REPOSITIONING SCHOOL BASED TEACHER MANAGEMENT IN KENYA: GLOBAL PRACTICES AND APPROACHES

CrossMark
click for updates

Mercy M. Mugambi[1][†] --- **Robert Joseph Ochieng**[2]

[1,2]*University of Nairobi, Kenya*

ABSTRACT

Teacher resource is major in influencing the quantity and quality of teaching and learning in an educational institution. To achieve educational goals, effective management of this resource is vital. There is therefore need to move from emphasis on centralized teacher management to school level management of teachers. School based management of teachers is one of the most significant trend in education reform geared towards facilitating effective decision making, improving internal processes and utilizing resources in teaching and learning to meet school goals. Various practices to this effect have been expounded in this paper to include: competitive reward, rigorous recruitment and selection, induction and support for new teachers, continuous learning and development, teacher evaluation, teacher motivation, self- managed teams, reduction of status differentials by ensuring equity and fairness and also ensuring employee involvement communication to give employees a say in decision making.

© 2016 Pak Publishing Group. All Rights Reserved.

Contribution/ Originality

The study contributes to existing literature on school based teacher management with specific reference to Kenya based on theoretical reviews and documentary analysis. This is one of the studies that have looked at how teacher management can be repositioned for effective delivery of services to learners.

1. INTRODUCTION

The aim of this paper is to emphasis on professional management of teachers in Kenya at the school level, currently, teacher management is done through the Teachers Service Commission (TSC) under article 248 of the RoK (2010a). However, TSC is centralized in Nairobi and although it has offices and officers spread throughout the 47 counties of Kenya, the commission cannot stretch itself to the level of managing the professional welfare of each and every teacher in all the schools in Kenya. As a result, TSC relies on Heads of Schools (HoS) to manage teachers in their respective schools.

The challenge that arises with such an approach is that the Heads of Schools (HoS) are overwhelmed with administrative duties and maintaining healthy financial management of the schools at the expense of management of teacher's professional welfare in schools. And in the case where the HoS are solely administrative, there is less impact on professional management of individual teachers since the teachers are cognitively aware they directly

report to their employer TSC and indirectly to the school principals or head teachers. This awareness of reporting indirectly to the HoS has a management impact in that the Heads of schools do not feel obliged to professionally manage teachers.

This paper therefore proposes a school based management for teachers where by the school is regarded as an organization, the HoS are managers and the Heads of Departments are line managers and other teachers are employees to the organization. It thus places the welfare of teachers in the school on the shoulder of both the heads of schools and the head of departments to ensure teacher management is done in a professional way so as to achieve organizational goals. Cheng (2003) argues that school based management is one of the most significant international trend in education reforms geared towards facilitating "…effective decision making, improving internal processes, and utilizing resources in teaching and learning to meet diverse school-based needs."

2. CURRENT SITUATION ON TEACHER MANAGEMENT IN KENYA: A BRIEF

The Teachers Service Commission is the commission responsible for managing teachers in all public institutions of learning in Kenya excluding those of higher education. The commission was formed by an act of parliament Cap 212 and is enshrined in the RoK (2010b) under article 243. The functions of the commission are: to register trained teachers, to recruit and employ registered teachers, to assign employed teachers service in any public school, to promote and transfer teachers, to exercise disciplinary control over teachers and to terminate employment of teachers. In addition, TSC is expected to review the standards of education in Kenya, review the demand and supply for teachers and advice the national government on all matters relating to the teaching profession in Kenya.

For TSC to achieve its mandate, the Teachers Service Commission Act in article 237 in the Constitution of Kenya 2010 specifies the key functions geared towards management of teachers: ensuring that teachers comply with the teaching standards prescribed by the commission, managing the payroll of teachers in the employment, facilitate career progression and professional development in the teaching serve including the appointment of head teachers and principals, and monitor the conduct and performance of teachers in the teaching service.

According to the Sessional paper No.14 of 2012, teacher management is classified into three categories: entry, maintenance and exit. The entry management deals with registration and recruitment, the maintenance management category deals with deployment, remuneration, promotion ,discipline and teaching standards while the exit category is concerned with teachers who leave the commission through retirement, death or interdictions.

The shortfall of adopting such a classification of teacher management is that it focuses more on teachers maintain teaching standards, adhering to discipline, rules and code of conduct but goes silent on the specifics when it comes to the management of teachers as employees in an organization i.e. the school. Their welfare is less highlighted in the overall plan. Sessional Paper No 14 of 2012 identifies challenges facing teacher management in Kenya as those involving registration and recruitment, financial discipline, and maintenance of teaching standards. The Sessional paper is keen in highlighting administrative challenges but focuses less on teacher management in terms of people management at the school level.

It is clear that when the issue of teacher management is raised, there is a bias towards ensuring teaching standards, discipline to rules and code of conduct are adhered to, there is more enthusiasm in ensuring teachers are doing what they are supposed to do -*teach*- but less energy is put to ensuring effective and efficient management of *how teachers should be handled* so that they do what they are supposed to do- *teach*.

This paper therefore attempts to offer possible solutions to teacher management that are not biased towards teachers and their role in teaching and learning but rather regarding teachers as employees whose welfare in the school organization go beyond teaching in the classrooms. In order to achieve its purpose, the paper proposes empowering heads of schools and heads of departments through adoption and integration of human resource management practices, policies and procedures for teacher management.

3. TEACHER MANAGEMENT AT THE SCHOOL LEVEL

In their research on head teachers' perception of their role in secondary schools in Kenya, Kirui and Osman (2012) observed that although head teachers are generally aware of their responsibilities in leadership and management in school, the kind of management highly emphasized was financial management of school account books and budgets so as to ensure financial accountability.

Generally, management is the process of planning, organizing, staffing, directing and controlling activities in an organization in a systematic way so as to achieve the goals of the organization. With the assumption that head teachers and principals are managers of the school as an organization, they therefore perform these duties in all their activities to ensure effective and efficient management of their school. Armstrong (2001) explains that in order to manage people, managers have to ensure their people develop skills and capabilities they need to perform their jobs, the people are rewarded using both financial and non-financial rewards, involving people in decision making and communications as well as handling people issues and problems as they arise. They achieve this through the processes of management.

In planning, the heads of schools have to develop an outline of what they need their teachers to accomplish be it at the end of the school term or end of the academic year and also clarify how the targets will be achieved. Planning in the school will thus include preparation of human resource demand and supply forecast in the matching the needed teaching staff in their school with the learning resources as well, the head teachers have to ensure they have recruitment and selection plans to meet capacity gaps in their schools. This is done in liaison with the TSC and the Board of Management (BoM) in cases where they have to employ BoM teachers directly. The heads of school are also involved in developing work plans to be used in management of teachers' performance in their respective subjects and also development of budget plans to cater for teachers' rewards within the school.

Organizing is the establishment of authority through which the teaching staff is allocated resources such as time, space and material resources in relation the aforementioned plans. Heads of schools are thus involved in developing and reviewing school hierarchical relations by appointing heads of department, heads of subject, heads of co-curricular activities and others. Through these appointments, heads of schools develop a chain of command and establish as pan of control for themselves and their staff. Heads of schools need to be involved in conducting work load analysis to determine work load for each teacher and each department, this helps inform the heads of school on the number of teachers required in a department consequently informing decisions for planning to recruit more teachers either directly through he BoM or through TSC. Through the organizing function, Heads of schools need to develop discipline and grievance resolution mechanisms for their teachers by establishing discipline committee to provide direction and guidance on disciplinary issues.

Although the TSC is constitutionally mandated to recruit and deploy teachers in public schools in Kenya, heads of schools are also in one way or another involved in ensuring that their organizations have optimal staffing levels in terms of qualification and number. The heads of school thus need knowledge and skills for coming up with robust recruitment and selection strategies. Directing in the school involves providing competitive rewards for teachers who are exemplary in their duties equitably and fairly. It involves empowering teachers by involving them in making decisions that require their compliance such as mean grades in their subjects and student management in school. Heads of schools need to be involved in developing training programs on leadership and supervision for their heads of department as well as coming up with flexible time table arrangements that allow teachers to have a work-life balance work load. In directing, heads of school need to come up with effective and efficient job designs through time tabling of classes in a way that the teachers feel they are satisfied with their jobs and are offered opportunities to grow and develop their careers. Directing will thus imply that the managers will have to engage in a continuous process of motivating, leading and influencing their teachers to work so as to achieve their organizational goals.

Controlling involves monitoring and evaluation of teachers' performance to ensure that they are aligned to the goals and plans of the school. The heads of schools therefore need to ensure their teachers are equipped with relevant

knowledge skills and attitudes to add value to the teaching and learning process in the school. In order to maintain a positive working environment, heads of schools need to conduct teacher satisfaction surveys through communication and feedbacks received from the teachers in meeting and students and take appropriate actions. In controlling, the heads of school need to assess individual teacher's performance against set school targets. In general, controlling function of management offers heads of school with the responsibility of ensuring the standards set for teachers are maintained.

4. ADOPTING BEST PRACTICE MODEL TO TEACHER MANAGEMENT AT THE SCHOOL LEVEL

Pfeffer (1998;2007) posits that prioritizing the development and compensation of employees have far reaching benefits in managing what people do and how they do it in an organization. Such practices help in raising the quality of the organization products or services and enhance the reputation of the organization. He adds that performance of employees to a great extent depends on the principles of motivation, continuous learning and social interactions within the organization. As a result, Pfeffer came up with a list of human resource management practices that if well put to practice would successfully lead to profit making and improvement of organizational performance. These practices have since been of 'best practice' in human resource management or 'high performance work systems' or 'high commitment' systems in Human resource management. They include: employment security, robust recruitment and selection, self-managed teams and decentralization of decision making, comparatively high reward management system based on performance, extensive training, and reduction of status distinctions among employees and extensive sharing of information throughout the organization.

High performance work systems are a combination of practices that foster employee participation and performance as well as the facilitation of employee engagement, motivation and skill enhancement in an organization (Armstrong, 2012). Heads of schools, therefore, need to develop a culture of high performance in the organization so as to enhance productivity, quality serve and satisfaction of students, parents other teachers and to themselves. As a result, heads of schools need to ensure that their teachers are the right people in terms of skill, competence and knowledge as well as the adequate commitment towards the job and the organization so as to achieve the overall objective of the school.

Armstrong and Taylor (2014) argue that high performance working is the sum of the processes, practices and policies put in place by employers to enable employees to perform to their full potential. They referred to employee participation and flexible working arrangements as examples of such systems that have a direct impact on ways of working and therefore flow through to job design. Heads of schools need to possess such competences and employ them in the processes of planning, organizing, staffing, directing and controlling their teachers in the schools.

4.1. Competitive Rewards Based on Performance

Heads of schools need to practice an effective and efficient reward management system that offers both intrinsic and extrinsic motivation for teachers. Advantageously, the financial incentives such as salaries and benefits are taken care of by the TSC. Therefore, heads of school need to focus more on intrinsic motivation such as perceived organizational support for teachers.

In order to have a competitive reward system, there is need to set in motion a robust performance management system in the school. Performance management is the process of obtaining better results, developing a high performance culture in an organization through its employees through shared a system of laid out target plans of goals, standards and desired competences and skills (Armstrong, 2006).

Heads of schools should thus note that performance management is not a process of finding fault with their teachers but rather a process concerned with planning, acting and monitoring teachers' activities with the aim of empowering, motivating and rewarding teachers to do their best in their roles in the school. Heads of schools and their teams should thus focus on raising the school mean grades; ensure teachers are given realistic end of term or end

of year targets in their respective duties and responsibilities both in and outside classroom. These targets are then used to measure and review how far each and every teacher is away or near towards attaining them.

Deloitte (2015) survey reports that performance management is a secret ingredient to successful operation in an organization. The report however warns that performance management should not be an end of year rating exercise focused on evaluating the individual but rather a continuous system of gal setting, regular feedback, coaching and development of the employee to be productive and satisfied at the same time. This implies that heads of schools need to sit down with their heads of department and teachers set targets for subject teachers and continuously monitor and review the achievement of those targets through reviewing class tests offered to students by the teachers, analyzing classroom continuous assessment tests towards achieving the targeted classroom mean grade as well as monitoring and reviewing the teacher's teaching methodologies and improving them so as to achieve the desired outcomes.

Having established a performance management system through which teachers will be compensated for their efforts, heads of school need to come up with an equitable and fair reward system to compensate individual teacher's effort as well as departmental, team efforts, towards achieving the school targets. Reward management deals with the strategies, policies and processes required to ensure that people and their efforts to achieve team goals and those of the organization are recognized and rewarded (Armstrong, 2012). The rewards need not to be necessary concerned with money but can include recognition and opportunity to grow and develop ones career through their work.

Perkins and White (2011) distinguish between extrinsic and intrinsic rewards. Extrinsic rewards are in form of salary, incentive pays and benefits that serve to directly recognize the contribution of the employee. Fortunately, the TSC takes responsibility for remuneration of teachers and thus HoS focus on offering competitive pay for their BoM teachers. Other rewards such as paid holidays or trips for teaching staff or departmental teams or individual teachers who perform better than others, gift certificates, luncheons among others are also applicable. On the other hand, intrinsic rewards include the working conditions, leadership and supervision of employees, availability of learning and development opportunities.

Armstrong (2001) add that intrinsic rewards such as integrating the job of an employee to the organizational goals, autonomy in exercising discretion and decision making as well as offering a variety of feedback on their performance against set standard. Therefore, Heads of schools should ensure that as much as they focus on financial rewards, non-economic incentives also offer motivation to their staff. According to Desseler (2008) the best way to reward an employee is by organizing the job so that doing it provides the feedback and challenge that helps satisfy their high-level needs through recognition. Heads of school and their heads of department should therefore design their school time tables and lessons to ensure that teachers find working in class psychologically rewarding and challenging so as to build an inbuilt system of motivation.

What practices can head teachers put in place?

4.2. Rigorous Recruitment and Selection

Recruitment is the process of attracting individuals with appropriate qualifications to apply for jobs in an organization while selection is the processes of choosing from a group of applicants the individual best fit for a particular position in the organization. Successful organizations hire employees for their attitude, skills and ability to adapt to the organizational culture. Heads of schools and department heads play a crucial role in ensuring that schools have optimal levels of teaching staff in terms of number and qualification. This is done through a robust recruitment and selection process. Recruitment and selection are important processes if an organizations to remain effective. French and Rumbles (2010) argue that if an organization is able to obtain employees who have desirable knowledge, skills and attitudes then the organizations is a step closer towards shaping its effectiveness and performance. Heads of schools, together with their heads of department thus need to ensure there is minimal interference with such a process either through nepotism or incompetent procedure. Pilbeam and Corbridge (2006) caution that when external factors and nepotism interferes with recruitment and selection processes, then it is the mangers, the heads of school

who will have to deal with the effects of hiring an unsuitable employees in respect to parameters of poor performance, reduced efficiency, low-quality service and dissatisfactions.

Heads of schools should thus adopt a competency based approach to recruitment and selection that does not find a teacher for a teaching post and start manipulating the requirements for that teaching post to suit the candidate but rather identify abilities needed to perform the job, develop job descriptions that highlight the key requirements to perform the job and come up with individuals specifications at the end.

Armstrong (2006) argues that a good recruitment and selection practice should cover areas such as intelligent test, and personality test to ensure the teachers being employed are best fit in the organization. There is thus need to ensure the teacher being employed understand and is well updated with teaching methodologies, policies in education, trends in educational reforms, classroom management, and other co-curriculum activities that facilitates achievement of school goals. Kumar (2006) explains that in adopting a competency model to recruitment and selection, one should clarify the position to be filed through job analysis, review job description and specifications clearly showing what the job holder will be expected to do, identify sources of recruitment, attract applicants through internal and external advertisement and use of selection techniques that identify the candidate that best match with the job description and specification.

4.3. Induction and Support of New Teachers

New teachers enter the profession for intrinsic rewards, but the negative effect of extrinsic conditions may overwhelm them. They face new and difficult challenges: classroom management and discipline, adjustment to the physical demands of teaching, managing instructional tasks, and sacrificing leisure time. Without proper support and aid, a new teacher's problems can grow worse. Key ideas for supporting new teachers include: Mentorship of teachers to break the isolation, show the new teacher the ropes and help them reflect on a day's experience and redirect efforts for next day. In addition, these experienced teachers can transmit instructional, planning, and/or management skills the novices lack skills that can help new teachers grow professionally as they adjust to the realities of teaching (Frase, 2012). In addition, the mentor teachers themselves gain the satisfaction of sharing their knowledge and experience and helping their new colleagues grow professionally.

4.4. Continuous Learning, Training and Development

Learning is a lifelong process with a relatively permanent change in behavior over a period of time. Training is a short term planned effort by an organization to facilitate employees' learning of job-related competencies such as knowledge, skills or behavior required to effectively perform their job. Development on the other hand is a long term, futuristic educational process designed for managerial staff. Continuous learning, training and development can be very expensive for heads of schools to manage at the school level. However, Walton (1999) argues that there are rather piece meal human resource development strategies that can be employed to contribute to the overall picture of employee development. They include: training (off the job, in-house courses, workshop), team development (networking, outdoor development, multidisciplinary problem-solving), development (mentoring, tacit skills capture), organization wide initiatives (culture change, benchmarking), organization climate (formal commitment to learning, adequate resource allocation, equal opportunity) such approaches to human resource development may be applied with least financial implications.

Continuous professional development is important for teachers because it is the key towards updating teachers' knowledge of their subjects and teaching skills in light of the ever changing teaching-learning dynamics, it equips teachers with knowledge and skills to apply curriculum changes and establish institutions that can develop innovative teaching practices to enhance effective teaching. Consequently, as much as each and every teacher has to take responsibility of their own continuous professional development, heads of schools need to take full responsibility to

ensure that their teachers are given opportunities to engage in training and development programs either within the school training programs or support their teachers by giving them time and space to pursue their training programs.

Training in the work place develops the abilities of an individual, satisfies both the current and future demands for quality labour force in the organization; one with intellect, sound subject mastery, academic ability and advanced degree and aptitude to engage in teaching and learning processes. Through the systematic training approach, Heads of schools and their heads of department need to identify training and development needs of their teachers, develop training plans in line with the school calendar events, implement the training plans in consultation with their teachers and finally follow up to find how successful such training programs are to the school.

Gaynor (1998) advocates for the decentralization of education management and argues that one of the best ways to provide quality in-service training on a low budget in the professional development of teachers is by asking teachers to develop and run their own in-service courses. While Jerald (2009) offers three main areas of interest to teacher professional development that is, academic knowledge and skills, application of knowledge and skills to real life challenges and competences in dealing with 21st century education, Craig *et al.* (1998) offer wider areas of courses that teachers can design and run by themselves. They include: positive teacher attitude, time and classroom management, organizational relations between teachers and student and among teachers themselves, organization of curriculum, clear and focused lesson planning and execution, frequent continuous assessments and monitoring, varied and diverse teaching methodologies. Such areas of training can be done internally in the schools through organized workshops and seminars. The interrelation of teacher motivation and school reform efforts has also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs.

However, many leading school reformers have called for new forms of professional development. Lieberman (1995) argues for a "radical rethinking" of professional development that encourages teachers' growth. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry. Darling-Hammond and McLaughlin (2015) suggest that staff development also means "providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners".

Monahan (1996) describes a new concept, Comprehensive Professional Development (CPD) that focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to school wide change. Unfortunately, he reports, principals and teachers still regard CPD like activities for continuing professional development to be less important than traditional methods. Monahan suggests embedding strategies like collaborative curriculum design, peer supervision/review, and portfolio analysis within the tenure review process, and providing incentives such as increased preparation time for peer collaboration and resources for action research.

Problem-based school development (PBSD) is an approach that takes staff development and school form to the next level by creating a professional community capable of sustaining long term educational reform (Clarke *et al.*, 2015). PBSD consists of teams that consider problems, search for new information, and organize local inquiry projects in their respective schools. "The drive to develop and test solutions to real problems makes PBSD an authentic learning experience, managed by independent team of teachers who teach themselves by working together" (Clarke *et al.*, 2015).

The National Foundation for the Improvement of Education (2006) offers some recommendations for establishing professional development programs that result in teacher growth and motivation.

i. Providing time to build professional development into the life of schools. Reorganize the school day to enable teachers to work together as well as individually, both daily and weekly, and throughout the year. Redefine the teaching job to include blocks of extended time for teachers' professional development.

ii.   Helping teachers to assume responsibility for their own professional development, based on an analysis of the needs of students in their own schools.

iii.   Professional development goals, standards for student learning, and standards for professional practice should be decided locally by the school community of teachers, administrators, and parents. In addition, teachers and administrators should collaborate to create peer assistance and nurture the practice of all teachers.

iv.   Working with the community to provide high-quality professional development. At the local level, parents, business, and the community should continue to help schools set the vision for students' success and support teachers' learning.

v.   Teachers' organizations should collaborate with schools to invite local leaders to join in conducting an inventory of available local resources and institutions for teachers' professional growth, including higher education, business, cultural groups, and other relevant agencies.

By adopting a continuous learning, training and development programs for their teachers in their schools, heads of schools will also contribute to the resolution of one of the key challenges towards achieving Vision 2030. Sessional paper No.10 of 2012 explains that an inventory of training gaps and skill inventory has posed a major to the Kenyan government in the distribution of well-trained manpower. Several Professional Development approaches that can be adopted include:

Observation/feedback- this provides practitioners with data and feedback regarding their performances.

Workshop/Presentation- this helps to foster acquisition of new skills and knowledge about a topic through direct instruction and participatory activities.

Inquiry/ Research- This requires practitioners to reflect upon their daily practices in a systematic, intentional manner over time (idea of reflective teaching).

Product/Program development- This requires the engagement of practitioners in such processes as curriculum development, programme enhancement, and programme improvement.

Mentorship- Allocating novice/beginning teachers experienced teacher as a mentor to provide emotional, professional support and guidance.

Peer network/peer review programmes for example trough workshops, conferences for mutual support and peer learning. The programmes enables teachers to discuss   implementation improvement strategies as well us identify professional learning opportunities for more effective teaching.

Orientation programmes to make new teachers familiar with procedures and the requirements of the teaching profession.

Encouraging leadership roles-As school cultures become increasingly complex and collaborative, the need to differentiate teachers' roles and responsibilities become increasingly apparent. Effective teachers may take additional roles and responsibilities while holding the teaching ranks, and some may gradually move into administrative positions. The teacher career path must: Acknowledge the diverse expertise teachers acquire during their careers; Identify specific roles and responsibilities and define the professional knowledge and skills teachers must acquire to fulfill each role.

4.5. Teacher Evaluation

Peterson (1995) calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform:

- Emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists.

- Place the teacher at the center of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation.

275

- Use multiple and variable sources, such as student and parent surveys, peer review of materials, logs of professional activity, and pupil test-score data.
- Use the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems.

4.6. Motivating Teachers

According to Johnson (1986) measures developed to boost teacher motivation are based on three theories of motivation and productivity:

- *Expectancy theory.* Individuals are more likely to strive in their work if there is an anticipated reward that they value, such as a bonus or a promotion, than if there is none.
- *Equity theory.* Individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments.
- *Job enrichment theory.* Workers are more productive when their work is varied and challenging.

The first two theories are justification for merit pay and career ladders, and the third suggests differentiated staffing, use of organizational incentives, and reform-oriented staff development. The concept of motivation has three basic characteristics. These are: effort, persistence and direction. Accordingly work effective Head teachers should be concerned about motivation because the work motives of the teachers affect their productivity and quality of their work. By understanding a teacher's ability and his/her motivation, the head teacher as a manager can forecast the teacher's performance level. Motivation and ability interact in a multiplicative manner to yield performance, so that: Performance = Ability× Motivation (Chandan, 2000).

4.7. Self-managed teams

Self-managed teams are group of employees, usually 6-10, or 10-15, who perform related or interdependent tasks and take full responsibility for their actions. Robbins *et al.* (2008) explains that such teams make independent operational decisions and have mechanisms to evaluate their own performance. In a school setting, a self-managed team would be the various departments in the school organization and the heads of department will thus be in charge of such teams, acting as line mangers. A line manager is a the individual who has the delegated authority to plan, organize, direct, control and coordinate the work of the subordinates with the aim of achieving organizational goals and objectives. The heads of department would thus be involved in scheduling departmental timetables, organizing job sharing and rotations, monitor departmental syllabus coverage, design and manage internal departmental training programs as well as mange teachers leave and absence at the departmental level.

Pfeffer (1998) argues that employees who work as a team have higher levels of Job satisfaction and tend to generate more creative solutions to problems. Therefore, when teachers in a department work together as a team, they are able to identify areas of weakness in their departmental activities and thus generate remedial strategies within themselves. Such an involvement in resolving their own issues within their department is a motivation in itself.

For self-managed teams to be effective they have to be autonomous in that they are formed on their own terms of reference, groups meet regularly to discuss possible problem solving techniques and develop their own training programs. Heads of department and their teachers need to come up with departmental plans and programs that are aligned to the school's overall goals and objectives. Mullins (2010) adds that the group members must also have the necessary expertise and skills, knowledge required to undertake tasks of the department effectively. This therefore means that the heads of department must ensure their teachers are well trained and qualified to teach the various subjects in the department. Mullins also emphasizes that the level of external supervision should be reduced to the level of giving advice, guidance and general support. This means that the role of Heads of schools will be to mentor, coach and guide heads of department on friendly supervision and management of their self-managed teams.

This approach consequently forms the basis of in-house training on supervision, mentoring and coaching of teams for both heads of department and heads of schools. Small groups and teams   can be the heart of resistance or agents of change in an organization Joy-Matthews and Megginson (2004). Therefore heads of schools should be well equipped with knowledge, skills and competences of people management and change management to drive school activities successfully through school departments by ensuring they are involved in decision making and own key strategies aimed at achieving school objectives.

4.8. Reduction of Status Differentials

When there is equity and fairness and harmony in ways in which employees are treated in an organization, the consequences include a breakage in the artificial barriers between different groups of staff in the organization and this encourages and supports teamwork and flexibility to change in the organization (Wilkinson and Marchington, 2005).

In the school setting, heads of school and heads of department need to ensure they are approachable and accessible by other teachers in the school. This implies that the overall school structure should not be bureaucratic in that power and authority is centralized to selected few but rather a de-layered system where each and every teacher feels that their views are recognized and appreciated.

Reduction of status differentials includes ensuring that rewards motivate individual teachers as well as maintaining group cohesion. Training opportunities need to be balanced and offered through objective selection criteria and generally heads of school need to demonstrate fairness in how they treat all employees. Baldwin (2006) explains that when an organization adopts a system where each and every employee feels they are fairly treated the organization will benefit from having a satisfied employee and thus become an employer of choice. Baldwin adds that a well-designed system that promotes equity fairness and harmony amongst employees in terms of rewards and participation enjoys the benefits of having cohesive workforce, high performing, and highly committed employees.

As much as heads of schools may want to adopt a performance based reward management system; where each and every teacher is rewarded based on their effort towards achieving organizational goal, Pfeffer (2007) warns that rewarding everyone differently in the same organization creates an organizational paradox in that it breeds social distances and thus leads to increased status differentials.

4.9. Employee Involvement Communication

Beardwell et al. (2004) define employee involvement communication as "...process that enable the workforce to have a greater say in decision making to varying degrees…"

Communication is the phenomenon of interchange though signs and symbols between individuals or groups. Abdi (1991) adds that any form of expression which can serve the purpose of mutual understanding of ideas, information and attitudes. According to Armstrong and Taylor (2014) some of the things mangers need to communicate to their employees include: learning, training and development opportunities, the objectives, strategies, policies and current and expected performance of the organization, working conditions and expectations. Heads of schools need to communicate to their teachers about the financial position of the school, strategies being adopted for effective management of the school as well as operational activities in the school. Wilkinson and Marchington (2005) note that such a move would communicate to employees that they are trusted by the management and thus create a feeling of being involved in school management as well. This boosts team work and will give heads of school an easy time to deal with teachers who feel they are involved in decision making and developing strategies to run the school.

Additionally, Robbins et al. (2008) explain that communication in the work place controls and motivates emotional expressions in the organization. Therefore, through sharing of information, heads of school can inform and clarify school goals as well as offer feedback on questions that teachers may rise in the school. Such communication will thus adopt an upward or downward or horizontal direction of information sharing. Downward communication is information sharing from heads of schools and the heads of department to their subordinates, upward communication

is flow of information from teachers to their supervisors; this gives teachers a channel to express their grievances or feedback to their supervisors. On the other hand, horizontal communication is between employees who are in the same level of authority, duties and responsibilities. Such a direction of communication facilitates internal consultation amongst teachers and heads of departments.

For communication to be effective in the schools, heads of schools need to design an organizational structure that has clear communication channels that indicate chains of command as well as unity of command and have grievance resolution mechanisms. Armstrong and Taylor (2014) point out that an organic organizational design is best suited if heads of schools want to adopt a best practice approach towards teacher management in their schools. Unlike the mechanistic, bureaucratic organizational design the organic organizational design has horizontally flexible communication avenues and enriched roles with more autonomy for self-managed teams.

4.10. Employment Security

Employment security implies continued commitment to retain the relationship between employer and employee. Pfeffer (1998) explains that employment security is a product of effective job designs that make work interesting, challenging and psychologically rewarding, training and development programs that help in building employee growth in the organization and in general a psychological contract between an employee and the employer.

Guest (2007) defines psychological contract as "*a deal in which both sides can win.*" Guest (2007) echoes Walton (1995) approaches to a commitment based approach to management by adding that the psychological contract is a product of mutual understanding of expectations and obligations where by the employee expects job security, opportunities to develop, scope to demonstrate competence, offering them priority in training and retraining as old jobs are eliminated and new ones created and fairness and trust that the management will keep its promise while the employer expects competence, effort and compliance to the organization's policies . The result of such an agreement is that the employee is likely to exercise self-control, responsible autonomy and discretionary effort in the interest of the organization.

Eisenberger *et al.* (1986) emphasize that employees in an organization form a general belief that if an organization appreciates their contribution and is concerned about their well-being, then they also find it necessary [or feel obliged] to reciprocate the same by demonstrating a strong social exchange ideology through putting effort beyond the expected in order to achieve [their] organization's goals, through commitment and reduced absenteeism.

Heads of school and their heads of department need to ensure that teachers perceive them as supportive to their course. Rhoades and Eisenberger (2002) observed that aspects of perceived organizational support such as fairness in the distribution of resources among employees -based on formal rules and policies that are employee friendly, organizational rewards and favorable work conditions offered employees assurance that the organization was concerned about their well-being. As a result, employees were highly involved in their job, felt obliged to remain in the organization and also improve their performance. HoS and head of departments therefore need to ensure that teachers perceive equity and fairness in distribution of resources within the various departments in the school. In relation to supervisor support, Rhoades and Eisenberger (2002) observed that employees tend to relate their supervisors support with that of the organization in general and therefore, a favorable support from the supervisor is generalized a supportive organization and that the reverse is true. Therefore, to ease of making HoS supervise all the teachers in the school, heads of departments can be trained on skills necessary for friendly supervision so that teachers can be conditioned to perceive the friendly supervision of heads of department as the school's culture on friendly supervision.

4.11. Implications of Adoption

Adoption of teacher management at the school level implies that heads of schools and their respective heads of department need to be equipped with knowledge, skills and competences of human resource management. Armstrong

and Taylor (2014) argue that these competences include team orientation, communication, people management, customer focus, result oriented trait, problem solving skills, planning and organizing organizational effectiveness and apt leadership.

REFERENCES

Abdi, S.A., 1991. Communication information and development in Africa. Nairobi: Bono Abdi Publication.

Armstrong, M., 2001. Managing people: A practical guide for line managers. London: Kogan Page.

Armstrong, M., 2006. Performance management: Key strategies and practical guidelines. 3rd Edn., London: Kogan Page.

Armstrong, M., 2012. Armstrong's handbook of reward management practice: Improving performance through reward. London: Kogan Page.

Armstrong, M. and S. Taylor, 2014. Armstrong's handbook of human resource management practice. London: Kogan Page.

Baldwin, S., 2006. Organizational justice. Brighton: Institute for Employment.

Beardwell, I., L. Holden and T. Claydon, 2004. Human resource management: A contemporary approach. Essex: Longman Group.

Chandan, J.S., 2000. Management, concepts and strategies. Delhi: Kay Kay Printers.

Cheng, Y.C., 2003. New vision of school-based management. In A. Volansky & I. Friedman (eds.). School-based management: International perspectives. Jerusalem Israel: Ministry of Education. pp: 31-56.

Clarke, J.H., D.S. Stephen, A.A. Judith, A.C. Nancy, B.G. Jane and K.H. Karen, 2015. Real questions, real answers: Focusing teacher leadership on school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Craig, J.H., J.R. Kraff and D.J. Plessis, 1998. Teacher development: Making and impact. Newyork: World Bank.

Darling-Hammond, L. and M.W. McLaughlin, 2015. Policies that support professional development in an Era of reform. Phi Delta Kappan, 76(8): 597-604.

Deloitte, 2015. Global human capital trends: Leading in the new world of work. NewDelhi: Deloitte University Press.

Desseler, G., 2008. Human resource management. New Delhi: Prentice Hall.

Eisenberger, R., R. Huntington, S. Hutchison and D. Sowa, 1986. Perceived organizational support. Journal of Applied Psychology, 71(3): 500-507.

Frase, L.E., 2012. Maximizing people power in schools: Motivating and managing teachers and staff. Newbury Park, CA: Corwin Press, Inc.

French, R. and S. Rumbles, 2010. Recruitment and selection. IN. Rees, G. and French, R. (Eds.) Leading, managing and developing people. Boston: CIPD.

Gaynor, C., 1998. Decentralization of education: Teacher management. Washington, DC: World Bank.

Guest, D., 2007. Human resource management: Towards a new psychological contract. London: Prentice Hall.

Jerald, C., 2009. Defining a 21st century education. Center for public education. London: Kogan.

Johnson, S.M., 1986. Incentives for teachers: What motivates, what matters. Educational Administration Quarterly, 22(3): 54-79.

Joy-Matthews, J. and S.M. Megginson, 2004. Human resource development. London: Kogan Page.

Kirui, K. and A. Osman, 2012. Head teachers' perception of their roles in secondary schools in Kenya: A case study of Kericho day secondary school in Kericho county. International Journal of Humanities and Social Science, 2(23): 267-272.

Kumar, R., 2006. Essentials of talent and competency management: Certified talent and competency professional program. Boston: ARTIDO International Ltd.

Lieberman, A., 1995. Practices that support teacher development. Phi Delta Kappan, 76(8): 591-596. London: Kogan Page.

Monahan, T.C., 1996. Do contemporary incentives and rewards perpetuate outdated forms of professional development? Journal of Staff Development, 17(I): 44-47.

Mullins, J.L., 2010. Management and organizational behavior. London: Prentice Hall.

National Foundation for the Improvement of Education, 2006. Teachers take charge of their learning: Transforming professional development for student success. Washington, DC: Author.

Perkins, S. and G. White, 2011. Reward management: Alternatives, consequences and contexts. London: Chartered Institute of Personnel and Development.

Peterson, K.D., 1995. Teacher evaluation: A comprehensive guide to new directions and practices. Thousand Oaks, CA:: Corwin Press, Inc.

Pfeffer, J., 1998. The human equation: Building profits by putting people first. Boston: Harvard Business School.

Pfeffer, J., 1998;2007. The human equation: Building profits by putting people first. Boston: Harvard Business School.

Pfeffer, J., 2007. Human resources from an organizational behavior perspective: Some paradoxes explained. Journal of Economic Perspectives, 21(4): 115-134.

Pilbeam, S. and M. Corbridge, 2006. People resourcing: Contemporary HRM in practice. London. Prentice Hall.

Rhoades and Eisenberger, 2002. Perceived organizational support: A review of the literature. Journal of Applied Psychology, 87(4): 698–714.

Robbins, P.S., A. Judge, R. Mullet and W. Marsh, 2008. Organizational behavior. London: Pearson Education Ltd.

RoK, 2010a. Sessional Paper No.14 of 2012. A policy framework for education and training. Reforming education and training in Kenya. Nairobi: Government Printers.

RoK, 2010b. The constitution of Kenya. Nairobi: Government Printers.

Walton, J., 1999. Strategic human resource development. London: Prentice Hall.

Walton, R., 1995. From control to commitment in the workplace. Harvard Business Review, 63(2): 76-84.

Wilkinson, A. and M. Marchington, 2005. Human resource management at work. Boston: CIPD.

BIBLIOGRAPHY

DeVaro, J., 2008. The effects of self-managed and closely managed teams on labor productivity and product quality: An empirical analysis of a cross-section of establishments. Industrial Relations: A Journal of Economy and Society, 47(4): 659-697.

Kaimenyi, J.T., 2015. Accelerating teaching quality improvement: The Kenyan perspective. London: Education World Bank.

RoK, 2005. Sessional paper No.1 of 2005 on a policy framework for education, training and research. Nairobi: Government Printers.

RoK, 2012. Sessional paper No.10 of 2012 on Kenya vision 2030. Nairobi: Government Printers.

RoK, 2012. Teachers service commission act. Nairobi: Government Printers.

Wadesango, N., S. Machingambi, E. Mutekwe, A. Ndofire and C. Mophasa,2012. Impediments embedding decentralization of teacher recruitment practices to communities in Zimbabwe. Anthropologist, 14(6): 527-537.