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## **Staff Professional Development Motivational Strategy on Teachers' Job Satisfaction in Migwani Sub-County Public Secondary Schools, Kitui-Kenya**

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### **Abstract**

Teachers are key resources in institutions of learning since they play a vital role in constructing the future of a nation towards a knowledge-based economy. Consequently, they need to undergo continuous professional development in order to enhance their satisfaction and promote efficiency. However, from the review of literature concerning professional development of teachers, there is clear indication of decreasing levels or lack of proper professional training of teachers working in public secondary schools. The main aim of this study therefore was to investigate the influence of staff professional development as a motivational strategy on teachers' job satisfaction in Migwani Sub-County public secondary schools, Kitui County. Two Factor theory guided this study and convergent parallel mixed methods design was employed. The target population of this study was 356 and a samples size of 109 respondents. Questionnaires and interview guide were utilized as data collection tools. A pilot study was done in one of the public secondary schools in the Sub-County. Both validity and reliability of data collection tools were tested before being administered to the respondents. The study realized an excellent questionnaire response rate of 94.68%. Analysis of quantitative data was done with the aid of Statistical Package for Social Sciences (SPSS) in which descriptive statistics were generated and presentation done in frequency tables. Content and thematic analyses were employed in analyzing data from qualitative interviews and findings were presented in tables and narrative forms. The findings of the study revealed that staff professional development constituted one of the main variables influencing teachers' job satisfaction. It was concluded that teachers were not satisfied with professional development. Based on the findings, the study recommended to the Ministry of Education, Teachers Service Commission and to the

principals that recognition and rewarding of every teacher in their different capacity be realized. Schools to have a budgetary allocation for staff professional development. To increase the frequency of teacher recruitment to get younger and enthusiastic teachers into the service. Principals to study motivation theories well in order to identify the right levels of motivating teachers. For further research, the study suggested an investigation on the role of the Ministry of Education on teacher motivation, an examination of other motivational strategies like empathy, timely promotions and funded trainings on teachers' job satisfaction.

**Keywords:** *Staff, Professional, Development, Motivational, Strategy, Job, Satisfaction.*

### 1.1 Background of the Study

All organizations whether public or private, small or big need motivated employees to ensure high organizational output and efficiency. In the school setting, teachers are the main employees who promote efficiency hence the need for their motivation. They are the key resources in schools since they take vital part in constructing the future of a nation (Badubi, 2017; George & Sabapathy, 2011). In order to improve teachers' job satisfaction, principals have an important role in motivating them (Farrant, 2004). This means that principals as leaders of educational institutions, require motivational strategies that will lead teachers towards job satisfaction (Majeed, Bhatti, Nemati, Rema & Rizwan, 2010). Effective motivational strategies are pertinent in influencing teachers' job satisfaction and hence professional effectiveness (Wasserman, Ben-eli, Yehoshua & Gal, 2016).

Motivation stems from a Latin word "movere" meaning to "move," which suggests a situation that requires a person's directions and actions to move and so it has three elements, that is, effort, direction and persistence (Osabiya, 2015). Therefore, motivation is a procedure that defines the strength of direction, as well as persistence of effort for achieving goals (Robbins & Judge, 2011). Thus, employees' behavior, through motivation, is directed toward the desired organizational goal and contribute positively in improving performance (Jones & George, 2008). Reiss (2014) perceived motivation as a sense of interest and enthusiasm that compels a person to labor or behave in a particular way. From the psychological perspective, motivation has to do with forces that define the emotional, biological, social or cognitive powers which direct and stimulate behaviour with underlying tendency for perseverance (Robinson, 2012). Holmes and Flippo (2010) perceived motivation as a practice of exciting a person in taking actions and decisions, so as to achieve a particular goal. Morgan, King and Robinson (2014) understood motivation in terms of a condition, where individuals derive behaviour and direct it to some particular goals. Motivation as conceived by David and Anderzei (2010) is a cognitive rational choice with an intention of making the behaviour intended at attaining a specific goal through monitoring and initiation.

Organizations of all kinds are concerned with the means of sustaining and achieving high performance through its staff. This can be attained through paying closer attention on how best employees can be motivated through strategies like rewards and incentives among others (Armstrong, 2006). Accordingly, motivational strategies can be described as methods of encouraging goal-related behaviour of the individual, since human behavior is not easy to understand and at the same time there are diverse means to promote it (Dornyei, 2001). Consequently, Parashar (2016) concluded that employees who are ambitious, motivated, creative, innovative and persistent to attain desired goals, will perform effectively and efficiently.

The extrinsic and intrinsic motivation are the two forms of motivation that have been researched and defined through a range of situations over the years. Intrinsic motivation comprises of individual's engagement in a behavior which is personally satisfying (Lee, Reeve, Xue & Xiong, 2012). According to George and Jones (2012), when workers are motivated intrinsically, they have a sense of accomplishment, satisfaction and achievement in their work. Thus, improved intrinsic motivation is connected to employees' preparedness to generate a positive disposition, leading to improved knowledge and sharing. Intrinsic motivation has an internal drive that motivates a person to labour for superior results (Farwa & Niezi, 2013). As suggested by Nyagechi (2016), intrinsic motivation strategies constitute of recognition, status, approval from leaders and other workers, feeling of self-esteem and personal satisfaction. Charfeddine (2012) and Giancola (2014) confirmed that intrinsic motivators have proved more effective compared to extrinsic motivators.

Extrinsic motivators are the prizes that are dispersed through external cause in organizations and this could be the financial rewards that workers obtain for applying additional effort at their work (Nasri & Charfeddine, 2012). As posited by Giancola (2014), extrinsic motivation happens when people are driven to take up an activity as a way of avoiding punishment or obtain a return. It is connected to the external effect of the job such as financial rewards or incentives as opposed to the satisfaction received by an employee from performing a task itself. As alleged by George and Jones (2012), workers are extrinsically motivated on receiving positive appraisal or reinforcement from others and are regularly motivated by aspects like bonus, promotion and payment at the end of the month. Extrinsic motivation mainly focuses on aspects that are driven by a goal, for instance, benefit and rewards of performing certain tasks; whereas intrinsic motivation is seen as the satisfaction and pleasure that workers get when executing an activity (Lin, 2007). Extrinsic motivation and intrinsic motivation can be distinguished in that while extrinsic motivation is dependent on outside forces, intrinsic motivation is dependent on forces within an individual (Giancola, 2014). Therefore, as postulated by Ololube (2015), teacher motivation and job satisfaction are important for long term development of education, as well as in the lives of teachers in forming fundamental reasons for working.

Motivational studies have been conducted by different scholars globally, regionally nationally and locally. For example, a study conducted by Prasad (2012) in Nepal at Lalitpur District in government high schools revealed that the principals' motivational strategies play a big role in teachers' job satisfaction. Wan Fauziah and Tan (2013) in their study of 124 employees in a Malaysian company of electrons revealed that employees showed variances in intrinsic motivation and extrinsic motivation aspects. For example, the study reviewed that younger generation employees were extrinsically motivated and intrinsically demotivated in their work. Thus, institutions need to moderate the procedures as well as operations that they use, in order to gratify both extrinsic and intrinsic motivation aspects concerning the employees. A study conducted in Ethiopia by Opiewa, Feredeb and Daksa (2017) on the principals' leadership practices and teachers' motivation, concluded that there was significant correlation between principals' motivational strategies and teacher's job satisfaction. A study by Apolline (2015) examined the principals' motivational strategies on secondary school management in Cameroon, Fako Division and found that principals are among the influential aspects of motivation in secondary schools.

As observed by Haggai and Piwuna (2000) in Nigeria, teachers suffer due to ineffective motivational strategies as applied by school principals. Consequently, teachers are frustrated and this has led them to search for better job opportunities that are more satisfying. This was



emphasized by Azi and Augustine (2016) when they pointed out that school administrators in Nigeria treated teacher's poorly leading to disunity and disrespect by junior teachers toward the senior teachers. A study conducted by Musa (2014) in Tanzania concerning the role that school leadership play in motivating teachers found that the motivational strategies that proved most effective by the principals were; teachers' participation in making decisions and provision of learning and teaching materials. Thus, once teachers participate in making decision and are provided with enough teaching and learning material, their esteem will increase causing motivation which will influence job satisfaction and efficiency.

Various studies on leadership and motivation have been conducted in Kenya. For example, the research findings by Wachira (2013) in Murang'a District found that a number of teachers would leave the teaching job if given chance of employment offering job satisfaction. The teachers attributed this to poor motivational strategies that consequently lead to job dissatisfaction. Thus, if principals do not know the levels of motion and what motivate individual teachers satisfactorily, they will apply any motivation and this will lead to job dissatisfaction rather than the desired satisfaction. Another study conducted by Orina (2014) in Kajiado County observed that early retirement of teachers was increasing. This was associated to increased openings for additional studies and principals' teacher management issues.

The study by Barasa (2013) in Kenya, Trans Nzoia West County, on teacher motivation, revealed that most teachers were neither motivated nor satisfied in their work. Another study by Kagema (2018) on teacher motivation with respondents sampled from 46 secondary schools in Kirinyaga and Nyeri counties of Kenya, revealed that large class sizes, heavy workload and long hours of work were the major causes of teacher job dissatisfaction. With this kind of situation, teachers feel overworked, lose interest and eventually they get burnout which leads to their job dissatisfaction. Concerning a study on factors affecting teacher motivation by Nyakundi (2012) in Kiambu County, it was confirmed that among the factors contributing to teachers' dissatisfaction were inadequacy of learning and teaching resources. Due to motivation related factors, in Kenyan it is common that one out of ten teachers will be absent from their work at any given day. Hence, schools in any particular day function with 70% of the teaching staff (Njuguna, 2013). Principals have the responsibilities of motivating their teachers, yet the literature reviewed has shown that most teachers are not motivated. There is a dire need for principals to exercise their role of motivating their teachers by using most appropriate strategies (Suandi, Lasmawan & Natajaya, 2018).

Kitui County is among the counties in Kenya that has witnessed many of the teachers abandon their teaching jobs for County Government jobs. Previously, the Sub-County had 459 teachers (Migwani Sub-County Education Office, 2014), but currently it has only 356 teachers. Due to lack of motivation, the majority of office holders in the County and Sub-County offices were previously teachers who abandoned their profession and sought employment that were more satisfying in the County Government (Migwani Sub-County TSC Office, 2020). Although various studies have been conducted in Kenya on motivation of teachers by principals, not much has been investigated in Migwani Sub-County, particularly on motivational strategies used by principals on teachers' job satisfaction in public secondary schools. Therefore, this study fulfilled this existing gap by investigating how strategies of motivation such as recognition, staff professional development, incentives and interpersonal relationship were being implemented by principals to increase teacher job satisfaction.

## 1.2 Statement of the Problem

Teachers are key resources in institutions of learning since they play a vital role in constructing the future of a nation towards a knowledge-based economy (Badubi, 2017; George & Sabapathy, 2011). Consequently, they need to undergo continuous professional development in order to enhance their satisfaction and promote efficiency. However, from the review of literature concerning professional development of teachers, there is clear indication of decreasing levels or lack of proper professional training of teachers working in public secondary schools. This is noticeable in teacher lateness, absenteeism, high turnover, low productivity, early retirement and general dissatisfaction with the teaching profession. In that regard, school principals are expected to design effective strategies of motivating them (Farrant, 2004). Regrettably, many school principals are less motivating, a factor that has seen a number of the teachers abandon their teaching jobs, for more satisfying employment in County government and in other sectors. This has prompted the need for the study to establish effective motivational strategies that are pertinent in influencing teachers' commitment and job satisfaction to curb the current trend. Consequently, this study investigated how staff professional development as a motivational strategy influences teachers' job satisfaction in Migwani Sub-County public secondary schools.

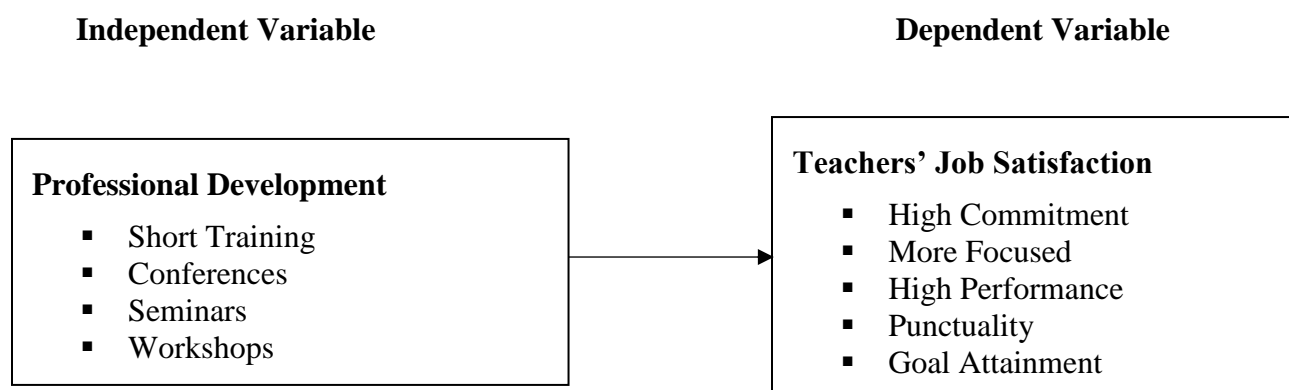
## 1.3 Research Objective

To evaluate how staff professional development as a motivational strategy influences teachers' job satisfaction in Migwani Sub-County public secondary schools.

## 1.4 Research Question

To what does staff professional development as a motivational strategy influence teachers' job satisfaction in Migwani Sub-County public secondary schools?

## 1.5 Conceptual Framework



**Figure 1: Conceptual Framework**

Source: Adapted from Herzberg's Motivation – Hygiene Theory 1966

## **2.1 Theoretical Review**

### **2.1.1 Two-Factor Theory of Motivation**

According to Armstrong (2008), two factor theory was first initiated in 1959 by an American Psychologist, Frederick Herzberg. The theory was based on the feedback of two hundred accountants and engineers. The respondents had been interviewed in the USA concerning their feelings toward working atmospheres (Yusof, Kin & Idri, 2013). Herzberg requested the respondents to describe particular situations where they felt extremely dissatisfied concerning their job. Later, the same group was asked to describe conditions where they felt extremely good concerning their job. In deciding employees' level of performance and working attitude, Herzberg identified a dual set of factors and named them Hygiene and Motivation factors. He saw motivational factors as intrinsic features that intensify employee's job satisfaction and hygiene features, as extrinsic aspects that inhibit any employee's dissatisfaction (Robbins, 2009). This theory indicates that leaders must emphasize and ensure the suitability of hygiene factors to avoid employees' dissatisfaction. The theory claims that motivation and demotivation are caused by a diverse and independent pair of factors, that is, the hygiene factors and motivators. Two-Factor Theory offers more inclusive sets of aspects that cover elementary individual external and internal needs to use their extra efforts in their jobs. Thus, Intrinsic Factors effectively create and maintain more long-lasting and positive impact on workers' performance in relation to their jobs since such factors are basic to human needs for psychological development. (Wan Fauzin & Tan, 2013).

One of the strengths of Herzberg's theory is that, it is the most suitable motivation theory, because it is directly connected with job satisfaction and it assists in understanding the job satisfaction in a learning set up (Yang, 2006). The theory offers an appropriate framework for motivation study. For example, principals can employ staff development courses to improve the skills and knowledge of teachers which is vital for improving job satisfaction (Terera & Ngirande, 2014). Thus, the chance for employee to advance can impact employee job satisfaction positively and increase staff job commitment (Park, Tseng & Kim, 2015). Another strength of this theory is that, it gives importance to motivation from within the workers themselves instead of concentrating on external factors. Intrinsic Factors are effective in maintaining and creating lasting positive effects on workers' job satisfaction (Wan Fauziah & Tan, 2013). Thus, on the part of the principals they can increase those strategies that are intrinsic so that teachers feel satisfied and motivated to work hard for the improvement of the school.

The topic of the study was on principals' motivational strategies on teachers' job satisfaction. For that reason, the theory specifically was suitable for this study, because it has included all the four study objectives that cover both the motivators and hygiene factors that principals need to factor to improve teachers' satisfaction. It was also useful in this study, because as observed by Khuta and Khuta (2017) school principals have to recognize and attend to both hygiene and motivators and not be merely guided by the notion that increased satisfaction leads to decreased dissatisfaction. According to Wan Fauziah and Tan (2013), this can be possible if institutions modulate their motivation procedures and operations to satisfy both extrinsic and intrinsic factors of motivation for their employees. When teachers are recognized, professionally developed, offered incentives and warm interpersonal relations are encouraged, they can be motivated and experience improved job satisfaction. Two more motivational theories that are related to job satisfaction were discussed in chapter two, in order to complement the Two Factor Theory.

### **2.1.2 Maslow's Hierarchy of Needs Theory**

Abram Maslow, who was a clinical psychologist, came up with a Hierarchy of Needs Theory in 1954. He posited that people have got five forms of needs which are stimulated in a hierarchical way (Kaur, 2013). The low-level needs should be fulfilled before the higher-level ones in the hierarchy. The Maslow's needs hierarchy theory is a deep-rooted, as well as fine recognized theory of motivation that has been applied by many scholars. As advanced by Osabiya and Joseph (2015), the physiological needs are the basic life needs. They comprise of the needs for relief from hunger, thirst, physical drive, sexual desire and oxygen. Safety needs include: freedom from pain and security, freedom from physical attack or threat, need for orderliness and protection from threat. Social needs comprise those of affection and social actions, feelings of belonging, friendship, receiving and offering love. Esteem needs embrace self-confidence, which includes the desire for strength, self-reliance, freedom and independence. It also includes respect of others which include prestige, recognition, attention status and appreciation. Self-actualization has to do with the realization and development of one's complete potential. Apolline (2015) claimed that in order to motivate teachers, the principal has to understand the level in the hierarchy of needs where a particular teacher has reached and so aim at satisfying the needs beyond such level.

Maslow's hierarchy of needs theory has been critiqued by some scholars. The reason for the critique was that, although there is demand to satisfy the needs in the higher level, it is not easy to satisfy the self-actualization need, which is at the highest needs level of the hierarchy. Nevertheless, in spite of the criticism charged at the need hierarchy theory, the theory has made a substantial contribution particularly in motivating employees, managers and researchers (Kaur, 2013).

This theory was particularly relevant for this study because school principals can apply it in motivating the teachers, in order to ensure satisfaction of their jobs so as to retain them and increase school productivity (Khuta, 2007). Particularly, the theory addressed teachers search for more stable and secure jobs as well as protection and safety from emotional and physical harm (Wasike, 2015). It will help the principals to consider the teachers' needs hierarchically as a priority in designing motivation programmes. They will make sure that teachers are motivated to feel well socialized and secure to move towards self-actualization hence job satisfaction. As proposed by Akyeampong (2007), if the lower needs of teachers are not satisfied, they are not likely to be powerfully motivated by their engagement in professional progress activities. So, if principals apply Maslow's theory to identify teachers' basic and other needs for better management and proper motivation it increase their job satisfaction (Apolline, 2015).

### **2.1.3 McClelland's Theory of Needs**

In the early 1960s, the work of Maslow was expounded by David McClelland by pointing out three types of motivators that every person is supposed to have, that is, the need to achieve, the need for power and the need for affiliation (Ondubi, 2014). McClelland's achievement need theory claims that some employees are driven to accomplishment through pursuing individual achievement rather than reward itself (Saif, Nawaz, Jan & Khan, 2012). Thus, individual's achievement needs are fulfilled when the person is able to actualize his own purpose irrespective of other people's situation and that Self-actualized workers symbolize valuable resources to the organization human resource (Kaur, 2013). As alleged by Jha (2010) employee who demonstrate great need for achievement will do their best to accomplish better within their level of proficiency. Such



individuals act in a manner that can aid them in outperforming others or perform something distinctive.

Acquah (2017) postulated that workers who have high need for power are motivated toward control and influence and would be motivated towards performance if given high power positions. Therefore, the power need is that unconscious desire for influencing, coaching, encouraging and teaching other people and seeking authority position (Jha, 2010). It is that desire to control, being responsible and having the authority over other people. According to McClelland (1961), the need for affiliation has to do with establishment, maintenance and restoration of positive relations with other people and this relationship is generally termed friendship. It is the yearning to create close personal relations, to avoid conflict, and establish sincere friendships. Thus, people who display affiliation need, seek collaboration with others, are socially oriented and create a friendly atmosphere among themselves (Okorley, 2010). Therefore, employees in educational situations have a desire to fulfil the achievement need, the power need and need for affiliation. So, the provision of suitable opportunities for the above would be very useful in relation to motivation of teachers as this will improve satisfaction in their job.

This theory was relevant to this study because it complemented the two earlier theories particularly by adding to motivation the need for power. It also strengthened the need for achievement and affiliation in relation to the study objectives. Thus, in motivating teachers, principals need to understand the three main needs of teachers, that is, the need for power, the need for achievement and the need for affiliation. As perceived by (Okorley, 2010), teachers who show the affiliation need are seeking interactions with other individuals and so principals need to find ways of facilitating that. Principals can motivate teachers with power need by giving them key power positions in school. Teachers with great achievement needs want to excel in their profession and principals can motivate them by recognizing their efforts.

## **2.2 Empirical Review**

### **Professional Staff Development and Teachers' Job Satisfaction**

According to Avalos (2010), professional staff development is a complex process and has to do with any emotional, cognitive, logical and ordered involvement intended to aid teachers collectively or individually to improve their teaching practice through appropriate training. Thus, there is need for teachers' professional development, particularly, in-service training. Organizations with good training plans can immensely enhance employees' performance and this acts as motivation to employees to improve their performance (Khan, 2012). This calls for principals to do staff professional development need analysis to find out what each individual teachers need so as to provide only the appropriate training for them.

Unfortunately, when committed and trained teachers enter the profession, they only receive occasional, low-quality training that does not give them tools for overcoming classroom challenges and so it has no benefit to learners (Hill, Beisegel & Jacob, 2013). Constant collaboration amongst teachers is a central factor in professional development as it promotes teacher education and this improves teachers' teaching and students' learning. For that reason, many teachers are beginning to rely more on one another for guidance, professional learning (Levine, 2010). This gives chance for an alternative staff professional development that do not require going for physical training as teachers can train each other through individual interactions, supervisor and assistance that gives prompt feedback.

Quite a number of studies have been done on motivation by several scholars. For instance, Duncan (2011) opined that in the USA improvement of teachers' effectiveness in teaching has been given a high priority. Although in South America the education department urges teachers to engage in constant upgrade of their knowledge and skills, Kubeka and White (2014) contended that professional staff development faces several challenges like inadequate funds, lack of proper planning, non- involvement of teachers in programme designing and incompetent facilitators of the programmes. The consequences of this is that teachers will not be able to upgrade their professional skills effectively and this will lead to demotivation and lack of satisfaction in their job.

Mangaleswarasharma (2017) carried out a study in Sri Lanka, on teacher motivation on job satisfaction in three district schools. The study came to conclude that some teachers felt motivated towards their work, while some of them were not fully satisfied and were ready to move to other jobs. As a results, teachers expressed a need for appropriate opportunities for professional development. Definitely, when teachers do not feel adequately motivated their satisfaction is low as well. This means their zeal for work will diminish and this will affect not only their performance, but also their motivation and job satisfaction.

A study by Uchendu and Ukipong (2012) investigating how motivational strategies influenced teacher performance in secondary schools in Uyo - Urban, Akwa Ibom State of Nigeria, concluded that motivational strategies, for example regular promotion and in- service training have substantial influence on teachers' performance, and so principals should apply such strategies in schools to motivate teachers to high quality teaching and commitment. Similarly, Akpan and Ita (2015) in Nigeria did a study on teacher professional development and quality universal basic education. The results of the study showed that teacher professional development considerably contributed to excellent universal basic education in Lagos State. This motivates teachers and improves the teaching quality and learning outcomes in Nigerian schools. Yemisi (2013) did a study in Ekit State of Nigeria on the influence of gender, age and training on teacher's motivation. The study concluded that both professional training and age were factors of motivation, while sex and experience were not.

A research by Malunda (2018) on teacher professional development in Uganda, concluded that although teacher professional development impact positively on the value of teacher assessment of learners and teaching methods, constant professional development structures for practicing teachers are lacking in most Ugandan secondary schools. This means that if such structures are missing, teachers will lack confidence in their work as they will be using old knowledge and skills and this will be a cause of demotivation to them. As observed by Namamba and Rao (2017), in Tanzania, professional teacher development was inadequate and so the study suggested the need for well-structured professional development opportunities and activities. If such structures are put in place, teachers will be in a position to participate in some of the trainings and this will provide them with current and reliable skills to equip them in their profession. As stated in the Republic of Kenya (2012), teachers are required to attend programmes for professional development from time to time to upgrade their skills and knowledge due to continuous demographic change of leaners' characteristics, change of curriculum and unpredictable working school environment.

A study by Ogonda, Orwa, Peter & Jedida (2015) analyzed motivation of workers and work satisfaction in schools in Sub-County of Rarieda, Kenya concluded that professional training and

development influence teachers' job satisfaction. This was confirmed by the study done by Ololo, Benard and Ajowi (2017) on staff development in Siaya Sub County in Kenya. The results revealed that professional development enables teachers to earn practical teaching tactics and provide feedback to learners. It is good to note that there are many changes in education industry. For example with the new CBC curriculum in Kenya, teachers need to be well equipped with life skills to enable them fit well and avoid demotivation and dissatisfaction in their job. A study by Frederick and Stephen (2010) on the perception of teachers on staff development programmes in Kenya, discovered that the most common staff development courses included participating in workshops, short training, education conferences, seminars and taking in-service courses. From the literature, although staff professional development is very important in motivating teachers, and some countries have implemented it, but some other countries are yet to fully realize and implement this motivational strategy. This study investigated how staff professional development as a motivational strategy is being implemented by principals in Migwani sub county public secondary schools.

### **3.0 Research Methodology**

The study used convergent parallel mixed methods design. This is a form of mixed methods design, whereby the researcher joins qualitative data and quantitative data together so as to provide a broad analysis of the study problem (Creswell & Creswell, 2018). Under quantitative design, descriptive survey method was applied and data was gathered by administering questionnaires to the sampled respondents. In this study, the researcher collected qualitative data and quantitative data concurrently, analyzed each individually and then did the comparison of the findings to confirm if the results approved or disapproved one another. At the end, the results of the two were converged in the general interpretation of the results (Creswell & Plano Clark 2011). The study was confined to the public secondary schools in Migwani Sub-County, which is one of the eight sub-counties that make up the Kitui County in Kenya. The Sub-County occupies an area of 3112.1 square kilometers and a total of 42 public secondary schools. Migwani Sub-County has semi-arid climate which is dry and hot with undependable rainfall (Republic of Kenya, 2017). To teach and improve teachers' job satisfaction in such schools, motivation of teachers is crucial and principals have a significant role in motivating the teachers (Farrant, 2004). Therefore, this study location was chosen in order to investigate how principals were implementing motivational strategies to improve teachers' job satisfaction. The target population of this study encompassed all the 42 principals and all the 314 teachers totaling to a population target of 356 in the public secondary schools in Migwani Sub-County (Migwani Sub-County TSC Office Records, 2020).

The study, the researcher divided the population into five strata consisting of boarding girls' schools, boarding boys' school, boarding and day mixed schools, boarding mixed schools and day mixed schools. To sample the teachers, the study engaged simple random sampling method was used after proportionate calculation. The sampling process involved picking randomly from the container, folded papers that had been mixed well and labeled 'Yes' or 'No. This approach helped in avoiding biasness and making sure that all the respondents had an equal opportunity of being sampled. Afterwards, the investigator picked out teachers who took part in the study by filling the questionnaires. This study assumed an optimum sample size of 30% of the total population yielding to a sample size of 109 respondents. The study utilized questionnaires and interview guide as data collection instruments. The researcher analyzed quantitative data with the aid of Statistical Package for Social Sciences (SPSS) in which descriptive statistics such as frequencies and

percentages were generated and presentation done in frequency tables. Conversely, the researcher employed content and thematic approach to analyze data from interviews.

## **4.0 Findings and Discussions**

### **4.1 Demographic Characteristics**

The study found that the respondents who were below 25 years were 6 (6%), those between 26 and 35 years were 51(49%), between 36 years and 45 years were 25 (24%), while respondents who were over 40 years were 22(8%). From the data, the bigger number of respondents, both teachers and principals, 98(94%) were adults with other responsibilities and needed motivation in order to appreciate and remain motivated in their teaching job. However, it can be noted that a small number of respondents 6(6%) aged below 25. Regarding gender of the respondents, the study found that 43(41%) of the respondents were female, while 61(58%) were male, implying that male teacher respondents were more than female. The study further established that respondents whose highest education level was diploma were 7 (7 %) those with a bachelors' degree were 83 (80 %), those with master's degree were 11 (11%), and those with a postgraduate diploma were 2(2%). From the findings, it can be established that secondary school teaching level is mainly comprised of degree level teachers hence more need for motivation. However, it is clear that all respondents had undergone the normal teacher training process as required by the TSC to equip them in their teaching profession. The study found that respondents who had a teaching experience of less than 2 years were 15(14%), between 3 to 5 years were 26 (25%), between 6 to 10 years were 28(26%), while those who had an experience of over 11 years were 35(34%). Regarding school category, it was established that 8(87%) were from boarding boys' schools, those from boarding girls' schools were 11(11%), boarding mixed schools were 3(3%), day and boarding mixed schools were 20(19%), whereas those from mixed day schools were 62(60%).

### **4.2 Influence of Staff Professional Development on Teacher Job Satisfaction**

The study sought to evaluate how staff professional development influences teachers' job satisfaction in Migwani Sub-County public secondary schools. Teachers were given four statements and were requested to choose the response that best represented their feelings, on a scale of five-points ranging from 'strongly disagree' to 'strongly agree.'



**Table 1: Staff Professional Development and Teacher Job Satisfaction**

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Staff professional development should be embraced in order to motivate teachers towards their job satisfaction.	1(1%)	0 (0%)	2(2%)	36(41%)	50(56%)
I have been provided with opportunities to collaborate with colleagues for continuous learning.	9(10%)	56(63%)	1(1%)	16(18%)	7(8%)
Teacher professional development is adequate and sufficient in my school.	14(16%)	37(42%)	15(17%)	20(22%)	3(3%)
Through professional development I am well motivated to remain in the teaching profession.	21(24%)	35(39%)	5(6%)	17(19%)	11(12%)

The results revealed that out 89 respondents who completed the questionnaire 1(1%) strongly disagreed with the statement that staff professional development should be embraced to motivate teachers. None of the respondents disagreed, 2(2%) were undecided, 36(41) agreed, while 50(56%) strongly agreed. The interpretation is that a good number of teachers 86(97%) perceived and valued professional development as a strong strategy of motivation. In relation to this, both teachers and principals need to have a positive attitude towards professional development and participate in its implementation in schools. These findings agreed with the study done by Akpan and Ita (2015) that showed that teacher professional development considerably contributed to excellent universal basic education. In order to obtain extra information from the principals on the effects of staff professional development on teachers' job satisfaction, the researcher asked them, "How does teachers' professional development affect their motivation?" Some of the replies from the principals were:

*I have found that when teachers are trained and undergo professional courses they become better at their work hence job satisfaction (Principal 6, personal communication, September 29, 2020). Professional development encourages teachers to work harder, gain additional knowledge and have mastery of content. I have found it easy to work with such teachers as they feel confident and motivated in their work. However, though opportunities are there, very few participate due to financial implications as teachers pay for this and it is costly at times (Principal 1, personal communication, September 29, 2020).*

From the interview responses, principals asserted that professional development improves existing skills, gain new ones as well as promoting hard work which leads to confidence and hence job satisfaction. This means that both the teachers and principal perceived and valued professional development as a strong strategy of motivation, however, even when opportunities are provided very few teachers participate or attend professional development courses as they are costly and some teachers cannot manage to pay. To indicate whether the respondents had been provided with

opportunities for continued learning, the findings indicated that 9(10%) of the respondents strongly disagreed with the statement, 56(63%) disagreed, 1(1%) were undecided, 16(18%) agreed and 7(8%) strongly agreed. Previously, teachers supported the idea that professional development should be embraced in schools. Shockingly, 65(69%) of the teachers have not been provided with enough opportunities for professional development. This shows that even though professional development is crucial in motivating teachers, they have not been provided with enough opportunities to enrich their professional skills and this contribute to their job dissatisfaction.

Through open ended questions, teachers were asked to give the main challenges of staff professional development. The majority of them said lack of funds to sponsor teachers for further studies, lack of time due to fixed school schedules, delayed promotions, and negative attitude by some staff members were the main challenges. The interpretation was that teachers were not comfortable with staff profession development as it had so many challenges and this is really demotivating them since there is no real satisfaction in their job. The findings concurred with the study of Kubeka and White (2014) who contended that professional staff development face several challenges like inadequate funds, lack of proper planning, non- involvement of teachers in programme designing and incompetent facilitators of the programmes. To find if provision of professional development opportunities could be inhibited by some factors, the researcher inquired of the principals, “What would you say are the main challenges of professional staff development in your school?” Some principals said:

*To my experience, those who manage to go for training and are not easily promoted and are discouraged. So, when there are no regular promotions, teachers feel demotivated having invested in developing themselves professionally hoping for quick promotion (Principal 14, personal communication, October 1, 2020). Due to financial constraints, teachers are not able to go for professional development courses. This happens to most of them even after I offer them the training opportunities since they are not able to pay for the same (Principal 9, personal communication, September 20, 2020).*

The interview results show that staff professional development has been faced with several challenges. The main challenge noted by the principals was the lack funds and delayed promotion of teachers by the employer. The principals’ responses coincided with those of the teachers since they too pointed out related challenges. These findings need special attention because if such challenges are not solved, staff professional development will remain unsatisfying to teachers. The findings are supported by the study Kubeka and White (2014) who contended that professional staff development face several challenges like inadequate funds, lack of proper planning, non-involvement of teachers in programme designing and incompetent facilitators of the programmes.

In responding to the statement whether staff professional development is adequate and sufficient in their school, 14(16%) of the respondents strongly disagreed, 37(42%) disagreed, 15 (17%) were undecided, 20(22%) agreed, while 3(3%) strongly agreed. From the data, it could be concluded that 51(54%) of the teachers indicated that staff professional development was not adequate and sufficient in their schools. The explanation is that principals need to share with the teachers and identify the training needs so that what they provide is adequate, sufficient and appreciated by teachers. The findings concurred with Namamba and Rao (2017), whose study concluded that professional teacher development of teachers was inadequate and so the study suggested the need for well-structured professional development opportunities and activities.

In their response to the statement that through professional development, they were motivated well to remain in the teaching career, 21(24%) of the respondents strongly disagreed 35(39%) disagreed, 5(6%) were undecided, 17(19%) agreed, while 3(3%) strongly agreed. This shows that a big number of teachers 56(61%) were not well motivated to remain in teaching career. This was interpreted to mean that many teachers were not happy because their motivation levels in schools were low and they would prefer more satisfying jobs. The findings are supported by Ogana, Orwa, Peter and Jedida (2013) who in their findings indicated that majority of teachers would choose other careers given a second chance.

Teachers were again asked an open general question to give reasons as to why they leave teaching profession for other jobs. Some of them said that they leave the profession for better paying jobs. Others said that they leave to explore other sources of revenue that requires a different set of skills. When teachers were asked if they still choose the teaching profession while some said yes, others said no, because it does not give room for personal growth and that it lacked motivation. This clearly indicated that several teachers were not satisfied with their job and that is why a number of them left teaching for more satisfying jobs either with the County government or elsewhere.

## **5.0 Conclusions of the Study**

The study concluded that staff professional development as one of the main variables is crucial in influencing teachers' job satisfaction. However, teachers were not satisfied with professional development. These findings were found to be very unique because they contradicted Herzberg two factor theory that guided this study. Herzberg saw motivational factors as intrinsic features that intensify employees' job satisfaction and hygiene factors, as extrinsic aspects that inhibit any employee's dissatisfaction. Contrary to the theory, the extrinsic aspect of interpersonal relationships caused satisfaction instead of dissatisfaction in this study. Also, intrinsic factors of recognition, staff professional development and monetary incentives caused dissatisfaction instead of satisfaction. This means there is need to review and update the viewpoint of the theory as some elements classified as extrinsic need to be acknowledged as having direct influence on teachers' job satisfaction and the like.

## **6.0 Recommendations**

The study found that most teachers do not participate in professional development due to financial issues. This means that most teachers are limited in the skills that they can use to improve their job performance and efficiency. The study recommends that schools should have a budgetary allocation for this important programme for capacity building of teachers. The study found that the majority of teachers in public secondary schools were elderly, therefore this study recommended that the Ministry of Education and Teachers Service Commission should increase the frequency of teacher recruitment to get younger and enthusiastic teachers into the service.

## **7.0 Suggestions for Further Research**

The study recommended a study to investigate the role of the Ministry of Education on teachers' motivation in public secondary schools, a study to examine other motivational strategies like empathy, timely promotions and funded trainings on teachers' job satisfaction and an investigation on the influence of personal demographic characteristics and teacher job satisfaction in public secondary schools.

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