

**ASSESSMENT OF FACTORS AFFECTING THE EFFECTIVENESS OF  
IN-SERVICE PROGRAMMES FOR CHRISTIAN RELIGIOUS  
EDUCATION TEACHERS IN PUBLIC SECONDARY SCHOOLS IN  
MWALA DISTRICT, KENYA**

**By**

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**A Research Project Submitted in Partial Fulfillment for the Requirements  
for the Degree of Master of Education in Curriculum Studies**

**University of Nairobi**

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## DECLARATION

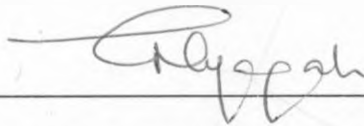
This Research is my original work and has not been presented for a degree in any other university.



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This Research has been submitted for examination with our approval as University Supervisors.



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## DEDICATION

This research project is dedicated to my Dad Domisiano , Mum Florence, my sister Irene, my brother Oscar and my son Dennis for their , moral support and their sacrifice throughout the entire period of study.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CISRET</b>	Centre for In-service of Religious Education for Teachers
<b>CRE</b>	Christian Religious Education
<b>CREATE</b>	Christian Religious Education Awareness for Teachers
<b>INSET</b>	In-service Education and Training
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KESI</b>	Kenya Education Staff Institute
<b>KIE</b>	Kenya Institute of Education
<b>KNUT</b>	Kenya National Union of Teachers.
<b>SBI</b>	School Based in-Service.
<b>SMASSE</b>	Strengthening of Mathematics and Sciences in Secondary Education
<b>ZQASO</b>	Zonal Quality Assurance and Standards Officer

## ABSTRACT

The purpose of the study was to assess the factors affecting the effectiveness of in-service programme for CRE teachers in public secondary schools in Mwala district. The objectives of the study were:- to establish the teacher factors, school factors, training factors and factors emanating from the Ministry of Education which affect the effectiveness of in-service courses for CRE teachers. Descriptive research design was used and data were collected using questionnaires. There were three types of questionnaires for head teachers, teachers and ZQASOS. The target population consisted of 40 public secondary schools. Simple random sampling was used to pick 20 head teachers, 40 CRE teachers and 3 ZQASOS. Data collected were analyzed and presented in tables, graphs and pie charts.

The findings indicated that in-service courses in Mwala district are not effective. The study further revealed that very few teachers (25%) had attended any in-service course in their teaching career. The study also revealed that schools do not offer enough support to teachers by funding them for in-service or releasing them to attend in-service training. The main issues which make in-service courses ineffective include, lack of advance communication to teachers and schools about the courses, timing of the courses which are mostly offered when schools are in

session and courses targeting few teachers. The Ministry of Education has offered little support for in-service training.

In light of the findings, the study concluded that in-service courses were not effective. The study therefore recommends that schools make efforts to avail teachers for in-service training through funding and releasing them to attend the courses. The teachers need to have a personal initiative by availing themselves for in-service and even using their own funds for further training as the courses benefit them. The Ministry of Education through INSET should make efforts to have more regular programmes which should be organized at lower levels for example at the district level. There is need to target more teachers by having convenient dates for example during holidays and making advance communication.

This study suggests that a similar research be conducted using a larger population of public secondary schools in the whole of Machakos county as well as country wide in order to elicit a more representative perspective on the factors affecting the effectiveness of in-service courses for CRE teachers in secondary schools.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

In-service training can be traced to the time of formal schooling in Western Europe in the 19<sup>th</sup> century. It was recognized as a vital component in improving learning and teaching among teachers (Dean, 1991). Mokeira (2009) describes in-service training as planned courses to improve instructional, professional knowledge, interest and skills. Farrant (1990) also describes in-service training as a life long process in which the teacher is constantly learning and adapting to new challenges of his or her job. Many researchers throughout the world have pointed out the importance of in-service training in improving the teacher's overall performance as well as that of student's. Chapman (1985) notes that a high quality of professional life for the teacher contributed to increased student performance. Fuller (1985) also noted that in-service teacher training is positively correlated with that of student achievement. Eshiwani (1993) points out the need for systematic upgrading and training of teachers through in-service as this would lead to quality education. All these attest to the fact that in-service training is an important aspect in teacher development.

In the Educational International working paper No. 14 of 2004 it was noted that professional development as teachers is considered as key guarantee of quality education and must be linked to all phases of teacher education and education

research. This would keep them in touch with new findings, in their subjects and to obtain continuous supply for the improvement of their teaching and methods. In Japan the National Ministry of Education Science Sports and Culture is responsible for in-service training of teachers'. The government mandated and financially supported the in-servicing of teachers through a revision of the Japanese law (1989). There is also in-service training conducted by boards of education at prefectures and designated cities. The law for exception on public education personnel article 20 decrees that a teacher shall constantly make efforts to train and cultivate one self ([www.education-in-japan.info/](http://www.education-in-japan.info/)). The 1989 reforms in New Zealand replaced the Department of Education with Ministry of Education which resulted to variety of teacher induction programs being offered. The new curriculum also resulted to a need for in-servicing teachers to teach the new curriculum and be able to teach in an increasingly diverse multi cultural student population.

In USA the American Research Association mentioned social change and too brief pre-service as reasons for in-service training of teachers. The National Society of College of teachers designated need for in-service programs to serve teachers whose professional grades were below acceptable standard, those wishing to prepare for another type of position and those wishing to increase their knowledge or skills.



In Britain in service training picked momentum after Mc-Nair report (1944) recommended refresher courses to be offered in the universities training colleges and teacher centers. In 1972 the James report recommended that teachers should attend regular in-service education and training.

In Rwanda the teacher service commission is the arm of the Ministry of Education responsible for all in-service teacher training program as well as development and management of teachers. The teachers' service commission collaborates with local education officials and other national institutions such as national curriculum development centre, national examinations council, inspectorate of education and teacher training colleges, Rwanda ministry of Education (2008). In Egypt in-service training of teachers program known as school based training began in 1994 Le blanc (1997) in Reimers (2003). The main goal was to provide in-service training to increase the effectiveness of teachers through training and monitoring at school site. This was due to inability or reluctance to allow teachers release time for local training.

In-service programmes for teachers in Kenya are coordinated by the Ministry of Education In-service Training and Education Unit (INSET UNIT). The role of INSET is to identify in-service needs and address them. It also develops decentralized in-service mode down the ministry structure, co-ordinates in-service sessions, monitors and evaluates teacher in -service programs. Other agencies that

in-service secondary school teachers are Kenya Institute of Education, Kenya Education Staff Institute and book publishers like Macmillan, Oxford and Longhorn (Republic of Kenya, 2005).

Christian Religious Education (CRE) is presently offered in Kenyan secondary school. The subject is compulsory in form 1 and 2 but elective in 3 and 4. The CRE syllabus has undergone several revisions with the latest being 2002. The secondary school education syllabus (KIE, 2002) lists the objectives of teaching CRE as to help learners acquire social, spiritual and moral insight, to think critically and make appropriate moral decisions in a rapidly changing society and acquire basic principles of Christian living to contribute positively to transformation of self and society as a whole. This means that teachers need to be adequately equipped with skills to meet these objectives.

Various studies have shown that CRE teachers' are inadequately prepared to teach the subject. The introduction of Integrated Christian Religious Education lays emphasis on life approach strategy of teaching and learning which was advocated during introduction of 8.4.4. A study carried out by Gachego (1990) on utilization of resources in teaching of CRE in Embu District recommended that refresher courses for all CRE teachers that content be selected according to student needs. Ombuna (1994) study on effectiveness of teachers' use of life approach in teaching CRE revealed that teachers made little effort to link the student with day

to day experiences in relation to the subject. In most cases they use lecture method with little participation of students.

Wafula (2008) notes that CRE teachers feel excluded from the so called special allowance and skewed promotions which favour their counter parts in other subjects which demotivates them. Ndalo (2008) notes that humanities teachers are rarely given opportunities to pursue post graduate courses in their areas of specialization while teachers in other subjects have more regular and organized in-service courses and opportunities for professional development.

There has also been massive shortage of teachers in CRE which Ndalo (2008) traces to governments 21<sup>st</sup> industrialization goal in which science subjects have been clearly emphasized. In 1990's many diploma teachers were hurriedly bundled to primary schools. Today due to acute shortage, humanities teachers' including CRE are being recalled to secondary schools with little retraining. Some are inadequately prepared to cope with changes which have taken place Gachego (1990).

Presently the Ministry of Education has made efforts to organize workshops for CRE teachers mostly at provincial level. In Mwala district very few workshops have been organized for CRE teachers. Similarly information on workshops at provincial levels rarely reaches the schools. Oirere (2008). This shows that when

carrying out in-service programs for teachers there is need to put into account all the factors emanating from the school, those arising from the training programme itself and teacher related factors.

The results for Mwala district for CRE have shown a decline in performance despite teachers having undergone in-service training. (See table 1.2). The performance of CRE on the national scale has not been consistent (see table 1.1). Based on these statistics there is need therefore to assess the factors which affect effectiveness of in-service programs for Christian Religious Education in an effort to improve student performance. Mwala is therefore a suitable location for study as a comparative analysis of national and district results shows a decline in performance

**Table 1.1 National exam results for CRE from 2004 - 2008**

Year	2004	2005	2006	2007	2008
Mean score	4.58	4.75	4.61	5.16	4.166

*Source: Kenya National Examination Council Office 2010*

**Table 1.2 Mwala district exam results for CRE from 2004 – 2009**

Year	2004	2005	2006	2007	2008	2009
Mean score	7.75	7.37	5.048	6.7464	6.4222	5.712

*Source: D.E.O – Office Mwala District 2010*

From the tables 1.1 and 1.2 it can be seen that performance in CRE has been on decline. This can be attributed to changes which have taken place in the syllabus which has called for a shift in teaching methodology. Teachers have not been adequately prepared to cope with these changes or where training has been carried out it may not have had the desired effect.

### **1.2 Statement of the problem**

The rapid expansions of knowledge within the last twenty years have seen many changes taking place within the education system. The society has been compounded by scientific advancement, changing technology and new teaching methodologies which makes a teacher trained years ago ineffective in the school environment unless additional support is given. In-service training is therefore required for practicing teachers to enable them cope with the new changes.

It is the role of the Ministry of Education through INSET to provide in-service training for teachers. Efforts should be made to organize the courses at lower levels especially at the district level. This should be at regular intervals not more than two years owing to the rapid changes occurring in the society in terms of knowledge and skills. The purpose of in-service would be to keep teachers abreast with new developments in their field of training.

Several studies carried out have shown that in-service programmes for teachers are narrow focused (Waithera, 2008, Griffins, 1974). At times the teacher needs and aspirations are not met, also the training programs fail to capture the intended aim due to lack of qualified trainers materials and content relevance to the training. The working environment in some case has not offered the best avenue for the application of the acquired skills which has arisen due to inadequate curriculum supervision and lack of organizational support. The study therefore sought to assess factors which could have affected effective implementation of in-service programs within Mwala district in an attempt to equip teachers with knowledge and skills to implement the revised curriculum.

### **1.3 Purpose of the study**

The purpose of the study was to assess factors affecting the effectiveness of in-service program for Christian Religious Education teachers in public Secondary School in Mwala district.

### **1.4 Objectives of the study**

The following objectives guided the study;

- i. To determine the school related factors which affect the effectiveness of in-services programmes for CRE teachers.
- ii. To establish the teacher related factors which affect the effectiveness of in-services programmes for CRE teachers.

- iii. To determine the extent to which factors emanating from the Ministry of Education affect the in-service programmes for CRE teachers.
- iv. To establish the training programme related factors which affect effectiveness of in-service programmes for CRE teachers
- v. To establish the challenges CRE teachers face in their professional development endeavors.

### **1.5 Research questions**

The following research questions guided the study;

- i. What school based factors affect the effectiveness of in-services programmes for CRE teachers?
- ii. What teacher related factors affect the effectiveness of in-services programmes for CRE teachers?
- iii. To what extent do factors from the Ministry of Education affect in-service programmes for CRE teachers?
- iv. What training programme factors affect the effectiveness of in-services programmes for CRE teachers?
- v. What challenges do Christian Religious Education teachers face in their Professional development endeavors?

### **1.6 Significance of the study**

The study may inform institutions offering in-service training to secondary school teacher's on the innovations they could make in their programs to equip teachers with skills and knowledge for curriculum implementation. It would also help facilitator's competence. The Head-teachers may be enlightened on the importance of in-service training and thus facilitate it through funding it. Teachers may benefit from recommendations given and avail themselves more for in-service courses. Given that few studies have been carried on CRE in-service programs and none in Mwala, the study will significantly help in developing strategies for in-servicing teachers not only in CRE but other subjects as well at the district level.

### **1.7 Limitations of the study**

The researcher may not have been able to control the attitudes of the respondents as they responded to the items on the questionnaire. This was because respondents could at times have given socially acceptable answers in order to avoid offending the researcher. However, the researcher had requested them to be honest and that their identity would not be revealed. In addition, they were assured that the data they were to give would be used for the purpose of the study only. The researcher focused on school, teacher, training and Ministry of Education factors only. Therefore, the researcher suggests that generalizations of the findings should be done carefully.



### **1.8 Delimitations of the study**

Mugenda and Mugenda (1999) define delimitations as the process of reducing the target population and region to manageable size. The study was delimited to public secondary schools as they form the bulk of schools in Mwala district. The respondents included teachers as they are the implementers of curriculum innovations, school head teachers who facilitate curriculum implementation in their supervisory role and also fund workshops and District Quality Assurance and Standard Officers who co-ordinate in-service programs at the district level. The study focused on school based factors, teacher related factors, training factors and those factors emanating from the Ministry of Education.

### **1.9 Assumptions of the study**

In the study the researcher assumed that:

- i. In-service programs for teachers' increase teachers output and enhance student's performance.
- ii. The respondents co-operated and data obtained was accurate and reliable.
- iii. All CRE teachers in the district were aware of the existence of in service programs for CRE.
- iv. K.C.S.E was an acceptable and reliable measure of candidate's achievements.

### **1.10 Definition of terms**

This section consists of the meaning of various terms as used in the study.

**Assessment** refers to the act of finding out the extent to which a training Programme has carried out.

**Curriculum** refers to a set of courses offered at school.

**Effectiveness** refers to improvement made by teachers in the implementation of curriculum.

**In-service** refers to a set of courses offered to teachers after initial training.

**Inspection** refers to carrying out routine checks to find out whether a training programme is running as expected

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one includes: background to the study, statement of the problem, purpose of the study, objectives of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two literature review includes:- The concept of in service training, forms of in-service, process of in-service, government policy on in-service training, preparedness of teachers to teach CRE, role of school administration in curriculum implementation, preparedness of ZQASOs, in enhancing quality education, theoretical frame work and conceptual frame work.

Chapter three describes the research methodology. That is introduction, research design, location of the study, target population, sample size and sampling techniques, research instruments, testing of validity and reliability of instruments, piloting and research instruments, data collection procedures and data analysis techniques. Chapter four involves analysis of the research findings and discussion of the finding. while chapter five involves summary of the findings conclusion, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter consists of the review of previous literature related to factors affecting the effectiveness of in-service courses for CRE teachers .The subtopics include: concept of in-service training, forms of in-service, process of in-service, government policy on in-service, preparedness of teachers to teach integrated CRE using life approach method. It also includes role of school administration in the implementation CRE curriculum, preparedness of Quality Assurance and Standards Officers in enhancing quality Education, Summary of literature review, Theoretical Framework and Conceptual Frame Work.

#### **2.2 Concept of in-service training**

According to Reimers (2003) various terms are used to describe the training and support that teacher's receive after initial preparation for the job of teaching. They include in service teacher training, staff development and professional development all of which refer to the range of life long learning activities by which teachers and Principal's and other school staff undergo in order to develop their professional competence, personal aspirations and general understanding of their changing roles and tasks. It includes both guidance and training received while teaching on the job and programs undertaken away from the school whether formal and informal.

Dean (1991) further asserts that in-service training is the education intended for professional development of teachers. The process makes teachers more professional in addition to enhancing school institutional needs. Ganser (2000) says that it includes formal experiences such as attending workshops and professional meetings mentoring and also informal experiences such as reading professional publications watching television documentaries related to academic discipline.

According to Educational international working paper No. 14 (2004) professional development of teachers is considered as a key guarantee of quality education and must be linked to all phases of teacher education. Friedrichssen (2004) emphasizes that teachers should receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching and methods.

### **2.2.1 Purpose of in-service**

Joan (1991) observes that education changes are rapid, the speed of change and explosion of knowledge requires people to learn afresh at intervals and through out their lives. Walkins (1973) observes that societies change and will demand for accountability even in the school system .As schools change they become

complex and require new skills .To cope with these teachers require special skills hence in-service.Oirere (2008) observes that teachers are expected to keep pace with societal needs and aspiration. In-service ensures that teachers grow in their profession, boosts their morale and makes them take their job positively. In-service also promotes the teacher confidence and may form a basis for lateral transfer that is moving to other professions.

Changes in the school curriculum like the beginning of 2003 call for in-service training to familiarize teachers with the new changes. Policy changes like the passing of the new constitution require in-service as the laws have impacted the curriculum in some subjects especially humanities. Through in-service teachers improve their teaching skills, understanding and implementation of the curriculum as well as their own professional growth as they gain confidence and appreciate their work as teachers. Pandey (1982) notes that while pre-service training introduces and inducts the teacher trainees to the teaching profession, in-service training makes the teacher professional and enhances his or her performance. Through in-service training the communication gap is explained and disturbing questions answered.

### **2.2.2 Forms of in-service**

In-service training will depend on who initiates the training for their diverse preferred intentions Musyoka (2007). At personal level individual teachers may seek to improve themselves, for their own professional or career development.

This individual based in service training is common in Kenya as teachers seek for knowledge and skills to improve their professionalism and opportunities for promotion or career shift.

School based in service training is also practiced, informally where the new entrants into the school where they are teaching are in serviced through regular discussions about the performance expected. Johnston (1971) says that heads of department, seniors colleagues and head teachers may discuss his/her work with the new entrant. It may be difficult to separate in-service education from probationary requirement imposed upon new entrants into the profession.

A mere formal approach of School based training has been extensively used in developed countries notably USA, Canada, UK, Australia and New Zealand in 1970 and Japan and Israel 1992 and 1996 respectively. In this case the head teacher is the INSET director or staff committee organizes activities for whole staff or department. Ayot (1992) notes that SBI is effective when the school administration gives necessary support SBI addresses the disparities of individual and school needs within the constraints of available resources much more effectively.

Externally initiated in-service training method is also carried out. In this teachers are often assembled together through the initiative of the local professional for in-service education in organized workshops, seminars or conferences. These make use of consultants and professionals other methods of in-service training include

symposiums, Job instruction, training, coaching, group training, home study courses and brain storming. In-service courses range from short courses during school time to larger periods being taken for degree or post graduate courses, distance education are also offered through E learning due to advent of technology.

### **2.2.3 Status of in-service courses in Kenya**

In-service training for CRE teachers has faced many challenges. According to Ombuna (1994) in her study on the use of life approach method in teaching CRE in secondary schools .majority of CRE teachers had not attended any in-service training even after the introduction of the new syllabi. These findings correlate with those of Wambui(2008) who also noted that most of the CRE teachers were inadequately prepared to teach CRE using life approach as they lacked sufficient knowledge on how to use life approach method. She recommends that CRE teachers should have regular in-service programmes to equip them with new changes and approaches to teach CRE. Despite, many teachers being academically qualified they lack regular professional updating which can adversely affect the new ways to teaching.CRE teachers should therefore have regular in-service training and adequate professional guidance to enable them use effective method of teaching CRE which would translate to better student performance .



#### **2.2.4 Problems of in-service**

Wachira (1996) notes that some of the shortcomings of in-service courses include: too short a duration leading to crash programmes, courses not being timely sometimes coming long after mistakes have been committed, lacking an evaluation system to assess whether teachers have grasped the content and failing to address emerging problems as they are infrequent. She recommended in-service to be made mandatory to ensure uniform exposure, have a balance between duration and content, and have an evaluative system to enable facilitators know whether they have achieved their objectives or not and to be frequent so as to address emerging issues. Ongoto (2004) also states that the duration of in-service should be enough to cover all tasks and that the content should be relevant. The process should incorporate input from participants while trainers should be experts in the field of training.

According to Higginson (1996) some of the typical failures of in-service include: the expense of running residential courses which severely reduces the number that can be in-serviced, lumping of teachers with mixed and incompatible training and non involvement of colleagues to whom teachers may be accountable to for example head teachers. Gachoya (2007) noted that teachers posted in isolated areas frequently miss out on training due to lack of communication in time or are simply forgotten by the organizers of in-service training who may decide to hold training in convenient areas.

### **2.3 Government policy on in-service education**

According to Njau (2003) it is the primary purpose of the Ministry of Education to develop in-service education and training as per the frame work for in-service education and training which was based on the master plan of Education and training .Republic of Kenya (1998) The Education Act also gives the mandate of providing in-service training to the Ministry of Education through the inspectorate division of the ministry now the Quality Assurance and standards division. The INSET unit was established for the purpose of improving efficiency and effectiveness in the provision of Education and Training, make teaching more learner centered through the development of regular focused in-service courses and establish a training programme for all cadre of teaching staff. The unit is expected to work with the relevant departments within the Ministry of Education and other stakeholders to develop national structures and systems for in-service. It is therefore the government policy to provide in-service training for teachers which is seen as part of enhancing economic development. The Koech report (1999) asserts that Ministry of Education is responsible for the provision of administrative and professional services in education at the national, provincial and district levels.

The Kamunge report (1998) recognized the need for revamping and strengthening district level educational services by assigning the bulk of professional and support personnel at district level to manage the expanded educational services at

the district. This empowered the DEOs office to offer in-service courses for teachers the report further recommends that each district education resource centre be provided with appropriate facilities, equipment, qualified professionals, support personnel and a budget to offer quality and essential advice to all teacher.

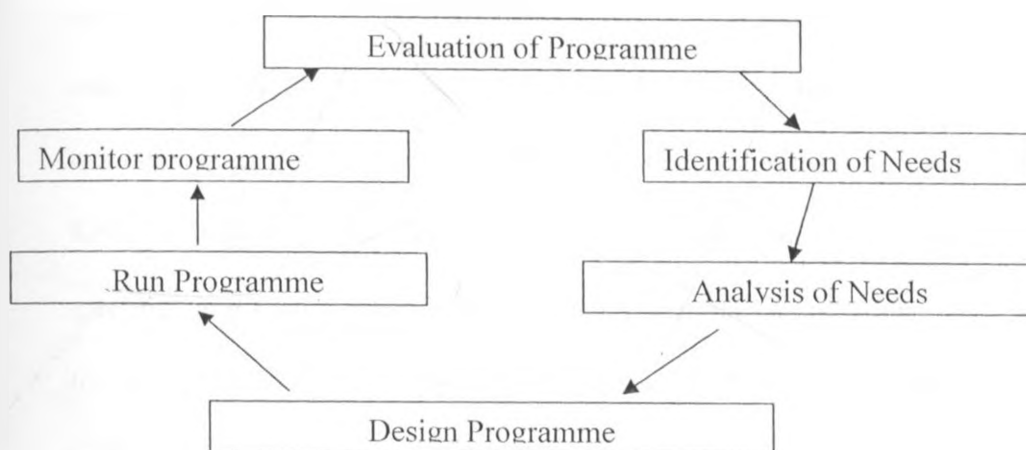
According to Mwanzia (2006) the INSET unit however, has not planned any in-service training for secondary school teachers since its inception in 2000. The ministry headquarters has done little in terms of in-service for CRE teachers. The only noteworthy effort has been made by the PDEs office which is in charge of all secondary school programmes. The training is organized according to training needs, availability of resources ,introduction of new programmes and curriculum changes. The main challenge noted was financial constraints which make it difficult to fund in-service programmes.

#### **2.4 Process of in-service**

O'Sullivan (1998) says that schools should be updated on in-service education and training (IN-SET) through staff development, notice boards, keeping records of staff interests, receiving feed back from those who have attended courses and issues of in-service should feature prominently during staff meetings. O'Sullivan 1998 came up with staff development cycle which can be used by schools to determine their situations: what they want to achieve, how to achieve it and how

to know when goals are achieved. In the cycle the needs of teachers have to be identified and analyzed to enable the provider to design the programmes which will address the identified needs. After design the program is implemented. Monitoring ensures achievement of project objectives during implementation and success of program through evaluation.

*Fig.2. 1 O'Sullivan's in service Training cycle*



*Source: Adopted From Bishop (1985)*

#### **2.4.1 Resources for in-service training**

The most important resource is human resources. Bayers (1970) says that in in-servicing institutions should rely on internal resources. He further suggests that in selecting a trainer the most important factor is to select one who is likely to motivate trainees towards behavior change. Resources can be out sourced if they are not available internally. Njau (2003) notes that trainers can be consultants, professional organizations or private industry. Funding of the training is crucial

and money can be sought from civic organizations, church organizations and Non Governmental Organizations.

#### **2.4.2 In-service training providers**

According to national case study by KESI (1993) the providers of in-service training are Ministry of Education through KESI which trains educational administrators and educational officers, KIE which trains teachers and provides materials for radio services, KNEC which involves teachers in item writing workshops, trains examiners, moderators and supervisors of national exams KNUT which offers leadership training, curriculum implementation, educational meetings and conferences. There are also religious organizations such as Centre for In-service Religious Education Teachers (CISRET) for catholic teachers and Christian Religious Education for Teachers (CREATE) for protestant teachers.

The teacher associations like Kenya Secondary Schools Heads Association also in-service teachers especially during their meetings at district, provincial and national levels. The book publishers also organize in-service courses for specific subjects. The INSET unit is the main body charged with the responsibility of coordinating in-service courses. The only regular INSET programme for secondary school teachers was SMASSE .Njau (2003) notes that although there are many bodies offering in-service courses very few of them are subject specific, The INSET unit since its inception in 2000 has not undertaken any course for

secondary schools while those other bodies are unable to reach out to all teachers. The majority of teachers countrywide are therefore not aware of any in-service programmes more so humanities teachers who have no regular in-service programmes.

### **2.5 Preparedness of teachers to teach integrated C.R.E using life approach method**

According to Wambui (2008) use of life approach is starting to teach with the real concrete and present conditions of the learners and letting them arrive at religious understanding. It emphasizes the use of day to day experience, as a basis for teaching CRE. According to Lang (1994) it is a form of experimental learning which is learner centered, Integrates less structure than direct instruction. Learners often work co-operatively combining their experiences with reflection which encourages them to construct personal meaning and apply their learning to new contexts. It takes form of projects games work situations, field trips, simulations role playing skits and dramatization. According Wafula (2007) teachers are expected to use different methods to facilitate learning. These may involve encouragement of students in performing various tasks and activities or student observation as the teacher demonstrates. Adequate time needs to be provided and students encouraged to develop skills and attitudes specific to the subject. Curriculum knowledge and interpretation entails teachers understanding of the subject, being able to link learning activities with every day life, proper use of

teaching and learning aids and explanation of concepts in a simple and clear manner to students. For teachers to do this they need to be equipped with relevant skills and knowledge. A study carried out by Wainaina in (2003) revealed that most teachers were unaware of teaching methodologies that could stimulate students' interest in learning CRE. It has been established that most teacher prefer use of lecture method thus students are inadequately prepared to apply the knowledge in their day to day lives

According to Wafula G.W (2008) CRE teachers feel excluded from the so called special allowances and skewed promotions which have been favoring their science counterparts. With such an attitude this demotivates CRE teachers which can adversely affect their work and desire for further professional development. Ndalo (2008) in his article "Are humanities teachers' endangered species" notes that teachers in other subjects are given wide latitude to pursue courses for professional development. While other subjects especially science have benefited from many in-service projects for example SMASSE.(Strengthening Mathematics and Science subjects in secondary

Schools) a bilateral sponsorship by governments of Japan and Kenya. Humanities teachers have to content with informal and localized group efforts towards that direction where external players hardly venture. This is a real challenge for CRE teachers as these localized programs at times have nothing new

to offer. Most teachers may also opt to concentrate on other teaching subject at the expense of CRE.

## **2.6 Role of school administration in implementation of CRE curriculum**

The CRE curriculum requires that teachers expose themselves to various sources of information especially on issues pertaining to contemporary Christian living. Miriti (2009) notes that some schools the administrators may not fully support the implementation of school curriculum. Insufficient numbers of textbooks and other reading materials, lack of strict supervision, availability of syllabuses have been pointed out as some of the issues hindering proper curriculum implementation. Administrators who have specialized in teaching of sciences often tend to down look humanities subjects CRE included. CRE teachers are rarely exposed to new pedagogical skills and other emerging issues.

To overcome this, Akpan (2001) suggests that school administrators should offer organizational support by releasing teachers in time to attend any in-service courses and facilitating the teacher through funding for in-service courses. They should also keep abreast with new developments in the wake of curriculum changes so as to play their supervisory role effectively. Wachira (1996) noted that school administrators should provide a conducive environment which would not only enhance optimal productivity of teachers but allow proper follow up. This is because poor work environment makes teachers not to be keen in embracing new



ideas and also makes it difficult for effective follow up on whether teachers implement what they have learnt during in-service.

The extent to which in-service courses are successful largely depends on how school administrators attach value to the courses. It is worth noting that the work of selection of teachers for in-service is done by respective schools .Higgison (1996) says that the context of training should not be divorced from the context of schools hence schools should be involved in planning for in-service courses and also be made to see its importance to teachers this would make the administrators support in-service programmes fully.

## **2.7 Preparedness of Quality Assurance and Standards Officers in enhancing quality education**

Quality assurance and standards ensure efficient mechanisms are put in place by institutions to improve quality teaching and learning. According to Akpan (2003) QASOS aim at controlling the quality in any production system through proper monitoring, guidance, directing and integrating of available ideas. The department of quality assurance is charged with the responsibility of maintaining standards in the country through the process of supervision and inspection.Gachoya (2008) notes that QASOS assess and encourage effectiveness in the implementation of desired known policies, guidelines, instructional advice and sound professional practices in schools. They use many supervisory techniques to monitor guide and direct the teachers like visiting classrooms, conferences and workshops are

organized to update the knowledge of teachers. They also use microteaching, inter-visitation and research techniques.

According to the republic of Kenya (2005) it was recommended that the title of inspector be changed to Quality Assurance and Standards Officer, Recruitment of qualified personnel capacity building for QASOs in terms of training and equipment and a hand book for inspection published. Results from researchers however indicate that this has not been achieved. According to the hand book for inspection (2000) INSET for inspectors has mainly taken form of induction courses. The induction courses have lacked co-ordination to the extent that there has been no comprehensive programme or definite packages for participants to undergo.

The course takes two or three days and the personnel used for workshops lack expert skills, knowledge and field experience Republic of Kenya (2000). A study by Kimemia (1989) cited inability of inspectorate to organize sufficient subject based in-service courses to address short comings relating to revised curriculum assessment skills and wide spread weaknesses in teacher skills which affect education quality. Waithira (2008) notes that to enhance quality QASOs require superior knowledge, attitude, and skills which will provide them with confidence they need to work comfortably. They also need adequate facilities and resources

to effectively assure quality. There should also be co-ordination at highest levels in terms of subject based in-service courses for teachers including CRE.

## **2.8 Summary of literature review**

The teaching of CRE as a subject has been faced by a lot of challenges. As Mbiti (1991) points out there has been declining students' enrolment not only at secondary level but even at higher levels. The decline can be attributed to an interplay of factors

Which are teacher based, school based and professional based. This implies that the teacher must be adequately prepared to cope with these challenges. It is clear that a gap exists between initial teacher training (pre-service) and actual performance at classroom level. This research study seeks to find out the effectiveness of in-service programs in Mwala district as other study have only covered challenges facing CRE teachers and declining performance. No other study on effectiveness of in-service for CRE teachers has been carried in Mwala district.

## **2.9 Theoretical frame work**

This study is guided by transfer of training theory. Baldwin and Ford (1988) and Subedi (2004) define transfer of training as the degree to which trainees use the attitude, skills and knowledge learned in training to improve on the job

performance. According to Baldwin and Ford (1988) in their model, training transfer is seen as a function of three sets of factors:

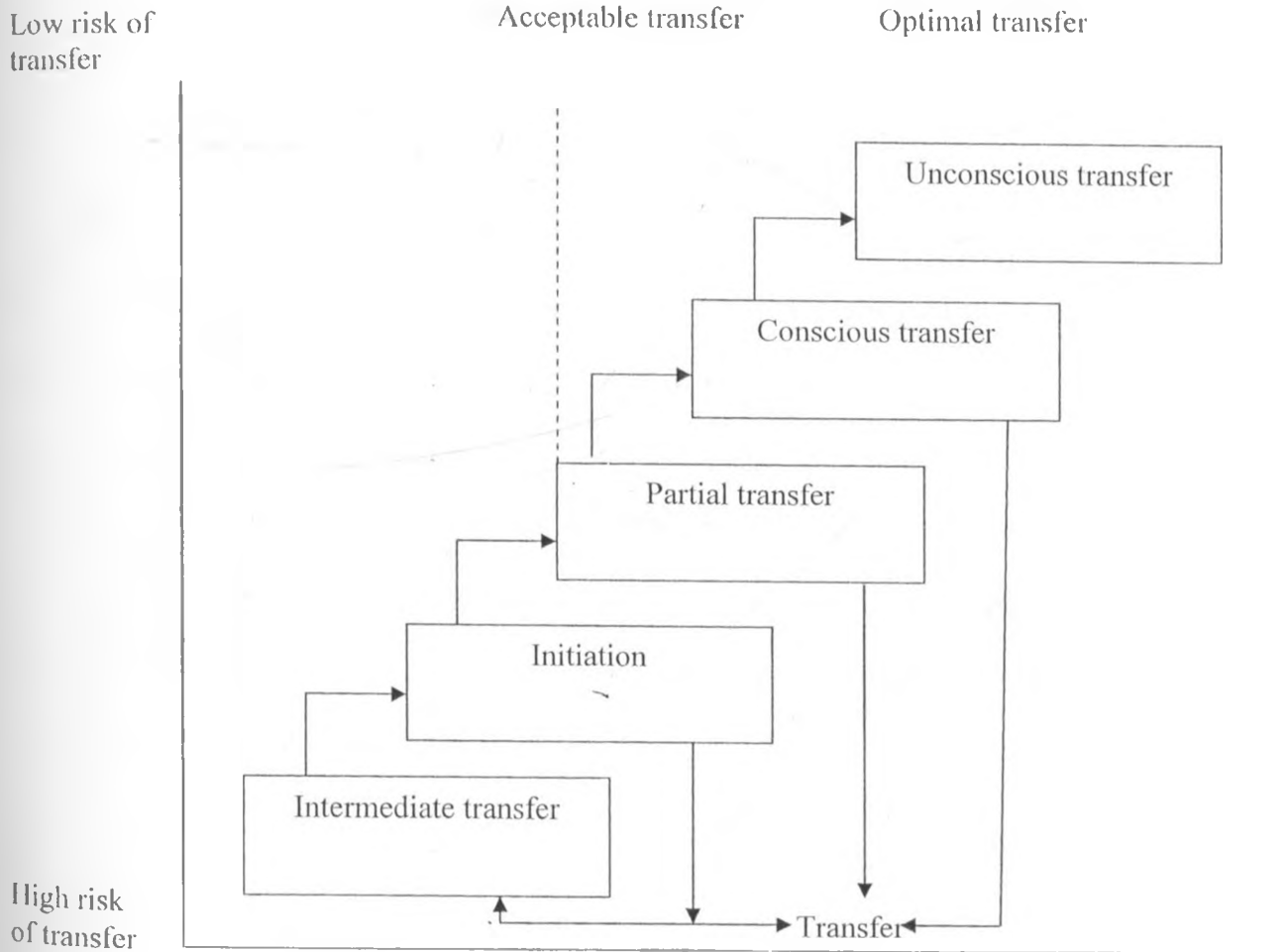
Trainee characteristics including ability, personality and motivation.

Training design including transfer design and appropriate content.

Work environment including support and opportunity to use skills and knowledge learned.

The foxon model is represented below:

*Figure 2.2 transfer of training process by Foxon (1993)*



During intention to transfer stage learners are eager and motivated to try out new ideas learnt in training. In this stage transfer occurs if learners are well motivated. During initiation stage participants try out new skills if they have necessary organizational support. During partial transfer stage participants apply some or all of the skills to the job. While in the last two stages conscious and unconscious maintenance transfer has occurred and thus the participant consciously and knowingly utilizes the skills learnt in the training to on the job performance which over time is applied accordingly. During unconscious maintenance stage the learner will have fully applied learning hence achieving transfer of training.

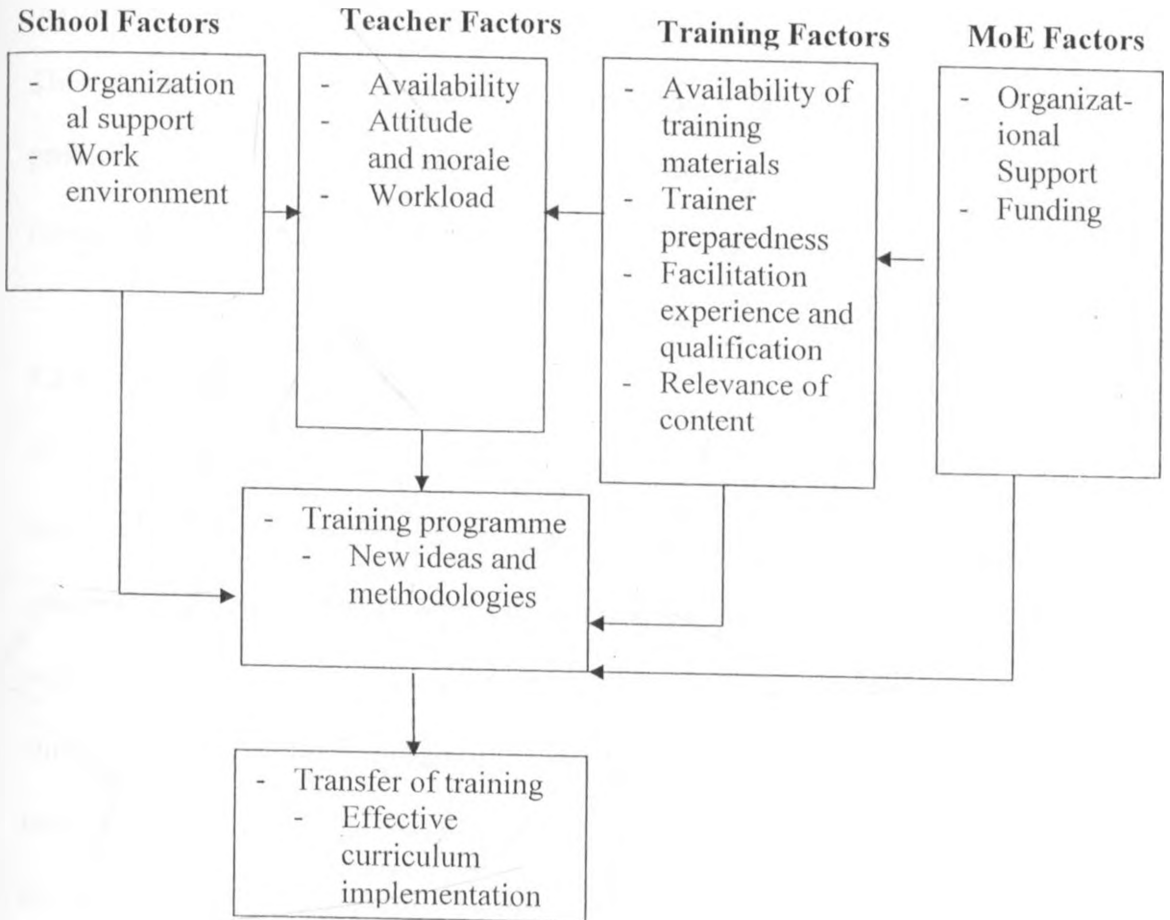
From the above theory it can be seen that for any training to be effective it requires that trainers be adequately motivated, have necessary organizational support and their own abilities taken into account. This theory is thus applicable to the study as it looks at factors which would ensure the effectiveness of in-service programmes for teachers as trainees. This is based on the fact that any training programme has to be all round by focusing on the training programme organization, relevance of the content, qualification of the trainers, the school based factors like organizational support, work environment and teachers desire to learn and apply what is learnt.

## 2.10. Conceptual frame work

Orodho (2005) defines a conceptual frame work as a mode of representation where a researcher represents relationships between variables in the study and shows the relationship graphically. According to figure 2.1, it is clear that the effectiveness of any in-service training program is an inter play of both teacher factors school factors and the training program itself. Teachers' availability, work load, attitude and morale and their understanding of the curriculum approach determine whether they are receptive of any in-service program. The school administration support through funding, supply of resources and curriculum supervision would determine how teachers implement the learnt ideas. The organization of the training program and competence of trainers determines how the ideas generated are applicable to teachers in classroom situation. Incorporation of ideas from in-service through curriculum implementation at classroom level determines the effectiveness of the in-service programme.

Fig. 2.1

Conceptual framework



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research design target population, sample and sampling procedure, research instruments. It also consists of validity and reliability, research instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The researcher used descriptive survey design, Mugenda and Mugenda (1999) asserts that descriptive research is a process designed to obtain information concerning the current status of the phenomena. It is important as it helps draw valid conclusions from discovered facts. The researcher collected data from Quality Assurance and Standards Officers, head teachers and teachers selected from public secondary schools in Mwala district, so as to determine their status in respect to the variables enlisted in the study.. The study thus fitted within the descriptive research design as the researcher sought to describe the status of in-service programs in the said district and what influences their effectiveness.

#### **3.3 Target population**

Target population included; head teachers and teachers from 40 public schools in Mwala district and 4 Zonal Quality Assurance and Standards Officers at the



DEOs office. There are 7 girls boarding, 6 boys boarding 14 Mixed boarding and 13 mixed day schools.

### **3.4 Sample size and sampling techniques**

A sample is a group of subjects from which data is collected according to Moore (1983). Mugenda and Mugenda (1999) note that a representative sample should be at least 10% of the total population. The researcher however, picked 50% of the total population as the target population was small. Stratified random sampling was used to pick 20 out of 40 secondary schools in Mwala district. All the schools were coded by the researcher so as to be identified by their codes. The schools were categorized into boys boarding, girls boarding, mixed boarding and mixed day schools. The schools were stratified by a category defined by gender (N1 – number of boys schools, N2 -number of girls schools, N3- number of mixed boarding and N4 -number of mixed day schools).

Simple random sampling was used in each stratum. Out of 40 schools 5 girls boarding schools, 5 boys boarding schools and 5 mixed secondary schools were picked as a sample. The researcher picked an uniform number of schools because despite many mixed boarding and day schools the girls and boys schools were more established and would thus give more information hence the reason to include them. Five pieces of paper were written 'yes' for both categories of schools and the rest written 'no'. Some 20 students from Mwala mixed secondary

school were used by the researcher to select schools in each category. Those who picked 'yes' in each category give the codes on their papers which were interpreted. Twenty schools were selected for the study. All the head-teachers and teachers teaching CRE from the selected schools were included in the study. Since all the education zones had only one Quality Assurance and Standards Officer, three were included in the sample to acquire vital information for the study. The researcher picked three which was 75% which was because the target population was small hence three ZQASOS would give a more extensive information.

### **3.5 Research instruments**

The researcher used questionnaires to collect data. The questionnaires were administered to 40 teachers, 20 head teachers and three QASOS. Close ended questions were used to measure objective responses and open ended questions were used to measure individualistic responses and clarify objective responses. The researcher chose the questionnaire because it could be used to collect information from a large number of respondents within a short time and at the same time not inconvenience the school programme.

The questionnaires for head teachers had three sections. Section one gathered information about their educational and demographic background; section two focused on factors affecting implementation of CRE subject, while section three

focused at the involvement of the school in supporting teacher professional development.

The questionnaires for teachers aimed at giving information on Teacher related factors, School related factors, Training factors, factors from Education Ministry and challenges facing teachers.. It was divided into three parts, part A focused on their educational background, Part B focused on teacher related factors affecting the effectiveness of service programs while part C looked school related factors affecting effectiveness of in-service programmes Part D focused on training factors and recommendations on how to make in-service programmes effective.

The questionnaires for QASOS who represented the three zones in Mwala district comprised of their education background. in part A, Part B focused on organization of in-service courses for CRE teachers and availability of materials for training, part C elicited information on their level of preparedness and availability of trainers and support from Education Ministry.

### **3.5.1 Instrument validity**

A pilot study was carried on a random sample of 3 head-teachers, 3 CRE teachers and 1 Quality Assurance and Standards Officer at the district headquarters According to Orodho (2003) the number of pre- test should be 10% of the entire sample size thus out of 40 schools 3 were selected and out of those 3 head teachers and teachers which is close to 10% Those selected filled in the

questionnaires and were excluded from the study. This number of respondents was picked as they adequately portrayed the result which could be applied for the study. Similarly based on the sample size the number of respondents for the piloting would give a true picture of the reality on the ground thus its selection. The pilot study was done to pre-test the validity of the instruments, feasibility of the study techniques and to perfect the questionnaire concept and wording. The researcher sought to determine the validity of the instruments to check ambiguity, confusion and poorly prepared items. According to Mugenda and Mugenda (2003) Validity is the degree to which results obtained from analysis of data actually represents the phenomena. Apart from piloting the researcher requested his supervisors to validate the items in the three questionnaires individually and provide a feedback on the incorrect items to the researcher/ their recommendations were used by the researcher to make corrections on the items that required amendments and come up with the final questionnaire which was used for data collection.

### **3.5.2 Instrument reliability**

The sampled three head-teachers, teachers and one ZQASO filled in the questionnaires. The same instruments were retested on the same participants after one week. The responses were tallied and a calculator used to generate percentage response per item. In both times each case was treated independently and the results generated in percentages. A comparison between percentage responses per

item obtained in the two times was made to check how close the responses were, so as to ascertain for consistency in the answers given in the two periods. A Pearson's product moment correlation formula for test retest was employed to compute the correlation coefficient (rho) in order to establish the contents of the questionnaires were consistent in giving the same responses in the

two times they were given to the selected respondents.  $r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$

$$\text{where } \left\{ x = d - \frac{\sum d}{n} \text{ and } y = h - \frac{\sum h}{n} \right\}$$

$\sum$  = sum of

Rxy = coefficient of reliability

X = Deviation of x measures from assumed mean

y = Deviation of y measures from assumed mean

[ Note: *ds*' are data values obtained in the first time and *hs*' are data values obtained the second time of administration of questionnaire to the pilot respondents. The value *n* represents the total number of respondents ].

A correlation coefficient of about 0.75 was substantially high to enable the researcher judge instruments reliable for the study. According to Kasomo (2006) the value *r* lies between -1 and +1. The coefficient values that are +\_ 1 indicate perfect relationship while the value of 0 indicates no relationship between variables. There are five categories of relationships namely:

- a) Very high  $r = (0.8 \text{ to } 1)$

- b) Substantially high  $r = (0.6 \text{ to } 0.79)$
- c) Moderate  $r = (0.4 \text{ to } 0.59)$
- d) Slightly  $r = (0.2 \text{ to } 0.39)$
- e) Negligible  $r = (0 \text{ to } 0.19)$

*Source Kasomo (2006)*

The researcher afterwards made corrections of anomalies in the items after which the questionnaires were completed for use in data collection.

### **3.6 Data collection procedure**

A research permit was obtained from National Council for Science and Technology and a copy submitted to the DEO Mwala district to make her aware of the process of data collection in the district for the study. The researcher carried out a pre-visit to the selected schools to make prior arrangements before the actual data collection. This made him familiar with the respondents. The data were collected in five days. The researcher visited the area of study and administered questionnaires to the head-teachers, teachers and Quality and Standards Assurance Officers. The respondents filled in the data and the same day they handed in completed questionnaires to the researcher

### **3.7 Data analysis techniques**

Quantitative data were collected through closed ended questions which were captured in the five research questions. The quantitative data were grouped

according to the research questions and analyzed using descriptive statistics, percentages, frequency distribution tables, bar graphs and pie charts. Tally system and a scientific calculator were used to get percentages. The charts were drawn using Microsoft excel and then copied on the specific space on the main project report in Microsoft word. Qualitative data were collected using open ended questions. The qualitative data were condensed using categorization of data according to related responses from various respondents and specific questions and then coded. The related responses were quantified using a computer program; the statistical package for social sciences (SPSS). Some qualitative data which were not quantifiable were grouped thematically and a general narrative given to describe the results.

### **3.8 Ethical considerations**

A transmittal letter from the Faculty of Education, University of Nairobi was given to the researcher so as to obtain a permit authorizing the data collection process within the schools in the study area. Formal and ethical issues were observed during the data collection process such as ensuring that the respondent's identity was anonymous, and avoiding influencing the respondents' response. The researcher had made prior arrangements with the heads of the selected schools so that the instruments were administered and filled without delay.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter consists of methods of data analysis research findings, interpretation and presentation of the results. There is brief introduction and the respondents' demographic data. The chapter has description of; head teachers', teachers and Quality Assurance and Standards Officers ,Reponses on teacher related factors ,school related factors, ,training programme factors, those from the Ministry of Education and challenges facing teachers.

The analyzed data has been presented by use of frequency tables, pie charts, histograms and bar graphs. Open ended questions were analyzed by grouping similar responses and the tally system used to generate frequency tables. Description of the findings has been given to clarify the results of the tables and charts.

#### 4.2 Questionnaires return rate

Responses were received from 20 head teachers, 40 teachers and 3 Zonal Quality Assurance and Standards officers, the overall return rate stood at 100% which was an excellent return rate of the questionnaires.



### **4.3 Demographic data**

Data were collected from sample of 40 teachers, 20 head teachers and three Quality Assurance Officers. The head teachers were asked to indicate their level of education while teachers were required to give their gender, highest level of education age and duration of teaching. The Quality Assurance and Standards Officers were asked to indicate their working duration. These attributes helped shed some light on factors affecting the effectiveness of in-service courses in Mwala district.

#### **4.3.1 Type of school**

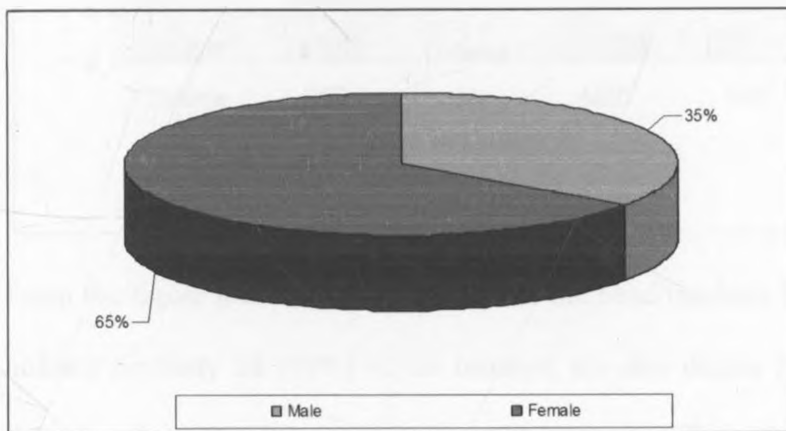
Data were gathered from 20 schools. Responses obtained from the teachers indicate that 5 (25%) of the teachers came from a mixed boarding school, 5 (25%) were from a boys boarding, 5 (25%) were in a girls boarding while the remaining 5 (25%) were from a mixed day school. This shows that all the categories of targeted schools in Mwala district were evenly distributed. This is because in this region the schools are either mixed or single sex schools. This helped discover the factors affecting attendance to in-service.

### 4.3.2 Gender

Teachers were asked to indicate their gender This was to find out if gender had any impact on teachers attendance to in-service courses. The results obtained are as follows;

**Figure 4.1**

**Gender of teachers**



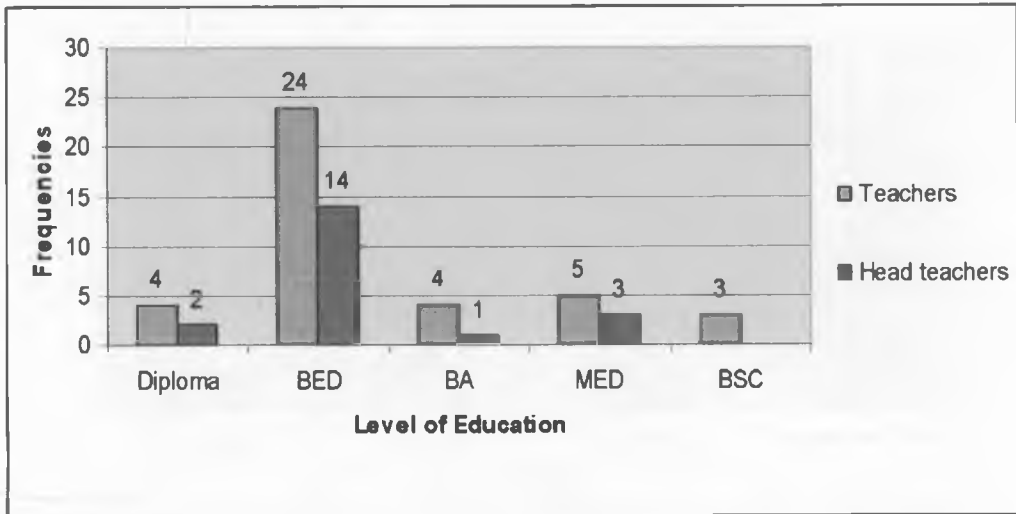
From the total population, 14(35 %) were male and 26(65 %) were female. This implies that there were more female teachers than male teachers. Both gender are however adequately represented in the study.

### 4.3.3 Highest level of education

Both head teachers and teachers were asked to indicate their level of education. The results are shown in figure 4.2.

**Figure 4.2**

**Head teachers and teachers highest level of education**



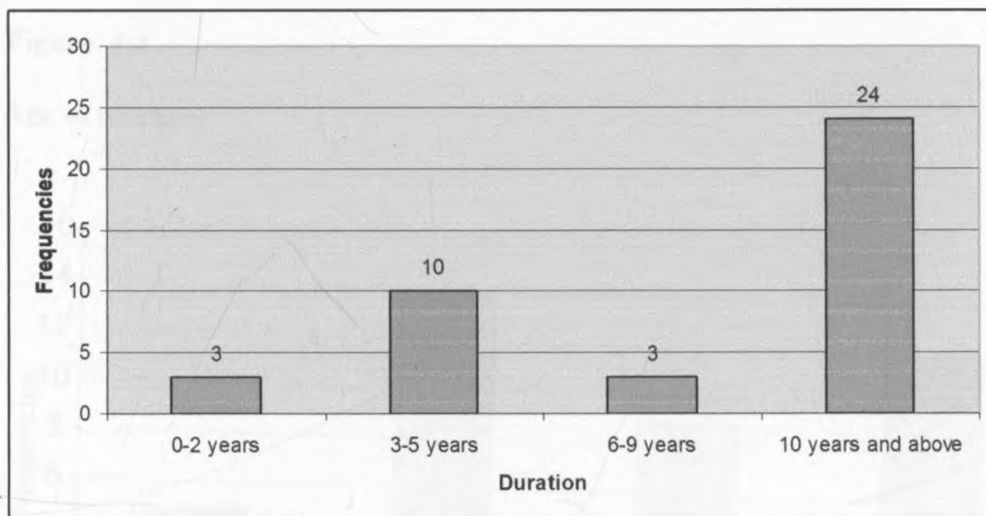
From the figure it is clear that majority of the head teachers 18 (90%) are degree holders similarly 38 (96%) of the teachers are also degree holders. This means that both head teachers and teachers are sufficiently qualified in their respective roles. Most of them are also trained teachers with 19 (95%) of head teachers having had training in the field of education as well as 37 (92.5%) also having training in the field of education. This implies that both head teachers and teachers are well versed in matters to do with education.

**4.3.4 Duration of teaching CRE in secondary school**

The teacher were asked to give their duration of teaching CRE in secondary school and the results were obtained as shown in figure 4.3

**Figure 4.3**

**Duration of teaching CRE**



Majority of the teachers 27 (67.5%) had taught for more than five years in secondary schools. This implies that most of the CRE teachers in Mwala district had enough experience on issues related to curriculum implementation and changes which have taken place in the CRE syllabus. This helped shed light on challenges facing teachers and in-service training.

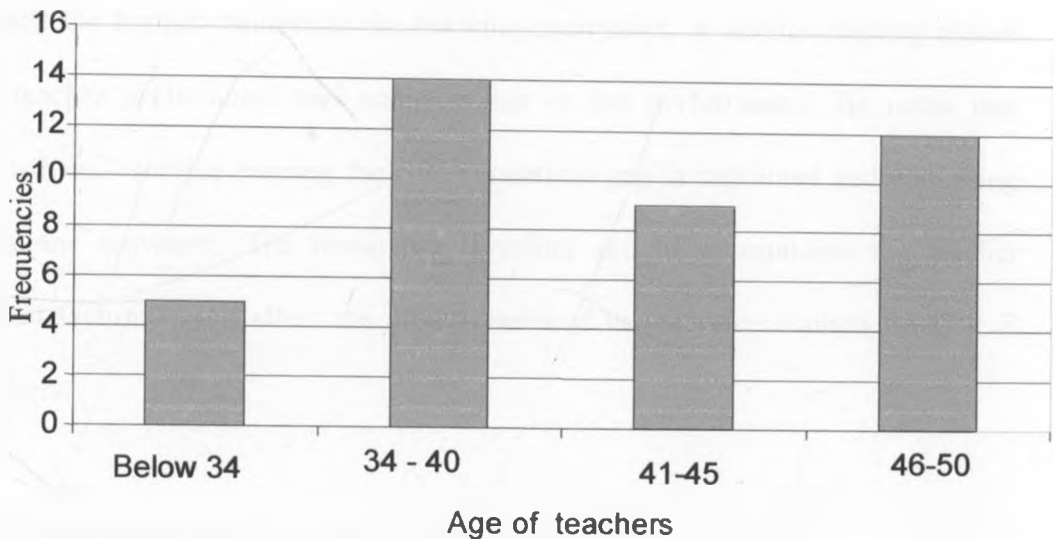
### 4.3.5 Age of teachers

Teachers were asked to give their age and their responses are represented in figure

4.4

**Figure 4.4**

**Age of teachers**



Generally all the teachers were aged between 29 and 50 years, 5 (12.5 %) of the teachers were aged below 34 years, 14 (35%) were aged between 34 and 40 years, 9 (22.5%) were aged between 41 and 45 years while 12 (30%) were aged between 46 and 50 years. This shows that all the teachers were mature and responsible people who knew of what was expected of them. The responses obtained from the ZQASO indicate that all the three officers had been working for ZQASO for a duration of two years

#### **4.4 Teacher related factors**

Teachers play an integral part in curriculum implementation. It is the teachers who implement the new innovations and changes in curriculum by the virtue of being in direct contact with the recipients who are students. Teachers need to be aware of the new changes in the curriculum and this happens during in - service training. Pandey (1982) noted that while pre - service training introduces and inducts the teacher trainees to the teaching profession, in service training makes the teacher professional and enhances his or her performance. He notes that through in – service training the communication gap is explained and disturbing questions answered. The researcher therefore sought to establish the teacher related factors which affect the effectiveness of in – service courses for C R E teachers.

##### **4.4.1 Availability of in – service courses**

To obtain information on availability of in-service courses the head teachers and teachers gave information as shown in table 4.1

**Table 4.1****Head teachers and teachers responses on availability of in-service courses**

Responses	Head teachers		Teachers	
	F	%	F	%
No	14	70	10	25
Yes	6	30	30	75
Total	20	100	40	100

From the table above majority of the teachers 30(75%) had not attended any in-service training while only 10 (25%) of the teachers had attended any in service course during their teaching life in addition majority of the head teachers 14 (70%) indicated that their CRE teachers do not attend in – service courses while only 6(30%) indicated that their CRE teachers attend in – service courses. Both head teachers and teachers agreed that the attendance levels to in – service courses in Mwala district were low. Out of those who had not attended, questions were asked to establish the reasons why those teachers had not attended in – service courses. From the data gathered, 18 (60%) indicated that the courses are rarely organized while 7 (32.3 %) indicated lack of communication, 3 (10%) indicated lack of funding while 2 (6.7%) indicated availability. It was worth noting that majority of the teachers who had not attended in – service courses was due to the fact that there were no courses available in the district.

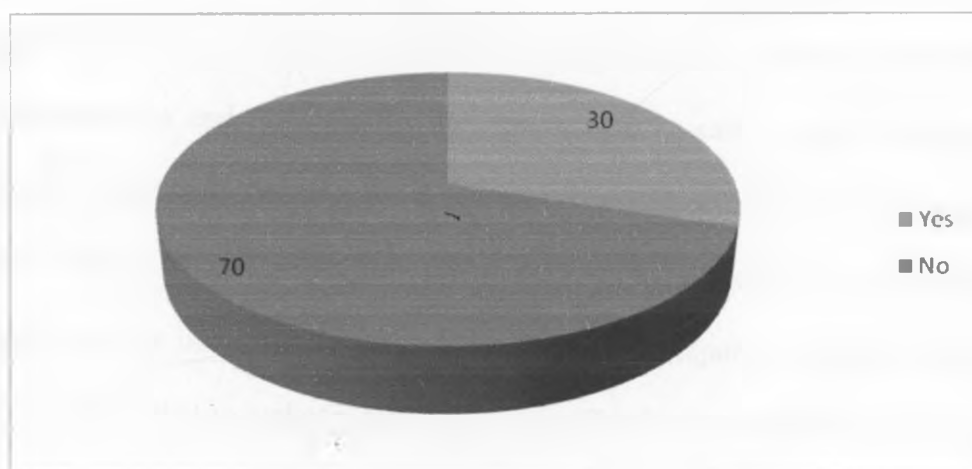
According to Gachoya (2007) teachers posted in isolated areas frequently miss out on training due to lack of communication in time or are simply forgotten by in-service organizers who may decide to hold training in convenient areas according to literature reviewed. Majority of the schools in Mwala district are located in remote areas which are poorly served with transport and communication lines. This may be the underlying reason why teachers' courses are rarely organized or teachers never receive communication.

#### 4.4.2 Availability of teachers

A question was put across to the forty teacher respondents to gather responses on whether their availability was a hindrance to attending in – service course. The results are shown in figure 4.5

**Figure 4.5**

#### **Availability of teachers to attend in-service**





From this figure it is clear that 28 (70%) of the teachers felt that their availability to attend in – service was not an issue as they would attend in – service courses wherever offered, 12 (30%) of the teachers felt that their availability prevented them from attending in – service courses. Data gathered indicated that teachers did not attend in – service owing to external factors and not from teachers themselves. Those teachers who felt that availability was an issue indicated that heavy workload, administrative duties, high teacher/ student ratio, family needs, lack of school support and distance as some of the main factors which prevented them from attending in – service courses. Despite the presence of many bodies offering in services courses like KESI, K I E, KNUT and KSSHA very few of them are subject specific as Njau (2003) notes. He further states that since the majority of teachers' country wide are not aware of any in- services programme especially humanities teachers who have no regular in- service programmes.

According to Musyoka (2007) individual based in- service training is the most common in Kenya as teachers seeks for knowledge and skills to improve their professionalism and opportunities for promotion or career shift according to literature reviewed. This implies that teachers would attend courses if they are aware that the courses would help them get promoted or acquire a better job and would even use their resources to achieve this. In the Republic of Kenya (1993) it was proposed that to make in-service courses effective there should be the use of grading systems where teachers who perform exceptionally well can be upgraded

and promoted and given opportunities for professional development. Information on teachers' attendance to in-service courses should be made part of the personal records at TSC offices as a way of showing that the employer is concerned. This would encourage teacher to attend in-service courses.

#### 4.4.3 Teachers' attitude and morale

Data were gathered to establish the teacher's attitude and morale to teach CRE and also find out if teachers felt that other subjects received more support than CRE the results are shown in table 4.2

**Table 4.2**

**Rating of how teachers compare teaching CRE and other subjects**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	21	52.5
Good	13	32.5
Fair	6	15
Poor	0	0
Total	40	100

From the figure it can be noted that majority of the teachers had a positive attitude towards CRE as a subject as 21(52.2%) rated their preference to teach CRE as excellent while (13) (32.5%) rated their preference as good. This means 34 (85

%) preferred to teach CRE and not the other subject while only 6(15%) preferred to teach the other subject. Further questions also revealed that majority of the teachers 34 (85%) were in agreement that other subjects receive more support than CRE while 15% did not think so. Reasons given indicate that 15 (44%) of the teachers felt that CRE received less support as if was not a compulsory subject hence other teachers and even students considered it as a booster subject while 20 (59%) of the teachers said that CRE did not have any trips, workshops or symposiums as other subject also 7 (21%) said that the school administration gives CRE less support. Wafula (2008 ) states that CRE teachers fell excluded from the so called special allowances and skewed promotion which favours their science counterparts with such an attitude teachers feel demotivated and this can adversely expect their desire for professional development according to literature reviewed.

#### **4.5 School related factors**

The school administration headed by head teachers play a vital role in the achievement of the goals of education. The roles of head teachers as school administrators involve planning, organizing, staffing, directing, controlling, coordinating and budgeting. The success of in - service courses thus depends largely on the support of individual schools.They provide funds, release teachers to attend in-service courses and also provide a conducive environment for implementation of knowledge learnt from in - service training. Higgison.(1996)

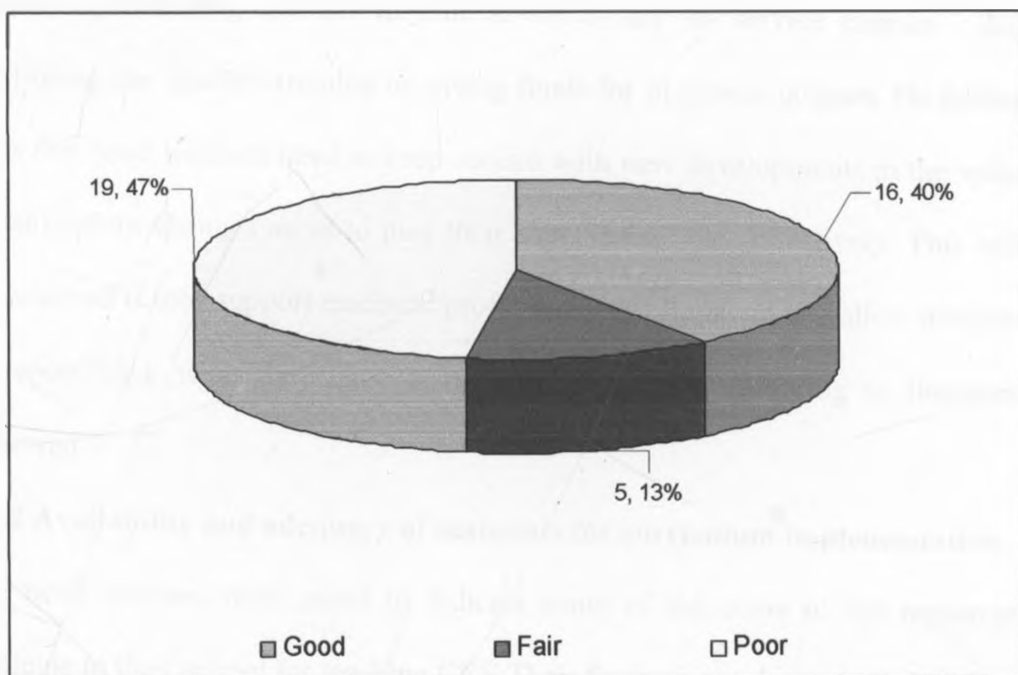
says that the context of in-service training should not be divorced from the context of schools hence schools should be involved in the planning of in service courses and also be made to see its importance to teachers so as to support the programme fully. The research therefore sought to establish the school related factors which affect the effectiveness of in -services courses for CRE teachers. These consists of :-

#### **4.5.1 Support of the school management towards in -service training**

The teachers were asked to rate the support of the school administration towards in-service in a scale of 1-4 that is excellent, good, fair and poor as shown in figure 4.6

**Figure 4.6**

**Teachers response on the support of the school administration in in-service training**



From the table excellent and good implies support while fair and poor implies little support. The research findings indicated that no teacher rated the support as excellent, 16 (40%) of the teachers rated the support as good while 5 (12.5%) rated the support as fair and 19 (47.5%) rated the support as poor. This shows that majority of the teachers 24 (60%) did not think that the head teachers did much to support in service initiatives for teachers, when further asked to state whether individual schools had any in service initiatives, 33 (82.5%) indicated that schools had no initiatives for in-service of CRE teachers. Only 7 (17.5%) head teachers said that their schools had made any initiative this implies that the most

of the schools in district did not provide any meaningful support to CRE teachers with opportunities for professional development through in- service. by funding them,16 (37.5%) also felt that there is need to release to attend in - service

Akpan (2001) suggests that school administrations should offer organizational support by releasing teachers in time to attend any in- service courses and facilitating the teachers training by giving funds for in service courses. He further adds that head teachers need to keep abreast with new developments in the wake of curriculum changes so as to play their supervisory roles effectively. This will be achieved if they support teachers' professional development and allow teachers to report back what they have learnt from in-service according to literature reviewed

#### **4.5.2 Availability and adequacy of materials for curriculum implementation**

The head teachers were asked to indicate some of the some of the resources available in their school for teaching CRE.Their findings are shown in table 4.3

**Table 4.3****Head teachers responses on resources for teaching CRE**

Resources for teaching CRE	Responses	
	Head teachers	
	Frequency	Percentage
Text books	19	95
Bibles	7	35
Resource persons	3	15
Revision books	3	15
Internet materials	1	5
	N= 20	

Almost all head teachers 19 (95%) cited textbooks as the main resources for teaching CRE. The other resources were identified by few select schools. Further analysis showed that majority of head teachers 13 (65%) indicated that the resources were inadequate while only 7(35%) felt that the resources were adequate. This implies that most of the teachers in Mwala district rely on only one mode of teaching resources which are text books. This limits them in teaching and learning process as it requires that teachers employ a variety of resources for teaching and learning to be effective. According to Lang (1994) a variety of resources should be used for effective learning of CRE. These include projects, games, work situations, field trips, role playing, skits and dramatization. A variety of resources are thus necessary for teaching CRE using life approach method.

This method which is recommended for learning and teaching CRE is learner centered and helps them apply their learning to new contexts. Majority of teachers in Mwala district rely on textbooks only, there is therefore need for a variety of resources to be made available to CRE teachers.

#### **4.6 Training related factors**

The present day society has faced a lot of changes in terms of knowledge, skills, technological and scientific innovations which have made modern day teachers compelled to keep up with the pace of these changes Joan (1991) observes that education changes are rapid and that the speed of changes and explosion of knowledge require that people learn afresh at intervals and through out their lives. This is supported by Oirere (2008) who notes that teachers are expected to keep pace with society needs and aspirations. In -service ensures that teachers grow in their profession, boosts their morale and makes them take their job positively. The researcher sought to establish factors associated with in -service training programme and how they affect the effectiveness of the courses wherever they are offered.



#### 4.6.1 Organization of in- service courses

The teachers who had attended CRE in service courses were asked to rate the organization of the course in a scale of 1- 4. Answers ranged from excellent, good ,fair and poor .The findings are shown in table 4.4

**Table 4.4**

**Teachers' rating of the organization of in-service courses**

Organization of In- service Courses	Responses							
	Excellent		Good		Fair		Poor	
	F	%	F	%	F	%	F	%
Facilitators	2	20	6	60	10	1	10	1
Resource Materials	2	20	6	60	2	20	-	-
Content Relevance	5	50	3	30	2	20	-	-
Trainers	6	60	2	20	2	20	-	-
Preparedness								

N = 10

From table 4.4 majority of the teachers who had attended in - services courses 8(90%) felt that the facilitators were qualified to train during the in -service courses ,8 (80%) of the teachers also rated the resources materials available as good while only 2 (20%) rated the available materials as not enough. Majority of the teachers 8 (80%) agreed that the content during training was relevant also.

Consequently 8 (80%) of the teachers felt that the trainers were well prepared to carry out in-service courses. It is worth noting that only ten teachers had responded to this question as most of the teachers 30 (75%) had not attended any in-service courses. Data obtained from Quality Assurance and Standards Officers indicate that all 3 (100%) were in agreement that their officers were prepared and qualified to organize and facilitate the in-service courses in the district. In contrast most of the officers 2 (66%) did not agree that the materials and durations for in-services was adequate as it was only 1(33%) officer who rated the time and resources as adequate when asked on how to improve in-service courses.

Wachira (1996) notes that there should be a balance between the duration and content during in-service and also the need to have an evaluative system to enable the facilitators know whether they have achieved their objectives or not. The in-service courses should be frequent so as to address the emerging issues. Her view is also supported by Ongoto (2004) who observes that the duration of in-services should be enough to cater all tasks and that the content should be relevant. The process should incorporate input from the participants in this case the teachers and the trainers to be experts in the field of training according to literature reviewed.

#### 4.6.2 In -services course organization mode

Data were gathered from teachers and Quality assurance and standards officers to find out who were the in- service courses providers in the district and how the courses were organized. The responses are shown in Table 4.5

**Table 4.5**

#### Ways of organizing in-service courses

In-service courses organizers	Responses			
	Teachers		ZQASOs	
	F	%	F	%
Workshops	6	1	2	66.7
Conferences	4	11	1	33.3
Short time courses	-	-	-	-
No response	29	75	-	-

Responses from the teachers indicate that most of the teachers 30 (75%) were not aware of who were the organizers of in -service courses as they had not attended in- service courses. Out of those who had attended in-service 8(20%) indicated that book publishers were the lead organizers of in- service courses while only teacher 1(2.5%) cited publishers and ministry of education respectively .Responses from Quality Assurance and Standard Officers show that each of

them 1(33.3%) indicated that book publishers, KIE and the Ministry of Education as the main providers.

Questions on the mode of organization gathered the following responses. There were 2(66.6%) of the officers who indicated that the organizers conduct workshops while only 1 (33.3%) indicated that they hold conferences. When the same question was put across to teachers 30 (75%) did not respond to this question while others pointed workshop and conferences as the main mode of organization as 6 (15%) and 4(11%) indicated workshops and conferences respectively This implies that most of in-service courses in Mwala district are organized as work shops and conferences. O'sullivan(1988) noted that to make in-service courses effective schools should strive to initiate school based in-service courses. This he says will help schools identify its needs and also use local resources which save money and time. He notes that externally initiated in-services is one of the forms of in service where teachers are assembled together through the initiative of the local professional authorities for in- service education in organized workshops, seminars, or conferences most in- service courses make use of consultants or professionals .Kimemia (1989) asserts that most of the courses take two to three days workshops.

#### **4.6.3 Problems of in- service**

The teachers were asked to identify the problems faced during in- service training as shown in table 4.6

**Table 4.6**

**Teachers' responses on problems faced during in-service training**

Problems	Responses	
	Teachers	
	Frequency	Percentage
Limited time allocation	10	25
Lac of accommodation	6	15
Limited content	5	12.5
No hand outs	3	7.5
Few participants	2	5
No response	30	75

**N=40**

The findings from the table indicated that all teachers agreed that there was limited time allocation during the training programme. Out of 10 teachers 6 (60%) indicated that there was lack of accommodation and transport while 50% of the teachers said that the content was limited, 2 (20%) indicated there were few participants while 3 (30%) said there were no hand outs for future reference. It follows that 30 (75%) of the teachers did not respond to this question as they had not attended in-service courses.

The same question was put across to ZQAOs and all 3(100%)of the officers were in agreement that funding for the programme, logistics, transport and

limited time were the main problems encountered during in-service training. The teachers and the ZQASOs were further asked to give suggestions on how these problems can be resolved. Responses from the teachers indicates that 8 (80%) of the teachers who had attended in-service advocated for more time to be allocated during in-service training. Other listed solutions include, 3(30%) conducting training at the district levels, 3(30%) having more qualified personnel 2(20%) pay for teachers upkeep and 4 (40%) provision of hand outs for future reference.

According to the literature reviewed Wachira (1996) notes that some of the short comings of in services courses include too short a duration leading to crash programme, courses not being timely sometimes coming long after mistakes have been committed and lack of an evaluative system to assess whether teachers have grasped the content or not. Also in - services programmes for teachers are infrequent and thus fail to address the emerging problems. The view is also supported by Ongoto (2004) who states that the duration of in services should be enough to cover all tasks and that the content should be relevant.

#### **4.7 Factors emanating from the Ministry of Education**

In services programme for teachers in Kenya are coordinated by the Ministry of Education In-service Training and Education unit (INSET unit) The role of inset is to identify in -service needs and address them. It also develops decentralized in - service modes down the ministry structure, coordinates in-service sessions, monitors and evaluates teacher in service programme. According to Njau (2003) it is the primary purpose of the Ministry of Education to develop in- service education and training as per the frame work for in- service education and training which was based on the master plan of Education and Training . The researcher sought to find out the factors emanating from the ministry of Education which affect the effectiveness of in service.

##### **4.7.1 Support of the Ministry of Education**

The head teachers were asked to rate the kind of support they got from the Ministry of Education through the Quality Assurance and Standards Officers on a four point scale including excellent (4), good,(3)fair(2) and poor(1) as shown in table 4.7

**Table 4.7**

**Support of the Ministry of Education**

Rating of the support from MoE	Responses							
	Excellent		Good		Fair		Poor	
	F	%	F	%	F	%	F	%
Induction of suitable teaching methods	9	45	11	55	-	-	-	-
Interpretation of curriculum	-	-	-	-	-	-	-	-
In-service education	-	-	-	-	5	25	15	75
Opportunity for professional growth	-	-	5	25	11	55	4	20

N= 20

The results on the table were grouped as follows: Excellent and good meant that the head teachers received support while fair and poor meant that they received little or no support. All 20 (100%) of the head teachers were of the opinion that the ministry had done a good job in terms of induction of suitable methods of learning. Further questions revealed that the QASOs carried out routine inspections in the schools in which they inducted teachers on suitable methods of teaching through supervision at classroom level. On the issue of interpretation of the curriculum 20 (100%) of the teachers also felt that the ministry had done little to support teachers in term of interpretation of curriculum objectives, Further analysis revealed that rarely does the Ministry of Education guide teachers on how to interpret the curriculum in relation to the national goals of education.



All head teachers 20(100%) indicated that there was virtually no support received from the Ministry of Education in availing in-service courses for CRE teachers. In terms of opportunity professional growth only 5 (25%) of the head teachers cited that the Ministry of Education had availed support to teachers 15 (75%) indicated that there were no opportunities available for the professional growth for teachers.

The question posed to the 3 QASOs revealed that 2(66.3%) of the officers indicated that there was no support from the Ministry of Education only 1 (33.3%) officer noted that there was any support. Various education reports place the responsibility of provision of in-service training to the Ministry of Education. The Kamunge Commission on Education and Manpower Training for the next Decade and Beyond of (1988) recognized the need for revamping and strengthening district level education services by assigning the bulk of professional and support personnel at the district level which placed the District Education Officers to offer in-service courses for teachers. The Koech the Commission of (1999) (TIQET) also asserts that the Ministry of Education is responsible for provision of administration and professional service in national provincial and district levels. Mwanzia (2006) however notes that the INSET unit has not started any in-service training for secondary school teachers since its inception in 2000 He notes that the only note worthy effort has been made by the PDE'S office which is in charge of in-service for all secondary schools.

This is in agreement with the responses from teachers who had attended in services courses as 10 (25%) had indicated that the training was organized by the PDES office while 30(75%) of the teachers had not attended any in service course. The main challenge is availability of funds for the courses. This is in agreement with responses obtained by both head teachers and ZQASOS where more than half indicated that the main problem facing in service was lack of funds.

#### 4.8 Challenges facing teachers

The head teachers were asked to identify some of the institutional challenges which teachers face. The responses are shown in table 4.8

**Table 4.8**

**Head teachers and teachers' responses challenges facing CRE teachers**

Challenge	Head teachers		Teachers	
	F	%	F	%
In-adequate staff	13	65	32	80
Limited resource materials	14	70	34	85
Over emphasis on sciences	5	25	60	24
Heavy workload	13	65	29	72.5
Negative attitude	9	45	8	20
	<b>N= 20</b>		<b>N= 40</b>	

From the table Majority of the head teachers 20 (65%) noted that there were inadequate teachers and also lack of adequate materials to facilitate teaching. When asked the same question the teachers 29 (72.5 %) also agreed that there was heavy work load which at times prevented them from attending in-service. There was an agreement by both head teachers and teachers that there was a massive shortage of CRE teachers hence most teachers had a heavy work load. Ndalo (2008) noted that there was massive shortage of CRE teachers in secondary schools. This according to him can be traced from the government 21<sup>st</sup> century industrialization goal in which Science subjects were more emphasized. Wafula (2008) also notes that students at institution higher learning have give the subject a wide berth hence lack of trained personnel to recruit in schools according to literature reviewed. It is therefore note worthy that most of the schools in Mwala district have an acute shortage of CRE teachers which makes curriculum implementation difficult.

From the research findings it was found that majority of CRE teachers in Mwala district have not attended any in-service training. The in-service courses offered were relevant to teachers and the facilitators were qualified to train, however, the courses targeted few teachers and at times communication not made in time hence the reason why few teachers had attended. The schools were not willing to avail teachers for in-service training by funding them or releasing them to attend similarly the Ministry of Education had not organized any in-service course for

CRE teachers in Mwala district for the last two years. The main challenges facing CRE teachers include heavy work load, inadequate teaching resources and few teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter consists of a summary of the problem component and findings of the study, conclusions, recommendations and suggestions for further research.

#### 5.2 Summary of the study

The purpose of the study was to assess the factors which influence the effectiveness of in-service course for CRE teachers in Mwala district. The study was guided by the following objectives; to establish the teacher related factors that influence the effectiveness of in-service courses, to determine the teacher related factors affecting the effectiveness of in-service courses; to establish factors related to the training programme which affect the effectiveness of in-service courses for CRE teachers; to determine the factors emanating from the Ministry of Education which affect the effectiveness of in- service courses and challenges facing CRE teachers in their professional development endeavor.

The literature reviewed that most of CRE teachers were not aware of the existence of in-service courses in the district. The Ministry of Education was not actively involved in organizing courses for CRE teachers compared to other subjects like sciences which have regular programmes. The in-service courses organized targeted few teachers and the duration for training was inadequate.

The study adopted a descriptive research design which involves obtaining information concerning the current status of the phenomena to help draw valid conclusions from discovered facts. The study targeted 40 public schools in Mwala district. All the 40 head teachers and 83 CRE teachers were targeted. The researcher used stratified random sampling to obtain a total sample of 20 head teachers, 40 CRE teachers and three Quality Assurance and Standards Officers in Mwala district. Three sets of questionnaires were used in the study, Quality Assurance and Standards Officers, head teachers and teachers' questionnaire. Data were analyzed and presented in tabulations, frequency, distributions, percentages and charts in order to clarify the detailed descriptions of the study findings.

### **5.3 Summary of the findings**

The following were the summary of the findings:-

#### **Establishing the teacher related factors affecting the effectiveness of in-service courses**

Majority of the teachers (75%) had not attended any in-service course in their teaching career and also (70%) of the head teachers indicated that their teachers do not attend in-service courses. When asked for the reasons Majority of the teachers said that there are no in-service courses organized in the district and also lack of funding by the school. The head teachers also noted that they did not

receive communication from in-service courses organizers hence failure to release teachers to attend the courses. Majority of the teachers (70%) indicated that they were available to attend in-service courses if they receive communication. This showed that majority of teachers were not limited by their personal activities so as not to attend in-service. In-service courses there fore should be organized frequently and communication made to schools and respective teachers in time.

### **Determining the school related factors which affect the effectiveness of in – service courses**

Majority of the teachers (60%) indicated that they received little or no support from the school administration in terms of attendance to in-service courses. This means that schools do not avail teachers to attend in-service. Responses obtained from the teachers indicate that some head teachers preferred to release teachers teaching other subjects like sciences for in-service. There was a perception among other teachers and even students that CRE was an optional subject hence less support was given. Most of CRE teachers (82.5%) indicated that there were no in-service courses initiatives for them unlike other subjects which had regular and organized in-service initiative for example SMASSE for science teachers.

Slightly above half (55%) of the head teachers agreed that teachers in their schools do not attend in-service and cited lack of funds as the main constraint. When asked about the resources available for teaching and learning CRE all most all teachers cited text books as the main resource with (65%) indicating that the

resources were in adequate. From this study it is clear that in-service course for CRE teachers only benefit few teacher and hence they are not effective.

### **Establishing the factors related to training programme which affect the effectiveness of in-service courses**

Majority of the teachers (75%) had not attended any in-service course through out their teaching career. Responses on training factors were obtained from only 10 teachers who had attended in-service training. From their responses most teachers (80%) indicated that in-service course facilitators' were qualified and sufficiently prepared in terms of ability to train. Majority of the teachers 8 (80%) indicated that the content during training was relevant to their needs and resource materials were availed during training.

When asked what could be done to make in-service training effective, there was a general agreement by both head teachers and teachers that in-service courses for CRE teachers should be made frequent with communication being made in time to all schools to ensure attendance by all CRE teachers in the district. From this study it is clear that that there is need for regular in-service courses for CRE in the district and ensuring that all CRE teachers are made aware of the training programme so as to boost the attendance levels from teachers thus making the courses effective.



### **Determining the factors emanating from the Ministry of Education which affect the effectiveness of in-service programmes for CRE teachers**

Majority of the ZQASOS (66.3%) indicated that They did not get any support from the Ministry of Education similarly all the head teachers indicated that they received no support from the Ministry of Education in terms of in-service training. Further questions revealed that the Ministry of Education despite being the main body offering in-service training has not organized any training for CRE teachers in the district hence the reason why few teachers had attended any in-service .The ZQASOS as the Ministry of Education officials, revealed that there were no funds allocated for in-service training for CRE teachers. They had also not received any communication from the headquarters about in-service training. The head teachers that they received circulars on curriculum change but no effort was made to induct teachers on these changes. Only (20%) of the teachers of the 10 teachers who had attended in-service training said that the training they had attended was organized by the Ministry of Education which was also organized by the PDEs office. Most in-service courses were organized by other agencies rather than the Ministry of Education. From this study there is need thus for the Ministry of Education to be more involved in organizing in-service training and availing funds for training.

### **Challenges facing CRE teachers**

The challenges facing CRE teachers included lack of enough resource for teaching and learning CRE, heavy work load high teacher/student ratios, negative attitude towards CRE by students and lack of support by the school administration. The teachers suggested that more teachers should be employed to reduce their work load and that all subjects should be given equal support by the school administration similarly adequate resources should be availed to make teaching and learning of CRE effective.

### **5.4 Conclusions**

In-service courses when offered should aim at targeting most of the teachers' .schools have not facilitated teachers to attend in-service courses by funding them and releasing them to attend in -service courses. The researcher found out that the government had offered little support to CRE teachers in terms of in service training .teacher also faced many challenges as there were inadequate resources in schools, heavy work load, and lack of opportunities for professional growth. Despite many teachers being academically qualified they lack regular professional updating which can adversely affect their new approaches to teach CRE.

### **5.5 Recommendations**

The following were the recommendations of the study:-

- i. The researcher recommends that CRE teachers should be facilitated to attend in-service courses by the head teachers in schools. This is because majority of the teachers have not attended in-service training. This would

- enable the teachers to acquire skills and new knowledge on effective teaching strategies in the subject the head teachers should avail fund and release teachers to attend in-service training wherever they are offered especially during the holidays.
- ii. Whenever in-service courses are offered they enable teacher have an opportunity for professional growth. Teachers should therefore avail themselves. For in-service training by taking a personal initiative to look for avenues for professional growth through in-service .This would instill confidence when teaching and view CRE in the same level with other subjects. There should be efforts by the teachers to organize school based in-service training where external courses are not available.
  - iii. There is need to plan regular in-service courses, as this would keep teachers abreast with the new development in their teaching areas. The in-service programme organizers should ensure communication reaches schools in time and choose appropriate venue and time like school holidays .they need to avail qualified personnel and relevant content .This will elicit teacher interest in the programmes ,increase their attendance levels and allow transfer of learning to take place.
  - iv. The Ministry of Education INSET unit being the main coordinating office of in-service courses should be actively involved carrying out this role up to the grassroots' levels. They should involve their officers at the district level in planning and organizing the courses, similarly they should

collaborate with other in-service organizers like KIE and Publishers. This would make CRE in-service more effective and make teachers aware of any curriculum changes.

## **5.6 Suggestions for further research**

The researcher makes the following suggestions:-

- i. The researcher suggests a further, thorough and diagnostic research on the effectiveness of in-service programmes for CRE teachers in various parts of the country so as to compare the findings of this study. This will help obtain more information which may not have been covered in this study.
- ii. The researcher also suggests that the effectiveness of in-service courses for other secondary schools subjects be investigated. There is need to focus on private secondary schools in order to get a holistic perspective on the effectiveness of in-service courses.

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## APPENDICES

### APPENDIX 1

#### Letter of Introduction

University of Nairobi,  
Department of Education  
Administration and planning  
P.O. Box 92,  
KIKUYU.

*Dear Sir/Madam*

#### **RE DATA COLLECTION**

I am a post graduate student in the department of Education Administration and planning, University of Nairobi, conducting a study on factors affecting the effectiveness of in-service courses for CRE teachers in Mwala district. Your school has been scientifically selected to participate in this study.

I here by seek permission to administer questionnaires to you and the teachers in your school. The questionnaires are designed for this research purpose only therefore the identity will be treated with absolute confidentiality.

Thank you in advance.

Yours Faithfully,

Kaburu Kelvin Mwenda

## APPENDIX II

### QUESTIONNAIRE FOR THE TEACHER ON CHRISTIAN RELIGIOUS EDUCATION

This questionnaire is an attempt to assess factors affecting the effectiveness of in-service programs for C.R.E Teachers in public secondary schools in Mwala District. Please answer the questions as honestly as per instruction. Be assured that the information collected will only be used for this study. I will appreciate your participation.

#### Section A: General Information.

Please answer in the space provided to give the required information.

1. Your Gender?  
(a) Male  (b) Female
2. Highest level of Education?  
(a) Diploma  (b) BED  (c) BA   
(d) M.E.D  (e) BSC  (f) others (specify)
3. How long have you taught C.R.E in secondary school?  
a) 0 – 2 years  (b) 3 – 5 years   
c) 6 – 9 years  (d) 10 – above years
4. Your age in years?  
(a) Below 34  (b) Between 34 and 40   
(c) Between 41-45  (d) Between 46-50

#### Section B: Teacher Related Factors ~

5. (a) Have you attended any In-service course in your teaching career?  
(Yes)  (no)   
(b) If yes how many?   
(c) How many In-service have you undertaken in the last two years?

6. How were you selected for the course?  
 (a) Volunteered ( ) (b) was mandatory ( )  
 (c) Selected by head of department ( )
7. How do you rate the relevance of course(s) attended to improve your teaching?  
 (a) Very effective ( ) (b) Effective ( )  
 (c) Fairly effective ( ) (d) Ineffective ( )  
 (e) Extremely ineffective ( )
8. (a) Was your availability ever an hindrance to attending any In-service Course offered  
 (a) Yes ( ) (b) No ( )  
 (b) If yes what was the reason  
 (a) Family/personal ( ) (b) Overloaded curriculum ( )  
 (c) Lack of support from school management ( )  
 (d) Any other (please explain)-----

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**Section C: Issues related to training**

9. Who Organized the course you attended  
 a) Ministry of Education  
 (i) Headquarters' (ii) PDE'S Office (iii) DEO'S Office  
 b) Publishers ( )  
 c) School Heads Association ( )  
 d) Any other specify ( )  
 .....
10. How would you rate the course(s) organization?  
 (Score the identified areas by ticking relevant grade)  
 (a) Excellent ( ) (b) Good ( ) (c) Fair ( ) (d) Poor ( )

- (i) Facilitators                    A    ( )    B    ( )    C    ( )    D    ( )
- (ii) Resource Materials        A    ( )    B    ( )    C    ( )    D    ( )
- (iii) Content Relevance        A    ( )    B    ( )    C    ( )    D    ( )
- (iv) Trainer Preparedness    A    ( )    B    ( )    C    ( )    D    ( )

11. How are in-service courses organized?

- (a) Workshops (b) Conferences (c) Short time course(s) (d) Any other

**Section D: School Related Factors**

12. How would you rate the support of school management towards In-service training of CRE teachers?

- (a) Very good ( ) (b) Good ( ) (c) Fair ( ) (d) poor ( )

13. (a) Do you have any school based In-service training initiatives for CRE teachers?

- Yes ( ) No ( )

(b) If yes please give details

- (i) How often (iii) When

(ii) Who are the facilitators?

14. Suggest how participation of CRE teachers in In-service can be made effective by

(i) In-service programme organizer's

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 -----

(ii) The school management

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(iii) Teachers themselves

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Thank you.

**APPENDIX III**  
**QUESTIONNAIRE FOR HEADTEACHERS**

This questionnaire is an attempt to assess the effectiveness of CRE in-service programs in for secondary school teachers in Mwala district. Please answer the questions as honestly as possible.

**Section A: General Information**

Please answer in the spaces provided to give required information

1. Type of school?  
(a) Mixed Boarding ( ) (b) Girls Boarding ( ) (c) Boys Boarding (d) Mixed Day
  2. Level of education?  
(a) Diploma ( ) (b) Degree ( )  
(c) Masters ( ) (d) others (specify) ( )
  3. Do your teachers attend in-service courses?  
(i) Yes (ii) No  
b) Give reasons for your answers in (6 a) above  
c) . Who funds the courses?  
(a) Teachers..... (b) School.....
  4. (a) What resource materials are available for teaching and learning CRE in your school?.....  
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(b) Are resources adequate?  
(i) Yes (ii) No  
(b) Give reasons for 4b (above)
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5 What institutional challenges do you face in relation to curriculum implementation in your school

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6 Indicate by ticking whether you get the following support from QASOs in implementation of the curriculum?

(i) Induction of suitable methods of teaching

(a) Very good (b) Good (c) fair (d) poor

(ii) Interpretation of curriculum objectives

(a) Very good (b) Good (c) fair (d) poor

(iii) In-service education

(a) Very good (b) Good (c) fair (d) poor

(iv) Opportunity for professional growth

(a) Very good (b) Good (c) fair (d) poor

7 How do you rate the Ministry of Education efforts to promote In-service courses for CRE teachers in your school?

(a) Very good (b) Good (c) fair (d) poor

8 How do you rate your teachers response to in service initiatives in your school?

(a) Very good (b) Good (c) fair (d) poor

9. Suggest how participation of CRE teachers in In-service can be made effective by

(I) In-service programme organizer's

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(ii) The school management

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(iii) Teachers themselves

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Thank you.

## APPENDIX IV

### QUESTIONNAIRE FOR ZONAL QUALITY ASSURANCE AND STANDARDS OFFICERS.

This questionnaire has been prepared as a research instrument to assess the effectiveness on in-service courses for CRIE teachers in Mwala district. It is the belief of the researcher that your views will lay a firm foundation for future in-service training of teachers in secondary schools. I request you to spare time to answer them.

1. How long have you worked as a ZQASO

Under 1 year      ( )      1 year      ( )

2 years      ( )      above three years      ( )

2. Are there any in-service programs for C.R.E teachers at the District level

Yes      ( )      No      ( )

3. Who facilitates in service courses in your district?

(a) Ministry of Education, (b) KIE      (c) Publishers      (d) Any other

4 (a) Have you received support from the Ministry of Education.

Yes      ( )      No      ( )

(b) If yes b briefly explain -----

(c) If no what should be done-----

5 How are the courses organized?

(a) Work shops (b) Conferences (c) Short term courses (d) Any other specify

6 (a) Have you been involved in organization of in-service courses?

Yes ( ) No ( )

(b) if yes what role did you play

7 How would you rate the trainer's in terms of qualification to train?

a) Very qualified ( ) b) Qualified ( ) (c) Unqualified ( )

8 Are materials and duration for in-service of C.R.E teachers adequate

a) Yes ( ) b) No ( )

9. What problems do you encounter in organizing in-service programs at the district level.

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10 Suggest how participation of CRE teachers in In-service can be made effective by

(i) In-service programme organizer's

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(ii) The school management

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Teachers themselves

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Thank you.



THIS IS TO CERTIFY THAT:

Research Permit No. NCST/RRI/12/1/SS/1029

Date of issue 21/12/2010

Fee received SHS 1,000

Prof. / Dr. / Mr. / Mrs. / Miss. KELVIN

WENDA KABURU

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has been permitted to conduct research in

Location,

MWALA District,

EASTERN Province,

on the topic Assessment of factors

affecting the effectiveness of

in-service programmes for Christian

religious Education Teachers in Public

secondary Schools in Mwala District,  
Kenya.

for a period ending 31ST MAY 2011



*[Handwritten Signature]*

Applicant's  
Signature

*[Handwritten Signature]*

Secretary  
National Council for  
Science and Technology