

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

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ABSTRACT

Teachers are essential to a country's education system, necessitating robust pedagogical skills to perform effectively. In Kenya, the government, through Semi-Autonomous Government Agencies (SAGAs), has implemented in-service training programs like Strengthening of Mathematics and Science in Secondary Education (SMASSE) to improve teachers' professional competencies. Despite these initiatives, concerns persist about their impact, particularly in Nyahururu Sub-county. This study aimed to explore the relationship between the perceived quality of these in-service training programs and teacher commitment in public secondary schools in Nyahururu. The study examined two key aspects: the teachers' perceptions of the training quality and how this perception affects their commitment to teaching and promoting student welfare. The research was guided by Transformative Learning Theory and Self-Efficacy Theory. Using an ex-post facto design, data were collected through a questionnaire from 214 out of 472 teachers through stratified sampling technique, with the instrument showing a high reliability coefficient ($r=0.838$). The analysis used quantitative method, including Pearson's correlation coefficient for hypothesis testing at a 0.05 significance level. Findings revealed a high to strong positive relationship between teachers' perceptions of training quality and their commitment to teaching and learning ($r=0.658$). This indicates that higher ratings of training quality are associated with increased dedication to teaching. Additionally, there was a strong positive relationship between perceived training quality and teachers' commitment to student welfare ($r=0.725$), suggesting that better training leads to greater commitment to student support. The study's insights suggest that improving the quality of in-service teacher training can enhance teacher commitment, benefiting Kenya's secondary education sector by fostering more engaged and effective educators.

Keywords: Perceived quality of in-service training, commitment to teaching, commitment to promotion of students' welfare, in-service training, teacher commitment

INTRODUCTION

Formal education plays a crucial role in shaping a country's development agenda by enhancing people's innovative capacity and livelihood choices (UNESCO, 2020). Secondary school education is vital as it acts as a stepping stone for students pursuing various careers, laying the foundation for a country's social, economic, political, and technological progress. To ensure quality education at this level, it is essential to provide teachers with the necessary skills and competencies through robust pre-service and in-service training programs. Strengthening education at the secondary level is imperative for overall national development across multiple sectors (Ministry of Education, 2012).

Asiyai (2016) defines teacher in-service training as the continuous enhancement of teachers' knowledge, skills, and education-related competencies while in service. This process allows teachers to acquire academic and professional qualifications to advance within the school system. Asiyai further explains that In-service training aids in developing teachers' conceptual, technical knowledge, skills, and competencies, thus

enhancing their effectiveness in the classroom. It also equips teachers to address the challenges of the 21st Century education, fostering efficiency, and enhances teacher commitment.

Teacher in-service training, according to Osamwonyi (2016), plays a crucial role in improving teacher effectiveness and ultimately leading to better educational outcomes. In-service training programs enable teachers to gain the necessary skills, knowledge, and attitudes essential for delivering quality instruction to students. Osamwonyi emphasizes that the competencies acquired through such training are vital for ensuring quality assurance in schools, thereby reducing issues like student dropout rates, indiscipline, and lack of interest in education. This highlights the significance of continuous professional development for teachers in enhancing the overall educational environment and addressing challenges that impede student success.

A study carried out by Kaburu (2015), on the significance of teacher in-servicing as a strategic approach in enhancing the quality of education and improving educational outcomes highlighted that in-service teacher training not only provides growth opportunities for teachers but also positively influences their motivation to teach and remain in the profession. As a result, many countries across the globe are investing in in-service courses for teachers. For instance, countries like the Netherlands, Singapore, and Sweden mandate their teachers to undergo one hundred hours of professional development annually (Dimmock & Tan, 2016). This emphasis on in-service training reflects a global recognition of the pivotal role it plays in the continuous professional development of teachers and the overall improvement of educational standards.

In developing countries like South Africa, in-service teacher training plays a crucial role in the professional development of educators. Du Plessis (2013) highlights that teachers in South Africa are motivated to pursue higher qualifications through post-training professional programs. Achieving a higher post-training certificate can improve a teacher's career advancement opportunities and subsequently their financial rewards. Despite this, Du Plessis notes that obtaining a higher qualification through in-service training may not automatically qualify a teacher to teach at a higher level within the country's education system. In contrast, in Nigeria, teachers who enhance their competencies and qualifications through in-service training programs are eligible for promotion to managerial roles within the school system, as demonstrated by Iwuagwu and Aiwuyo (2017). This disparity in the outcomes of in-service training programs between South Africa and Nigeria underscores the varying systems of teacher professional development and career progression in different developing nations.

Sikolia et al. (2017) highlighted that the collaboration between the Government of Kenya and the Japanese Government supports teachers with in-service training through the Strengthening Mathematics and Sciences in Secondary Education (SMASSE) program. This initiative aims to enhance the professional competence of mathematics and science educators in Kenyan secondary schools by providing insights on pedagogical techniques and curriculum development. In addition, various publishers such as Macmillan, Oxford, and Longhorn conduct in-service training programs to address subjects that challenge students (Kiige, 2019). At the sub-county level, Quality Assurance and Standards Officers (QASOs) organize in-service training sessions to update teachers and school managers on curriculum delivery changes (Lugulu, 2013). Furthermore, school sponsors and managers are also active contributors to in-service teacher training efforts. These combined efforts reflect a multi-level approach to improving teacher competencies and enhancing the quality of education in Kenya's secondary schools.

Teacher motivation and commitment are greatly influenced by the availability of opportunities for professional growth (Marie & Fon, 2020). In-service teacher education and training play a crucial role in enhancing teacher commitment, as commitment is defined as the emotional attachment teachers have towards their profession (Altun, 2017). Committed teachers are more likely to positively impact their students' academic and non-academic progression and learning outcomes, providing necessary guidance and motivation (Marie & Fon, 2020).

Teacher commitment is a crucial factor in enhancing students' learning gains. Studies have demonstrated the positive impact of teacher commitment on student achievement levels. For example, Altun's (2017) research

highlighted the significant role of teacher commitment in improving student achievement. Similarly, Mwaniki et al. (2018) found a positive correlation between teacher commitment to students' learning needs and students' discipline levels in public secondary schools in Naivasha Sub-county, Kenya. Additionally, a study by Iwuagwu and Aiwuyo (2017) in Nigeria revealed a positive relationship between in-service training and effective classroom control. These findings underscore the importance of teacher commitment and professional development in fostering a conducive learning environment and maximizing students' academic success.

Studies have consistently found a significant link between teacher commitment to promoting students' welfare and student wellbeing. Roseberg and Imelda (2018) showed that teachers' commitment not only impacted academic outcomes but also influenced students' holistic development. This aligns with Wilson's (2015) study, which indicated a strong correlation between teacher commitment and students' welfare. Wilson highlighted that emotional commitment fosters teacher-student relationships, leading to increased student engagement and motivation. Professional development was underscored as a critical factor in sustaining and nurturing teacher commitment (Wilson, 2015). Collectively, these findings emphasize the vital role of teacher commitment in enhancing students' overall wellbeing and development

Drawing on the preceding research, it is evident that student achievement is closely linked to the commitment of teachers across various facets such as teaching and learning and students' welfare. Enhancing teacher commitment in these areas can be achieved through high-quality in-service teacher trainings. Lugulu (2013) highlighted the importance of such trainings in improving teacher commitment and consequently the overall quality of education. The study specifically focused on two crucial variables - commitment to teaching and learning, and promotion of students' welfare. By prioritizing these aspects and providing effective in-service training, schools can effectively elevate teacher commitment and ultimately enhance the educational experience for students.

Asiyai (2016) emphasized the importance of teacher participation in the planning, organization, and execution of in-service teacher training programs as a crucial factor in determining the quality of such programs. The author argued that when teachers are actively involved in these aspects, they are more likely to be motivated and committed to both their students and the teaching profession.

In Nyahururu Sub-county, efforts have been made by school heads and the Sub-County Director of Education to enhance the quality of education. They have encouraged teachers to attend in-service training programs to improve their pedagogical skills and adapt to evolving educational trends (Sub-county Education Office, 2019). However, concerns have been raised by teachers regarding the planning, organization, and execution of these training sessions at the Nyahururu Sub-county offices. Additionally, school heads have expressed dissatisfaction with the low level of teacher commitment in the Sub-county, as teachers have become disengaged from school activities. This study investigated the perceived quality of in-service training and teachers' commitment in public secondary schools within the Sub-county, focusing on teaching and learning and promotion of students' welfare.

OBJECTIVES AND HYPOTHESES

The study was guided by three objectives:

1. To determine the perceived quality of in-service teacher training programmes from the teachers' perspectives in public secondary schools in Nyahururu Sub-County, Kenya.
2. 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.
3. To determine whether there is any relationship between perceived quality of in-service training and teacher commitment to promote students' welfare in public secondary schools in Nyahururu Sub-county, Kenya.

Further to achieve these objectives, the study formulated one research question and two hypotheses that were tested at an alpha level of .05.

RQ1: Do in-service teacher training programs 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; and

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.

THEORETICAL UNDERPINNING

Transformative Learning Theory

Transformative Learning Theory, by Jack Mezirow (1997), emphasizes the process through which learners undergo significant changes in their understanding and perspectives. The theory incorporates both instrumental learning (solving problems and understanding cause-and-effect) and communicative learning (understanding how people communicate their feelings and needs). It posits that effective learning involves both logical and emotional comprehension to challenge and revise existing belief. Learners go through four key phases:

- Disorienting Dilemma: Realizing that previous beliefs were incorrect.
- Self-Examination: Acknowledging that other perspectives exist.
- Critical Assessment: Objectively evaluating past assumptions.
- Planning a Course of Action: Developing new strategies based on a thorough understanding.

Emphasizes the need for investing in resources that help create a workforce capable of adapting to change and exercising critical judgment. Teachers who engage in transformative learning can improve their practices by reflecting critically on their methods, challenging assumptions, and adopting new perspectives. This leads to enhanced teaching quality and better learning experiences for students.

Self-Efficacy Theory

Self-Efficacy Theory, advanced by Albert Bandura (1997), focuses on individuals' beliefs in their capabilities to achieve specific outcomes. It influences cognitive, motivational, affective, and decisional processes. Teachers' self-efficacy affects their motivation, perseverance, and approach to challenges, impacting their effectiveness and commitment to teaching. This theory further identifies sources of self-efficacy as; Mastery Experience where success in teaching tasks boosts teachers' confidence and commitment. Vicarious Experience, observing colleagues' successes enhances personal confidence. Social Persuasion: Positive feedback and encouragement from others strengthen self-efficacy. Emotional arousal through effective management of stress and anxiety helps maintain commitment.

High self-efficacy among teachers is linked to greater professional growth, job satisfaction, and overall effectiveness. Entities providing in-service training can design interventions that support and enhance teachers' self-efficacy, leading to improved educational outcomes and a more engaged teaching workforce.

These theories underline the importance of continuous learning and self-belief in professional development. Transformative Learning Theory highlights the process of critical reflection and perspective change, while Self-Efficacy Theory emphasizes the impact of confidence and belief in one's capabilities on teaching effectiveness. Together, they support the need for well-designed in-service training programs that foster both reflective learning and confidence among teachers.

METHODOLOGY

The study adopted the *Ex-post facto* research design, which is research design applied in a situation where the independent and dependent variables have already interacted. The design disallowed manipulation of the independent variable with a view of determining how it influences or relates with the dependent variable subjectively. In this regard, the effect of interaction between the variables was 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.

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 categorized 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.

Table 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 1 it is clear that 214 teachers formed the sample size for the study. The teachers were selected from 32 public secondary schools.

The study used a questionnaire to collect data from the respondents. Having obtained the research 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 questionnaire. 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 questionnaire in readiness for analyses.

Responses to 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.

DISCUSSION OF FINDINGS

The researcher administered questionnaires to 214 respondents and 167 were received back for analyses. The return rate was 78.4% as presented in Table 2

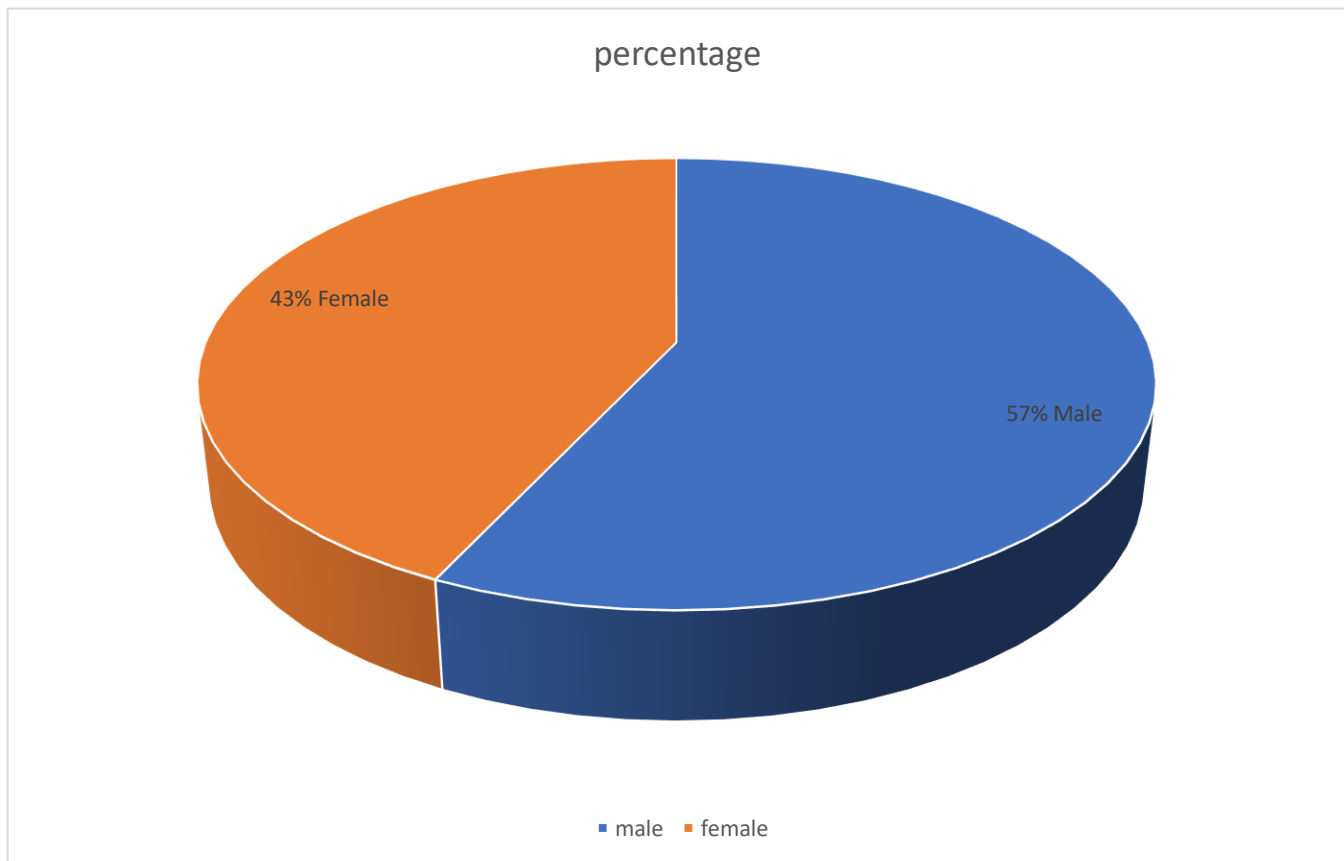
Table 2: Response Rate

Category	Frequency	Percentage (%)
Response	167	78.4
Non-Response	47	21.6
Total	214	100

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 percent was sufficient for analysis.

From the conducted research, 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.

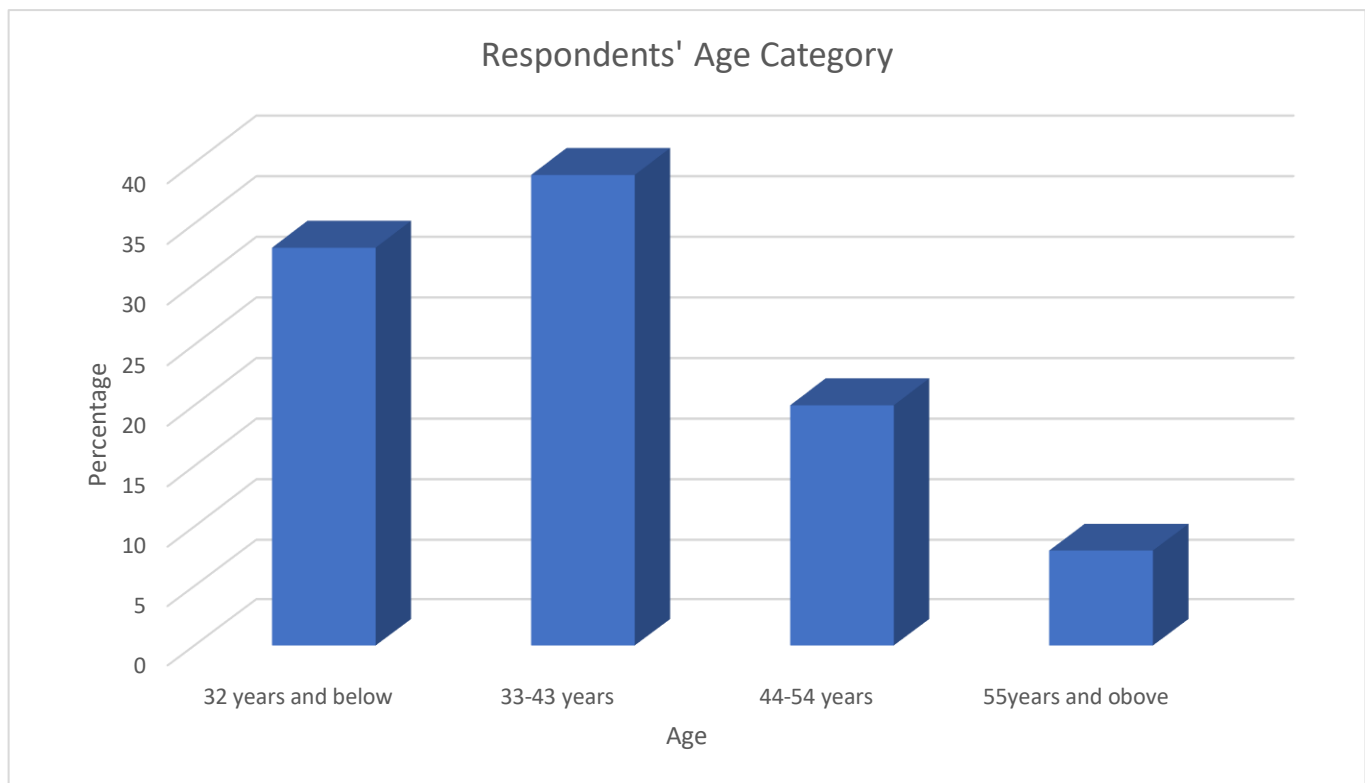
Figure 1: Gender of the Respondents



The gender composition was in line with the Kenya Constitution of 2010 on gender representation. 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. This is according to the findings of Shamma (2018).

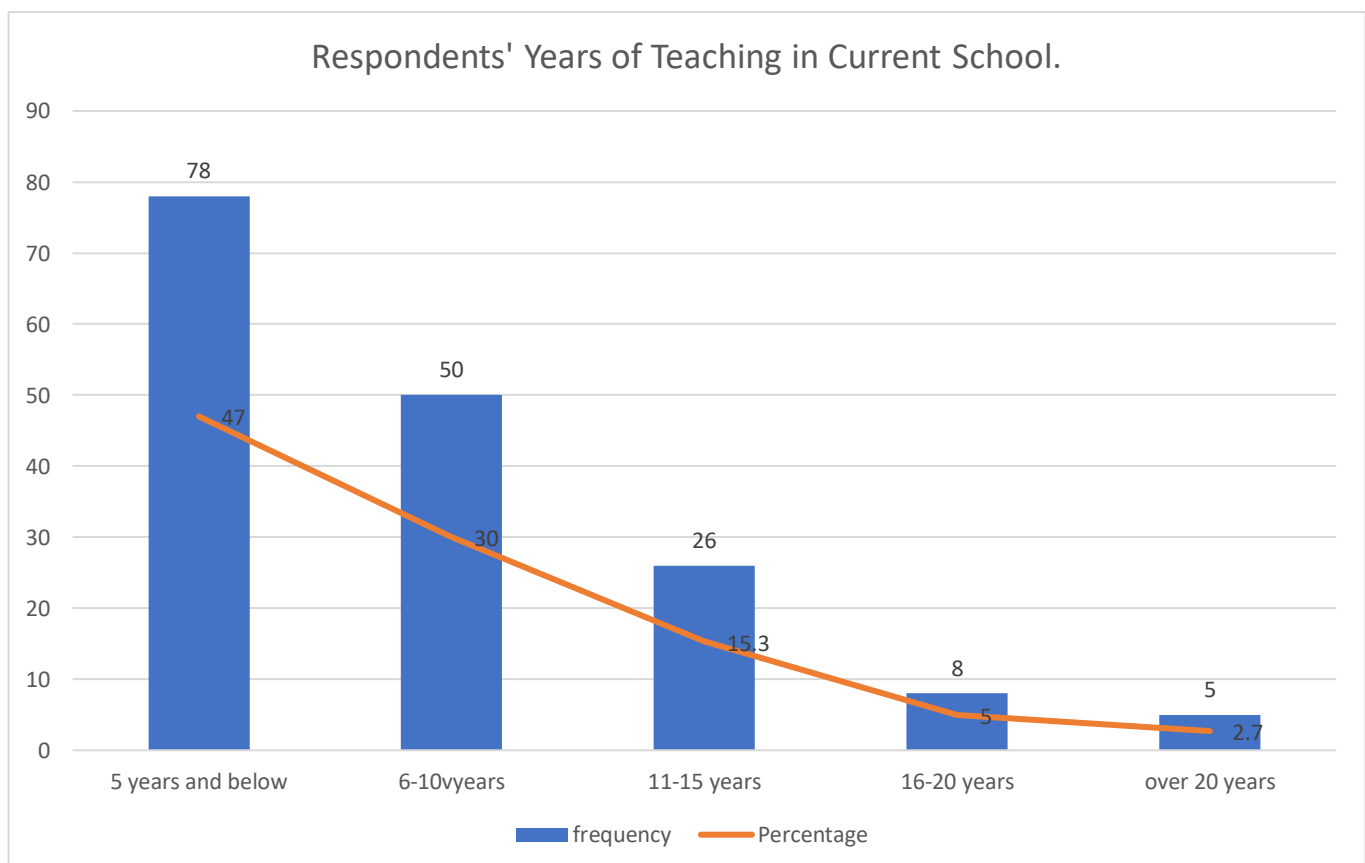
Notably, majority of the respondents were aged between 33 to 43 years. Further, majority of the teachers had experience of between 16 to 20 years implying that majority of teachers had spent significant time in the teaching profession.

Figure 2: Respondents' Age Category



Moreover, the majority of the respondents comprising 47% had been in their current school for less than 5 years an indication that a significant number of teachers had been transferred from their previous work stations.

Figure 3: Respondents' Years of Teaching in Current School



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

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 3:

Table 3: 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

It was 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 concerning the timing of in-service trainings.

Teachers' Perception on Organization of In-service Training

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

Table 4: 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

It was 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.

Teachers' Perception on Implementation of In-service Training

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 training, in-service trainings conducted inform 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 5: 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 inform 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

From the foregoing findings, indicated 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 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.

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 and learning. The correlation of analysis is shown on Table 6.

Table 6: Correlation between Teachers’ Perceived Quality of In-service Trainings and Commitment to Teaching and Learning

		Teachers’ Perceived Quality of 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 tends to increase.

This finding concurs with the study conducted by Udofia, (2012) which established that in-service training significantly influenced teachers’ attitude to work in co-curricular activities, record keeping and commitment to teaching and emphasized the conduct of in-service training in the form of sandwich courses, seminars, conferences, workshops and even full-time training. Similarly, Iqbal et al, (2020) opined that teachers’ job performance was significantly improved after attending in-service training programmes.

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. 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.

Table 7: Correlation between Teachers’ Perceived Quality of In-Service Training and Commitment to Promotion of Students’ Welfare.

		Teacher’ Perceived Quality of In-service training	Commitment to promotion of students’ welfare
Teachers’ Perceived Quality of In-service training	Pearson Correlation	1	0.725*
	Sig. (2-tailed)		.000
	N	167	167

*Correlation is significant at the 0.05 level.

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 finding corroborates that 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 learner on personality and build their moral foundation which dictates the success of their future (Altun, 2017).

DISCUSSION OF FINDINGS

The research findings provide valuable insights into the perceptions of teachers regarding the planning, organizing, and implementing of in-service teacher trainings. The study revealed that teachers held positive perceptions in various aspects of the in-service training process. Specifically, teachers showed favourable

attitudes towards the planning phase, including site selection, budgeting, participant selection, and needs assessment. This suggests that careful planning is essential for enhancing teacher engagement and satisfaction with in-service training programs.

Regarding the organization of in-service trainings, teachers expressed positive attitudes towards participating in meetings, the duration of training sessions, and preparing materials for training. These findings underscore the importance of creating a conducive and well-organized environment for in-service training activities to foster teacher enthusiasm and participation.

In terms of the implementation of in-service trainings, teachers had positive perceptions of using audio-visuals, workshop-style training sessions, subject-specific training programs, and post-training evaluations. These results highlight the significance of incorporating diverse and interactive training methods to cater to teachers' needs and preferences, ultimately enhancing the effectiveness of in-service training programs.

The research also investigated the relationship between teachers' perceived quality of in-service training and their commitment to teaching and students' welfare. The findings revealed a strong positive correlation between teachers' perceptions of training quality and their commitment to teaching and student welfare. This suggests that when teachers perceive in-service training programs positively, they are more likely to demonstrate higher levels of commitment towards teaching and learning process and students' overall well-being.

Overall, the research findings emphasize the importance of designing and implementing high-quality in-service teacher training programs that align with teachers' perceptions and needs. By acknowledging teachers' perspectives on planning, organizing, and implementing training activities, educational institutions can enhance teacher engagement, commitment, and ultimately, student outcomes in public secondary schools. Future studies may further explore the impact of specific training components on teachers' perceptions and commitment within different educational settings to inform targeted professional development initiatives.

CONCLUSIONS

This chapter summarizes the findings drawn from the study based on the study objectives. 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 met 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, needs assessment before in-service trainings are conducted. With regard with teachers' perception on organization for in-service trainings, 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. 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 tailor made for various subjects and in evaluating the effectiveness of in-service training at the end of the programme.

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 (HO1) 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.

RECOMMENDATIONS

Based on the findings and the foregoing conclusions, the study presents several recommendations. Firstly, it suggests that teachers should be consulted regarding the timing of in-service training programs to enhance their effectiveness. Secondly, it advises that organizations offering such trainings involve teachers in defining the subject content and structuring the training programs. This approach would enable teachers to participate in sessions that address their specific needs. Lastly, the study recommends that organizations ensure teachers receive adequate remuneration while attending in-service training sessions, thereby recognizing and incentivizing their professional development efforts.

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, establishing a 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 promote 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 foster organizational clubs. However, there existed a range of perspectives among teachers in guiding and counselling learners on societal challenges.

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