study by teachers themselves meant to give beginner teachers both formal and informal measures of support . To this end, as a developing country, Kenya, through its Vision 2030 development agenda underpinned by three pillars: social, political, and economic is focused on becoming

a middle level economy by the year 2030 (Government of the Republic of Kenya, 2007). Under the social pillar, education is expected to play a key role, which should ensure that Kenya has an educated populace to be in a position to compete in a global market and sustain a democratic society. Therefore, young citizens need to access meaningful and a high-quality education that should largely depend on the quality of classroom teachers, which implies that the future of Kenyans has to be in the hands of qualified teachers who presumably require formalized in-service training. On the same vein, Nandwah, (2011) in his study on induction practices in Kenya faults training programs that include in-service courses, conferences and personal initiatives reckoned to be deficient because they are quite often ad-hoc and cash-strapped. This study intends to fill the gap with knowledge by recommending reforms that will empower the department of teacher development and management policy to institute continuous professional development for all teachers. However little is seen on part of the government in ensuring that quality education is offered to all newly employed teachers in public primary schools through formalized in-service practices.

STATEMENT OF THE PROBLEM

Newly employed teachers face challenges not only in curriculum implementation but also in the social, economic, technological, and ideological spheres. To manage the challenges that hamper enhancement of professional competence and satisfaction, teachers need continuing professional development. In-service training can be one of the ways towards such development.

PURPOSE OF THE STUDY

The main purpose of this study was to assess the relationship between in-service and service delivery of newly employed teachers in Public Primary Schools in Kenya.

RESEARCH OBJECTIVE

Assess the relationship between in-service and service delivery of newly employed teachers in Public Primary Schools Butula Sub-County.

RESEARCH METHODOLOGY

This study was premised on the Mixed Methods Approach with Concurrent Triangulation Design, an approach to inquiry that involves collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research. The core assumption of this form of inquiry is that the mixed methods design in this study enables the researcher to triangulate the quantitative and qualitative methods and data sources as well as provide a union and justification of results from the different methods and designs in studying the same phenomenon (Creswell, 2013). The first phase used survey questionnaires with closed-ended questions to collect quantitative data from 59 Deputy Head Teachers & 203 Serving teachers while the second phase used semi-structured interviews with open-ended questions and document analysis to collect qualitative data from 6 Head teachers, 1 Curriculum Support Officers, 1 Sub-County Quality Assurance and Standard Officers and 1 Sub-County Director of Education giving a sample size of 271 respondents selected from the Sub-County. The research instruments were validated in terms of face and content validity using a panel of expert's opinion selected in the University who reviewed, critiqued and gave feedback on any need for improvement. The experts were requested to read, judge, make recommendations and give valid feedback to the researcher. Their suggestions were incorporated in the validation of research instruments. Based on their comments, the instruments were improved before they

were administered to the major participants of the study to reduce errors. The use of interview schedule and questionnaire ensured that the instruments supplement each other through concurrent triangulation hence improving general validity of research instruments in question.

Internal consistency, reliability, a measure of consistency between different items of the same constructs to deliver reliable scores, was determined using Cronbach’s Alpha test. This test is considered appropriate because it does not require administering the test twice or having two forms of tests. Alpha of 0.6 to 0.7 indicates acceptable reliability and 0.8 or higher indicates good reliability, (Anol, 2012). Descriptive statistics and Inferential Statistics in terms of means and standard deviations were used to determine the opinion of respondents on relationship between in-service and service delivery of NETs in public primary schools in Kenya.

RESULTS AND DISCUSSION

The main objective of this study was to assess the relationship between in-service and service delivery of newly employed teachers in public primary schools in Kenya. The results obtained in table 1 below show Pearson correlation between in-service and service delivery of newly employed teachers in public primary schools.

Table 1. Pearson Correlation between Orientation and Service Delivery of NETS

		Orientation	Service Delivery
Induction	Pearson Correlation	1	.936
	Sig. (2-tailed)		.000
	N	239	239
Service Delivery	Pearson Correlation	.936	1
	Sig. (2-tailed)	.000	
	N	239	239

Correlation is significant at the 0.01 level (2-tailed).

The results presented in table 1 indicates that there is a positive and significant relationship (n=239, r=.879, p <0.05) between the in-service and service delivery of the newly employed teachers. This implies that service delivery has a strong relationship with in-service training for newly employed teachers. Therefore from the above results, organization of structured in-service programs is likely to improve on the competencies of newly employed teachers and cause positive impact on service delivery and vice versa. This finding conform to other earlier finding from literature review by (Borko,2004) that postulated teachers in-service training has a relationship with the quality of learning in schools and capacity of their professional development since the ultimate aim of in-service training is to ensure effectiveness of teachers in the classroom and exelarate students’ achievements. It is for this reason that the more teachers participate in in-service training, the more student success will be achieved (Balta, 2014).This was reinforced in a study by (Castillo, Fernández-Berrocal, & Brackett, 2013) which posited that well inducted teachers have a dramatic impact on students’ positive development and the overall success of their classrooms. The above Study on teachers in-service training compliments an early study by (Dori & Herscovitz, 2005) which hypothesized that pupils success can be low if teachers are not placed at the center of educational policies. The implication of the study centers on the fact that teachers’ continuance of their professional development through formal in-service

training is one of the main characteristics of executing successful instruction in schools in light of teaching and classroom experience.

Table 2: Frequency of Induction Practices as reported by Teachers, Dhts ,Hts and Education Officers. (n=244) .

Frequency	Teachers	DHTs	HTs	CSOs	SCQASO	SCDE
Once	180	55	4	2	1	1
2 Times & More	0			1		
Total	180(100%)	55(100%)	4(100%)	3(100%)	1(100%)	1(100%)

From table 2 , the study shows that 180 (100%) Teachers, 55 (100%) DHTs , 4 (100%) HTs, 3(100%) CSOs ,1(100%) SCQASO and 1 (100%) SCDE inducted newly employed teachers once or never did it at all. In one of the education zones newly employed teachers were inducted twice or more out of personal initiative. This implies lack of uniformity in conducting induction programs to cater for needs of newly employed teachers. Induction programs developed were neither sufficient nor in sufficient. This situation is indicative of how induction programs are carried out in the Sub- County and the Country in general. This is in line with Simatwa , (2010) who further advanced that induction practices have not been well established in schools hence this suggests that there appear to be no well-drawn programs on induction for newly employed teachers.

Table 3. Testing Hypotheses between In-service and Service Delivery of NETS

		In-service	Service Delivery
induction	Pearson Correlation	1	.879
	Sig. (2-tailed)		.000
	N	239	239
Service Delivery	Pearson Correlation	.879	1
	Sig. (2-tailed)	.000	
	N	239	239

Correlation is significant at the 0.01 level (2 tailed)

According to table 3, a Pearson Correlation analysis was run at the 0.05 level of significance to prove the validity of the claim that in-service course does not have any significant influence on service delivery of newly employed teachers in public primary schools nor has significant influence on service delivery of newly employed teachers in public primary schools. The results presented in table 3 indicate that there was a positive statistically significant correlation between in-service and service delivery implying that there was a strong positive relationship between in-service and service delivery (n=239 , r=.879 ,p <0.05) of newly employed teachers in public primary schools in Butula Sub –County .On the basis of this findings the study rejected the null hypothesis (H0₇) which stated that in-service courses have no significant influence on service delivery of newly employed teachers in public primary schools and accepted alternate hypothesis which stated that in-service courses have significant influence on service delivery of newly employed teachers in public primary schools . This finding is consistent with a study carried by (Borko, 2004), on teachers in-service training which posited that the quality of learning in schools has a relationship with teachers’ capacity and their professional development since the ultimate

aim of in-service training is to ensure effectiveness of teachers in the classroom that can increase in students' achievements. It is for this reason that the more teachers participate in in-service training, the more student success will be achieved, (Balta, 2014). On the same vein well inducted teachers have a dramatic impact on students' positive development and the overall success of their classrooms, (Castillo, Fernández-Berrocal, & Brackett, 2013). The above study on teachers in-service training compliments an early Studies by Kamwengo, (1995) & Moswiri, (2003) in Botswana and Zimbabwe respectively that posited that little has been done by the African countries to ensure that formal comprehensive induction practices are offered in schools for the newly employed teachers. Most importantly, the current study advocates for wide recognition of structured induction practices for newly employed teachers on service delivery of which in-service training can be an avenue for executing successful education in schools. In this regard the effect of the current study is in support of teachers' formal in-service programs since it has a strong positive statistical significant influence on service delivery.

CONCLUSIONS

Based on the findings of the study the following conclusions were made:

1. The absence of a policy on induction for newly employed teachers in public primary schools in the country has resulted in the haphazard manner in which issues of in-service courses are being handled in primary schools.
2. There was need for the Semi-Autonomous Government Agencies in the Ministry of Education, and other Partners to institutionalize in-service programs targeting all newly employed teachers so as to improve quality of Education.
3. School management failed to assist in the growth of in-service programs that may have supported newly employed teachers to execute their roles effectively in schools.
4. In-service programs for newly employed teachers lacked a policy whether in private or public institutions. This however compromised quality management in educational institutions for qualitative improvement in education.

Based on the above conclusions, the study recommends the following :

1. A policy on induction to empower schools to provide formal in-service programs that are amenable to the country's needs should be tried.
2. Semi-Autonomous Government Agencies in the Ministry of Education assisted by other partners should collaborate to prepare a structured induction programs to oversee relevant changes in teacher education.
3. School management personnel should be inducted on induction needs of newly recruited teachers.
4. In general, induction programs for newly employed teachers should be made a policy to all education management stake holders to ensure that curriculum developers work as partners to initiate innovations that are likely to enhance quality in education.

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