

Conceptualization of In-service Teacher Education in Terms of Teacher Needs, Induction, Status and Programmes in Kenya and India

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Abstract

The teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast of demands. To satisfy this need is the purpose of in-service education. Every teacher, whether he is a beginner or a veteran, needs to be aware of the rapid cultural and social changes, advancements in educational theories, methodology and practices, increase in pupil enrollment, and the ramifications of the role of education due to changes in science and technology (Wanzare & Ward, 2000).

The present study aimed at examining in-service teacher education programmes for secondary level in Nairobi, Kenya and Meghalaya, India. The population of the study targeted 145 respondents including H.O.Ds and teacher educators of Department of Education in Universities and Colleges of teacher education in Meghalaya and Nairobi County, Kenya. For the sample, a census survey was used to select H.O.Ds and stratified simple random sampling for the teacher educators. To collect data an open-ended questionnaire was used and a document check list. Data was analyzed through content analysis and document analysis and represented in the form of narration and tables.

The results indicate that the concept of in-service teacher education in India and Kenya is the same. In India, there are institutions that are mandated to deal with in-service and the plan is laid out and the curriculum is defined while in Kenya induction program is the 2 year probation for newly employed teachers. The newly employed teachers in Kenya have no training on how to master the content.

The study recommends that the Ministry of Education needs to ensure relevant bodies entrusted with in-service teacher education are fulfilling their mandate. Further, teacher training institutions should be mandated, equipped and financially supported to hold seminars and workshops and short term training in the education field.

Teaching practice especially in Kenya should be planned in a way that a student teacher has enough time not only to teach but familiarize themselves with the operation of school with full support of mentor teachers

Keywords

In-service Teacher Education, Induction, Teachers' needs, Status of Teacher Education

Introduction

The education of a teacher is not completed on receiving a degree or diploma from a college or university. Pre-service education alone does not ensure a well-trained and well-prepared teacher. Pre-service education is only the first stage in the continuous growth of a teacher for his profession. In the words of the great Indian poet, Rabindranath Tagore, "a teacher can never truly teach, unless he is still learning in himself. A lamp can never light another lamp unless it continues to burn its own flame" (Mathur, 1948). The Mudaliar's Commission on Secondary Education in India also emphasized the importance of a teacher thus: "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher- his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community" (India Government report, 1953 p. 155).

The education of a teacher is never completed. The teacher is prepared for his profession before he enters it, but he must also be prepared again and again to keep abreast of demands. To satisfy this need is the purpose of in-service education. Every teacher, whether he is a beginner or a veteran, needs to be aware of the rapid cultural and social changes, advancements in educational theories, methodology and practices, increase in pupil enrollment, and the ramifications of the role of education due to changes in science and technology. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well

as teachers at the same time (Perraton, Robinson, & Creed, 2001). Modern developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching (Robinson & Latchem, 2003).

The Kenyan Government, being concerned about the quality of school education, is attempting to increase teacher effectiveness and student learning. To achieve these goals, current in-service programs need to be improved for all head teachers and teachers. Also, the role of the head teacher in promoting relevant teacher development requires greater recognition and administrative training. Organizations such as the Kenya Education Management Institute need to be more involved in providing up to date staff development for all educational administrators and other educators. More attention also must be paid to effective induction, internships, strategic staff placements, financing, collaboration among provider organizations, and opinions of teachers concerning in service needs. Head teachers can do much to improve teaching and learning by using professional formative evaluation of their teachers (Wanzare & Ward, 2000). Despite the establishment of Teachers' Advisory Centers (TACs), Kenya Education Staff Institute (KESI), The Kenya Education Sector Support Plan (KESSP) of (2005) none of them has specifically addressed the area of the provision of the needs of teacher especially the provision of the personal needs.

Following the National Policy on Education, in Meghalaya, India the State Government brought out "A White Paper on Education"

for the State in 1988 which was duly placed in the House of the Meghalaya Legislative Assembly. The White Paper laid down the “thrust areas” on some education sectors considered relevant to and of immediate need for the State. However at that time no Programme of Action was laid down as regards strategies and procedures for implementation. In pursuance of the State White Paper on Education, many concrete steps have been taken by the State Government, viz. revision of curriculum and syllabus of school Education at all levels in accordance with the National Core Curriculum, adoption of Higher Secondary Education system at +2 stage, etc.

Statement of the problem

The importance of continuing teacher training and development was recognized as a major need at independence in Kenya. Similarly, teacher education research in India is predominantly a post-independence phenomenon, which gained momentum between 1950 and 1960. Becoming a competent teacher should be viewed as a process rather than a training event. Induction programmes for Newly Qualified Teachers (NQTs) should therefore be put in place in schools as the first stage of continuing professional development for teachers. The centrality of the teacher in the teaching and learning process is widely acknowledged and the link between low pupil achievement and the skills and competence of teachers is consistently made (UNESCO, 2005). Research examining teacher quality confirms the logical conclusion that poor quality of students’ learning correlates strongly with poor quality of teachers’ teaching and it is widely assumed that initial teacher education (ITE) and continuing professional development (CPD) make a difference to teachers’ pedagogic knowledge and skills which in turn is reflected in enhanced student learning outcomes (Dembélé&Lefoka, 2007). Although Kenya and India have an elaborate CPD infrastructure, there has been a variance in CPD focus on key curriculum areas in secondary schools. Therefore, the researcher would like to investigate the status of teacher education of secondary schools teachers in Kenya and India.

Statement of the Problem

The purpose of the study was examining in-service teacher education programmes for secondary level in Nairobi, Kenya and Meghalaya, India

Objective of the study

To establish teachers’ concept of in-service teacher education in terms of teacher needs, induction, status and types of programs in Nairobi County, Kenya and Meghalaya, India.

Research question

What is the teachers’ concept of in-service teacher education in terms of teacher needs, induction, status and types of programs in Nairobi County, Kenya and Meghalaya, India?

Methodology

This study used comparative methodology. The target sample is all 10 heads of education department and 130 teacher educators in Universities and colleges of teacher education of Nairobi County, Kenya and Meghalaya, India. **Universities and Colleges**

UNIVERSITY & COLLEGES, MEGHALAYA (Government & Private)	H.O.D	Faculty Members
North Eastern Hill University	1	-
St. Mary’s college of Teacher Education	1	11
College of Teacher Education	1	7
Don Bosco College of Teacher Education, Tura	1	8
College of Teacher Education, Tura, Rongkhon	1	9
UNIVERSITIES & COLLEGES-KENYA (Public)		
University of Nairobi	1	25
Kenyatta University	1	25
Moi University	1	15
Kenya Technical Trainers Institute	1	15
Kenya Education Management Institute	1	15
TOTAL	10	130

Source: Consolidated list of Central universities and colleges (UGC, 2018) & Commission for Higher Education (CHE) (2018)

Sample

The study carried out a census for the heads of departments and stratified simple random sampling for teacher educators. Therefore, 10 Heads of Departments and 35 faculty members were selected for the study.

Primary data obtained through questionnaires to the heads of department of India universities and Colleges of Teacher Training (Meghalaya State) and Kenya Universities/colleges (Nairobi County) offering teachers education. Secondary data was obtained from documents from Ministry of education in India and Kenya including various databases and the affiliated institutions dealing with teacher education. The document checklist was used to ensure all required documents for document analysis were obtained.

Findings

Concept of In-service Teacher Education in India

The study shows that in-service education are those education and training activities engaged in by Primary teachers, Secondary teachers and Principals to improve their professional knowledge, skills and attitudes in order that they educate their children effectively. The study shows that the needs of teachers include; professional development, special trainings and mastery of content. They are enhanced through 2-3 days workshops, summer institutes and training on special need.

Professional development programmes address the following:

- For Under qualified teachers
- To upgrade teachers
- To prepare them for new roles
- Curriculum related when there is a change of curriculum
- Enrich and update teachers’ knowledge in their discipline, pedagogy and other areas of school curriculum continuously
- Sharpen teaching skills in the classroom
- Keep up with developments in the individual fields, and in education generally
- Generate and contribute new knowledge to the profession

- Increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching.

In-service Teacher Professional Development in Meghalaya

The study shows that the context, content and the process of in-service is conducted in the training packages. This model envisages:

Content Areas: duration of in-service professional development for secondary teachers may be of 10 (ten) days per year in two phases (split model, 7+3 days). Out of these ten days, seven days will be for content and pedagogy enrichment and for training on national, social and systemic concerns and three days for sharing the experiences after implementing the inputs of these programmes in real classroom situations for three to four months.

Language (English and other Indian Languages), Mathematics, Science and Social Science

Areas of Concern: Environment, Gender, Peace, Inclusiveness, Pre-vocational skills and Examination Reforms.

Resource persons (RPs) at national level are oriented on the content and the national, social and systemic concerns by the experts identified for this purpose. RPs of national level train Master trainers at regional level in the five regions. Master trainers are drawn from SCERTs/SIEs, IASEs, CTEs, other reputed teacher training institutions and University departments. Master trainers train the secondary school teachers at district level. The master trainers also act as mentors through out to provide continuous professional support to the teachers at district level. The ITPD programmes are monitored continuously and feedback is obtained from teachers for further improvement.

Induction Programmes for the newly recruited teachers

Results indicate that induction programmes for newly recruited teachers is organized by the states/UTs. States/UTs may involve directorates of school education /SCERTs/SIEs/Teacher Training Institutes for organizing these programmes. It is however, proposed to have a 12 days induction programme (split model, 6+6 days) for the new teachers. Face to face or videoconferencing modes may be used for organizing such induction programmes. The State Resource Group (SRG) members are involved as resource persons in these programmes. In addition to these, self-instructional materials for secondary school teachers may also be developed by NCERT in collaboration with other organizations which could be uploaded on the state/UT website for free download by the teachers. It is made mandatory for the States/UTs to organize induction programmes to the newly recruited secondary school teachers.

Deputing Untrained Teachers for procuring professional degree

The study indicates that some States/UTs have absorbed untrained teachers into the system. Such states/UT has to take steps to depute the untrained teachers who are made permanent in the system to acquire professional degree in teaching within a time frame of two years. States/UTs should strictly follow NCTE norms for recruiting teachers at secondary level and there should not be any untrained teacher for teaching secondary level students from the academic year 2011.

Programme Evaluation

The results specified that programme evaluation studies may be taken up by states/UTs to know the implementation of In-service Teacher Professional Development programmes. States/UTs may involve national level organizations and external agencies in the state for this purpose.

Impact Studies

The study detailed that States and Union Territories can take up impact studies for assessing the In-service Teacher Professional Development (ITPD) programmes in the classrooms and on the learning achievement of children of classes IX and X.

Induction and in-service teacher education in Nairobi County

Induction

The result of the study shows that in Kenya induction of newly qualified teacher (NQT) is based on a 2 years probationary period as specified in the TSC code of regulations. When a teacher has been appointed to the service, the first 2 years of such service are on probation. The principals of institutions are required to ensure that every teacher on probation is given adequate opportunities to qualify for a permanent and pensionable employment status.

Concept of In-Service Teacher Education:

The study indicated that in-service teacher education in Kenya covers those activities directed toward remediation of perceived lack of skill or understanding. It is an on-going process that promotes professional and personal growth for teachers. These programmes are classified into three which includes:

Mentoring: Apart from the traditional institutionalized in-service education, teachers are also trained through mentoring and learning relationships between two individuals who work together in the same or similar organization. It is also called peer coaching or bench-marking. Mentoring programmes are established primarily to provide support to beginning school teachers or school administrators.

Competency –Based Teacher Education: This programme is designated as performance-based teacher education. Emphasis is on objectives and assessment. Both student teachers and their tutors aim at goal realization. It is a more precise form of training because adequate performance of a given task is highly valued as well as possession of required knowledge, skills and attitudes. The student is expected to demonstrate the specified competence to the required level and in an agreed upon manner. He/she accepts responsibility to be held accountable. Such programmes include;

- Strengthening of mathematics and science education (SMASSE) and subject seminars organized by KIE, publishing houses and other education experts are good examples of competency-based education aimed at improving teacher performance in subject areas.
- Kenya education staff institute (KESI) also mounts educational courses for principals, deputies and heads of department in areas of academic, human resource management, and change management. KESI has a mission of improving and maintaining quality of education by enhancing capacity of education managers through effective and efficient training,

research and consultancy (KESI, 2008).

Consecutive Programme of Teacher Education

Consecutive Teacher Education is mainly for general-based graduates who wish to become professional teachers and they spend an additional one academic year of further professional training. Such as a trainee will acquire a post graduate Diploma in education. Graduates with first degree of Bachelor of Science and are already teaching as untrained or wish to become teachers have been going to Kenyatta University, Moi University and University of Nairobi for this course.

Status of Teacher Education in Meghalaya, India

The study indicates that as envisaged in the National Policy on Education, the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was taken up in 1987 to create a viable institutional infrastructure, academic and technical resource base for orientation, training and continuous upgrading of knowledge, competence and pedagogical skills of elementary school teachers in the country. The scheme has the following five components:

1. Setting up of District Institutes of Education and Training (DIETs) to organize pre-service and In-Service Courses for Elementary School Teachers and for personnel working in non-formal and adult education.
2. Strengthening of Colleges of Teacher Education (CTEs) and development of about 50 of them as Institutes of Advance Study in Education (IASEs)
3. Revitalization of State Councils of Education Research & Training (SCERTs)
4. Mass Orientation of school teachers under a planned programme to be implemented under the supervision of NCERT.
5. Establishment and Strengthening of Departments of Education in the Universities through Universities Grants Commission (UGC).

It has been envisaged that DIETs would provide for training and resource support to Elementary Education (both formal and non-formal) and Adult Education systems at the grass-root level. A DIET has three main functions

- Training both induction level as well as in-service.
- Resource support extension/guidance, development of materials, teaching aids, evaluation tools etc.
- Action research.

DIETs have been established through-out the country either by upgrading of the existing Primary Teachers Training Institutions (PTTIs) or by establishment of a completely new district level institution.

With the introduction of the 10+2 system throughout the country and the objective of introducing vocational courses at the +2 stage, secondary stage of the school system has acquired an even greater significance, and so naturally has the education of secondary school teachers.

With the setting up of District Institutes of Education and Training for elementary school teachers, it also became necessary to produce good quality elementary teacher educators.

To facilitate the training of secondary level teachers and teachers educators of DIETs, 76 Colleges of Teacher Education (CTEs) and 34 Institutes of Advanced Studies in Education (IASEs) have been setup throughout the country under teacher education scheme Strengthening of State Councils of Educational Research and

Training (SCERTs) is an important component of teacher education scheme. These councils are expected to perform multifarious role and responsibilities relating to research, development, training, extension, documentation and consultancy.

The National Council for Teacher Education (NCTE) has been established as a National level statutory body by the Government of India in August, 1995 with the objectives of achieving planned and coordinated development of teacher education system, regulation and proper maintenance of norms and standards of teacher education and for matters connected there with.

Following the National Policy on Education, the Meghalaya State Government brought out "A White Paper on Education" for the State in 1988 which was duly placed in the House of the Meghalaya Legislative Assembly. The State Programme of Action, 1995 which was based on the National Policy on Education was placed in the House of Meghalaya Assembly on 20th December, 1995 and has since been operationalized.

Various steps had been taken to implement the above policy decision. Seven DIETs have been set up in each of the seven districts of the State to offer a two year pre-service and in-service training to Elementary School Teachers. These DIETs also undertake extension services besides assisting the SSA programme especially its teacher training component. Those Teacher Educators from the BTCs and NTS who possess the required qualification have been absorbed in the DIETs.

1. The Diets provide regular in-service and pre-service training programmes. They are to act as nodal agencies at the District level. However with the launching of SSA the Teacher Education in the State especially the DERT are expected to be actively involved in all academic matters relating to SarvaShikshaAbhiyan (SSA) programmes and activities which include short term training of teachers, training of Resource Person/ Coordinators of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs), development of Teaching Learning Materials for SSA programmes, formulation of District Plans on education planning and monitoring of programmes related to EGS and AIE centres.
2. Training of field inspecting staff and also Teacher Education at the Elementary level will be undertaken by DIETs. DIETs may also be entrusted with the task of supervising and inspecting Higher Secondary Schools.
3. The existing Teacher Training Institutes such as the Basic Training Centres, Normal Training Schools and other existing Elementary Teacher Training Institutes are being integrated with the operationalisation of the DIETS wherever such Institutes were upgraded to the status of DIETs. However, in those cases where merger is not possible, the NCTE may be approached to allow such institutes to conduct training programmes for untrained, unqualified Primary Teachers inherited from the District Councils whose services cannot be terminated.
4. It may also be mentioned that from 2004 the minimum qualification for primary school teacher had been prescribed as Class XII Passed. The practice of appointing untrained teachers first and deputing them for training at Teacher Training Institutes later on, however, needs to be addressed. The State has also conducted the Special Eligibility Test Examination in 2006 where aspiring teachers who have passed Class XII have to pass to make themselves eligible to teach in the Elementary Schools.
5. Teacher Education is a continuous process and its pre-

service and in-service components are inseparable. Also the standard of education depends largely upon the efficiency and motivation of teachers. It will be necessary to upgrade the professional competence of teachers through provision of regular and adequate training facilities. Arrangements will have to be made so that teachers are oriented /trained once every three years to update their skills and knowledge of content.

6. The present system of data collection and processing has to be modernized so that up-to-date data are readily available for all planning purposes to be carried out at the District level. The process of evaluation and monitoring also needs reorganization and strengthening.
7. EDUSAT (Educational Satellite) Network Hub cum Studio, partly an ISRO initiative was inaugurated and launched in the DERT on the 30th June, 2008 with the objective of reaching high quality and up to date Educational Programmes to 50 Higher and Secondary Schools and Teacher Training Institutes of the State.
8. The State Education Policy for Meghalaya was approved by the State Cabinet on 19th January, 2009 with one of the vision statements of the document being related to Teacher Education, wherein a two pronged approach to tackle the backlog of Un-trained teachers in the State has been envisioned; to recruit only Trained teachers in the future and to step up the process of the training of Un-trained teachers through the DIETS.

Status of Teacher Education in Kenya

The findings of the study specify that teachers are in dire need of training to enhance their teaching skills include soft skills to enhance interaction with colleagues and learners. There has been tremendous growth of universities since 1970 which has presented opportunities for expanded teacher education activities. Most of the eight public universities and their constituent colleges have teacher education programmes which include Moi University, Kenyatta University, University of Nairobi, Maseno University, Egerton University, MasindeMuliro University of Science and Technology.

Besides having many students in education programmes, there are also many education students enrolled in module II or privately sponsored students programmes (PSSP). In addition, most of the private universities also have teacher education programmes.

Teacher education institutions were closed and the facilities used for other purposes as a result many private investors are initiating and running many teacher education institutions at Diploma level.

The Teachers' Service Commission is now established under article 237 of the constitution. In the teachers' service commission act of 2012, part II, section 11, the commission is mandated to formulate policies to achieve its mandate, ensure that teachers comply with the teaching standards prescribed by the commission, facilitate career progression and professional development for teachers in the teaching service among other duties (TSC Act, 2012).

The TSC secretary has maintained that the new code for teachers requires that teachers must go through refresher courses to upgrade their knowledge and skills. In 2001, the entry grade to joining primary teachers colleges was increased to C (plain) in KCSE and D (plain) in mathematics and C- (minus) in English. The Teachers' Service Commission has insisted that primary school teachers with P1 who want to upgrade their studies up to degree level must have scored C (plain) at KCSE in addition to the P1 certificate.

Further, P1 holders who get Bachelor's degree in education cannot be moved to teach at post-primary institutions unless they scored KCSE C+ (plus) and C+ (plus) in the two subjects they have specialized in. This has controlled P1 holders with degree certificates from moving to post-primary institutions.

Nowadays, teacher trainees make sure they meet the requirements of the employer (TSC) before embarking on an academic programme in education as the universities admit students without having the qualification specified by the Teachers Service Commission.

The TSC has also increased entry requirement for diploma teacher education trainees to C+ (plus) at KCSE and a C+ (plus) in the two subjects of specialization and C (plain) in mathematics for those doing sciences and D (plain) for those doing humanities and C (plain) in English for all applicants (Namanga and Otunga, 2012;231).

The Kenyan education system is in the process of undergoing a major change with the adoption of the Competency Based Curriculum. The teacher education is expected to shift to Competency Based Teacher Education. Teacher education will be organized into three levels; Early Years Teacher Education, Middle School Teacher Education and Secondary Teacher Education. There will be continuous professional teacher development framework which will be based on outcomes and teaching standards (KICD Report, 2016).

Implications of The Study

1. The in-service teacher education is very crucial for teacher professional development in both Meghalaya and Nairobi County. In Kenya there are no well-defined policies for in-service teacher education.
2. There are no policies on teacher participation in curriculum review in both Meghalaya and Nairobi County.
3. Teaching practice/ Internship program is essential in bridging a pre-service graduate to a regular teacher in both Meghalaya and Nairobi County although there are challenges that prevent a pre-service graduate teacher to be fully prepared.
4. There are many challenges facing teacher education in both India and Kenya that hinders the provision of quality education to learners.

Recommendations

- 1) In-service teacher education is not actualized in Kenya. The Ministry of education needs to ensure relevant bodies entrusted with in-service teacher education are fulfilling their mandate. Further, teacher training institutions should be mandated, equipped and financially supported to hold seminars and workshops and short term training in the education field.
- 2) The fact that teaching practice/internship is supposed to bridge pre-service graduate to a regular teacher it is not normally possible as the activity is mostly inclined to teaching. Therefore, teaching practice especially in Kenya should be planned in a way that a student teacher has enough time not only to teach but familiarize themselves with the operation of school with full support of mentor teachers

Summary and Conclusion

The results indicate that the concept of in-service teacher education in India and Kenya is the same i.e. training activities engaged in by Primary, Secondary and Principals to improve their professional knowledge, skills and attitudes. This is in accordance with

UNESCO, 2008 report, in Indonesia it is important to establish a comprehensive system of teacher professional development which give more attention to teacher skills. In India there are institutions that are mandated to deal with in-service and the plan is laid out and the curriculum is defined while in Kenya induction program is the 2 year probation for newly employed teachers.

The newly employed teachers in Kenya have no training on how to master the content. The in-service education in Meghalaya is offered by the National as well as state institutions whereas in Kenya it is government-Private partnerships. The policies for in-service teacher training are well formulated in India while in Kenyan no specific policies have been laid out for in-service teacher training neither is there funds allocation for the same. In India, model e.g. (split model, 6+6 days) for the new teachers have been developed to follow while conducting in-service training and the programmes is also evaluated while in Kenya there is not such planning. The deputing teachers in India are trained by the government for 2years after which they are absorbed as permanent teachers whereas in Kenya, the untrained teachers take up the responsibility of paying for their training after which they are absorbed by the Teachers Service Commission as permanent teachers.

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