FUTURE OF TEACHER PROFESSIONAL DEVELOPMENT IN KENYA: STRATEGIC LEADERSHIP APPROACH[i]

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Abstract:

The purpose of this study was to examine the place of strategic leadership in the implementation of teacher professional development (TPD). The study was done through a literature review of two kinds: policy documents and published studies. Published studies were identified using Dimensions and Google search engines and through pearl growing. The search queries targeted studies published between 2013 and 2022 whose titles, abstracts, or keywords contained terms related to teachers' professional development, strategic implementation and strategic leadership in fields of education, business and management. Studies which lacked these terms were deemed irrelevant and excluded. The findings were based on the review, analysis and synthesis of 33 relevant studies. Consensus across multiple studies was that strategic leadership influences strategy implementation which informed the recommendation of strategic leadership in TPD implementation. Threats to TPD implementation such as potential resistance by teachers, misalignment of goals, cost implications and lack of a clear organization structure were established and areas of further research were recommended.

Keywords: strategic leadership, teacher professional development, policy, implementation

1. Introduction

Globally teacher professional development (TPD) is recognized for its significant contribution to developing countries' education systems. Studies show that success in

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education depends on the teachers' quality based on the expansion of their professional knowledge. The quality of leadership is the most important factor for the success of any programme in which strategic change is involved.

With meticulous planning and effective leadership, the execution of programmes proceeds smoothly as per the blueprint. Good leadership provides motivation for all stakeholders to work towards its successful implementation aware of its benefits to individuals and society in general. Without the right leadership, even the best-formulated plan runs the risk of failure. If stakeholders find fault in the leadership they lose confidence in the programme, sabotage or resist its implementation.

The Teachers Service Commission (TSC), the government employer of public school teachers in Kenya, designed and launched a well-intended TPD programme. However, teachers are opposed to its implementation citing non-involvement in making decisions pertaining to the programme, high cost, and long duration of training among others (Nyamai, 2021). The Commission on the other hand has stood firm and rolled out the mandatory programme with total disregard for the emerging concerns of teachers. Failure of the programme may deny teachers an opportunity to update their competencies in line with the dynamic nature of the teaching profession. This may limit their ability to impart their students' useful skills and competencies as stated in the goals of education. In terms of global comparison, Kenyan students will fall behind their peers due to the fact that their teachers had lower professional standards to offer quality teaching.

Studies show that in the world of business and management, strategic leadership is recognized as a major driver of effective and efficient strategy implementation (Omoro, 2016). However, in educational management research, devotion to strategic leadership is minimal (Carvalho, Cabral, Verdasca and Alves, 2021) and thus its role in educational management may not have been fully exploited. No focused study has been done to unearth the influence of various aspects of strategic leadership in TPD implementation. The objective of this literature review is therefore to examine and synthesize available literature on the place of strategic leadership in TPD implementation, a strategy towards improving the quality of education.

We aim to provide critical lessons for policymakers, teacher managers and teachers and propose key areas for further research. This paper contains five sections: introduction, review methods, findings, recommendations and conclusions and suggestions for future research.

2. Review Methods

The study employed a literature review involving three major steps: literature search, screening and selection of articles and critical analysis.

2.1 Literature Search
A systematic and comprehensive search for two kinds of literature was conducted: Published studies and Policy documents and reports. Published studies were identified

using Dimensions and Google search engines. The search queries targeted studies published between 2013 and 2022 (considered current literature) whose titles, abstracts, or keywords contained terms related to teachers' professional development, strategy implementation and strategic leadership in fields of education, business and management. The search queries were intended to capture studies that will inform TPD implementation from the perspective of a strategic leadership approach. Additionally, pearl growing was used to dig deeper into the reference list for the references cited by key articles. Overall, 1100 studies were searched by the reviewers for potential review. Relevant newspaper articles that addressed TPD in Kenya were also reviewed.

2.2 Screening and Selection of Relevant Articles

The screening and selection of relevant articles used six inclusion criteria, in which the study: (a) concerns strategic leadership and strategy implementation in education, business or management (b) concern professional development of teachers in primary or secondary schools; (c) concerns TPD implementation as a programme, policy or strategy, rather than teacher practice of learnt skills; (d) comprehensively covers TPD or strategic leadership; (e) presents an empirical study or a past review; and (f) a complete text is available. In addition to publications in peer-reviewed journals newspaper articles, theses and government and international organizations official reports and policy guidelines were included as they contained current information on the subject.

The initial electronic database search, after the removal of duplicates, resulted in 1100 articles. Upon review of titles and abstracts, we excluded 1062 articles that fell short of the described inclusion criteria. The main reason for discard of most articles was their focus on military, security, health and information technology and treated strategy implementation and professional development as independent variables. Others focused on the practice of skills learnt during TPD. Afterwards, we manually analyzed the full-text of the remaining 38 articles, and examined the possibility of their inclusion. In addition, through pearl growing, we searched for relevant studies cited in the references of articles and identified 12 more publications. We further examined the eligibility of the 50 articles by analyzing the full-texts on the basis of the inclusion criteria which led to the final inclusion of 33 articles eligible for our literature review.

2.3 Critical Analysis of the Literature

The selected studies were read and subjected to critical review, analysis and synthesis that can be discussed under the following: the influence of strategic leadership on strategy implementation, the influence of strategic alignment, teacher participation, resource allocation capacity, monitoring and evaluation and organization structure on TPD implementation.

2.3.1 Influence of Strategic Leadership on Strategy Implementation

Strategic leadership is the ability of someone to anticipate, make a vision, maintain flexibility, think strategically and work together with other people to start a change which can bring a better future to the organization (Gusmão, Christiananta, & Ellitan, 2018). It

is seen as a dynamic interplay of factors and roles that enhance the achievement of organizational objectives. This interplay involves the coordination of actions, streamlining of processes, aligning the organizational composition, and keeping staff motivated and committed to strategy implementation (Ogola, 2019). Strategic leadership is the ability to influence a group towards the achievement of goals (Capon, 2016; cited in Nyongá and Maina, 2019). Good leadership has a strategic vision and is persuasive at implementing a strategy to achieve results (ibid). Various aspects of strategic leadership encompass the accomplishment of tasks through others and be a source for organization to compete with the dynamic marketplace (Yusoff and Mubarak, 2019).

The primary focus of strategic leadership is to enhance the ability to align and integrate internal and external business environments. It plays numerous significant functions which contribute to effective strategy implementation in an organization which include, defining strategic vision and direction, forming stable controls, meritorious allocation of the firm's resources portfolio, nourishing an effective culture, and emphasizing ethical practices (ibid).

According to the Oxford Dictionary, a strategy is a plan of action designed to achieve a long-term or overall aim. Several studies have emphasized the significance of formulation and execution of strategy. Strategy implementation is the translation of a chosen strategy into organizational action in order to realize strategic goals and objectives. Researchers agree on the fact that most well-formulated strategies fail at the critical phase of implementation. Some studies have established a strategy failure rate of above 80% of the formulated strategies worldwide (Tek & Deya, 2020). This process deserves due attention in order to realize the objectives set by firms. Although strategy formulation is typically a function of top management, its execution is the responsibility of middle and lower-level management (Yusoff & Mubarak, 2019). Leadership at the top management is important in preparing a practicable coordination strategy to enhance collaboration among the middle management to certainly implement it. Similarly, effective strategy execution is intertwined with the formulation phase thus need for a working link between those designing the strategy and those charged with implementation as well as those affected.

Strategic leadership is essential in ensuring stability between strategy and each organizational dimension such as strategic alignment, employee participation, resource allocation capacity, monitoring and evaluation (M&E) and organizational structure among other aspects.

2.3.2 Influence of Strategic Alignment on TPD Implementation

Strategic alignment is defined as the strength of links between an organization's overall goals and the goals of each unit that contribute to the success of those overall goals (Andolsen, 2007; cited in Coetzee, 2016). It further implies a collaboration of the units that form an organization through the efforts of individuals following the successful integration of the firm's overall goals. It's the coherent link between two systems or policies such that they work in harmony and, in specific ways, facilitate one another. For example, evaluation results might tie to certain professional development activities,

while professional development goals might determine the specific focus of evaluations (Behrstock-Sherratt and Jacques, 2012). TPD constitutes different entities with each having goals, thus successful implementation demands for a collaboration of the efforts of the units following integration or alignment of the overall goals. This article proposes that strategic alignment of TPD goals and teachers' goals can be leveraged in TPD implementation in Kenya. TPD seek to professionalize teaching as expressed by KePTS.

Ye and Shi (2020) analyzed the existing literature and found that the established professional standards for teachers served as a support system for professional development promoted by the ministry of education. The system, however, lacked the measures to reward the teachers' participation and for this reason, teachers did not use it as a tool to check their professional development. This indicates a misalignment of the aspirations of teachers with the system.

In Finland, teachers' professional development is linked to initial teacher education which has successfully generated high-quality teachers. Teacher qualification law demands that teachers complete both a BA (three years) and MA (two years). Universities offer different categories of teacher education: elementary teachers (grade levels 1-6), subject matter teachers for lower (grade levels 7-9) and upper secondary schools (grade levels 10-12), special needs teachers, study counselors for schools, and adult and vocational teachers. Student teachers can select study modules depending on their career path in the educational system. Study programs are open units, and students design their own study plan according to the formal qualifications (e.g., only elementary or secondary teachers' qualifications or both) they want to achieve (Niemi, 2015).

The structure of teacher degrees at universities has been designed in such a way that teachers can easily widen or advance their formal qualifications after graduation by studying university modules for specific subjects, pedagogies, or multidisciplinary topics. Elementary teachers can extend their qualifications to secondary school teacher competence. Elementary and secondary school teachers can achieve special needs teacher competence through one year of additional university studies. Secondary school teachers sometimes want to study multidisciplinary modules and become elementary teachers for grades 1-6. All teachers also have a right to seek entrance to doctoral education (ibid). Such open learning paths allow teachers to advance in areas of interest in their professional growth and thus the modules are not only aligned to pre-service teacher education but also to their professional growth goals.

Tek and Deya (2020) examined the influence of strategic leadership on the implementation of environment and natural resources strategies in Nakuru County, Kenya. It established a significant relationship between strategic alignment and implementation of strategies for the environment and natural resources management. However, the strategic intent and direction and work processes were nonaligned. This was attributed to the lack of a strong formal process for planning the strategic direction and the failure to constantly provide organizational learning to review work processes and programmes to meet strategic goals. Involving persons responsible for the execution of the strategies in formulation or planning could improve the alignment and implementation of the strategic goals.

Gathumbi et al. (2013) point out unmet teachers' aspirations as a key challenge in the implementation of TPD. Teachers attend professional development programmes with certain expectations as motivators which include certification for job promotion and monetary gain. Teachers are however issued with certificates which do not contribute to their promotion or salary inreament, thus losing motivation. Failure to align teachers' aspirations with TPD threatens its successful implementation thus strategic alignment in the programme is vital.

Stromquist (2018) established that 77% of the teacher unions judge the level of quality and relevance of teacher professional programmes to be between of "some quality and relevance" and "not at all." Within the perceived medium quality and relevance responses "to some extent", a few unions across all regions believe that it leads to career progression, newly acquired advanced skills are recognized by education authorities, or that the training is of sufficient quality and relevance to teaching. This implies that in order to win teacher support for successful TPD implementation; the programme's unquestionable relevance and quality are critical.

According to Whitworth and Chiu (2015), teachers join professional development opportunities with different backgrounds, confidence, and motivation. The schools and districts they work within have different policies, approaches, and visions. The size, resources, working conditions, and leadership styles of administrators are also unique. These differences account for variations in their aspirations from TPD. This implies that "one-size-fits all" approach to TPD is misaligned and may deter participation by teachers thus derailing its implementation. TPD focusing on the school level embraces each unique situation which can be addressed based on the local contexts.

In Kenya, the Teachers' Performance Appraisal and Development (TPAD) implemented since 2016 is hailed as effective in identifying the teachers' professional gaps to be addressed by TPD. However, the TPAD report 2021, (cited in Masika, 2022), identified major flaws in the key areas which should have been emphasized such as technology integration, innovation and creativity, key competencies required to drive the country to realize the Vision 2030. The report confirmed that ICT integration is a major problem with 73.8% of heads of schools reporting a lack of access to networks and over 50% of teachers failing to comply with ICT (ibid). Failure to address the problems translates into the misalignment of teachers' needs with TPD.

In addition, the TSC policy framework states that TPD will be the basis for teacher promotion. This may add to the injury already caused by TPAD which replaced academic certificates such as bachelor's degrees in primary schools, masters and PhD degrees in secondary schools as a basis for promotions and career advancement of teachers. Unions have decried this move as punitive to teachers who advanced their studies (ibid). With the current grading system, teachers will continue to stagnate in the same job groups for many years and TPD just like TPAD may lead to a serious shortage of teachers in the administrative grades forcing the Commission to extend the period of service of teachers who are supposed to retire as is the current practice.

2.3.3 Influence of Teacher Participation on TPD Implementation

Teachers, in their status as professionals, have both the right and obligation to engage in TPD to develop professional competencies and keep abreast with developments in their field (UNESCO, 2019). Teacher ownership of their professional development is important for them to be active, with a strong degree of autonomy over their practices in the classroom. Individual perception towards a programme affects the level of success in its implementation. Indeed, the real shape of teacher professionalism is that which teachers forge for themselves by recognizing intellectual and attitudinal development alongside skills and knowledge (Evans, 2011; cited in Scutt and Harrison, 2019). Employees can only be committed to programmes that they perceive positively.

Desta, Chalchisa and Lemma (2013) established that teachers were critically important in the effort of improving the quality of teaching and learning. For this reason, all teachers engaged in implementing the new school-based CPD. With teachers' involvement, schools identified areas of intervention each year to bring about change and improvement in teaching and learning. They observed that the programme uniqueness lay in its bottom-up approach with teachers at the core. It was reported thus,

> *"Teachers plan, teachers implement, teachers evaluate. In the new approach teachers are the sole owners of the program."* (ibid)

This demonstrates the key role teachers must play for successful TPD implementation. Their recognition and active involvement in all the critical stages from planning, execution and evaluation increases their ownership, enrollment and programmed sustainability. The commitment of each teacher is crucial thus teachers should be provided with opportunities for participation in programme planning and convinced to be committed to their professional development.

Mugambi and Ochieng (2016) argue that the directing role of heads of schools involves empowering teachers by involving them in making decisions that require their compliance. In this case, TPD being a programme that demands compliance of all teachers falls into decisions that require teacher participation prior to its implementation. In Singapore for example, school principals meet teachers with department heads to discuss the annual professional development plan in line with teachers' needs, interests, school needs, and the national agenda. There are three development tracks: the teaching track in which one reaches the level of an expert teacher or school principal, educational leadership, in which one reaches the level of senior management in education directorates and the third track in which teachers specialize in action research and educational policies (Al Darayseh, Al Sadi and Alramamneh, 2021). Involvement of heads of schools in developing training programs on leadership and supervision for their heads of department and generating flexible timetable arrangements that allow teachers to have a work-life balance workload is critical (Mugambi and Ochieng, 2016).

TPD is one of the programmes currently at the core of teacher management in Kenya aimed at improving the quality of teaching for the effective delivery of quality education to learners. As proven, teachers dissatisfied with having little input into

decision-making are more likely to leave teaching (Fullan, 2007) affecting the implementation of TPD and the quality of education. Sections of leaders in education opine that while teachers have no problem with undergoing a professional course, the programme should be explained further to reduce the debate around it (Nyamai, 2021). Accordingly, TPD is anchored in law, collective bargaining agreements (CBA) signed by unions and career progression guidelines, introduced in 2018, and the problem is misinformation among teachers (ibid). This demonstrates that debate on the programme was limited or leaders of the unions were either coerced or given incentives to sign CBAs on a raw matter.

2.3.4 Influence of Resource Allocation Capabilities on TPD Implementation

Like all strategies, successful TPD implementation is subject to the amount of resources. Staff development to improve student learning requires resources to support adult learning and collaboration (Harwell, 2003). These include financial, human, time and material resources. TPD can be perceived as a profitable investment for improved teacher performance or an expenditure which limits the capacity of the education system to meet competing financial obligations. This perception determines the number of resources allocated to the professional learning programme.

Supporting teachers in developing individual professional development plans can help them take ownership of and responsibility for their TPD (UNESCO, 2019). Such a plan is the basis of an agreement between teacher and employer that lays out the conditions and responsibilities on both sides: time available to the teacher for TPD, both in and outside the school; funding for specific courses or other TPD opportunities; employer's contribution and teacher's contribution (ibid).

Al Darayseh et al. (2021) argued that for TPD to work it must be done right by availing the required resources. Teachers' employers must provide resources for teachers' in-service training (Niemi, 2015). Such resources include training materials, motivation, remuneration and funding. There should also be an extensive collaboration with all stakeholders who constitute human resources for them to join and support the programme.

Thompson (2021) in the global survey of the status of teachers reported that meaningful TPD that is easy to access and provided free of charge remains a priority for many unions. 43.3% of teacher unions reported that to some extent teachers in their countries access TPD free of charge compared to 18.9 % who reported that this was the case to a great extent. 15.7% of participants reported that there were no such opportunities for teachers at all. This implies the existence of some moderate funding for various forms of TPD offered in the countries. Being a critical aspect of teacher professionalism, if delivered free of charge it can benefit more teachers and improve the teachers' working conditions and the professional status of teaching (ibid).

It's worth noting that already in several countries funds for continuous professional development are provided by the government. In the USA, the National Staff Development Council believes that well-designed and implemented professional development for school employees is an essential long-term investment in successfully

teaching all students to high standards (Harwell, 2003). Adequate resources are thus mobilized and availed for the programme. NSDC advocates that school districts dedicate at least 10% of their budgets to staff development and at least 25 % of an educator's work time be devoted to learning and collaboration with colleagues (ibid).

The EI survey (2021) determined the extent to which the cost of TPD training was (a) fully covered by the providing agency, (b) partly covered, or (c) not at all. The results indicate that professional development is not being provided freely for most teachers. Globally, the highest educational authority pays for it in full for about half (48%) of responding unions, and partially covers such expenses for about one-third (33%) of the cases. When the government organizes professional development activities, teachers meet the full cost in 19% of the cases. Even in Europe, where it is thought countries have more educational resources, states cover teachers' professional development in full in only one-fifth of the cases. With teachers receiving lower salaries than comparable professions, making them pay for their own professional development fails to foster positive conditions for a high-quality teaching force (Ibid).

According to TSC Teacher Professional Development (TPD) Framework for an entire teaching career, each teacher will be required to take a total of five modules at a cost of Ksh. 6000 ($ 48.70) per module within a span of 30 years, translating to Ksh180,000 ($146.09). The teachers are to meet the full cost. While some teachers have called for the suspension of the programme, others want the employer to provide funding, and another group is pushing for the period of in-service training reduced (Nyamai, 2021). Teachers may not afford the compulsory TPD due to financial implications and some may lack interest in the entire programme (Masika, 2022).

Botha & Herselman (2018) mention the lack of integration of technology in TPD as a factor mitigating the success of the programme. The use of mobile tablets is the magic wand needed to facilitate technology-enhanced, student-centered teaching environments. Teachers should be exposed to how to use these gadgets in teaching learners to make learning interesting. In this case, TPD should include ICT training focusing on computer literacy rather than using technology for teaching and learning (Phetla and Newman, 2020) as Kisirkoi and Kamanga (2018) established that already 46.6% of teachers used computers and 60% search learning materials online. Scaling up ICT training through TPD will bridge the gap.

According to Darling-Hammond, Hyler & Gardner (2017), effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. Accordingly, effective initiatives engage teachers in learning over weeks, months, or even academic years, rather than short, one-off workshops. In Finland, in-service teacher education has many different forms. Officially there are three mandatory in-service training days for every teacher each year, but these can be used in very different ways depending on local decisions. However, in many schools, teachers use much more time for their professional development (Niemi, 2015). By promoting learning over time career-long sustained TPD may increase hours of learning.

Teachers working in collaboration with each other are valuable resources. Teachers' informal interactions can cause sustainable TPD implementation as they easily understand new principles in their own language when a theory is novel to them. For example, Zhang et al. (2021) concluded interactions helped mathematics teachers to put reform theories into practice. Informal interactions allow people to connect easily in a language they understand.

2.3.5 Influence of Monitoring and Evaluation on TPD Implementation

Monitoring and evaluation play a significant role in the delivery of a project or organization strategy (Ogola, 2019). TPD is both a programme and a strategy and thus can leverage M&E for its effective implementation. M&E is a programme activity that proceeds from the start to the closure of the programme. This makes it part and parcel of the leadership function. Although M&E have distinct roles, they complement each other. Monitoring provides information on work progress in relation to project-planned targets and outcomes while evaluation provides evidence of the extent to which the project targets and outcomes are being achieved (ibid).

Since M$E is critical for the success of programme or strategy implementation, TPD programme leaders should develop a reliable and objective M&E framework that runs through all levels of coordination. Viewed through the lens of M&E, an effective TPD should be school-based, practice-focused, integrated with teachers' daily classroom work and linked to systemic reforms aimed to improve the quality (UNESCO, 2019). In-person, on-site mentorship and coaching are effective ways to deliver advice on classroom practice and coaching should be at the core of TPD. In this way, the coach while delivering advice over time monitors the progress of the programme by observing the teacher and students' classroom practice. At the school level, the instructional leaders are better placed to provide M&E as they engage with teachers directly in their daily duties.

Internationally, several structures and processes exist for monitoring and quality assurance of teachers' professional development. In some systems, accreditation of professional development is undertaken by professional bodies, similar to other professions (Scutt and Harrison, 2020). For example, in Ontario, accreditation is regulated by law at the provincial level through the Registrar of Ontario College of Teachers. Providers must have internal systems for quality assurance and improvement and content be appropriate for the application of theory in practice. Learning materials, course content and the qualifications and experience of the educators teaching the program are assessed and lead to registration for a maximum of five years and are subject to reregistration (ibid).

Scutt and Harrison (2020) further reported a lack of formal quality assurance for professional development in high-performing education systems. The quality of professional development is assumed because it is embedded in school and teacher practices as is the case in Japan, it is connected to recognized hierarchies in the teaching profession like expert Shanghai's 'master teachers', funded programmes comprise internal systems for improvement of practice and quality assurance as is the case in Singapore where a close relationship exists between the MOE, the University offers initial

teacher education and a national professional body, there is in-depth teacher training for example in Finland with a system of university teaching schools) and quality is embedded in the broader legal regulation of professional education as in Switzerland.

M & E is also more effective through mentorship at the school level. Marey, Magd, El Deghaidy and Tidswell (2022) established that all the principals and teachers highly appreciated the mentorship model whereby mentors supported and guided teachers' implementation of new instructional strategies through frequent school visits thus shifting from the conventional way of supervision that emphasized on paperwork and syllabus coverage. In addition, in the Finnish educational system, local providers, municipalities or cities are responsible for educational services. The local provider is also responsible for the quality of educational services at the local level, and school development and teachers' professional learning are often integrated (Niemi, 2015).

In Kenya, the TSC has identified and accredited four TPD service providers. However, the selection of these institutions, namely, Mount Kenya, Kenyatta and Riara Universities and KEMI was also a subject of a court petition opposed to TPD. The petitioner was concerned with the tendering process which accordingly lacked openness and transparency as required by the law (Mwangi, 2021). The commission shall play the regulatory role by monitoring and evaluating the programme for quality assurance, offering professional support and giving feedback on the training programmes (Teacher.co.ke, 2022). It derives the mandate from the constitution, but it's ethically questionable whether the employer should regulate professionalism at the same time.

2.3.6 Influence of Organization Structure on TPD Implementation

The organizational structure facilitates the coordination and implementation of programme activities. Its main aim is to foster interactions among team members with minimal disruptions, overlaps and conflicts (PM4DEV, 2016). The structure is particularly critical at the programme initiation stage when uncertainty and confusion are evident. It defines authority and explicitly shows relationships among programme members and with the external environment (ibid). According to Muoki and Okibo (2016), the organizational structure is anatomy which provides a foundation through which institutions function. It determines the roles of employees, their behaviour and performance as well as patterns of interaction within the organization. This implies that a suitable organisational structure for any programme increases the likelihood of its effective implementation.

Yabarow and Muathe (2020) established that organizational structure influences the ability to quickly respond to changes in the external environment, resource management and development. The taller the hierarchy, the longer the chain of command and the more resources needed to implement the strategy effectively. The respondents agreed largely that hierarchy is effective in executing strategy as it is linked to the authoritarian or bureaucratic leadership style. Although centralized decision-making was more time-consuming and lengthy, it was thought to be more cost-effective than decentralized. Further, the study showed that both vertical and horizontal patterns of communication were considered effective ways of communicating implementation

strategies. This finding calls for further interrogation to establish reasons for respondents to perceive the effectiveness of these patterns of communication in a similar manner.

Muoki and Okibo (2016) investigated the role of organizational structure on strategy implementation in Public Universities in Kenya. The specific objectives were to investigate the role of resource allocation, management control and communication in strategy implementation. The study concluded that financial resource distribution enabled strategy implementation and thus universities should maximize it for effective strategy implementation. It however failed to clarify how finance should be distributed among different levels of the organization structure.

Successful TPD implementation requires an understanding of how the programme organization structure influences the process. Results from numerous studies focused on formal collaborative programmes show that teacher learning may occur within the context of organized professional development activities (Huang and Shimizu, 2016). For instance, in Chinese schools, professional development for teachers was guaranteed through three levels of organization: national, district, and school. Like in most countries, ongoing in-service training is used to ensure rigorous levels of professionalism at the national level. At the district level, a local educational research institution is used to provide resources for professional development, including, but not limited to, school collaboration in various forms and collective participation in local lectures. Alongside this training, a school-level professional development system is important for teachers. The school-based professional development system includes group activities like research, lesson planning, observation and assessment of classrooms, and master–apprentice tutoring for new teachers. Outside of group activities, daily consultations with school colleagues are considered valuable professional development tools (Zhang, Zhao and Cao, 2021).

According to Niemi (2015), local providers can work together with state-funded projects of the Ministry of Education and Culture and the Finnish National Board of Education, both of which have funding calls for educational staff development. The municipality or city and its local schools can also have a contract with universities and their further education centers or private providers. They can also provide local and school-based training using teachers' expertise and peer-to-peer learning. In addition, teachers' professional development also needs school-based structures that allow and encourage sharing and cooperation. School development cannot be separated from teachers' development. Collaboration within the school community as well as with external partners, especially parents, is part of teachers' professional development, and they need support, especially at the beginning of their careers. Teaching is complex and multi-professional cooperation is important, especially when students need special education (ibid).

Effective leadership is crucial for TPD implementation. Educational leadership characterizes the organization as a whole and all those with roles to play shape the leadership a school or district provides. Accordingly, district leaders set the direction for reform efforts and professional development while school leadership help improves

teachers' instruction through professional development and other administrative practices (Whitworth and Chiu, 2015).

3. Review Findings

The body of literature reviewed leads to some common findings and controversies that persist on a number of issues in relation to TPD implementation in Kenya. The key findings which are highlighted below include: Suitability of strategic leadership in TPD implementation and threats to TPD implementation; including, potential resistance by teachers, misalignment of goals, cost implications and lack of clear organizational structure.

3.1 Suitability of Strategic Leadership in TPD Implementation
Based on the analysis of the literature, this review established consensus among multiple studies that strategic leadership is critical and applicable in strategy implementation. Scholars agree that strategy implementation is the most crucial stage of strategic management and requires a strategic leader to steer the process. Successful strategy implementation requires the commitment and involvement of all stakeholders. TPD is a designed strategy to ensure improved quality of education in Kenya and strategic leadership is important in enhancing its implementation. Strategic leadership is essential in ensuring stability between strategy and each organizational dimension such as strategic alignment, employee participation, resource allocation capacity, monitoring and evaluation (M&E) and organizational structure among other aspects.

3.2 Potential Resistance by Teachers
The implementation of structured TPD in Kenya is still in its infancy. During this stage, it's important that leadership is aware of the existing threats. Some of the issues have been raised by stakeholders while others remain covert. The petitions filed in Court and the National Assembly by teacher unions, education consultants and University students spell doom for the implementation of the programme. Although the court has since ruled in favour of the programme implementation, the issues raised by various stakeholders have not been addressed. The National Assembly also debated the petition and passed a motion that TSC should meet the full cost of TPD but it appears the government did not allocate any funds towards the programme in the 2022/2023 budgetary cycle. Given the previous experience in which teachers were forced to implement TPAD despite opposition from teacher unions (Masika, 2022), TPD may follow a similar path where teachers may reluctantly enroll for the programme for fear of victimization. TSC may hail the numbers of those enrolled in the programme yet their motivation may be low and compromise their commitment to the programme and the quality of learning. Cost, funding and duration of training need to be addressed through dialogue with all stakeholders.

3.3 Misalignment with Teachers' Professional Goals

The TPD programme in its current design fails to match the career interests of teachers. There are two kinds of modules after the common introductory module. One is for teachers while the other is for instructional leaders. It's not clear what will happen when teachers become instructional leaders, having already participated in teacher modules. Do they proceed to the next level of teacher modules or switch to modules for instructional leaders? Do they start the module for instructional leadership from the start or at what level do they join?

Similarly, the decision to use TPD as the basis of promotions with total disregard for teachers who advanced their studies by obtaining higher academic qualifications such as bachelor's degrees in primary schools, master's and PhD degrees in secondary schools is considered punitive to teachers who took personal initiative in their professional growth. There should be a way to reward and encourage these efforts.

In addition, the content in the modules contains the inconsistencies observed by the TPAD Report of 2021 which reported what should have been emphasized such as ICT integration, innovation and creativity of teachers (Masika, 2022). These are areas identified by teachers themselves whose inclusion in the modules will encourage teachers' participation and enrich learning.

3.4 Cost Implications

Given that teachers in Kenya are among the least-paid professionals, they may not afford the cost of the compulsory TPD. Meaningful TPD with higher rates of access should be offered free of charge. Demanding that teachers pay for themselves will only be seen as punitive to professionals whose status is judged low by the public and whose motivation is low. Already the profession receives persons who take it as second best after failing to qualify for their dream careers. Most secondary school students today do not wish to become teachers in Kenya despite teachers being role models in their lives. If the government fails to meet the full cost of TPD the teaching profession will further degenerate in status.

3.5 Lack of Clear Organization Structure

A clear structure within which TPD is implemented is yet to be defined. There is little knowledge of links between schools, TPD service providers, other teacher training institutions and other professional bodies. Teaching is a dynamic practice whose complexity grows day by day. TPD needs an operational structure that allows them to undergo mentorship, coaching and collaborative support in their practices from their peers and experts in and out of school. As a result, school administrators should not be given a minimal role in the professional development of teachers. They monitor the daily practices of teachers and should have an opportunity to discuss with their teachers their professional development plans, and recommend and link them to appropriate mentors, coaches or training institutions.

4. Recommendations

On the basis of the above review analysis and findings, the following suggestions were made to improve the implementation of teacher professional development in Kenya.

1) Ensure alignment of teacher professional development goals with teachers' professional and personal goals. Teachers become motivated to attend the programme since it helps advance their goals. To achieve this, teachers should be involved in the planning, design, implementation and evaluation of the TPD programme.

2) Teacher professional development should be linked to initial teacher education in colleges and universities. The modules should be open for teachers to choose among the three tracks of teaching, education leadership and action research and policy. In the final year, student-teachers should be taught the introductory module to empower them to select one path they wish to take in their professional development. In addition, TPD leaders should recognize and reward qualifications acquired by teachers who advanced studies.

3) Teacher professional development should be availed to teachers free of charge. In addition, technology should be deployed to enable teachers to build collaborations beyond the school using online educational services.

4) TPD should be linked to in-person onsite coaching and observation by school leadership to monitor daily teachers' practices and render appropriate professional advice or help.

5) The government should establish an independent professional body separate from the employer to manage and regulate teacher professionalism.

6) Teacher professional development should embrace multi-professional collaboration, especially under the Competency-Based Curriculum. This will enable teachers to tap into the competencies developed by other professions and enrich learning in classrooms.

5. Conclusion and Suggestions for Future Research

In the body of literature reviewed scholars agree that effective TPD implementation is crucial to the realization of the goals of education. Further consensus is established that effective leadership is a mandatory and critical ingredient to steer the implementation process. Strategic leadership is essential for planning and management of the TPD programme to ensure strategic alignment of goals, teacher participation, adequate resource allocation and effective collaborative structure for smooth implementation of teacher professional growth.

In this review, we focused on TPD implementation from the strategic leadership perspective. Although teacher participation is an important aspect of strategic leadership in respect of TPD implementation, gaps in the literature exist about teachers' concerns towards TPD implementation and further research in this area is suggested.

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