Teachers Professional Identity and its Influence on Quality Educational Outcomes in Kenya

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Abstract: Quality education outcomes are the driving force of society developments. This has been the call and stipulations of various national and international frameworks including sustainable educational goals and Kenya's vision 2030. Teachers are considered focal in providing quality education. Nevertheless, an examination of their pedagogical practices reveals gaps in achievement of quality education outcomes. This study examined how teachers' professional identity influences their pedagogical practices thereby impacting on quality educational outcomes in Kenya and guided by the Attribution Theory. The focal research instruments used were questionnaires for teachers and learners in the selected public secondary schools in Nyeri and Laikipia County. Additionally, interview guide was used to collect qualitative data from principals. Validity enhanced by the piloting of instruments prior to collecting the final data. Drawing from data of 400 secondary school teachers spread in two counties of Kenya, the study hypothesized that there was significant difference set at $p < .05$ to assess if teachers' professional identity influence quality education outcomes. To test the significance of this relationship, a one way analysis of variance with a 0.05 level of significance was computed. The results clearly indicated a significant relationship between the teachers' professional identity and teachers' professional identity ($F= 2.100$, $p=0.286$). The study findings indicate that teachers have a pivotal role to play in quality education outcomes. It is the teacher who constructs the pillars of nation building in the form of students' development. It is the responsibility of teachers to train individuals' different aspects of personality. For effective teaching learning process the competent teacher is considered as a key. The study recommends that school administration should make it possible to develop cooperation between parents and teachers for the sake of effective learning of students.

Keyword: Teachers; Professional Identity; Quality; Educational Outcomes; Curriculum; Policy

Introduction

According to Hamman et al.[1] studies on teacher professional identity in educational domain has gained specific attention. Renee (2013) stated that teacher professional identity has important role in teacher efficiency, maintenance, and their practice in classroom. Beijaard et al.[2]

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[1] Doug Hamman et al., "Using Possible-Selves Theory to Understand the Identity Development of New Teachers," *Teaching and Teacher Education* 26, no. 7 (2010): 1349–1361, http://dx.doi.org/10.1016/j.tate.2010.03.005.

[2] Douwe Beijaard, Paulien C Meijer, and Nico Verloop, "Reconsidering Research on Teachers' Professional Identity," *Teaching and Teacher Education* 20, no. 2 (2004): 107–128, http://dx.doi.org/10.1016/j.tate.2003.07.001; Douwe Beijaard and Yvonne De Vries, "Building Expertise: A Process Perspective on the Development or Change of Teachers' Beliefs," *European Journal of Teacher Education* 20, no. 3 (1997): 243–255,

defined teacher professional identity as ongoing process of integration of the 'personal' and 'professional' sides of becoming and being a teacher. Studies on self and identity can only be performed if the individual, local and global levels are taken into account [3]. Teachers' professional identity (TPI) is interdependent and shaped by a teacher's perception of himself, and also by how he is perceived by others. Kostogriz & Peeler [4] stated that teachers' professional identity formation is not a stable process; rather it is teachers' continuous negotiation in the situated context. Indeed, researchers and practitioners generally agree that identity formation is constantly evolving. Through the professional identity, the teacher transmits to pupils the information, skills, and values that he or she finds relevant for teaching and learning. TPI is therefore a key factor in understanding teachers' professional lives, career decision making, motivation, effectiveness, retention, professional development and their attitude toward educational change[5].

Professional identity is about the answers to the question "who are we as members of a profession?" [6]. It can be defined as the relatively stable ways in which professionals see themselves in terms of who they think they should be – i.e. self-image – and what they do – i.e. role [7]. Self-image refers to the normative beliefs professionals hold about the purpose, goals, values, norms and interaction patterns associated with being a member of their institutionalized collective [8].

Based on the work of Vermunt[9] studied three critical factors related to teachers' professional identity through examining teachers' expertise within three related areas, including their roles as subject matter expert. Beijaard et al [10] stated that teacher's identity changes as a result of shifting in their knowledge of content matter, pedagogy and didactics.

As Volkmann and Anderson[11] maintain "professional identity exists as a complex and dynamic equilibrium where personal self-image is balanced with a variety of social roles that teachers feel obliged to play". Reflection is a main component linked with the concept of self [12].

http://dx.doi.org/10.1080/0261976970200304.

[3] Raquel Antunes Scartezini and Carles Monereo, "The Development of University Teachers' Professional Identity: A Dialogical Study," *Research Papers in Education* 33, no. 1 (2016): 42–58, http://dx.doi.org/10.1080/02671522.2016.1225805.

[4] Alex Kostogriz and Eleanor Peeler, "Professional Identity and Pedagogical Space: Negotiating Difference in Teacher Workplaces," *Teaching Education* 18, no. 2 (2007): 107–122, http://dx.doi.org/10.1080/10476210701325135.

[5] Beijaard, Meijer, and Verloop, "Reconsidering Research on Teachers' Professional Identity."

[6] J B Barbour and J C Lammers, "Measuring Professional Identity: A Review of the Literature and a Multilevel Confirmatory Factor Analysis of Professional Identity Constructs," *Journal of Professions and Organization* 2, no. 1 (2015): 38–60, http://dx.doi.org/10.1093/jpo/jou009.

[7] Samia Chreim, B E (Bernie) Williams, and C R (Bob) Hinings, "Interlevel Influences on the Reconstruction of Professional Role Identity," *Academy of Management Journal* 50, no. 6 (2007): 1515–1539, http://dx.doi.org/10.5465/amj.2007.28226248; Michael G Pratt, Kevin W Rockmann, and Jeffrey B Kaufmann, "Constructing Professional Identity: The Role of Work and Identity Learning Cycles in the Customization of Identity Among Medical Residents," *Academy of Management Journal* 49, no. 2 (2006): 235–262, http://dx.doi.org/10.5465/amj.2006.20786060.

[8] Sumati Ahuja, Natalia Nikolova, and Stewart Clegg, "Paradoxical Identity: The Changing Nature of Architectural Work and Its Relation to Architects' Identity," *Journal of Professions and Organization* (2017): jow013, http://dx.doi.org/10.1093/jpo/jow013; Trish Reay et al., "Getting Leopards to Change Their Spots: Co-Creating a New Professional Role Identity," *Academy of Management Journal* 60, no. 3 (2017): 1043–1070.

[9] Jan D Vermunt, "Process-Oriented Instruction in Learning and Thinking Strategies," *European Journal of Psychology of Education* 10, no. 4 (1995): 325–349, http://dx.doi.org/10.1007/bf03172925.

[10] Beijaard, Meijer, and Verloop, "Reconsidering Research on Teachers' Professional Identity."

[11] Mark J Volkmann and Maria A Anderson, "Creating Professional Identity: Dilemmas and Metaphors of a First-Year Chemistry Teacher," *Science Education* 82, no. 3 (1998): 293–310, http://dx.doi.org/10.1002/(sici)1098-237x(199806)82:3%3C293::aid-sce1%3E3.0.co.

[12] JANIS L ANTONEK, DAWN E MCCORMICK, and RICHARD DONATO, "The Student Teacher

Lack of reflection impedes the development of the self as a teacher, since as Volkmann and Anderson[13] maintain "professional identity exists as a complex and dynamic equilibrium where personal self-image is balanced with a variety of social roles that teachers feel obliged to play". Reflection is a main component linked with the concept of self [14].

According to Namaghi[15] lack of reflection impedes the development of the self as a teacher, since self-reflection makes connection between teacher's experiences and their knowledge and feelings. According to Decci and Ryan[16], autonomy as a volitional state of confirming choices reflects individual's interests, willing and values that can lead to wellbeing. Teaching conditions indoctrinate teachers to behave in prescribed ways (e.g., receiver of knowledge, transmitter of knowledge, and implementer of externally produced plans), they do not find any opportunity to reason soundly about their teaching as well as to perform skilfully. They are thus alienated from their personal and professional identities "[17].

Literature Review

Various investigation conducted by scholars demonstrated that agency is associated with autonomy and identity. Agency, autonomy and identity are, indeed, interrelated and can be seen as a process involving different forms of agency that closely connect to autonomy, entail a reconstruction of identity and hopefully extend the realm of the three notions beyond language learning contexts. A non-linear relationship can be identified between agency, autonomy and identity, all of which play essential roles throughout the learning process.

Muwanga-Zake [18]say that not only do teachers continuously promote teaching skills and methods but also they are more inclined and eager to learn along with identity construction to develop their own competencies. Furthermore, in a study Alexander, Van Wyk, & Moreeng [19]they indicated that teacher's creative and innovative attitudes have association with their competencies. They criticized traditional education methods and demonstrated that creative instruction inspires student-teachers to think autonomously, engage actively and express themselves clearly and freely. They found that enabling environment established by mentor teachers and school principals can make student teachers to be more creative and promote their creative professionals. Some strategies can improve creative instructions for developing teacher professional identity such as

Portfolio as Autobiography: Developing a Professional Identity," *The Modern Language Journal* 81, no. 1 (1997): 15–27, http://dx.doi.org/10.1111/j.1540-4781.1997.tb01624.x.

[13] Volkmann and Anderson, "Creating Professional Identity: Dilemmas and Metaphors of a First-Year Chemistry Teacher."

[14] ANTONEK, MCCORMICK, and DONATO, "The Student Teacher Portfolio as Autobiography: Developing a Professional Identity."

[15] Seyyed Ali Ostovar Namaghi, "A Data-Driven Conceptualization of Language Teacher Identity in the Context of Public High Schools in Iran," *Teacher Education Quarterly* 36, no. 2 (2009): 111–124.

[16] Edward L Deci and Richard M Ryan, "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior," *Psychological Inquiry* 11, no. 4 (2000): 227–268, http://dx.doi.org/10.1207/s15327965pli1104_01.

[17] Namaghi, "A Data-Driven Conceptualization of Language Teacher Identity in the Context of Public High Schools in Iran."

[18] Johnnie Muwanga-Zake, Mitchell Parkes, and Sue Gregory, "Blogging at University as a Case Study in Instructional Design: Challenges and Suggestions towards Professional Development," *International Journal of Education and Development using ICT* 6, no. 1 (2010): 14–29.

[19] Boitumelo B. Moreeng Alexander, Gregory, Micheal M. van Wyk, "Constructing Student-Teacher Identities via a Mentorship Programme Initiative: A Case for School-Based Learning," *Mediterranean Journal of Social Sciences* (2014), http://dx.doi.org/10.5901/mjss.2014.v5n9p405.

student-centered activities, multimedia, assistance, classroom management the connection of teaching contents to real-life situations, open-ended questions, and encouragement to think creatively [20]. The above phenomenon is considered as the regionalization of disciplinary knowledge fields, such as psychology and economics, which, in singular form, are protected by strong boundaries and hierarchies. It is through the higher education curriculum process of modularization that regionalization is facilitated.

Desimone [21] presents core features of professional development based on extensive research consensus. The core features "that are critical to increasing teacher knowledge and skills and improving their practice, and which hold promise for increasing student achievement [are] (a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation" (p. 183). For content focus, Desimone supports the link between activities that focus on subject matter content and how students learn that content with increases in teacher knowledge and skills, improvements in practice, and, to a more limited extent, increases in student achievement. Active learning includes teachers "observing expert teachers or being observed, followed by interactive feedback and discussion; reviewing student work in the topic areas being covered; and leading discussions," and other activities where teachers are engaged in learning rather than listening passively.

Beijaard, et al.[22] stated that "professional identity is not something teachers have, but something they use in order to make sense of themselves. This may imply that subject matter knowledge is a fundamental aspect of teacher's identity to alter the programs, enhance effective activities, explain things at high quality level, and diagnose students' understanding and misconceptions adequately. Teacher's knowledge about prescribed traditional models of teaching force them to consider relevant aspects of teaching, although it is not sufficient justice to the reality and complexity of teaching.

According to Intrator and Kunzman [23] "potent teaching" associates with "vocational vitality that power, reinforce, and inspires students and cannot be restricted to a curriculum or method. Teacher's professional vitality is "the capacity to be vital, present, and deeply connected to his or her students," they say. It is not "a fixed, indelible condition, but a state that ebbs and flows with the context and challenges of the teaching life". They stated that vocational vitality demonstrates itself in individuals practice, leads them to engross in their roles, and direct energy into the physical, cognitive, and emotional efforts related to their jobs. Better teachers enjoy teaching and increase student.

The energy that is ignited based on relational forces that teachers impart to their students are important. According to Cavner [24] teacher vitality is teacher's energy that is present in the classrooms and in their profession. High vitality teachers are purposeful, innovative in developing

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[20] Ibid.

[21] Andrew C Porter et al., "Does Professional Development Change Teaching Practice? Results from a Three-Year Study." (2000); Thomas M Smith, Laura M Desimone, and Koji Ueno, "'Highly Qualified' to Do What? The Relationship between NCLB Teacher Quality Mandates and the Use of Reform-Oriented Instruction in Middle School Mathematics," *Educational evaluation and policy analysis* 27, no. 1 (2005): 75–109.

[22] Beijaard, Meijer, and Verloop, "Reconsidering Research on Teachers' Professional Identity."

[23] Sam M Intrator and Robert Kunzman, "The Person in the Profession: Renewing Teacher Vitality through Professional Development," *The Educational Forum* 71, no. 1 (2007): 16–32, http://dx.doi.org/10.1080/00131720608984564.

[24] Delta Cavner Ed D, "Teacher Vital Signs: A Two-Country Study of Teacher Vitality," *International Christian Community of Teacher Educators Journal* 6, no. 1 (2010): 6.

current state, and consider obstructions as opportunities to learn [25]. The concept of TPI has come to the foreground in the field of mathematics education, examining how both specialized and non-specialist mathematics teachers (such as primary school teachers) understand themselves in the context of mathematics. The difference is that primary teachers who teach mathematics are generalists, meaning that they do not personally identify to the subject and hence they do not consider themselves as mathematics teachers [26].

Methods
Study Area
The study was carried out in secondary schools located in Nyeri and Laikipia counties of Kenya. The researcher selected the counties after obtaining data about the below average students' achievement from the Sub-County Director of Education.

Sample and Sampling Techniques
A sample is a small portion of the target population. According to Orodho [27], a sample should constitute 10% of the population when the population is large and 20% when the population is small. Therefore, a sample size of 20% was adopted for this study to enhance generalization.

A twenty (20%) percent of each category of respondents from the different sub counties was randomly obtained. Each member of the entire population had an equal probability of being selected [28]. The sample consisted of 24 principals, 80 teachers and 144 students as indicated in the Table 1. The respondents were selected using stratified sampling method with a smaller error of estimation than would be produced by a simple random sampling of the same size. This result is particularly true if measurements within strata are very homogeneous.

Table 1. Sample Size

County	Principals		Teachers		Students	
	Target Population	Sample Size	Target Population	Sample Size	Target Population	Sample Size
Nyeri	20	12	200	40	360	72
Laikipia	20	12	200	40	360	72
Total	40	24	400	80	720	144

Source: Researcher (2020)

Instrumentation
Questionnaires
The study used both primary and secondary data sources since the nature of the data was quantitative and qualitative. Purposive sampling was used in selecting the respondents. The researcher collected primary data by use of a semi structured questionnaire and interview guide. The interview concerned principles of the selected schools in both Laikipia and Nyeri Counties.

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[25] Intrator and Kunzman, "The Person in the Profession: Renewing Teacher Vitality through Professional Development."

[26] Andreas Karaolis and George N Philippou, "Teachers' Professional Identity," *ICME-13 Monographs* (Springer International Publishing, 2019), http://dx.doi.org/10.1007/978-3-030-13761-8_18.

[27] Kamau Titus Njoroge and John Aluko Orodho, "Secondary School Student's Perception towards Agriculture Subject in Public Secondary Schools in Nairobi County, Kenya," *IOSR Journal of Humanities and Social Science* 19, no. 7 (2014): 30–36, http://dx.doi.org/10.9790/0837-19773036.

[28] Judea Pearl, "Models, Reasoning and Inference," *Cambridge, UK: CambridgeUniversityPress* (2000).

Secondary data was obtained from the learners' performance record year 2015-2017 of the selected schools.

Damien [29] defined questionnaire as a set of carefully designed, written down, and tested questions, which are asked of individual respondents to gather information in research. The questionnaire was structured into two sections; the first section seek data on the general information of the respondents, the second section sought data on the objective under study. This included only the alternative questions where the respondent had to choose only from the alternative levels using the Likert scale ranging from 1 for strongly disagree to 5 for strongly agree. Questionnaires were distributed to the selected respondents that is principals, teachers and learners of secondary level and later on the researcher picked them after 7 days.

Ethical Considerations

It is important for study respondents to have an informed consent as they participate in a study. The researcher maintained confidentiality about any information obtained from the respondents. It is a requirement for a researcher not to reveal the identity of the study respondents during or after conducting the study, otherwise the respondents may take legal action against the researcher. Finally, the information obtained from the research was kept in safe custody. Permission to carry out the study was obtained from the MoE through the DEO from Nyeri County and principles from sampled schools.

The researcher promised to keep private any information given by the respondents that touches on their persons or their private life. The researcher assured the respondents that no private information would be divulged to a third party. The respondent was also assured that no identifying information about him or her was revealed in written or other communication. Concerning confidentiality, the respondent was assured that the information provided was only used for the stated purpose and that the information is not passed to a third party. This was done by ensuring the respondent duly fills and signs the form of consent. The researcher also ensured the respondents fully understood the data collection procedure.

The researcher ensured and assured the respondent that his or her individual identity was not to reveal whatsoever. Besides, no identifying information about the individual or the institution should be revealed in written or other communication.

The nature and the purpose of the research were explained to the respondents. The researcher explained to the respondents the procedure to be followed during the data collection so that they can participate willingly.

The raw data which was collected was filed for easy reference. Once the data was analyzed, computer printouts were filed while softcopies was stored in storage devices such as CDs and flash diskettes.

Result And Discussion

Questionnaire Return Rate

The researcher administered 24 questionnaires to secondary school principals and 20 were successfully filled and returned. At the same time 80 questionnaires were administered to teachers where 73 were responded. Also the questionnaires were submitted to a total of 144 students and out of the total 140 were also successfully filled and returned.

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[29] Meredith Damien Gall, Walter R Borg, and Joyce P Gall, *Educational Research: An Introduction* (Longman Publishing, 1996).

Table 2: Questionnaire Return Rate

Respondent Categories	Sampled Respondents	Returned Questionnaires	Achieved Return Rate
Principals	24	20	83%
Teachers	80	73	91.0%
Students	144	140	97.0%
Total	**248**	**233**	**94.0%**

Table 4.1, shows that the total questionnaire return rate was 94% asserting the point that the questionnaire return rate was appropriate and above 75% of the suitable levels to enable generalization of the results to the target population [30].

Results

The research sought to establish whether there is significant influence on teachers' professional identity on quality educational outcomes in Kenya. To verify possibility between teachers professional identity and quality educational outcomes, data was collected on whether teachers maintains full responsibility on students under teachers' care, guides students where necessary and whether teachers do not absent themselves from their duties to provide quality educational outcome as shown in the table below.

Table 3. Questionnaire Response Summary

		Teachers do not absent themselves from their duties					
		Teachers					
		SD	D	N	A	SA	Total
	Strongly Disagree	0	0	0	4	1	5
	Disagree	0	0	0	2	0	1
	Neutral	0	0	1	0	0	1
	Agree	0	0	0	20	17	37
Teachers maintains full responsibility on students under teachers' care, guides students where necessary	Strongly Agree	0	0	0	4	24	28
	Total	0	0	1	30	42	73
	Learners						
	Strongly Disagree	1	0	0	0	0	0
	Disagree	0	0	1	3	0	0

[30] John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017).

Neutral	0	4	2	1	1	0
Agree	0	3	5	9	8	2
Strongly Agree	0	2	14	26	8	7
Total		13	30	50	30	18	140

Data on teachers maintains full responsibility on students under teachers' care, guides students where necessary and teachers do not absent themselves from their duties on quality educational outcomes in Kenya. However, the Chi test values are presented in the table below

Table 4: Chi Tests Matrix

Teachers				Learners		
	Value	**Df**	**Asymp. Sig. (2-sided)**	**Value**	**Df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	87.685[a]	8	.000	176.153[a]	25	.000
Likelihood Ratio	27.553	8	.001	39.592	25	.032
N of Valid Cases	73			140		
* Association is significant at the 0.05 level (2-tailed).						
** Association is significant at the 0.00 level (2-tailed).						

Data was presented in a matrix form. A Chi square was run to establish whether teachers maintains full responsibility on students under teachers' care, guides students where necessary and teachers do not absent themselves from their duties to provide quality educational outcome. The test generated Chi square coefficients of $\chi^{(1)}$ =.87.685, 176.153 with corresponding significant levels of p= .000 for teachers and p= .000 for learners which were both equal to already determined level of significance of 0.05, that is p-values of 0.00 and 0.00 are equal to 0.00. These findings clearly show that there is significant influence between teachers' professional identity impacts on teachers' pedagogical practices teaching. The hypothesis H_{01}, which stated that teachers' professional identity has no significant influence on Quality educational outcomes in Kenya was therefore rejected.

Some studies examined that math performances scores of learners whose learners had a post graduate knowledge were significantly higher than those of learners whose teachers did not have a post graduate degree. Assessment of related researches shows that the most important school-based defining factor of students' performances is the quality of teacher.

Several studies have established that teachers' experience and professional qualifications significantly impacts on learner's academic achievement [31]. The first question was to establish whether teacher does maintain their full responsibility towards the students under their care where school heads disclosed that teachers maintain full responsibility with 60%. For examples, most principals had common views that *teachers maintain their full responsibility towards the students under their care and they to extra efforts in ensuring learners achieve best outcomes.* Most interviewees remarked similar sentiments that teachers maintain full responsibility towards students and is practiced effectively and results to better and improved performances.

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[31] Njoroge and Orodho, "Secondary School Student's Perception towards Agriculture Subject in Public Secondary Schools in Nairobi County, Kenya."

These findings concurred to that Darling-Hammond[32] who established that teachers' professional qualifications are a great determinant to effective teaching. He also established that profession measures educator qualifications and that the process involves knowledge on subject matter knowledge learnt aspects. Teachers can affect skills and knowledge that enables learners achieve his/her educational rights, increase their understanding and motivation for equal opportunities. According to UNESCO[33], established that quality teaching is vital element that influences education results among advantaged and disadvantaged learners. Another finding by Linda [34]reveals that diverse teachers' competencies are a robust determinant in learners' performances and outweighs the impacts of difference in heterogeneity and class size in Dallas America.

Secondly, the researcher further sought to establish that whether teachers allocate time for curriculum implementation to enhance to enhance quality outcomes. Most head teachers remarked that teachers allocate more time in curriculum implementation to ensure that they meet targets and requirements of the curriculum. This has increased efficiency and learners have achieved higher performance in schools. Principals remarked that "*teachers allocate ample time needed for curriculum implementation to enhance quality educational outcomes*". This means that teachers have adequate time to cover curriculum contents, have more time to assess learners that yields higher educational performances.

These findings concurred to that of Rothstein [35] who stated that enough time in teaching enables teachers to have enough knowledge, prepares and manages instruction, assist and promotes learners grow so that they can learn independently. Further, adequate time improves teachers' motivation and possess passion in their subjects, do care and have knowledge about their students, integrate various teaching strategies and assists learners appreciate the importance of information to their own context.

UNESCO says that education within the sustainable development agenda is founded on principles drawn from a rich history of international instruments and agreements. These principles state that education is both a fundamental human right and an enabling right, i.e. it enables other human rights; that it is a public good and a shared societal endeavour, which implies an inclusive and that gender equality is inextricably linked to the right to education for all[36]. These principles are inspired by a humanistic vision of education and development based on human rights and dignity, justice and shared responsibility. These are the virtues that school head requires to ensure they are inculcated in the learners and teachers together.Therefore, principals supervise, manage, the work of teachers and others in the school. Through regular meeting, individually or in groups, feedback on the administrative functioning of the school, including curriculum implementation and development will be achieved. By being active within the school, by visiting classes, talking to teachers, pupils and parents, principal will be informed about the school community, its people and events. Problems can often be prevented, simply because the school head keeps, as they say, his or her 'ear to the ground' at the same time setting a good example to others of self-discipline.

Further the interviewees were to discuss the instructional strategies that help enrich on quality of teaching and evaluation mechanisms employed. Principals stated that they ensure performance

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[32] Linda Darling-Hammond and Robert Rothman, "Teacher and Leader Effectiveness in High-Performing Education Systems.," *Alliance for Excellent Education* (2011).

[33] UNESCO, "Guidelines for Inclusion: Ensuring Access to Education for All," *United Nations Educational, Scientific and Cultural Organization* (2005).

[34] Linda Darling-Hammond, "How Teacher Education Matters," *Journal of teacher education* 51, no. 3 (2000): 166–173.

[35] Michael Borenstein et al., *Introduction to Meta-Analysis* (John Wiley & Sons, 2011).

[36] Leslie Limage, "EFA Global Monitoring Report 2011: The Hidden Crisis; Armed Conflict and Education by EFA Global Monitoring Report Team at UNESCO, Kevin Watkins, Director of Publication. Paris: UNESCO, 2011. 416 Pp. ISBN 978-92-3-104191-4.," *Comparative Education Review* 56, no. 1 (2012): 180–183, http://dx.doi.org/10.1086/664429.

appraisals in schools that ensures proper time management and goals are achieved in schools. Principals remarked that "*performance appraisals are regularly done, proper inspection of teachers' duties and teaching requirement and conducts bench marking to improve students' performances*". In the same breath, Mpondo [37] urges that a head of school must construct a vision direction, which leads to effective teaching, students' achievement in learning, spiritual, moral, cultural, mental and physical development, and prepare the students for adult life to be responsible and functional citizens. This study therefore identify that policy-makers should raise concern about the well-being of teachers and teacher motivation. This is especially so in the light of discussions on teacher shortages and working conditions like working long hours, difficulty in managing social relations, and pressure towards focusing solely on student performance are all directly associated with teacher motivation an attrition [38].

Conclusion

The study concludes that teachers were competent in almost every skill of instructional planning. Most of the teachers in secondary schools have known the objectives of their subject. Teachers planned lessons by using students' previous results information, their strengths and weaknesses.

It was concluded that teachers were competent in professional competence of human growth and development. Teachers considered students' individual needs during teaching provide varieties of learning activities, allocate extra time for weak students and challenging tasks for brilliant students. They motivate students to participate in class, express their ideas, promote individual and team work. Teachers were competent in using different techniques in classroom for student better comprehension. It was concluded that teachers were competent in professional competence of instructional strategies. Teachers were competent in using various methods /techniques according to content nature, proper questioning technique, discussion method, grouping technique and information technology for better comprehension of concepts. Teachers considered competent in using oral test to develop communication skills of students, motivational techniques to motivate students for learning and share students learning problems.

Further, principals remarked that teachers were competent in professional competence of assessment. Teachers were expert in evaluating students' learning through continuous internal assessment by using formal and informal methods of assessment. Teachers discussed students learning achievements to their parents, guide to do their self-assessment provide positive feedback to students on their performance, helping students in discovering, correcting their errors and developing their self-confidence. Teachers monitored learners understanding and re-teach the concept if students feel difficulty in comprehension and modify their instruction according to assessment feedback..

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[37] Helena S Ndyali, "The Role of School Head in Enhancing Students' Academic Performance in Community Secondary Schools in Mbeya Urban" (The Open University of Tanzania, 2013).

[38] Wiljan Hendrikx, "What We Should Do vs What We Do: Teachers' Professional Identity in a Context of Managerial Reform," *Educational Studies* 46, no. 5 (2019): 607–623, http://dx.doi.org/10.1080/03055698.2019.1620694.

Conclusion

The study recommends that the administrations of schools may take necessary steps to make it possible that all teachers have an access to teaching resources including ICT compliance to enhance their general knowledge about the subject and professional education. It will help teachers to enhance knowledge about their subject and teaching methods. Also, the government should provide facilities related to information technology to every school so that teachers can avail it in their teaching. There should also be continual teacher professional development to equip teachers with 20th Century skills that are the drivers the future for education.

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