



EFFECT OF IN-SERVICE TEACHERS' TRAINING ON PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS, NAIROBI COUNTY

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ABSTRACT

In-service training is important for teachers to face new challenges and changes in the education world. In-service training is also a fundamental aspect to improve teacher professionalism. The effectiveness of in-service training is important so that teachers can apply the knowledge acquired in teaching and learning. This research project attempted to assess the effect of in-service training on performance of teachers specifically at public secondary schools in Eastleigh Zone, Nairobi County. The study's specific objectives were to identify the effect of training needs on performance of teachers and to examine the strategies used in conducting in-service training and their effects on performance of teachers in public secondary schools in Eastleigh Zone, Nairobi County. The teachers' performance was measured using the Balanced Score Card and other perceptual measures such as managerial performance, customer service orientation, productivity and work quality. The study adopted descriptive research design. All 144 teachers were considered in the study hence census survey. The instruments used in the study were a questionnaire and an observation checklist. Reliability test was carried out using Parallel Forms model. Descriptive statistics were employed in the study. The study found out that there was significant effect of in-service teachers' training on teachers' performance as stated by majority of the respondents in the study. 70.3% agreed that training needs affected teachers' performance; and 100% agreed that the training strategies affected teachers' performance. The practical contribution of this study has been to encourage teachers to attend in-service programs which are perceived to be comprehensive pedagogical professional training that lead to Teacher Professional Certificate so as to be licensed to practice in Kenyan schools undertaking the Kenya Institute of Curriculum Development curriculum. The study recommended that the Government should ensure that the implementation of adequate and well planned in-service training programs for teachers at all levels of the educational system in Kenya takes place as anticipated.

Key Words; *In-Service Teachers' Training, Training Needs Analysis, Training Strategies and Performance of Teachers*

INTRODUCTION

Training program in an organization is a process by which people are taught with skills and given the necessary knowledge or attitude to enable them carry out their responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective job performance. Organizations are facing many changes which are related to economic needs, social needs and technology needs. As such, training programme plays an important part to overcome these problems and to cater for the needs of the organizations (Omar, 2014). According to Marsha and Naftaly (1999) one of the important components to improve the quality of education is through in-service training for teachers. In-service teacher training is thus defined as all activities and set of trainings that is required for quality improvement and professional development of teachers (Saiti & Saiti, 2006). Even though there are many in-service training programmes organized by the Ministry of Education, State Education Department and District Education Office, the effectiveness of in-service training in schools need to be taken seriously by school management and also teachers.

In Kenya, the 350,000 teachers in public and private schools are now required to undergo mandatory two-year in-service professional training course to enhance their capacities. This is part of the reforms the Teachers Service Commission (TSC) has introduced to improve the quality of education. At the same time, TSC announced that the five modules to be used in the retraining of tutors were ready and the first batch of teachers from both public and private schools would enroll for the two-year in-service course in various centres countrywide effective April 2016 (Daily Nation, May 16, 2016; Teachers Service Commission Code of Regulation, 2016).

Teachers regardless of their status and educational/training background will be required by law to undertake a comprehensive pedagogical professional training leading to Teacher Professional Certificate (TPC) so as to be licensed to practice in Kenyan schools undertaking the Kenya Institute of Curriculum Development (KICD) curriculum. Therefore, the teachers who fail to take the two-year TPC in-service programme will not be issued with a practicing certificate, hence would not be allowed to teach in any Kenyan school undertaking KICD developed curriculum (Machio, 2016).

The TPC Programme was introduced in line with Section 35 of the TSC Act (2012) which states that the Commission shall take all the necessary steps to ensure that persons in the teaching service comply with the teaching standards prescribed by the Commission. The TPC Programme therefore stresses on pedagogical training where teachers will be introduced to the real discipline that deals with the theory and practice of education, the study and practice of how best to teach subjects like ICT, Mathematics, English, History, Sciences and other technical subjects. The teachers are also expected to keep abreast with new developments in subject content, teaching methods, information communication, institutional management, guidance and counselling, leadership and resource management (Machio, 2016).

In-service teachers' training is important for teachers in school as a tool for professional development and to enhance their knowledge and quality of teaching and learning. Teachers are facing new challenges in the education world and it is important for teachers to equip themselves with new knowledge and skills by attending in-service training in order for them to plan an important and effective role as an educator. Besides that, the effectiveness of in-service training is important to ensure that the training is suitable and bring positive effect to the teachers. The effectiveness of

the in-service training is influenced by the training needs analysis and strategies used in the training program (Omar, 2014). Therefore, this study sought to contribute to the understanding of in-service teachers' training and its effect on teachers' performance.

Statement of the Problem

Questions are being raised about the effectiveness of all forms of professional development in education. And with these demands have come increased demands for demonstrable results. Legislators, policy makers, funding agencies and the general public all want to know if professional development programs make a difference (Guskey, 2002).

According to Noyce (2006), "we must acknowledge first the reason we do professional development is so that students will learn more. Every other outcome is important only insofar as it leads to that". The primary premise for this statement is that teachers who know and can do more effective teaching in the classroom help students learn more. Teaching teachers appeals to our intuition as a high-leverage strategy for boosting student achievement. However, there is lack of empirical data to support this notion.

Review of studies on effectiveness of in-service training for teachers has revealed a growing literature demonstrating that training needs analysis and strategies used in the training program have important effect on teaching and student outcomes. At the same time, these studies highlight the need to extend this research (Shahmohammadi, 2014; Omar, 2014). Hence, this study sought to bridge these huge gaps by investigating the effect of in-service teachers' training on performance of teachers in Kenyan public secondary schools in attempt to provide more empirical data in the local arena.

Research Objectives

The general objective of this study was to assess the effect of in-service teachers' training on performance of teachers in public secondary schools in Eastleigh Zone, Nairobi County. The specific objectives of the study were:-

- To identify the effect of training needs analysis on performance of teachers in public secondary schools in Eastleigh Zone, Nairobi County.
- To examine the effect of training strategies on performance of teachers in public secondary schools in Eastleigh Zone, Nairobi County.

Theoretical Framework - Balanced Scorecard (BSC)

According to Chaudron (2003), the BSC is a way of: measuring organizational, business unit or departmental success; balancing long-term and short-term actions; balancing the following different measures of success; Financial; Customer; Internal Operations; Human Resource Systems and Development (learning and growth); tying the firm's strategy to measures of action. Much of the success of the scorecard depends on how the measures are agreed, the way they are implemented and how they are acted upon (Bourne, 2002).

Financial Perspective: The financial performance measures define the long-run objectives of the business unit (Kaplan & Norton, 1992). Financial measures indicate whether the organization's strategy implementation and execution are contributing to bottom-line improvement. A well-designed financial control system can actually enhance an organization's management system. The performance measures in this perspective include improved cost structure and increased assets utilization using the productivity improvement strategy, on one hand and on the other hand enhanced customer value and expanded revenue opportunities through revenue growth strategies. The financial perspective emphasizes cost efficiency, that is, the ability to deliver

maximum value to the customer at minimum cost and sustained stakeholder value (Gekonge, 2005).

Customer Perspective: This perspective captures the ability of the organization to provide quality goods and services, the effectiveness of their delivery, and overall customer service and satisfaction. This will result from price, quality, availability, selection, functionality, service, partnerships and brand value propositions, which will lead to increased customer acquisition and retention (Gekonge, 2005). The BSC demands that managers translate their general mission statement on customer service into specific measures that reflect the factors that really matter to customers (Kaplan & Norton, 1992). Customers' concerns tend to fall into four categories: time, quality, performance and service, and cost. Satisfied customers buy a product again, talk favorably to others about the product, pay less attention to competing brands and advertising, and buy other products from the company (Kotler & Armstrong, 2004). Recent management philosophy has shown an increasing realization of the importance of customer focus and customer satisfaction in any business (Chabrow, 2002; Holloway, 2002; Needleman, 2003).

Internal Processes Perspective: According Gekonge (2005), internal processes perspective focuses on the internal business results that lead to financial success and satisfied customers. To meet the organizational objectives and customers' expectations, organizations must identify the key business processes at which they must excel. These key business processes are monitored to ensure that outcomes will always be satisfactory. The internal processes perspective reports on the efficiency of internal processes and procedures. The premise behind this perspective is that customer-based measures are important, but they must be translated into measures of what the organization must do internally to meet its customers' expectations (Kaplan & Norton, 1992).

Innovation, Learning and Growth Perspective: The learning and growth perspective examines the ability of employees (skills, talents, knowledge and training), the quality of information systems (systems, databases and networks) and the effects of organizational alignment (culture, leadership, alignment and teamwork), in supporting the accomplishment of organizational objectives (Gekonge, 2005). Processes will only succeed if adequately skilled and motivated employees, supplied with accurate and timely information and led by effective leadership, are driving them. They will lead to production and delivery of quality products and services; and eventually successful financial performance (Gekonge, 2005).

Conceptual Framework

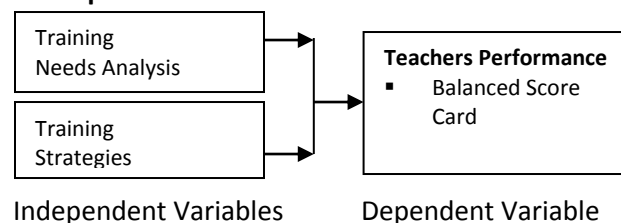


Figure 1: Conceptual Framework of the Study

Source: Researcher, 2016

Review of Related Literature

Teachers Performance

A review of published reports examining educational finance and performance by a Kentucky Legislature subcommittee, found that most of these studies define efficiency as the maximum performance for any given level of resources. The general definition of effectiveness is the ability to achieve education goals. Efficiency is thus defined as a faster, more cost effective means of delivering and sustaining professional development activities. Effectiveness is defined as providing the basis for determining the impact of professional development activities and students' achievement in all subjects (O'connell, 2009).

Authors of a recent paper have noted that in the United States there are no national data that examines professional development over time or links professional development participation to both changes in teaching practice over time and student achievement (Olson, Desimone, Le Floch & Birman, 2002). These researchers suggest that to evaluate and improve on policies supporting teachers' professional growth, there is need to understand how professional development translates into changes in teaching practice and improved student achievement.

Some research results indicate and most educators believe that organized and effective professional development does have an impact on student learning (Guskey, 2003). In order to implement professional development more effectively, the Iowa Department of Education (2002) developed a technological approach that was felt had the best chance of successfully promoting educational reform and thus improve the student achievement in Iowa.

Perceptual Measures

Researchers use measures of perceived effectiveness. The limitations of perceptual data in assessing organizational effectiveness, however, have often been found to be positively related to each other (Kirkman & Rosen, 1999) and previous studies of public agency performance have used perceptual measures (Brewer & Seldon, 2000). Measures of organizational effectiveness such as customer and employee satisfaction (Richard *et al.*, 2008) are more robust (Jusoh & Parnell, 2008). Four separate measures of perceived organizational effectiveness used in research are: managerial performance, customer service orientation, productivity and work quality.

Managerial Performance

Concerning managerial performance, one can argue that where employees give high ratings to the organization's managers, these positive assessments should relate to better organizational

performance (Hooijberg & Choi, 2001). Based on measures used in previous research on perceived managerial performance (Miller, 1991; Price & Mueller, 1986), they identified six items. They concern how well managers communicate the mission, organize the work group, support employees' family and personal responsibilities, correct poor performance, work cooperatively with the unions, and generally do a good job.

Customer Service Orientation

Customer service orientation has received more emphasis in government due to the Clinton administration's Total Quality Management initiatives. One can debate the appropriateness of viewing citizens as customers (Mintzberg, 1996), but an emphasis on customer service has many advocates (Osborne & Gaebler, 1992; Osborne & Plastrick, 2000). The survey contained three items about customer service orientation: service goals aimed at meeting customer expectations; well-defined systems for linking customers' feedback and complaints to employees who can act on information; and employee receiving training and guidance in providing high quality customer service.

Productivity and Work Quality

Productivity and work quality are critical elements of performance. Since they can trade off against each other (Durant *et al.*, 1998; Morris and Helburn, 2000); Sloan *et al.*, 2001). Although reliance on a single item measure is often questionable, the questions directly ask about the levels of productivity and work quality, and hence the construct validity of the measures is not likely to be lower than that of multi-item measures and no serious loss in reliability is likely to occur (Wanous & Reichers, 1996).

Effectiveness of In-service Training on Teachers Performance

In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to

improve directly or indirectly the quality of pupils education (Omar, 2014).

In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom (Ong, 1993).

In-service programs often have more clearly defined goals: many of them are preparing teachers in very specific subjects, for instance, on teaching secondary science or on teaching elementary reading (Shahmohammadi, 2014). In Kenya, teachers are required to keep abreast with new development in subject content, teaching methods, information communication, institutional management, guidance and counselling, leadership and resource management therefore necessitating the teachers to undertake a career progression and professional development programme every five years (Daily Nation, 16th May, 2016, page 6).

Effect of Training Needs Analysis on Teachers Performance

According to Dessler (2004) training programs consist of five steps. The first, or needs analysis step identifies the specific job performance skills needed, analyses the skills and needs of the prospective trainees, and develops specific, measurable knowledge and performance objectives. In the second step, instructional design, one decide on, compile and produce the training program content, including workbooks, exercises and activities; here techniques such as on-the-job training and computer-assisted learning are used. There may be a third, validation step, in which the bugs are worked out of the training program by presenting it to a small representative audience. The fourth step is to implement the program, by actually training the targeted employee group. Fifth

is an evaluation and follow-up step, in which management assesses the program's successes or failures.

Dessler (2004) continues to state that task analysis and performance analysis are two main ways to identify training needs. Task analysis is especially suitable for determining the needs of employees who are new to their jobs. Performance analysis appraises the performance of current employees to determine whether training could reduce problems like excess scrap or low output. In task analysis, job descriptions and job specifications are helpful. These list the job's specific duties and skills and thus provide the basic reference point in determining the training required. Training needs are uncovered by reviewing performance standards, performing the job and questioning current job holders and their supervisors. In performance analysis, there are several methods used to identify a current employee's training needs. These include supervisor, peer, self, and 360-degree performance reviews; job-related performance data (including productivity, absenteeism and tardiness, accidents, short-term sickness, grievances, waste, late deliveries, product quality, downtime, repairs, equipment utilization, and customer complaints); observation by supervisors or other specialists; interviews with the employee or his supervisor; tests of things like job knowledge, skills and attendance; attitude surveys; individual employee daily diaries; and assessment centres.

According to Aswathappa (2008) needs assessment occur at two levels; group and individual. An individual obviously needs training when his or her performance falls short of expectations. Performance deficiency may be due to knowledge, skills and abilities deficiency, incongruence between performance and reward, inadequate feedback or system obstacles. Where shortage in skills and abilities is the cause for deficiency, training becomes necessary. Training needs occurs at the group level too. Any change in the organization's

strategy necessitates training of groups of employees. For example, when the organization decides to introduce a new line of products, sales personnel and production workers have to be trained to produce, sell and service the new products. Training can also be used when high scrap or accident rates, low morale and motivation, or other problems are diagnosed. Although training is not a cure-all, such undesirable happenings reflect poorly-trained workforce.

Training Strategies and their effects on Teachers Performance

The modules for the five Teacher Education Programmes developed by TSC in partnership with KICD will be conducted during school holidays. Teachers will therefore have to specialize in not more than two teaching subjects and on completion of the course, they would be awarded Teacher Professional Certificate (TPC) which will be renewed after every five years. The modules for the five Teacher Education Programmes in Kenya include ECDE Teacher Education Programme in which teachers are training through in-service courses in District Centres for Early Childhood Education (DICECEs). The National Centre for Early Childhood Education (NACECE) develops the curriculum, trains trainers and supervisors and conducts monitoring and evaluation (Machio, 2016).

There is Secondary Teacher Education (STE) which is provided at the Diploma and Degree levels in Diploma Teacher Training Colleges and universities respectively. Technical Teacher Education is offered at the Kenya Technical Teachers College in Nairobi which trains Diploma level teachers for secondary schools, Technical Training Institutes, Primary Teachers Colleges, Institutes of Technology and Vocational Polytechnics. Special Needs Education is teacher education provided to professionally qualified practicing teachers through a two-year Diploma programme at the Kenya Institute of Special Education (KISE). Then, there is Primary Teacher Education (PTE) which is provided in 24

Certificate level colleges through a two-year residential programme (Machio, 2016).

In a related development, TSC is in the process of phasing out Primary school teachers with P1 qualifications. All primary school teachers will undergo a two-year Diploma training course after which they will be required to undergo TPC programme. Teachers without TPC will not be allowed to teach even if they have graduated and been issued with the TSC number. The TPC could be withdrawn from teachers who would not perform or engage in unethical practices. Teachers with P1 qualifications who enrolled for a university degree hoping it would enable them secure employment in secondary schools are also in for a rude shock as TSC has since ruled out such possibilities insisting that lower class teachers with degrees will still teach the same level (Machio, 2016).

According to Omar (2014) the approaches used in presenting in-service training should be appropriate with the needs of the participants. Through the process of andragogy, an adult can obtain knowledge more effectively. This is based on theory that adults have higher level of self-development effort and learning through experience. Each method and approach used in the in-service training should be suitable to the objectives, contents, ability of the participants and facilities available in the training program. The effectiveness of such method and approach used will depend on the knowledge, skills and discretion of the coaches or facilitators with respect to the concept, planning, implementation and evaluation of the approaches used.

Armstrong (2008) defines coaching as a person-to-person technique designed to develop individual skills, knowledge and attitudes. Coaching is most effective if it can take place informally as part of the normal process of management or team leadership. This type of coaching consists of helping people to become aware of how well they are doing and what

they need to learn; controlled delegation; using whatever situations arise as learning opportunities; providing guidance on how to carry out specific tasks as necessary, but always on the basis of helping individuals to learn rather than force-feeding them with instructions on what to do and how to do it.

According to Minan (1995) the suitable course content will only be developed through observation, listening and feedback from potential participants by the facilitators or coaches. The choice of equipment and materials must also be suitable with the contents and training objectives that will be presented. Hacer (2012) states that the effectiveness of in-service training will also depend on the materials and resources used and the new materials created during the course.

In conducting in-service training in schools, time factor will affect the effectiveness of training. Too long training sessions will interfere with the teachers' concentration. While sessions held just after schooling time will not be suitable because teachers will have been tired after teaching the

whole term. If it is conducted during weekend, some teachers would think that it is a holiday for them. Therefore, it is important to identify the most suitable time and session for training through recommendations by the teachers themselves (Omar, 2014).

METHODOLOGY

To achieve the objectives of the study, descriptive research design was adopted. Descriptive research studies were used to describe phenomena associated with a subject population or estimated proportions of the population that had certain characteristics (Cooper & Schindler, 2006). In the month of July 2016, the population of the study consisted of an estimated population of 144 teachers. The subjects of the study were drawn from public Secondary Schools in Eastleigh Zone namely Eastleigh High School, St. Teresa's Boys Secondary School, Moi Forces Academy and Maina Wanjigi Secondary School.

FINDINGS AND DISCUSSION

Training Needs Analysis

Table 1: Training Needs Analysis

Parameter	Frequency	Percentage
Highest Educational Qualification		
Master	19	18.8%
Bachelor	71	70.3%
Diploma	11	10.9%
Total	101	100%
Training and Development Programs		
Certificate	49	48.5%
Workshops	52	51.5%
Total	101	100%

Source: Survey, 2016

From Table 1, majority of the respondents were Bachelor holders from various public universities,

the common ones being The Nairobi and Kenyatta Universities. The teachers obtained their Bachelor

degrees in early 80s likewise the Diploma ones obtained their certificates from Kenya Science Teachers College and Kagumo Teachers College. The Master group obtained their degrees between 2010 and 2015 at The Nairobi, Kenyatta, Moi and Egerton Universities. From the foregoing, the Diploma group requires rigorous training through attendance of in-service teachers training to enable them be more skillful, knowledgeable, innovative and creative.

All the respondents had attended several workshops and seminars organized mostly by the Ministry of Education, Science and Technology ranging from one to ten days. The teachers preferred the workshops/seminars because they did not infringe on their personal lives as the programs were non-residential. The training programs were

Training Strategies

Table 2: Training Strategies

Parameter	Frequency	Percentage
Training sessions conducted after schooling time		
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	97	96%
Strongly Agree	4	4%
Total	101	100%
Parameter	Frequency	Percentage
Equipment to be consistent with the training objectives/content		
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	91	90.1%
Strongly Agree	10	9.9%
Total	101	100%

Source: Survey, 2016

All the respondents agreed that the training sessions for the in-service teachers training should be conducted after schooling time when the teachers were free from their normal routines. This school-based training approach with short training sessions was highly recommended as it will enable

beneficial to the teachers as they were sensitized on salient issues that needed their urgent attention/information in their areas of specialization. The following tasks that required performance improvement were noted with concern: Curriculum delivery in case of change; Discipline; ICT in teaching/e-learning; Guidance and Counselling; Students/Parents Relationship; and Reproductive Health. Hence, the type of training recommended on these tasks were on-the-job, mentoring, coaching and job rotation. The training institutions recommended by the respondents were Kenya Institute of Curriculum Development (KICD), World Health Organization (WHO), religious institutions and reputable motivational speakers.

teachers to concentrate in their studies. Equipment such as LCD projector, flip charts and white boards were highly recommended by all the respondents in order to make the teaching and learning process efficient.

Teachers Performance using BSC and other Perceptual Measures

Table 3: Teachers Performance using BSC and other Perceptual Measures

Parameter	Frequency	Percentage
Emphasis on cost efficiency		
Strongly Disagree	11	10.9%
Disagree	27	26.7%
Neutral	5	4.9%
Agree	38	37.7%
Strongly Agree	20	19.8%
Total	101	100%
Parameter	Frequency	Percentage
Well-defined systems for Feedback and complaints		
Strongly Disagree	3	2.9%
Disagree	7	6.9%
Neutral	0	0%
Agree	83	82.3%
Strongly Agree	8	7.9%
Total	101	100%
Overall customer service and satisfaction		
Strongly Disagree	17	16.8%
Disagree	15	14.9%
Neutral	21	20.8%
Agree	37	36.6%
Strongly Agree	11	10.9%
Total	101	100%
Articulation of school's mission, vision and values		
Strongly Disagree	1	1%
Disagree	7	6.9%
Neutral	5	4.9%
Agree	80	79.2%
Strongly Agree	8	8%
Total	101	100%
Improvement of the overall productivity		
Strongly Disagree	4	3.9%
Disagree	9	8.9%
Neutral	7	6.9%
Agree	64	63.4%
Strongly Agree	17	16.8%
Total	101	100%

Setting work targets and/or deadlines

Excellent	75	74.3%
Good	25	24.8%
Poor	1	0.9%
Total	101	100%

Teamwork and cooperation

Excellent	12	11.9%
Good	87	86.1%
Poor	2	2%
Total	101	100%

Job satisfaction and commitment

Excellent	0	0%
Good	54	53.5%
Poor	47	46.5%
Total	101	100%

Parameter	Frequency	Percentage
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Use of ICT

Excellent	2	2%
Good	23	22.8%
Poor	76	75.2%
Total	101	100%

Suitability of working environment

Quite Adequate	48	47.5%
Adequate	39	38.6%
Not Adequate	14	13.9%
Total	101	100%

Source: Survey, 2016

Financial Perspective

In the study, the BSC's financial perspective pointed on parameters such as cost efficiency. Hence, majority of the respondents (37.7%) as shown in Table 3 above agreed that their Heads of institution embraced the principle of profit maximization where profits are the difference between the school's revenue and costs.

Customer Perspective

Under this perspective, parameters such as schools having well defined systems for feedback and complaints; and overall customer service and

satisfaction were highlighted. From Table 3 above, majority of the respondents represented by 82.3% for the former and 36.6% for the latter indicated that their schools embraced ISO certified standards that focus on meeting customer expectations and delivering customer satisfaction.

Internal Process Perspective

This perspective stresses on efficiency of organizational processes and procedures.

Performance appraisal system is a component of performance management system in the Public Service that integrates work planning, target

setting, performance reporting and feedback. Hence, 74.3% of the respondents as shown in Table 3 above found the instrument excellent as it improved performance by encouraging staff participation and involvement in planning, delivery and evaluation of work performance.

Innovation, Learning and Growth Perspective

The parameters that fall under this category included teamwork and cooperation; job satisfaction and commitment; and use of ICT. As evident from Table 3 above, majority of the respondents (86.1%) rated teamwork and cooperation as being good and as such, this has led to creation of dynamic teams that are proactive and results-oriented. On the other hand, 53.5% of the respondents rated job satisfaction and commitment “good” and this confirms that the teachers are satisfied with their jobs as their work brings many kinds of rewards such as money, friendship, status and achievement thereby attaining both their extrinsic and intrinsic needs. However, majority of the respondents (75.2%) were dissatisfied with their schools as they had failed in the area of ICT. These teachers felt that there was lack of creativity and innovation in the schools under study as the teachers hardly generated new ideas/methods of doing things and were not flexible enough to adapt to recently introduced technological reforms.

Managerial Performance

This parameter touched on articulation of the school’s mission, vision and values. From Table 3 above, 79.2% of the respondents agreed that the Principals communicated the school’s mission, vision and values effectively via artifacts, service charters and school websites thus everyone was involved in the strategy formulation process.

Productivity

The overall productivity of the schools under study had tremendously improved over the past two years owing to good leadership steered by the Principals and good governance mechanisms put in

place as stated by 63.4% respondents in Table3 above.

Working Environment

Majority of the respondents (47.5%) as shown in Table 3 above rated the working environment as “quite adequate” in terms of physical location and office space. The schools had embraced the principle of ergonomics as far as office space was concerned. The physical locations of the schools were quite suitable as they were strategically placed in the Nairobi Central Business District (NCBD).

CONCLUSIONS AND RECOMMENDATIONS

The study’s main focus was to examine the effect of in-service teachers’ training on teachers’ performance. The study results confirmed that there is significant effect of in-service teachers training in terms of training needs analysis and training strategies on teachers’ performance.

The study results further revealed that the Balanced Scorecard theory, which is a theoretical framework for in-service teachers training, acts as an interlinkage model between in-service teachers’ training attributes and teachers’ performance.

Hence, this study uniquely contributed to the existing knowledge regarding the importance of assessing in-service teachers’ training with respect to teachers’ performance in Kenya.

Implications of the Study

The results of the study have implications to theory. The focus has been on in-service teachers’ training, teachers’ performance as well as the Balanced Scorecard theory. The BSC has been applicable in the study which put emphasis on teachers performance. However, there is need to show conclusive causality between BSC and in-service teachers’ training by testing the variables using correlation statistics.

Implications of the Study to Policy and Practice

From a policy perspective, it is believed that the findings of this study can be helpful for provision of additional insight to the regulators in their quest to harmonize teaching practices in Kenya with international best practices and at the same time including the in-service programs in central budgets to make the programs a success.

The practical contribution of this study has been to encourage the teachers to attend in-service programs which are perceived to be comprehensive pedagogical professional training that lead to Teacher Professional Certificate (TPC) so as to be licensed to practice in Kenyan schools undertaking the Kenya Institute of Curriculum Development (KICD) curriculum.

Recommendations for Research

Based on the implications of the study highlighted above, the Government should ensure that the

implementation of adequate and well planned in-service training programs for teachers at all levels of the educational system in Kenya takes place as anticipated.

Secondly, there should be free flow of information to enable all teachers aware of the training and development programs available internally and externally.

Thirdly, the teachers who are qualified for in-service training should be encouraged to attend the programs by providing them with study leave with pay.

Finally, each school should draw up a roaster for in-service training program for each year so that every teacher would at least be sent training in a year. This will erode the situation whereby only some chosen few are sent on the program.

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