

Principals Promoting Professional Development on Teachers' Job Satisfaction in Public Secondary Schools in Kakamega County, Kenya.

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Abstract

Purpose: The purpose of this study was to investigate the influence of principals' involvement in professional development on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya based on the following objectives: To determine the influence of motivation of teachers, to examine the influence of training in records and to establish the influence of principals' encouragement to attend in-service courses on teachers' job satisfaction. The study employed quantitative method.

Materials and Method: The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County. Purposive sampling to select five sub counties included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava of the 12 in Kakamega County. 64 schools selected using stratified sampling, purposive sampling for 64 principals and 12 TSC officials while simple random sampling for 300 teachers of which a sample of 20% was used. Questionnaires were used to collect data. Simple Linear regression was used to analyse the data.

Findings: The findings The indicators of principals involvement on professional development include; Encouragement had ($r=.456$, $p\text{-value}<0.01$) motivation ($r=.470$, $p\text{-value}<0.01$) respectively. The null hypothesis which states that there is no significant relationship between principals involvement on professional development and teachers' job satisfaction would be accepted if $p<0.01$. The null hypothesis was therefore rejected. Hence there is a relationship between principals' involvement on professional development and teachers' job satisfaction.

Conclusion: The study established that principals' promoting professional development influenced teacher job satisfaction at a positive and strong significant level. It was evident by Head teacher encouragement, motivation and teacher encouragement respectively. This implies that the more principals do promote professional development the more teachers are satisfied with their jobs.

Key terms: Principals, professional development, teacher's job satisfaction, secondary schools, County

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I. INTRODUCTION

Professional development is directly linked to the satisfaction of employee in a way that employees feel value from their supervisors and organization as their goals are being focused and achieved, they get recognition because along with their own goals organizational goals are also being satisfied. The Brussels Council regards the education, support and training of teachers as a priority of European cooperation. Member States are encouraged to make this profession more attractive and to increase its prestige through specific planned actions and more attractive career prospects, to pay particular attention to the initial education of teachers and to train them in order to become professionally developed. In addition, it urges them to use modern tools such as e-learning adult education platform in Europe (European Commission, 2015).

There are different forms of training programs, such as Orientation Learning, Work Training, safety training, Promotional Training, refresher course, vocational training, etc. to develop workplace skills. (Lamba and Choudhary, 2013) Trained workers are well suited to the work and the absenteeism and turnover

rates are lower. Skilled workers will deliver output in both quality and quantity. Trained workers will react well and will adjust well to changing technologies. (Mahmood et al., 2014). (Masum et al., 2015) argued that one of the crucial functions of human resource management practices that can meet the changing demands of the workforce is training and development. Since work in the banking industry has become more dynamic, the value of employee training has risen. (Megharaja, 2014). A prerequisite to ensuring sustained success in training programs is providing a comprehensive approach to measurement and assessment approaches. Professional communities of practice are inspired by the instructional perspectives of leadership, where relationship between Teachers and Principals point to the (Contreras 2016) "the transformation of the education and the development of the school it is essential that Teachers and Head teachers be duly trained and empowered, and that they become aware of their leading role in these processes" (p. 232) more than privileging of hierarchies in schools. Acknowledgment of the training methods and measuring techniques is critical for the effective training of the organization. Management should concentrate on strengthening human resources through diverse training to promote organizational effectiveness to chase the vibrant business environments. (Rahman, 2014). (Sarker, 2014) has demonstrated that training and development programs as HRM practices influence job satisfaction and results in better organizational performance. The Ministry of Education in conjunction with the Kenya Education Sector Support Programme (KESSP) conducted a school based teacher professional development programme and trained Key Resource Teachers for effective teacher professional development which would deepen teachers' knowledge of their teaching subject, sharpen teaching skills and strategies, update teachers on dynamic developments in their teaching area and in education in general and should also generate and contribute new knowledge; increase teachers' ability to assess students' work and to provide constructive feedback and redirect teaching but despite the government's effort sustainability of such programmes posed a great challenge since majority of teachers do not attend professional development courses. This situation prompted the need to investigate the influence of principals' involvement in professional development on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.

II. LITERATURE REVIEW

This section has four main purposes. The first is to highlight the educational leadership and job satisfaction. The second purpose is to determine the influence of motivation of teachers on teachers' job satisfaction. The third purpose is to examine the influence of training on teachers' job satisfaction. The fourth purpose is to establish the influence of principals encouragement to attend in-service courses on teachers job satisfaction. The review of literature can help provide the investigators with measureable variables and constructs for developing the research framework.

Motivation of teachers and teachers' job satisfaction

Motivation refers to how willing individuals are to work towards achieving the goals of their organization or employee (Li Min & Su Yong, 2014). Teachers who are motivated are likely to go the extra mile to improve student performance and ensure that the learning outcomes are achieved. Unfortunately, teachers in SSA countries, particularly those teaching in primary schools have been reported to have poor motivation and low job satisfaction (Wolf, Torrente, McCoy, & Rasheed, 2015). As the rate of student enrolment continues to increase in the region, the increased workload, overcrowding of classrooms, and the perceived relegation of teaching as an unappealing profession by the society are potential issues that may lower teachers' motivation and job satisfaction. Additionally, constraints to boosting teachers' motivation may be in form of poor remuneration, ineffective administrative supervision, low government support, lack of teaching incentives, absence of teaching materials, and poor teaching conditions (Jerotich & Box, 2015; UNESCO-IICBA, 2017). It was found that the higher the intrinsic motivation of teachers, the higher the degree of implementation of the innovative curriculum and teachers' positive attitudes towards it, as well as their intentions to implement it in the future (Gorozidis & Papaloannou, 2011). Larraz et al. (2017) analyzed the effects of cooperative learning; the results show the development of transferable skills, such as leadership skills, negotiation, reflection, teamwork, improve social interactions. Therefore, cooperative learning can be considered a key instrument for the professionalization of Teachers and Principals in training programs.

Training on teachers job satisfaction

According to Tzafirir (2016), the key factor to achieve high level conducting additional training and development programs. This will enable the employee stay in touch with current market trends and technological satisfaction innovations. Teachers who take part in these programs are highly functional and their performance improved as compared to those who show no or less interest in training and development programs (Javaid, Ahmad & Iqbal, 2014). Work practices are changing on continuous basis, so if the employees are not provided adequate knowledge and they don't get the chances of learning new things they may feel hurdles in skills to perform their job, the training process is a continuous process so that the teachers may respond to

changes happening around them in an efficient way (Imran & Tanveer, 2015). Therefore, teachers' professional development is seen as a crucial step in order to implement and sustain science and technology education (Van Driel et al. 2012, Sandholtz et al. 2019). It is often unclear whether they result in sustainable changes in the educational practice (Van Driel et al. 2012). However, studies investigating the sustainability of such professional development initiatives have shown thin or even disappointing results. This is not only the case for professional development for science and technology education, but for all types of professional development (Van Veen et al. 2010), including data use (Hubers et al. 2017) and lesson study (Wolthuis et al. 2020). Eteläpelto et al. (2013) conceptualize teacher agency from a subject-centred socio-cultural perspective, taking individual agency and social context to be analytically separate but mutually constitutive, and in complex ways highly interdependent. Moreover, traditionally teacher autonomy is significant in matters of pedagogics within their classrooms. According to Biesta et al. (2015) teacher agency encompasses the quality of actors' engagement with contexts-for-action, and the quality of how actors enact these contexts

Principals' encouragement to attend in-service courses and teachers' job satisfaction

According to Ekpo, Oswald & Victoria (2013) shows that, teachers who attend in-service training perform effectively in their work concerning knowledge of the subject, classroom management, teaching method and evaluation of students. Studies by Jahangir, Saheen & Kazmi (2012) also shows that in-service training plays a major role to improve the teachers performance in school. According to Steyn (2011), the effective of leadership are related to the active involvement of the administrator in learning and development process in the school. According to Kazmi, Pervez & Mumtaz (2011), in-service training for teachers enables the teachers to be more systematic and logical in their teaching style. Shani and Divyapriya (2013) conducted a study on the relationship between knowledge management and career development among information technology professionals. The ideas were that, to meet the new challenges and retaining good employees, organizations should have to develop the knowledge management practices to enhance awareness regarding career development, sharing knowledge regarding career plans, career counselling, from the very beginning of their careers. It was found out that lack of training and lack of knowledge sharing is the main cultural barrier among knowledge management and information overload is a big problem for the retention of knowledge. So, they find out that most important factors that are related to the knowledge management and career development are Promotion and professional specialization that can be affected. It was concluded that for IT professional's impact of knowledge management is important to develop the career of employees. It was recommended that to enhance the knowledge it is important to share latest knowledge, providing monetary and non-monetary rewards, quality of knowledge should be given with support and appreciation to enhance their career development efforts.

Theoretical framework

Path-Goal is based on Vroom's (1964) expectancy theory in which an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. Path-goal theory states that leaders have to adjust their leadership style based on the characteristics of followers and type of tasks that need to be completed. Path-goal theory attempts to increase the motivation and happiness of the followers in each situation (Northouse, 2016). A leader will increase the motivation and job satisfaction of followers by adding value to follower needs, while also making the goal clear to all followers. According to path-goal theory, a leader also needs to provide rewards to increase motivation and satisfaction. It is the responsibility of the leader in line with path-goal theory, to guide followers to completion of task using proper behaviors to increase motivation (Northouse 2016). Path-goal theory focuses on leadership behavior, which is seen as source of influence that can change the attitude, motivation, and behavior of subordinate (Malik et al., 2014). Path-goal leadership theory requires educational leaders, who are interested in spreading learning culture to adopt any of directive, supportive, participative, and achievement-oriented leadership behavior. The path goal theory suggest that principals should involve teachers in professional development through motivation of teachers, training, encouragement to attend in-service courses on teachers job satisfaction and ensuring the school administration involves teachers in all activities done

III. METHODOLOGY

Study design: Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011).

Study location: The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County.

Sample Size: Purposive sampling was used to select five sub counties which included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava out of the 12 found in Kakamega County. 64 schools were selected using

stratified sampling, purposive sampling for 64 principals and TSC officials while simple random sampling for 300 teachers

Sample calculation: A sample of 20% was used and considered a large sample (Best & Kahn, 2011). Questionnaires were used to collect data from teachers, principals and TSC officials. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. The reliability of the instruments was determined using test-retest technique. Pearson product moment correlation was used to compute the reliability coefficient at $p < 0.05$ significance (Best & Kahn, 2011). The descriptive statistics used included frequencies and percentages.

IV. FINDINGS AND COMMENTS

Table I shows the responses of teachers on principals' involvement on professional development on teachers' job satisfaction

Table I: Distribution of teachers on principals' involvement on professional development on teachers' job satisfaction

Statement	SD		D		N		A		SA	Mean	Sd	
	f	%	f	%	f	%	f	%				
Punctuality contributes to teachers productivity	73	24.3	18	6.0	33	11.0	84	28.0	92	30.7	3.35	1.56
Training in keeping records enhances teachers working skills	61	20.3	33	11.0	37	12.3	79	26.3	90	30.0	3.35	1.51
In-service training influences skill development positively	47	15.7	25	8.3	51	17.0	83	27.7	94	31.3	3.51	1.41
Professional development enhances motivation	45	15.0	35	12.0	40	13.3	94	31.3	85	28.3	3.5	1.40
Encourages teachers for further education	57	19.0	37	12.3	64	21.3	79	26.3	63	21.3	3.2	1.40
Principals encourage teachers to attend in-service courses and seminars	61	20.3	32	10.7	56	18.7	87	29.0	64	21.0	3.2	1.42

Table I shows that majority 30.7% of the teachers Strongly Agree and 28.0% Agree on Punctuality contributes to teachers' productivity while 24.3% Strongly Disagree and 6.0% Disagree respectively. This implies that majority of the respondents Strongly agreed with a mean of (M=3.35, SD=1.56) that Punctuality contributes to teachers' productivity

Majority 30.0% Strongly Agree and 26.3% Agree on Training in keeping records enhances teachers working skills is done while 20.3% Strongly Disagree and 11.0% Disagree respectively This implies that majority of the respondents agreed with a mean of (M=3.35, SD=1.51)

On in-service training influences skill development positively majority 31.3% of the teachers Strongly Agree and 27.7% Agree while 15.7% Strongly Disagree and 8.3% Disagree respectively. This implies that majority of the respondents Strongly Agreed with a mean of (M=3.51, SD=1.41) On Professional development enhances motivation majority 31.3% of the teachers Agree and 28.3% Strongly Agree while 15.0% Strongly Disagree and 12.0% Disagree. This implies that majority of the respondents agreed with a mean of (M=3.46, SD=1.40)

On encouraging teachers to work for further education majority 26.3% Agree while 21.3% were neutral. This implies that majority of the respondents agreed with a mean of (M=3.18, SD=1.40)

On Principals encouragement on in-service courses majority 29.0% Agree and 21.0% Strongly Agree while 20.3% Strongly Disagree and 10.7% Disagree. This implies that majority of the respondents agreed with a mean of (M=3.20, SD=1.42)

The researcher further used inferential statistics Pearson (r) correlation to analyse the hypothesis. The hypothesis stated:

Ho1: *There is no significant relationship between principals' promoting professional development and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.*

Pearson's product moment technique was done to determine the relationship between indicators of principals' promoting professional development and teachers' job satisfaction. It was meant to identify the

strength and direction of the association between the indicators of principals' promoting professional development and teachers' job satisfaction. The correlation results are presented in Table II.

Table II: Correlation matrix for principals' promoting professional development and teachers' job satisfaction.

Statement	Job Satisfaction		
	Pearson correlation	Sig. (2-tailed)	N
Motivation	.470**	.000	300
Record keeping	.467**	.000	300
In-service training	.444**	.000	300
Encouragement	.456**	.000	300

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

The correlation results in Table II indicate positive and significant coefficients between the indicators of principals' involvement on professional development and job satisfaction. The indicators of principals involvement on professional development include; Encouragement had ($r=.456$, $p\text{-value}<0.01$) motivation ($r=.470$, $p\text{-value}<0.01$) respectively. The null hypothesis which states that there is no significant relationship between principals involvement on professional development and teachers' job satisfaction would be accepted if $p<0.01$. The null hypothesis was therefore rejected. This implies that the more principals promote professional development growth the more teachers are satisfied with their jobs this is with agreement. Kennedy, (2016) effects of any Professional development programme will depend on teachers' motivation to learn and to change their practice, mandatory assignment of teachers to programmes may not have much effect on learning (Kennedy, 2016). Clearly, contextual aspects such as the workplace environment and organisational support may also moderate the effects of any type of Professional development and individual teachers or schools forced into a Professional development programme may not provide enough personal engagement or organisational support, respectively.

Principals were interviewed on professional development training and its influence on teachers' job satisfaction. There responses were portrayed in the tables below.

Table III shows principal's response on professional development trainings conducted in schools

Table III: Principals response on professional development trainings conducted by principals in schools

Professional development training	Frequency	Percentage
Teachers are positively motivated	11	36.7
Improves teacher performance	14	46.7
Encourages coordination between principal and teachers	5	16.7
Total	30	100.0

Table III shows that majority 46.7% of the principals said professional development improves teacher performance while 36.7% said that teachers are positively motivated this shows that majorly professional development helps in ensuring performance becomes better.

Table IV shows the number of time teachers have attended professional development.

Table IV: Number of times teachers have attended professional development training

Number of times attending training	Frequency	Percentage
once a term	10	33.3
Twice a term	10	33.3
More than four times	9	30.0
Once a year	1	3.3
Total	30	100.0

Table 3 shows majority, 33.3% of the principals said that teachers go for professional development once or twice a term respectively and 30% said more than four times. This shows that professional development trainings have been taken seriously by teachers. Some of the TSC officials who were interviewed responded as follows:

TSC officials were interviewed on professional development trainings and its influence on teachers' job satisfaction.

Table V shows the TSC officials response on professional development training.

Table V:TSC official response on professional development training

Professional development training	Frequency	Percentage
Teachers are positively motivated	4	33.3
Improves teacher performance	6	50.0
Encourages coordination between principal and teachers	2	16.7
Total	12	100.0

Table V shows majority 50.0% of the TSC officials said professional development improves teacher performance while 33.3% said teachers are positively motivated. This findings agree with the principals' response

Professional development is key in ensuring teachers growth and principals should ensure teachers undergo professional development courses to make them feel that they are growing at the work place making them feel part of the institution. This concurs with Croft, Cogshall, Dolan, Powers, and Killion (2010) who found that when teachers participated in professional development for more than 14 hours, a positive and significant effect was observed on student achievement. On the other hand, for studies that involved 5-14 hours of professional development, no significant effect was found on student academic achievement. This suggests that the more time teachers spend on professional development, the greater the chances that they will adapt their practices and enhance student achievement

V. DISCUSSION

The results on punctuality contributes to teachers' productivity show that both the principal, teacher and TSC official agreed that punctuality enables teachers achieve their targets in schools effectively and this was supported by Schreuder, Roelen, Van der Klink and Groothoff (2013) who further indicated that workers with zero-absenteeism continued to work because parental education assisted in their personal views on subjective norms and perceived expectations and not because of any responsibility towards their patients or pressure from their supervisors and teammates.

Majority of the principals Strongly Agreed that training in keeping records enhances teachers working skills This is supported by Ai-Yee, Syin-Hau and Ching-Wing (2007) who investigated the importance of, relevance, and implications for training in organizations Malaysia by identifying the key determinants of effectiveness of training. The survey also found that the incidence and intensity of training vary according to job involvement.

On in-service training influences skill development positively majority of the principals, teachers and TSC officials Strongly Agreed that in-service training influences skill development positively and improves skills thus the goals are achieved effectively of which Jahangiri, Shahrivari, Nategh, Firouzi and Azimkhani (2015) concurs that complete and comprehensive evaluation can alert us about the effectiveness of training programs. Evaluation can make clear that the training programs are effective in achieving the desired goals or not . Teachers who feel good about themselves and their work will be continually improving ways to reach all learners and so create an atmosphere where the learners want to be.

The results from the study show that professional development enhances motivation which enables teachers to finish the syllabus on time and improve on students performance majority and this concurred with findings by Ko (2012, p. 1010) who underlined that career development includes growing professional knowledge and independence to improve creativity, job performance, and For schools to be effective, they need to look for opportunities to increase the professional development and job performance of teachers for the betterment in managing the teaching and learning process, and this can be done through supervision (Arong and Ogbadu, 2010).

On encouraging teachers to work for further education both the Principal, teachers and TSC officials Agreed that it enhanced job satisfaction this concurred with Brown and Wynn (2009) found that principals who actively supported their teachers were more committed to personal growth and retained teachers at higher rates

compared to their peers. More successful principals have the ability to create a culture of learning, mentoring, and improved teaching conditions within the school (Meyers & Hitt, 2017; Moir, 2009), demonstrating that Teacher Job Satisfaction by Principal Support and Teacher Cooperation. Principal support is imperative for both the retention and satisfaction of new and veteran teachers (Brown & Wynn, 2009; Roberson & Roberson, 2009)

On Principals encouragement on in-service courses the results show that Principals encourage teachers to attend in-service courses improves the performance of students and this was supported by both the teachers and TSC officials who were interviewed. The findings concur with a study by Inayatullah and Jehangir (2012) who examined the effect of teacher's performance and found that head teachers encouragement improves the performance level of teachers which also influences the performance of students and their attainment of goals. The study also argued that the encouraged teachers are able to develop a strong bond with their students which encourages her students and aspire them to learn more. From the principals responses it is evident that in-service courses, capacity building courses, teacher management courses and subject methods are some of the trainings principals send their teachers to attend.

The researcher further used inferential statistics Simple Linear Regression to analyse t

VI. CONCLUSION

The study established that principals' promoting professional development influenced teacher job satisfaction at a positive and strong significant level. It was evident by Head teacher encouragement, motivation and teacher encouragement respectively. This implies that the more principals do promote professional development the more teachers are satisfied with their jobs.

Head teacher encouragement is vital because teachers' morale is boosted and this makes them happy that they are part and parcel of the school

Motivation and teacher encouragement respectively fosters teachers to be more committed to their work hence increasing student performance. This implies that the more principals do not promote professional development the more teachers are not satisfied with their jobs.

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