



**PROVISION OF IN-SERVICE TRAINING
NEEDS FOR HEADS OF DEPARTMENT IN SECONDARY SCHOOLS
IN KENYA: A STUDY OF MARAKWET WEST SUB COUNTY**

Christine J. Chepkole¹,

Rachael Koross²,

Prisca Kiptoo-Tarus¹

¹School of Education, Mount Kenya University, Kenya

²PhD, School of Education, Mount Kenya University, Kenya

Abstract:

Ministry of Education together with public secondary schools have initiated continuous in-service training for their heads of departments. This study assessed the influence of in-service training of Heads of department (HODs). The objectives of the study were to; determine the mode of in-service training provided to HODs and the content of in-service training. The study was conducted in 28 public secondary schools in Marakwet Sub County. The target respondents were 28 principals and 112 HODs. Data collected was analysed qualitatively and quantitatively. Statistical Package for Social Sciences (SPSS Version 22.0) aided in quantitative data coding, entry and analysis. Study findings revealed that HODs rarely attend in-service training. Majority of schools were found not to have a plan for HODs in-service training. It was also established that in-service training for HODs focused on curriculum implementation, supervision, teaching methods and evaluation of learners compared to teacher resource management, innovation and management. The study recommends that there is need for regular in-service training provision for teachers. Needs assessment also needs to be conducted to ensure that training content provided to HODs is relevant.

Keywords: in-service, training needs, HODs

1. Introduction

Departments are the key organisational unit in secondary schools (Brown, Boyle & Boyle, 2006), and the Head of Department (HOD) is a critical intermediary between

senior staff and teaching staff at the chalk face (O'Neill, 2000; Wright, 2002). In New Zealand, Departmental Heads in secondary schools in New Zealand recognise the expertise heads of subject sections in New Zealand secondary schools generally have recognised expertise in their subject teaching which includes mixture of organizational and leadership are one of the factors recognised for appointment to HODs. In Uganda, Kayiwa (2011) said that HODs are the internal curriculum supervisors in schools. In Kenya, Eshiwani (1993) noted that HODs are in charge of organizing subjects under them to their schools. HODs are obliged to help teachers, advise them on how to do classroom instructions, setting exams, maintenance of students' records and directing teachers on the importance of using reference materials. Eshiwani (1993) further informed that HODs are the leaders of academic matters in schools and leadership is related to accountability for a specific role. Odera (2011) informs that in a school setting, various tasks and responsibility are delegated among members of staff depending on the subject and their area of competence. Eshiwani (1993) observed that school leadership and power is vested to HODs in secondary schools to ensure that teachers teach all subjects effectively. This comprises of; spearheading use of ICT resources, formulation of academic policies in the department, re-training of teachers, subjects evaluation in the department, financial planning and budgeting through availing right instructional resources. Odera (2011) saw the need for HODs to be competent in matters concerning academic in the schools, have vision for curriculum innovation so that they can advice and guide teachers to introduce and utilise new instructional changes and technology devices. This justifies for provision of in-service training as a continuous professional development programmes to HODs in secondary schools. Continuing improvement programmes for HODs increases their quality leading to them being promoted by their employer. If this long-term training is not effected, it leads to demoralisation of teachers and their commitments reduce hence poor academic performance of schools. In-service training types like refresher courses for HODs improve and broaden their performance in various areas in school (Mwesigwa, 2009). This is because in-service training performs an important function in developing and maintaining capabilities of HODs in schools that results to successful change management process (Gomez et al., 2004). This improves retention of teachers in schools since their institution is committed to developing its workforce thereby reinforcing intrinsic motivation to its staff. This is important for HODs in secondary schools since in-service training aid in communication process by ensuring that they have a shared vision that strengthens commitment culture in the school. The study understands that in-service courses for HODs in secondary schools have not been performing well in some situations aimed at introducing change in secondary schools

across the world (O'Neill, 2000; Wright, 2002; Mwesigwa, 2009; Odera, 2011). In a study by Wright (2002), the participants described their training and support as piecemeal and uncoordinated, usually requiring initiation by the HODs themselves. This is in agreement with what Banks and Smyth (2010) observed that despite increasing need for continuous professional development among HODs in schools, it was noticeable that the mode and content of in-service training opportunities provide to them was ineffective and un-inspiring to HODs.

1.1 Objectives of the Study

1. To Establish The Influence Of In-Service Training Mode Provided To Hods And Academic Performance Of Public Secondary Schools In Marakwet West Sub County.
2. To Examine The Influence Of In-Service Training Content Provided To Hods On Academic Performance Of Public Secondary Schools In Marakwet West Sub Count

2. Literature Review

2.1 Concept of In-service Training for HODs

Banks and Smyth (2010) defined in-service as specific and focused specialised knowledge and skill development arrangement in a school where the purpose is to upgrade and improve teachers skills (HODs in this case) so that they can discharge their duties well. On the general view, in-service training also refers to any type of skill; physical or technical but is commonly used to define the soft skills relating to; leadership, motivation, effective communication, management, administration of resources among others. In addition, in-service training is not restricted to companies but schools staff also benefit from in-service training courses for skills and knowledge improvement. Anso (2010) explains that for schools to perform effectively as one system, it is required that all staff receives skills in effective negotiation, team building and strength of character. This skills provided to HODs has the ability to ensure proper functioning of school as effective system hence making it practicable for the school to achieve its goals and objectives. School leaders have the ability of ensuring that in-service training is provided to ensure schools maintain excellence in providing quality education. The school administration needs to support efforts by HODs to seek further training for improvement of service delivery in their schools. Ogembo (2005) informed that in-service facilitators need not to operate function in a 'bubble' extracted from the veracities being faced by H.O.Ds in schools. In essence, most in-service facilitators could

certainly not understand what the institution is all about and their guidance could be overlooked by staffs that resist change or mistrust the facilitator as a person who comes from outside the school. The facilitators (trainers) of training weaknesses could keep them off from developing trust that they can have a significant positive effect entire management of the school. Brooks (1995) illustrated that in-service training as the act changing attitudes and behaviours through conveying skills and knowledge is an important element of strategy of a school that wants to progress forward. It refers to means of changing the way school operates and ensuring that all HODs carry out their responsibilities effectively. Nevertheless, making decision on what needs to be trained will assist schools since it is far from a simple procedure. It may not be possible because of time and financial challenges of providing training to all staff within the school. Brooks therefore advices that due consideration need to be taken to ensure that training matches with current and future requirement of the school. The study investigated how in-service training was provided to HODs.

2.2 Mode of In-service Training Provided to HODs

There is a variety of delivery methods used for teacher professional development. Kayiwa (2010) observed that during his early years of teaching, almost all-professional development was done in full-staff sessions. Stoll et al, (2003) oppose full staff professional development, strongly asserting that the idea that one size fits all is nonsense as it fails to account for the uniqueness of individuals and context (2003). In New Zealand as in other countries, there is now an increased use of small group sessions like professional learning circles where staff work together on a topic of interest (Kise, 2006). In – service training programmes in schools are always facilitated by senior school administration that are in a position to determine what kind of skills HODs in their schools require for benefit or improvement of the school (Cheruiyot, 2011). Management of most in-service training courses comprising of scheduling of class, coordination of teachers and trainers supervision is always handled by school administration. Recent trends in provision of in-service training consist of utilisation of non – teachers as facilitators, in this scenario, professional facilitators may train a mentor or supervisor to lead HODs training programmes. The approach is to provide instructional skills those HODs who are familiar with the work skills that need to be taught (Anso, 2010).

Another mode of training is computer-based training: This refers to online teaching which can in some situation substitute teachers use or utilised in combination with classroom instruction (Odera, 2011). Another type of in-service training is personalised in-service training rather than training large groups using one size fits all

training packages. The scheme gives HODs opportunity to learn what interest them and give opportunity to school management to place HODs in programmes that are preferable to them. Another approach to training is just-in-time in-service training. It is one type of training that is most effective when a HOD can digest what is being taught quickly. One example is training on ICT (computer training) that is done before the new system is being implemented in schools rather than weeks or months before (Brooks, 1995). Tomlinson (2003) observed that HODs in schools need to have a continuous training to gain experience and expertise, this needs to be considered by school administration. Chetty (2007) points out that career and professional development is not an individual plan but an institutional plan. Therefore, it is the responsibility of secondary schools to conduct training needs analysis to identify professional courses that HODs require and makes arrangements of meeting those needs (Cardno, 1996). Additionally, Covey (1989) stated that while secondary schools have a responsibility of developing its teaching staff, HODs need to be upbeat in recognizing their obligation and ability to ensure change happens in their careers now and then. Tomlinson (2001) outlined three stages of professional development as preparation for HODs assumption of that position, induction and continuous development in post. In New Zealand, professional standards policies for teachers were introduced in 1999 as a government strategy of developing and maintaining high quality education provision and leadership in secondary schools that improves academic outcomes for students (MOE, 1999). Fitzgerald (2000) opined that the professional standards were generic and offered HODs the chance to clarify and define their own expectations, responsibilities and roles. From the reviewed literature, it seems that inadequate research has been conducted to investigate how in-service training mode provided to HODs influence academic performance of secondary schools, a focus of this research.

2.3 Content of In-service Training

In-service training for HODs could be achieved in various ways. One is on-job training where HODs receive training while performing their roles. It is usually conducted under the facilitation of a senior education official or a mentor (principal or deputy). The second is in-service training that is usually conducted by experienced teachers (classroom – style training) who are either staff of the school or outsourced from other organisation. This kind of training is aimed at developing HODs general skills and updating them on new innovations in a dynamic changing field. According to Mwesigwa (2010), Continuing Professional Development (CDP) of HOD and other teachers is a part of management and central task of the school management. The purpose of HOD continuous professional development is to enhance quality of

instruction by increasing their potentials. In Kenya, the In- Service Education and Training (INSET) is widely used to refer to several designed actions inside and outside secondary school that are meant to cultivate professional knowledge, attitude and HOD performance in school (Ogembo, 2005), these attitude can be grouped as follows:

A. Professional Education: this has to do with widening and deepening the teachers' professional knowledge. Professional Training: this deals with the development of the teachers knowledge and skills to their work as teachers workings with students for example, seminars, workshops and in-services courses organized by KEMI, KICD, KNEC, TSC, NGOs, Quality Assurance and students Officers and others.

B. Professional Support: Professional support aim at helping the teacher work on item expertise. Activities can be organized within the school or schools in a region or area of need. To develop on the job experience and thus improve on performance (Cheruiyot, 2011).

Training as well as professional development is good for both the individual and organization and should be highly encouraged (Kayiwa, 2011). However, training may not be sufficient if adequate resources and innovations in teaching/ learning do not support it. A lot of time and finances should be invested in professional support service such as teaching/learning resources and professionally related aspects. Training is also only if the purpose for which it was done is achieved but not for the acquisition of certificate, though this is part of it, in order to show professional growth (Banks & Smyth, 2010). It must also cater for the school, department of subject. For example, training a HOD who does not recognise the department s/he is in charge of waste of time (taken to train) and resource (money spent). Most principals of schools are often hesitant to invest money in training; for fear that, it might not yield desired results (Ogembo, 2005). In other cases, that may not be justified because there are people who would improve with basic training. Training like other programmes should be prioritised.

Mwesigwa (2010) informs that training institutions must also distinguish between training and teaching that is academic achievement and professional training. In-service training should be participatory where trainers are facilitators, not teachers. As much as possible, participants must share to improve on their experience and learn from it or from others. The facilitator simply facilitates the process of learning. This approach intergrades professional training with performance. The link between training institutions and schools need also to be strengthened. The need to address this problem provides a purpose for writing a guide on staff development in schools (Cardno & Collettt, 2004). Secondary schools need to have well designed strategy and objectives that drive and direct all decision made with regard to training of staff. Secondary

schools that designed their training schedule in advance appear to be more successful compared to those that do not plan. For secondary schools that need to perform well, but they do not engage planning training for their staff, the chances of them achieving their objectives are minimal. A well-developed training programme has a higher chance of succeeding in providing quality education (RoK, 1999). A Training plan that is developed in tandem with school strategy and objectives has higher chances of performing well and achievement of training plans goals. The aim of developing a training plan is to answer two critical questions: (1) what is our school and (2) what our school should be? Equipped with the answers to the questions above with clearly mission, vision, objectives and strategy, secondary schools have the ability of identifying their staff training needs.

Brooks (1995) noted that provision of in-service training to HODs will give them competitive edge compared to others. Brooks noted that if an institution has stable, competent, well administered staff, it will be outpace their competitors who have HODs who do not understand their roles and responsibilities. In-service training is no longer an addendum; it has to be an integral component of staffing strategy in school (Cheruiyot, 2011). During the time when training is not planned properly, any strategy of providing a training need to HODs will automatically result to failure. Hence, it is important to design a well-thought and written training strategy for training HODs in secondary schools. In fact, design of training strategy need to be an important part of school career planning and performance management systems for HODs (Brooks, 1995). In secondary schools, the feature of in-service training for HODs need to is because of disciplined and focused process to establish what kind of training is needed there (Burns, 1995). It is also important to note that as HODs in-service training is prepared, the achievements form the training needs to be recorded. Training Needs Analysis could be investigated by analysing three areas: whole school, needs of individuals and teaching characteristics. It begins by analysing the status of the school currently, what it does best, how it does and capacity of HODs to do the tasks bestowed on them. The assessment provides some yardstick alongside which effectiveness of a training plan could be evaluated to enhance academic performance of secondary schools in Marakwet West Sub-County. Mwesigwa (2009) observed that secondary schools should actually know where they want to be through long-term strategic plan in five years time. This plan sets outs what the training will take the school to from the place they are in right now and it will evaluate whether the school has committed finances to support training efforts. If there were no such plans, efforts to formulate solid training plan would fail.

Kayiwa (2011) also informs that it is important for principals in a school to establish the place where in-service training is required. It is absurd to execute HODs in-service training plan devoid of evaluating their availability of resources and places where they are greatly required. Internal assessment would help to establish the knowledge and skills that HODs have in general. This audit would help secondary schools analyse the skills available and what do HODs in future need (Ogembo, 2005). In-service training has to be continuous part of school strategy, stable and in school growth plans. In-service training need to be a key ingredient in retention and development of HODs in schools. Management of schools should consider that despite there being costs related with in-service training, it is below the costs that they may incur when they would need to bring back the school to its position (Burns, 1995). School in-service training programme is a perfect beginning stage to take measures of initiating loyalty and improving performance of schools (Burns, 1995). This programme also lays foundation for effective communication development in the school. The school need to have customised in-service training programme that aim at HODs and teachers to maximise results and improve leadership skills. In-service training needs have to be assessed innovatively so that they can become winning methods for producing outcomes that carry significant influence on performance of schools.

Cheruiyot (2011) observed that the objectives of an in-service training plan needs to be directly related to the requirements observed during assessment process. the training plan objective (per course) need to show which skill or behaviour will be transformed because of training and should be related to the mission and strategic plan of the school. These goals include targets to assist take schools from where they are currently to where they want to be. The setting of goals for future assists in assessing the in-service training course and may not motivate HODs. Adey (2000) observed that permitting HODs to participate in goal setting increases likelihood of schools succeeding. Craig (1996) argued that in-service training need to be evaluated regularly. This will help to highlight areas that need focus during training and development. HODs needed to be evaluated through comparison of recent acquire knowledge and skills with the skills that were defined in the in-service training programme. Any differences needs to be observed and corrections made to the in-service training course so that it can meet the intended goals and objectives. However, Craig noted that most in-service training courses plummet in-service of their perceived expectations because the school principals did not conduct evaluation regularly till the time things were complex. Appropriate evaluation period would avert the course from drifting away from its intended objectives. Short term training objectives and strategies needs regular updating. The training strategy needs to be reviewed regularly so that training plans

will function to improve performance of schools positively. The key item is that training programme cannot be stopped because the success of the institution is dependent on it.

Another in-service training is coaching which is an art; a standard set of methods may not produce best coach, instead it is concerned with identification and development of individual's strengths and utilising data to choose effective approach on a given scenario (Rosinski, 2003; Kise, 2006). In-service instruction meeting with HODs could not be the starting point of change process. Research shows that ninety percent of time, HODs have information concerning a challenge or problem is on the scope (Ogembo, 2005; Anso, 2010; Kayiwa, 2011; Cheruiyot, 2009). Moreover, a number of HODs may have resolved to take corrective action to an existing problem, thwart, or prevent imminent challenge. This beginning of pre – existing promptness is known as HODs own force (self – motivation) for change (Eshiwani, 1993). Coaching during in-service, trap for principals are not to allow HODs deem dying out, vulnerable or exposed when they work together. In case HODs perceive that they would not be victimised or agonised; they will start to share data, relax and impress their seniors (Anso, 2010). HODs may first experience apprehension and appear to be defensive even in situations where there are no problems. Management of the school could accomplish a lot if they can tap into, reinforce and appreciate HODs owns initiative. School management leaders suppose that coaching activities would assist institutions that have unending blind areas by accepting that the problem is evident. But, the issue to remove all those blind areas relating to the challenge influence and future action consequences (Craig, 1996). An widespread lapse made by school administrators when during coaching sessions is to acknowledge and give HODS credit for their understanding of the concern, challenge, self-recognition and cooperation of the change needed (Mwesigwa, 2009). Mwesigwa observed that after collecting data on in-service coaching course for HODs and principals, an enthralling designed came into being. School principals directly attach their former coaching achievements to their individual skill coordination of the said discussion coaching session. HODs on the other part regularly ascribe coaching leaps to their own self – motivated efforts of responding to change situations. Lack of knowing that HODs, principals and schools perform critical role during in-service training programme could lead to significant impediments (Craig, 1996).

In New Zealand, Anso (2010) found out that HODs rarely have inadequate training in guiding their subordinates. Daily in-service training related to work skills for newly appointed HODs is often done in zonal education offices but few HODs go for lengthened tertiary training on leadership skills. Chetty (2007) found out that HOD plays a significant role in department and school wide improvements. Cardno (2005)

observed that the school head teacher (educational leader) need to effectively manage and support continuous professional development of HODs through a holistic way to improve schools academic performance. Cardno further says that efforts to organise continuous professional development in the school fall short of holistic idea. Cardno suggests a holistic model that has four dimensions of professional development: curriculum development, management development, personal development and school – wide development. According to Chetty (2007), performance appraisal needs to be fully embraced when developing an in-service training plan. This is because it is central as it caters for an integrated way of development and accountability goals. The appraisal is based on educational leadership in all levels since it initiates and supports change in the schools through continuous professional development. Blase and Blase (2000) findings showed that effective instructional leaders develop a learning culture that support professional growth of HODs. Management of subordinate staff (teachers) in departments is one of the roles that HODs perform. Studies (Adey & Jones, 1997; Brown et al, 2002) show that there is need for HODs to develop knowledge and skills in monitoring and evaluation in addition to having clear principles concerning their roles. Adey (2000) noted that they need to organise professional development for teachers and conducting end year teacher appraisals (Adey, 2000). This research investigated the content of in-service training provided to HODs as inadequate studies have been conducted on the local context

3. Methodology

The study used descriptive research design. This target population was distributed as HODs from different departments. The accessible population were 28 principals and 112 departmental heads (Science, Humanities, Languages and Technical/Applied) in various secondary schools in Marakwet West Sub County. Out of 28 principals, 21 were selected to participate in the research while 82 HODs were selected to participate in the study from 21 secondary schools. Stratified sampling technique was used to select HODs based on the department that they come from. The principals of 21 secondary schools were selected using simple random sampling method. The researcher used questionnaires and interview schedules as main instruments for data collection. Qualitative data from open-ended questionnaire items were analysed thematically using content analysis method. Quantitative data from the questionnaires was analysed using descriptive.

3.1 In-Service Training Mode Provided to HODs in Secondary Schools

In-service training is a short-course and continuous professional development programmes given to HODs frequently in schools to improve their effectiveness in conducting their assigned duties. Therefore, determining the mode through which the mentioned training was provided was the core theme under this objective. It is advisable that at least every term, HODs and other school leaders attend in-service training (RoK, 2005). The study sought principals and HODs opinion on mode and type of in-service training that was provided and its effect on academic performance of secondary schools in Marakwet West Sub County. According to 12 principals, they usually organised in-service training, 2 of them said that they rarely organised while 4 indicated that they have never organised in-service training for their HODs. This shows that only 22.2% (4 schools) have never organised in-service training for their members of staff. Secondly, the HODs were asked to indicate the frequency at which they had attended and participated in-services training courses using a scale of five; never (1-1.4), rarely (1.5-2.4), sometimes (2.5-3.4), frequent (3.5-4.4) and very frequently (4.5 and above). The descriptive results are illustrated in Table 1.

Table 1: Frequency of HODs Attendance of Various In-service Training Courses

In-service training course	n	Mean	Std. Deviation	Extent measurement
Workshops	88	3.0000	.97084	
Full staff sessions	88	2.8409	1.36362	Sometimes / occasionally
Seminars	88	2.6591	1.06011	
Mentoring	88	2.5795	1.12159	
Induction seminars	88	2.3977	1.08850	
Continuous professional development programmes	88	2.3295	1.14190	
Professional learning circles (groups)	88	2.1705	1.04190	
In-house courses	88	2.1591	1.11300	Rarely
E-learning	88	2.0795	.98520	
Evening sessions at school	88	2.0227	1.14447	
Project work	88	2.0114	1.04490	
Open learning	88	2.0000	1.02833	
Refresher courses	88	1.9545	.99318	
Composite scores	88	2.3234	1.08443	Rarely

Composite statistics (Table 1) shows that opportunities for HODs to attend in-service training programmes in Marakwet West Sub County were rare (M=2.32 and SD=1.08). This shows that in-service training opportunities for HODs are inadequate in the study area. Descriptive statistics results showed that HODs attended the following in-service

training courses occasionally; workshops (M=3.0 and SD=0.97), full staff sessions (M=2.84 and SD=1.36), seminars (M=2.65 and SD=1.06) and mentoring (M=2.57 and SD=1.12). The findings tends to agree with Chetty (2007) study where HODs in this study indicated that mentoring from their principals was required for them to fulfill their role effectively. Mentoring is a process of professional development and it promotes retention and rejuvenation. Furthermore, it provides an opportunity for teacher leadership as well as providing experienced teachers the chance to see their profession from a new perspective. Well-designed and skillfully implemented induction programmes which include mentoring as an essential core element are critically important in creating schools in which students experience quality teaching in every classroom. Furthermore, the study findings established the following courses to have been provided to HODs on rare occasions; induction seminars (M=2.39 and SD=1.08), CPDs (M=2.32 and SD=1.14), professional learning circles (M=2.17 and SD=1.04) and in-house courses (M=2.16 and SD=1.11). The statistics also shows that the following were attended by HODs rarely; e learning (M=2.07 and SD=0.98), evening sessions at school (M=2.02 and SD=1.14), project work (M=2.01 and SD=1.04), open learning (M=2.00 and SD=1.02) and lastly refresher courses (M=1.95 and SD=0.99). From the findings above, it is clear that despite being HODs for some time, in-service training programmes have not been adequately provided to them. This could have significant effect on their operations and academic achievement of their school at large. To know the proportion of HODs who attended in-service training as; high, average and low, the following method of classification was; >3.5 (high), <3.5>2.5 (average) and <2.5 (low). The findings are presented in Figure 1.

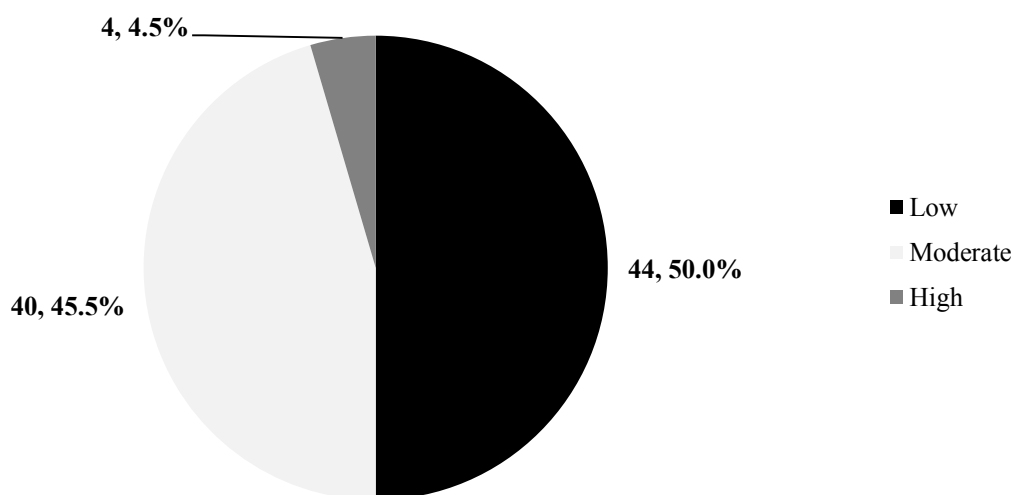


Figure 1: Frequency of Attending In-service Training

Results from Figure 2 show that only 4 (4.5%) of HODs appeared to have gone for in-service training frequently, 44 (50.0%) had gone on moderate level while 40 (45.5%) attendance was low. This shows that in-service training for HODs are not regularly provided in Marakwet West Sub County secondary schools. On their part, the principals said that in-service training is conducted in their schools; when orienting newly recruited teachers, it takes place once a year focused on team building, and it is organised as per the needs of HODs. In this case, majority of principals (15 out of 18) appeared to agree that their HODs attended in-service training once a year despite the Ministry of Education recommending that they attend on termly basis. Kayiwa (2011) research in Uganda established that most of the head teachers acquired leadership and management skills out of the short courses, but this might not be sufficient to promote performance since these courses were conducted in a short period. This shows rarity in providing management courses in secondary schools is common not only in Kenya but in Uganda. It is evident that some HODs do not attend these seminars if it not facilitated, yet it is advantageous to them in terms of knowledge and skills that enhance better performance in their departments. The study further asked HODs to indicate the persons and organisations that have been sponsoring them in various in-service training attended. The respondents were given a list of sponsors and they were supposed to indicate the rate at which they were supported on a scale of five; never (1), rarely (2), sometimes (3), often (4) and always (5). The findings are summarised in Table 2.

Table 2: Organs that Support HODs In-service Training

	n	Mean	Std. Deviation	Decision
School Board of Management	88	3.6477	1.39819	Often support
Self	88	2.3636	1.15651	
Religious bodies	88	1.5455	.93353	Rarely support
QASOs	88	1.5114	.90965	
KEMI	88	1.4886	.84410	
KNEC	88	1.4205	.78377	
TSC	88	1.3750	.68334	Do not support
NGOS	88	1.1932	.60378	
Valid N (Listwise)	88	1.8182	0.91411	Rarely support

Results from Table 2 show that school board of management (BOM) often support (M=3.64 and SD=1.39) HODs in-service training. However, the standard deviation scores are high (1.39) suggesting that some schools BOM members do not support or provide opportunities for in-service training for their head teachers. This partly

explains the basis for low participation of HODs in in-service training. Findings further showed that HODs themselves occasionally ($M=2.36$ and $SD=1.51$) attended in-service training by personally sponsoring themselves. This shows that due to non-commitment of school management in availing opportunities for in-service training by schools, some HODs go further to sponsor themselves. Religious bodies also appear to occasionally sponsor HODs to training ($M=1.54$ and $SD=0.93$). This was mostly in institutions that were religiously sponsored by churches; Catholic, ACK, AIC, reformed and Seventh Day Adventist churches. Quality assurance and standard officers also rarely offered opportunities for HODs training in the study area ($M=1.51$ and $SD=0.91$). In-service training was mostly conducted at the Sub County level bringing in HODs from all secondary schools in the area. The organisation of these in-service training in sub county level by education officers was criticised by majority of HODs since not all schools were equal in terms of academic performance, teaching staff and even location. The findings further showed that HODs said that Kenya Education Management Institute (KEMI) rarely sponsored them ($M=1.48$ and $SD=0.84$). This is because the institute requires that schools should sponsor their HODs to undertake training. However, majority of schools are usually not in a position to provide support to HODs. Lastly, the study established that KNEC ($M=1.42$ and $SD=0.78$), TSC ($M=1.37$ and $SD=0.68$) and NGOs ($M=1.19$ and $SD=0.60$) did not support HODs in-service training in Marakwet West Sub County. Other organisations and bodies that respondents mentioned to be supporting in-service training were; Kenya Secondary Schools Heads Association (KSSHA) and county government. Moreover, the principals reported that the above mentioned entities supported in-service training programmes for HODs in their schools.

3.2 In-service Training Content Provided to HODs on Academic Performance

The content provided in in-service training should focus on key roles and responsibilities that HODs undertake in their school. This is to ensure that the in-service training becomes effective in improving skills and competencies of HODs towards attainment of school mission and vision. Considering that, almost all of HODs had attended in-service training, they were asked to indicate which areas were covered during the course. The results are presented in Table 3.

Table 3: Content of In-service Training Provided to HODs

Content	Yes		No		Total	
	f	%	f	%	f	%
Teaching methods	72	81.8	16	18.2	88	100.0
Curriculum evaluation	55	62.5	33	37.5	88	100.0

Teacher performance	54	61.4	34	38.6	88	100.0
Teacher resource management	40	45.5	48	54.5	88	100.0
Discipline management	40	45.5	48	54.5	88	100.0
Innovation and ICT use	39	44.3	49	55.7	88	100.0
Management of schools	19	21.6	69	78.4	88	100.0

Findings shows that teaching methods has been the main content being covered in in-service training attended by 72 (81.8%) of HODs. This shows that the training re geared towards ensuring that HODs provide direction on how supervise and guide teachers on best instructional methods to use. Secondly, 55 (62.5%) reported that the training usually focus on curriculum evaluation. This covers the methods through which curriculum implementation is evaluated to see learner progress in learning. This helps HODs to determine the mode and content of assessment to be provided to students in schools. Thirdly, 54 (61.4%) reported that teacher performance was covered during their in-service training. Considering that HODs are responsible for teacher management at departmental level, determining their performance is key to ensure objectives and goals are realised. Fourthly, 40 (45.5%) of respondents said that issues on teacher resource management were covered during their past training. The findings also showed that 40 (45.5%) of HODs reported that their training was on discipline management. The low ranking of this item is because discipline management rests with the deputy head teacher unlike HODs whose primary role is teacher management. The findings further reveal that 39 (44.3%) of respondents said that the training they attended focused on educational innovations. As we are in information age, integration of education innovation is paramount in the current world. Lastly, 19 (21.6%) of respondents indicated that the training they attended covered management of schools. This implies that majority of HODs role is not related to school management, as it is the responsibility of BOM and PTA members. Moreover, the respondents reported that they had attended in-service training on the following areas; examination techniques (11.4%), guidance and counselling (4.5%), curriculum implementation (9.1%), life skills education (2.3%), incorporation of co-curriculum in managing discipline in school (1.1%), special needs education (4.5%) and ICT integration in teaching and learning (9.1%). The findings imply that various programmes tailored for HODs are provided to them for improving their knowledge, skills and competencies. When asked to indicate the content of training that their HODs attended, the principals indicated the following; implementation of curriculum, coordinating the writing of schemes and lessons plans, departmental meetings, utilisation of instructional resources, evaluation, strategic planning, team building, supervision, record keeping, teaching approaches, SMASSE concepts like ASEI/PDSI ICT integration and emerging issues in education. Through

open-ended question, the HODs were asked to give their opinion on the content of in-service training that they attended. The results are presented in Table 4.

Table 4: HODs Perception on the Content of In-service Training

Perceptions	f	%
Relevant	48	54.5
Not well covered - required more time	6	6.8
It add value to teaching profession	5	5.7
Equips one with management skills	2	2.3
Training to be conducted often	1	1.1
Non response	26	29.5
Total	88	100.0

Findings from Table 4 reveal that more than half 48 (54.5%) of HODs rated the content of training as relevant. This shows that HODs had positive opinion on the content of training provided to them. They also said that the content of training benefit their teaching profession (5.7%) and it equipped them with managerial skills (2.3%). However, 6 (6.8%) said that the training was not well covered and 1 (1.1%) suggested that training needs to be conducted often.

3.3 Principals Responses on In-Service Training Provided to HODs

Principals interviewed gave various opinions on whether the specific content of in-service training is necessary. One principal No. 6 observed:

"In my opinion, in-service training should be 'need based' since the society is even and quickly changing."

Another principal No. 18 noted:

"They are necessary as they assist in achieving objectives."

In addition, another principal No. 10 commented that:

"The management training content is necessary to HODs as they will assist them to coordinate all activities in the departments. The county head quarters should provide principals with policy procedures and information so as to conduct training of HODs in school level."

From the above statements, it is clear that in-service training content is important to individual HOD and whole institution at large. The principals noted that in-service training for HODs during and at the following places; Principal No. 1 said:

“At all levels of educational authorities, when need arises and as well as when funds are available.”

Another principal No. 12 said that:

“Mostly in county and other major towns with good facilities for conferences at reasonable rates.”

Another principal No. 17 said that:

“At Kapsowar and Iten during school holidays, course of the term (for distance learning) and when syllabus changes.”

In addition, Principal No. 11 remarked that:

“At county head quarters, it is normally carried out when the subject teachers attend seminars. During workshops, they are also guided to train teachers on their roles.”

From the above responses from HODs and principals, in-service training takes place mostly outside school environment with most sessions being held at County and Sub County head quarters. Moreover, the study established that some schools had training policy for their staff while others did not have. This explained for rarity of training opportunities for HODs in secondary schools. For instance, one principal (No. 5) said that there is not procedure in place for training, what was there is based on letters of invitations to participate in training from outside the school. However, in another school, the principal (No. 14) said that their school consider the last in-service training and needs of the department especially if performance is dropping. For a number of schools, training for HODs was necessary when new HODs have been appointed and they need inductions courses to identify their responsibilities. From these, it is evident that majority of schools in the study area have no training policy to be followed and most of them rely on outside stakeholders (QASO, County, Religious bodies) to invite HODs to training.

4. Conclusions and Recommendations

This study has revealed the experiences of heads of department and principals on the effects of in-service training on academic performance of public secondary schools in Marakwet West Sub County. In response to the first research question, the study found out that in-service training was irregularly provided to secondary schools HODs. The major types of in-service training happened in workshops, inductions sessions, seminars and mentorship courses. However, the study established that schools did not have proper plans on training. Schools board of management made efforts to sponsor HODs to training. The support of ministry of education and other stakeholders were found to be minimal. The content of in-service training was found to focus on curriculum implementation, supervision, classroom-teaching methods, and utilisation of instructional resources, teacher resource management and evaluation. However, the respondents said that sometimes the training they attended did not reflect their needs. This suggests that training needs analysis was critical in ensuring that the needs of HODs were only covered during training.

References

1. Adey, K. & Jones, J. (1997). The Professional Development Co-ordinator: Obstacles to Effective Role Performance, *Educational Management and Administration*, 25(2), 133-144.
2. Adey, K. (2000). Professional Development Priorities: The Views of Middle Managers in Secondary Schools. *Educational Management & Administration*. 28(4), 419-431.
3. Anso, K. (2010). *Case study: Applying coaching and mentoring methods to leading a secondary school science department*. MED Thesis, the University of Waikato.
4. Banks, J. & Smyth, E. (2010). *Continuous Professional development among primary Teachers in Ireland*. Economic and Social Research Institute.
5. Blase, J. & Blase, J. (2000). Effective instructional leadership: Teachers' Perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-141.
6. Brooks, J. (1995). *Training and Development Competence: A Practical Guide*. Kogan Page, London.

7. Brown, M., Boyle, B., & Boyle, T. (2006). Professional development and management training needs for heads of department in UK secondary schools. *Journal of Educational Administration*, 40(1), 31-43.
8. Burns, R. (1995). *The adult learner at work Schools and Professional*. Publishing, Sydney.
9. Cardno, C. (2002). Team Learning: opportunities and challenges for school leaders. *School Leadership & Management*, 22 (2), 211-223.
10. Cheruiyot, A. (2011). *An Assessment Of The Training Needs Of Heads Of Departments Of Secondary Schools For Effective School Administration: A Case Of Nandi South District*. Unpublished MED Thesis, Moi University, Eldoret, Kenya.
11. Chetty, P. (2007). *The Role and Professional Development Needs Of Middle Managers in New Zealand Secondary Schools*. Master of Educational Management Thesis, Unitec New Zealand.
12. Covey, S. (1989). *The seven habits of highly effective people: restoring the character ethic*. New York: Free Press.
13. Eshiwani, G. S. (1993). *Education in Kenya since independence*. Nairobi: East African Publishing.
14. Fitzgerald, T. (2000). Middle Managers in Secondary Schools: Who are they and what do they need to know? *New Zealand Journal of Educational Administration*, 15, 71-75.
15. Kayiwa, B. (2011). *Assessment of Leadership Training Of Head Teachers and Secondary School Performance in Mubende District, Uganda*. Master Of Arts In Educational Management, Bugema University Uganda.
16. Kise, J. (2006). *Differentiated coaching: a framework for helping teachers change*. California: Corwin Press.
17. Mwesigwa, A. (2009). *The Impact of Training on Employee Work Performance Behaviour: A Case Study Of Government Aided Secondary Schools In Ibanda District, Uganda*. MA Project, Hague, International Institute of Social Studies.
18. O'Neill, J. (2000). 'So that I can more or less get them to do things they really don't want to.' Capturing the 'situated complexities' of the secondary school Head of Department. *Journal of Educational Inquiry*, 1(1), 13-34.
19. Odera, F. Y. (2011). The Role of Heads of Department in the implementation of Computer Integrated Education in Secondary schools in Nyanza Province, Kenya. *International Journal of Information and Communication Technology Research*, 1(5), 239-243.

20. Ogembo, P.O. (2005). *Training needs of heads of department of secondary schools for effective curriculum implementation in Kenya: A Case of Eldoret Municipality*. Unpublished M. Phil Thesis, Moi University, Eldoret.
21. Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
22. Wright, N. (2002). *Stories from the inside: a narrative analysis investigating the professional lives of three NZ secondary school heads of English departments*. University of Waikato: unpublished D.Ed. thesis.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Physical Education and Sport Science shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).