

Professionalizing the Teaching Service

Dalila Kanika¹

¹Faculty of Education, University of Nairobi, Kenya

**Corresponding Author Dalila Kanika*

Received: March 2, 2022

Revised: March 22, 2022

Accepted: April 5, 2022

Abstract

This is a theoretical study that evaluates the situation of teacher management in Kenya at the moment, with a particular focus on the growing issues. Regardless of the many hurdles they face, such as globalization, rapid change, especially in technology, leadership dynamics, and increased competition, companies across all sectors strive to succeed. Today, from the perspective of Third World organizations, teachers serve as their strategic managers in terms of providing high-quality education and managing teachers in order to maximize their critical resources for development and growth. The TSC Act was approved in 2010 under the Kenyan Constitution and was later changed into an autonomous body with greater jurisdiction. Teachers scarcity, quality education, professionalization of the teaching profession, teacher advancement, professional conduct and outcomes of teachers, litigation, and integration and management of information, communication, and technology have all been extensively debated.

Keywords: Teacher, Service, Professionalization

Introduction

According to the commission, one of the most important roles of a teacher is to act as a liaison between the community and the administration. Under Section 23 (1) of the Teachers Registration and Standards Commission Act 2012, all competent teachers must be registered with the commission, and only registered instructors are entitled to teach in both public and private schools in Kenya. This is accomplished via the establishment and maintenance of norms of professional qualifications and competencies in the teaching sector. The ultimate purpose of teacher registration is to guarantee that all instructors comply to the teaching standards. As a result of substantial modifications to the organization's registration and certification processes, teachers may now submit their applications for TSC certification online (Torani et al., 2019).

A digital version of all teaching jobs and job adverts has been uploaded to TSC's website, which may be found at <http://tsc.go.ke/>. Under the terms of the TSC Act, the commission is also given jurisdiction to take disciplinary sanctions on anybody who is registered as a teacher under the supervision of the state. Teachers who were not hired by the TSC were not subject to the requirements established in the Code of Regulations for Teachers until recently. By virtue of the new jurisdiction, teachers at private and other learning institutions will be subject to the commission's disciplinary monitoring, which will include oversight of registration and de-registration procedures, among other responsibilities. Instructors who do not satisfy the professional criteria may be de-registered under Section 30(1) of the Act, which provides for this. For a number of circumstances, including but not limited to the conduct of an act against

a learner, the use of false registration, or the receipt of a criminal conviction, a learner's registration may be cancelled (Falkensjö & Olsson, 2022).

Some instructors argue that this should only apply to individuals who work in public schools, and as a consequence, there are a large number of teachers who are not registered. They are unable to provide any information on the TSC payroll. Although the TSC has a statutory responsibility to register teachers, it does not have a strong legal structure in place to ensure that all persons involved in teaching have the necessary credentials to do so. TSC As a consequence, a slew of issues and concerns are raised throughout the process.

Only until the aforementioned difficulties have been solved will it be able to develop answers to the problem of employing teachers who are not certified or licensed. The investment in human capital is crucial to the achievement of the country's development goals. The key to the success of the education sector is a well-educated workforce, not only in terms of resource use, but also in terms of standard setting and policy development (Ideland et al., 2021).

Promotion of Teachers

The promotion of teachers should be done in a transparent manner at all times. This decision should be based on criteria that all instructors are familiar with, and that are included in their terms and conditions of employment. The criteria should include features that are visible, quantifiable, and tangible in their nature. The selection criteria should be based on what is relevant and considered to be a contribution to the area of specialty in question. According to the criteria of the different schemes of service, which include promotion via the Teacher Proficiency Course (TPC), interviews, and common cadre institutions, as well as promotion upon acquisition of higher credentials, the Commission promotes teachers. According to the authorized setup and financial provisions, this is the case. In order to improve the quality of teaching, align employees for succession management, motivate employees to pursue higher qualifications, and motivate employees to perform better in their duties and responsibilities, the purpose of promotion is to recognize or reward effort with the goal of improving the quality of teaching, aligning employees for succession management, motivating employees to perform better in their duties and responsibilities(Balloo et al., 2018).

However, despite the fact that the commission has consistently promoted teachers throughout the years, there are still more than 13,565 instructors who have held the same job for more than 15 years without being promoted. There are still a large number of instructors who are due for promotion to different grades but who are unable to advance owing to a lack of available positions in the institution and financial restrictions. Because of this, some instructors have low morale, provide poor quality instruction, and behave indiscriminately.

As a result of the numbers in Table 1.5, it can be concluded that promotion of teachers has been a significant difficulty for the Commission, with some instructors having served in the same grade for more than two decades. Lack of advancement results in poor morale and a lack of willingness to work, both of which have a negative impact on the quality of teaching. This is a delicate subject that has the potential to call into doubt the integrity of the panel. Although TSC has the authority, it may be necessary to collaborate with other stakeholders such as the Council for Quality Assurance and Standards, the County Directors of Education (Ministry of Education), the Kenya National Examinations Council, and the Kenya Private Schools Association among others, despite the fact that TSC has the authority. In addition, National Treasury must make intentional adjustments to budgetary predictions in order to accommodate the expansion of the institution (García & Weiss, 2019).

Teachers Conduct and Performance

The purpose of exerting disciplinary control over teachers is to raise the level of professionalism and integrity in the teaching profession. For instructors and Secretariat personnel, this is accomplished by strict adherence to both the Code of Regulations and Code of Conduct and Ethics (both of which are mandatory). At the TSC, the discipline role is carried out through established discipline panels, which are comprised of TSC Commissioners as well as Secretariat personnel (Yin et al., 2019).

A considerable proportion of incidences of indiscipline develop as a result of instructors and secretariat staff members' failure to understand the norms and regulations guiding their behaviour. Desertion, absenteeism, neglect of duty, and professional misconduct are all examples of indiscipline in the teaching profession, with the most prevalent being desertion, absenteeism, and negligence of duty. There were 1027 instances in the 2012/13 fiscal year. 1 331 cases were presented for hearing during the 2007/2008 academic year, including 1,088 new interdictions, 120 cases brought forward from the previous year, 13 cases involving secretariat staff members, and ten review cases that had previously been presented to the Teachers Service Appeals Tribunal (TSAT). Out of this amount, a total of 1,286 cases were resolved, representing a 96.6 percent completion rate versus a goal completion rate of 97 percent. During the last year, 1187 cases were completed, including 160 cases that were pending the previous year. The Commission received 983 disciplinary cases for the 2014/2015 fiscal year, compared to 1,185 instances the previous year. This shows a drop of 147 instances, which may be ascribed to increased oversight via the TSC County Directors, according to the report. The TSC Annual Report for 2015/2015 states that 1,204 cases, including 221 cases from the prior year, were successfully completed (Wambugu, 2021).

To assist teachers, internalize the restrictions, the Commission has taken a proactive approach by raising awareness of the regulations among them. Instructors who break the regulations are subjected to fair remedial actions in order to guarantee that both the teachers and the students get equal treatment. Teacher found guilty of transgressing this provision against learners, presenting forged academic or professional certifications, and those convicted of criminal crimes are terminated from their positions and removed from the Register of Teachers, it is worth mentioning. They are then listed in the Kenya Gazette in order to prevent them from re-engaging with any educational institution (Molla & Nolan, 2020).

The Commission has taken a number of procedures to guarantee that a teacher receives remuneration in accordance with Code of Regulations Section 145(6), as well as other provisions (2015).

It was decided to establish an annual objective for sensitizing heads of public educational institutions, field officers, and agents on the subject of teacher discipline to address this violation of the requirements to limit the incidence of indiscipline among instructors. The exercise's goal was to provide participants with information on the requirements of the Code of Regulations for Teachers as well as the Code of Conduct and Ethics for Teachers.

Teacher's Demand

There has been a significant increase in the number of court lawsuits brought by teachers to dispute the Commission's judgments on punishment, transfers, and postings in the last several years. Furthermore, these topics concern disagreements that have arisen as a result of the

general execution of the commission's responsibilities. Responding to inquiries on the Nakuru Court case (1997) has become a significant task. A group of retired teachers from Nakuru who claim that the Commission and the Government have failed to comply with a ruling that granted them pay arrears and pension dues in line with the judgment have filed a complaint with the Commission. The government has subsequently filed an appeal against the decision in the Supreme Court. In the event that the judicial procedure concludes in the favor of the retired teachers, the financial and policy ramifications of the ruling will be huge, and they may be unsustainable in the short and long term, depending on the circumstances.

Media Integration

TSC saw a significant increase in ICT capacity between 2012 and 2015, which has resulted in more efficient cost management and a decrease in duplication of work while doing several jobs at the same time. In order to promote efficiency in operations and to guarantee that services are accessible to teachers and other stakeholders via the TSC website and teachers' portal, the TSC established a task force in 2012. Teachers may now access their pay stubs, register for registration and promotion online, assess and be evaluated online, and keep track of their students' development all via the use of technology.

TSC is dedicated to increasing its degree of automation in order to comply with e-government norms in the future. During the two-year period, the Commission made significant strides in automating its major teacher management operations. This resulted in a major improvement and had a favorable influence on the delivery of services. The Teacher Administration Information System (TMIS) was created to improve efficiency in the management of teachers' data by capturing and collecting data at the point of collection in order to create a repository. Despite significant progress in automating its procedures in accordance with the norms of the Directorate of e-Government, the Commission has failed to maintain effective technical control over outsourced systems such as IPPD and IFMIS, resulting in frequent system outages. Additionally, internal information systems are independent and discrete, requiring their integration in order to bring them all onto the same platform to function properly. The inability to digitize documents on time has also decreased the efficiency of record management and restricted the ability to retrieve files more quickly.

A higher degree of automation, as well as a purposeful skill transfer program for internal technical ability to efficiently manage outsourced systems, need an increase in the ICT budget, which will allow the Commission to achieve greater levels of automation. Additionally, an increased ICT budget is required for the development of a proper disaster recovery and business continuity plan, the mitigation of any data loss, the integration of all information systems at TSC, and the proper digitization of records in order to facilitate information retrieval for better service delivery while reducing the use of paper. More instructors should be educated on how to integrate ICT into their classrooms. Since the beginning of the year, 62,784 people have received training on ICT integration in primary school (TSC Annual Report, 2015/2015).

Deployment of Effective Teachers Leadership Positions

Over the last several decades, education reform centered on school improvement has emerged as a major political priority across the world. The training and development of school leaders has acquired significance in the broader debate, largely as a result of the perceived linkages between school leadership and student performance. The result has been the creation of courses in leadership preparation and development, which have become one of the primary

leverage points for policymakers and a matter of interest for academics. Where there is an established and continually expanding program on school leadership preparation and development in developed countries, particularly the United States and the United Kingdom, in developing countries, particularly those in Africa, we are seeing an increasing emerging voice in the discourses supporting the view that effective leadership and management are essential to developing good schools in developing countries, particularly those in Africa.

Leadership is a highly important component of any business because it creates an atmosphere that allows procedures to be implemented and improved through time. Kenyan institutions, system officials, professional organisations, and consultants have all acknowledged the importance of school leadership training and growth by offering courses on the subject. On the other hand, school leadership training and development has been criticized for being random, not relevant to the requirements of present school leaders, and not attentive to the needs of prospective school leaders. Despite these assertions, there has been little investigation of the present provision for school leaders, as well as any type of assessment of those leaders. For example, in contrast to the United States, England and Scotland, who have established a formal system of certifying, licensing and credentialing potential leaders, Kenya has implemented a modified version of the "apprentice model". Principals are generally selected from among current deputy principals or assistant teachers who have had no formal leadership training or development opportunities. This technique of selection has raised problems due to the fact that fast changing social and educational situations need the continual growth of personnel in order for them to gain information and skills essential for their dynamic positions in a rapidly changing environment (Alsaleh, 2019).

An important reform effort executed by the Kenyan government was the construction of a national institution, the Kenya Education Management Institute, which served as a model for other countries (KEMI). Its mission is to provide educational leaders with the necessary skills and knowledge while also fostering a paradigm change among educational leaders and managers. However, according to a study on the Kenya Education Management Capacity Assessment (KEMACA, 2008), which was carried out by the Ministry of Education with financing from the United States Agency for International Development. According to the research, despite substantial financial support, the majority of principals believe that they have either been underprepared for their roles or have lacked crucial administrative abilities, even when they have attended courses.

The Teachers Service Commission, as part of a policy effort, mandates school administrators to participate in a minimum of two professional development courses every year. The courses are required as a pre-requisite for employment or advancement to the position of principal. In order to guarantee that teachers participate in career advancement and continuing professional development programs that are aligned with market conditions, the TSC has already implemented laws. The goal here is to guarantee that all teachers, especially school administrators such as principals, gain the required skills to stay relevant in their respective jobs. To this end, the Teachers Service Commission is collaborating with training institutions and capacity-building organizations to develop modules that will meet the requirements of Section 35 of the Teachers Service Commission Act, which states that the commission shall take all necessary steps to ensure that persons in the teaching service comply with the teaching standards prescribed by the Commission under this act (TSC Act, 2012). In his speech at the Kenya Secondary Schools Heads Association 38th Conference, which was held at Wild Waters Mombasa from the 17th to the 21st of June, 2013, the Commission Chief Executive at the time,

Gabriel Lengoiboni, stated that the modules would be developed in a way that would cater for the diverse career needs of different teachers in Kenya.

The CEO then said that he will evaluate the procedures governing the selection of Heads of Institutions in order to make deployment to these roles more performance-driven. This will guarantee that only teachers with a demonstrated track record of excellent performance and the necessary training are nominated to positions of leadership. The importance of considering performance metrics such as the school's mean score, resource management, innovativeness, and infrastructure growth should not be underestimated when making deployment choices for a school or an organization. There has to be an end to the trial-and-error management approach that has been in place for so long (Yunis et al., 2018).

Conclusion

Teachers will be at their most productive if they have supervisors who will assist them in improving in their areas of weakness if positive criticism is offered to the teachers. As a result, the TSC will be able to increase its productivity while simultaneously reducing the number of teacher disciplinary cases. These emotional talents will be enhanced in people management and leadership jobs if you get leadership training that includes emotional intelligence. Knowledge your people's emotions is essential to being a successful leader, and this understanding is important to every leader's success. Emotional intelligence is being aware of one's own emotions and being able to use empathy successfully in order to empower and engage staff in their teaching responsibilities Investing in leadership training would allow supervisors and managers to retain teachers while also lowering recruiting expenses. Some teachers who voluntarily quit employment does so because of their superiors; they leave ineffective leaders behind. This will be advantageous to both TSC and the government as a whole.

Transformational leadership makes use of a leader's charisma in order to acquire the respect and trust of stakeholders while also instilling a sense of pride in those stakeholders. Additionally, charisma emphasizes the supply of a shared vision and sense of purpose, both of which are required for change. Leaders use symbols to refocus followers' efforts in the second distinction; they describe the core objective of the transformation process in a straightforward manner, and they clearly communicate the higher expectations that come with the transformation process. The third difference is that it stimulates the intellect. By stressing logic and inventiveness in problem-solving situations, leaders may intellectually excite their workforce. Lastly, transformative leadership emphasizes personalised consideration, in which leaders treat workers as individuals, giving them particular attention and, if required, providing coaching and advice to those individuals.

The supervisors will be able to comprehend the fundamentals of excellent management, such as clear objectives, organized performance assessment systems, honest and open feedback, and communication with a human component, according to our informed view This will allow the commission to expand exponentially and support the strategic aim, as well as work toward the attainment of the TSC mission to professionalize teaching service for the purpose of providing high-quality education and development to all students.

References

- Alsaleh, A. (2019). Investigating instructional leadership in Kuwait's educational reform context: school leaders' perspectives. *School Leadership & Management*, 39(1), 96-120.
- Balloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018, September). Transparency isn't spoon-feeding: how a transformative approach to the use of explicit assessment criteria can support student self-regulation. In *Frontiers in Education* (Vol. 3, p. 69). Frontiers Media SA.
- Falkensjö, S., & Olsson, J. (2022). Teachers' needs and agency in times of low-fee private schools: The case of Kenya. *Cogent Education*, 9(1), 2046242.
- García, E., & Weiss, E. (2019). The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought. The First Report in "The Perfect Storm in the Teacher Labor Market" Series. Economic Policy Institute.
- Ideland, M., Jobér, A., & Axelsson, T. (2021). Problem solved! How edupreneurs enact a school crisis as business possibilities. *European Educational Research Journal*, 20(1), 83-101.
- Molla, T., & Nolan, A. (2020). Teacher agency and professional practice. *Teachers and Teaching*, 26(1), 67-87.
- Torani, S., Majd, P. M., Maroufi, S. S., Dowlati, M., & Sheikhi, R. A. (2019). The importance of education on disasters and emergencies: A review article. *Journal of education and health promotion*, 8.
- Wambugu, P. (2021). *Drama Participation As A Strategy In The Management Of Discipline Among Students In Secondary Schools In Central Region, Kenya* (Doctoral dissertation, KeMU).
- Yin, H., To, K. H., Keung, C. P. C., & Tam, W. W. Y. (2019). Professional learning communities count: Examining the relationship between faculty trust and teacher professional learning in Hong Kong kindergartens. *Teaching and teacher education*, 82, 153-163.
- Yunis, M., Tarhini, A., & Kassar, A. (2018). The role of ICT and innovation in enhancing organizational performance: The catalysing effect of corporate entrepreneurship. *Journal of Business Research*, 88, 344-356.