

**PERCEIVED QUALITY OF IN-SERVICE TRAINING AND SELECTED
FACTORS IN TEACHER COMMITMENT IN PUBLIC SECONDARY SCHOOLS
IN NYAHURURU SUB-COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the
Requirements for the Conferment of the Degree of Master of Education in
Educational Management of Laikipia University**

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DECLARATION AND RECOMMENDATION

Declaration

This thesis report is my original work and has not been presented for the award of a degree or diploma in this or any other university.

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DEDICATION

I dedicate this work to my family, whose unwavering support has been invaluable throughout my studies. Their emotional encouragement, financial assistance, and practical help have been instrumental in shaping my academic journey. I am deeply grateful for their sacrifices and will always remember their contributions.

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ABSTRACT

Teachers are indispensable contributors to the educational systems of all nations. As facilitators of learning, teachers must possess pertinent pedagogical skills to effectively carry out their responsibilities. In Kenya, the government, through Semi-Autonomous Government Agencies (SAGAs), has implemented initiatives aimed at continuously improving teachers' pedagogical competencies via various in-service training programs, such as Strengthening of Mathematics and Science in Secondary Education (SMASSE) and school-level trainings with the goal of bolstering teachers' professional capacity. In recent years, In-Service Training Programs (ITPs) have gained prominence within Kenya's secondary education sub-sector. The anticipated outcome is the enhancement of teachers' professional dedication. However, an evaluation of the situation in Nyahururu Sub-County, Kenya, reveals a disparity between expectations and reality. This research explores the correlation between the perceived quality of in-service training and teacher commitment in public secondary schools within Nyahururu Sub-County. Specifically, the study focuses on assessing how perceived quality of in-service training programmes impacts on teacher commitment to various aspects such as teaching, promoting student welfare, participating in school operations, and professional ethics. The research was grounded on the Transformative Learning Theory, Self-Efficacy Theory and Transformational Leadership Theory. Utilizing an ex-post facto research design, data were collected through a questionnaire distributed to a sample of 214 teachers selected through stratified sampling from a total population of 472 teachers in Nyahururu Sub-County. The validation of the questionnaire was overseen by the experts from the Department of Curriculum and Education Management. The reliability of the instrument was confirmed through a test and retest method, yielding a reliability coefficient of $r=0.838$, surpassing the set target of 0.7, and thus deemed reliable. Analysis of the data involved quantitative method, including thematic analysis using means and standard deviation. Hypotheses were examined at an alpha level of .05 employing Pearson's correlation coefficient. The results indicate a positive correlation between the perceived quality of in-service training and teacher commitment to teaching and learning ($r=0.658$), a robust positive correlation with commitment to promoting students' welfare ($r=0.725$), a moderate correlation with commitment to school operations ($r=0.502$), and a low but significant correlation with commitment to teaching ethics ($r=0.450$). The study revealed that teachers were moderately involved in the organization, implementation, and execution of in-service training. These findings provide valuable insights on how the quality of in-service teacher training can be enhanced within the Kenyan secondary education sector, with the objective of elevating the level of teacher commitment to the teaching profession. The implications of this study may guide future efforts to improve the effectiveness of in-service training programs for teachers, thus positively impacting the educational landscape in Kenya, and potentially serving as a model for other regions.

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LIST OF ACRONYMS

ACE	Advanced Certificate of Education
ASEI	Activity, Student, Experiment and Implementation
CDE	County Director of Education
DQASO	District Quality Assurance and Standards Officer
ESD	Education for Sustainable Development
ESP	Economic Stimulus Program
GoK	Government of Kenya
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
LoU	Level of Use
MED	Master of Education
MoE	Ministry of Education (Kenya)
MoEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NCE	Nigeria Certificate in Education
PDSI	Plan Do See Improve
SAGAs	Semi-Autonomous Government Agencies
SMASSE	Strengthening of Mathematics and Sciences in Secondary Education
SPSS	Statistical Package for Social Sciences
TIP	Teacher In-service Programmes
TPAD	Teacher Professional Appraisal and Development
TSC	Teachers Service Commission

OPERATIONAL DEFINITION OF TERMS

The following terms have been defined in the context in which they will be used in the study:

In-service training: The process of providing relevant courses and activities in which a serving teacher may participate to upgrade his/her professional knowledge, skills and competencies to enable the teacher to cope with social and technological changes while in the teaching profession.

Job Satisfaction: Refers to a teacher's overall contentment and fulfilment while teaching.

Motivation: Refers to the internal or external factors that influence, energize, and direct teacher's behaviour towards their commitment to teaching.

Perceived quality of in-service training: Refers to the ability of an in-service training programme to meet teachers' expectations in terms of their (teachers) inclusivity at the planning, organization and execution of the programme. It was measured using the questionnaire for teachers.

Public secondary school: Post primary learning institutions financed largely from public funds through the Ministry of Education (MoE).

Sub-County Director of Education: An officer appointed by the Ministry of Education to be in charge of education management related matters at the Sub-County level.

Sub-County: A decentralized unit through which county governments of Kenya provide services to the public. It is the largest unit of governance within a county according to the Constitution of Kenya 2010.

Teacher Commitment: Refers to dedication of a teacher to his or her profession (Thien et al., 2014) In this study, teacher professional commitment will refer to the state where teachers are dedicated to teaching, students' welfare, the school activities and teaching profession and it will be measured using questionnaire for teachers (section c).

Teacher Commitment to School Activities: Refers to the level of dedication and engagement that a teacher demonstrates by participating in school related activities and responsibilities beyond their teaching duties.

Teacher commitment to students' welfare: It is the dedication and passion exhibited by teachers in ensuring the holistic well-being of students.

Teacher commitment to teaching and learning: It is the passion and support teachers have towards making a positive difference in the lives of students by facilitating students' growth and development.

Teacher's level of Education: Highest academic achievement of a teacher in terms of whether the teacher has achieved secondary, undergraduate or postgraduate level of education.

Teaching experience: Refers to the period or length of time a teacher has served professionally as a teacher.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Formal education is undeniably a critical determinant of the extent to which a country realizes its development agenda. This is primarily because the intentions of education are geared towards enhancing people's capacity to be innovative and make the right livelihood choices (UNESCO 2020). Moreover, education increases people's productivity and creativity and promotes entrepreneurship and technological advances (Ministry of Education, 2012). As per the Kenya's Ministry of Education, secondary school education is a requisite for students to join various careers. Education acquired at this stage is crucial as it forms the basis for growth of a country's social, economic, political and technological spheres. Therefore, there is need to ensure that the education quality at this level is enhanced by equipping teachers with relevant skills and competencies through quality pre-service and in-service training.

Asiyai (2016) explains that teacher in-service training is the process of continuous upgrading of teachers' knowledge, skills, and other education-related competencies while already in the service. Through in-service training, a teacher can obtain academic and professional qualifications to improve their position in the school system. This mode of professional capacitation also helps teachers to acquire more conceptual and technical knowledge, skills, and competencies in their teaching area which go a long way in improving their effectiveness in the classroom. Asiyai (2016) further explains that in-service training also enables the teachers to be adequately equipped to meet the education-related challenges of the 21st Century, becomes more efficient and enhances teacher commitment.

Omar (2014) observed that schools, just like other organizations, are experiencing a transformational process in response to new demands imposed by society regarding the way they are managed. For instance, parents today are more enlightened than those of the yesteryears, a factor that has compelled schools to be more accountable on the quality of education they offer. This observation implies that teachers have to be continually

capacitated through in-service training to be better placed to handle emerging demands and challenges in the teaching profession.

Teacher in-service training as argued by Osamwonyi (2016), has the potential to enhance teacher output and quality of education in schools. This is primarily because through in-service training programmes, teachers can acquire the requisite skills, knowledge, and attitudes needed for quality instruction of learners. Osamwonyi (2016) further opines that competencies acquired during the in-service training are essential for quality assurance in schools and by implication reduction of education wastage which is typically occasioned by student dropout, indiscipline and general distaste for education among learners.

Kaburu (2015) asserts that teacher in-servicing is one of the strategic approaches and key features of enhancing the quality of education and improving educational outcomes. In this regard, the value of in-service teacher training cannot be overemphasized. This is because in-service training does not only enhance a teachers' growth opportunities in the profession but equally impacts positively on their motivation to teach and remain in the teaching profession. This explains why countries all over the world invest in teacher in-service courses. For instance, in countries such as the Netherlands, Singapore and Sweden, teachers are expected to cover one hundred hours of professional development annually (Dimmock & Tan, 2016).

In-service teacher training has also been accorded attention in developing countries, a case in point being South Africa. According to Du Plessis (2013), the desire to acquire higher qualification is one of the factors that motivate teachers in South Africa to enrol in post-training professional programme. This is because, acquisition of a higher post-training certificate enhances teachers' upward mobility in the teaching profession in the country and by implication his/ her remuneration. However, as observed by Du Plessis, acquisition of higher qualification through in-service training does not necessarily mean that the beneficiary qualifies to teach in a higher level in the Country's education system. This is in contrast with Nigeria where teachers who gain higher competencies and qualifications through in-service training programmes qualify for promotion to managerial level within the school system as reported by Iwuagwu and Aiwuyo, (2017).

Sikolia et al. (2017) have observed that the Government of Kenya in conjunction with the Japanese Government provides teachers with an in-service training course referred to as Strengthening Mathematics and Sciences in Secondary Education (SMASSE). SMASSE in-service training provides a forum for mathematics and science teachers in secondary schools in Kenya to gain new ideas on pedagogical issues, curriculum development and all the aspects that is geared towards improving their professional competence. At the school level, publishers like Macmillan, Oxford and Longhorn establish and offer in-service trainings for teachers in all subject areas especially those that tend to challenge students (Kiige, 2019). Moreover, at the sub-county level, the Sub-county Quality Assurance and Standards Officers (QASOs) occasionally organize in-service training for teachers and school managers with a view to disseminating new information on changes in curriculum delivery at the school level. The other entities that have equally played a role in in-service teacher training include school sponsors and school managers (Lugulu , 2013).

The teachers' employer in Kenya, specifically the Teachers Service Commission (TSC) rolled out Teacher Professional Appraisal and Development (TPAD) programme in 2021. The objective of the programme is to enable teachers to renew their professional certificates after every five years (Simiyu, 2021). It is envisaged that the programme will improve professional standards of teachers by keeping them abreast with the emerging trends in the education sector locally, regionally and globally. According to Simiyu, TPAD programme is organized in six hierarchical competency levels in which each level takes five years to complete so as to attain the professional certificate. In 2022 TSC engaged four institutions specifically; Mount Kenya University, Kenyatta University, Riara University, and Kenya Education Management Institute (KEMI) to organize and execute in-service trainings in relation to TPAD implementation.

One of the critical determinants of teacher motivation and by extension commitment to duties in the teaching profession is the availability of opportunities to grow in the profession (Marie & Fon, 2020). Inferring from this observation, one can rightly aver that in-service teacher education and training should, among other outcomes, impact positively on teacher commitment. The term commitment in this context denotes the

emotional bond that teachers demonstrate towards their job (Altun, 2017). In other words, it is the psychological force that drives teachers to perform better in their work places. It cannot be gainsaid that teacher commitment is a necessary condition for successful students' progression and learning gains during their school life. This is because committed teachers are more likely to not only motivate their learners to excel in the academic and non-academic learning domains but also offer them the needed guidance as they progress through the school system (Marie & Fon, 2020). Therefore, teacher commitment in this context is understood as an emotional aspect, with behavioural expressions serving as observable indicators of this underlying emotional connection that will be measured using a questionnaire.

Studies carried out on teacher commitment to teaching and learning have shown that teacher commitment has a positive impact on overall students' learning gains. For instance, a study conducted by Altun (2017) indicated that teacher commitment plays a significant role in enhancing student achievement levels. Similarly, a study carried out by Mwaniki et al. (2018) examined the relationship between teacher commitment to students' learning needs and the level of students' indiscipline in public secondary schools in Naivasha Sub-County Kenya. The study found a significant positive correlation between teacher commitment to students' learning needs and students' indiscipline levels. Another study carried out by Iwuagwu and Aiwuyo (2017) in Nigeria on the impact of in-service training on effective classroom control revealed that there was a significant positive relationship between in-service training and effective classroom control.

Studies carried out on teacher commitment to promotion of students' welfare have also shown that teacher commitment to promotion of students' welfare has a significant effect to students' well being. For instance, a study carried out by Roseberg and Imelda (2018) found that teachers' commitment not only influenced students' academic outcomes but also played a crucial role in shaping their holistic development. These research findings are in harmony with those of a study carried out by Wilson (2015), where teacher commitment was found to consistently correlate with student's achievement. Wilson further noted that emotional commitment fostered a strong teacher-student relationship

leading to increased student engagement and motivation. Furthermore, Wilson's study emphasized the importance of on going professional development in nurturing teacher commitment.

Studies on the influence of teacher commitment to school operations indicated that the school culture plays an important role in enhancing teacher commitment to the ongoing school operations. For example, a study carried out by Collie et al. (2012) revealed that teachers in schools with positive climate and strong social-emotional learning initiatives had lower levels of stress, had greater job satisfaction and higher commitment to school operations. In the same vein Alderman (2019) avers that a school culture that empowers teachers and provides them with opportunities for professional growth can significantly influence teacher commitment to school operations.

Studies on teacher commitment to professional ethics indicated that teacher's self efficacy, teaching experience and job satisfaction influenced their commitment to the teaching profession. A study carried out by Eren (2018) delved into different dimensions of teacher commitment that included affective, normative and continuous aspects. The findings of the study indicated that job satisfaction significantly influenced teacher commitment to their roles. Further, the study highlighted the importance of self-efficacy in influencing commitment. Thus, teachers who believed in their ability to make a positive difference were more committed to their profession than their colleagues. Klassen and Chiu (2010) observed that self efficacy, teaching experience and job satisfaction played a major role in enhancing teacher commitment to professional ethics.

Drawing on the foregoing findings and observations, it can be deduced that student achievement depends significantly on the commitment of teachers in teaching and learning, promotion of students' welfare, school operations and professional ethics. Teacher commitment in these four aspects can be enhanced through quality in-service teacher trainings. Such trainings can go a long way in enhancing teacher commitment and by extension fostering the quality of education (Lugulu, 2013). These variables were the focus of this study.

Asiyai (2016) avers that the term quality in the context of in-service teacher training programme denotes a programme in which teachers have an opportunity to participate at the planning, organization and execution of the programme. Asiyai emphasizes that if this dimension of an in-service programme is not taken care of, teachers are likely to be less enthusiastic to invest their time and energy in the programme to the detriment of the much-needed teacher motivation and commitment to students, their respective schools and the teaching profession. The converse will be the case in a scenario where level of teacher inclusion is high.

School heads in conjunction with the Sub-County Director of Education in Nyahururu Sub-County have endeavoured to improve the quality of education by encouraging teachers to attend in-service training programmes so as to enhance their pedagogical skills and learn how to adjust to the changing trends in the education system (Sub-county Education office, 2019). However, the teachers within the Sub-county have raised concerns at the Nyahururu Sub-County offices about the way in which the in-service trainings are conducted in terms of planning, organization and implementation. On the other hand, school heads have decried low teacher commitment within Nyahururu Sub-County as teachers have detached themselves from the school activities. This is the drive behind this study that investigated perceived quality of in-service training and teachers' commitment in public secondary schools in Nyahururu Sub-County, Kenya.

1.2 Statement of the Problem

Teacher in-service training is a key component in enhancing the quality of education since it improves teacher effectiveness. One of the expected outcomes of in-service training is increased teacher commitment to professional duties and responsibilities at their work place. However, school heads have decried low teacher commitment in schools within Nyahururu Sub-County despite the fact that teachers are attending in-service trainings. On the other hand, teachers have raised concerns at the Nyahururu Sub-County offices about the way in-service trainings are conducted in terms of their planning, organization and implementation. This study therefore sought to find out if perceived quality of in-service training has any relationship with teacher commitment to

teaching, student welfare, school operations, and to the professional ethics. The need to fill this knowledge gap was the motivation behind this study.

1.3 Purpose of the Study

The purpose of this study was to find out whether the perceived quality of in-service teacher training programmes has any relationship with teacher commitment in areas relating to teaching and learning, promotion of students' welfare, school activities and to the professional ethics.

1.4 Objectives of the Study

The following specific objectives guided the study;

- i. To determine the perceived quality of in-service teacher training programmes from the teachers' perspectives in public secondary schools in Nyahururu Sub-county, Kenya.
- ii. To find out whether there is any relationship between perceived quality of in-service training and teacher commitment to teaching and learning in public secondary schools in Nyahururu Sub-County Kenya.
- iii. To determine whether there is any relationship between perceived quality of in-service training and teacher commitment to promotion of students' welfare in public secondary schools in Nyahururu Sub-County, Kenya.
- iv. To examine whether there is any relationship between perceived quality of in-service training and teacher commitment to school activities in public secondary schools in Nyahururu Sub-County, Kenya.
- v. To investigate whether there is any relationship between perceived quality of in-service training and teacher commitment to professional ethics in public secondary schools in Nyahururu Sub-County, Kenya.

1.5 Research Question and Hypotheses

In order to achieve the five objectives, the study was guided by one research question and four null hypotheses. The research question was utilized in generating answers pertaining the first objective while the hypotheses formed the basis of answering the questions

relating to the second, third, fourth and fifth objectives. The hypotheses were tested at an alpha level of .05.

RQ1: Do in-service teacher training programmes meet the perceived quality standards from the point of view of teachers?

H01: Perceived quality of in-service training has no statistically significant relationship with teachers' commitment to teaching and learning in public secondary schools in Nyahururu Sub-County, Kenya.

H02: Perceived quality of in-service training has no statistically significant relationship with teachers' commitment to promotion of students' welfare in public secondary schools in Nyahururu Sub-County, Kenya.

H03: Perceived quality of in-service training has no statistically significant relationship with teachers' commitment to school activities in public secondary schools in Nyahururu Sub-County, Kenya.

H04: Perceived quality of in-service training has no statistically significant relationship with teachers' commitment to professional ethics in public secondary schools in Nyahururu Sub-County, Kenya.

1.6 Significance of the Study

The results of the study may be beneficial to several providers of in-service teacher training programmes in Kenya. These include; the Ministry of Education (MoE), The Teachers Service Commission (TSC) and school managers. The research findings of this study enable these entities to identify gaps in the in-service training programmes regarding their capacity to enhance teacher commitment.

The study findings may also inform providers of the in-service training on the better ways of planning, organization and implementation of school level and SMASSE in-service trainings. The study has provided information on areas that need to be emphasized in planning, organizing and execution of in-service programmes. Further, the findings from the study should offer insights to potential researchers in the field of teacher management

in regard to areas that may call for further research in teacher in-service programmes within and outside Kenya.

At education policy level, the findings may influence educational policies and decision-making at the governmental and organizational levels. This can be achieved by upscaling policies and integrating the insights of the findings into the national or regional education initiatives. Moreover, policy makers can use this study findings to shape the direction of future educational reforms by making in-service trainings more fulfilling and satisfying to the clients.

1.7 Scope of the Study

The study was confined to public secondary schools in Nyahururu Sub-County. Private secondary schools in the Sub-county were not part of this study. This was primarily because the organizers of teacher in-service programmes specifically the Ministry of Education (MoE) and the Teachers Service Commission (TSC) are not directly involved in in-servicing teachers engaged in private schools. Additionally, the study delimited itself to an investigation of the extent to which teachers were involved in the planning, organization and execution of the in-service teacher training programmes. This is in reference to the degree to which these quality measures of the programmes influence teacher commitment. In this regard, other aspects of the programmes, for instance, their cost implication to teachers and whether or not they have any bearing on teacher motivation and job satisfaction were deliberately left out since they were not within the confines of the study.

1.8 Limitations of the Study

This kind of research, bias of the respondents, as well as self-reports could be a limitation. When respondents are asked to self-assess their own attitudes or behaviors, two primary issues often arise. First, there is the risk of positive self-assessment bias. Respondents may tend to rate themselves more favorably than is accurate, particularly on sensitive topics like their professional commitment. This tendency, known as "social desirability bias," may lead teachers to overstate their dedication to teaching, producing data that may not fully reflect their actual level of commitment.

Second, confidentiality concerns may impact the honesty of respondents. Teachers might fear potential repercussions if they reveal negative or less enthusiastic perspectives about their commitment to their work. Concerns over how their responses could affect their reputation or relationships with supervisors or colleagues could lead them to report answers that they believe are acceptable or expected, rather than their true feelings. This lack of complete disclosure can compromise the reliability of the data collected.

To address these potential biases, the researchers took proactive steps by including introductory letters with each questionnaire. These letters aimed to create a sense of safety and openness by explaining the purpose of the study and the measures taken to protect respondents' privacy. Specifically, the letters clarified that the research was conducted purely for academic purposes, assuring participants that their input would not be used to evaluate their professional performance. Additionally, the letters emphasized the confidentiality of all responses, helping to alleviate fears of victimization and encouraging honest and accurate self-reporting.

1.9 Assumptions of the Study

- i. The study was carried out with the following assumptions in mind:
- ii. That the respondents would be honest in regard to the responses they would provide in the questionnaire.
- iii. That the respondents would have adequate information relating to the qualitative aspects of the in-service programmes being focused on by the study.
- iv. That no incidents would occur in schools that could impede the data collection process.
- v. There is an assumption that the impact of the training can be assessed through appropriate evaluation methods.

CHAPTER TWO : LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature relating to the issues focussed on by the study. The chapter is divided into five sections. Section one discusses the concept of in-service training under which SMASSE and school level in-service teacher programmes have been detailed. This is followed by a discussion on teacher commitment in areas relating to teaching and learning, promotion of students' welfare, participation in school operations and professional ethics. Section three presents a review of previous studies on the link between in-service training and teacher commitment. Sections four and five present the theories on which the study was grounded and conceptual framework respectively.

2.2 The Concept of In-service Teacher Training

According to Iwuagwu and Aiwuyo, (2017) in-service training is an organized procedure by which people learn and acquire new knowledge and skills for a definite purpose, consequently increasing their efficiency. In-service training offers individuals chance to obtain new abilities and current information expected to complete particular tasks in their working place. If efficiency is to be achieved, it is necessary for staff to undergo training and retraining. When teachers attend in-service trainings, they secure enhanced abilities and information that empowers them to perform better, subsequently upgrading their efficiency.

In-service training programmes for teachers are primarily designed to provide solutions to the challenges that teachers encounter in the teaching profession. Loeneto et al. (2020) explain that teacher quality is vital to student learning. Therefore, it is crucial to plan in order to improve in-service trainings, but if these programmes fail to address teachers' in-service training needs, they can turn out to be a waste of public resources. In-service training is essential for several reasons. First, continuous education is necessary for practicing teachers since it enables them to be aware of changes in the subject matter, including the curriculum and teaching methods. Secondly, the newly employed teacher who is not used to the teaching profession is bound to make mistakes because the pre-

service training they receive does not fully prepare them to become committed teachers, hence the need for in-service training (Muharo, 2012).

According to Popova et al., (2016) in-service teacher training should be provided at different levels of a teacher's career, that is, teaching experience should be taken into consideration before providing in-service training. Popova emphasizes that in-service training should be offered to teachers within the first five years when teachers are experiencing natural improvement in their careers. The researcher also concludes that in-service training is more effective when it focuses on tasks such as teaching, assessment, observation, and reflection rather than teaching abstract concepts.

In Japan, the regulations concerning educational personnel in public service require teachers to pursue consistent in-service training. Various systematic in-service training activities are conducted at the national, municipal, and school levels (Sahin, 2019). In-service training for teachers is offered in general areas rather than specific areas of study and teachers are expected to attend full-day training. The in-service topics are selected by the administrators and presentations are done by experts.

In South Africa, in-service training for teachers was emphasized during the period of curriculum change in 2011 when the National Curriculum Statement (NCS) was being replaced by the Curriculum Assessment Policy Statement (CAPS). Teachers had to attend in-service training programmes through the cascade model offered by NCS (Du Plessis, 2013). Duplessis further argues that continuous professional development is effective when it is designed for a longer period as it permits more time to teachers to learn about their profession. The author suggested that in-service programmes should include follow-up programmes which should emphasize analysis and reflection rather than demonstrations.

The government of Kenya has made deliberate effort to improve the quality of teaching by enhancing the teachers' pedagogical skills. Through the MoE the government has made progress through the institutionalisation of teacher professional development programmes such as those provided by Kenya Institute of Curriculum Development

(KICD). However, the institutionalisation of in-service programmes has been faced with several challenges like shallow in-service content coverage especially where the cascade model is applied, de-contextualization as in-service programmes are being offered away from the school setting, unmet aspirations, lack of enough teacher educators and lack of enough funds (Gathumbi, et al., 2013). Given the importance of professional development programmes for the successful realization of any educational transformation, the quality of learning activities for school staff is a major issue in both policy discussion and educational research (Jenkins & Agamba, 2012).

In-service training for teachers is essential for every practicing teacher especially when they are involved in the process of capacity building. However, there is limited documented information on the relationship between perceived quality of in-service training and teacher commitment. This is the knowledge gap that this study sought to fill.

2.3 In-service Training Programmes in Secondary Schools in Kenya

The Ministry of Education (MoE) provides in-service training to secondary school teachers to enable them handle and cope with changes taking place in the education sector. There are two key in-service programmes in Kenya, the SMASSE and School level trainings. These are discussed in the following subsections:

2.3.1 SMASSE In-service Training

Learning sciences is an active process that involves engaging students in practical sessions. According to the Organization for Economic Co-operation and Development (OECD) Report of 2015, most children are always ready to learn, therefore, schools need to strengthen this predisposition by ensuring that they develop the right attitude and skills so that students can acquire new knowledge and skills that can enable them to adapt to changing circumstances. For this reason, there is a need to relook into pedagogical skills employed by teachers through in-service training.

Makewa et al., (2011) elaborates that SMASSE training aims at changing teachers' attitudes towards teaching mathematics and sciences to impact the students' attitude in return. Teacher's negative attitudes can be impacted by the learner's attitude towards

mathematics and sciences. It also focuses on learning materials, pedagogy, and mastery of content. SMASSE in-service training supports the Activity, Student, Experiment and Implementation (ASEI) movement, which assists teachers in acquiring new skills and strategies for teaching in order to improve learning efficiency. It involves students actively participating in the learning process and the teacher taking time to plan and arrange for effective activities in which students will participate according to Makewa et al.

Sikolia et al., (2017) posit that SMASSE in-service training emphasizes pedagogical knowledge because it links the teacher's knowledge, which involves planning and managing interaction with students' subject matter knowledge. It is subject-specific and focuses on how a teacher can successfully impart student learning and understanding of the subject at different levels. Teachers who are self-actualized and committed are willing to implement new teaching methods and innovations. SMASSE in-service training adopts the Level of Use (LoU) method to determine how well innovative methods are being implemented. Regular implementation assessments also provide systematic feedback on how well and fast, the implementation effort of innovation has gone (Ndirangu et al., 2017).

A study conducted by Wafubwa, (2015) indicated that students have generally developed positive attitudes towards mathematics as a result of SMASSE in-service trainings. The positive attitude could be attributed to the introduction of SMASSE inset in the then Rangwe Sub-County. This concurs with the study conducted by Cheruiyot, (2018) that indicated that SMASSE in-service training enables teachers to develop a positive attitude towards teaching mathematics and science subjects which in turn influences the attitude of students towards learning these subjects.

From the foregoing, it is evident that SMASSE in-service training can influence a teacher's attitude towards teaching and the level of interaction among the teachers and teacher-student relationship. However, the relationship between perceived quality of in-service training and teachers' commitment has not been extensively examined in Kenya. This is the gap which this study sought to fill.

2.3.2 School-level In-service Training

According to Ingersoll (2011) school-level in-service trainings are organised in the schools; and it is here that teaching and learning take place. The training involves teachers attending courses designed and provided by outside agencies, where curricula and techniques are developed and needs and deficiencies are revealed. Therefore school-level in-service training focuses on the school, its needs and its challenges. Ingersoll further explains that school-level training perceive teachers as responsible actors in the process of development of their school. In some instances, a school may have insufficient funds to enable all teachers to participate in in-service programmes. Hence, they employ the cascade method where a couple of teachers from each school join in an in-service training, and in-turn serve as change agents in their own school, sharing what they have learned with their colleagues.

Sahar et al. (2019) elaborate that school-level training can involve teachers from different schools or even teachers from one school (whole-school approach). In the whole-school approach, the teachers in the same institution work together, and they have one training that is mainly tailor-made to address certain needs and current challenges within the school. Sahar and the other scholars further elaborate that school-level training is also referred to as school-based training which is equated to within-the-school training, and school-focused training, which is the training course that specifically addresses school-related issues and the requirements of all educational stakeholders: the teachers, parents, the community and other partners of the school. Sahar and the other writers further emphasize that curriculum development, which in-corporates all school activities, is a major component that improves teacher training at the school level.

Dilshad and Kanwal (2019) explain that teachers are long-life learners; their career starts at university or teacher training colleges and ends at retirement. Therefore, teachers should always enhance their knowledge, skills, and teaching and learning approaches. To achieve this, they must engage in an appropriately balanced range of personal and professional development activities that can enable them to progress and learn in ways relevant to their individual needs and their students throughout their careers. The authors further explain that school-level in-service training facilitates peer-to-peer learning that

may benefit the involved teachers. School-level in-service training is not subject-oriented, rather, it is focused on teaching methodologies, classroom management, coping with diversity, problem-oriented learning and improvement of study skills.

Therefore, it is prudent for teachers and education experts to increase their efforts in fostering in-service training in schools to improve the effectiveness and development of the school by fulfilling the needs of the learners and the personal career development of teachers (Thami 2013). In-service training is a must for each school as it helps to maintain knowledgeable and skilled staff. This study therefore investigated the relationship between perceived quality of in-service teacher training and teacher commitment.

2.4 The Concept of Teacher Commitment

This study focused on teachers' commitment to teaching, school operations student welfare and attachment to the profession. These dimensions of teacher commitment are discussed in the following sub-sections:

2.4.1 Commitment to Teaching and Learning

Altun (2017) refers to commitment to teaching as the passion of a teacher towards work. Passion motivates teachers to work. Teachers who lack passion in their pedagogical skills have low achievement in their work. Commitment to teaching facilitates development of pedagogical practices as it gives teachers the responsibility to explore new ways of teaching in order to develop learning experiences for learners. Committed teachers like working with their students and care about their development. They also work collaboratively with other teachers to achieve their set goals.

Altun (2017) observes that committed teachers have inspirational teaching approaches and they make learning fun, while ensuring that students are engaged throughout in their lessons. Some students who are more prone to misbehaviour, truancy or disengagement are more dependent on an engaging teacher. Teachers who are committed to teaching according to Altun, ensure that the classroom environment is fascinating as students learn best when they are challenged and interested. In this regard, inspiring the students

becomes integral to enhancing their success and encouraging them to fulfil their potential.

Sabrina (2018) avers that commitment to teaching and learning creates team work; students learn more effectively and more readily when teachers collaborate to share knowledge, materials, concepts, and skills. Building intentional interpersonal connections and pursuing healthy dependency are key components of collaboration, which happens when educators feel free to offer and accept assistance without compromising their accountability. Sabrina further explains that teachers should not work independently as the best way to improve a teacher's pedagogical skills is through working with other teachers.

De Jong et al. (2019) avers that through collaboration, teachers are able to share knowledge, look into teaching practices critically, provide collegial support and collectively design effective teaching methods. De Jong has identified four types of teacher collaboration that include storytelling and scanning where teachers share experiences in the staffroom with an aim of providing information and social support; aided assistant where the teachers share ideas and advice on specific situations; sharing methods and materials where colleagues share curriculum and instruction with each other; and joint work where teachers feel that they have a collective responsibility to teach.

Meli (2020) notes that the degree of teacher dedication to teaching and learning is largely influenced by the classroom setting. Factors associated to teaching, including school environment, workload, student conduct, co-workers, and school administration, have a significant impact on how committed teachers are to their jobs. Meli further explains that, when teachers face a school whose culture is unsupportive of teachers' needs as human beings, where school leaders and colleagues are indifferent, teachers may find it demotivating to continue working at such a school, and for the profession itself. In addition, teaching-related activities such as dealing with students' deviant behaviour and the teaching workload are some of the factors that increase burnout in teachers and diminish their commitment.

This study focused on how teachers explore new ways of teaching and the opportunities that teachers accord learners while teaching. Additionally, it explored teacher's effectiveness in teaching and how promptly they attend their lessons per week as per the allocations on the block and personal teaching timetables among other factors.

2.4.2 Commitment to Promotion of Students' Welfare

Students' welfare is of paramount importance for better academic performance. Altun (2017) asserts that teacher commitment to student welfare is a motivational force that inspires teachers to invest more time and energy in students' well-being. Promoting students' welfare encourages teachers to look for methods to improve the teaching profession and create a productive learning environment so that students can achieve their objectives. Altun further explains that teacher commitment is a crucial factor that impacts student achievement. Committed teachers devote themselves to their students, school and the teaching profession. When teachers are involved in developing their teaching profession, they can influence student accomplishment and well-being.

A teacher can determine the needs and interests of his/her students by giving the students audience as this opens the lines of communication between the teacher and the student. By talking to the students, eventually, personality starts to show in the ways they express themselves both verbally and non-verbally. A teacher can also observe the way students behave to be able to understand them. A teacher can also look at the past records to identify areas in which a student needs more help and be in a position to project the student's future performance (Mwaniki et al., 2018).

Norawati and Anantatur (2022) explain that a teacher is responsible for all the student's prosperity. The teacher forms the bond between the students and the school's wellbeing. The teacher is the binding factor of learners and how they respond to the learning process. Students' success and comfort can be attributed to how the teacher interacts with his or her students. When the teacher is captivating, he or she arouses the students' interest to learn, and the instructional process becomes successful. Norawati and Anantatur further explain that the teacher has a duty to meet student welfare since he or

she is able to predict the behaviour of each student they have in a class. Students' positive behaviour enhances a smooth learning process.

Meli (2020) explains that a teacher is a surrogate parent for students and this creates a sense of security as students feel safe when the teacher is around them. Such feelings of safety enable students to express themselves freely on matters they need guidance on or issues they cannot handle on their own. The teacher should also be committed to providing students with guidance to help them keep off from harmful stimuli, and encourage them to report illegal acts committed against them to the relevant authorities. Meli also explains that a teacher should also be a good listener. As such, a listening ear that a teacher gives to students widely pays off since students' happiness, which is part of their welfare, is well achieved.

Gathumbi et.al, (2013) explain that a teacher's commitment to his or her work provides a way of meeting the students' welfare. The teacher plays an integral role in education since they guide learners on what to do. Therefore, a school becomes relevant when teachers are willing to meet the student needs, and readily impart them with new knowledge and competencies which can help such student cater to his or her own future welfare.

Altun, (2017) found out that when a teacher understands the student, he/she can shape their personality. This is because a student spends more time in school than they do at home. Teachers are not only responsible for teaching and carrying out routine activities within the school but they also build a moral foundation for their students which shape their future. This demands that the teacher comes up with teaching strategies that suit the overall development of the students.

2.4.3 Commitment to School Activities

Teacher's commitment to the school is considered as the emotional bond between the teacher and the school (Collie et al. 2012). Commitment at the work place can be described as one's attitude, including affective, belief and behaviour intention towards one's work. Alderman (2019) explains that teacher commitment is a major characteristic

that influences an educator's outlook of the operations of the institution where he/she works. Factors such as school culture, acceptance of the school's set values and objectives make teachers strive for the welfare of the school and keep working for it. Administrators of schools have realized that they can achieve their set objectives through the human relations approach. School organizations try to include highly qualified teachers in the teaching profession and also try to increase the competence of those currently employed as teachers by providing in-service programmes so as to sustain their morale in a more efficient and productive way.

Aziz et al., (2021) expounded that teacher commitment to school operations is the most important factor since it helps the teacher to focus on the goals to be achieved. Therefore, it is of great importance that a teacher is committed to the work which he or she is assigned. Most of the tasks are outside class and they help the school to run smoothly. For instance, when the teacher is given an opportunity to chair various clubs and organizations, he or she should complete assigned duties within the given timeframe. Aziz further explains that a teacher is also a tool of school operations which is aided by in-service training. In-service training conducted to teachers enables them not only to upgrade their skill but also become conversant with the changing trends in the education field. Supriyanto et al. (2022) emphasize that to realise overall success in a school, a teacher should adequately cooperate with the school management and the parents. Supriyanto also notes that teachers who explicit exemplary performance in their assigned tasks should be rewarded as this enables the school to foster a positive school culture.

A study carried out by Alderman (2019) showed that teachers who are committed to the school always participate in extra-curricular activities and this fosters collaboration among teachers. Further, when teachers participate in extra- curricular activities, they influence the students to participate in such activities. Commitment of teachers to their school is the way they feel about the institution they are working in. School culture gives the teachers a unique identity that makes them get committed to achieving the set goals of the school and also mainstream the achievement of the mission and vision of the school. This explains the diversity in the school cultures. Alderman further states that the way teachers are committed to the school is the same way they will be committed to the

elements of the school, that is: students, school management, fellow teachers and to teaching itself. The foregoing indicators were used in the study to find out the extent to which the teachers are committed to school operations.

2.4.4 Commitment to Professional Ethics

Johnson (2016) avers that the integrity of the educational system depends on teachers' dedication to professional ethics. Teachers are guided by professional ethics to conduct in a way that preserves the principles of honesty, respect, and fairness in their dealings with students, colleagues, and the community. Johnson further elaborates that teachers adhere to professional ethics in order to establish a friendly classroom environment where students feel safe, valued and respected. Also, professional ethics contribute to the development of credibility and trust among teachers. Campbell and Sapp (2018) explain that the integrity of the educational system depends on teachers' dedication to professional ethics.. School management can help teachers stay committed to their professional ethics by offering them regular training and support, as well as by setting up clear standards of conduct that foster a culture of ethical behavior and accountability.

Mart (2013) elaborates that teachers who are committed to professional ethics ensure that they take care of the emotions of the students. They always strive to support students' emotional wellbeing, of which enables such students to interact more with their teachers, consequently increasing the learners' self-esteem. Mart further states that when students feel emotionally secure, their level of participation in accomplishing subject requirements tends to be high. On the other hand, negative emotional interaction makes students feel shameful, frustrated and bored hence a decrease in academic competencies. Teachers' dedication to professional ethics is also greatly influenced by the organizational support that they receive. Organizational support, such as leadership behaviours and funding for ethical education, can have a favourable effect on teachers' dedication to adopting ethical teaching approaches (Borman & Motowidlo, 2016). Moreover, individual characteristics like values and beliefs have an impact on a teacher's dedication to teaching ethics. Research by Wong and Cook (2017) revealed that that it is crucial for teachers to have a strong commitment to upholding ethical principles in their teaching practice by having their personal beliefs and ethical standards aligned.

In summary, a teacher's adherence to professional ethics is influenced by a range of organizational, professional, and human factors. By understanding these dynamics and putting into practice strategies that support ethical climate, providing opportunities for professional development, offering organizational support, and aligning individual values with ethical standards, teachers can strengthen their commitment to upholding ethical teaching practices.

2.5 Empirical Review on Relationship between In-service Training and Teacher Commitment

In-service training is a fundamental aspect in enhancing teachers' professionalism related to the teachers' vision to improve the quality of their work. Teachers who receive in-service training are able to critically assess and identify the school's culture, which has the potential to alter the working culture(Omar, 2014). Omar further explains that teachers who attend in-service training become more effective in their work in terms of knowledge of the subject area, classroom management, teaching method and evaluation of students. Furthermore, Jahangir et al. (2012) concur that in-service training plays a major role towards improvement of the teacher's performance in school.

Iqbal et al. (2020) in their study on the impact of in-service training and motivation on technical and vocational education indicated that there is a significant impact on job performance after teachers have attended in-service training programmes. A study conducted by Udofia (2012) established that in-service training significantly influenced teachers' attitude to work in co-curricular activities, record keeping and commitment to teaching. Udofia recommended the conduct of in-service training in form of sandwich courses, seminars, conferences, workshops and even full-time training.

Mart (2013) explains that teacher commitment is an investment of personal resources and is closely connected to teachers' work performance and motivation. It is possible to find centers of commitment in a teacher's professional practice by analyzing their individual commitment. These commitment centers, which include dedication to the school or organization, students, career advancement, professional knowledge base, and the teaching profession, are currently viewed as existing outside of the teacher (Osamwonyi,

2016). The level of professional commitment for teachers influences their willingness to participate in the designed tasks effectively. Nel et al., (2016) illustrate that teacher commitment appears to be highly influential for the teacher's success and the system seeking to bring change. Therefore, there is a need to offer more training for teachers to become more effective and perform their duties more efficiently.

Frostenson and Englund (2020) in their study explained that teacher commitment takes three forms that include commitment to teaching, commitment to the school and professional commitment. They argue that a professionally committed teacher rates his/her teaching abilities very highly and are committed to professional advancement. Frostenson and Englund concluded that professional commitment is the most important aspect that every teacher should have. Additionally, Mart (2013) explains that committed teachers are concerned with their learners' development and always strive to maintain students learning by cultivating students' curiosity and interest in learning. However, the teacher and the learner's relationship dictate the teacher's commitment to the student's needs and interests. Altun (2011) asserts that teacher commitment is a motivational force that inspires teachers to invest more time and energy in student achievement. The willingness to promote student accomplishment inspires teachers to seek ways to enhance the teaching profession and establish an effective learning environment to allow students to reach their goals. Teacher commitment therefore is a crucial factor that impacts student achievement.

Frostenson and Englund (2020) explain that in-service teacher programmes are failing to address the fundamental issues surrounding teaching professionalism and hence there is a need to reframe them. The authors also argue that in-service training faces challenges such as lack of funds and poor coordination and management and therefore recommend that needs assessment should be carried out to establish relevant courses that should be given to teachers. The level of professional commitment for teachers influences the teachers' willingness to participate in the designed tasks effectively. Nel et al. (2016) note that teacher commitment appears to be highly influential for the teacher's success and the system seeking to bring change. Therefore, there is a need to offer more training for teachers to become more resourceful and perform their duties more efficiently.

Globally, countries are improving the quality of their education systems by investing in teacher education. For instance, in the United States teachers attend in-service training programmes in form of workshops, which last for at least eight hours in a year, whereas in Singapore the government pays for 100 hours of professional development for in-servicing all teachers each year. This is in addition to the 20 hours a week where teachers have to work with their colleagues and visit each other's classrooms (Popova, 2019).

A study conducted by Chen (2020) on teacher training and continuing professional development in Singapore indicated that the Ministry of Education in Singapore has put in place policies to encourage teachers to continually develop and upgrade themselves through in-service training programmes. Teachers who participated in in-service training courses were offered free scholarships to continue studying. Furthermore, in-service trainings were undertaken at school levels where teachers could engage with fellow teachers and come up with solutions to challenges facing them.

A study conducted by Dimmock and Tan (2016) also indicated that Singapore has a well-structured in-service training for teachers because it is subject matter specific and connected with the classroom practice, is intensive and on-going, promotes active participation of teachers and it is coherent with teachers' needs and interests. Much of the professional development for secondary school teachers takes place within the school setting because schools are the main organizations that promote learning and hence the Ministry of Education converted all public schools into Professional Learning Communities (PLC).

In-service training has also been accorded importance in Africa. A study by Alabi and Andikele (2014) showed that in Nigeria, in-service training is offered to three categories of teachers; the untrained, those with degrees from fields other than education, and trained teachers who need to advance their teaching knowledge. Over the years, Nigeria has been aiming to improve the quality of teaching and hence it has ensured that only qualified teachers are involved in disseminating knowledge to the students by introducing Teachers Registration Council of Nigeria (TRCN). This has made those who are teaching

to engage in in-service trainings in order to upgrade their pedagogical skills to the basic teaching standards so that they cannot be deregistered and rendered jobless.

In the East African region in-service training for teachers has been considered to be important for professional development of teachers. In Tanzania the Ministry of Education Science and Technology Tanzania (MoEST) ensures that both licenced and trained teachers attend in-service training. Further, it has been recommended that licensed educators participate in in-service training programs for them to be recognized as teachers because they usually attend a shorter training compared to regular teachers. When both the regular and licenced teachers attend in-service training, they have to pay for the training in order for the government to permit them to attend the training (Mwegisa et. al., 2017).

In Kenya in-service training is usually conducted during school holidays. The in-service training programmes are supposed to keep teachers a breast with the changes in technology, curriculum changes and to improve their pedagogical skills (Manduku et al., 2017). Currently the government is implementing a new curriculum dubbed the Competency Based Curriculum (CBC) and there is a suggestion to have an overhaul change in teacher education. According to (Simiyu, 2021), it could be more prudent to introduce more in-service training programmes on the curriculum rather than having an overhaul change in teacher education.

In-service training plays a critical role in enhancing teacher commitment, it also plays a major role in enhancing educational outcomes among learners. Scholars have conducted research on the relationship between in-service training and teacher commitment to shed more light on teacher professional development. A study by Sungur et al. (2014) explored the impact of in-service training programs on teacher commitment in Turkey. The research found that high-quality training programs significantly increased teacher commitment, leading to improved job satisfaction and increased motivation. This study highlights the importance of designing effective in-service training initiatives to foster teacher commitment.

Another study by Raza et al. (2019) focused on the role of specific training content in influencing teacher commitment in Pakistan. The research revealed that training programs that address teachers' professional development needs and align with school goals were more likely to enhance teacher commitment.

This study emphasizes the importance of tailored training content in promoting teacher commitment. Furthermore, a study conducted by Ingersoll and Strong (2011) examined the overall impact of in-service training on teacher commitment across various contexts. The findings revealed a positive correlation between participation in training programs and increased teacher commitment.

The literature reveals that in-service training is instrumental in enhancing teachers' professionalism, commitment, and job performance. However, despite extensive studies on its benefits, several gaps exist that the current study aims to address. These gaps include the following: **Specific Factors Influencing Commitment:** While numerous studies, such as those by Sungur et al. (2014) and Raza et al. (2019), underscore the positive impact of in-service training on teacher commitment, they largely focus on general outcomes like improved job satisfaction and motivation. However, limited research has specifically examined which particular elements or quality aspects within in-service training programs directly enhance teacher commitment. The current study addresses this by investigating whether the perceived quality of in-service training influences teacher commitment, thus filling a critical gap in understanding which components or qualities are most impactful.

In-depth Analysis of Quality in Training: While Frostenson and Englund (2020) critique in-service programs for failing to address key aspects of professionalism, they only briefly suggest a need for improved coordination and management. There is a lack of empirical research exploring how the quality of training—such as relevance, coherence with teacher needs, and content quality—affects commitment levels. The present study responds by focusing on teachers' perceptions of training quality and its direct influence on their commitment, adding a more nuanced understanding to the field. **Comparative Contexts and Cultural Relevance:** Studies from different regions, like Chen (2020) in

Singapore and Alabi and Andikele (2014) in Nigeria, illustrate varying implementations of in-service training. However, there is a scarcity of comparative studies that evaluate how culturally specific factors or systemic differences influence training effectiveness and commitment. By examining the perceived quality of in-service training within its unique context, this study contributes to a more contextually aware understanding of in-service training effectiveness and commitment across diverse educational systems.

Teacher Attitudes and Professional Growth: Many studies, including those by Omar (2014) and Udofia (2012), highlight the role of in-service training in influencing teachers' attitudes and motivation, but they often focus on observable outcomes like classroom management or knowledge retention. The deeper link between teachers' perceptions of the training's quality and their intrinsic professional commitment remains underexplored. This study addresses this by examining how perceived quality impacts teachers' internal commitment to professional growth and dedication to the teaching profession. **Tailored Training Content and Professional Development Needs:** Raza et al. (2019) emphasize the need for training to align with teachers' professional needs and school goals, but there remains a gap in understanding how this alignment impacts commitment when training quality is perceived as high. By assessing the perceived quality of training content and its influence on teacher commitment, the current study offers insights into how tailored, quality-driven content affects teacher dedication.

In summary, while previous literature establishes the broad benefits of in-service training, it often lacks specificity regarding the factors within training that foster commitment, the cultural relevance of training models, and the role of perceived quality in professional commitment. This study aims to bridge these gaps by examining the perceived quality of in-service training and its direct influence on teacher commitment.

2.6 Theoretical framework

This study aimed at establishing relationship between perceived quality of in-service training and teacher commitment. It was grounded on three theories, namely, the Transformative Learning Theory as advanced by Mezirow in 1970, the Self- Efficacy Theory advanced by Bandura in 1970 and the Transformational Leadership Theory

advanced by MacGregor in 1978. Transformative Learning Theory addresses in-service training, Self-Efficacy Theory addresses teacher commitment while the Transformational Leadership Theory addresses both aspects of teacher commitment and in-service teacher training. The theories are discussed in the following sub-sections:

2.6.1 Transformative Learning Theory

Mezirow (1970) explains that transformative learning focuses on instrumental learning and communicative learning. Instrumental learning enables the learner to solve problems and evaluate the cause and effect relationships whereas communicative learning enables the learner to identify how people communicate their feelings, needs and desires. Therefore, the learner needs to understand both logical and emotional perspectives in order to challenge their previous understanding.

Transformative learning theory has indicated that adult education learners follow four phases; the first one being disorienting the dilemma where the learner finds out their past beliefs were not accurate. The second phase entails self examination where learners find out that their perspective may not be the only perspective. The third phase involves critical assessment where the learner reviews the past assumptions critically with unbiased eyes. This is followed by a fourth phase where a learner plans a course of action where the learner understands the situation fully and the learner is able to come up with new strategies of learning (Mezirow, 1970).

Mezirow (1970) further emphasizes that resources should be directed towards creating a workforce in an organization that can adapt to changing conditions of employment, exercise critical judgement as it enables the workforce to be more productive. The theory further states that adult learners pursue learning to become autonomous, responsible thinkers and they have both short term and long term objectives. Their immediate objectives may be described in terms of subject matter mastery or attainment of specific competencies. Therefore, more resources should be invested in in-service training for teachers so that teachers can gain more knowledge and become autonomous thinkers.

Teachers who approach in-service training with a transformative learning mindset, critically reflect on their current practices, challenge their assumptions and actively seek new perspectives. This can lead to better learning experiences and ultimately improve the quality of teaching and learning in schools. This technological era calls for change on how knowledge is disseminated and is concerned more on understanding and manipulating information rather than gaining it. Therefore, there is need to ensure that teachers who attend in-service trainings acquire essential understanding, skills and dispositions required for them to become effective teachers. This theory is important to this study as it emphasizes the right predisposition for in-service trainings to be more impactful.

2.6.2 Self-Efficacy Theory

Self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments (Bandura, 1970). Self-efficacy beliefs affect the quality of human functioning through cognitive, motivational, affective, and decisional processes. People's beliefs in their efficacy can influence their thinking, either pessimistically or optimistically. Self-efficacy beliefs influence how well people motivate themselves and persevere in the face of difficulties through the goals they set for themselves. It influences their outcome, expectations, and causal attributions for their successes and failures.

According to Bandura, (1970), teachers' efficacy is an important school property since it helps explain the differential effects that schools have on students' achievement. Bandura outlined four major sources of self-efficacy that include the following elements. One, the mastery experience where a teacher who constantly experiences success such as improving student performance enhances self-efficacy and this in-turn enhances their commitment to teaching and learning as they believe in their ability to make a positive impact. Two, a vicarious experience where success stories of other teachers witnessing their colleagues manage difficult situations or implement new teaching strategies may make them feel more confident in their own abilities leading to increased commitment. The other one is social persuasion; where self-efficacy is enhanced through motivational speakers, positive feedback and encouragement from school managers that enhance self-efficacy and it in-turn contributes to commitment to their profession. Lastly, there is emotional arousal, where conditions such as anxiety or stress can impact on self-efficacy

and consequently on teacher commitment. Teachers who are able to manage their emotions in challenging situations are more likely to maintain commitment levels despite the obstacles they are facing.

Entities providing in-service trainings can design interventions to support teachers' beliefs and capabilities in order to foster a positive and committed teaching environment. Cultivating high levels of self-efficacy among teachers is essential for promoting their professional growth, job satisfaction and overall effectiveness in the classroom. Therefore, incorporating Bandura's self-efficacy into strategies aimed at enhancing teacher commitment can lead to improved educational outcomes and a more engaging teaching work force. This theory is important to this study since it plays a significant role in shaping teachers' dedication and persistence in their profession.

2.6.3 Transformational leadership Theory

MacGregor (1978) explains that Transformational Leadership theory focus on leadership approach that entails inspiring and motivating followers. This theory emphasizes on the importance of building strong relationships between the leader and followers in order to achieve greater performance.

According to MacGregor, this theory revolves around four key components; the first key component is idealized influence where the leaders serve as role models for their followers. Leaders display high ethical standards, integrity and a strong sense of purpose. They earn the trust and respect of their followers through their actions. Through their exemplary behaviour and strong values, transformational leaders influence teachers to commit to the overall goals of the school. The second aspect is inspirational motivation. Transformational leaders use their passion and enthusiasm to motivate their followers through setting high expectations and challenging them to achieve exceptional results. Teachers feel encouraged to participate in in-service training programs as they see the training as an opportunity to contribute to achieving the shared vision and goals of the school.

The third aspect is on intellectual stimulation. Transformational leaders encourage innovation, creativity and critical thinking among their followers. They promote an environment where new ideas are embraced and individuals are encouraged to challenge the status quo therefore, fostering a culture of continuous learning and improvement. Leaders create a culture that values ongoing professional development through in-service training. Teachers are more likely to engage in training activities that stimulate their intellect and enhance their teaching practices. The fourth aspect is individualised consideration. Transformational leaders demonstrate care and concern for the individual needs and development of their followers. They provide personalised support, mentorship and coaching to help each member reach their full potential hence fostering a positive and nurturing work environment. This aspect is particularly important in the context of in-service teacher training, as it allows leaders to tailor training programs to meet the specific needs and interests of teachers, thus increasing their commitment and engagement.

Transformational leadership theory emphasizes on the importance of inspiring and motivating individuals to create a positive change within the organisation. In the context of in-service training and teacher commitment this theory offers valuable insights into how school leaders can cultivate a culture of continuous learning and professional growth among teachers, leading to higher commitment.

2.7 Conceptual Framework

Conceptual framework shows how the variables of the research inter-play in-order to address the research problem. It shows the interaction of variable subsumed in the study as shown in Figure 2.1. This study postulated that perceived quality of in-service training programmes in terms of planning, organizing and implementation influence teacher commitment in areas related to teaching and learning, promotion of students' welfare, school activities and profession ethics. The study further hypothesized that the relationship between the independent and dependent variables would be influenced by three extraneous variables that included: teachers' experience in teaching, and teachers' level of academic qualifications. For instance, more experienced teachers may have perceived quality of in-service training differently from their younger counterparts, while

younger teachers may have been enthusiastic to participate in the programmes to enhance their promotion and opportunities. This may not have been the case in regard to older teachers. The conceptual framework is shown in figure 2.1

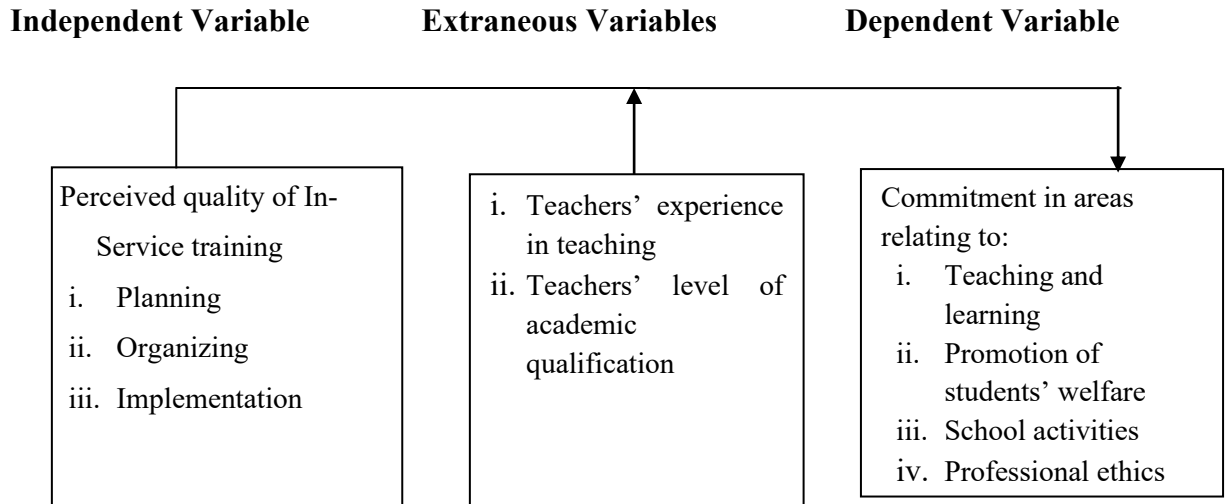


Figure 2.1: Relationship among variables subsumed in the study

Since extraneous variables had the potential to confound the findings of this study, they were controlled through randomization. Specifically, the participants who took part in the study were selected through simple random sampling. This was irrespective of their teaching experience, and their level of academic qualification.

CHAPTER THREE : RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology that was used by the study. It discusses the research design, location of the study, target population, method of sampling, data collection procedures, instrumentation, methods of data analysis and the ethical considerations in carrying out the study.

3.2 Research Design

The study adopted the *Ex-post facto* research design. This type of research design is applied in a situation where the independent and dependent variables have already interacted. Consequently, the researcher cannot manipulate the independent variable with a view of determining how it influences or relates with the dependent variable. In this regard, the effect of interaction between the variables is determined retrogressively (Kerlinger, 1986). The design was deemed suitable in the light of the fact that the study sought to determine the relationship between variables that had already interacted, specifically; quality of in-service training and teacher commitment in public secondary schools in Nyahururu Sub-County, Kenya.

3.3 Location of the Study

This study was carried out in Nyahururu Sub-County which is one of the five Sub-counties located in Laikipia County. The Sub-county is largely rural. The residents in the rural parts of the Sub-county are primarily farmers while those that reside in Nyahururu town and its environs are either in employment or engage in business. This Sub-county was identified for the research because in 2019 teachers raised concerns about the way in-service training programmes are being conducted by filing a complaint at the Sub-county office (Appendix E). On the other hand, principals and the Education Officers have decried low commitment of teachers to their profession in the Sub-county. It was therefore deemed necessary to find out if there could be any relationship between the perceived quality of in-service training and teacher commitment in the Sub-county.

3.4 Target Population

Target population in research refers to the total number of people, objects or events for which the researcher wishes to generalize the results (Best & Khan, 2004). The target population for this study included all the teachers in public secondary schools in Nyahururu Sub-County of Laikipia County, Kenya. Records from the Office of the Sub-county Director of Education, indicated that as in April 2022, there were 35 public secondary schools with 472 teachers. Therefore, the study targeted the 472 teachers in the 35 public secondary schools in the study locale.

3.5 Sample Size and Sampling Technique

According to Mugenda and Mugenda (2013) sampling is the process of selecting a subset of individuals or elements from a larger population in order to study and make inferences about the population. Through sampling the researcher is able to study a subset of a population in a cost effective- and efficient manner. The researcher can make can make inferences to a larger population with a certain degree of confidence (Mwaniki 2011). The study employed stratified sampling technique. This is because this technique allows different targeted groups to be adequately represented in the sample group. From a population of 35 public secondary schools, 32 schools were selected as a sample size for the study using Krejcie and Morgan's (1970) Table for determining sample size.

The selected schools were further categorised into National schools, Extra-county schools, County schools and Sub-county schools. The total number of teachers from these four categories of schools was 472 teachers. Using Krejcie and Morgan's (1970) Table, the ideal sample size(n) from a population (N) 472 teachers is 214 teachers. This is equivalent to 45% of the total population. Therefore, 45% of teachers from each school were randomly selected. This entailed writing the assigned numbers in small pieces of paper. The papers were folded and put in a basket. Thereafter, 45% of the papers were picked. Teachers whose numbers were in the selected papers formed the sample size for the study. The sample sizes are shown in Table 3.1:

Table 3. 1 Size for the Study

School Category	Number of Schools (N)	Sample size for schools (n)	Number of Teachers (N)	Sample size of teachers (45% of N)
National	1	1	36	16
Extra County	2	2	60	27
County	2	2	44	20
Sub-County	30	28	336	151
Total	35	32	472	214

Source: Field data (2023)

From Table 3.1 it is clear that 214 teachers formed the sample size for the study. The teachers were selected from 32 public secondary schools.

3.6 Instrumentation

Instrumentation in research refers to the tools that the study employs to collect the information being sought (Kombo & Tromp, 2006). Data from the respondents were obtained with the help of a questionnaire for teachers. The study used a questionnaire to collect data from the respondents as it allows for standardised data collection, ensures consistency and comparable responses among all participants. It also offers a level of anonymity and confidentiality to the participants (Orodho, 2009). The questionnaire contained three sections labelled; A, B, and C. Section A of the questionnaire collected the respondents' bio-data in regard to; gender, age, teaching experience and longevity of teaching in their current schools. Section B generated information relating to the respondents' perception on the quality of in-service trainings. This was in regard to the way in-service trainings were planned, organised and implemented. Section C generated information relating to teacher commitment.

The questions touched on the teachers' commitment to teaching and learning, promotion of students' welfare, school operations and professional ethics. This was measured on a five-point Likert scale. Namely; SA= Strongly Agree, A=Agree, N=Neutral D=Disagree, SD=Strongly Disagree. In scoring, responses were assigned numerical values whereby Strongly Agree=5, Agree=4 Neutral=3, Disagree=2 and Strongly Disagree=1. Negative

responses in the questionnaire such as reverse-coded items were handled by reversing the scoring of the specific items. This reversal led to negative statements being accounted for appropriately in the overall scoring process. The questionnaire is appended in Appendix B.

3.6.1 Validity of the Questionnaire

Validity in research refers to the extent to which a research instrument measures what it is designed to measure (Kombo & Tromp, 2006). There are four types of instrument validity, namely; construct validity, face validity, content validity, and criterion validity. Content validity assesses whether an instrument is representative of all aspects of the variables under study. In the study, this aspect of validity was ascertained through a review of literature related to the variables focused by the study. The items were generated based on information obtained from a thorough review of related literature. Face validity on the other hand considers how suitable the content of an instrument appears to be on the surface. On the aspect of face validity, the researcher consulted the experts in the Department of Curriculum and Education Management of Laikipia University to review and appraise the questionnaire. Construct validity evaluates whether a measuring tool represents what the study is intending to measure, while Criterion validity evaluates how closely the results generated by the instrument correspond to the results of other instruments.

These two aspects of validity were assessed through a pilot study which was carried out in six schools in the neighbouring Laikipia West Sub-County. The researcher randomly selected 50 respondents from 6 schools in Laikipia West Sub-County and administered the questionnaire for piloting. The schools have similar characteristics in terms of respondent demographics and environmental conditions as those in Nyahururu Sub-county. Issues that arose from the assessment of the validity of the questionnaire were addressed before the administration of the questionnaire to the respondents during the main study.

3.6.2 Reliability of the Questionnaire

Reliability is defined as the degree of consistency that a research instrument or procedure demonstrates (Best & Khan, 2004). If an instrument produces similar results under

constant conditions on all occasions, then it is deemed reliable (Muema, 2015). In order to estimate the reliability of the questionnaire, it was administered to teachers in six schools in the neighbouring Laikipia West Sub-County in a pilot study. The same questionnaire was administered to the same teachers after two weeks. Scores from the two instrument administration events were correlated using Pearson's Product-moment correlation coefficient. The statistical analysis generated a correlation of .838 and therefore the instrument was deemed reliable since a coefficient of 0.7 and above indicates that the instrument's level of internal reliability is sufficient. According to Mugenda and Mugenda, (2013), the threshold for instruments reliability for social sciences research is 0.7 and above.

3.7 Data Collection Procedures

Fowler (2014) argues that the method used to collect data depends on the intended use of data. This study used primary sources to collect data. Upon successful examination of the proposal at the Graduate School level, the researcher secured an introductory letter from Graduate School of Laikipia University. Thereafter, the researcher applied for a research permit from National Council for Science Technology and Innovation (NACOSTI). This permit was granted and is appended as appendix H. Moreover, the Laikipia University Institutional Ethics Review Committee (LU-IREC) conducted an ethics review on the proposal and issued a letter affirming compliance to the research ethics appended as Appendix I.

Having obtained the permit and authorizations, the researcher made a reconnaissance visit to the sampled schools and explained to the teachers the intended purpose of the research. The teachers were requested to fill out the questionnaires. The questionnaires were then delivered on a drop and pick basis to the respondents. Teachers were asked to fill the questionnaires within one week. After the one-week timeline, the researcher collected the questionnaires in readiness for analyses.

3.8 Data Analysis

After collection of the filled-out questionnaires, the responses were checked, categorized and entered into a code sheet. Responses on the research question were summarised using descriptive statistics specifically frequencies and percentages. The hypotheses were tested

using Pearson Correlation Coefficient at an alpha level of .05. Sekaran.et.al (2019) explains that correlation is a statistical measure that describes the relationship between two variables. Correlation was identified as the most appropriate technique for hypothesis testing since it can assess the relationship between two variables, it is useful when investigating the relationship between continuous variables and it can allow the researcher to make predictions based on the identifies relationship between variables. Analysing data using Pearson Correlation involved calculating the correlation coefficient, interpreting its value and significance, considering the assumptions and representing the results. The tests of statistical significance were done with the help of the Statistical Package for Social Sciences (SPSS) computer programme version 24.0. A summary of the data analyses with respect to the testing of hypotheses is shown in Table 3.3:

Table 3. 3 Data Analysis Matrix

Hypothesis	Independent Variable	Dependent Variable	Statistical test
RQ₁ : Do in-service teacher training programmes meet the perceived quality standards from the point of view of teachers?	Teacher perceptions on organization of in-service training programmes	Quality of in-service trainings	Frequencies and Percentages
H₀₁ : Perceived quality of in-service training has no statistically significant relationship with teacher commitment to teaching and learning in public secondary schools in Nyahururu Sub-County, Kenya	Perceived quality of in-service training	Commitment to teaching and learning	Pearson correlation coefficient
H₀₂ : Perceived quality of in-service training has no statistically significant relationship with teacher commitment to promotion of students' welfare in public secondary schools in	Perceived quality of in-service training	Commitment to promotion of students' welfare	Pearson correlation coefficient

Nyahururu Sub- County,
Kenya.

H03: Perceived quality of in-service training has no statistically significant relationship with teacher commitment to school activities in public secondary schools in Nyahururu Sub-County, Kenya.	Perceived quality of in-service training	Commitment to school activities	Pearson correlation coefficient
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H04: Perceived quality of in-service training has no statistically significant relationship with teacher commitment to professional ethics in public secondary schools in Nyahururu Sub-County, Kenya.	Perceived quality of in-service training	commitment to professional ethics	Pearson correlation coefficient
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3.9 Ethical Considerations

The researcher upheld the ethical standards that guide research processes. The information which the researcher gathered was to be treated confidentially and was not be exposed to any unauthorized persons. The information collected was only used for the purpose intended by the study as explained to the respondents before administration of the questionnaires. The researcher obtained a research permit from NACOSTI and a recommendation from LU-IREC before data collection from the schools in the study locale. The researcher further sought permission from Education Office, County Government of Laikipia.

The researcher explained the purpose of the study to the teachers to make them understand the importance of participating in the study. To ensure anonymity, respondents were not required to disclose their identity on the questionnaires. The

researcher ensured that all sources used in the study were duly acknowledged in the reference list.

CHAPTER FOUR : RESULTS AND DISCUSSION

4.1 Introduction

The results of demographics, descriptive and inferential analyses are discussed in this chapter. The discussions are organised in five sections, that is, instrument response rate, respondents' biodata, teachers' perception on the quality of in-service training, level of teacher commitment to their duties and relationship between perceived quality of in-service training and commitment to professional duties.

4.2 Instrument Response Rate

The questionnaires were administered to 214 respondents and 167 were received back for analyses. The return rate was 78.4% as presented in Table 4.1

Table 4. 1 Response Rate

Category	frequency	Percentage (%)
Response	167	78.4
Non-Response	47	21.6
Total	214	100.0

The non-response rate of 21.6% was attributed to 47 teachers who were not available during the data collection period because they were out of the Sub-county for science competitions. The response rate of 78.4% was adequate for analysis as supported by Mugenda and Mugenda (2013) who stated that any response rate exceeding 70 per cent is sufficient for analysis.

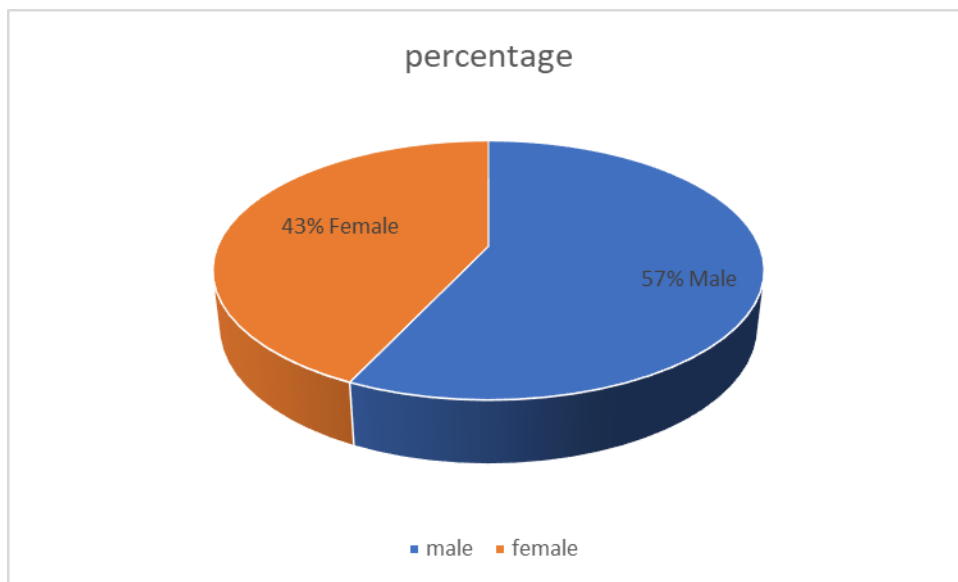
4.3 Respondents' Bio-data

This section represents the respondents' bio-data. The study sought to determine the demographic characteristics of the respondents that could have a bearing on the study among them the gender, age, teaching experience in years, years of teaching in the current school, number of times the teachers had attended the in-service training in the teaching career and while in the current school. These were captured by results on biodata in the questionnaire and is discussed subsections 4.3.1 to 4.3.6

4.3.1 Respondent Gender

The study sought to determine the gender representation of the respondents. The results are displayed in Table 4.2. Gender refers to the social, cultural and physiological aspects. Gender is a deeply ingrained aspect of social identity and influences how individuals interact with the world and with each other (Wachs, 2012). It was necessary to find out gender representation in order to establish whether the sample complied with the constitutional requirement of at least one third gender rule in all endeavours. According to the results displayed in Table 4.2, 57% of the respondents were male while 43% of the respondents were female. Implying that no one gender constituted more than three-quarters of the work force in the teaching fraternity. The gender composition was line with the Kenya Constitution of 2010 on gender representation.

Table 4.2 Gender of the Respondents

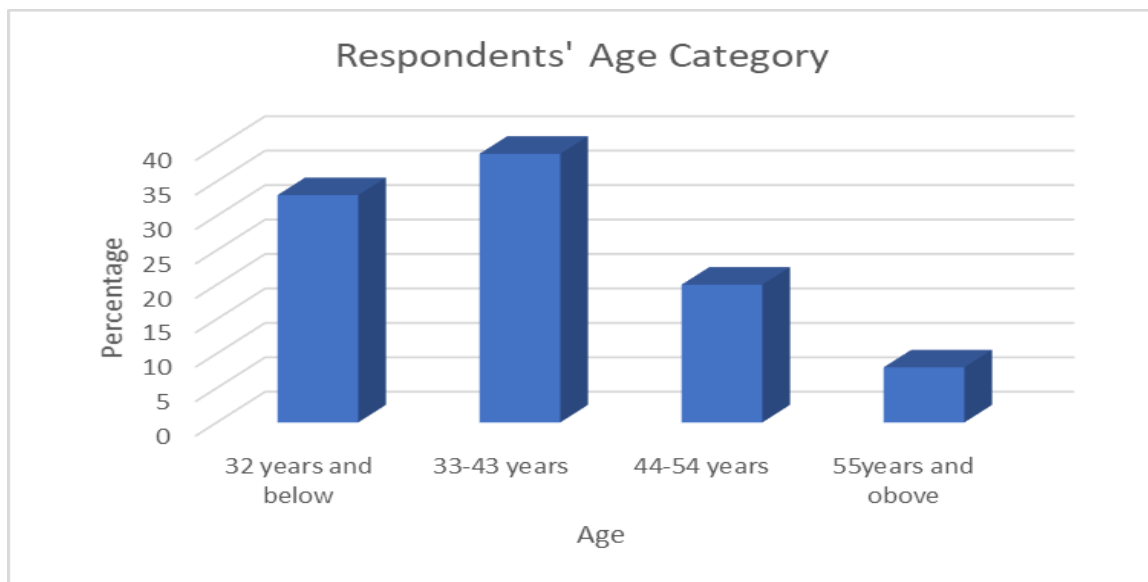


This representation did not affect the commitment to the teaching profession since the influence of gender on commitment to teaching was influenced by many other factors, such as personal values, job satisfaction, workplace environment, and support systems which play crucial roles in shaping an individual's commitment to the teaching profession (Shamma, 2018).

4.3.2 Respondents' Age Category in Years

Smith and Johnson (2021) explain that age is a crucial factor in research due to its impact on human development and behaviour. Understanding different age groups allows the researcher to draw more accurate conclusions and give viable recommendations. The information was captured among the items in section A in the questionnaire. The age of the respondents was distributed among four age categories as shown in Table 4.3

Table 4. 3 Respondents' Age Category



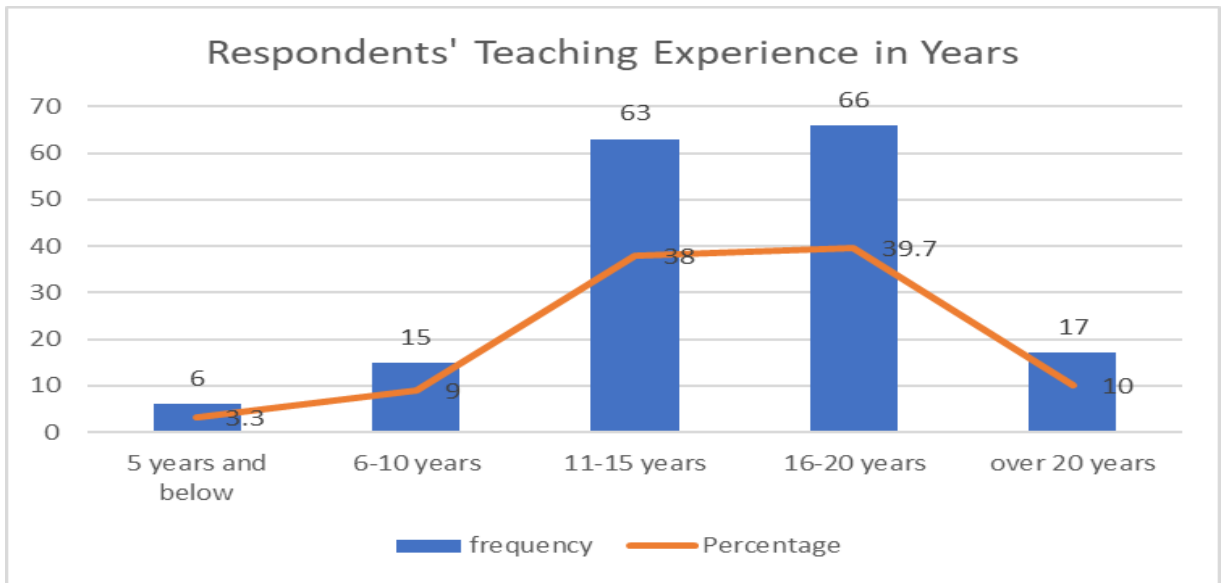
From the Table 4.3, it is clear that majority of the respondents were aged between 33-43 years. Thus, teachers in the study comprised of relatively young teachers. Young teachers have the enthusiasm and willingness to try new innovative ideas in teaching. They are also more receptive to professional development opportunities as compared to older teachers as noted by Sahin (2019).

4.3.3 Respondents' Teaching Experience in Years

Teaching experience in this study meant the length of time in terms of years that a teacher had served as a professionally qualified teacher. The study deemed this was a significant

demographic aspect since according to Musyoka, (2015), experience has a significant effect on how teachers perform their duties. The study therefore sought to find out from the respondents the number of years they had served as captured in item A of the questionnaire. The results are presented in table 4.4.

Table 4. 4 Respondents’ Teaching Experience in Years

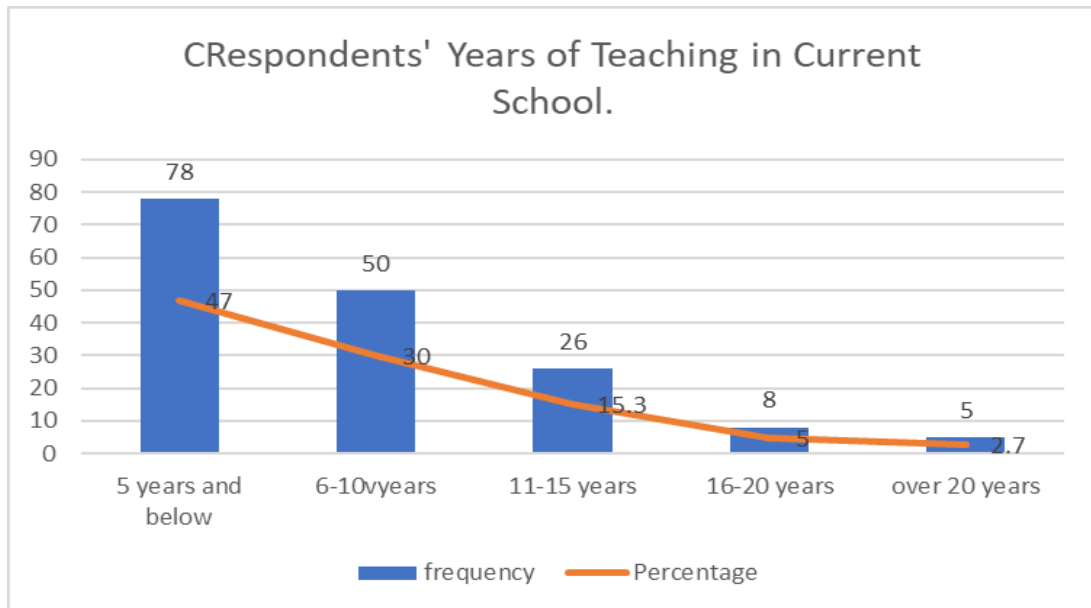


From the findings in Table 4.4, it was established that the majority of the respondents had teaching experience ranging between 16 and 20 years, implying they had spent significant time in the teaching profession. There is a sizable number of teachers with a teaching experience of 11-15 years indicating a middle-tier group while a small percentage of teachers are heading to retirement, which is those who have been in the teaching for over twenty years. These findings imply that schools should address the diverse needs of different categories of teaching experience. For instance, teachers with teaching experience of less than five years should be offered mentorship opportunities, while the middle tiers and experienced teachers should be exposed to more professional development programmes. Those with the teaching experience of over twenty years should be engaged in succession planning. By acknowledging and addressing the diverse needs of these teachers, schools can achieve better teacher effectiveness, improve student outcomes and promote a culture of life-long learning.

4.3.4 Respondents' Years of Teaching in the Current School

In this study, respondents' years of teaching in the current school in this meant the number of years that a teacher had spent teaching in their current work station. The study deemed this as a significant demographic because according to Kaburu (2015) duration at work station has a significant effect on student learning outcomes, teaching practices and overall school culture. The study therefore sought to find out from the respondents the number of years they had served in their current station as captured in section A, item number four of the questionnaire. The results are presented in Table 4.5.

Table 4. 5 Respondents' Years of Teaching in Current School



From Table 4.5 it is evident that a majority of the respondents comprising 47% had been in their current school for less than 5 years this indicates that a significant number of teachers had been transferred from their previous work station. The frequency of teachers with teaching experience of less than five years is six as shown in Table 4.4 and Table 4.5 indicates that a frequency of 78 teachers had been transferred in less than five years. This means that 72 (78-6) teachers had been transferred implying there is high transfer rate of teachers. Thirty percent (30%) of teachers had worked in the current station for between 6 and 10 years. This group of teachers have gained a level of stability within the school and have established a strong relationship with the students, colleagues and the

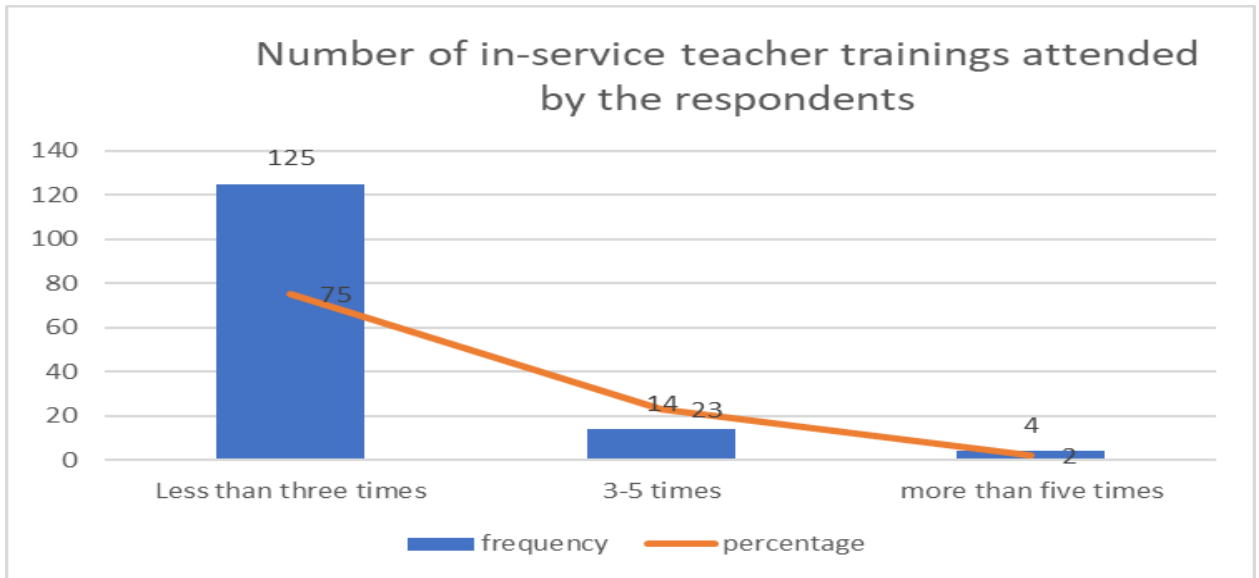
community. Additionally, 15.3% of the teachers have taught in their current school for 11-15 years.

This indicates that these teachers have experienced and withstood various changes within the school system and hence they have a deeper understanding about the school and its operations. Five percent (5%) of the respondents have been in their current school for 16-20 years. These group of teachers is likely to have a profound impact on the school culture. Lastly, 2.7% of the respondents had taught in the current school for more than 20 years. This group of teachers have a significant influence within the school. Understanding the different tenure category of teachers within the school can help school managers in developing targeted strategies to support teacher retention, professional growth and overall school effectiveness.

4.3.5 Frequency of In-Service Teacher Trainings Attended by Respondents

The frequency of in-service teacher trainings refers to the count of training sessions attended by teachers who are actively teaching in secondary schools. The study deemed this as a significant demographic aspect since the number of in-service trainings teachers attend indicate the level of commitment that a school has towards their teachers (Musyoka, 2015). The study therefore sought to find out from the respondents the number of times they had attended in-service training programmes as captured in section A in item number five of the questionnaire. The results are presented in Table 4.6.

Table 4. 6 Frequency of In-service Trainings Attended by Respondents



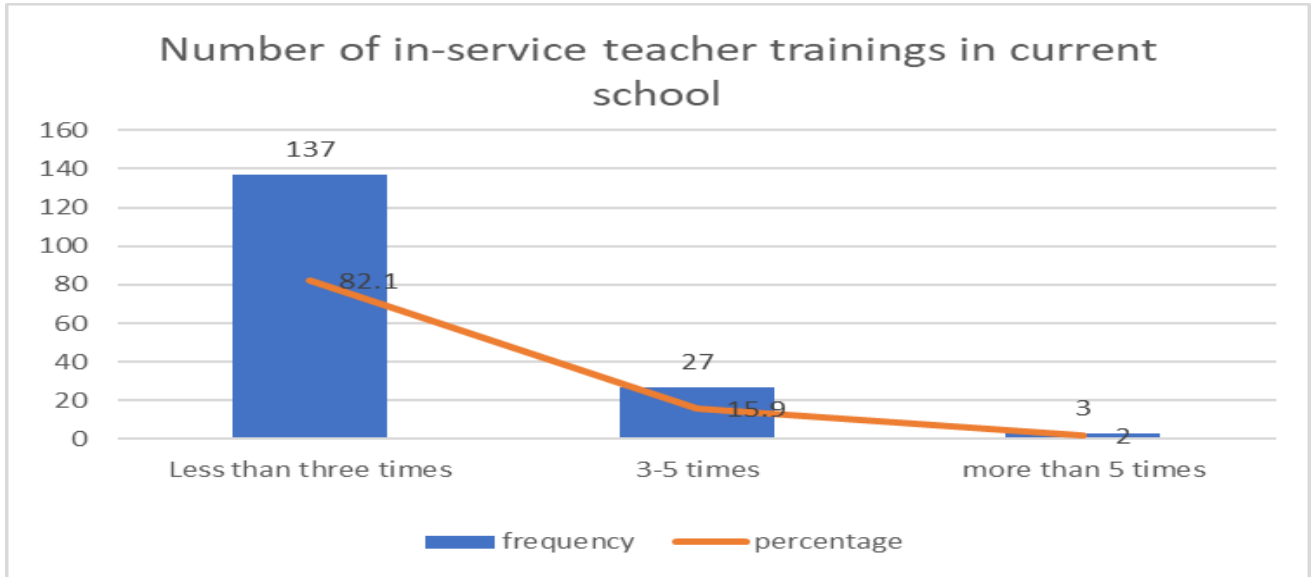
From Table 4.6 a significant number of respondents at 75% had attended in-service trainings less than three times, 23% of the respondents had attended in-service training between 3-5 times while 2% of the respondents had attended in-service trainings more than five times. This indicates that only a small number of teachers were attending in-service trainings regularly while a considerable number of teachers are not receiving adequate trainings. The adequacy levels of in-service teacher training are likely based on standards set by entities providing in-service training. These entities determine how frequently teachers should receive training to ensure they meet professional competency and development goals. The purpose of these guidelines is to ensure that teachers continually develop their skills and stay updated with new teaching methodologies, curriculum changes, or policy updates. Therefore, entities providing teacher in-service trainings should address this issue by providing more frequent and varied in-service trainings to enhance continuous professional development among teachers.

4.3.6 Number of In-service Teacher Trainings in Current School

Number of in-service trainings is the count of professional development courses that teachers of a particular school have partaken. According to Omar (2014), the number of in-service teacher training in the current school can indicate the school's commitment to professional development, a school's effort to improve on the quality of education and how teachers are dedicated to their own growth. The study therefore sought to find out

from the respondents the number of times they had attended in-service teacher trainings while in their current school as captured in section A in in item number six of the questionnaire. The results are presented in Table 4.7.

Table 4. 7 Number of In-service Teacher Trainings in Current School



From Table 4.7 majority of the respondents (82.1%) had attended in-service trainings less than three times in their current school. This raise concerns on the kind of support that teachers get from their current schools in enhancing their knowledge and skills through in-service training programmes. Moreover, 15.9% of the respondents had attended in-service training between three to five times. This indicates that only a small number of teachers were exposed to varied training experiences. Finally, 2% of the respondents had attended more than five sessions of in-service training in their current school indicating extensive opportunities of training in their current school. These research findings emphasize the need to address current disparities in the in-service training within schools.

4.4 Teachers’ Perception on the Quality of In-service Training Programmes

The first objective of the study sought to find out how teachers in Nyahururu Sub-County perceive the quality of in-service training programmes. Their perception was sought on three critical aspects of conducting in-service training that included: planning, organization and implementation. Each of these aspects was captured by a section in the

questionnaire. The results and discussion with respect to each aspect are discussed in the sub-sections 4.4.1 to 4.4.3

4.4.1 Teachers' Perception on the Planning of In-service Training

The study sought to establish teachers' perception on planning in-service teacher trainings in terms of selecting the place and setting where the in-service training took place, whether the teachers' input was considered while selecting participants for teacher in-service trainings, teacher involvement in budgeting, pre-training needs assessment and timing of in-service training. The analysis of the findings is presented in Table 4.8:

Table 4. 8 Teachers' Perception on the Planning of In-service Training Programmes

Statements	Mean	SDev
I am involved in selecting the setting where in-service trainings will be conducted.	4.22	.761
My input is considered while selecting participants for the in-service training.	3.99	.885
I am involved in the budgeting process for the in-service training.	4.16	.860
I am involved in the need assessment process before in-service trainings are conducted.	3.88	.877
I am consulted about the timing of in-service training.	3.92	.784

On whether teachers were involved in selecting the setting where in-service trainings were to be conducted, 39.5% of the respondents strongly agreed, 44.3% agreed, 15% were neutral, 0.6% disagreed with a similar number strongly disagreeing. The mean was 4.22 and standard deviation of 0.761. The research findings indicate that a significant proportion of the respondents (88.3%) either agreed or strongly agreed that they were involved in selecting the setting teacher in-service training were to be conducted. This shows that teachers had a positive perception towards selection of the setting where in-service trainings were to be conducted. This may make teachers participate actively in these programmes as they are more likely to feel that they are part and parcel of these programmes.

On whether the teachers' input was considered while selecting participants for the in-service training. 31.1% of the respondents strongly agreed, 41.9% agreed, 23.4% were neutral, 1.8% disagreed with a similar number disagreed strongly. The mean was 3.99 with a standard deviation of 0.885. A significant number of respondents agreed that teacher input was considered while selecting participants for the in-service trainings. This suggests a positive perception among the respondents regarding the process of selecting participants for in-service trainings. This positive perception could be attributed to the importance placed on teachers' perspective and expertise in shaping in-service teacher trainings.

On the aspect whether teachers were involved in the budgeting process for in-service training, 38.9% of the respondents strongly agreed with the statement, 43.7% agreed, 13.8% were neutral, 1.8% disagreed and a similar percentage disagreed strongly. The mean was 4.16 and standard deviation of 0.860. The findings indicate that majority of the respondents are involved in the budgeting process. Therefore, teachers had positive perception concerning the budgeting of in-service training as they played a major role in the budgeting process of the in-service training programmes. The providers of in-service teacher trainings should always consider the input of teachers during the budgeting process as it fosters transparency and collaboration between the entities providing in-service trainings and teachers.

The other aspect was whether teachers were involved in the needs assessment process before in-service training was conducted. The findings show that 25.1% of the respondents strongly agreed, 43.7% agreed with the statement, 26.9% were neutral. 2.4% disagreed, with 1.8% disagreeing strongly. The mean was 3.88 with standard deviation of 0.877. The findings show that a significant portion of the respondents were involved in the needs assessment process. This implies that there is positive perception among teachers on being involved in the needs assessment process as this helps them to identify specific requirements and areas that require attention before the commencement of in-service trainings

The study also sought to find out whether teachers were consulted on the timing of the in-service training. The results showed that 1.2% of the respondents agreed with the statement, 31.1% were neutral, 41.9% disagreed, while 25.7% strongly disagreed. The mean was 3.92 with a standard deviation of 0.784. The findings show that majority of the respondents either disagreed or strongly disagreed with the statement. This indicates that teachers did not have favourable perception towards the timing of in-service. This could be attributed to most of the in-service teacher trainings being planned during school holidays when teachers are supposed to be free to attend to their own chores. This signals a potential need for improved communication and collaboration between entities providing in-service teacher trainings and the teachers in order to ensure that training schedules align with teachers' needs and preferences.

It can be concluded that in planning for in-service teacher trainings, teachers have a positive perception on the process of selecting the sites where in-service trainings are conducted, budgeting process for in-service training, the process of selecting participants to attend in-service trainings and establishment of the needs assessment before in-service trainings are conducted. However, teachers have a negative perception on the timing of in-service trainings.

4.4.2 Teachers' Perception on Organization of In-service Training

The study sought to determine teachers' perception on organization of in-service teacher trainings concerning their participation in meetings held to plan in-service training, topics deliberated on during in-service trainings, their knowledge on the duration of in-service training prior to attending the training, preparation of materials to be used for in-service training, identifying the parameters of subject matter and their involvement in coming up with the training programme for in-service training. The results are displayed in Table 4.9

Table 4.9 Teachers' Perception on the Organization of In-service Training Programmes

Statements	Mean	SDev
I participate in meetings held to plan for in-service training	4.10	.848
I am consulted about the topics that should be deliberated during the in-service training	4.08	.905
I am informed on the duration of in-service training prior to attending.	3.88	.842
I am involved in preparing materials to be used for in-service training	4.01	.760
I am involved in identifying the parameters of subject matter.	4.07	.721
I am involved in coming up with the training program for in-service training.	3.86	.783

The study sought to establish whether teachers participated in meetings to discuss about in-service training. The results indicate that 33.5% of the respondents strongly agreed, 48.5% agreed, and 15% were neutral, 2.4% disagreed and 0.6% strongly disagreed. The mean was 4.10 with a standard deviation of 0.848. These findings imply that teachers have a positive perception towards participating in discussions pertaining in-service training. Therefore, providers of in-service teacher trainings should encourage active

participation in such meetings in order to identify areas to improve in providing these programmes.

Another aspect was whether the teachers were consulted about the topics that should be discussed during the in-service training, 2.4% of the respondents strongly agreed with the statement, 1.8% agreed, 17.4% were neutral, 42.5% disagreed, and 35.9% strongly disagreed with the statement. The mean was 4.08 and standard deviation of 0.905. The research findings indicate that a significant portion of the respondents, were not consulted about the topics to be covered during in-service training. These findings indicate that teachers do not have a favourable perception towards the topics that are discussed during in-service trainings. This highlights the importance of the providers of in-service teacher trainings to involve teachers in selecting topics to be discussed during in-service trainings as non-involvement can lead to disengagement and lack of enthusiasm during the trainings.

The study also sought to find out whether teachers were informed of the duration of the in-service training before attending. The results showed that 22.8% of the respondents strongly agreed, 47.3% agreed, 27.5% were neutral, 2.5% strongly disagreed with the statement. The mean was 3.88 with a standard deviation of 0.842. Since majority of the teachers agreed that they were informed about the duration of the in-service teacher trainings, this may have contributed to teachers having a favourable perception towards the duration of in-service training. Further, there are clear communication channels concerning the in-service teacher training programmes. However, the presence of a significant neutral group raises questions on how information provided is communicated. Therefore, institutions providing teacher in-service trainings can use this information to improve their communication strategies.

Findings showed that teachers were not involved in preparing the materials to be used for in-service trainings as was indicated by 1.8% of the respondents who agreed, 22.8% were neutral 49.7% who disagreed, 27.5% strongly disagreed with the statement. The mean was 4.01 with standard deviation of 0.760. The low involvement reported in the study implies that teachers do not have a favourable perception towards preparing in-service

training materials. This could have far reaching implications for the effectiveness of in-service teacher trainings. There is a risk that the content may not be aligned with the needs and interests of the teachers who are the main beneficiaries of these programmes. These findings underscore the importance of fostering a collaborative approach to in-service training that actively involves teachers in designing and creating materials for in-service trainings.

Results further indicated that teachers were not involved in identifying the parameters of the subject matter as shown by 22.8% of the respondents who were neutral, 47.9% disagreed, and 29.3% strongly disagreed with the statement. The mean was 4.07 and standard deviation of 0.721. These findings indicate a significant level on non-involvement of teachers in identifying the parameters of subject content for the in-service teacher training programmes and implies that teachers do not have a favourable perception towards identifying the parameters of subject matter. It indicates disconnect between the teachers and entities providing in-service trainings in terms of content provided for in-service teacher training. When teachers are not actively engaged in selecting the subject matter for in-service training, it can lead to sessions that are not aligned with teachers' specific needs, challenges and the teaching context.

On whether teachers were involved in coming up with a program for in-service training, 0.6% of the respondents strongly agreed, 1.8% agreed, 29.3% were neutral, 47.3% disagreed, 21% strongly disagreed, with the statement. The mean was 3.86 with a standard deviation of 0.783. These findings imply that teachers were not actively involved in developing programs for in-service teacher training. This indicates that teachers did not have a favourable perception in coming up with a program for in-service training. Therefore, there is need to involve teachers in developing in-service training programmes as this makes the trainings more relevant to the teachers since their specific needs will be addressed.

It can be concluded that teachers have mixed perceptions towards organization of in-service trainings. Teachers have positive attitudes towards participating in meetings for planning in-service training and the duration of in-service trainings prior to attending

them. However, teachers do not have favourable attitudes towards selecting topics to be discussed during in-service trainings, preparing materials to be used during in-service trainings, identifying parameters of subject matter and coming up with a programme for in-service training.

4.4.3 Teachers' Perception on Implementation of In-service Training

The third aspect of the quality of in-service trainings was their implementation. The study sought to examine teachers' perception on implementation of in-service teacher trainings in terms of resources used during presentation of the in-service trainings conducted in form of workshops and seminars, how teachers are remunerated while attending in-service trainings, if in-service trainings address emerging and contemporary issues in the education sector, if in-service trainings are tailor made for various subjects and whether teachers are involved in writing an evaluation report on the effectiveness of in-service training at the end of the training.

Table 4. 10 Teachers' Perception on the Implementation of In-service Training Programmes

Statements	Mean	SDev
Audio-visual resources are used during presentation of the in-service training	3.90	.869
In-service trainings are conducted in form of workshops and seminars	3.89	.829
I am remunerated well when attend in-service trainings.	3.89	.836
Training addresses contemporary and emerging issues in education sector	3.98	.868
In-service trainings are tailor-made for various teaching subjects	3.96	.828
I am involved in writing an evaluation report on the effectiveness of an in-service programmer after attending the training.	3.93	.851

The first aspect was whether audio-visual resources are used during presentation of the in-service training. According to the results in Table 4.10, 28.7% of the respondents strongly agreed, 35.9% agreed, 32.3% were neutral, 2.4% disagreed and 0.6% strongly disagreed with the statement. The mean was 3.90 and the standard deviation of 0.869. These findings indicate that majority of the respondents agreed that audio-visual

resources were used during in-service presentations. However, there is a sub-set of teachers who do not find the audio-visual resources to be effective. Therefore, these findings imply that majority of the participants perceive the use of audio-visuals during in-service teacher trainings positively. However, there is need for further exploration and customization to ensure that they are utilized effectively.

On whether in-service trainings were conducted in form of workshops and seminars 22.2% of the respondents strongly agreed, 49.7%, were 25.7% were neutral and 2.4% strongly disagreed with the statement. The mean was 3.89 and standard deviation of 0.829. These findings indicate that a significant portion of the respondents perceive in-service trainings as being conducted in form of workshops and seminars positively. The findings also highlight a proportional number of respondents who hold a neutral view point indicating lack of strong opinion. The minority group of the participants who strongly disagree with the statement point out on areas of improvement. There is need to tailor in-service training approaches to meet the needs and expectations of all teachers.

The study also sought to find out whether teachers were well remunerated while attending the in-service training. The results indicated that 0.6% of the respondents strongly agreed with the statement, and 0.6% agreed, 35.3% were neutral, 35.9% disagreed, and 27.5% strongly disagreed. The mean was 3.89 with a standard deviation of 0.836. These findings indicate that majority of teachers perceived their remuneration while attending in-service training negatively. These findings highlight the importance of addressing teacher remuneration when attending in-service trainings. The entities providing in-service teacher training should ensure that teachers are well compensated for their time and effort so that they can develop positive perspectives towards in-service trainings.

On whether in-service training addressed contemporary and emerging issues in education sector, 31.5% of the respondents strongly agreed, 41.9% agreed, 24% were neutral, 2.4% disagreed and 1.2% strongly disagreed with the statement. The mean was 3.98 and standard deviation of 0.868. These research findings show varied perceptions on whether in-service teacher trainings addressed contemporary and emerging issues. Therefore,

there is need to conduct further research into reasons behind neutrality to understand the perspective of this group and also look into issues raised by the minority group to provide insights into potential areas of improving training programmes.

On whether teacher in-service trainings were tailor-made for various subjects, 28.7% of the respondents strongly agreed, 41.9% agreed, 26.9% were neutral, and 1.8% disagreed while 0.6% strongly disagreed. The mean was 3.96 and the standard deviation of 0.828. These research findings imply that the majority of the teachers perceive the way in-service trainings are tailor made for various subjects positively, they further emphasize on the importance of effectively customizing teacher in-service trainings to meet the needs and requirements of different subjects in order to address different pedagogical strategies and content covered for each subject.

On whether, teachers were involved in giving evaluation on the effectiveness of in-service training programmes at the end of the training, 27.5% of the respondents strongly agreed, 42.5% agreed, 26.9% were neutral, 1.8% disagreed with 1.2% disagreed strongly. The mean was 3.93 and standard deviation of 0.851. These results show that teachers have a positive perception towards evaluating the effectiveness of in-service training at the end of the programme. This underscores the need to involve teachers in evaluating the effectiveness of the in-service training as they help in highlighting areas of improvement on the provided trainings.

From the foregoing findings, it can be concluded that teachers have positive perception on the use of audio-visuals during in-service training, in-service trainings being conducted in form of workshops and seminars, in-service trainings tailor made for various subjects and in evaluating the effectiveness of in-service training at the end of the programme. However, teachers have unfavourable negative perception towards the way they are remunerated while attending in-service trainings. They were non-committal on whether in-service trainings addressed contemporary and emerging issues in the education sector. These areas should be addressed for improvement of in-service training in future.

4.5 Teacher Commitment to the Teaching Profession

Section C of the questionnaire measured teachers' level of commitment to the teaching profession. The aspects of commitment included commitment to teaching and learning, commitment to promotion of student welfare, commitment to the school operations and commitment to the professional ethics. The statements required the respondents to indicate the level of agreement to the statement that measured each aspect as discussed in the subsections 4.5.1 to 4.5.4.

4.5.1 Teacher Commitment to Teaching and Learning

The study sought to examine teachers' commitment to explore new ways of teaching, develop new learning materials to enable learners understand subject content easily, to establish a friendly learning environment, prepare schemes of work and lesson plan as required, apply appropriate teaching methods during instruction and if teachers were willing to teach beyond the allocated teaching time. The results of teachers' responses are displayed in Table 4.11.

Table 4.11 Teacher Commitment to Teaching and Learning

Statements	Mean	SDev
I am ready to explore new ways of teaching.	4.14	0.673
I am willing to develop new learning materials which enable students to understand subject content easily.	4.41	0.622
I readily establish a friendly teaching environment.	4.00	0.624
I work closely with my fellow teachers.	3.70	0.661
I prepare schemes of work and lesson plans as required.	4.16	0.688
I apply appropriate teaching methods during instruction.	3.97	0.833
I am willing to teach beyond the allocated teaching schedules.	3.39	0.575

On the aspect of commitment to teaching, it was established that teachers were ready to explore new ways of teaching as was indicated by 29.7% who strongly agreed. At the same time 54.1% agreed, and 3% were neutral, 6.0% disagreed and 7.2% strongly disagreed with the statement whose mean was 4.14 and standard deviation 0.673. These findings imply that majority of the teachers embrace the idea of incorporating innovative practices into their teaching strategies. There is need for teachers to regularly attend in-service trainings as it creates a culture of continuous learning and encourages experimentation with different teaching approaches.

The study also sought to find out whether teachers were willing to develop new learning materials which enable students to understand subject content easily. Result indicate that 48.5% of the respondents strongly agreed, 43.1% agreed, 4.2% were neutral, 1.8% disagreed and 2.4% strongly disagreed with the statement whose mean was 4.41 and standard deviation of 0.622. The findings indicate that majority of the teachers are willing to develop new learning materials. Therefore, it can be concluded that teachers are willing to create new learning materials that can help students grasp subject content without difficulty which in-turn leads to a more engaging and effective learning environment.

With regard to teachers establishing a friendly teaching environment, 18.8% of the respondents strongly agreed, and 62.2% of the respondents agreed, 4.2% were neutral,

11.2% disagreed, and 3.6% strongly disagreed with the statement. The mean was 4.00 with a standard deviation of 0.624. The findings indicated that majority of the teachers establish a friendly learning environment. This shows that teachers are maximizing student potential and ensuring holistic development and thus creating a supportive environment within the classrooms.

As to whether teachers worked closely with fellow teachers, 10.8% of the respondents strongly agreed, 48.6% agreed, 22.8% and 18% disagreed with the statement. The mean was 3.70 and the standard deviation 0.661. These findings indicate that a considerable percentage of teachers work closely with their fellow teachers. However, there is a notable number of teachers who still feel that they do not work closely with their peers. These findings can offer insight to the school management and providers of in-service teacher trainings on devising programmes that can enhance teacher collaboration.

On whether teachers prepared schemes of work and lesson plans as required, 32.4% of the respondents strongly agreed, 51.4% agreed, 6% were neutral, 6% disagreed and 4.2% strongly disagreed. The mean was 4.16 and standard deviation of 0.688. These research findings indicate that majority of the teachers prepared lesson plans and schemes of work as expected and shows that the respondents have willingness to fulfil their responsibilities in terms of classroom preparedness and curriculum implementation.

The study also sought to find out whether teachers applied appropriate teaching methods during instruction. Results indicated that 32.4% of the respondents strongly agreed, 32.4% agreed, and 35.1% were neutral with the statement. The mean was 3.97 with a standard deviation of 0.833. These findings indicate that the respondents have mixed perceptions regarding the teaching methods being applied. While a significant number were in agreement that they applied appropriate teaching methods during instruction, there is a sizable group that is indifferent. These findings therefore highlight the importance for continuous evaluation and improvement of teaching methods to ensure effective instruction.

Concerning whether teachers were willing to work beyond the allocated time schedules 13.5% of the respondents strongly agreed, 67.6% agreed, and 19.2% were neutral with the statement. The mean was 3.39 with a standard deviation of 0.575. These findings indicate that majority of the respondents were willing to work beyond the allocated time schedules and that they are willing to go far and beyond their professional responsibilities. This implies that majority of the teachers are committed to their work. The findings can inform the policy makers and school managers on the importance of recognizing and supporting teachers' willingness to work beyond the scheduled time to enhance students' learning outcomes.

In conclusion, while the findings indicate that teachers are ready to embrace innovative practices into their teaching strategies, collaboratively developing learning resources, establishing a friendly working environment, engaging in effective team work, diligently preparing lesson plans and schemes of work and willing to work beyond the allocated time schedules. However, the mixed perceptions on the application of appropriate teaching methodology during instruction raises a concern on the effectiveness of their teaching practices. This calls for further exploration on how teachers can be supported in aligning their pedagogical approaches with best practices to improve student learning outcomes.

4.5.2 Teacher Commitment to Promotion of Student Welfare

On aspect of teacher commitment to promotion of student welfare, the study sought to establish whether teachers were willing to act as surrogate parents, assist students in need of help both in academic and otherwise, enhance the spiritual and moral growth of students, counsel students to cope with changes in society, sensitize students on the dangers of drug abuse, support initiative aimed at offering quality services to students in areas relating to accommodation, feeding, counselling, and extra-curriculum activities among others and assist students in forming and organizing school clubs. The results on commitment to promotion of students' welfare are displayed in Table 4.12.

Table 4. 12 Commitment to Promotion of Students' Welfare

Statements	Mean	SDev
I willingly act as a surrogate parent to the learners.	3.86	1.00
I willingly assist students in need of help both academic and otherwise.	3.68	1.18
I have the desire to enhance the spiritual and moral growth of students.	4.32	0.944
I am motivated to guide and counsel students to cope with changes in society.	3.81	1.05
I am willing to sensitize students on the dangers of drug abuse.	3.59	1.12
I am ready to support initiatives aimed at offering quality services to students in areas relating to accommodation, feeding, counselling, and extra-curriculum activities among others.	3.65	1.09
I can assist students in forming and organizing school clubs.	3.73	1.07

On whether teachers were willing to act as surrogate parent to the learners 24% of the respondents strongly agreed, 56.8% agreed, 6% were neutral, 7.2% disagreed and only 6% strongly disagreed. The mean was 3.86 and standard deviation of 1.00. The findings indicate that most of the teachers were ready to take up the role of a surrogate parent to their learners with 80.8% either strongly agreeing or agreeing to this role. This shows that teachers are ready to take up extra roles that improve the well-being of learners other than their professional duties. Based on this finding, schools should consider giving additional training and support for teachers to fulfil the role of being a surrogate parent.

On whether teachers were willing to assist students in need of help both academically or otherwise 26.9% of the respondents strongly agreed, 43.1% and 12% were neutral, 7.8% disagreed and 10.2% strongly disagreed. The mean was 3.68 and standard deviation 1.18. These findings imply that while a significant number of teachers are willing to help students who are in need, there is still a significant number of teachers who may need additional resources, support and training in order to address the student needs effectively. Therefore, this underscores the need for teachers to attend in-service teacher trainings to enhance their capacity to assist the students holistically.

Concerning teachers' willingness to enhance spiritual and moral growth of the students 54.1% of the respondents strongly agreed, 35.1% agreed, 7.2% disagreed and 3.6%

strongly disagreed with the statement whose mean was 4.32 and a standard deviation of 0.944. The results suggest that teachers value the need to nurture students' moral, spiritual and intellectual growth. This shows that teachers are willing to foster values, ethics and character development among learners. The findings highlight the need for schools to incorporate spiritual and moral education in their pedagogical practices.

On teachers' motivation to guide and counsel students to cope with changes in society 24.3% of the respondents strongly agreed 54.1% agreed, and 21.1% disagreed. The mean was 3.81 with a standard deviation of 1.05. These findings reveal mixed perceptions among teachers on their willingness to guide and counsel students to cope with societal changes. Majority of the teachers comprising 78.4% were in agreement while a notable minority of 21.1% were in disagreement. These dissenting views may indicate varying beliefs among teachers in providing guidance and counselling to learners about coping with societal challenges.

On whether teachers were willing to sensitize students on the dangers of drug abuse 18.9% of the respondents agreed strongly, 51.8% agreed, 5.4% were neutral, 16.2% disagreed, and 7.8% strongly disagreed. The mean was 3.5 with a standard deviation of 1.12. The findings imply that majority of the teachers recognize the significance of educating students about the risks associated with drug abuse. However, 24% of the teachers disagreed with the statement, implying that there is need on further training and support for teachers to ensure that they address the issue of drug abuse among students in an informed and effective manner.

As regards teachers' willingness to support initiatives aimed at offering quality services to students in areas relating to accommodation, feeding, counselling, and extra-curriculum activities 18.9% of the respondents strongly agreed, 54.1% agreed, 6% were neutral, 12% disagreed and 9% strongly disagreed with the statement. The mean was 3.65 and standard deviation 1.09. It is evident from this data that majority of the teachers support the initiatives that aim to enhance students' welfare and development beyond the academic realm. The findings underscore the fact that teachers should be consulted whenever initiatives concerning students' welfare are being developed or implemented.

Concerning teachers' willingness to assist students in forming and organizing school clubs 39.5% of the respondents strongly agreed, 35.9% agreed, 12.6% were neutral, 7.8% disagreed and only 4.2% strongly disagreed with the statement whose mean was 3.73 and standard deviation 1.07. The findings infer that teachers are willing to assist learners in forming and organizing school clubs and shows that teachers have a positive attitude towards helping learners towards enhancing their overall educational experience. The findings further show the importance of teacher support in empowering learners to take ownership of the extra curricula activities.

The foregoing findings unveil a profound willingness among teachers to undertake the role of a surrogate parent, to assist students in various areas of need and value the holistic growth of students be it morally, spiritually or intellectually. Teachers are also willing to educate the students about the risks of drug abuse and foster organizational clubs. However, there exists a range of perspectives among teachers in guiding and counselling learners on societal challenges. These findings highlight the multidimensional roles that teachers play in shaping lives of students that goes beyond the academic realms.

4.5.3 Teacher Commitment to School Activities

On teacher commitment to school operations, the research investigated the level of teacher commitment to willingly participate in co-curricular activities, to spend more time within the school, to strive to maintain a positive school culture, ensure that students abide by the school rules and values, strive to achieve the mission and vision of the school, follow up on administrative and organizational affairs of the school and willingness to work beyond the school scheduled working hours. The results of teacher commitment to school operations are displayed in Table 4.13.

Table 4.13 Teacher Commitment to School Operations

Statements	Mean	SDev
I participate willingly in the school co-curricular activities.	3.11	1.29
I spend more time within the school, that is, to report to school punctually and I don't leave before the departure time.	3.78	0.672
I always strive to maintain a positive school culture.	3.00	1.87
I ensure that students abide by the school rules and values.	3.24	1.14

I strive to achieve the mission and vision of the school.	3.14	1.27
I follow up on the administrative and organizational affairs of the school.	4.08	.795
I am willing to work in the school beyond the scheduled working hours.	4.00	.816

The first statement sought to determine whether teachers participated willingly in the school co-curricular activities. Results show that 10.8% of the respondents strongly agreed with the statement, 40.5% agreed 24.3%, neutral 10.8%, disagreed and 13.5% strongly disagreed. The construct mean was 3.11 with a standard deviation of 1.29. These findings suggest that majority of the teachers are willing to engage in co-curricular activities but there was notable number of teachers who expressed disagreement. The findings further point out the factors that enable teachers to participate in the co-curricular activities for instance, school's ability to support the co-curricular activities, teachers' personal interests, teachers' perception on co-curricular activities and the work load.

On whether teachers spent more time within the school, reported to school punctually and never left before the recommended school time 13.5% of the respondents strongly agreed 51.4% agreed, and 35.1% were neutral. The statement mean was 3.78 with a standard deviation of 0.672. The level of agreement and neutrality observed by the respondents indicates that while majority of the respondents are in agreement with this view, there is a significant portion of the respondents who remain neutral. This suggests that there is room for improvement on teachers' working hours.

Regarding whether teachers were striving to maintain a positive school culture 5.4% of the respondents strongly agreed, 40.5% agreed, 21.6% were neutral, 13.5% disagreed and 18.9% strongly disagreed with the statement whose mean was 3.0 and standard deviation of 1.87. The finding indicates a wide variability of responses. This variability could be caused by either the school context, individual experiences or one's interpretation of a positive school culture. Therefore, these findings indicate that while majority of the respondents strive to maintain a positive school culture there is a significant number of respondents who have reservations in striving to achieve a positive school culture.

Further research can be conducted on practices that teachers associate with in maintaining a positive school culture.

As to whether teachers were committed to ensure that students abide by the school rules and values, 8.1% of the respondents strongly agreed with the statement, 43.2% agreed, 24.3% were neutral. 13.5% disagreed and 10.8% strongly disagreed. The statement mean was 3.24 with a standard deviation 1.14. The finding suggests that majority of the teachers ensure that students abide by the school rules and values indicating a positive attitude towards the role of teachers upholding school rules and values. However, a notable number of respondents expressed neutrality, disagreement and strong level of disagreement towards the idea. Therefore, these findings highlight the need to conduct further research on factors influencing teachers' attitude towards enforcing rules in schools.

The study also sought to find out whether teachers strove to achieve the mission and vision of the school. According to the results, 10.5% of the respondents strongly agreed with the statement 37.9% agreed, 21.6% were neutral, 13.5% disagreed and 16.2% strongly disagreed. The mean was 3.144 and the standard deviation 1.27. The finding indicate that teachers have varying perspectives regarding their dedication to achieve the school's mission and vision. It is recommended that further research should be conducted to unravel the underlying reasons for the varied responses and which interventions should be undertaken to enhance achievement of the mission and vision of the school.

On whether teachers followed up on the administrative and organizational affairs of the school, 35.1% of the respondents strongly agreed, 37.8% agreed, 27% were neutral with a mean of 4.08 and standard deviation of 0.795. These findings imply that a substantial majority of the respondents follow up with administrative affairs of the school. However, the presence of a neutral stance, from a significant proportion of the respondents, indicate a need for further research on teacher involvement in the administrative and organizational affairs of the school. This information can inform school administrators, and policy makers to enhance communication and collaboration to ensure effective management of the school.

As pertains to whether teachers were willing to work in the school outside the scheduled working hours, 32.4% of the respondents strongly agreed, 35.1% agreed, 32.4% were neutral with a mean of 4.00 and standard deviation of 0.816. The finding imply that a considerable number of teachers are willing to work outside the scheduled school working hours. Understanding the factors that can influence teachers to work extra hours can offer insight to school managers in fostering teacher satisfaction and improving overall school performance.

In conclusion, there is a nuanced perspective on teacher commitment to school operations. While teachers demonstrated willingness to engage in co-curricular activities, and spend more time within the school environment, their commitment to maintaining a positive school culture and striving to achieve the mission and vision of the school is varied. It is also evident that teachers play a crucial role in ensuring that students adhere to school rules and values. Moreover, teachers are shown to actively participate in administrative and organizational matters, demonstrating their dedication to the overall functioning of school. These findings highlight the crucial role that teachers play in fostering a conducive learning environment.

4.5.4 Teacher Commitment to the Professional Ethics

The study also sought to examine teachers' willingness to put in a great deal of effort to advance their teaching profession, teachers identifying strongly with the teaching profession, teachers easily accepting work related to their profession, teachers being inspired by the teaching profession and considering the teaching profession to be important. The results of teachers' commitment to the profession ethics are displayed in Table 4.14.

Table 4.14 Teacher Commitment to Professional Ethics

Statements	Mean	SDev
I am willing to put in a great deal of effort to advance in my teaching profession.	3.21	0.96
I strongly identify myself with the teaching profession.	4.16	0.83
I can easily accept any work related to my profession.	3.68	1.54

I am inspired by the teaching profession.	4.11	0.881
I consider teaching as an important profession	3.22	1.16

Concerning whether teachers were willing to put in a great deal of effort to develop in their teaching profession, 18.9% of the respondents strongly agreed, 35.1% agreed, 16.2% were neutral, 13.5% disagreed and 16.2% strongly disagreed with the statement. The mean was 3.21 with a standard deviation of 0.96. The finding indicates that majority (54%) of the teachers are willing to go extra mile to enhance their professional development and this shows a positive disposition among teachers to improve their pedagogical skills. However, there is a proportion of teachers who are neutral, disagreeing or strongly disagreeing (46%) implying that they are not willing to put effort to develop in their profession. Further research should be carried out on the factors that may influence teachers to put more effort in their professional development. These insights could inform on strategies to support and empower teachers in their continuous growth and development within the education sector.

In relation to whether teachers identified strongly with their profession, 40.5% of the respondents strongly agreed with the statement, 27% agreed, 8.1% were neutral while 21.6% disagreed, and 2.7% strongly disagreed. The mean was 4.16 with a standard deviation of 0.83. The finding indicates that a significant number of teachers (67.5%) strongly identify with the teaching profession. This shows that majority of the teachers surveyed have positive sentiments towards the teaching profession. There is also a significant number of teachers who are neutral, in disagreement or strongly disagreeing with being identified with the teaching profession (32.5%). By extension this implies that there is need to carry out research on reasons for strong identification with the teaching profession and its effect on various aspects of teachers' well-being and effectiveness.

Regarding whether teachers accept any work that is related to their profession, 18.9% of the respondents strongly agreed 45.9% agreed, 13.5% were neutral while 8.1% disagreed and 13.5% strongly disagreed with the statement. The mean was 3.68 and standard deviation 1.54. The finding indicate that majority of the teachers surveyed (64.8%) either

agree or strongly agree that they can accept any work related to their profession. However, (21.6%) of the surveyed respondents either disagreed or strongly disagreed. This implies that most teachers are open to embracing additional tasks and duties related to the teaching profession.

In reference to whether the teaching profession really inspired the teachers, 16.2% of the respondents strongly agreed 43.2% agreed while 18.9% were neutral, 10.8% disagreed and 10.8% strongly disagreed with the statement whose mean was 4.11, with a standard deviation of 0.881. The finding indicates mixed perceptions among the respondents in regard to whether they are inspired by teaching. Therefore, there is need to conduct further research on factors that hinder inspiration among teachers in order to enhance teacher motivation and satisfaction.

Pertaining whether majority of teacher considered their teaching profession to be important 18.9% of the respondents strongly agreed, 54.1% agree and 27% were neutral. The mean was 3.22 with a standard deviation of 1.16 as shown in Table 4.13. These findings indicated mixed perception among the respondents with a significant proportion indicating that they considered the teaching profession to be important. This study provides valuable insights into teacher attitudes towards their profession indicating that majority of the teachers have recognized the importance of their role as teachers. Further research should delve into the factors influencing teachers' perception of their profession to understand the perspective of those who are neutral, disagree or strongly disagree with the statement.

It can be concluded from the results that in general, teachers are willing to advance their profession, they have a strong sense of identification with their profession, and they are willing to take up additional tasks that are related with their profession. However, teachers mixed perceptions regarding inspiration need further exploration. Understanding what drives inspiration in teaching could lead to more effective support mechanisms for teachers.

4.6 Relationship between Perceived Quality of In-Service and Teacher

Commitment to Teaching Professional

In order to test the hypotheses, correlation analyses were done to relate teachers' perceived quality of in-service training and their commitment to teaching and learning, promotion of students' welfare, school operations and to professional ethics. The results and discussion of the tests are presented in the subsections 4.6.1 to 4.6.4.

4.6.1 Relationship between Teachers' Perceived Quality of In-Service Training and their Commitment to Teaching and Learning.

The first null hypothesis postulated that teachers' perceived quality of in-service training has no significant relationship with teacher commitment to teaching and learning in public secondary schools in Nyahururu Sub-County, Kenya.

The study sought to find out whether teachers' perceived quality in service has any relationship with their commitment to teaching. The correlation of analysis is shown on Table 4.15.

Table 4.15 Correlation between Teachers' Perceived Quality of In-service Trainings and Commitment to Teaching and Learning

	Teachers' Quality of training	Perceived In-service training	Commitment to teaching and learning
Teachers' Perceived Quality of In-service training	Pearson Correlation	1	0.658*
	Sig. (2-tailed)		.000
	N	167	167

* Correlation is significant at the 0.05 level.

The Pearson correlations showed a positive correlation with $r = 0.658$, significant at the 0.05 level. Since the p-value of 0.00 is less than 0.05 therefore, the null hypothesis was rejected. These results indicate that there is a strong relationship between how teachers perceive the quality of in-service training programmes and their commitment to teaching and learning. This positive relationship indicates that as teachers' perception on the

quality of in-service training increases, their commitment to teaching and learning also tends to increase.

This indicates that well-designed, high-quality in-service training programmes play a critical role in fostering teachers' dedication to their work. These results highlight the importance of not only providing in-service training but ensuring that such programs are perceived by teachers as effective, relevant, and supportive of their growth. The direct correlation suggests that improving the quality of training could serve as a strategic approach to enhancing teachers' engagement and commitment.

This finding aligns with previous studies, such as Udofia (2012), who observed that in-service training positively influences teachers' attitudes toward various aspects of their duties, including co-curricular activities, record-keeping, and overall teaching commitment. Udofia recommended diverse training formats—such as sandwich courses, seminars, workshops, and full-time training options—emphasizing that varied, structured opportunities for development encourage teachers' motivation and commitment. Similarly, the study by Iqbal et al. (2020) reinforced the impact of in-service training on improving teachers' job performance, further supporting the notion that structured professional development directly benefits educators' effectiveness in the classroom.

This study's findings contribute to the broader understanding that investment in high-quality in-service training is not merely a means to fulfill professional requirements but a catalyst for deepened teacher commitment. It suggests that educational authorities and schools should prioritize the quality and relevance of training to foster environments where teachers feel empowered, valued, and motivated, which in turn can positively impact students' learning experiences.

4.6.1. Relationship between Teachers' Perceived Quality of In-Service Training and Commitment to Promotion of Students' Welfare

The second null hypothesis postulated that perceived quality of in-service training has no statistically significant relationship with teachers' commitment to students' welfare in public secondary schools in Nyahururu Sub-County, Kenya as shown in Table 4.16.

Table 4.16 Correlation between Teachers’ Perceived Quality of In-Service Training and Commitment to Promotion of Students’ Welfare

		Teacher’ Quality of In-service training	Perceived Commitment to promotion of students’ welfare
Teachers’ Perceived Quality of In- service training	Pearson Correlation Sig. (2-tailed)	1	0.725*
	N	167	167

**Correlation is significant at the 0.05 level.*

As clearly seen from Table 4.16, the correlation between teachers’ perceived quality of in-service and commitment to promotion of students’ welfare was significant at the 0.05 level with $r= 0.725$ implying a strong positive correlation between perceived quality of in-service training and teacher commitment to promotion of students’ welfare. The p-value of $0.00 < (0.05)$ was obtained and hence the null hypothesis was rejected at the 0.05 level of alpha implying that teachers’ perceived quality of in-service training has statistically significant relationship with teachers’ commitment to promotion of students’ welfare in public secondary schools in Nyahururu Sub-County, Kenya. This finding indicates that teachers who view in-service training positively are likely to enhance students’ welfare. The findings emphasize the critical role the in-service trainings play in fostering a culture of caring and advocacy for students’ welfare within the school setting. Therefore, there is need for continued investment in enhancing teacher training to support students’ well-being in school.

The findings corroborate those of Meli, (2020) who observed that a teacher is a surrogate parent for students and creates sense of security as students feel safe when the teacher is around them. Therefore, teacher commitment to the promotion of students’ welfare can be attributed to the perceived quality of in-service training which inculcates in teachers the urge to listen to students, solve their problems where possible, and hence meet their welfare needs. Similarly, Gathumbi et al, (2013) observed that teachers guide learners on what to do by imparting into them relevant knowledge and competencies which enable them undertake diverse activities. The ability of teachers to guide students effectively is

attributed to their perceived quality of in-service training that equally equips the teacher with knowledge and skills. The knowledge and skills attained from in-service training makes teachers shape the learners on personality and build their moral foundation which dictates the success of their future (Altun, 2017).

4.6.2 Relationship between Perceived Quality of In-Service Training and Teachers’ Commitment to School activities

The third null hypothesis postulated that teachers’ perceived quality of in-service training has no statistically significant relationship with teacher commitment to school operations in public secondary schools in Nyahururu Sub-County, Kenya as displayed in Table 4.17.

Table 4.17 Correlation between Teachers’ Perceived Quality of In-Service Training and Teachers’ Commitment to School Operations

	Teachers’ Quality of training	Perceived Teachers’ In-service commitment to the school activities
Teachers’ Perceived Quality of In-service training	Pearson Correlation 1 Sig. (2-tailed) N	.502* .000 167

The correlation between teachers’ perceived quality of in-service and commitment to the school operations was significant at the 0.05 level with $r = 0.502$ implying a moderate correlation between teachers’ perceived quality of in-service training and teacher commitment to the school operations. With the p-value of $0.00 < 0.05$, the study fails to accept the null hypothesis. Therefore, the teachers’ perceived quality of in-service training has statistically significant relationship with their commitment to school operations in public secondary schools in Nyahururu Sub- County, Kenya. This finding indicates that as teachers’ perception on in-service training increases, so does their commitment to school operations. This relationship suggests that investing in high quality in-service teacher trainings can impact on teacher commitment to the school operations and hence leading to improved school performance.

These results imply that investment in quality training could be an effective strategy for improving school performance by nurturing teachers' commitment to school operations, which encompasses both curricular and extra-curricular responsibilities. This finding also aligns with the study by Aziz et al. (2021), who highlighted that teacher commitment to school operations is pivotal for achieving school goals. Aziz et al. noted that in-service training not only prepares teachers to support academic and non-academic activities, such as clubs and societies, but also equips them with skills to navigate and adapt to emerging trends in school operations, enhancing their effectiveness and engagement in these roles.

Further support for these findings comes from Supriyanto et al. (2022), who argued that quality in-service training enhances teachers' willingness to take on responsibilities and boosts their confidence in achieving school goals. This aligns with my interpretation that teachers who perceive in-service training as beneficial are more likely to engage with various school operations and to create strategies that serve students' needs effectively. Additionally, Hussein (2014) found that in-service training fosters a collaborative school culture, encouraging teachers to participate actively in extra-curricular activities and to align more closely with the school's mission, vision, and goals. This observation resonates with the current study's findings, suggesting that in-service training not only upgrades skills but also cultivates a shared sense of purpose among teachers.

It can be concluded that, this study emphasizes that high-quality in-service training is not only beneficial for teachers' classroom practices but also critical for their broader engagement in school operations. Educational policymakers and school leaders in Nyahururu Sub-County, Kenya, and beyond, may find these insights valuable, underscoring the need to prioritize the quality and relevance of in-service training to strengthen teachers' commitment to their schools and ultimately drive improved school performance.

4.6.3 Relationship between Perceived Quality of In-Service Training and Teachers' Commitment to the Professional Ethics

The fourth null hypothesis postulated that perceived quality of in-service training has no statistically significant relationship with their commitment to the teaching profession in

public secondary schools in Nyahururu Sub-County, Kenya. The relationship was tested using Pearson Correlation Coefficient. The result of the analysis is displayed in Table 4.18

Table 4.18 Correlation between Perceived Quality of In-Service Training and Teachers’ Commitment to the Professional Ethics

		Teachers’ Quality of training	Perceived In-service Commitment to professional ethics
Teachers	Pearson Correlation	1	.450*
Perceived Quality of In-service training	Sig. (2-tailed) N	167	.000 167

**Correlation is significant at the 0.05 level.*

Results showed that teachers’ perceived quality of in-service training was significantly related to commitment to the teaching profession with $r=0.450$. On testing the correlation for statistical significance, it was established that the p-value was 0.000. The hypothesis was rejected at the 0.05 level of significance. Therefore, the teachers’ perceived quality of in-service training has statistically significant relationship with their commitment to the teaching profession in public secondary schools in Nyahururu Sub-County, Kenya. This finding indicates that enhancing the quality of in-service training could potentially lead to teachers’ increased commitment to professional ethics. Therefore, the providers of in-service teacher trainings should design teacher in-service training programmes that address teachers’ specific needs. Further this research finding underscores the need to invest in professional development courses for teachers as these programmes play a role in enhancing teacher commitment to the teaching profession.

In-service training that teachers perceive as valuable can reinforce their connection to professional ethics, which in turn strengthens their dedication to their students and their roles. Consequently, providers of in-service training should focus on designing programs that address the specific needs of teachers, as these needs may vary widely depending on teaching environments and professional challenges. This research highlights that

investing in professional development is not merely a formality but a pathway to nurturing teachers' commitment to their profession.

This finding is consistent with previous research, such as Chen (2020), who found that teacher commitment to professional ethics is fostered by effective training that instills a passion for teaching. Chen emphasized that well-trained teachers often inspire their students to value education and may even encourage students to consider teaching careers. Mart (2021) added that teachers committed to their professional ethics actively seek to improve their knowledge and skills, frequently participating in professional development opportunities that help them adopt new instructional strategies. According to Mart, in-service training not only enhances teachers' professional ethics but also cultivates positive and supportive emotions toward students, which contributes to a learning environment where students feel emotionally secure and more engaged in learning activities.

Furthermore, these findings align with Bandura's self-efficacy theory, which suggests that individuals' beliefs in their ability to succeed influence their behavior, motivation, and outcomes. Self-efficacy plays a crucial role in shaping the level of dedication and perseverance that teachers exhibit in their profession. Teachers with a strong sense of self-efficacy are more likely to invest greater effort into their work, even when faced with challenges. Applying this theory, it can be argued that quality in-service training contributes to teachers' self-efficacy by equipping them with tools and strategies to feel confident in their roles. Schools can foster this confidence by providing supportive environments that reinforce teachers' self-efficacy, thereby enhancing their commitment to the profession.

In conclusion, these findings underscore the broader value of quality in-service training, which not only strengthens teachers' skills but also reinforces their dedication to professional ethics and their connection to the teaching profession. For stakeholders in Nyahururu Sub-County and beyond, these insights suggest that sustained investment in professional development can lead to a motivated and ethically committed teaching

workforce, ultimately benefiting students, schools, and the broader educational community.

CHAPTER FIVE :

SUMMARY FINDINGS CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and draws conclusions based on the study objectives. The chapter also makes recommendations regarding the findings of the study and proposes possible areas for further research.

5.2 Summary of Findings

The first objective was to determine the teachers' perception on the quality of in-service teacher trainings in public secondary schools in Nyahururu Sub-County, Kenya. In order to achieve this objective, the study formulated a research question which sought to investigate if the in-service training programmes meet the perceived quality standards from the point of view of the teachers. The research focused on three aspects that is; planning, organizing and implementing in-service teacher trainings. With respect to teachers' perception on planning for in-service trainings, it was established that teachers had a positive perception on the process of selecting the sites where in-service trainings are conducted, budgeting process for in-service training, the process of selecting participants to attend in-service trainings, and needs assessment before in-service trainings are conducted. However, teachers had a negative perception concerning the timing of in-service trainings.

With regard with teachers' perception on organization for in-service trainings they had mixed perceptions. Teachers expressed positive attitudes towards participating in meetings pertaining in-service training and the duration of in-service trainings prior to attending them, preparing materials to be used during in-service trainings. However, teachers did not have favourable attitude towards identifying parameters of subject matter during in-service trainings, and coming up with in-service training programme.

Teachers' perception on the implementation of in-service trainings, teachers had positive perception on the use of audio-visuals during in-service training, in-service trainings being conducted in form of workshops and seminars, in-service trainings being tailor made for various subjects and in evaluating the effectiveness of in-service training at the

end of the programme. Teachers had negative perception towards the way they were remunerated while attending in-service trainings. They had mixed perceptions on whether in-service trainings addressed contemporary and emerging issues in the education sector.

The second objective sought to find out whether there is any relationship between perceived quality of in-service training and teachers' commitment to teaching in public secondary schools in Nyahururu Sub-County Kenya. In order to achieve this objective, the study formulated a null hypothesis (H_{01}) which stated that perceived quality of in-service training has no statistically significant relationship with teachers' commitment to teaching and learning in public secondary schools in Nyahururu Sub-County, Kenya. Pearson correlation showed a positive correlation with $r= 0.658$, significant at the 0.05 level. The results indicated that there is a strong relationship between how teachers perceive the quality of in-service training programmes and their commitment to teaching and learning. This positive relationship indicates that as teachers' perception on the quality of in-service training increases, their commitment to teaching and learning also increases.

The third objective examined the relationship between perceived quality of in-service training and teachers' commitment to students' welfare in public secondary schools in Nyahururu Sub-County, Kenya. In order to achieve the objective, the study formulated a null hypothesis which stated that perceived quality of in-service training has no statistically significant relationship with teachers' commitment to promotion of students' welfare. The outcome of the analysis indicated that the correlation between teachers' perceived quality of in-service training and commitment to promotion of students' welfare was significant at the 0.05 level, with $r=0.725$ implying a strong and positive correlation. The null hypothesis was therefore rejected and a conclusion made that teachers' perceived quality of in-service training has a statistically significant relationship with teachers' commitment to promotion of students' welfare.

The fourth objective aimed at examining the relationship between perceived quality of in-service training and teachers' commitment to school operations. To achieve this objective, the study hypothesized that perceived quality of in-service training has no

statistically significant relationship with teacher commitment to school operations. The results of the analysis indicated that $r = 0.502$ was significant at the 0.05 level, which was ranked as moderate correlation. In view of this, the null hypothesis (H_{03}) was rejected and it was concluded that perceived quality of in-service training has a significant relationship with teachers' commitment to school operations.

In relation to the fifth objective, the study aimed at investigating whether there is any relationship between teachers' perceived quality of in-service training and teachers' commitment to the professional ethics in public secondary schools in Nyahururu Sub-County, Kenya. The study hypothesised that perceived quality of in-service training has no statistically significant relationship with teachers' commitment to the professional ethics. The outcome of the analysis indicated that the relationship was significant at the 0.05 level with $r=0.450$ which was observed to be as low but significant. Given the results of the analysis, the null hypothesis (H_{04}) was rejected and a conclusion made that perceived quality of in-service training has a significant relationship with teachers' commitment to the profession ethics.

5.3 Conclusions

The purpose of this study was to establish the relationship between perceived quality of in-service training and teacher commitment to teaching and learning, promotion of students' welfare, school activities and commitment to the professional ethics in Nyahururu Sub-County, Kenya. The study had an assumption that teachers' perceived quality of in-service training affected the four aspects of commitment. The study was therefore conducted to investigate this assumption. Conclusions arrived from the findings are hereby detailed:

Concerning the extent of teacher commitment to teaching and learning, it was concluded that teachers embraced innovative practices into their teaching strategies, collaboratively developed learning resources, established friendly working environment, engaged in effective team work, diligently prepared lesson plans and schemes of work and were willing to work beyond the allocated time schedules. However, teachers expressed mixed perceptions on the application of appropriate teaching methodology during instruction.

On extent of teacher commitment to promotion of student welfare, it was concluded that teachers were willing to undertake the role of a surrogate parent, to assist students in various areas of need and value the holistic growth of students be it morally, spiritually or intellectually. They were also willing to educate the students about the risks of drug abuse and to foster organizational clubs. However, there existed a range of perspectives among teachers on guiding and counselling learners on societal challenges.

With regards to teachers' commitment to school operation, it was found that teachers demonstrated willingness to engage in co-curricular activities and spend more time within the school environment. It was evident that teachers played a crucial role in ensuring that students adhered to school rules and values, and teachers actively participated in administrative and organizational matters, this indicated their dedication to the overall functioning of school. However, their perception on maintaining a positive school culture and striving to achieve the mission and vision of the school varied.

The study further concludes that the quality of in-service training as perceived by teachers in Nyahururu Sub-County has a significant positive relationship with their commitment to professional ethics. This implies that the teachers are to a large extent committed to additional tasks related to their profession.

5.4 Recommendations

Based on the findings and the foregoing conclusions, the study makes the following recommendations:

- i. Teachers should be consulted on when in-service training programmes should be conducted for them to be more effective.
- ii. Entities providing in-service teacher trainings should involve teachers in determining parameters of subject content and coming up with programmes for in-service trainings as this will enable teachers to attend sessions that are aligned with their specific needs.
- iii. Entities providing in-service teacher trainings should ensure that teachers are well remunerated while attending in-service teacher trainings.

- iv. That institutions offering in-service training for teachers should invest in improving the quality of the trainings by enhancing the content, delivery methods and overall effectiveness of the programmes to enable public secondary school teachers increase their commitment in areas relating to school activities and the profession ethics.
- v. Entities providing teacher in-service trainings should come up with more programmes on guidance and counselling so that teachers can help students in solving social issues.

5.5 Suggestions for Further Research

The study recommends that further research be conducted to fill the gaps that have not been covered by this study. These include:

- i. A similar study should be undertaken in other sub-counties in Kenya to establish whether teachers in those other localities have similar or different perceptions about the issues studied in this research.
- ii. A replication of the study using interview schedules to capture information that may not have been possible to capture using the questionnaire.
- iii. An in-depth study on role of teachers in evaluating the effectiveness of in-service training programmes.

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APPENDICES

Appendix A: Introductory Letter

Asmina B. Ouro,
P.O Box1100-20300,
Laikipia University.

To,
All Respondents (Teachers).
Nyahururu Sub-County, Kenya.

Dear Participant,

RE: **INTRODUCTION LETTER**

I am a postgraduate student at Laikipia University, currently pursuing a Master of Education degree in Educational Management. I am conducting a study titled "*Perceived Quality of In-Service Training and Teacher Commitment in Public Secondary Schools in Nyahururu Sub-County.*"

You have been selected as a participant in this important study, and I kindly request you to respond to all questions in the questionnaire. Please be assured that your responses will be treated with the highest level of confidentiality. For this reason, do not include your name or the name of your school anywhere on the questionnaire. Kindly answer each question as honestly as possible.

Thank you for your cooperation.

Yours sincerely,

Asmina B. Ouro,
M.Ed Student, Laikipia University

Appendix B: Questionnaire for Teachers

Section A: Bio-Data

Please answer the following items by putting a tick mark (√) or writing in the spaces provided.

1. What is your gender?
 - a. Male ()
 - b. Female ()
2. What is your age bracket in years?
 - a. Below 32 years ()
 - b. 33-43 years ()
 - c. 44-54 years ()
 - d. Above 55 years ()
3. What is your teaching experience in years?
 - a. Below 5 years ()
 - b. 6-10 years ()
 - c. 11-15 years ()
 - d. Above 15 ()
4. For how many years have you been teaching in your current school?
 - a. Below 3 years ()
 - b. 4-6 years ()
 - c. 7-9 years ()
 - d. Above 9 years ()
5. How many times have you attended in-service teacher training programmes since you joined the teaching profession? Less than 3 (), 3-5 (), 6-8 (), 9-11(), more than 11()
6. How many in-service teacher trainings have you attended in your current school?

Section B: Teachers' Perception on the Quality of In-service Training Programmes

The following statements indicate aspects pertaining planning, organization and conduct of in-service training programmes for teachers by the school and the Sub-county. Using a tick mark (√) Indicate the extent to which you agree with the statements. Use the key: SA= Strongly Agree, A=Agree, N=Neutral D=Disagree, SD=Strongly Disagree.

S/No	Statement	SA	A	N	D	SD
	Planning					
1.	I am involved in selecting the setting where in-service trainings will be conducted.					
2.	My input is considered while selecting participants for the in-service training.					
3.	I am involved in the budgeting process for the in-service training.					
4.	I participate in the need assessment process before in-service trainings are conducted.					
5.	I am consulted about the timing of in-service training.					
	Organization					
6.	I participate in meetings held to discuss about in-service training					
7.	I am consulted about the issues that should be discussed during the in-service training					
8.	I am informed of the duration of the in-service training prior to attending.					
9.	I am involved in preparing materials to be used for in-service training					
10.	I am involved in identifying the parameters of the subject matter.					
11.	I am involved in coming up with a program for in-service training.					

S/No	Statement	SA	A	N	D	SD
	Execution					
12.	Audio-visual resources are used during presentation of the in-service training.					
13.	In-service trainings are conducted inform of workshops and seminars.					
14.	I am well remunerated when I attend in-service trainings.					
15.	Training addresses contemporary and emerging issues in education sector.					
16.	In-service trainings are tailor-made for various teaching subjects.					
17.	I am involved in writing an evaluation report on the effectiveness of an in-service programme after attending the training.					

Section C: Teacher Commitment

The statements presented below refers to the impact of in-service training on teacher commitment to teaching, promotion of students' welfare, advancement of non-teaching needs and interests of the school and emotional attachment to the teaching profession. Using a tick mark (✓) indicate the extent to which each statement applies to you. Use the key given herein below to guide you in responding to each statement.

SA: Strongly Agree; A: Agree; N: Somewhat Agree; D: Disagree; SD: Strongly Disagree

S/No	Statement	SA	A	N	D	SD
	Commitment to Teaching and Learning					
1.	I am ready to explore new ways of teaching.					
2.	I am willing to develop new learning materials which enable students to understand subject content easily.					
3.	I am ready to establish a friendly teaching					

S/No	Statement	SA	A	N	D	SD
	environment.					
4.	I work closely with my fellow teachers.					
5.	I prepare schemes of work and lesson plans as required.					
6.	I apply appropriate teaching methods during instruction.					
7.	I am willing to teach beyond the allocated teaching schedules.					
	Commitment to Promotion of Students' Welfare					
8.	I am willing to act as a surrogate parent to the learners.					
9.	I am willingly to assist students in need of help both academic and otherwise.					
10.	I have the desire to enhance the spiritual and moral growth of students.					
11.	I am motivated to guide and counsel students to cope with changes in society.					
12.	I am willing to sensitize students on the dangers of drug abuse.					
13.	I am ready to support initiatives aimed at offering quality services to students in areas relating to accommodation, feeding, counselling, and extra-curriculum activities among others.					
14.	I can assist students in forming and organizing school clubs.					
	Commitment to the School Operations					
15.	I participate willingly in the school co-curricular activities.					

S/No	Statement	SA	A	N	D	SD
16.	I spend more time within the school, that is, to report to school punctually and do not leave before the departure time.					
17.	I strive to maintain a positive school culture.					
18.	I ensure that students abide by the school rules and values.					
19.	I strive to achieve the mission and vision of the school.					
20.	I follow up on the administrative and organizational affairs of the school.					
21.	I am willing to work in the school beyond the scheduled working hours.					
	Commitment to the Professional Ethics					
22.	I am willing to put in a great deal of effort to develop my teaching profession.					
23.	I strongly identify myself with the teaching profession.					
24.	I can easily accept any work related to my profession.					
25.	I am inspired with the teaching profession.					

Thank you for your cooperation.

Appendix C: List of Public Secondary Schools in Nyahururu Sub-County

S/No.	Name of School	Category
1.	Ndururumo High School	National School
2.	Gatero Girls High School	Extra County School
3.	Njonjo Girls High School	
4.	Njorua High High School	County School
5.	Mwenje High School	
6.	Ndururi Secondary School	
7.	Marmamet Mixes Secondary School	
8.	Salama Mixed Secondary School	Sub-County School
9.	Muruku Day Secondary School	
10.	Thiru Day Secondary School	
11.	Mungetho Day Secondary School	
12.	Pesi Day Secondary School	
13.	Gatero Day Secondary School	
14.	Muthengera Day Secondary School	
15.	Kundarilla Day Secondary School	
16.	Brethren Day Secondary School	
17.	Ol Ngarua Secondary school	
18.	Gituamba Secondary School	
19.	Umoja Day Secondary School	
20.	Gituamba secondary School	
21.	Nyakinywa Day Secondary School	
22.	Karandi Day Secondary School	
23.	Tandare Day Secondary School	
24.	Ndindika Day Secondary School	
25.	G.G Kinamba Secondary School	
26.	Kiwanja Day Secondary School	
27.	Naigera Day Secondary school	
28.	Matuiku Day Secondary School	

29.	Thigio Day Secondary School	
30.	B.L Ngarenaro Day School	
31.	Huho-ini Secondary School	
32.	Igwamiti Mixed Secondary School	
33.	Nyahururu Munyaka Day School	
34.	Shamanei Secondary School	
35.	Kiandege Day Secondary School	

Appendix D: Krejcie and Morgan Table for Sample Sizes

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Concerns on In-Service Training

Teacher in-service training is a key component of enhancing the quality of education since it improves teacher effectiveness. Despite this, various concerns have raised by teachers in respect to the in-service training. The following are some of the concerns registered by various teachers on in-service trainings at the Education Office, Nyahururu Sub-County:

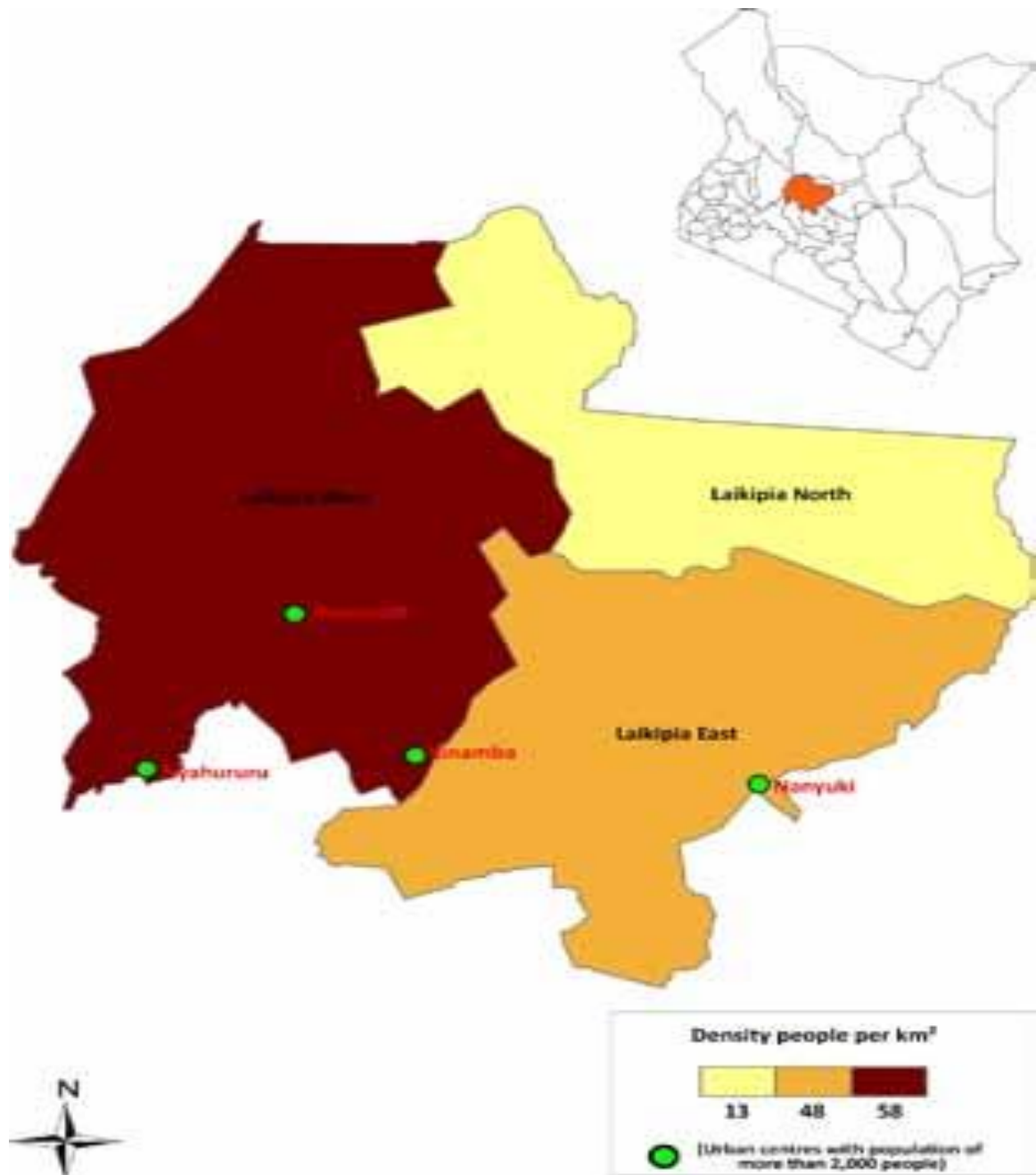
1. Remuneration to the teachers attending the in-service training;
2. The duration for the in-service training especially when conducted during the holidays; and
3. Participation of teachers in the planning, organization and implementation of the in-service training programmes.



Received
4/11/2019

Education Office, Nyahururu Sub-County

Appendix F: Map Showing Location of the Study - Nyahururu Sub-County



Appendix G: Correlation Matrix

		Teachers', Perceived Quality of In-service training	Commitment to teaching	Commitment to promotion of students welfare	Teachers' commitment to the school operations	Commitment to professional ethics
Perceived Quality of In-service training	Pearson Correlation	1	0.658**	0.725**	.502**	.450**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	167	167	167	167	167
Commitment to teaching	Pearson Correlation	0.658**	1	.730**	.756**	.583**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	167	167	167	167	167
Commitment to promotion of students' welfare	Pearson Correlation	0.725**	.730**	1	.792**	.683**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	167	167	167	167	167
Teachers' commitment to the school operations	Pearson Correlation	.502**	.756**	.792**	1	.572**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	167	167	167	167	167
Commitment to the professional ethics	Pearson Correlation	.450**	.583**	.683**	.572**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	167	167	167	167	167
**. Correlation is significant at the 0.05 level.						

Appendix H: NACOSTI Research Permit.

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 696365	Date of Issue: 26/April/2023
RESEARCH LICENSE	
	
<p>This is to Certify that Ms.. Asmina Bosibori Ouro of Laikipia University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Laikipia on the topic: RELATIONSHIP BETWEEN PERCEIVED QUALITY OF IN-SERVICE TRAINING AND TEACHER COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN NYAHURURU SUB-COUNTY, KENYA for the period ending : 26/April/2024.</p>	
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	Verification QR Code
	
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See overleaf for conditions	

Appendix I: Institutional Scientific Ethical Review Committee



INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE

Ref: LU/APP/39/2023

21st June 2023

Asmina Bosibori Ouro,
P. O. Box 23,
NYAMIRA

Dear Ms. Asmina Ouro

RE: Relationship Between Perceived Quality of In-Service Training and Teacher Commitment in Public Secondary Schools in Nyahururu Sub-County, Kenya

This is to inform you that Laikipia University Institutional Scientific Ethics Review Committee (LU-ISERC) has reviewed and approved your above research proposal. Your application approval number is LU/APP/39/2023. The approval period is **21st June, 2023 – 20th June, 2024.**

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used;
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Laikipia University Institutional Scientific Ethics Review Committee;
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Laikipia University Institutional Scientific Ethics Review Committee within 72 hours of notification;
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to Laikipia University Institutional Scientific Ethics Review Committee within 72 hours;

Page 1 of 2

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Mission: To serve students and society through research, education, scholarship, training, innovation, outreach and consultancy

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- v. Clearance for export of biological specimens must be obtained from relevant institutions;
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal and
- vii. Submission of an executive summary report within 90 days upon completion of the study to Laikipia University Institutional Scientific Ethics Review Committee.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

Prof. Charles Nguta PhD



Chairman - Laikipia University Institutional Scientific Ethics Review Committee

