

Research Article

EVALUATION OF LEARNER SAFETY AND DISCIPLINE ON TEACHER PERFORMANCE IN KIMININI SUB-COUNTY, KENYA

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ABSTRACT

Stakeholders in education world over are demanding quality education hence this has put intense pressure on teacher managements to account for teachers' performance. Teacher Service Commission that manages teachers in Kenya rolled out Teachers Performance Appraisal and Development as a tool to account for teachers' performance in 2015. It is against this backdrop that the study sought to examine influence of learner's safety and discipline on teachers' performance in Kiminini Sub-County Kenya. The study adopted descriptive survey design, stratified and simple random sampling techniques were used to select respondents from target population which comprised of Principals, Deputy Principals, Head of Departments, Teachers and TSC Sub- County director of Kiminini. Study utilized structured questionnaires for Principals, Deputy Principals, Head of Departments, Teachers and interview guide for TSC Sub-County director in collection of data. The researcher conducted pilot study in Kiminini Sub-County among the respondents who were not included in the study sample. Reliability of the questionnaire variables were tested to determine Cronbach alpha. All variable items yielded Cronbach alpha values above $\alpha = 0.7$ an indication of meeting required threshold, while validity of the data collection tools was checked by supervisors and experts from the department of Education Planning and Management from Kibabii University before use. The study used descriptive statistics to analyze data with aid of Statistical Package for Social Science for Quantitative Data, while qualitative data was analysed by thematic. The study concluded that learners' safety and discipline did not influence teachers' performance.

Keywords: Evaluation, Learner, Safety, Discipline, Teacher Performance.

INTRODUCTION

UNESCO (2015) defines a safety environment in school as building and upgrading educational facilities friendly to children, gender sensitive, non-violent, inclusive and effective learning environment for all are conditions for safety schools for learning. According to MOEST of Kenya (2008), the safety and standards manual for use in all Kenyan schools comprises: safety in physical infrastructure, safety for children with special needs, safety in physical environment, transportation safety, health and hygiene, school community relations, food safety, safety against alcohol, drug and substance abuse, safety in teaching, sociocultural of the school and safety on school grounds. According to Simba *et al.*, (2016), school discipline (punishment) relates to action taken by educator (teacher) or school management towards a student whose behaviour or action disrupted ongoing educational program or break rules created by board of management of schools. Ponfua (2015) examined students indiscipline among the secondary schools in Cameroon. The study employed descriptive survey design and stratified and simple sampling techniques were employed to select a sample of 3240 from 120 schools. it collected data using questionnaire and interview guide. The study found that students involvement of parents was an effective remedy to control students in indiscipline. The study further revealed that indiscipline students derailed teaching. The study revealed common causes of indiscipline in school as disobedience to school rules, collective misconduct and unacceptable habits. The study recommended that the governments, educationists, policy makers, school administrators and parents should ensure that adequate facilities are provided in schools for effective teaching and

learning. The current attempted to fill geographical gaps by replicating the study in Kiminini Sub-County Kenya to find out if there was any relationship in result findings. Njoroge and Nyabuto (2014) examined effects of school safety on teachers performance in public schools in Nairobi Kenya. The study employed qualitative research design and interview guide was used to collect data. The purposive sampling was used to select 30 teachers from 126 schools. The study found that MOEST to manage school safety were inadequate due to limited resources allocated to public schools. It further revealed that many public schools had unsafe buildings, playing grounds, toilets and transport system that had negative effects on teachers teaching. The current attempted to fill conceptual gaps by including other cadre of teachers: principals, deputy principals, HoDs, teachers and Sub county directors. The study further attempted improve on sampling techniques by adopting stratified and sampling techniques since the sample study was selected from heterogeneous population. Ali *et al.*, (2014) examined effects of learners discipline on teachers in secondary schools in Lagos Nigeria. The study adopted qualitative research design and interview guide adopted to collect data. The purposive sampling was employed to select a sample of 43 principals from 78 school principals. The study found that guidance and counselling comments were effective methods of controlling indiscipline behaviour among the students to create conducive environment for learning. The study further revealed that indiscipline students made teachers wait for long before commencing teaching. The study recommended that teachers and school administrator should use a variety of methods to school discipline. The current attempted to fill conceptual gaps by including other groups of teachers: principals, deputy principals, HoDs, teachers and Sub-County directors. The study further attempted improve on sampling techniques by adopting stratified and sampling techniques since the sample study was selected from heterogeneous population.

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Eschetu (2014) evaluated effects school discipline on teachers performance in South Africa Capetown secondary schools. The study adopted qualitative research design and interview guide adopted to collect data. The purposive sampling was employed to select a sample of 35 principals from 64 school principals. The principals felt that guidance and counselling were ineffective tools for managing of school discipline. The study indicated that principals felt that guideline comments were less effective in changing behaviour of students. The study recommended that other means of discipline should be used together with guidance and counselling. The current study attempted to improve on sampling by adopting stratified and simple sampling since target population was heterogeneous. Stanley (2014) examined the effects of appraisal learners' safety and discipline on teachers performance in South Africa. The study used quantitative approach and structured questionnaires were used to collect data, purpose sampling was employed to select 75 teachers schools from 234 teachers. The study found that indiscipline in school interrupted learning and teachers took long to start teaching. The study further revealed that withdrew of corporal discipline in schools had created friendly environment for learning. The study recommended that other guidance and counselling should be used to manage school discipline. The current study attempted to improve on sampling by adopting stratified and simple sampling since target population was heterogeneous. The geographical gaps were filled by replicating the study to find out any relationship in studies findings. Ladislaus and Vumilia (2016) examined challenges facing teachers' attempts to enhance learners' discipline in Tanzania Secondary schools. The study adopted cross sectional research survey, stratified and simple sampling technique were adopted to select a sample of 135 teachers from target population of 780 teachers. The study found that withdrew of corporal punishment in schools had increased cases of indiscipline. The geographical gaps were filled by replicating the study to find out any relationship in studies findings. Simuforsa and Rosemary (2014) examined influence of examined influence teachers performance appraisal on teachers performance in South Africa. Descriptive survey design was adopted and convenience method used to select the sample of study. The study found teachers appraisal had positive significant effects on teachers performance. The study further

techniques since target population was heterogeneous. The geographical gaps were filled by replicating the study to find out any relationship in studies findings. Simba *et al.*, (2016) examined revealed teachers appraisal were valid predictors in the model determining teachers performance. The current study attempted to improve on sampling techniques by adopting stratified and sampling influence of Learners' Discipline on Academic Performance in Public primary schools in Muhoroni Sub county Kenya. The study adopted descriptive survey and correlational research design. The study population comprised of 2450 class eight pupils. A sample size of 817 pupils were selected from 34 schools and questionnaire was used to collect data. The study found that disciplined learners performed better in learning activities than indiscipline learners. The current study attempted to fill data collection gaps by adopting both questionnaire (extensive study) and interview guide (in depth study) and the geographical gaps were filled by conducting the study in Kimini Sub-County Kenya to find out any relationship in studies findings.

RESULTS AND DISCUSSION

Learners' Safety and Discipline on Teacher's Performance

Employing a five point likert scale, the study sought to obtain opinion of respondents on learners' safety and discipline on teacher's performance. The opinions statement of respondents required them to Strongly Disagree (SD=1), Disagree (D=2), Neutral (N=3), Agree (A=4), strongly Agree (SA=5).

Principals Response on Learners Safety and Discipline on Teachers' Performance

The study sought to establish the opinion of Principals on learners Safety and discipline on teachers performance by employing likert scale where the opinion of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). Table 1 revealed Principals response on learners Safety and discipline on teachers' performance.

Table 1. Principal response on Learners' safety and discipline on teacher's performance

Statement	SD	D	N	A	SA	Mean	ST.D
Teachers Performance Appraisal and Development guidelines on learners safety enhance teacher performance	1 (5.6%)	3 (16.7%)	0 (0%)	4 (22.2%)	10 (55.5%)	4.06	1.31
Appraisal assessment Comments are helpful in reviewing class discipline.	0 (0%)	0 (0%)	0 (0%)	6 (33.3%)	12 (66.7%)	4.67	0.47
Guidance and counseling are effective in management of classroom and school discipline	0 (0%)	1 (5.6%)	0 (0%)	12 (66.7%)	5 (27.8%)	4.17	0.69
Teachers wait for quite a long time for students to settle to teach	12 (66.7%)	6 (33.3%)	0 (0%)	0 (0%)	0 (0%)	1.33	0.47
Teachers Performance Appraisal and Development measures safeguard learners safety.	0 (0%)	0 (0%)	0 (0%)	3 (16.7%)	15 (83.3%)	4.83	0.37
The school buildings are safe for teaching	0 (0%)	0 (0%)	0 (0%)	4 (22.2%)	14 (77.8%)	4.78	0.42
Teachers Performance Appraisal and Development ban on use of corporal punishment has created conducive environment for teaching and learning	0 (0%)	0 (0%)	1 (5.6%)	5 (27.8%)	12 (66.6%)	4.61	0.59
Involvement of parents in management of learners discipline has enhanced teacher performance	0 (0%)	2 (11.1%)	1 (5.6%)	6 (33.3%)	9 (50%)	4.22	0.97
						3.63	0.59

Principals response on Teachers Performance Appraisal and Development (TPAD) guidelines on learners safety and discipline on teachers performance revealed 10(55.5%) strongly agreed, 4(22.2%) agreed, 3(16.7%) disagreed, 1(5.6%)strongly disagreed. It meant that 77.7 percent of Principal respondents agreed that TPAD guidelines safety enhanced teachers performance, while 22.3 percent disagreed that TPAD guidelines are effective on enhancing teachers performance. The findings of the study were supported by Njoroge and Nyabuto (2014) who found that learners school safe environment provided conducive environment for teaching and learning. The study further argued the government had formulated measures for governing schools safety. Principals response on appraisal assessment comments in reviewing class discipline to influence teachers performance revealed 12(66.7%) strongly agreed and 6(33.3%) agreed. It implied that 100 percent of principal respondents agreed that appraisal assessment comments in reviewing class discipline influenced teacher performance. The findings of the study were supported by Eschetu (2014) who found that appraisal comments and feedback enhanced teachers performance in schools. Principals response on influence guidance and counselling on effectiveness in management of classroom and school discipline on teachers performance revealed 5(27.8%) strongly agreed, 12(66.7%) agreed and 1(5.6%). It meant that 94.5 percent of principal respondents agreed that guidance and counselling were effective in management of classroom and school discipline on teachers performance, while 5.6 percent disagreed. The findings of the study were supported by Stanley (2014) who found that guidance and counseling motivated learners to perform well and obey school rules and regulations. Principals response on teachers waiting for quite long time for students to settle to enable teachers start teaching revealed that 12 (66.7%) strongly disagreed and 6(33.3%) disagreed. It implied that 100 percent of Principal respondents disagreed that teachers wait for quite long time for students to settle teach. The findings of the study were supported by Mark (2017) who found that school and class indiscipline delayed teachers commenced of lessons. Principals response on Effectiveness of TPAD measures to safeguard learners safety on teacher performance revealed that 15(85%) strongly agreed and 3(16.7%) agreed. This implied that 100 percent. principals agreed on effectiveness TPAD measures to safeguard learners safety and discipline to enhance teachers performance. Waswa and Lagat (2018) who found that teachers ability to manage class discipline created conducive environment for teaching and learning outcomes. Principals response on TPAD ban on use of corporal punishment on creation of conducive environment for teaching and learning revealed that 12(66.6%) strongly agreed, 5(27.8%) agreed and 1(5.6%) neutral. It meant that 94.4 percent of

principal respondents agreed TPAD ban on use of corporal punishment had created conducive environment for teaching and learning outcomes. The findings of the study were supported by Simuforsa and Rosemary (2014) who found that ban of corporal punishment in schools had created conducive environment for learning. The study further revealed that use of corporal punishments had increased teachers' abuse to learners. Principals response on involvement of parents and guardian in management of learner's discipline on teachers performance revealed that 131(53.9%) strongly agreed, 66(27.2%) agreed, 23(9.5%) disagreed, 20(8.2%) strongly disagreed and 5(2.1%) neither agreed nor disagreed of respondents. It meant that 81.1 percent of respondents agreed that involvement of parents and guardian in management of learner's discipline enhanced teachers performance, while 16.8percent principals' respondents disagreed. The findings of the study were supported by Simba *et al.*, (2016) who found that increased involvement of parents and guardian in management of learner's discipline had enhanced learners' discipline and teacher performance. TSC Sub-County Director felt that learners' safety and discipline were major determinants for effective teaching and learning. He felt that many school in Sub-County were experiencing safety and discipline challenges. He added that many school buildings had not followed government's safety measures on windows without grills, availability of fire extinguishers and fencing among others. On the issue of corporal punishment he regreted that some Principals were still using it regardless of the government outlawing it. On average, Principal agreed that TPAD guidelines on learners safety were adequate to create conducive environment for teachers performance, appraisal assessment comments are helpful in reviewing class discipline to influence teacher performance, guidance and counselling are effective in management of classroom and school discipline which influence teacher performance, TPAD assesses the teachers ability to safeguard learners safety on teacher performance, the school building are safe for teaching, TPAD ban on use of corporal punishment has created conducive environment for teaching and learning and that involvement of parents or guardian in management of learner's discipline had enhanced teacher performance.

Deputy Principals Response on Learners Safety and Discipline on Teachers' Performance

The study sought to establish the opinion of Deputy Principal's response on learners Safety and discipline on teachers performance by employing likert scale where the opinions of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). Table 2 revealed Deputy Principal's response on learners Safety and discipline on teachers' performance.

Table 2. Deputy Principal's response on Learners' safety and discipline

Statement	SD	D	N	A	SA	Mean	ST.D
TPAD guidelines on learners safety are adequate to enhance teacher performance	0 (0%)	2 (11.1%)	0 (0%)	4 (22.2%)	12 (66.7%)	4.44	0.96
Appraisal assessment comments are helpful in reviewing class discipline.	0 (0%)	0 (0%)	2 (11.1%)	6 (33.3%)	10 (55.6%)	4.67	0.47
Guidance and counselling are effective in management of classroom and school discipline.	0 (0%)	1 (5.6%)	0 (0%)	12 (66.7%)	5 (27.8%)	4.44	0.68
Teachers wait for quite a long time for students to settle to teach	10 (55.5%)	7 (38.9%)	1 (5.6%)	0 (0%)	0 (0%)	1.50	0.60
TPAD assesses teachers ability to safeguard learners	0 (0%)	0 (0%)	1 (5.6%)	4 (22.2%)	13 (72.2%)	4.47	0.58
The school buildings are safe for teaching	0 (0%)	1 (5.6%)	1 (5.6%)	4 (22.2%)	12 (66.7%)	4.50	0.83
TPAD ban on use of corporal punishment has created conducive environment for teaching and learning	4 (22.2%)	6 (33.3%)	1 (5.6%)	3 (16.7%)	4 (22.2%)	2.83	1.50
Involvement of parents or guardian in management of learner's discipline has enhanced teacher performance	0 (0%)	2 (11.1%)	1 (5.6%)	8 (44.4%)	7 (38.9%)	4.11	0.94
						3.44	0.73

On average, Deputy Principals were undecided on the influence learners' safety and discipline on teachers' performance. The low mean of 3.44 confirmed the Deputy Principal neutrality. However, other TPAD safety aspect that yielded high mean values of 4.00 and above as an indication of agreement that influenced teachers performance: TPAD guidelines on learners safety are adequate to teachers performance, appraisal assessment comments are helpful in reviewing class discipline to influence teacher performance, guidance and counselling are effective in management of classroom and school discipline which influence teacher performance, TPAD assesses the teachers ability to safeguard learners safety on teacher performance, the school building are safe for teaching and that involvement of parents or guardian in management of learner's discipline had enhanced teacher performance. While, those aspects with low value

below 3 included: teachers wait for quite a long time for students to settle to teach and TPAD ban on use of corporal punishment has created conducive environment for teaching and learning.

Head of Departments' Response on Learners Safety and Discipline on Teachers' Performance

The study sought to establish the opinion of Head of Departments' response on learners Safety and discipline on teachers performance by employing likert scale where the opinion of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). Table 3 revealed HoDs response on learners Safety and discipline on teachers' performance.

Table 3. Head of Departments' Response on Learners' Safety and Discipline

Statement	SD	D	N	A	SA	Mean	ST.D
TPAD guidelines on learners Safety are adequate.	2 (3.7%)	5 (9.3%)	3 (5.6%)	25 (46.2%)	19 (35.2%)	4.00	1.05
Appraisal assessment comments are helpful in Reviewing class discipline.	2 (3.7%)	5 (9.3%)	3 (5.6%)	22 (40.7%)	22 (40.7%)	4.06	1.08
Guidance and counselling are effective in management of classroom and school discipline.	1 (1.9%)	6 (11.1%)	3 (5.6%)	11 (20.4%)	33 (61%)	4.28	1.10
Teachers wait for quite along time for students to Settle to teach	1 (1.9%)	5 (9.3%)	4 (7.4%)	6 (11%)	38 (70.4%)	4.40	1.08
TPAD assesses teachers ability to safeguard learners safety.	1 (1.9%)	5 (9.3%)	4 (7.4%)	3 (5.6%)	41 (75.8%)	4.44	1.08
The school buildings are Safe for teaching	0 (0%)	6 (11%)	4 (7.4%)	3 (5.6%)	41 (75.9%)	4.46	1.03
TPAD ban on use of corporal punishment has created conducive Environment for teaching and learning	5 (9.3%)	2 (3.7%)	3 (5.6%)	23 (42.5%)	21 (38.9%)	3.98	1.19
Involvement of parents in management of learners discipline has enhanced teacher performance	4 (7.4%)	2 (3.7%)	3 (5.6%)	23 (42.6%)	22 (40.7%)	4.06	1.13
						4.21	1.08

On average, Head of Departments' agreed that learners' safety and discipline influence teachers' performance. The high mean of 4.21 from the 5 points Likert Scale confirmed. The findings of the study were supported by Eschetu (2014) who found that learners' safety and discipline influenced teachers' performance in schools. The following TPAD safety aspects that yielded high mean values 4.00 and above as indication of agreement that influence teachers performance; included TPAD guidelines on learners safety are adequate to enhance teacher performance, appraisal assessment comments are helpful in reviewing class discipline to influence teacher performance, guidance and counselling are effective in management of classroom and school discipline which influence teacher performance, TPAD assesses the teachers ability to safeguard learners safety on teacher performance, the school building are safe for teaching and that involvement of parents or guardian in management of learner's discipline had enhanced teacher performance. While, the only aspect of TPAD that yielded low value below 3 was TPAD ban on use of corporal punishment has created conducive environment for teaching and learning.

Teachers response on learners Safety and discipline on teachers' performance

The study sought to establish the opinion of teachers' response on learners Safety and discipline on teachers' performance by employing likert scale where the opinions of respondents were categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA). Table 4 revealed teachers response on learners Safety and discipline on teachers' performance.

Table 4. Teachers' Response on Learners' safety and discipline

Statement	SD	D	N	A	SA	Mean	ST.D
TPAD guidelines on Learners safety are adequate To enhance teacher performance	17 (11%)	22 (14.2%)	4 (2.6%)	37 (23.8%)	75 (48.4%)	3.85	1.43
Appraisal assessment Comments are helpful in Reviewing class discipline to influence teacher performance	14 (9%)	25 (16.1%)	5 (3.2%)	34 (21.9%)	77 (49.8%)	3.87	1.40
Guidance and counselling are effective in Management of classroom and school discipline Influencing teacher performance	12 (7.7%)	27 (17.4%)	4 (2.6%)	29 (18.7%)	83 (53.6%)	3.93	1.40
Teachers wait for quite a Longtime for students to settle to teach	12 (7.7%)	29 (18.7%)	4 (2.6%)	23 (14.8%)	87 (56.2%)	3.93	1.42
TPAD assesses teachers ability to safeguard Learners safety on teacher performance	9 (5.8%)	27 (17.4%)	6 (3.9%)	18 (11.6%)	95 (61.3%)	4.05	1.36
The school buildings are Safe for teaching	8 (5.2%)	25 (16.1%)	7 (4.5%)	27 (17.4%)	88 (56.8%)	4.05	1.31
TPAD ban on use of Corporal punishment has Created conducive Environment for teaching and learning	12 (7.7%)	21 (13.5%)	2 (1.3%)	61 (39.4%)	59 (38.1%)	3.86	1.27
Involvement of parents or guardian in management of learner's discipline has Enhanced teacher performance	14 (9%)	19 (12.3%)	2 (1.3%)	41 (26.5%)	79 (50.9%)	3.98	1.35
						3.94	1.37

On average, teachers were undecided on learners' safety and discipline influence teachers performance. The high mean of 3.94 from the 5 points Likert Scale confirmed undecidedness. The following TPAD safety expected that yielded high mean values 4.00 and above as indication of agreement that influence teachers' performance: The school buildings are safe for teaching and TPAD assesses teachers' ability to safeguard learners' safety on teacher performance. While, those inspected yielded means values 3 included an indication of undecidedness include: TPAD guidelines on learners safety are adequate to enhance teacher performance, appraisal assessment comments are helpful in reviewing class discipline to influence teacher performance, guidance and counselling are effective in management of classroom and school discipline which influence teacher performance, that involvement of parents or guardian in management of learner's discipline had enhanced teacher performance, TPAD ban on use of corporal punishment has created conducive environment for teaching and learning.

Means of respondents on Learners' Safety and Discipline

The overall Mean = 3.805 suggested that study respondents were undecided on Learners' Safety and Discipline influence on teachers performance. The findings of the study were supported by Sina *et al.*, (2019) who found that Learners' Safety and Discipline had no influence on teachers' performance.

Table 5. Learners' Safety and Discipline on teachers' performance

Respondents	Mean
Principals	3.63
Deputy Principals	3.44
HoDs	4.21
Teachers	3.94
Overall	3.805

Teacher's performance

Employing a five point likert scale, the study sought to obtain respondents opinion on teachers' performance based on TPAD targets rating. The opinions statement of respondents required them to Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), strongly Agree (SA).

Table 6: Teacher's performance

Statement	Strongly disagree	disagree	Neutral	Agree	Strongly agree
Achieved most of the set performance targets	19 (7.9%)	19 (7.9%)	4 (1.7%)	70 (29%)	129 (53.5%)
Met deadline in doing tasks	18(7.5%)	23(9.5%)	3(1.2%)	48(19.9)	149(61.8%)
Covered syllabi within stipulated time	23(9.5%)	19(7.9%)	4(1.7%)	37(15.4%)	158(65.6%)
Completed syllabus in time	16(6.6%)	27(11.2%)	3(1.2%)	33(13.7%)	162(67.2%)
Was awarded certificate in co-curricula	12(5%)	33(13.8%)	5(2.1%)	36(15%)	154(64.2%)
Failed to achieve most of set standards	78(32.8%)	85(35.7%)	17(7.1%)	16(6.7%)	42(17.6%)
Overall Mean			4.0(SD1.2)		

On overall TPAD, the respondents (Principals, Deputy Principals, HoDs and Teachers) agreed that TPAD components determined teachers' performance. This was confirmed by High mean of 4.0 on five point Likert Scale. Majority of the respondents strongly agreed to have achieved most of the set performance targets 129(53.5%), Met deadline in doing tasks 149(61.8%), Covered syllabi within stipulated time 158(65.6%), Completed syllabus in time 162(67.2%) and that were awarded certificate in co-curricula 154(64.2%). However, 85 (35.7%) disagreed to have failed to achieve most of set standards. On average, they agreed to have achieved most of the set performance targets, Met deadline in doing tasks, Covered syllabus within stipulated time, Completed syllabus in time, awarded certificate in co-curricula. However, they disagreed that they failed to achieve most of set standards. This was affirmed by high overall mean score of Mean = 4.0 an indication of agreement that teachers performance appraisal and development influence teachers performance. The findings of the study were supported by Zhang and Ng (2015) who found that teachers' performance appraisal and development influenced positively teachers' performance. They further argued TPAD rewards motivated teachers to work harder in order to enjoy rewards. Marlene and Eva (2020) found that teachers' performance appraisal and development components influenced teachers' performance. The study found that professional knowledge and application, time management and innovation creativity determined teachers performance. Kiamba *et al.*, (2018) found that teachers professional knowledge and application and Time management influenced teachers performance. However, the findings of the study contradicted by Khan *et al.*, (2016) who found that time management, professional knowledge and application and innovation creativity had insignificant effects on teachers' performance. Didinya *et al.*, (2017) found that innovation and creativity, time management and innovation and creativity had insignificant effects on teachers' performance.

CONCLUSION

The study concluded that learners' safety and discipline had no influence on teachers' performance. Based on respondents (Principals, Deputy Principals, HoDs and Teachers) findings the study concluded that Learners' Safety and Discipline in teaching had no influence on Teachers Performance in Kiminini Sub-County, Kenya

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