

**CRITICAL ANALYSIS OF INFLUENCE OF TEACHER MANAGEMENT ON LEARNERS
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KENYA.**

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ABSTRACT

The research study critically analyzed the influence of teacher management on academic performance of learners. The researchers sought to justify that good teacher management by the employer Teachers Service Commission (T.S.C) can effectively and efficiently contribute to academic success of the learners in public primary school in Kenya. Since the time immemorial education has been embraced by all as the only vehicles that leads to self-development and actualization of an individual. The core goal of education institution is measured by its academic success. The employer TSC since its formation to manage teachers has had a big share of wrangles with the employees facing strike year in, year out and the academic performance being affected negatively frequently. This co - relationship of management and academic performance is what defecated the study to justify that when teachers are well managed there can be certainty on academic improvement. The study used the modern theory of leadership so called transformational theory. A study that requires a leader to be charismatic, inspirational, an intellectually simulative that's TSC as an employer, should manage teachers by fostering manageable, fair policies, promote promptly, offers in-service and induction, promote both monetary and financial benefits to motivate their teachers and finally show the concern for the teachers and the learning outcomes facilitated by those teachers will automatically improve.

This study finding found that most teachers fell demoralized by current remuneration and the reward they get from their employer (TSC). Most of them pleaded by the TSC to offer them better allowances and improve on their current salaries. The study found that most teachers who further their studies and had not been promoted felt much dissatisfied the way promotion policy in implemented by the TSC and they requested the TSC to be fair to promote them so that they can feel motivated. The study found out that there existed poor interrelationship between the TSC and the teacher's especially during strike. They requested teacher service commission to control being emotional and defend their right as the employer but not to fight against them. The study found that most teachers were overworked and has no time even to offer induction to newly recruited teachers also the study realized the employer did not take keen note in monitoring the in-services education and induction of teachers.

The study anticipated the solution to academic deterioration in primary school was to focus on good teacher management that will foster unity, harmony, peace and collaboration to promote participatory team work in school setting to impact on academic standard positively.

The study recommended that stake holder at the school level, the school management committee, PTA and teachers to embrace co-existence, mobilize school resources to invest in economic projects, mobilize non-governmental institution to financially support their projects and invest in their school so that they can get extra funding to motivate their teachers and employ more teachers. The study also recommends the TSC and the ministry of education come up with workable policies to facilitate, monitoring and implementation of the in-service to teachers at a cheaper price or fully sponsored cost. They should also make a policy to facilitate induction for the newly appointed teachers.

KEY WORDS: Influence, Teacher, management, academic, performance, Public, school

1. INTRODUCTION.

The management that involve directing, controlling, repairing and commanding ha it's way dated back as 1642 and by then it could be termed as administrative inspection (Ukumbe, 1999). It had its genesis in America, where fibber teachers were appointed to be. This was done through supervision. It main aim was to assist the learner to get quality education. They were characterized by the inspectors who were more concerned more than teachers rather than teaching process. However, the management drastically changed between (1876-1963) and attention shifting effectiveness and so came the name 'effectiveness' where the managers were selected on basis of their professional qualification and period was characterized by the managers (supervisor's) being friendlier in their approaches. Came the start of the management in the period between (137-1959) characteristic by democratic and friendly. The management period known as cooperate group effects. By then there was shortage of teachers and there arose the need of assist then become more efficient. The final stage of management can be traced between 1969 to the present. Leading by research orientation' or managing by objective.

By then it was the down of Africans countries to gain their independent from the colonies. Kenya had gain independent in1964 and the education system was not stabled. Teachers were deed insufficient to need of education in the country. Education was managed by ministries and central government. By 1964 the Kenya education community report 'the Ominde report' recommended the formation of component. Represented and contented teaching force. Because of this factor, teacher commission was formed in 1967through an act of parliament to offer teachers one employer and uniform terms and quality of services. It was mandated to manage teachers. That was to register employ, promote, discipline and pay teachers (teachers service commission update on 18th July 2016).

According to teacher service commission ICT (2013) even though the teachers service was formed to manage teachers in 1967, its genesis dated back to the 1950 when tutors led by the retired president Daniel T Moi vigorously fought for the formation of teachers one body to managers teachers affairs.

Due to this force when the first teacher union in Kenya was formed in 1957 till there was push for the formation of umbrella body to manage the affairs of all teachers from the missionaries and central government to desire teachers from disparity in remuneration and other terms and condition of the service. After formation of TSC, it is therefore the sole body mandated to manage teacher's accordance to an act (2015). Other countries across Africa and globally also embraced the idea of embossing the independent commission to manage their teachers. Among them are Swaziland japan and Tokyo. In Africa existing Zambia, Uganda Tanzania among others. The present today based on the expectation outcome of the learning in a classroom, the researcher critically analyzed the influence of teachers management influence in academic performance in public primary school in Kenya.

2. STATEMENT OF THE PROBLEM.

Primary Teachers all over the country are managed by Teachers Service Commission .The Teachers Service Commission (TSC) is a statuary organization within ministry of education (MOE) which has its own act called teaching service act (TSC Act) to help it function by determining the terms and conditions for the employment of teachers in teaching service .The Teachers Service Commission was established by the TSC Act(Cap 212 of 1967 law of Kenya) in 1967.The TSC Act No 20 of 2012 mandated TSC to perform teacher management functions including registration ,recruitment ,deployment ,remuneration , promotion and disciplining teachers. It is also the role of TSC to maintain professionalism, integrity and standards in the teaching service. Since then TSC

and the teaching profession had experience rapid expansion of education sector. Among them high population growth leading to an increase in the learners and teachers population. The TSC together with the Ministry of Education remains committed to the realization of quality services to students but faces a major strainous co-existence between the employer (TSC), the employees (teachers) and the client (students) due to ineffective and inefficient management that came with the demand of irresistible changes in education sector.

Effective service delivery that is meaningful curriculum implementation that leads to an excellent academic performance depends on how best the teacher is managed .Therefore management is a major challenge to every organization and TSC is not exempted. Management of teachers in the current world is beyond automation and task force oriented, it is beyond directive, contingent, laissez-fair and dictatorial. It calls for integrated theories to satisfy the employees so that they can deliver the current teacher need to be managed based on the satisfaction of depending on their nature of work, humanitarian organizational policies, climate and culture. The current manager of the modern teacher must note the superiority of the role played by its employees need their expectations and interrelate it with their peers .Above all the managers must consider reciprocal responses of the employees.

It is not about nature of the job alone. What about requirement for delivery and to meet the set goals? What about acceptances of the rewards time constraints and cost constraints? The TSC has had consistent wrangled with its employers due to its transactional leadership on teachers .If this will not change so that the employer can embrace transformational leadership to manage the employees (teachers), the client (students) may actually be the loser by getting a raw deal that leads to low academic performance in Kenyan public primary schools. For quality academic performance the teacher service commission as a body must change their leadership styles, vocal tones and iron hand on teacher's .Accept to provide vision and sense of mission, instill pride to teachers and help them gain their trust and lost glory so that they can be charismatic and be public influencers. For quality academic to be realized the employer must be an inspire, an intellectual stimulant who promotes intelligence ,rationality and careful problem solving among its employees .Of great deal TSC should manage teachers by offering individual consideration , giving personal attention , treat each employee individually coaches and advises. It should be quality delivery service to students verses quality management to the teachers through humanitarian policies in education, promotion, training and development Images (2017) class notes on theories and styles of leadership pg.10.Chepkwong (2014) supports this notion by saying that it is difficult to realize dreams of an organization without teamwork of professionals which is impossible without good rewards and motivation system.

Teacher's management goes beyond providing unified system for the terms and conditions of services for all the teachers in the country. It has a task to perform beyond registering teachers, promotion, transfer and disciplinary exercises. Clerk, (2001). Said that material interest of workers comply with objectives of the organization. The researchers recommended that y there should be appropriate system of rewards meant to promote and motivate the employee and bring the satisfaction from their work. For quality performance, the employer (TSC) should manage teacher by formulating policies that has purpose to reward teachers handsomely. Amstrong, (2006). Said reward system consist of policies that guidelines on approaches to management practices that provide monetary and non- monetary rewards .The consistence strike in teaching fraternity speaks thousands of volumes on teachers management in Kenya. It's always regrettable but keep on repeating itself poor performance in academic work. When people are well managed they don't go on strike. The constitution of Kenya (2010) chapter six section two grants the freedom of assembling, demonstration, picketing and petition. It allows everyone to assemble ,unarmed and

without prior permission together , to demonstrate ,to picket and present petitions to public authorities and this has been in public domain as teachers desert classes to demonstrate over and over again due to their insignificant pay and overburden irrational work load .

The well documented policies of TSC to teachers management fails to highlight the plight of the teachers on well numeration ,delayed promotions ,social well-being ,conducive working environment ,security inductions and in servicing of teachers. The TSC has never agreed it's their failure in management of teachers that leads to decline in academic performance .According to the chief executive secretary secular (No.77/2012), it is a blame game where the employer states it is the teachers negligence of duties to attend their personal matters than work. The researchers have disagreed with the idea and see to it that lack of job satisfaction, poor remuneration and poor managerial skills and leadership styles are the major causes of the poor academic performance in primary schools in Kenya. An issue that must be urgently addressed by TSC and Ministry of Education failure to which the academic performance in Public Primary Schools will continue to deteriorate and wrangle between teachers and employers will be there to stay. This study has been done to prove if indeed teacher management influences academic performance in primary schools in Kenya. The gap in knowledge has thus necessitated the proposed study

3. PURPOSE OF THE STUDY.

The study was to critically analyze the influence of teachers' management on learners academic performance in primary schools in Kenya.

4. OBJECTIVES.

The objectives of the study were to:

- i. Critically analyses the influence of teachers motivation on learners academic performance in primary schools in Kenya
- ii. To critically analyses the influence of teachers interrelations academic performance in primary schools in Kenya
- iii. To critically analyses the influence of teachers inductions on academic performance in primary schools in Kenya
- iv. To critically analyses influence of the teachers in services on learners in primary schools in Kenya

5. RESEARCH QUESTIONS.

- i) To what extent is teachers' motivation do influence the academic performance in public Primary schools in Kenya?
- ii) To what extent do the interrelationship between teachers and employee do influence academic performance in public primary Schools in Kenya?
- iii) How do the teachers induction do influence academic performance in public Primary schools in Kenya?
- iv) How do teachers in service education do influence academic performance of Primary schools in Kenya?

6. RESEARCH METHODOLOGY.

The researchers made their research based on study that applies content and desk analysis design. The researchers chose on this method because it allows room for constructive critical analysis better than the quantitative statistics results when used in similar research. The researchers argues their critique as positive evaluation of influence of teachers management on learners academic

performance .If teachers are well managed , it is a sure way of improving on academic performance and vise versa.

7. SIGNIFICANT OF THE STUDY.

The education of a country is the engine to which its development depends. Since TSC has been entrusted by teacher management, the findings of this study may be used to by TSC to solve conflict between the employer and the employee that is TSC and teachers to facilitate excellent academic achievement in learning institution in question. It may also enable the ministry of education and TSC to formulate policies that address teachers needs to motivate then so that they can have self-esteem and provide high quality services to learners hence improving academic performance in primary schools in Kenya.

8. THEORETICAL FRAME WORK.

The study was based on the modern theory of leadership so called transformational leadership theory by James Macgregor Burns .The traditional leadership theories mostly involves on exchange relationship between leaders and followers but transformational leadership is based more on leaders' shifting the value ,beliefs and needs of their followers. Transformational leadership theory requires a leader to be charismatic that is a leader to provide vision and a sense of mission, instill pride, gain respect and trust. The leader should be an inspirational leader that is to communicate high expectations ,use symbols to focus effort and express important purpose in simple ways be intellectually stimulative .Thus a leader is to promote intelligence, rationality and careful problem solving and be individually considerate that is to give personal attention ,treats each employee individually ,coaches and advises ,This is what leads to superior performance in an organization facing demands for renewal and change like education sector in Kenya. TSC as an employee of teachers should foster transformational leadership through manageable, fair policies of recruitment, selection, promotion, training, induction, in services and development .It should promote effectiveness of its teachers in the field by providing motivational, relevant, inductions, in-services, teachers' activities, training, intervening actively on behalf of teachers by fostering effective relationship. TSC should show concern for its teachers and act in a supportive manner towards them so that they can deliver to learners to enable them achieve the best in their academic dreams.

9.0 LITERATURE REVIEW CRITIQUE.

9.1 ANALYTICAL DEFINITION OF TEACHER MANAGEMENT.

The term management has covered definitions as assigned by different writers. According to Kirimi (2017) education and management notes, Henry Fayol defined management as a forecast and plan to organize, command, coordinate and control while Brench defined it as a social process which constitutes planning ,controlling ,coordinating and motivating .Koontz and Donnel defined management as operational process initially best dissected by analysis the managerial functions (thus planning, organizing, staffing, directing and leading and controlling).The researchers have defined management as the process of designing ,developing and affecting organizational objectives and resources so as to achieve the predestined goals The TSC act, (2015). Defines a teacher as a person who has been trained as a teacher providing for the law as registered as a teacher and visa vies. Teacher management therefore is a process of working with individual teachers and a group of teachers (teamwork)to accomplish the goals of an organization (in this case education organization).It involves the planning ,organizing, coordinating, controlling monitoring teachers during the education process to realize the predestined educational goals. It is the utilization of teachers as human resources through formulation of objectives and motivating them, leaners and subordinate

staff, supervising their performance academically and in extra-curricular activities and finally securing maximum satisfaction for both the teacher and the student.

Learning institution is an organization founded and united for specific purpose mainly to attain the goals of education effectively and efficiently. It can also be defined as an entity that provide instructional services to individuals or education related services to individuals and other educational institutions which include pre-school, primary schools, high schools, colleges as well as universities.

Management of learning and teacher management is the process of utilizing physical and human resource to formulate education objectives, directing them, motivating them and supervising to control their performance to secure the maximum satisfaction for both the teacher and the learner.

9.2. CRITICAL ANALYSIS OF INFLUENCE OF TEACHERS MOTIVATION ON ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KENYA.

According to Chepkwong. (2014). Argued that Extrinsic motivational rewards practices for motivational purposes is the core factor in which managers should be keen in order to employees meet their set goals of an organization. TSC has mandate to manage teachers to deliver in their set goals. All the education goals can be easily arrived at through relevant system of rewards meant to facilitate and motivate the teachers and bring them to the point of job satisfaction. Failure to reward teachers handsomely, to fairly and consistency according to the value of their work is an act that fights quality education and excellent academic performance. Kenyan teachers feel that TSC policies are inconsistency and are unsupportive. They don't recognize the product and the labour of a teacher. The management of teachers by TSC in primary school is majorly affected by poor motivational factors to teachers by the employer. Demoralized and dissatisfied employee will not concentrate to find out how best the outcome can be improved to meet the expectations of an organization. The major sources of teachers strike that has majorly affected academic performance is job dissatisfaction and lack of motivation. The perception on teachers on the merger salary pay TSC is providing to them meets only the basic needs which they view as important to them, hinders their effective delivery of service to learners. Teachers feel they work harder and under strenuous environment, some in overcrowded classes, insecure geographical environments, harsh environments but they are poorly remunerated. This has led to several strikes in Kenya, some lasting from two weeks to one month. Whenever teachers go on strike the academic performance of the learners is always adversely affected. It seems TSC and government are always against the better remuneration of teachers. For the teacher to get a pay rise there has always been a battle to be fought called strikes some called "mother of all strikes", grand strikes etc. Since 1962 the Kenyan teachers have been going on strike to fight for their better pay to motivate them deliver services to the learners. The first strike in Kenya was in 1962 before independence after which there have been 12 strikes. All the eleven strikes has always been declared illegal and teachers threatened, molested and the trade Union officials arrested. In 1962 came the second strike, in 1966 came the third strike that lead to the formation of TSC which by now acts as a government agent to intimidate and frustrate teachers. When the fourth strike in 1969, it lead to the formation of commission of teachers service remuneration community. Their recommendation then consecutively teachers had been striking in 1997, 1998, 2002 (last for two weeks) then in 2009, the strike call its mother of all strikes, 2011, 2013 and finally 2015. The quality of academic performance in education sectors is directly affected by scale reward to the teachers. Management should ensure the reward as a motivating factor is effective enough to cooperatively influence the teachers to work hard and produce quality result. The employee -TSC should fight for the teachers but not against the teachers. As it has been whenever teachers go on strike. For instance in 2015 when teachers strike

was declared illegal by the industrial court, but labour court of law lead by Justine Nduma Nderi who awarded teachers 50-60 % pay rise. Daily nation (October 5th, 2015). Instead of TSC upholding the ruling to reward its employee, per the court order, it appealed against the ruling. Globic. (2nd, October, 2015) reporting in Daily Nation News Paper, reported saying that TSC took drastic measures to the court of appeal and ordered teachers to return to school to work immediately and opted to pay then no September salary except to school principals, deputies and head of departments. Because of this, 240000 teachers missed their September salary. This was happening as the Kenyan students were unable to attend school lesson for the whole month as was reported Odhiambo (25th, September 2015). On BBC news reciting that millions of Kenyan student were unable to attend school due to the strike.

Wonzala (5th October 2015) on Business Daily News Paper, reported on the effort of TSC effort to intimidate teachers to get back to work by denying them their September salary. According this report TSC only paid 42976 tutors and the TSC chairperson Lydia Nzomo declined to discuss the issue with the journalist when she appeared before the National Assembly Education Committee. As if that was not enough the manager TSC was quick to move to the Supreme Court to seek the review of directive to pay teachers 50-60% pay rise as was directed by labours court. Jemimah, (1st September 2015). Reporting on Citizen reported that the TSC moved to the Supreme Court seeking a review of its earlier order directing that teachers had paid 50-60% pa rate awarded by industrial court. This move was after the court ordered the TSC to increase the salary of teachers from between 50-60% dating it back to 2013 to cover up to July 2017 and have the increase agreement registered with the court within 30days. After the Kenyan teachers felt frustrated by TSC they turned their plea to the president of Republic of Kenya and International bodies. The Educational international Secretary General wrote to the President of Kenya requesting him to respect the fundamental rights and freedom of Kenyan teachers in accordance with international standard in in relation to collective bargaining agreement. Gicobi (October 2nd 2 013). Reporting on Fred Van Heeuwen the Secretary General of Educational International letter to the president, t said the secretary General requested President Uhuru Kenyatta's government also to refrain from threatening teachers because of their appeal for affair salary increase. The Danish union of teachers in solidarity to Kenyan teachers on their struggle for fair pay wrote to the president too.

Globic (October 2nd 2015) on daily nation reporting on Danish letter to the President of Kenya said that, the union support the Kenyan teachers to have the rightly deserved pay and expressed concern over closer of school due to the strikes. As if these were words meant to provoke the supremacy and the emotional wrath of the power of the highest office in the office. The President to Kenyan teachers on

Business Daily News (February 2nd 2016) was reported replying the Kenyan teachers and asked them to give his government time to breath...for they lived in a country of limited resources. As he was attending the Regional Education Conference in Nairobi. Not enough he made it clear that government fund on education were already committed so teacher pay rise was not possible.

Ayaya (September, 21st2015). On Standard Digital Update News reported the president Uhuru justifying why Kenyan teachers should not go on strike to demand for pay rise? The president said that Kenyan teachers were the third best paid tutors and are paid seven times as much as their counterparts and much higher than in Uganda and Tanzania therefor should not go on strike to demand more pay.

Decene, (1999).claimed that our awareness on motivation informs the employer why people (employees) are involved in what they do .What they do satisfy some need before they do anything therefore they look for pay off or reward. Rewards and their links to motivation unseparatable. If TSC need teachers to attain their organizational goals they must meet the teacher's needs. Use

reward to motivate them. Amstrong, (1999). Agreed that the reward system consists of financial and non-financial rewards. TSC as a manager t should focus on the financial rewards and employee benefits which together comprise total reanimation. The TSC stand according to circular (NO 77/2012). Claimed that teachers absentees was to the optimum and teachers spend a lot of time on their own issues and attending hospitals attention. Clerk, (2001). Argued that interrelationship between job and satisfactions of pay for performance according to the theory of expectation is there. If it is not fully met how people will decide how to behave at work so that the result of work meet their needs. The report by the media on striking teachers and absentees blamed management TSC for what the claimed as failure to offer them avenue to air the grievances or ignoring their grievances completely. Brays, (1996) .supported that if the need of an employee is satisfied, the staff would be motivated to perform effectively. The TSC management should focused on teacher reanimation, recognition benefits and job satisfaction. Onyango ,(2007) Argued that in order to have education wheel in motion, there is need to have work force which is well managed, stimulating though motivation and sustained in the positive behavior in order to achieve the set goals.

Matheka, (2005) Found that majority of teacher felt that the salary paid to them demotivate them, although it helped them cater for the basic needs only. Maringu ,(2007). Had a view that for the teachers to deliver in class they should be motivated so TSC should increase teacher's salary and harmonized it with the same scale. Motivation also involves the promotion. Lanchase, (2000), Argued that rewards that bind an employee to an institution have to do with the way the employee is handle at any given time. The act researcher further claimed that any particular pay grade. The researcher claimed that while people came to work at pay they stay at work for many other reasons. Managers needs to recognized and take care other rewarding condition on overall strategic to reward. Promotion as a reward TSC has it that teachers promotion will be pegged on performance appraisal in the class that meant teachers attaining higher qualification won't be automatically be promoted after a thousand of teachers have invested heavily on education. Wanzala (October, 19th 2015). Reporting on Daily Nation claimed that according to news code of conduct and ethics for teachers tabled in the National Assembly by then, had proposed that TSC was to use the appraisals report for promotion. An issue that took thousands of teachers who have invested heavily in education aback. This nasty demoralized teachers according to the reporter was agreed between employer (TSC). and teacher union (KNUT) and a collective agreement, (CBA) assigned in Naivasha affirming the fear in teachers. Based on the literature review the academic performance is directed related to the teachers' motivation therefore TSC as a manager need to look into teachers benefits and motivation through better enumerations. The TSC should realize that the academic performance in education is directly attached to the reward scale to the teachers. Management should therefore be ready to offer to the teachers reward as a motivating factor which is effective enough to competitively influence teachers to work harder and produce quality result. If the TSC is interested in curbing teachers' abtsentism in schools, they should offer a good reward that boost teachers' self-esteem, changes their negative thoughts about theirs job and stimulate them to work to improve and increase the production and realized the best education out comes. Among the learning factors that influence the academic performance in an educational institute in and the employees

9.4 CRITICAL ANALYSIS OF INFLUENCE OF INTERALATIONSHIP BETWEEN TEACHERS AND THEIR EMPLOYER (TSC) ON ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KENYA.

Positive interrelationship between the employers and the teachers facilitate participative system of administration in a school set up and thus enable the system to function effectively resulting to academic improvement of schools. As mentioned before the TSC has had a lot of challenges leading to consistence wrangle, strikes and court battles. Many teachers felt TSC as employer has sidelined them and gunged up with the government to frustrate them. In practical case was on July 2013 where the strike lasted for 24 days and eventually the industrial court ruled it illegal and the KNUT General Secretary and His assistance were arrested and sentenced for imprisonment though they paid for the bill. The Trade Union together with its members were fined 6million (BBC news 25th, September 2015). In 2013 when the court ordered the teachers to be paid an increase of between 50-60% it was TSC which rushed to court of appeal arguing that a notice to go on strike was to be given to them as a required by law (daily nation 6th September 2015). This entire act by the employer betrays amicable relationship with the employees hence has a lot of implications on academic performance in the class.

Teachers who during strike receive order from their unions and not employees usually provoke aggressive emotional reaction from the employer. The employee faces a lot of intimidation and threats by then and where after; they are on the receiving ends sometimes facing economics strain as in the case of September (2015), when their salaries was withheld, receiving interdiction letters and orders to resume duties immediately without delay or pay rise. Business Daly news Paper (16th may 2015) reported that TSC by then had started issuing disciplinary letters to 5000 heads of public school over the ongoing strike by then the reason being that they absconded the duty as they were required to be on duty all time to ensure order, safely learners and preserve school property. How could they remain on duty and they are also members of the union and teachers as well. The head of intuitions plays a crucial role in education organization and once harassed and intimidated it increases tension, incidents, like suicides, discontent and unrest which lead to ineffective running of the school and hence poor performance. Reporting on intimidation and threats on teachers during the striking period Mutambo, (September 6th, 2015). In Daily Nation said that TSC had instructed country director to issue warning letters to striking teachers and issued them with guidelines on how to punish teachers who could be absent for duty. The reporter also highlighted that TSC had orders that the head teachers and educational directors to ensure that union activities were not conducted in schools. Responding to the TSC order the (KUPPET) Deputy secretary general on Daily nation, Nthurima (2015) said TSC had no moral authority to lecture teacher on how to follow I have disobeyed the court which is rested with power to interpret law. TSC as an employer has no power to limit the teachers labour movement, intimidate and threaten the employees. The tense relationship has lead not only to the decline in the academic performance but also to the death of several employees .Jemimiah (29th October, 2015) reporting on the Citizen reported on KNUT concerns on the death of its members due to the employers' frustration. The reporter said KNUT by then reported that 4 of its members had committed suicide following the withholding of their September salary by the employer (TSC). Matiangi, (29th October 2015). The KNUT treasurer was quoted speaking during the Union Nyanza Regional annual meeting saying that not only teachers were been intimidated but also the union officials as well. That further complicated the matter between the employer (TSC) and the employee (teachers). The union also said the teachers under medication faced duress and stress and every members of the union was living under every difficult times forcing some teachers to commit suicide and also those who are under medication to go unattended despite that the court had ruled their strike illegal. A good interpersonal makes the

teachers feel, appreciate and satisfied and recognized in their profession. Create friendly school environment and contribute to the perfect academic Excellency of the school hence school be cherished by the TSC as an employer. When however, teachers misbehave the employer has the responsibility to manage the situation as they embrace the interrelationship in order to assist the learners so the employer must manage reaction toward the teachers. A school environment where the relationship between the teachers and employees is harmonious friendly, smoothly, collaborative, respectful and peaceful provide a healthy positive climate for the learners to learn and this improve academic performance of the school. School head to work together with the employees (teachers) because that facilitate the teacher to offer effective services and hence capability to influence the learning of the student positively the employers TSC must play the role of an instructor also (be a leader, always a leader has influence, has people has followers) and should be friendly. The employer should managed by the ability of human face. Create a good physiological climate of confidence and promote in employs relation and ensure a good verbal communication (Kubrick 1962), Herman 1966).

In case the teachers feel that life is insecure in a given region they can ask for transfer. After the North Eastern attack on Government Employees of which majority were teachers and 28 people died as they were traveling from Mandera to Nairobi and on other several ambush by Alshabaa Terrorists,

The teachers in North Eastern opted for mass transfer. They were not granted. That only resulted to tens relationship between the infected and affect teachers and the employees (TSC). Daily Nation (wed Feb 4th 2015) had reported that TSC had ruled out amass transfer of public schools tutors from insecurity riddled North Eastern Kenyan. As they declined to such genuine appeal of teachers the media reported of TSC officially who grant a mass transfer to well performing teachers to frustrate and punish them because of corrupt influence head teachers. Kamau, (wed Jan 2014). On Standard Digital Media highlighted on an uproar over mass transfer of teachers in Kirinyanga district. The reporter claimed that the parents were surprised and argued that it beats every logic to see 30 teachers from a district that made their county shine in KCPE result being transferred massively. They posed unanswerable question to the employer wondering if that is how those who perform well are rewarded. Same case in Nyakamincha Primary school that faced mass transfer of teachers. Ongwae, (wed march 19th 2015) on Standard Digital news reported that learning at Nyakimincha Primary School had been paralyzed for the third week by then following the crisis occasional by the transfer of teachers with the reason being that it was ranked last countywide in KCPE examination. According to the several educator or research finding or literature review interpersonal relationship between the employer and the employee in the school society is indeed a necessary that contribute to academic excellence.

9.5 CRITICAL ANALYSIS ON INFLUENCE OF TEACHER INDUCTION ON ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KENYA.

According to Rebores, (1991). Induction is the process designed to familiarize the newly recruited individuals with the school and the colleagues (Okumbe, (1996). Argued that it authorized the employee to behave in accepted as soon as possible to carry his/her duties and interact meaningfully with the members of the organization. Talbert and co-workers, (1992). Define induction as the whole process of which the no voices become professionally profound. It begin when the teacher signs the contract and ends some times in the feature after the teacher has stabilized. Wachira and Waiganjo, (2014). Argued their study that induction is an important procedure in the professional development of a tutor because it act as a bridge between pre-service training and real teaching job. Indeed it helps the newly appointed teachers (NATs) immediately adjust to the academic society,

religiously, professional and sometimes political environment in their new jobs with the guide of more experienced professional. This enables professional beginners to be sustained in their duties within professional ethics and conducts as they conduct their delicate roles and deliver to their student as expected from them.

It is therefore compulsory important role to employer to ensure comprehensive induction programme is conducted to the teacher when begins their teaching profession. In most cases teachers beginning their teaching receive little or no assistance at all. Despite of that, they are expected to adapt to the system by their own survival tactics and to cope using the enormous challenges they may meet during the first year on their own summary findings of (Johnson 1990, Johnson and Blacklidge 2013. Lurtiel 1975 and Sizer 1992). Argued that new comers the no voice teacher experiences numerous challenges and often end up posted in the most challenging and harsh classroom environment and task with difficult school assignment. “Trial by fire” experiences. Therefore induction of a newly appointed by teaching is an important in employee function through the administrator and supervisor of the school.

However Simata, (2010). Study in Bungoma East District on induction found out that induction process has failed to be effective since has not been properly performed at schools. That there seems to be no well documented policy and structural programme of induction for newly appointed teachers and there is none directly responsible for monitoring the induction process and progress. Teachers

Induction implementation programme in public primary school is unsuccessful and it's effective due to various factors. Frailer in TSC to put induction programme policy in place has made the newly head teachers Suffered a lot on financial strain because they have no vote for induction service in the whole public primary schools, it depends on county ability or willingness or the head teacher financial ability in the school. The TSC human resource that is the teacher is quite limited, there is a deficient of other 80000 teachers thus imply that every experienced teacher is over loaded. The work load therefore do not give room for effective induction for the newly appointed teacher. An issue that TSC as employer should solve by hiring more trained teacher to reduce the work load in the teaching fraternity. Leadership style and induction method is a major setback to induction to newly appointed teachers. TSC is centralized at the national level or decentralized at the county level, the head teachers who represent them may not want to associate with the no voice teachers. Simatwa, (2010). Study recommended that the employer through the head of institution should identify induction need for the no voice teachers in the first week of their reporting and offer a comprehensive induction seminars to enable them perform their role effectively. Also the researcher argued that since the challenges to the newly recruited teachers are enormous ranging from pedagogy, social safety, emerging issues such as constitutional reforms, novice teachers need to be inducted by the experienced teachers how to change learners attitude and increase in the performance without traumatization and stress. Jared and Emmanuel, (2010). Study in Ghana on induction reported on mentoring of beginner teachers found that newly recruited teachers were not properly inducted into the teaching profession and there was need for the government to create formal induction and monitoring policy so do the same in Kenyan situation. Israel, (2006). Quantitative study in Primary Schools in Zimbamwe found that new beginners teachers need the assistance from experienced teachers. Wong, (2002). Argued that teachers hired today are the teachers of the next generation and their prosperity will determine the success of the entire generation of learners and can be effective and relevant professional development programmes. Since the ultimate aim of any learning organization is the success and achievement of the learners therefore TSC should made the necessary effort to induct newly employed teachers to enable them work for the improvement of the learners achievement. The newly appointed teachers once inducted

will work to produce their best and achieve the objective of the school. Based on the literature review TSC should provide induction policy programme for the no voice teachers and monitor its implementation.

Duke 1990 supported this programme and argued that induction idea is recognized internationally and assigned respect as a process that offer development needs of the new teachers by empowering both specialization training and emotional support. So the employee cannot ignore such important event, it should embarrassed it fully and support its effectiveness in all public primary schools and to make teachers comfortable to teach and deliver quality services expected of them.

9.6 CRITICAL ANALYSIS ON INFLUENCE OF TEACHERS IN SERVICE EDUCATION ON ACADEMIC PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN KENYA.

The destiny of every country depend majority on its education sector. The destiny of country's education fully depends on effectiveness of her teachers. Teachers play the role of the future citizens. Therefore once educated and join service the teacher need in-service education. In-service teacher education is when the teacher continue with the further study after entering in the service in order to gain more knowledge to make him/ her a better teacher. The employer TSC and the ministry of education in Kenya should note that it requires good teachers. Good education lead to good academic success requires good teachers hence there is need for in-services education for teachers that offers upgrading of teachers knowledge and skills towards the objectives of their carrier. What to note in current status by the employer TSC, in-service education and training has been given a lot of embassies which doesn't match the status commensurate with the stress given to it.

The employer TSC does not allocate too short time for the in-services activities. Many teachers have embraced in-services education, but TSC courses are expensive and costly though the teachers have embraced them. Many teachers have gone extra mile to invest heavily on education to pursue further studies to better their knowledge and skills only to be disappointed by employers TSC that such effort would hardly be recognized by promotion. The employer TSC should ensure that in-service education is geared towards improvement of work. Condition and terms of services of teachers and should concentrate on professional discipline and reduce academic subject emphasis. Teachers are the only important agent of effective academic changes. Therefore teachers school embrace, in-service training programmes as necessary means of equipping the modern teacher to deliver in the class rooms. Even though education in-service programme was offered by the TSC to teachers it had not catered for the majority of curriculum implementation (teachers). The resources made available to in-service education programme were very minimal in comparison to official emphasis put on the programme. This programme might have existed but due to lack of evaluation had adversely affected the way the programme was implemented. The employer as a manager if wanted quality education, ought to improve the quality of teachers first.. Therefore as a manager it should come up with independent department of in-service teacher's education and training to have this programme well-coordinated so that it can edify both the teacher and the learner. TSC should manage the teacher by facilitating cheap cheaper or fully sponsored seminars, refresher courses, workshop, conferences, study group and experimental school to facilitate in-service programme. Report on whether TSC has enough attention to training support structure for teachers development revealed that it was time consuming with a lot of papers bureaucratic and had a lot of paper work an indication that it might be a policy existing on papers, recommendation with good guidelines aiming to support teachers but it was not clear and specific how or by whom the development will be provided. The in-service of teachers is necessary to bridge the existing gaps in teachers knowledge to improve the learning outcomes, TSC always there is no sufficient money to fund such

government policies, it is high time they come up with realistic budget and seek for funding to facilitate teachers in-service education as managers they can't run away from their role switch the blame game to the Ministry of Education or the Finance ministry

10. RECOMMENDATIONS

- i) The government budgetary allocation has already swollen a great deal. The government has survived in debt to sustain Kenya's economy. Urging them to allocate more funds to motivate teachers may be a well wish or a decorated flowery statement. The school Management Committee, Parents and Teachers Associations should turn up to mobilized Non-governmental institutional such as banks, companies and well-wishers to support school viable investments programmes in order to get more reward to motivate their teachers. Even if the monetary reward to improve on teacher's salary seems to be impossible. The TSC and the Ministry of Education should motivate the employee by offering other benefits such as cheap health cover, tax reliefs' policy on investments, mortgage allowances and automatic prompt promotion policies. The ministry of education should identify the viable investment of school programmes and support them, fund them to enable such school sustain their research motivated and employ more teachers on their own. Once teacher feel job satisfaction and motivated, they will work hard to enable the learners achieve and get the best academic result.
- ii) The employer TSC should work hard with the employee, defend them and put in good place policies to facilitate good relationship between the employee (TSC) and the employer (teachers).
- iii) the employer TSC and the ministry of education should formulate the policies to facilitate, coordinate in-service education to the employee, design who should implement and supervise the progress of in-service and induction activities of the employee.
The employer should ensure that the in-service education improve the quality of the teacher, condition and service teacher and should concentrate on professional discipline and reduce academic subject.
- iv) The TSC as a manger and the (MDE) should manage the teachers effectively by ensuring they provide, induction policy programme for the no voice teachers and monitor It's implementation.

11. CONCLUSSION

Education in Kenya embrace 8 goals of education. The main expectation of the stake holder is how best the school perform before they evaluate how best the learners have achieved the 8 goals of education. It should be noted that the teacher is the implement of curriculum, the interpreter and the facilitator. Management of the teacher directly influence how they deliver to the learners. Good management scientifically implemented, supervised and evaluated will enable our primary public schools perform well academically therefore the employer must embraces motivation of teachers as a key factor that lead to success of the learners, consider good interrelationship, active massive induction and effective in-service education to the teachers as in investment but not a liability. The researcher on conclusion based on the literature analysis finalized remarkably that good teacher management by the employer TSC will leads to improved positive outcomes in a academic performance in a learning organization.

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