



CONTEXT OF PROFESSIONAL DEVELOPMENT POLICIES AND TEACHER OF BUSINESS STUDIES COMPETENCY IN PUBLIC SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA

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Abstract:

Potent policies directing professional development for teachers of Business studies focus on skills and competencies which address specific needs of learners for high achievement. Professional development for teachers of Business studies has been a trending phenomenon in the education sector in Kenya for enhancing effective teaching and learning. Contemporary training prepares teachers of Business studies with appropriate competencies for equipping learners with skills and capabilities to thrive in a dynamic and interconnected world that joins and engages the sense of curiosity. In addition, teachers of Business studies receive updates on modern pedagogical skills through pre-service training and capacity building and job motivation through teacher promotion for raising productivity. Professional development for teachers is guided by feasible policies which act as control mechanism for enhancing discipline, order and accountability in the teaching profession. Thus, this study determined the influence of policies guiding professional development on teacher of Business studies competency in Kajiado county, Kenya. The study was premised on the Context evaluation, Input evaluation, Process evaluation and Product evaluation model. Anchored on a descriptive survey design, the study targeted a population of 42 respondents from eleven public secondary schools and education offices in Isinya sub-county; Kajiado county. Data was gathered from teachers of Business studies using questionnaires and from school principals and sub-county education officials using interview schedules. Data collected was coded and fed into SPSS software version 25.0 and statistical analysis using inferential and descriptive statistics was done on cross-tabulations. The study found that policies guiding the professional development of teachers of Business studies were significantly related to teacher competency. The study recommends the Teachers Service Commission (TSC) to

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formulate more feasible policies that guide professional development of teachers of Business studies through capacity building training, targeting contemporary issues surrounding Business studies and equipping teachers with practical skills critical for enhancing socio-economic development. Further, the study recommends the TSC to formulate attainable policies that guide and create morale of teachers of Business studies through continuous job promotion for high learner achievement.

Keywords: capacity building, policies guiding pedagogy, pre-service training, professional development, teacher competency, teacher promotion

1. Introduction

Professional development policies embolden and support teachers to ardently pursue career and professional growth as an integral element of employment. Policies targeting the professional development of teachers of Business studies are structured with the main focus ranging from classroom structures and processes to personal traits that create resilience and determination for work. Learning and practices of teachers of Business studies ultimately influence learner acquisition and retention of knowledge (Whitworth and Chiu, 2015) and these are made possible through Professional development policies that direct the intended plans. In view of this, Mailo, Odundo and Ganira (2022) opine that the quality of teacher of Business studies professional development enhances learner achievement and requires structured policies to lead its course.

UNESCO Incheon Declaration and Framework for Action on the implementation of Sustainable Development Goal 4; Education 2030, proposes for empowerment, thorough training, professional qualifying, development and adequate recruitment of teachers of Business studies and educators by member states. Based on this realization, in a study conducted by Srinivasacharlu (2019) in India *Continuing Professional Development (CPD) of Teacher Educators in 21st Century* it was revealed that professional development is divergent ongoing activities focusing on developing the intellectual abilities of a teacher of Business studies' attitudes, self-confidence, interest, values, skills and competencies. Proper policies are, therefore, required to carry out the teaching profession's responsibilities aptly and in accordance with the changing needs and times of the prospective society and teacher.

Policies guiding the professional development of teachers of Business studies in Kenya ensure continuous career progression for determining educational reform success. This is affirmed by TPD modules, (2020) which state that all teachers employed by the commission shall undertake mandatory professional development, offered during school holidays. Continuous professional development, therefore, allows teachers of Business studies to have higher capabilities with the aid of certified learning. Further, according to TSC policy document (2019), teachers of Business Studies' professional development will continuously improve skills, knowledge, values and attitudes for higher achievement. Professional development is a critical ingredient of pedagogical skills

acquisition for teachers of Business studies to better class experience. A study by TSC (2020) shows that majority of teachers of Business studies exhibit weakness in preparing professional documents, pedagogical strategies, incompetency in handling special needs learners, weak assessment skills and inadequate classroom management and planning techniques. This has prompted the commission to propose teacher professional development sessions on effective pedagogy, classroom management and professionalism through well laid down guidelines.

Policies influence ways in which teachers of Business studies develop professional competency which enhances teachers' ability to create a fair environment, understanding and accommodating diverse learners during class instruction. Structured policies guiding the professional development of teachers of Business studies emphasis on better instruction, connecting to the curriculum resources that teachers integrate into pedagogy to improve learner achievement. This is premised on the view that professional development enhances teachers' knowledge, skills, and motivation for improving classroom instruction hence learner interest in learning (Odundo, Ganira & Milimu, 2017). Thus, when the professional development of teachers of Business studies is directed by feasible guidelines, teachers are likely to adopt varied pedagogical practices that inform career-long learning for heightened learner achievement. It is based on this background that the study examined the context of policies guiding professional development of teachers of Business studies and competency in Isinya sub-county; Kajiado county.

1.1 Professional Development Policies, Pre-service Training and Competency

Policies guiding pre-service training of teachers of Business studies may influence teacher competency that enhances learner achievement. Professional development of teachers directly affects learning for better scores (Goh, 2016) and this is brought about by formulation of rigorous plans and policies that professionalize the teaching service. This is supported by Odundo, Ganira and Ngaruiya (2018) who asserted that professional development of teachers should aim at pedagogical strategies that probably influence learner achievement for a higher outcome. More still, AU Teacher Professional Development Guidelines and Continental Teacher Qualifications Framework (2019) prioritize teacher development as the first strategic objective of the Continental Education Strategy for Africa (CESA, 2016-2025). Teachers of Business studies' professional development can bring about improvements in the teachers' pedagogical thinking that cater for learners' acquisition of knowledge and development for higher scores (Hauge & Wan, 2019). Policies in education, therefore, direct pre-service training by providing a supportive and edifying environment for teachers of Business studies that revamp the quality of instruction, professionalism and responsiveness for high learning achievement.

Professional development policies take into account teaching practice as a key component of the undergraduate programme for teachers of Business studies training. In the same vein, Odundo, Othun and Ganira (2017) argue that teaching practice is a preparation exercise capacitating Business teacher trainees' opportunity for gaining

practical skills indispensable for professional development. Business teacher trainees strive to meet postulates of effective teaching practice in an effort to provide a pre-eminent learning experience for learners' high achievement. In support, Odundo, Kinyua and Ganira (2018) indicated that policies addressing teaching practice led to improvement in the teacher of Business studies effectiveness such as in exposing learners' thinking for heightened scores. This is affirmed by Mailo, Odundo and Ganira (2022) who added that policies guiding teaching practice are vital components of professional development that direct Business teacher trainees in adapting to actual teaching and learning environment that equip them fully before qualifying as graduate teachers.

In Kenya, Teacher of Business Studies career progression is guided by structured policies for professional superintendence. According to TSC- Career Progression Guidelines for Teachers (2018), *"The Career Progression Guidelines provide for the policies and procedures that standardize teachers' professional development vital for effective management of teachers' professional growth and development."* The Teachers Service Commission has been guided by the provisions of the Code of Regulations for Teachers (2015) and the Kenya National Qualifications Framework. According to UNESDOC (2011), teacher training in the pre-service level is part of a process of teacher of Business studies professional development, which is imperative in improving the teacher's pedagogical skills, actualizing the school's new programmes and updating existing knowledge of the curriculum. In Kenya pre-service training for teachers of Business studies is a compulsory three- and four-years duration at colleges and universities respectively. *"The over-arching objective and desire of TSC is to improve the quality of education by preparing teachers, aided by the education stakeholders, with a formally structured professional development and support"* reads the Teachers Service Commission policy document; in part. Professional development policies are thus vital in directing ways that equip a teacher of Business studies with the competency necessary for enhancing learner achievement.

1.2 Professional Development Policies, Capacity Building and Competency

Policies guiding capacity building are vital in ensuring that teachers of Business studies are regularly updated on professional trends. Harmonised Curriculum Structures and Framework for The East African Community (2014); Article 102 and 5 proposes for member states' commitment to undertaking collaborative measures to foster oneness in training and education professional development of teachers of Business studies within the community. Osarenren and Irabor (2018) state that continuous professional development of teachers of Business has to involve capacity building for practicing teachers, which according to Odundo and Ganira (2017) it is the process of strengthening and developing instincts, skills, abilities, resources and processes which teachers and organizations need to adapt, survive and thrive in for better understanding of the dynamic world for enhancing learner achievement. In an investigation to ascertain the influence of capacity building of teachers on learner scores in Nandi county, Jepketer, Kombo and Kyalo (2015) noted that guidelines on continuous in-service training of teachers enhance learner scores to some extent. More still, Latchanna, Venkataramana

and Garedew (2019) carried out a study in Ethiopia that supports the effectiveness of policies guiding the professional development of teachers of Business studies on competency and noted that continuous policy reforms make changes in the continuous establishment of professional development for enhancing standards of teachers thus, high learner achievement.

Policies steering capacity building for practicing teachers of Business studies are essential for ensuring professional development compliance. Odundo, Ganira and Kinyua (2018) recommend the government layout policies that guide the professional development of teachers of Business studies, respond to institutions' educational goals and contemplate pedagogical competencies necessary for quality instruction. Deficiency of broadened competencies for teachers of Business studies due to the lack of feasible in-service training protocols stifles teachers' skills in class instruction leading to stunted learners' academic sum total (Shiwani, Kalai, Akala & Gatumu, 2021). Teachers of Business studies gain ICT skills during in-service training, which are guided by pedagogical policies for better learning attainment. UNESCO (2008) posits that professional development programs for teachers of Business studies who are currently in the classroom and set programs for equipping prospective teachers should integrate technology throughout all aspects of training. Teachers of Business studies continuous professional development is significant in improving performance and effectiveness in education and for commitment enhancement; identifying satisfaction at work (OECD, 2009), teachers of Business studies competencies have a powerful influence on learner achievement. In concurrence, Ganira and Odundo (2020) state that learner outcomes in Business studies can be explained by teacher personality as well as characteristics of the school.

1.3 Professional Development Policies, Teacher Promotion and Competency

Policies guiding job promotion are vital in ensuring teachers of Business studies professional development for optimism and thus higher learner achievement. The Policy Framework on Teacher Professional Development (TPD); Strategic Plan for the 2019-2023 Period and MoE Basic Programme of Education Approach and Rationale 2013 – 2018 proposed for The Teacher Education and Development Programme for Basic Education. Teacher of Business studies promotion is significant in bettering the teacher's morale for higher learner achievement. According to Mailo (2021), the objective of Business teacher promotion is to reward performance, expand opportunities and manage succession for career progression and growth. In response to 2017-2021 Collective Bargaining Agreement, TSC intended to promote 15000 teachers including those who teach Business studies in the year 2021. More still, pursuant to EAC draft proposal, TSC in Kenya has made little effort actualized despite the huge need for teachers of Business studies professional development. Sulistiyo (2016) attach this failure to low teacher salaries which causes the majority of teachers to look for extra work after school hours to upkeep themselves at expense of lesson preparation and enhancement of their professional knowledge. Teacher motivation has been proven to be a vital element related to factors

such as teaching practice, educational reform, psychological well-being and fulfilment of teachers of Business studies (Han & Yin 2016). The study confirms works by (Wong, 2009) which revealed that if rewards are given to teachers of Business studies on factors related to non-performance such as job title, seniority or pay raises across boards, efforts of teachers are likely to reduce. Teacher of Business studies job promotion creates work morale hence, influencing learner attainment of better scores.

Teacher of Business studies job promotion is directed by guidelines that ensure career advancement which creates a positive attitude toward teachers' work. TSC guidelines on career progression (2018) state that teachers of Business studies are required to undertake prescribed programmes of professional development to enhance career progression according to provisions of article 48 of the code of regulations for teachers. In support of this, Bekele, Amollo, Mwangi and Ganira (2021) study on *Teaching Methods and Quality of Business Studies Textbook* affirmed that teacher promotion which is brought about by performance appraisal raise work morale when it is utilized for instructional improvement and accountability; enhancing enthusiasm for teaching leading to high learner scores. The purpose of teacher professional development policies according to Mailo, Odundo and Ganira (2022) is to vitalize and support teachers of Business studies to actively pursue their occupation and professional advancement as an integral element of enhancing self and pedagogical competence. Teacher of Business studies job promotion is a form of professional development, considered desirable because of the effect it has on pay, responsibility and authority that enhances the status of teachers as a sign of employer esteem. Hence, in a *study on instructional Content and Quality of Business Studies Textbook*, Bekele, Amollo, Mwangi and Ganira (2021) recommended that schools should focus on providing policies guiding continuous in-service training and job promotions to enhance skills and positive attitude that help them to discharge responsibilities competently for better learner grade achievement. This shows that policies guiding pedagogy play a pivotal role in influencing teachers of Business studies competency despite broad policy failure contributors on the pre-service training, capacity building and job promotion such as lack of adequate collaborative policymaking, implementation and political cycle caprices.

2. Statement of the Problem

Policies directing the professional development of teachers of Business studies in Kenya have strong gaps between theory and application owing to written theoretical guidelines. Inappropriate implementation of teacher professional development policies may result in theoretical pre-service training, paucity of capacity building training and inconsistent teacher of Business studies job promotion. In this regard, the professional development of teachers of Business studies appears like a fragmented program due to erratic implementation of policies directing the course of action. As a result of the garbled implementation of the policies, some teachers of Business studies merely benefit from professional development, consequently resulting in degenerative learner achievement.

Though Sessional Paper No. 1 of 2019 points out teacher professional development, there are no clear execution guidelines which in turn leads to the inability of proper application. Based on this observation, speling inadequacies in the teacher of business studies professional development policies require the participative formulation of policies and implementation in: preparing Business teacher trainees during the pre-service training period, well-structured capacity building programs for serving teachers and impelling job promotion that heightens morale of teachers and consequently higher learner achievement. In cases where policies guiding the professional development of teachers of Business studies are well implemented, there are high chances of better knowledge and skills acquisition by teachers that lead to higher competencies for higher scores. On the other hand, where policies are not formulated and implemented collaboratively, spasmodic professional development of teachers of Business studies might occur leading to incompetence and low learner achievement. It was, therefore, vital to evaluate the influence of professional development policies on the teacher of Business studies competency in Kajiado county, Kenya.

3. Purpose and Objective

The purpose of this study is to examine the influence of Professional Development Policies on Teacher of Business Studies Competency in Kajiado county, Kenya. The specific objective of the study was to establish the efficacy of professional development policies on pre-service training, capacity building and job promotion of teachers of Business studies in Kajiado county, Kenya.

4. Theoretical Perspective

The theory that could describe, explain, help to appreciate and predict the influence of professional development policies on the teacher of Business studies competency in Kajiado county; Kenya is Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation (CIPP) model by Daniel Stufflebeam (1966). The CIPP model has been refined several times since 1966 by Daniel Stufflebeam and other authors. The model advocates for evaluation as a tool that helps to formulate and implement policy programs that work better for stakeholders who they are intended to serve. Evaluations of CIPP must be anchored in the propositions of democratic fairness and equity (Stufflebeam, 2000). The application of the CIPP model was done by Molohe and Oduaran (2020) in an appraisal of the community development practitioners' professional development programme. The model is typified by its significance in purifying for systems-oriented elements, comprehensive evaluation and structure to accommodate needs based on the ubiquitous evaluation. The CIPP model is apposite to this study as it evaluates professional development policies to work out whether what has been attained weighs up with what was objected initially. With respect to the context evaluation, the researcher will be able to pick out the objectives of professional development policies on the teacher

of Business studies competency. The input evaluation level will help the researcher in the identification of professional development policies guiding pre-service training, capacity building and job promotion vital for ensuring acquisition and up-to-date pedagogical knowledge and skills for a teacher of Business studies. The process evaluation level is where the researcher will emphasize on implementation of the professional development policies. Lastly, the product evaluation stage will abet in the conclusion that the researcher will make on whether policies guiding professional development have an effect on the teacher of Business studies competency in secondary schools in Kajiado county; Kenya or not, and make recommendations based on the findings.

5. Conceptual Framework

5.1 Professional Development Policies

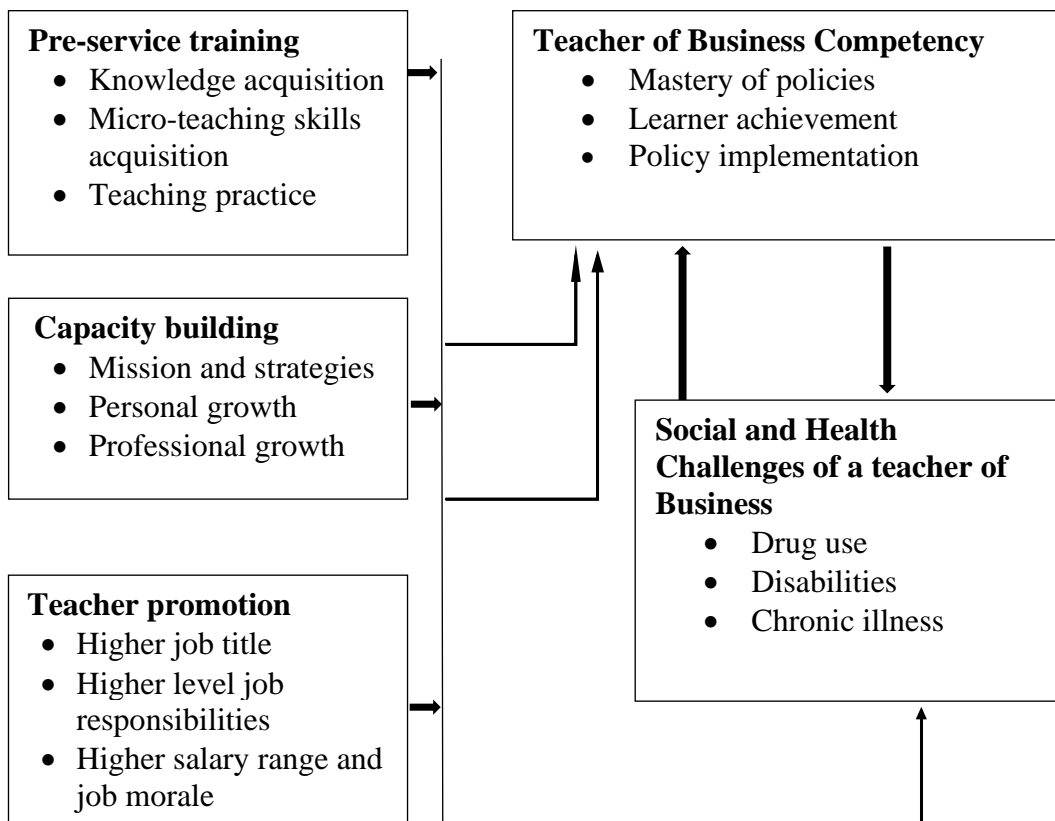


Figure 1: Conceptual framework of policies guiding professional development and teacher competency

The conceptual framework in this study illustrates the connection between independent, dependent and intervening variables. Professional development of teachers of Business studies is vital for career progression and requires feasible policies that direct its course of action. The framework evinces that policies direct the professional development of teachers of Business studies in pre-service training, capacity building and

job promotion that impart Business teacher competency resulting in enhanced learner achievement. The framework further shows that intervening variable such as social and health challenges influence teachers of Business studies competency other than professional development policies.

6. Methodology

This study was a descriptive survey targeting teachers of Business studies from public secondary schools in Isinya sub-county of Kajiado county; Kenya. The data for this study was obtained through questionnaires filled by 18 teachers of Business studies and interview schedules responded by 11 school principals and 2 sub-county education officials randomly and purposively sampled from a target population of 42 respondents. The data were analyzed both quantitatively using SPSS software version 25.0 and qualitatively through a thematic approach.

7. Findings and Discussions

Proper policies on the professional development of teachers emphasis the acquisition of skills and concepts related to teaching work. Beyond the acquisition of new skills, it is likely that learner achievement is enhanced upon application of the skills by teachers of Business studies. In this study, the professional development of teachers of Business studies was measured using pre-service training, capacity building and continuous job promotion.

7.1 Policies on Professional Development, Pre-Service Training and Teacher Competency

Policies guiding pre-service training of teachers of Business studies emphasize professional development that may enhance competency. Career Progression Guidelines (2018) by TSC provides the basis for secondary teacher trainees, anchored on minimum qualification cut off grades. Length of study of teachers of Business studies in pre-service training is vital as it considers contact hours that teacher trainees have with their tutors. In this study, the length of training shows n=11, 68.75 per cent of the teachers had pre-service training for 4 years. The ANOVA Table 1 shows that teachers of Business studies who have had pre-service training of 1 year have a coefficient of 2.602 with a p-value of 0.006 ($p < 0.05$), 2 years has a coefficient of -1.818 with a p-value of 0.035 ($p < 0.05$), and 3 years has a coefficient of 0.201 with a p-value of 0.844 ($p > 0.05$). This indicates that a pre-service training of 1 year has a positive and significant influence on learner achievement at the 5 per cent level of significance in relation to a pre-service training of 4 years.

Table 1: Policies on Professional Development, Pre-Service Training and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Pre-Service Training					
1 year	2.602	0.7433	3.50	0.006	
2 years	-1.818	0.7433	-2.45	0.035	
3 years	0.201	0.9910	0.20	0.844	
4 years	0.000	(base)			
Constant	5.503	0.4046	13.60	0.000	
Source	Partial SS	Df	MS	F	Prob>F
Pre-Service Training	19.890	3	6.630	8.53	0.004

Source: Field Data 2021.

The ANOVA results in Table 1 produced an F-statistic of 8.53 with a p-value of 0.004 ($p < 0.05$) for pre-service training. This indicates that policies guiding pre-service training are significantly related to teacher competency.

A school principal in an interview argued that:

“Policies on teacher training are vital in Kenya as they provide an important qualification function by ensuring that only people who have been trained and have acquired the necessary qualifications are fit to teach and be engaged as teachers of Business studies. Pre-service training of teachers protects the general public and the profession by ensuring only competent teachers of Business are employed in schools. The biggest challenge that we face as a country is that training is more of theory than practice. The government should however, make teacher training in the country more practical by even improving teaching practice period and institutions frequenting micro teaching sessions in colleges that equip trainees fully before they graduate.”

7.2 Policies on Professional Development, Capacity Building and Teacher Competency

TSC Career Progression Guidelines (2018) requires teachers of Business studies to undertake ritual programmes of professional development including capacity building to facilitate their career sequence as per Regulation 48; teachers’ provisions of the code of Regulations. Some schools encourage capacity building trainings for their teachers of Business studies to improve efficiency and consequently, learner achievement. In this study, the capacity building shows that $n=4$, 25.00 per cent of the teachers do attend capacity building trainings often, $n=10$, 62.50 per cent of the teachers rarely attend capacity building trainings, while only $n=2$, 12.50 per cent of the teachers didn’t attend capacity building trainings at all. In a similar note on how often, the principals expose their teachers of Business studies to capacity building trainings, one principal opined that,

“At least twice in a year; though for quite long, this has not been well done since the incoming of covid-19; TSC provides some capacity building trainings, mostly to new teachers to improve their exposure; we also organize bench marking sessions at times”.

And yet another added that,

“We don’t specify but in case of a workshop, all teachers have to attend though this is rare; remember it depends on the availability of resources and opportunities; the government provides inadequate opportunities for in service training, and if it improves on the same and formulate strong guidelines to lead capacity building sessions, I think teachers will get more updates on what is required of them”.

Table 2: Policies on Professional Development, Capacity Building and Teacher Competency

Teacher Competency	Coefficient	Standard. Error	T	P>t	
Capacity Building					
Often	-3.204	0.5540	-5.78	0.000	
Rarely	0.000	(base)			
Not at all	-3.972	0.893	-4.45	0.001	
Constant	5.503	0.4046	13.60	0.000	
Source	Partial SS	Df	MS	F	Prob>F
Capacity Building	26.001	2	26.001	33.44	0.000

Source: Field Data 2021.

The ANOVA results in Table 2 produced an F-statistic of 33.44 with a p-value of 0.000 ($p < 0.05$) for capacity building. This indicates that policies guiding capacity building is significantly related to teacher competency. The findings are in support of a study by Odundo and Ganira (2017) which found that guidelines on capacity building ensure the process of strengthening and developing instincts, skills, abilities, resources and processes that teachers of Business studies and organizations need to adapt, survive and thrive in for better understanding of the dynamic world for enhancing learner achievement.

The ANOVA Table 2 also shows that teachers of Business studies who often have had capacity building training have a coefficient of -3.204 with a p-value of 0.000 ($p < 0.05$). In addition, teachers of Business studies who did not have capacity building training has a coefficient of -3.972 with a p-value of 0.001 ($p < 0.05$). This indicates that attendance of capacity building training often has a negative and significant influence on teacher competency at the 5 per cent level of significance in relation to a rare attendance of capacity building training. Similarly, one of the school principals in an interview schedule disclosed that,

“We encourage implementation of policies on professional development of teachers of Business studies by organizing bench marking with more performing schools than ours. We encourage teachers to attend capacity building trainings and also further their education. When teachers meet during these in-service trainings, they borrow a lot from each other on academics and ways in which to handle challenges. These benefits are as well transferred to learners directly or indirectly”.

The results produced affirm the findings of a study carried out by Srinivasacharlu (2019) in India titled *“Continuing Professional Development (CPD) of Teacher Educators in 21st Century”* which revealed that policies guiding professional development ensure divergent ongoing activities that focus on developing intellectual abilities of a teacher of Business studies’ attitudes, self-confidence, interest, values, skills and competencies to carry out the teaching profession’s responsibilities properly and in accordance to the changing needs and times of the prospective society and teacher, a study that anchors the findings of earlier studies by Jepketer, et al. (2015) in Nandi county which sought to examine the benefits of continuous professional development protocols of teachers in influencing classroom experience in paths that enhance learner achievement; and found that policies direct professional development of teachers such as through seminars and workshops that enable participants to interact asynchronously; hence directly influencing learner achievement to some extent.

7.3 Policies on Professional Development, Job Promotion and Teacher Competency

Motivating teachers of Business studies with proper incentives such as job promotions are key to achieving SDG4 that endeavors to ensure equitable and inclusive quality education and promote lifelong learning opportunities for all. Teacher promotion in Kenya is guided by career progression guidelines that are anchored on the current CBA.

The rate of teacher promotion differs entirely from one teacher to another in Kenya. Teacher promotion shows that n=10, 62.50 per cent of the teachers have had been promoted to another job level in course of the time they have served as teachers of Business studies, while n=6, 37.50 per cent of the teachers have not been promoted to another job level in course of the time they have served as teachers of Business studies. Likewise, one of the principals revealed that,

“Job promotions are rare and much of what you hear about TSC promotions is on papers. We are looking forward to the new CBA to check whether there will be improvements”.

Yet another principal on whether teachers of business get job promotion added that,

“This depends on the performance of the teacher and how the teacher applies for promotion because they are competitive and one has to go for interviews”.

Table 3: Policies on Professional Development, Teacher Promotion and Teacher Competency

Teacher Competency	Coefficient	Standard Error	T	P>t	
Teacher Promotion					
Yes, I have	0.000	(base)			
No, I haven’t	-1.057	0.5352	1.97	0.077	
Constant	5.503	0.4046	13.60	0.000	
Source	Partial SS	Df	MS	F	Prob>F
Teacher Promotion	3.030	1	3.030	3.90	0.077

Source: Field Data 2021.

The ANOVA Table 3 further shows that teachers who have not been promoted to another job level in course of the time they have served as a teacher of Business studies have a coefficient of -1.057 with a p-value of 0.077 ($p > 0.05$). These indicate that the frequency of promotion from one job grade to another in course of the time one has served as a teacher of Business studies has no significant influence on learner achievement at the 5 per cent level of significance. The ANOVA Table 3 produced an F-statistic of 3.90 with a p-value of 0.077 ($p > 0.05$) for teacher promotion. This indicates that policies guiding teacher promotion are not significantly related to teacher competency. This echoes a research by TSC (2020) that showed that despite guidelines to ensure job promotions, the majority of teachers usually exhibit weakness in preparing professional documents, pedagogical strategies, incompetency in handling special needs learners, weak assessment skills and poor classroom management and planning; and this has prompted the commission to propose for teacher professional development sessions on effective pedagogy, classroom management and professionalism.

8. Conclusion

Teachers of Business studies' knowledge of subject matter and pedagogical skills improve through professional development that is led by structured policies. Aligning Business studies curriculum with substantive training and existing work experiences of teachers is vital for acquiring competencies necessary to heighten learner achievement. The study established that there exist inconsistencies in the manner in which policies guiding professional development are formulated and implemented besides the great significance they have. Professional development through capacity building and job promotion seemed poorly attained owing to discrepancies in policy formulation and implementation. This points to the reason why a teacher of Business studies' pre-service training, capacity building and job promotion are impoverished, leading to incompetency thus, low learning achievement. Further findings showed inadequate micro-teaching sessions during pre-service training and short teaching practice period owing to more theoretical training as opposed to practice. The Ministry of Education and Teachers Service Commission should therefore contribute to the teacher of Business studies professional development by formulating feasible policies which direct its course of action by considering learners' interests for high scores.

9. Recommendations

- 1) School principals need to encourage the implementation of policies on the professional development of teachers of Business studies by organizing capacity building trainings that target contemporary issues surrounding Business studies and equip the teachers of Business studies with practical skills necessary for enhancing socio-economic development.

- 2) The teachers' employer; TSC should formulate policies targeting the professional development of teachers of Business studies that ensure teacher promotion and capacity building are achieved.
- 3) Teacher competency is vital in enhancing learner achievement in Business studies. This study only examined the influence of policies guiding professional development on teachers of Business studies competency. Future studies may be done to determine other factors that influence teacher competency other than policies.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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