

Effects Of Principals' Professional Development Practices On Teachers' Job Performance In Public Secondary Schools In Kathiani Sub-County

Mutua, Mary Mbithe

Master's Student, Machakos University

Koech, Peter Kibet

Department of Education Communication and Technology
and Early Childhood Studies, Machakos University

Kimiti, Richard Peter

Department of Educational Management and Curriculum
Studies, Machakos University

Abstract: Professional development aims to train teachers after completing pre-service studies, by continuously developing knowledge and skills of teachers. Professional development practices help in grooming teachers for achieving better performance and, at the end, making their tasks interesting. The purpose of the study was to examine the effect of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The study utilized a descriptive research design. The target population consisted of 32 principals and 107 teachers who were drawn from the 32 public secondary schools in the Sub-County. Stratified random sampling was used to sample the teachers and a census to select all the principals. Questionnaires and interviews were used as data collection instruments. To ascertain the validity and reliability of the data collection instruments, a pilot study was carried out where a sample of 10% of the targeted population was used. The data collected was both quantitative and qualitative in nature. Quantitative data was analyzed through descriptive statistics inferential statistics. The descriptive statistics included frequencies and percentages while the inferential statistics included the Spearman-Brown correlation. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. The quantitative data was presented in form of pie charts, bar graphs and tables. On the other hand, qualitative data was analyzed using content analysis and was presented in continuous prose. The study findings show that principals' professional development practices and teachers' job performance have a positive and significant relationship. These are reflected by the feedback from the teachers and principals. The principal professional development practices that improved teacher job performance are identifying the specific areas requiring re-training for teachers, organizing in-service trainings for teachers to attend, inviting TSC and MOEST officers for positive evaluation of teachers, directing HODs to evaluate teachers in their departments, mentoring teachers to improve in their profession, facilitating for teachers to attend training by KEMI, and facilitating teachers to train as national examiners. The study recommended that the Ministry of Education with the help of school principals should introduce capacity building programmes outside the school calendar - during the holidays and or weekends to help the teachers bond amongst them and also break the monotony of always being in school. This would help improve teacher job performance.

Keywords: Principals' Professional Development Practice, Teacher Job Performance, Public Secondary Schools

I. INTRODUCTION

Professional development aims to train teachers after completing pre-service studies, by continuously developing

knowledge and skills of teachers. The aim of staff development is shifting the learning to the actual work field (De Rijdt, Stes, van der Vleuten, & Dochy, 2013). Staff development practices of principals respond to teachers'

requirements and improve supervisory competence (Yousaf, 2018). Better staff development practices shape teachers with respect to human relations and development (Heaton, 2016).

Professional development practices need to be focused and backed up by continuous feedback as the teachers continuously engage and practice their core mandates and delegated duties (Kral, 2012). Professional development practices help in grooming teachers for achieving better performance and, at the end, making their tasks interesting. William (2010) avers that availing the basics in the teacher's requirements is certainly increases the chances of job satisfaction. As noted by Bayar (2014), for schools to realize improvement in the overall standard of education, teachers development practices of principals must be given serious consideration and the critical stakeholders understand their mandates to develop the staff is a sure path to excellent performance by students in the national examinations. Professional development for teachers is a key component through which to improve teaching.

A growing body of international research (for example, Lieberman & Pointer Mace, 2010; Waldron & McLeskey, 2010) has established that professional development constitutes the basis to improvement in teacher and school practices. Professional development can help overcome shortcomings that may have been part of teachers' pre-service education and keep teachers abreast with new knowledge and practices in the field. The professional development for teachers has a direct impact on student achievement due to enhanced teacher capacity and skills. Hence, principals should offer professional and continuous development including coursework, seminars and learning chances for better development of teachers. According to Zepeda (2014), staff development is imperative for better supervision as it helps in teachers' preparations and making education a learning experience. Satisfactory staff development practices help in offering required training to the teachers, also with respect to curriculum and team work (Jill & Betty, 2012).

As stated by Stronge (2018), teacher job performance encompasses the teacher's role of teaching pupils in and outside the classroom. The key aspects of teaching involve the use of instructional materials, teaching methods, making professional documents, participating in co-curriculum activities and guiding the learners. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and outside the classroom (Owala, Odongo & Raburu, 2016). Ministry of Education Science and Technology, [MOEST] (2005), identified teachers as one of the most important inputs to the education system. The efficient administration and utilization of this resource therefore remains critical to the quality of learning outcomes (Nilsen & Gustafsson, 2016).

A. STATEMENT OF THE PROBLEM

Statistics in Kathiani Sub-County which show that most of the secondary schools have recorded a mean score below 4.5 in KCSE between 2015 and 2019 except in 5 schools with a mean score above 4.5 (Musyoka, 2018). This is a reflection of poor teacher job performance owing to ineffectiveness of

principals to execute their duties through provision of supervision services (Pont, Nusche, & Moorman, 2018).

B. PURPOSE OF THE STUDY

The purpose of this study was to examine principals' professional development practices and their effects on teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya.

C. RESEARCH QUESTION

The study sought to answer the question: What are the effects of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani sub-county?

II. METHODOLOGY OF RESEARCH

A. RESEARCH DESIGN

This study used a descriptive survey design. According to Orodho (2005) descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. This design was appropriate for this study due to its ability to obtain a wide range of baseline information.

B. LOCATION OF THE STUDY

The selection of a research area is important and it influences the usefulness of information produced. The study was carried out in Kathiani Sub- County, Kenya. Kathiani Sub-County is 37.3313°east, and 1.4117°south. The sub-county is in Machakos County about 83.9km from Nairobi, the capital city of Kenya. The region is highly productive in agriculture. Subsistence agriculture is mostly practiced with maize and beans. Fruits and vegetables are also grown in this Sub-County. Large amounts of produce are traded during open air markets within the Sub-County. The Sub-County borders Makueni County to the South, Machakos Central Sub-County to the West, Mavoko Sub-County to the North West, Matungulu Sub-County to the North, Kangundo Sub-County to the North East and Mwala Sub-County to the East.

Kathiani sub-county is selected deliberately due to the fact that, despite the efforts taken by the government on improving teachers' job performance, there is still a high rate of students' failure reported in the sub-county. Many secondary schools are reported to record poor performance in the Kenya Certificate of Secondary Examination in the sub-county. The current study assumed that principals' administrative practices are a pioneering factor for the failure given that other schools, where teachers have similar qualifications like those in Kathiani sub-county, have been doing better in terms of academic performance.

C. TARGET POPULATION AND SAMPLING TECHNIQUE

The target population consisted of 32 principals and 107 teachers who were drawn from the 32 public secondary schools in the Sub-County. Stratified random sampling was used to sample the teachers and a census to select all the principals. The schools were stratified into four sub-sectors as per the school category classification which includes; national schools, extra-county schools, county schools and sub-county schools. The number of teachers selected from each category was established by calculating the percentage proportion of the entire population.

According to Mugenda and Mugenda (2003), a sample size of 10-30% is good enough if well-chosen from the population. The study selected 30% teachers of the percentage target population. This implies that 3 teachers were selected from the National School, 3 teachers were selected from the Extra- County schools, 17 teachers were selected from County schools and 84 teachers were selected from the Sub-County schools. The teachers were selected using random sampling which eliminated sampling bias.

D. RESEARCH INSTRUMENTS

This study used primary data which was collected using questionnaires and interview schedules. Both open and closed questions were used to obtain information based on the study variables. Questionnaires were applied to the teachers while interview schedules were applied to the principals.

E. VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

The researcher selected three public secondary schools in Kathiani Sub-County to pilot the study instruments. The pilot study helped the researcher to note the weaknesses and inconsistencies of the study instruments. Errors noted were corrected to make them reliable. The study utilized both context and content validity. Context validity was achieved by structuring the research instruments into sections as per the research objectives. This ensured that questions about a particular objective are in one section. The researcher also sought the opinion of experts, especially the lecturers in the School of Education, to establish the content validity of the research instrument.

To ascertain the reliability of the research instruments, the researcher administered questionnaires and interview schedules to three schools in the Sub-County. The respondents who participated in testing the reliability were not included during the final data collection. Split- half technique of reliability was employed, whereby the pilot questionnaires and interview schedules were administered. Reliability coefficient of 1.00 or close to 1.00 = no error. This meant that 0.9 and above to 1.00 = to excellent reliability, 0.8 to 0.7 = acceptable and as the coefficient tends to go towards zero (0.00) then there is much error (Bodgan & Biklen, 2007). The correlation coefficient established was between 0.70 and 0.80 for all the research questions. This means that the research instruments could be relied upon in this study.

F. DATA COLLECTION PROCEDURES

The researcher started by obtaining all the required documents and permits for data collection. The researcher then proceeded to administered the questionnaires/interviews in person using a drop and pick method for questionnaires to avoid wastage and non-compliance as well as losses.

G. DATA ANALYSIS

The data collected was both quantitative and qualitative in nature. Quantitative data was analyzed through descriptive and inferential statistics. The descriptive statistics included frequencies and percentages while the inferential statistics included the Spearman-Brown correlation. The Statistical Package for Social Sciences (SPSS) version 27 was utilized in running the analysis. The quantitative data was presented inform of pie charts, bar graphs and tables to make meaningful conclusions. On the other hand, qualitative data was analyzed using content analysis and was presented in continuous prose.

III. RESULTS OF RESEARCH

A. RESPONSE RATE

There were two sets of respondents namely principals and teachers. The sample size for the principals was 32 whereby the researcher only managed to reach 24 principals. On the other hand, the researcher managed to successfully administer 99 out of a possible 107 questionnaires to teachers. This implies that the principals yielded a response rate of 75% while the teachers yielded a response rate of 92.5%. This is supported by Babbie (2004) who retorted that 50% response rate is acceptable to publish and analyze, 60% is good and 70 % as extremely good. Thus, a response rate of 75% for principals and 92.5% for teachers was appropriate.

B. DEMOGRAPHIC CHARACTERISTICS

Demographic data was gathered from the principals and teachers. Results in Table 1 illustrate that 62% of the principals were male while 38% were female. The results also show that 63% of the teachers were male while the 37% were female. This shows that there exists gender parity in the distribution of teachers in public secondary schools in Kathiani Sub-County. Further, the results demonstrate that 81% of the teachers were holders of a Bachelor's degree, 10% had a diploma in education, while only 9% had pursued education up to the level Master's level.

Table 1 also depicts that 34.3% of the teachers had been teaching for 6-10 years, 25.3% had been in the teaching profession for less than 5 years, 19.2% had been teaching for 11-15 years while the rest 21.2% had taught for more than 16 years. The results also show that 71% of the principals indicated that they had 1-20 teachers in their school while 29% indicated that their school had 21-40 teachers. Finally, the results demonstrate that 33.3% of the principals indicated that their school had one stream, 29.2% indicated that their school had two streams, 20.8% indicated that their school had

three streams while 16.7% indicated that their school had four streams. This can be explained by the fact that the schools fall under different categories namely: Day, County, Extra-County and National schools and also the enrollment of students per school.

Demographic Characteristics		Percentage
Gender of Principal's	Male	68.0%
	Female	32.0%
Gender of Teachers	Male	67.0%
	Female	33.0%
Level of Education	Diploma	10.0%
	Bachelor's Degree	81.0%
	Master's Degree	9.0%
Period of Teaching	Less than 5 Years	25.3%
	6-10 Years	34.3%
	11-15 Years	19.2%
	16 Years and above	21.2%
Number of Teachers per school	20 and below	71.0%
	21-40	29.0%
Number of Streams	One	33.3%
	Two	29.2%
	Three	20.8%
	Four	16.7%

Table 1: Demographic Characteristics

C. PRINCIPAL'S PROFESSIONAL DEVELOPMENT PRACTICES AND TEACHER JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KATHIANI SUB-COUNTY

Descriptive data was gathered from the principals and teachers establish the effect of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani Sub-County. Results are as presented in Table 2.

Statement	Never	Rarely	Sometimes	Often	Always
My principal identifies the specific areas requiring re-training for teachers	(6) 6.1%	(6) 6.1%	(22) 22.2%	(21) 21.2%	(44) 44.4%
My principal organizes in-service courses for teachers to attend	(5) 5.1%	(16) 16.2%	(20) 20.2%	(21) 21.2%	(37) 37.4%
My principal invites TSC and MOEST officers for positive evaluation of teachers	(4) 4.0%	(14) 14.1%	(11) 11.1%	(17) 17.2%	(53) 53.5%
My principal directs HODs to evaluate teachers in their departments	(3) 3.0%	(7) 7.1%	(13) 13.1%	(19) 19.2%	(57) 57.6%
My principal mentors teachers to improve in their profession	(1) 1.0%	(8) 8.1%	(15) 15.2%	(21) 21.2%	(54) 54.5%
My principal facilitates for teachers attend training by KEMI	(9) 9.1%	(16) 16.2%	(18) 18.2%	(19) 19.2%	(37) 37.4%
My principal facilitates for	(3) 3.0%	(11) 11.1%	(13) 13.1%	(15) 15.2%	(57) 57.6%

teachers to train as national examiners % %

Table 2: Principal Professional Development Practices and their Effects on Teacher Job Performance

Table 2 depict that 44.4% of the teachers stated that their principal identifies the specific areas requiring re-training for teachers while 21.2% stated that it was done often, 22.2% stated that it was done sometimes, 6.1% stated it was done rarely and the rest 6.1% stated that it was never done. On the aspect of the principal organizing in-service courses for teachers to attend, 37.4% of the teachers stated that the practice was always conducted, 21.2% stated that it was done often, 20.2% stated that it was done sometimes, 16.2% stated that it was done rarely and the rest (5.1%) stated that was never done. In regard to the practice of the principal inviting the TSC and the MOEST officers for positive evaluation of teachers, results show that 53.5% of teachers stated that it was always done, 17.2% stated that it was done often, 11.1% stated that it was done sometimes, 14.1% stated that it was done rarely while only 4.0% stated it was never done. On the aspect of the principal directing HODs to evaluate teachers in their departments, the study shows that 57.6% teachers stated that it was done always, 19.2% stated that it was done often, 13.1% stated that it was done sometimes, 7.1% stated that it was done rarely while only 3.0% stated that it was never done. The results show that most of the teachers' response to the questions on principal's professional development practice was often and always. However, there was a small proportion of teachers who felt that the principal's professional development practice was poor in the sense that it was never conducted, rarely conducted or conducted very few times. The implication of this finding is that some principals had low self-esteem and were not ready to support their teachers to achieve higher education than the one they have, they were not ready to spend money from the institution to upgrade their teachers' performance potential and were in bad working relationships that did not allow them to support teachers professional growth and eventually improve their job performance.

On the aspect of the principal mentoring teachers to improve in their profession, the study depicts that 54.5% teachers stated always, 21.2% stated often, 15.2% stated sometimes 8.1% stated rarely while 1.0% stated never. On the aspect of the principal facilitating for teachers to attend training by KEMI, the study illustrates that teachers stated as follows: 37.4% stated always, 19.2% stated often, 18.2% stated sometimes, 16.2% stated rarely while only 9.1% stated never. Finally, the study reveals teachers as having given the following response: 57.6% of the teachers stated always, 15.2% stated often, 13.1% stated sometimes, 11.1% stated rarely while 3.0% stated never. On the aspect of the principal facilitating teachers to train as national examiners, the results show that most of the teachers' responses to the questions on principals' professional development practice were often and always. However, there was a small proportion of teachers who felt that the principal's professional development practice was poor in the sense that it was never conducted, rarely conducted or conducted very few times.

The study findings are congruent with those of Bayer (2014) who opined that professional development of teachers

is a key component through which teaching and learner achievement can be achieved.

THEMATIC ANALYSIS OF QUALITATIVE FINDINGS ON PRINCIPALS' PROFESSIONAL DEVELOPMENT PRACTICES AND THEIR EFFECTS ON TEACHER JOB PERFORMANCE

The researcher also interviewed principals to establish the effect of principals' professional development practices on teachers' job performance in public secondary schools in Kathiani Sub-County. The responses from the interview with the principals supported the feedback from the teachers as the professional development practices stated were similar to what the teachers stated. These professional development practices included encouraging teachers to train as KNEC examiners, encouraging teachers professional training by KEMI, mentorship and coaching, organizing in-service training for teachers, encouraging teachers to attend conferences and workshops, encouraging teachers to pursue further studies and guiding teachers on where they can source funding and scholarships. One of the principal said:

"I encourage teachers to attend conferences and workshops, encourage teachers to pursue further studies and guide teachers on where they can source funding and scholarships".

Another principal stated:

"I encourage teachers to train as examiners and also as managers in the education system".

These findings are concurrent with those of William (2010) who avers that availing the basics in the teacher's requirements is certainly increases the chances of job satisfaction.

Other professional development practices listed included ensuring positive evaluation of teachers by TSC and MOEST, giving HODs authority to evaluate teachers in their departments, facilitating teachers training through cost sharing, empowering HODs, recommending more ICT training for all teachers, internal appointments of HODs, identifying the specific areas requiring retraining for teachers. One of the principals said:

"I ensure that evaluation of teachers by TSC and MOEST takes place, I give HODs authority to evaluate teachers in their departments, facilitate teachers training through cost sharing and have trained my teachers on ICT".

These findings are supported by the assertions of Lieberman and Pointer Mace (2010) and Waldron and McLeskey (2010) who established that professional development constitutes the basis to improvements in teacher and school practices.

Nonetheless, the principals also cited some challenges that made the execution of the professional development practice challenging. These challenges included poor morale by some teachers and tight schedules of the teachers. One principal noted:

"Some teachers have young families and barely have time for attending trainings and pursuing further education as at the moment their goal is keeping their job and taking care of their family".

Another principal noted.

"Some teachers have a wrong attitude towards their teaching career. Some teachers choose teaching as their last resort and have no intention of upgrading their skills but rather are looking for an exit".

SPEARMAN-BROWN CORRELATION BETWEEN PRINCIPALS' PROFESSIONAL DEVELOPMENT PRACTICES AND TEACHERS JOB PERFORMANCE

The correlation results in Table 3 show the association between principals' professional development practices and teachers' job performance. Results demonstrated that there was a positive association between principal professional development practices and teacher job performance as demonstrated by a Spearman's Rho of 0.787 and a P-value of 0.000.

	Vari able		TJP	PSP	PMP	PPD P	PD DR
Spear man's rho	TJP	Correlation Coefficient	1				
		Sig. (2- tailed)	.				
	PPDP	Correlation Coefficient	.787 **	.752 **	.785 **	1	
		Sig. (2- tailed)	0.00 0	0.00 0	0.00 0	.	

** Correlation is significant at the 0.01 level (2-tailed).

TJP – Teacher Job Performance

PPDP – Principal Professional Development Practice

Table 4: Spearman-Brown Correlation

IV. CONCLUSIONS

The study concluded that principals' professional development practices have a positive effect on teachers' job performance in public secondary schools in Kathiani Sub-County, Kenya. The specific aspects of principals' professional development practices that improved teacher job performance are identifying the specific areas requiring re-training for teachers, organizing in-service training for teachers to attend, inviting TSC and MOEST officers for positive evaluation of teachers, directing HODs to evaluate teachers in their departments, mentoring teachers to improve in their profession, facilitating for teachers to attend training by KEMI, and facilitating teachers to train as national examiners.

V. RECOMMENDATIONS

The study made the following recommendations:

- ✓ The Ministry of Education with the help of school principals should introduce capacity building programmes outside the school calendar - during the holidays and or weekends to help the teachers bond amongst them and also break the monotony of always being in school. This would help improve teacher job performance.

- ✓ The principals should make arrangements to ensure that teachers are equipped with requisite IT skills so that they are up to speed with the current changes in the teaching sector whereby learners can learn online.
- ✓ Policy makers should formulate policies that guide principals on how to ensure that teachers use the appropriate instructional materials and resources.

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