

Teachers' Professional Development Issues and their Impact on Teachers' Service Delivery.
A Case Study of Msimba Secondary School in Mombasa County, Kenya

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Abstract

The misunderstanding between Teachers Service Commission (TSC) and Teachers Unions on teachers' professional assessment and development (TPAD) and its impact on teachers' service delivery has not been investigated. The purpose of the study was therefore to document the issues the TSC and Unions have on TPAD and how they impact on teachers' performance in service delivery. The study was carried out at 'Msimba' Secondary School in Mombasa County, Kenya. The study employed ethnographic research design. The target population was 324000 teachers employed by the TSC in schools in Kenya. Respondents were 43 teachers at Msimba Girls Secondary schools in Mombasa County, Kenya. Data was collected using observation, probing and document analysis. The descriptive statistics used were frequency and percentage to compare the issues on teachers' professional development between teachers' union, TSC and their effect on teachers' service delivery. The data collected in this study was analysed using Statistical Package for Social Sciences (SPSS) computer programme version 20.0. The research findings established that it was not clear who was in charge of quality standard in schools between TSC and MoES&T; TPAD was not used to promote teachers; certificate teachers earned after attending management courses were not recognised by the TSC; and that junior teachers were used by head teachers to manage and rate senior teachers on TPAD in the school. There was a silent war between TSC officers and MoES&T officers in trying to win control over teachers' management, quality and standards and students' management. Teachers were demoralised, frustrated and prepared professional documents that they never used in classroom. It was therefore recommended that TSC, teachers unions and MoES&T should solve the identified issues on TPAD for better teacher's service delivery in schools

Key Words: issues, professional development, service delivery, content knowledge, teaching skills, in-service training,

1.0 Introduction

Professional development is formal in-service training to upgrade the content knowledge and pedagogical skills of teachers. It is widely viewed as an important means of improving teaching and learning standards (Meichen *et al.*, 2017). The professional development that is required

goes far beyond the one-shot workshop approach that has been widely criticized. Professional development includes intensive in-service, follow-up group sessions, and coaching of individual teachers (Quint, 2011). Kubitskey *et al* (2004) points out that there are four components of quality professional development which are supported through plan, structure, community, and activities. According to Ogbonnaya (2007) teachers' professional development refers to the opportunities offered to practicing teachers to develop new knowledge, skills, approaches and dispositions to improve their effectiveness in their classrooms. It is advancement that enhances teachers' knowledge of the students, the subject matter, teaching practices, and education-related legislation (Professional Affairs Department, 2005). It also includes use of ICT and counselling interventions in teaching and learning activities (SMASE, 2017; Thuo, 2008). Kwang *et al* (2008) argues that professional development improve teaching and raises students' achievement. If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, students will not benefit from the teacher's professional development. The effect of professional development on students learning is possible through two mediating outcomes; teachers' learning, and instruction in the classroom.

In recognition of the fundamental shift in policy in public employment and with a view to promote, enhance and maintain high performance standards in the teaching service, TSC and unions agreed to ensure continuous professional development and annual performance evaluation system in the CBA. The parties also agreed upon the annual performance evaluation which was to be undertaken by TSC using tools that was to be developed with the participation of the unions (Wanzala, 2016). However, TSC has reneged on its earlier promise and issued fresh guidelines that emphasise performance over academic qualifications in regard to promotion. Under the new arrangements, no teacher will be promoted based on the academic qualifications or any professional development certificates. The TSC argues that job evaluation they carried out in conjunction with the Salaries and Remuneration Commission agreed that promotion be based solely on work done rather than mere academic papers (Mbaka 2018).

Research studies show contradiction effect of teachers' professional development on students' academic outcome. According to UNESCO (2006), researches from developed countries show that quality of teaching is an important factor that may affect educational outcomes among both advantaged and disadvantaged students. Literature reviewed by Linda (2000) also show that differential teacher effectiveness is a strong determinant of differences in student learning, far outweigh the effects of differences in class size and heterogeneity in Dallas, USA. However, a

study carried out by Bonney *et al* (2015) revealed that even though the quality of teachers was high in terms of their academic and professional qualifications, it did not reflect much in the performance of the students. Thuo (2018) in a study carried out in Coast girls shows that although there was a relationship between teachers' professional development and students' academic performance, the students' academic performance could not have been attributed to teachers' professional development. There is therefore need to investigate why students' academic performance remained low despite the high standard of teachers' professional development in the studied schools.

1.2 Statement of the Problem

Professional development is an important aspect in supporting green growth and knowledge economy through research, innovation and technology for sustainable development. Professional development that is not supported by the employer encounters challenges that may eventually affect the objective of the programme initiated and knowledge gained by the teacher during professional development. There has been no research carried out to determine the impact of teachers' professional development on their service delivery since the TSC initiated TPD and at the same time reneged on recognising certificate achieved by teachers after attending professional development programmes. The present study therefore investigated the impact of teachers' professional development and their service delivery in Msimba Secondary School in Mombasa County, Kenya.

1.3 Objective of the Study

The study investigated the impact of teachers' professional development on their service delivery at Msimba Secondary School in Mombasa County, Kenya.

1.4 Research Questions

The study was based on the following questions; -

- i. What is the level of professional development of teachers?
- ii. What is the level of teaching experience for teachers?
- iii. What is the job group of teachers in the institution?
- iv. What is feeling of teachers on professional development advocated for by the employer?
- v. What is the level of qualification, job group and experience for teachers' appraiser in TPAD in the school?

- vi. Which body is mandated to evaluate learning standards in schools and appraise teachers?
- vii. Do teachers prepare professional documents before going to class?
- viii. Do teachers use prepared professional prepared documents in teaching?
- ix. Do teachers attend classes as required?

3.0 Methodology

The study employed ethnographic research design. The design allows the researcher to carry out extensive data collection on many variables over a long period of extended time in a natural setting (Mugenda & Mugenda, 2003). The design fit in the study in that the researcher has been in the institution for a period of nine years under two different managements. The name of the school studied was changed to protect the participants and the school from victimisation. The researcher has been recording what has been happening in the institution and understands teachers’ feeling as well as how they do their work. The researcher during his interaction with other members and during staff meetings obtained data on teachers’ professional development as well as information on service delivery. The researcher obtained informed consents from the school administration and teachers to publish the findings of the study. Data obtained was analysed using descriptive statistics that included frequencies and percentages. Data is presented inform of tables, graphs and narratives.

4.0 Results and Discussion

The first question was designed to establish level of professional development of teachers in the institution and the finding is summarised in Table 1.

Table 1:

Teacher level of education

Level of education	Diploma	Degree	Masters	PhD	total
Number of teachers	3	34	4	1	42

Table 1 shows that the number of teachers with first degree was the highest followed by teachers with master’s degree. There higher number of teachers with degrees compared to teachers with diploma was an indication that teachers in this institution were highly qualified. The TSC has been advocating for training of teachers with high qualification and has insisted that teachers who train with lower grades would not be employed by the TSC. However, since 2014, TSC has refused to recognise certificates obtained by teachers after attending institution

of higher learning even when such teachers had grade C+ and above and with C+ in their teaching subjects (Wanzala, 2016). The researcher also established that teachers had other professional qualification attained during teachers' professional development which were different from levels of education. The findings are summarised in Table 2

Table 2

Teachers' professional development

Professional Development	KEMI	SMASE	ICT	Counselling	Others	Total
Number of teachers	4	14	5	4	2	29

Table 2 shows that 28 out of 42 teachers had attended professional development courses with the highest number being in strengthening of mathematics and sciences in secondary school education. The SMASE course is for teachers who teach mathematics and sciences in secondary schools and last for one week. However, TSC insist of professional development that last for two weeks and this made the certificate obtained during SMASE training irrelevant. The TSC and ministry of education professional development does not extend to more than one week and target only those who are already in management.

The second question aimed at establishing the level of teaching experience for teachers in the institution. The data generated was summarised in Table 3

Table 3

Teachers Teaching experience

Teaching experience	Below 4yrs	Between 4 and 8yrs	Above 8yrs and below 12yrs	12yrs and above
Number of years	5	4	4	29

Information in Table 3 shows that majority of teachers in the institution had taught for more than 12 years. This indicate that most of the teachers in the institution had seen at least 11 group of Form 4 candidates leave school and therefore fall under highly experienced teachers. Kenya National Examination Council recognises teachers who have taught for five years as being experience in teaching. The relationship between teachers' teaching experience and their service delivery in other fields has generated contradicting findings. Teachers' experience has been associated their high self-efficacy in teaching (Nabeel, 2001) but at the same time an experienced teacher can have low self-efficacy if not well rewarded in certain areas (Hoy,

2000). Thus, teacher’s professional development alone is insufficient in promoting their service delivery.

The third question was designed to establish the number of teachers in each job group and the data generated was summarised in Table 4

Table 4

Number of teachers per job group

Job group	BOM	J	K	L	M	N	P
Number of teachers	4	1	5	18	11	2	1

It can be observed from Table 4 that majority of teachers are in job group L. These teachers as shown in Table 3 have teaching experience of above 12 years an indication that most teachers have stagnated in job group L for a long period of time. It takes six years for a graduate teacher and nine years for diploma teacher to reach job group L where they seem to stagnate. Lack of promotion is a demotivating factor especially when teachers reach the maximum pay rise and no longer get yearly increment (Buchana & Andrzejka 2010).

The fourth question was meant to gather information on teachers’ feeling on professional development advocated for by the employer. Teachers were asked whether TSC recognises the certificates they are awarded after attending teachers’ development programmes or not. The question was posted to teachers who are employed by the TSC. Teachers response was summarised in Table 5

Table 5

Do you think TSC recognises TPD certificate you have obtained?

Response	NO	YES	Total
Number of teachers	7	30	37

Table 5 shows that majority of teachers felt that TSC does not recognise their certificates awarded after attending professional development courses. According Wanzala (2016) the Kenya National Union of Teachers (Knut) and Kenya Union of Post Primary Education Teachers (Kuppet) have been demanding that serving teachers, upon attainment of higher qualifications and professional development courses, should be promoted automatically. However, TSC has been contradicting itself by refusing to recognise certificates obtained by teachers after attaining either higher qualification or after attending professional development

courses and again insisting that teachers must attending such courses to stand a chance of being promoted to higher grades and even giving teachers paid study leave for higher education (TSC, 2012; Mbaka, 2018; mirror, 2016).

The fifth question was concerned with the qualification of head of department who are the appraisers of teachers in the school. The data obtained was summarised in Table 6.

Table 6

Administration Qualifications

Administrators	Job group	Teaching experience	Academic level	Other qualifications
Principal	P		Bachelor	Education admin
D/principal	M		Bachelor	None
HoD English	L		Bachelor	None
HoD Kiswahili	M		Bachelor	None
HoD Mathematics	L		Bachelor	None
HoD Religion	M		Bachelor	None
HoD Humanities	L		Bachelor	None
HoD Biology	M		Bachelor	Examiner/SMASE
HoD Chemistry	M		Bachelor	Examiner /SMASE
HoD Physics	M		Dip	Counselling/SMASE
HoD Applied sc.	L		Bachelor	None
HoD Counselling	M		Dip	Examiner/SMASE
HoD Boarding	L		Bachelor	None
HoD Games	L		Bachelor	None

Table 6 shows that six of the head of department were in job L and six in job group M. There were two teachers in job group N and three teachers in job group M who were not assigned any administrative duties. These teachers were among the most highly qualified in terms of teaching experience, academic level (except one who had Dip) and had other certificates advocated for by their employer ie certificate in education administration, counselling and other certificates. There were three teachers who had attended administrative courses yet they were not in the management in the institution. This is an indication that some teachers' appraisers were below those they appraised and that in some department, a none professional counsellor was in charge of the department when there were trained counsellors in the school. This indicates unclear policy from the TSC how head teachers should allocate administrative duties in school or lack of follow up where such policies exist. This study supports the unions demand that TSC should come up with clear policies on teacher promotions and redeployment to administrative duties (Wanzala, 2016). This situation is replicated by the TSC where Deputy principal are appointed from lower job than those of HoDs that she was supposed to supervise and appraise.

Question six was based on teachers feeling whether the TSC was the rightful body to evaluate and appraise them on teaching standards and job evaluation. The information generated was summarised in Table 7

Table 7

Teachers' evaluation and standard

Teachers' feelings	TSC teachers inspection	harass during inspection	Inspection teaching work of TSC	in the work of QASO	Evaluation in the work of QASO	I don't know who is supposed to inspect teachers
Number of teachers	36		9		30	3

Majority of teachers felt being harassed by their employer, nine teachers felt that inspection of teachers during teaching was the function of TSC while 30 felt that inspection of teachers is the docket of quality assurance and standard officers who fall under the ministry of education. There has been disagreement between TSC, unions and Ministry to who is supposed to inspect teachers and evaluate their performance while in teaching profession (Mbaka, 2018; mirror, 2016). Whoever, under the article 237(2) of the constitution of Kenya 2010, inspection and teacher appraisal is not the mandate of TSC (GoK, 2010). This mandate is placed under QAS in the MoES&T. These disagreements have resulted in teachers deviate behaviour where some of them were reported to have burnt their appraisal form (Obebo, 2018).

Question seven was based on preparation for professional documents required by the employer before a teacher goes to class. Teachers were required to state whether they prepared the documents, show evidence and state whether they use them as they teach. The data generated was summarised in Table 8.

Table 8

Professional Documents

P documents	Scheme	Lesson plan	Lesson notes	Mark book
Number of teachers with the document	30	15	24	42
Number of teachers who use them during teaching	9	4	5	42

Table 8 shows that 12 teachers did not keep scheme of work and only nine teachers use their scheme of work an indication that 21 teachers prepare scheme of work as a formality. The Table also show that 15 teachers prepare lesson plan but only four of them use the lesson plan in class and others prepare them as a formality. The researcher perused the mark books and found out that most of them had marks for Continuous Assessment Tests (CAT) and

examination marks but most of them did not have analysis or entry behaviour of their learners as recommended by the employer. According to Kwang *et al* (2008) argument, if a teacher fails to apply new ideas from professional development to classroom instruction, students do not benefit from the teacher's professional development. The effect of professional development on students learning is possible through two mediating outcomes; teachers' learning, and instruction in the classroom.

Question eight was based on class attendance, use of ICT, checked and marked students exercise book. The data generated was summarised in Table 9

Table 9

Class attendance

Class attendance	Arrive in class on time always	Leave class early most of the time	Use ICT in class regularly	Check learners' exercise book
Number of teachers	29	9	5	19

Table 9 shows that 13 teachers regularly go to class rate, nine leave early and only five teachers use ICT regularly in teaching. Teachers argues that staying in class for 40 minutes did not mean teaching was taking place throughout the lesson. The number of teachers who check students' note was 19 and that meant that majority of students notes went unchecked. When asked why they do not supervise teachers in their department on class attendance, some HoDs stated that some of the teachers in their department were actually their seniors and felt intimidated by them. The HoDs also felt that they do the donkey's work while their seniors earn higher salaries. The HoDs during management meeting had complained to the senior school management on this issue where senior teachers were not being allocated duties yet they received higher salaries compared to acting head of departments. The TSC circular to principals and County directors TSC had directed teachers in administrative job group be assigned administrative duties which has been ignored (TSC circular, 2016).

5.00 Conclusion and Recommendation

The study objective was to asses the impact of teachers' professional assessment and development at Msimba secondary school in Mombasa county. The study established that some teachers in this school were highly qualified, experienced and attended various forms of teachers' professional development courses. The study established that none of the teacher who attended professional courses had been given a department to head. The findings also

established that the school had some highly experienced teachers who were managed by teachers who had lower experience and lower job group. The study findings also showed that teachers were preparing professional documents for paper work only and never used the prepared document in teaching and learning activities. Teachers felt that there was war between their unions, TSC and MoES&T that negatively impacted on teachers' service delivery.

The researcher recommends that TSC, Teachers' unions and MoES&T should sit together and iron out their differences for the better working conditions for teachers so as to improve on teachers' service delivery. The TSC should also enforce their appointments and deployment of teachers to make sure that teachers perform duties they are appointed to do and that leadership in school respect teachers' seniority as delegated to teachers by the TSC.

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