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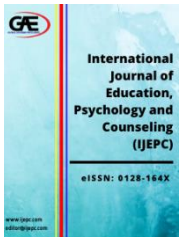

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AN ANALYSIS OF STRATEGIC ALIGNMENT OF GOALS' EFFECT ON TEACHER PROFESSIONAL DEVELOPMENT IMPLEMENTATION IN KENYA

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Abstract:

This article utilized data collected from a wider PhD study conducted in Kenya in 2024. The main purpose of that study was to leverage strategic leadership in the implementation of Teacher Professional Development (TPD) in Kenya. This paper focuses on determining the effect of Strategic Alignment of Goals (SAGs) on implementation of TPD in the country using the survey questionnaires and interviews. An embedded mixed study design was used to collect and analyze quantitative and qualitative data. The data collected were analyzed using Statistical Package for the Social Sciences (SPSS) software and means, standard deviations, Pearson correlation and simple linear regressions were computed to determine the effect of SAGs on implementation of TPD. The findings indicated a significant positive effect of SAGs on implementation of TPD. 39.8 % variability in implementation of TPD can be explained by SAGs. Effects of SAGs explained a significant proportion of variation in implementation of TPD with, (t= 7.325, B=0.354, p=0.0001). An increase of 1 unit in the effects of SAGs leads to an increase in the implementation of TPD by 0.354 units. The results revealed that teachers enrolled for TPD to improve their teaching competencies and professionalism and the TPD curriculum fully aligns with their professional needs. In addition, teachers moderately supported offering TPD throughout one's career and renewal of teaching licences. These findings contribute to understanding of the importance of SAGs in the implementation of TPD in the country. They inform policy makers to take deliberate steps to ensure goal alignment starting with involvement of teachers in conceptualization of the programme to achieve improved teacher competencies and professionalism which improves the quality of education and care for student wellbeing.

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Keywords:

Implementation, Strategic Alignment Of Goals, Professional Development, Teacher

Introduction

Teacher professional development is a widely acknowledged strategy towards ensuring inclusive and equitable quality education and lifelong learning as envisioned under the agenda 2030 of sustainable development goal number 4 (United Nations, 2015). According to the Oxford Dictionary a strategy is a plan of action to achieve a long-term or overall aim. The success of any strategy depends on its implementation. Professional development (PD) describes a variety of learning or training opportunities that help individuals to improve their professional knowledge, competence, skill, and effectiveness. It includes trainings, workshops, online or distance learning courses, information sessions, and technical assistance (Centre for Disease Control and Prevention, 2017). These are expected to raise the professional competence of teachers to deliver quality education in line with the skill demands of the 21st century.

Several studies have emphasized the significance of formulation and implementation of strategy. Researchers agree that most strategies fail at the critical phase of implementation. Some studies have established strategy failure rate of above 80% worldwide (Tek & Deya, 2020). This deserves 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 (Mubarak & Yusoff, 2019). Effective strategy execution is intertwined with formulation phase thus need a working link amongst designers, implementers and those affected by the strategy. It is thus important for the middle and lower cadre managers to have their goals aligned with strategy goals.

Many factors influence TPD implementation. However, scholars have not conclusively pinpointed the actors that influence or impede effective TPD implementation due to differential impact of political, social and economic contexts. In their study in USA, Tooley and Connally (2016) identified two implementation issues which influence all types and aspects of professional development of teachers: 1) the PD efforts undertaken are frequently not intentionally integrated in a coherent fashion, and 2) insufficient capacity of individuals throughout the education system to promote and support effective PD efforts.

In Cambodia, the New Generation Schools education reforms sought to create a system and culture of high teacher professionalism and high-quality TPD, which is expected to result in teachers utilizing innovative teaching and learning practices and help students develop twenty first century skills (Reimers, 2020). In these schools, administrators and staff have a high degree of autonomy over school operations, resources, curriculum, and instruction.

Studies show that the knowledge and practices of teachers directly influences student outcomes in sub-Saharan Africa and has the greatest potential for intervention through government policy. School leaders and teachers collaborate to achieve high quality education. Thus PD is central to deployment, assessment and promotion of educators (Taylor, Deacon and Robinson, 2019). In a study in South Africa, respondents expressed the constraints they experienced in

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implementing continuing professional teacher development in the Western Cape. Teachers cited demotivation, distrust and frustration with the manner in which CPD policy was implemented and not being treated as professionals. Further all respondents believed that the CPD policy was compliance-driven and its implementation was forced on them. Accordingly, the policy was implemented for political reasons in order to comply with legislation and not necessarily to help teachers to grow and develop as professionals (Johns & Sosibo, 2019).

In Kenya, past experience shows that the ministry of education working with the Teachers Service Commission (TSC) supports in-service training for science teachers in secondary schools through programmes like Strengthening Mathematics and Science Subjects with no programme for teachers of arts-based subjects (Barasa, 2021). Similarly, cascaded in-service training, which characterizes most initiatives, allows a few selected teachers to attend the training with the hope that they will train their colleagues on return to schools which fails to produce intended results (Bett, 2016) leading to the launch of a structured TPD focused in this study. The proceeding sections present the problem statement, objective, hypothesis, significance, literature review, methodology, results and discussion, challenges, conclusions, limitations, recommendations and suggestions for further research.

Statement of the Problem

In September 2021, the Teachers Service Commission, the teachers' employer in public schools, rolled out structured TPD as a strategy towards improving teacher professionalism and the quality of education in Kenya. The programme is at the critical stage of implementation. Its roll out generated mixed reactions among stakeholders with the TSC leadership sticking to its plan while teachers, teacher unions, politicians and the general public have reservations (National Assembly, 2021). Despite teacher resistance and apathy to enroll, teachers appreciate TPD's benefits; mainly fault its implementation process (Kariuki, Njihia & Muchanje, 2023). This may derail the implementation of the programme and calls for an effective implementation.

One area of concern is whether there exists SAGs that would provide a sufficient ground for teachers to embrace the programme. Misalignment of goals may undermine successful implementation of TPD due to lack of acceptance, support and motivation which limits its penetration and sustainability. While SAGs helps in maintaining focus, fostering collaboration, and ensuring that all parts of the organization are working in harmony to achieve the strategic vision (Mosaic, 2024), available empirical studies in relation with strategic alignment mainly focused on the fit between information technology and business strategy, fit between business strategy and competitive environment and as fit between business and marketing strategy thus alignments between strategy components as goal, tasks (role) and procedure (process) through which assigned tasks performed had not yet been investigated (Gede & Huluka, 2023). In addition such studies have focused on the general application of strategic alignment to all organizations regardless of type and size and with no consideration of specific strategies and alignment dimensions (ibid). Thus the purpose of this study was to leverage SAGs, a dimension of strategic leadership, in the implementation of TPD in Kenya.

Objective of the study

The study sought to determine the effect of SAGs on implementation of Teacher Professional Development in Kenya.

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Research Hypothesis

The study tested a null hypothesis, $H_0 1$; *there is no statistically significant effect of SAGs and TPD implementation in Kenya.*

Significance of the Study

This study provides data and input on the implementation of TPD to improve the pedagogical competence of teachers. It broadens the knowledge of policy makers, instructional leaders and implementers of TPD to become effective in their given tasks. It is very timely to update the pedagogical competence of teachers for the teaching profession to be effective and reliable as part of the efforts to realize inclusive and equitable quality education and lifelong learning. Since the implementation of structured TPD in Kenya is at its infancy, little research has focused on effectiveness of its implementation. An examination of its implementation may facilitate other researchers, practitioners, and policymakers to gain insight that will further facilitate the effort of building instructional capacity and improving student achievement in Kenya.

Literature Review

There are two key points discussed in the literature review: Meaning of SAGs, and its influence on TPD implementation.

Meaning of Strategic Alignment of Goals

Strategic alignment refers to strength of links between an organization's overall goals and goals of each unit contributing to success of the overall goals (Coetzee, 2016). It's the coherent link between systems or policies working in harmony and facilitates one another. TPD constitutes different entities with each having goals, thus successful implementation demands for alignment of these goals. This study focuses on the well-defined strategic alignment between TPD goals and teachers' goals. TPD seeks to achieve teacher professionalism expressed by the Kenya Professional Teaching Standards (KePTS). These are standards that describe what a Kenyan teacher is supposed to be. They expect a Kenyan teacher to uphold professionalism, demonstrate high level of pedagogical content and teacher knowledge on assessment and reporting. Other expectations are the teacher's creation and support of inclusive education, awareness and promotion of school health and safety practices, knowledge of financial literacy skills and instructional leadership (Andafu, 2023).

Goal alignment refers to the process of ensuring that all individuals, teams, and departments within an organization are working towards the same overarching objectives (Mosaic, 2024). Among other means encouraging collaboration and communication across all levels of the organization to ensure everyone is working towards the same goals enables an organization achieve goal alignment. Leadership plays a critical role in the Strategic Goal Alignment process. This includes fostering a collaborative culture by creating an environment that encourages collaboration, communication, and alignment towards the shared goals (ibid).

Strategic Alignment of Goals and TPD Implementation

Gede and Huluka (2023) examined impact of strategic alignment on organizational performance with Ethiopian universities as case studies. Goal clarity was among the dimensions of strategic alignment investigated. The results revealed a positive relationship between strategic alignment and organizational performance. It was however conducted in higher educational institutions outside Kenya. Moreover, in terms of goal alignment

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dimensions it was limited to goal clarity. The current study focused on the correspondence of goals between teachers and TPD goals.

Ye and Shi (2020) analyzed the existing literature and found that professional standards for teachers served as a support system to professional development. The system however lacked the measures to reward the teachers' participation and for this reason teachers ignored it as a tool to check their professional development. This indicates misalignment of the aspirations of teachers with the system. Such unmatched expectations where teachers do not get any rewards from engaging in a professional development programme are responsible for teachers' reluctance to embrace these standards to measure of their professional development. This study was however not based on empirical data and the current study seeks to fill this void.

Tek and Deya (2020) sought to determine the influence of strategic alignment on implementation of environment and natural resources strategies in Nakuru County, Kenya. It established a significant relationship between strategic alignment and implementation the strategies. However, the strategic intent, direction and work processes were not aligned. This was attributed to a lack of strong formal process of planning the strategic direction and failure by the county government to constantly provide organizational learning to review work processes and programmes to meet strategic goals. Involving strategy executors improves alignment that contributes to successful implementation of the strategic goals.

Misaligning teacher aspirations with TPD threatens success of its implementation. The quality of the programme should match the expectations of teachers. If teachers judge the programme as of low quality and incapable of improving instruction they may lose motivation to pursue it. For instance, despite districts nationwide in the United States spending $18 billion per year on PD, and teachers spending 89 hours each year on professional learning activities, teachers report that much of this content is not relevant or effective in improving their instruction (Willis, Krausen, Caparas and Taylor, 2019). This demonstrates a mismatch exist in the goals since the content of the programme cannot achieve improved instruction.

According to Whitworth and Chiu (2015), teachers join professional development 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 explain their variations in aspirations from TPD. This implies that "one-size-fits all" approach to TPD is misaligned and may deter participation by teachers. TPD focusing on the school level embraces each unique situation which can be addressed based on the local contexts. Indeed, in comparison with teachers in other high-performing countries, those in the more time engaged in active instruction and less time on reflection, planning, and collaboration. Thus, research suggests that, the valuable resource of teacher time may be disproportionately allocated toward active instruction. It recommends shifting more attention toward non-instructional activities in order for professional learning to have a powerful impact on student outcomes (Willis et al., 2019).
Nguyen, et al., (2022) found that 7 factors had significant effects on teachers' participation: Teachers' perception on PD, finance, time, leadership and management, learning community, content of PD and effects of PD. Among 7 factors, content of PD learning activities highly correlated to Nghe An high school teachers' participation in PD. Teachers' provided much relevant information on the design and content of PD document. Overall, the content should update the new trend and approaches related to PD learning activities. This implies aligning

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content of PD with teachers' expectations can motivate them to decide whether or not participate in PD learning activities to improve their level of skills and knowledge. This study was quite informative on alignment of goals but it was only conducted in high schools. Teachers' professional needs may differ according to the level of maturity of students they handle. Also it was conducted in one province outside Kenya and may not accurately explain how best to implement TPD in Kenya. For these reasons the current study with a wider scope dealt with both primary and secondary school teachers across the country.

Methodology

The Target Population

The target population was 327, 349 primary and secondary teachers in public schools in Kenya (MOE, 2020) and 188 county level TPD coordinators from the service providers. It focused on enrolled teachers for credible information on TPD implementation based on their experiences.

Sampling Techniques

Multiple sampling techniques were used to ensure that respondents had an equal chance of being selected for the study. Simple random sampling was used to select one of the four accredited TPD providers with participants drawn across the country. Specific respondents were identified using exponential non-discriminative snowball sampling where the first respondent helped to identify subsequent respondents using referrals. Purposive sampling was used to identify 8 TPD coordinators from the accredited service providers (2 from each institution) at county level as they had more detailed information on the implementation of TPD based on their experience as trainers. Cluster sampling was adopted to ensure that all regions based on former provinces prior to the Constitution of Kenya (2010) were included in the study.

Sample Size

The Krejcie and Morgan Table of 1970, was used to determine a sample of 384 respondents with a slight oversample of 20 to increase the statistical power bringing to a total of 404 respondents. This comprised of 396 public school teachers and 8 TPD Coordinators across the country. There was no need to use any formula as the Krejcie and Morgan table already considers their formula to reach the sample size (Bukhari, 2021). The sample size was distributed as shown in Table 1.

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Table 1: Distribution of Study Sample among Participants

Participants	Region	Sample size	Percentage (%)
Teachers	Central	54	13.5
	Coast	45	11.3
	Eastern	35	8.8
	Nairobi	54	13.5
	North Eastern	30	7.5
	Nyanza	50	12.5
	Rift Valley	74	18.5
	Western	54	13.5
TPD Coordinators		8	1
Total		404	100.0%

Source: Author, 2024

Validity And Reliability

The variability of responses on each item was checked through the scores of standard deviations which were all greater than 1 thus the items were retained as constructs for measuring SAGs. Content validity was assessed through expert judgment by experienced senior researchers who evaluated the instrument for its appropriateness and format and approved it for use in the study. Reliability of the questionnaire used for data collection was checked using Cronbach's alpha values and approved that data is highly reliable with Cronbach's Alpha value of 0.735.

Collection, Analysis and Presentation of Data

Questionnaire and interviews were used to collect quantitative and qualitative data respectively. Both closed and open-ended questionnaires were used. The questionnaires were put on google sheets and sent to teacher respondents via e-mails and in WhatsApp groups and retrieved with the help of research assistants. An interview guide was used to collect qualitative data from the TPD Coordinators, analyzed and reported thematically. The interviews were deemed appropriate and economical because provided substantial data through probing. The quantitative data were analyzed using descriptive statistics such as percentages; mean and standard deviation and inferential statistics namely; Pearson's product moment correlation and simple linear regressions and presented in tables. The interpretation of the mean values utilized 5-point likert with ranges of 4.2-5=Strongly Agree; 3.4- 4.2=Agree; 2.6-3.4=Undecided; 1.8-2.6=Disagree and 1-1.8=Strongly Disagree (Alkharusi, 2022).

Results and Discussions

Out of the 396 questionnaires, 347 (87.6%) were returned. In addition, 5 TPD coordinators were successfully interviewed. Questionnaire response rates are one of the "most controversial issues" in questionnaire-based researches. In a systematic review of 133 questionnaire-based articles with 149 response rates; the mean was 70.8% (Al Khalaf et al., 2022). Further, Nguyen et al., (2022) argues that 65% is an appropriate response rate for research. On this basis, the current study's response rate of 87.6% was satisfactory.

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SAGs and Implementation of TPD

The results of the extent of SAGs were analyzed using mean and standard deviations as summarized in Table 2 below.

Table 2: Descriptive Statistics on SAGs

Statement on SAGs(N = 347)	Mean Statistic	Std. Deviation (SD)	Minimum	Maximum
I enrolled for TPD just to comply with TSC directive in order to keep my job.	3.398	.785	1	5
I enrolled for TPD to improve my teaching competences and professionalism.	2.204	1.023	1	5
I enrolled for TPD to get promotion and salary increament at the end of the programme.	3.262	.687	1	5
The TPD curriculum is fully aligned with my professional development needs.	3.568	.798	1	5
I fully support offering TPD throughout one's teaching career.	3.268	1.324	1	5
I fully support the requirement for regular renewal of teaching license.	2.206	1.412	1	5
Composite values	**2.984**	**1.005**	**1**	**5**

Source: Field Data, 2024.

Table 2 shows the first variable "*I enrolled for TPD just to comply with TSC directive in order to keep my job*" had a mean index of 3.398 with a standard deviation margin of 0.785. Based on the scale of interpretation used in the study it could be inferred that the teachers agreed that they enrolled for TPD just to comply with TSC directive in order to keep their job. Therefore on average teachers enrolled for TPD just for mere compliance. The second variable "*I enrolled for TPD to improve my teaching competences and professionalism"* had a mean index of 2.204 with a standard deviation margin of 1.023. It could be inferred that the teachers disagreed that they enrolled for TPD to improve their teaching competences and professionalism. This reinforces the finding on teacher enrollment of TPD for mere compliance. Lack of motivation for improved teaching competences and professionalism demonstrates misalignment between teachers' goals and TPD goals thus unlikely to be met. The third variable "*I enrolled for TPD to get promotion and salary increament at the end of the programme"* had a mean index of 3.262 with a standard deviation margin of 0.687. It could be inferred that the teachers agreed that they enrolled for TPD to get promotion and salary increament at the end of the programme. However, this may be misaligned with TPD goals and systems. According to the programme for one to be considered for promotion, they ought to cover at least three chapters (accomplished in three years), whereas renewal of teaching certificate requires completion of five chapters which takes five years. These timelines mean teachers may experience unmet expectations, frustrations and resentment towards TPD. The fourth variable "*The TPD curriculum is fully aligned with my professional development needs*" had a mean index of 3.568 with a standard deviation margin of 0.798. It could be inferred that teachers agreed TPD

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curriculum is fully aligned with their professional development needs. This holds promise as a key area of motivation and sustainability of the programme if implemented in manner that meets teachers' satisfaction. The fifth variable "*I fully support offering TPD throughout one's teaching career in Kenya"* had a mean index of 3.268 with standard deviation margin of 1.324. It could be inferred that the teachers agreed that they fully support offering TPD throughout one's teaching career and are willing to engage in lifelong learning, an important element of SDG 4. This supports the realization of implementation of TPD goals and improving the quality of education. The sixth variable "*I fully support the requirement for regular renewal of teaching license in Kenya"* had a mean index of 2.206 with a standard deviation margin of 1.412. It could be inferred that the teachers disagreed that they fully support the requirement for regular renewal of teaching license in Kenya. Since this is a new initiative in Kenya, their objection implies unfamiliarity with global reforms to improve teaching standards and provide accountability. They may also fear exposure to licensure examinations. Advocacy campaigns are required to keep teachers informed and change their attitude in order to align this requirement with their expectations. Finally, all aspects of SAGs combined had a weighted mean of 2.984 with a standard deviation margin of 1.005. The weighted mean suggested low level of SAGs in the implementation of TPD in Kenya.

Correlation between SAGs and Implementation of TPD

To determine whether SAGs had any effect on implementation of TPD, first a Pearson's correlation analysis was used to find out if there was a relationship between the two variables. The study findings are shown on Table 3.

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Table 3: Pearson's Correlation of SAGs and TPD Implementation

	Pearson's Correlation	1	2	3	4	5	6	7
1 Implementation of TPD	Correlation	1						
	Sig.							
2. I enrolled for TPD just to comply with TSC directive in order to keep my job	Correlation	.124	1					
	Sig.	.625						
3. I enrolled for TPD to improve my teaching competences and professionalism.	Correlation	.562**	.438**	1				
	Sig.	.024	.006					
4. I enrolled for TPD to get promotion and salary increment at the end of the programme.	Correlation	.204	.117	.369**	1			
	Sig.	.235	.145	.0428				
5. The TPD curriculum fully is aligned with my professional development needs.	Correlation	.652**	.368**	.489**	.025	1		
	Sig.	.000	.043	.035	.892			
6. I fully support offering TPD throughout one's teaching career in Kenya.	Correlation	.456**	.342	.240	.304	.658**	1	
	Sig.	.043	.425	.685	.968	.000		
7 I fully support the requirement for regular renewal of teaching license in Kenya.	Correlation	.496**	.624**	.576**	.572**	.496**	.492**	1
	Sig.	.038	.000	.026	.000	.034	.0435	

****. Correlation is significant at the 0.05 level (2-tailed)**

Table 3 depicts a correlation between SAGs and implementation of TPD. Four factors that define SAGs correlated with implementation of TPD. The correlations coefficients were between the values 0.456 to 0.652; therefore, implementation of TPD was likely affected by SAGs. The Pearson's correlation index obtained on the second variable "*I enrolled for TPD to improve my teaching competences and professionalism*" is r= 0.562. Being a positive value with ρ= 0.024 which is less than alpha = 0.05 it means that teachers enrolled for TPD to improve teaching competences and professionalism and correlates with TPD implementation. The fourth variable "*The TPD curriculum is fully aligned with my professional development needs"* is strongly correlated with the implementation of TPD ((r =0.652, ρ<0.0001) at α= 0.05)). The fifth variable "*I fully support offering TPD throughout one's teaching career in Kenya"* moderately correlated with SAGs ((r =0.456, ρ=0.043) at α= 0.05)) and the sixth variable *"I fully support the requirement for regular renewal of teaching license in Kenya*" moderately correlated with implementation of TPD ((r =0.496, ρ=0.038) at α= 0.05)). However, correlation between the first variable *"I enrolled for TPD just to comply with TSC directive in order to keep my job"* and implementation of TPD was not statistically significant ((r =0.124, ρ=0.625) at α= 0.05)). Similarly, correlation between third variable "*I enrolled for TPD to get promotion and salary increment at the end of the programme*" and implementation of TPD was not statistically significant ((r =0.204, ρ=0.235) at α= 0.05)). Since correlations show relationship exists between the independent and dependent variable, these two factors which failed to

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correlate were considered unrelated with the dependent variable and removed from further analysis showing the effect of the independent variable, SAGs, on the dependent variable.

Effect of SAGs on Implementation of TPD

In the final analysis to determine if SAGs in any way affected implementation of TPD, a null hypothesis, that, *there is no statistically significant effect of SAGs on TPD implementation in Kenya* was formulated and tested. A simple linear regression analysis was used to test the hypothesis at 0.05 alpha levels. Before this analysis, the researcher checked the assumptions of normality of data and found that they were not violated. Tables 4, 5, and 6 show the analysis.

Table 4:The Regression Model Summary for Effects of SAGs on Implementation of TPD

Model Summary					
Model	R	R- Square	Adjusted R- Square	Std. Error of the Estimate	p-value
1	.468[a]	.434	.398	.65241	.000

a. Predictors: (Constant), SAGs
b. Dependent Variable: implementation of TPD

Table 4 shows the value in R, (r = .468), indicating there was a medium positive relationship between the two variables- SAGs and implementation of TPD. The coefficient of determination indicated R-Square, (R^2 = .434), reveals the amount of variability in implementation of TPD that can be explained by the variable, SAGs. In this case, the value of adjusted R square reveals that 39.8 % variability in implementation of TPD can be explained by SAGs. The analysis indicates that 60.2 % unexplained variation can be attributed to other factors not included in this model. Further, Table 5 presents the ANOVA results.

Table 5: ANOVA Test for Effects of SAGs on Implementation of TPD

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	59.356	1	49.256	39.234	.000[a]
	Residual	98.325	345	1.589		
	Total	157.681	346			

a. Predictors: (Constant), SAGs
b. Dependent Variable: implementation of TPD

Table 5 discloses whether or not the model is a significant predictor of implementation of TPD. The analysis in Table 5 shows ANOVA results of F=39.234 with 1 and 345 degrees of freedom and F being significant at p<.05. It can be presumed that the regression model significantly predicts the extent to which SAGs affect implementation of TPD. The regression equation establish from this output may be stated as F (1,345) =39.234 p=.0001). Furthermore, Regression Coefficient in Table 6 reveals how SAGs, the predictor variable, contribute to the model.

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Table 6: Regression Coefficient for Effects of SAGs on Implementation of TPD

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	Constant	3.542	.698		12.265	.000
	SAGs	.354	.006	.782	7.325	.000

a. Predictors: (Constant), SAGs
b. Dependent Variable: Implementation of TPD

Table 6 shows the results of the regression coefficient analysis. The equation shows the change in the value of the dependent variable (implementation of TPD) corresponding to one unit change in the independent variable (SAGs). It indicates the model;
Y (implementation of TPD) = 3.542 + 0.354 X_1 + ε (X_1= SAGs**),** where Y is the estimated value of the dependent variable, and X represents the independent variable. The regression coefficient reveals that an increase of 1 unit in effects of SAGs leads to an increase in the implementation of TPD by 0.354 units.

Table 6 shows effects of SAGs explained significant proportion of variation in implementation of TPD, (*t*= 7.325(B=0.354) *p*=0.0001). Based on this, the study rejected the null hypothesis, that; "*there is no statistically significant effect of SAGs and TPD implementation in Kenya*." This suggests that SAGs has a positive significant effect on implementation of TPD. Therefore, the low degree of SAGs significantly explains the below average implementation of TPD in Kenya. It implies that SAGs is more likely to positively influence the implementation of TPD. TPD programme seeks to achieve teacher professionalism as expressed by the KePTS. Understanding the motivations behind teachers' participation in TPD and aligning them with the KePTS will lead to improved implementation of TPD.

The findings in Table 6 are in agreement with those of Tek and Deya (2020) who examined the influence of strategic leadership on implementation of environment and natural resources strategies in Nakuru County, Kenya. It established that there was a significant relationship between strategic alignment and implementation of environment and natural resources strategies in Nakuru County. Although Tek and Deya (2020) provided support for the present study, their findings were limited to strategic alignment on work processes in Nakuru County Government to improve strategy implementation. The current study adds to this knowledge focusing on SAGs in the implementation of TPD, a strategy to improve teaching standards and quality of education.

The findings in Table 6 further concur with the study by Ye and Shi (2020) on "Strategies for Improving Professional Development of Teachers in Primary and Secondary Schools in Taiwan after the Implementation of 12-Year Basic Education Curriculum," which found that although professional standards for teachers served as a support system to professional development, it lacked measures to reward teachers' participation. For this reason, teachers did not use the tool to check their professional development. The study by Ye and Shi (2020) implied that the desire for teacher professional standards should be matched with sufficient incentives to encourage the participation of teachers in professional development and sustain the programmes.

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The findings in Table 6 were also in agreement with the interview data. Interviewee D stated; *"I think the TPD programme should match teachers' expectations. Teachers have diverse backgrounds in terms of age, qualifications, teaching subjects and school working environments. This leads to variations in teacher confidence, professional needs and motivation. All these must be taken into consideration in implementing TPD. Think of the teacher who is over 55 years and the programme is compulsory! I have been a successful teacher myself for over 25 years. While I agree to the fact that we need quality teachers in this country, things like introducing a renewable teaching licence do not guarantee quality teachers."*

The results in Table 6 are also in line with the dynamic capabilities theory (Teece et al., 1997). The theory concerns developing strategies for senior managers to adapt to radical change and maintain minimum capability standards for competitive survival. SAGs is similar to integration of strategic assets of the company. While TPD improves teachers' professional competences leading to improved teaching and quality of education; SAGs integrates teachers' goals to KePTS creating teachers' satisfaction which results into successful implementation of TPD. The resultant success provides feedback to TSC leadership and over time the repeated use (adoption) of SAGs enhances capacity to transform into sustainability of the TPD programme. This creates a culture of professional learning similar to corporate culture emphasized in the theory. Once teachers' goals align well with TPD goals, a culture of professional lifelong learning and professionalism like a corporate culture will be nurtured in the teaching service. Therefore, the study determined that SAGs indeed had significant effect implementation of TPD. Teachers are more likely to take part in TPD if it meets their goals as well. In relation with the TSC framework on TPD, the KePTS describe what a Kenyan teacher is supposed to be: uphold professionalism, demonstrate high level of pedagogical content and teacher knowledge on assessment and reporting. Other expectations include teacher's creation and support of inclusive education practices, awareness and promotion of school health and safety practices, knowledge of financial literacy skills, knowledge and practices of instructional leadership (Andafu, 2023).

For alignment to be realized, the programme should limit emphasis on compliance driven enrollment and have incentives to motivate teachers' participation. The mandatory nature and requirement for regular renewal of teaching licences make TPD to attract compliance-driven enrollments. Enrolling for compliance rather than learning undermines TPD's effectiveness as the motivation and goals are misaligned from the beginning. Enrollment for mere compliance is seen as an avenue to evade the punitive manner in which the programme is implemented. This justification for enrollment leaves the programme empty with nothing set to be achieved as argued by Calvert (2016), that; for many teachers, professional development has long been an empty exercise in compliance, falls short of objectives and rarely improves professional practice.

To encourage enrollment for the purpose of improving professional competences, the programme should have rewards for voluntary participation like promotion based on completion of a chapter or module; aligning the curriculum with specific teachers' professional needs and giving teachers freedom to choose the module and time in the holiday appropriate to their individual situation.

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Conclusion and Implications

The findings suggest that SAGs has a significant positive effect on implementation of TPD explaining 39.8 % variability in implementation of TPD. An increase of 1 unit in the effects of SAGs leads to an increase in the implementation of TPD by 0.354 units. The results revealed that teachers enrolled for TPD to improve their teaching competencies and professionalism and the TPD curriculum fully aligns with their professional needs. In addition, teachers moderately supported offering TPD throughout one's career and renewal of teaching licences.

The findings as presented in this article may contribute to understanding of the importance of SAGs in the implementation of TPD in Kenya. This informs policy makers to take deliberate steps to ensure goal alignment starting with involvement of teachers in the conceptualization of the programme. Successful TPD implementation contributes to improved teacher competencies and professionalism which improves the quality of education for learners and their wellbeing as they are taken care of by teachers who constantly update their knowledge to meet the ever changing student and society needs.

Challenges

To successfully execute this study the researchers had to overcome some challenges. Firstly, the lack of officially published data on teachers' enrollment for TPD posed difficulty in determining the target population, an appropriate sample size and a proportionate sample in the 8 regions across Kenya. To overcome this, the total number of teachers registered by TSC in public secondary schools was used as the target population. Secondly, the researchers had difficulty to get contacts of respondents through the selected institution's official channels due to compliance with the Data Protection Act of 2019. This affected the initial sampling plan and delayed data collection. To overcome this challenge the researcher adopted non-discriminative snowball sampling to reach the respondents through multiple referrals.

Limitations of the Study

The study was conducted in Kenya in the four institutions accredited as TPD service providers across the country namely; Kenyatta University, Riara University, Mount Kenya University and Kenya Education Management Institute (KEMI). These were the unit of analysis. Since TPD was compulsory to all teachers registered by TSC, data was collected from teachers in primary and secondary schools and TPD coordinators at county level.

In addition, although simple random sampling was used to select the participating institution, experiences from other institutions were left out as only teachers enrolled in the selected institution were invited to take part in the study. Given the disparity in experiences of teachers based on differences in the institutions and the varied nature of psychological and organizational factors that affect teachers' motivation to participate in professional learning, the generalization of findings of the study may be limited. To achieve uniformity, interviewees were selected from all the TPD service providers who provided insights into implementation of TPD.

Recommendations

The study recommends that;

i. Any successful implementation of TPD must recognize and align the goals of teachers with the programme. Teachers should also take the initiative to read the blue print on TPD to understand its goals to avoid a variance between teachers' aspirations and TPD

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goals. Since teachers appreciate TPD, there should be freedom, flexibility and incentives for teacher participation. Teacher involvement in the design and implementation of TPD to gain its acceptance, support, penetration and sustainability is critical.

ii. TPD should be conducted throughout the year with flexibility in the calendar for teachers to have the freedom to attend at any convenient time in the course of the term or year. Advocacy programmes to keep teachers informed on the importance of having teachers engage in TPD throughout their career life and the need for regular renewal of teaching licences will be necessary to help teachers improve their attitude towards these aspects and embrace the practice of TPD without any reservations.

Suggestions for Further Research

It's hoped that the results of this study will attract further research on the factors inhibiting SAGs in implementing TPD. In addition, a more comparative qualitative research should be conducted in public and private schools to complement and enrich the statistical results in this study.

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Conflict of Interest

The author(s) declares no conflict of interest.

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