

# Factors Influencing TVET Teachers CPD in Kenya

## Results of a Pilot Study

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### Introduction

#### The need of Effective CPD of TVET Teachers

**CPD:** Continuing Professional Development

**TVET:** Technical and Vocational Education and Training

- Educational processes that aim to develop practical skills, knowledge and understanding in addition to general education.
- The challenge of quality TVET in Kenya
- Attributed to lack of effective CPD among its teachers (Akala & Changilwa, 2018).

#### TVET teacher CPD

##### Why do we need to think about the factors?

- Policy development
- Supporting and encouraging TVET teachers to undertake effective CPD requires understanding the factors that influence their CPD practices.

##### Theoretical framework guiding the study:

**CPD practices** (Participation, Content, Learning methods ) are outcomes of teacher choices that depend on personal and professional characteristics and the institutional context.

##### Aim

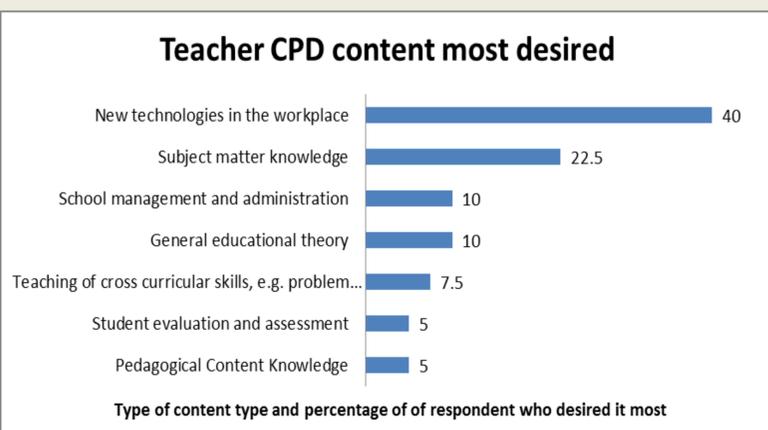
- Investigate how TVET teachers in Kenya undertake CPD and why they do so as they do
- Identify how the factors operate to produce observed practices

### Methodology

- concurrent mixed methods study design involving a survey questionnaire and oral interviews
- Pilot study in preparation of the main study and to test data collection instruments,
- 40 Participants
- 3 oral interviews
- Three TTIs in Nairobi Metropolitan Area

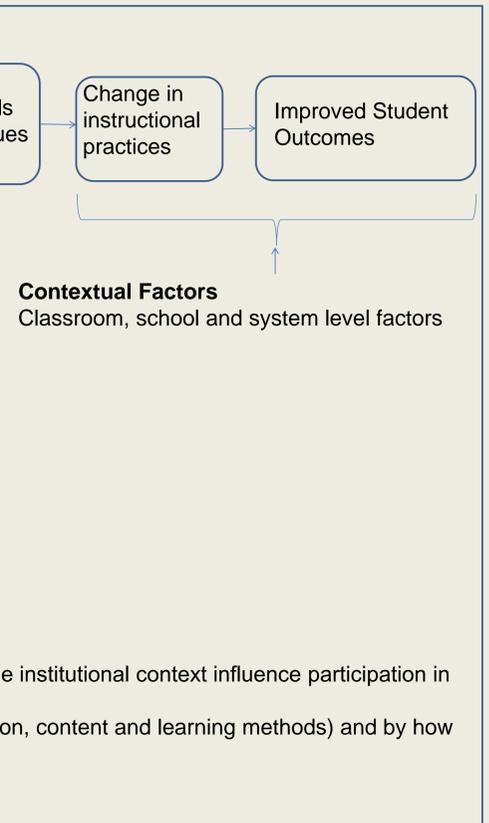
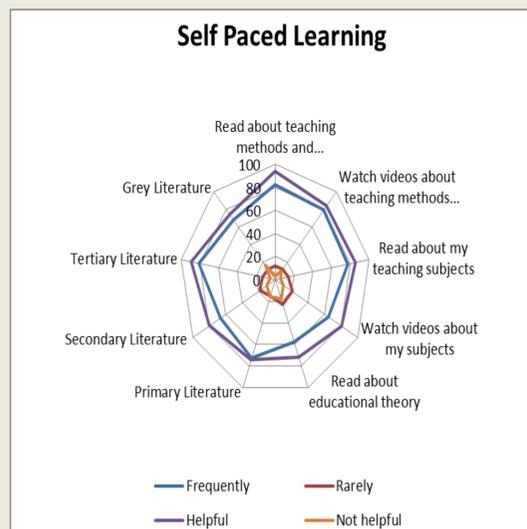
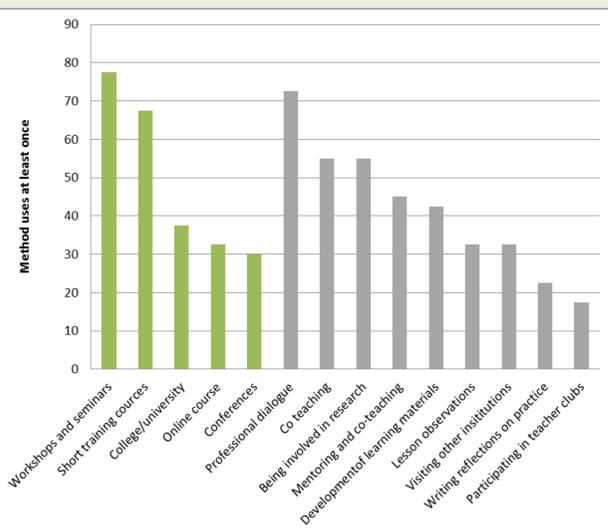
### Findings

- Majority of the teachers are motivated to participate in CPD by the prospect of career progress
- Early career stage teachers and middle career stage teachers are motivated to learn to improve their teaching skills while late career stage teachers are not (supports the theoretical framework)
- Early and middle career stage teachers were found to be motivated by the desire to improve their teaching skills. Other motivators were found to be independent of teachers' career stages.
- Content teachers desire to learn is independent of their career stage (Contradicts the theoretical framework)
- For the majority of the teachers the biggest hindrance to their CPD is the cost associated with it.
  - Costs associated with CPD are mainly borne by the teachers, either through personal savings (65 per cent) or personal savings (32.5 per cent).
  - Attributed to the predominant view that the only legitimate CPD is formal
- Teachers' employer and administrations of the TTIs rated as unsupportive; support mainly comes from families



### Findings

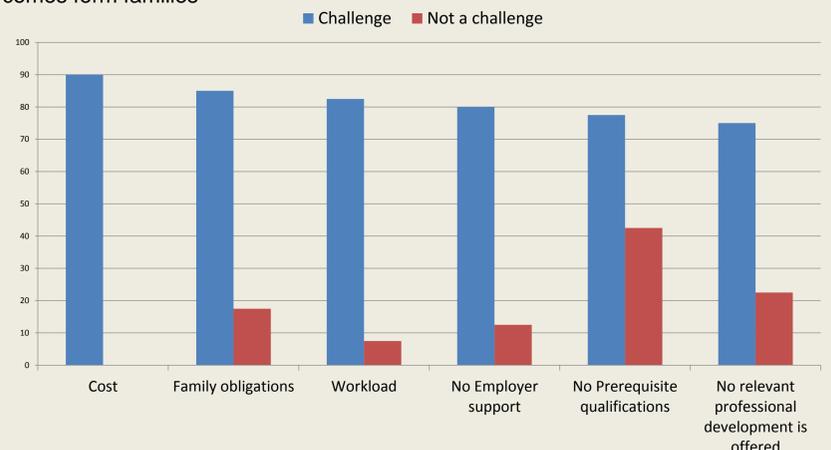
- The student evaluation system used in Kenya was found to influence what content the teachers learnt
  - Teachers choose to learn and teach what was most likely to be examined in order to help their student pass the examinations
  - Non-teaching responsibilities give teachers multiple opportunities to learn rather than limit learning
- Learning methods: Both formal and informal methods.
  - Strong preference for formal methods, due to certification
  - Informal methods are less common
  - Choice of method correlates with how helpful the methods is perceived to be.



Teachers' personal and professional characteristics and the institutional context influence participation in CPD (if to study, what to study, how to study) CPD is then characterized by what we observe (participation, content and learning methods) and by how effective it is.

Adapted from Desimon (2009)

Motivation to learn (compared against Career Stages)	Frequency (%)	Pearson Chi-Square Value (df =2)	Asymptotic Significance (2-sided)
Career progress/promotion	57.5	1.353	0.508
Improved subject knowledge	55	6.235	0.044
Improved teaching skills	52.5	8.493	0.014
Improved student performance	47.5	1.547	0.461
Personal Satisfaction	30	2.056	0.358
Career Change	12.5	1.542	0.463



Effect of non-teaching responsibility on CPD	Per cent (%)
I get involved in activities that help me to learn new things	48.6
I have no non-teaching responsibilities	22.9
I have no time for learning	17.1
I have more time to learn	5.7
I get to attend conferences and other learning opportunities	5.7

Chi-square results for frequency of formal learning methods and their perceived helpfulness	Number of Valid Cases	Pearson Chi-Square	Asymptotic Significance (2-sided)
Workshop and Seminars	35	27.622	0.000
Short training courses	33	23.283	0.000
College/university course	25	18.1	0.000
Online Courses	28	24.449	0.000
Conferences	25	18.208	0.001

### Discussion and Conclusions

- Data collection instruments were found to reliably collect the desired data.
- Findings largely support the theoretical framework, further research is need to test the theoretical framework
- Predominance of formal learning methods risks the quality and effectiveness of TVET teacher CPD. Need to support teachers adopt more effective methods
  - Need to change the incentive structure by recognizing non-formal learning approaches
- Employer and TTI's need to find ways to support TVET teachers overcome challenges
  - Clear guidelines on allocation for learning time
  - Financial and non-financial support for teacher learning