

**MASENO UNIVERSITY
S.G. S. LIBRARY**

**INFLUENCE OF TEACHER ATTITUDE, CAPACITY BUILDING
AND TEAMWORK ON TEACHER PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN NDHIWA SUB-COUNTY, KENYA**

BY

NICHANOR AGONDA ONYANGO

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL ADMINISTRATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
FOUNDATIONS**

MASENO UNIVERSITY

© 2016

ABSTRACT

Studies conducted in India, Thailand, Nigeria, Tanzania and Uganda, have revealed that Teacher Attitude (TA), Capacity Building (CB) and Teamwork (TW) enhance Teacher Performance (TP) by about 11.6%. In some parts of Kenya, for instance, Mumias, Vihiga, Kakamega and Nandi Sub Counties, studies have indicated that teachers, who have positive attitude, undergo CB in their various subjects and embrace TW have been found to improve their performance. From 2009 to 2013, the performance of public secondary schools in Ndhiwa Sub County had been generally low with an average mean score of 4.39 compared to Homa Bay (6.20), Rachuonyo South (5.76), Mbita (5.25), Suba (5.18), and Rachuonyo North (4.92). The purpose of this study therefore was to establish the influence of TA, CB and TW on TP in public secondary schools in Ndhiwa Sub-County. Objectives of the study were to: establish the influence of TA on TP; establish the influence of CB on TP and establish the influence of TW on TP in public secondary schools in Ndhiwa Sub-County. A conceptual framework showing the relationship between TA, CB and TW as independent variables and TP as the dependent variable was used. The study adopted descriptive survey and correlational research designs. Study population consisted of 45 Principals, 223 teachers and 1 Sub-County Quality Assurance and Standards Officer (SCQASO). Saturated sampling was used to sample 40 Principals and 1 SCQASO while simple random sampling was used to sample 141 teachers. Questionnaire and interview schedules were used in data collection. Face and content validity of the instruments were determined by experts in education administration. Reliability of the questionnaire was determined by test re - test method, whereby Pearson's r computed was .81 for teachers at p -value of 0.05 which was considered reliable. Quantitative data was analyzed by use of frequency counts, percentages, means and regression analysis. Qualitative data were transcribed and analyzed in emergent themes and sub themes. The study established that: teachers in public secondary schools in Ndhiwa Sub County had positive attitude which enhanced their performance by 40.2%; the influence of CB on TP was weak and not significant with a coefficient of .114 and p -value of .179; TW had significant influence on TP and it accounted for 31.4% of TP. It was concluded that: TA had significant influence on TP; CB had no significant influence on TP; and TW had significant influence on TP in public secondary schools in Ndhiwa Sub County. It was recommended that: teachers should be sensitized more on the influence TA on TP because it significantly influenced their performance; teachers who participate in CB should provide reports on the trainings so that they can be used to evaluate the benefits of these workshops to teachers; and organize more TW activities so as to enhance teacher performance. The study findings are significant to teachers who may be influenced to re examine their attitude in enhancing their performance; and SCQASO in advising teachers on the importance of TA, TW and CB in influencing their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of teacher in the meaningful education at all levels is reflected in the national policy on education (2004) as it declares that no educational system may rise above the quality of its teacher. This declaration in the policy document underscores the need for teacher effectiveness in our schools.

Attitude determines what each individual see, hear, think and do. They are rooted in experience and do not become automatic, routine conduct. Furthermore, "attitude" means the individual's prevailing tendency to respond favorably or unfavorably to an object or service (Morris & Maisto, 2015). Attitude can be positive or negative. Brophy and Good (1974) proposed that once teachers develop a particular attitude or belief, they may begin to treat students differently in ways that help bring about the outcomes that they expect. On the other hand, according to Petty and Cacioppo (1986), attitude and behavior are defined comprehensively as individual's general evaluation about themselves, others, other objects, events and problems. Attitudes do depict people's behavior. A study by Malone, Gallager and Long (2010), established that the attitude of teachers were significantly positively associated with performance characteristics. According to Abudu and Gbadamosi (2014) it was established that attitude of teachers teaching chemistry in senior secondary schools had significant effect on achievement of students in chemistry as one of the science subjects. Folashade (2009), established that there exists a significant relationship between the teachers' attitude and pupils' performance in primary science. Moreover, Ogembo, Otanga and Yaki (2015), established that chemistry teachers' negative perception of their learners' abilities was strongly linked to persistent poor performance in chemistry. The studies above indicated that teachers who have positive attitude towards their roles performed better than those who

were negative. However, the studies were very specific to the subjects and generalized the teacher attitude. The performance in public secondary schools in Ndhiwa Sub County has remained low and it is not clear whether the teacher attitude on their performance has contributed to that poor performance.

Capacity building has great deal of importance for the teachers as it is directly connected with students' learning. Misbah and Samina (2012) citing Ostern and Kenp (1933), states that teachers need professional development opportunities and teamwork which improves professional growth and development. Desimon, Porter, Geret and Birman (2002) for instance, established that professional development programs have positive impact on teachers for enhancing their working capabilities and teaching practices. Gibbs and Coffey (2004), also reported that the professional development training courses and programs bring positive changes for increasing the knowledge and skills of university teachers. Thus policies that enhance teachers' performance and leads to student's development in different aspects of their lives require proper implementation of capacity building practices that accelerates significant benefits to the students in terms of improved educational outcomes (Awan, 2008). Reimer (2003) reported that successful professional development experiences have a powerful impact on teachers' work both in and out of classroom. The deficiency in the training programs of most human resource need to be remedied through a system of staff training (Whawo, 2013). Biggs (2004) reminds teachers that training is necessary because there is enormous pressure to get with globalization of education which has coincided with development of information technology. It is through in-service training that teachers acquire the knowledge of using different teaching media like computers, films, projectors etc. It is therefore clear that for good performance, a teacher must be well prepared and this is done through continued training during the in service, otherwise known as capacity building.

According to a study by Tsafe (2014) on, Impact of Millennium Development Goals on Capacity Building workshops on teachers' performance in teaching mathematics in Zamfara state, Nigeria, it was established that the performance of teachers tremendously increased as a result of capacity building workshops. Maende (2012), in his study on influence of professional development on teacher effectiveness, established that teacher professional development positively influenced teacher confidence and knowledge of subject matter. It is clear from these studies that capacity building improves teacher performance, yet the performance in public secondary schools in Ndhiwa is still found to be low.

Teamwork is one of the human resource practices that ensure teacher performance is well managed (Wetungu, 2008). Team building has been a topic of research for many years and continues to be important in schools across the country. Head teachers are encouraged to implement the curriculum through teamwork as it provides teachers with a significant role in school decision making; control over their work environment and opportunities to contribute to a range of professional roles (Belbin, 2000). According to a study by Henkin and Park (2015) on, Teacher team commitment, teamwork and trust: exploring associations confirmed the value – added effect of organizational commitment in terms of job performance, organizational effectiveness and employee retention, and that teamwork was a better predictor of teacher team commitment. In many schools where teamwork is not in place, teachers work in isolation, administrators try to accomplish their work alone, new ideas ultimately fall on the shoulders of an individual, and there is general lack of communication among the staff (Edmonds, 2009).

In 2003, the Kenya Secondary Schools Heads Association (K.S.S.H.A) called upon head teachers to initiate and enhance teamwork in their schools for efficient implementation of curriculum and other administrative matters (Opot, 2003). During the same conference, Makotsi (2003) reported that schools that had embraced the concept of team work not only

implemented their curriculum, but also portrayed commitment to the better course of the school from both the teachers and students; had good interpersonal relationship between the teachers and students; high standards of discipline among staff and students but also posted remarkable results in the K.C.S.E Examination. Teamwork was enhanced in such schools by the head teacher who organized for activities that promoted positive relationships between the teachers and the students. A discreet head teacher will employ teamwork as a working strategy in his management of the school as a method of enhancing performance (Musungu, 2009).

Education stakeholders have very high expectations of public secondary school principals because they believe that the success of the schools is measured in terms of good performance in national examinations and the person responsible for this is the principal (Ibrahim, 2011). When schools strive to appear among the top performers in national examinations, they are actually aiming at achieving their performance goal (Okumbe, 2001). Ndhiwa Sub County parents and other key education stakeholders have put pressure on the school principals together with the teachers to ensure that the schools they work in perform well nationally. This therefore, means that the student academic achievement depends on teacher performance. By a preliminary survey of performance in K.C.S.E examination results in the six Sub - Counties in Homa- Bay County, it was noted that, even though Suba and Rachuonyo North were ranked last in 2009 and 2012 K.C.S.E results respectively, the overall performance in Ndhiwa Sub - County was found to be the lowest and always below average, of 6.000 as provided for by the Kenya National Examination Council (K.N.E.C), for the whole period. Table 1 shows a summary of the performance from 2009 to 2013.

Table 1.1
Homa Bay County KCSE Mean Scores from 2009 to 2013

Sub- County	Mean Scores					Average
	2009	2010	2011	2012	2013	Mean Score
Homa Bay	6.078	6.075	6.309	6.197	6.337	6.199
Rachuonyo South	5.873	5.725	6.100	5.440	5.649	5.757
Mbita	4.932	5.072	5.611	5.120	5.509	5.249
Suba	4.788	5.390	5.599	5.480	5.247	5.181
Rachuonyo North	4.903	5.178	5.090	4.000	5.423	4.919
Ndhiwa	4.884	5.050	4.864	5.248	4.141	4.837

Source: Homa Bay County Education Office, Homa Bay, 2014

From Table 1.1, it was observed that Ndhiwa Sub County was ranked last in 2010, 2011 and 2013 while it was ranked second last in 2009 and fourth in 2012. It can also be seen that Ndhiwa recorded its worst performance in the year 2013 with a mean score of 4.141. The highest performance ever posted by Ndhiwa Sub – County was 5.248 (2012) which is grade C-. This is below average. It was established that there were several capacity building programs organized in Homa Bay County. According to the Sub County Quality Assurance and Standards Officer (2013), the Government of Kenya in conjunction with Japanese Government offered teachers in service course for Mathematics and Sciences in Secondary Education (S.M.A.S.S.E). Publishers such as Oxford and Longhorn also organized and offered in service courses in the specific subjects. Individual schools also invited KNEC examiners who gave training to teachers on new examination trends and rules in specific subjects. According to assessment reports of some secondary schools in Ndhiwa Sub County, obtained from the education office (Sub County Director of Education Office, 2013), it was noted that many teachers in the Sub County had opportunity to attend subject based workshops organized through the TSC. Moreover, a number of teachers had attended and/or cleared the first 4 cycles of S.M.A.S.S.E. The same report indicated that a number of schools had adopted team teaching even though the Sub County was challenged in terms of staffing.

This was an indicator that teachers in the Sub County had opportunity to attend capacity building workshops and embrace teamwork. However, the results were still low as compared to those in other Sub Counties. It is against this backdrop that the study was undertaken in public secondary schools in Ndhiwa Sub- County to establish the influence of teacher attitude, capacity building and teamwork on teacher performance.

1.2 Statement of the Problem

The importance of teacher attitude, capacity building and teamwork on teacher performance cannot be over emphasized. The poor performance in K.C.S.E examination has continued to be a major concern of education stakeholders both at national and county levels. This trend has been more pronounced in Ndhiwa Sub County, within Homa Bay County, which posted below average results in KCSE examinations from the year 2009 to 2013 as: 4.884, 5.050, 4.864, 5.248 and 4.141 respectively. The poor performance has led to low transition into careers within the sub county. In an effort to reverse the trend, the government adopted a number of interventions targeting teachers and the overall teaching and learning environment.

The continued poor performance in K.C.S.E examinations has been attributed to a number of issues including teacher attitude, capacity building of teachers and teamwork among the teachers. However, it is not clear to which extent, these factors influence teacher performance. The study therefore sought to establish the influence of teacher attitude, capacity building and teamwork on teacher performance in public secondary schools in Ndhiwa Sub County.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of teacher attitude, capacity building and teamwork on teacher performance in public secondary schools in Ndhiwa Sub-County.

1.4 Objectives of the Study

The objectives to guide this study were to:

- i. Establish the influence of teacher attitude on teacher performance in public secondary schools in Ndhiwa Sub - County.
- ii. Establish the influence of capacity building on teacher performance in public secondary schools in Ndhiwa Sub-County.
- iii. Establish the influence of teamwork on teacher performance in public secondary schools in Ndhiwa Sub-County.

1.5 Research Hypotheses

The following hypotheses were used in the study:

- i. H_{01} – There is no statistically significant relationship between teacher attitude and teacher performance in public secondary schools in Ndhiwa Sub- County;
- ii. H_{02} – There is no statistically significant relationship between capacity building and teacher performance in public secondary schools in Ndhiwa Sub- County;
- iii. H_{03} - There is no statistically significant relationship between teamwork and teacher performance in public secondary schools in Ndhiwa Sub- County.

1.6 Significance of the Study

The findings of this study are likely to:

- i. Teachers who may be influenced by this study to re examine their attitude in enhancing their performance;
- ii. Sub County Quality Assurance and Standards Officers in advising teachers on the importance of teamwork and capacity building on their performance;
- iii. Principals and teachers in identifying areas to put in more effort in teamwork and capacity building in order to improve teacher performance.

- iv. The Ministry of Education Science and Technology which can rely on the research findings as guidelines in improving teacher participation in capacity building workshops and teamwork in enhancing their performance.
- v. Future researchers by providing baseline information.

1.7 Assumptions of the Study

The study was guided by the following basic assumptions:

- i. Teachers in public secondary schools in Ndhiwa Sub County have a chance to attend capacity building workshops.
- ii. Teachers in public secondary schools in Ndhiwa Sub County have a chance to embrace teamwork in their schools

1.8 Scope of the Study

This study was confined to Public Secondary Schools in Ndhiwa Sub- County. The study focused on the influence of teacher attitude, capacity building and teamwork on teacher performance in public secondary schools for the years 2011 to 2014. A population of 223 teachers, 45 principals and 1 S.C.Q.A.S.O were used as respondents.

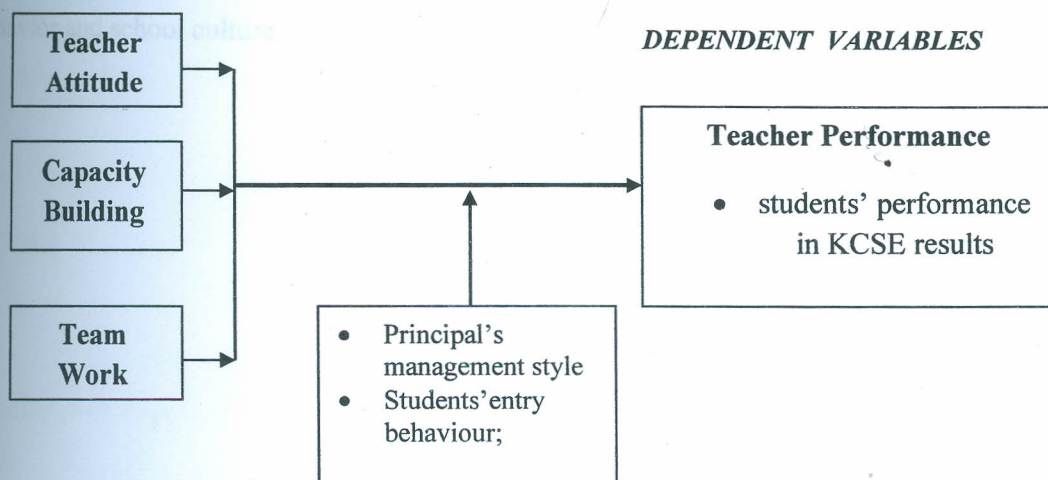
1.9 Limitation of the Study

The findings of this study may not be generalized to other Sub Counties because each Sub County is unique in terms of school ethos, environment and leadership diversities.

1.10 Conceptual Framework

The conceptual framework postulates teachers' attitude, capacity building and teamwork as processes that enable teachers to be effective in service delivery to the students.

INDEPENDENT VARIABLES



INTERVENING VARIABLES

Figure 1: A conceptual Framework showing Influence of Teachers' Attitude, Capacity Building and Teamwork on Teacher Performance

From Figure 1, the study assumes that effective teacher performance is influenced by a number of variables including teacher attitude, capacity building and teamwork. Teacher attitude on their performance plays an important role as the attendance of capacity building and embracing teamwork, will entirely depend on how the teachers perceive capacity building and teamwork in relation to their performance. The way the teachers handle the students in class largely depend on their attitude. Capacity building is essential for teachers to enable them improve on their content delivery, syllabus coverage, assessment techniques etc. During the subject based workshops/ seminars, teachers acquire new knowledge on the content of the subject hence improved content delivery. Moreover, capacity building has impact on syllabus coverage. Teamwork is conceptualized to be essential in enhancing co-operation among the teachers hence smooth working relationship and will enhance team teaching in schools. Teachers' attitude, Capacity building and teamwork are independent variables as the teacher performance is dependent variable being indicated by performance in

the KCSE results of students. However, the performance of the teacher may also be manipulated by intervening variables such as principal's leadership style, students' entry behavior and school culture.

Teacher attitudes: What teachers think about their work and their performance.

Capacity building: In-service training and development of teachers in public primary schools.

Teacher performance: Outcomes of the work of a teacher.

Teamwork: Working collaboratively, sharing information and resources, teachers working together to improve their performance in the classroom.

1.11 Operational Definition of Terms

The following terms in this study are used in the context in which they are defined herein:

- Teacher Attitude:** What teachers think, feel and do in relation to their performance.
- Capacity building:** In- service training and enhancement of skills in performance of teachers in public secondary schools.
- Teacher performance:** Outcomes of the teachers' input as measured by KCSE results.
- Teamwork:** Working collaboratively in this respect the practice where teachers work together by pooling efforts to enhance students' performance in K.C.S.E.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review in this section will be focused on the concept of influence of teacher attitude, capacity building and team work on teacher performance with the following sub headings: Influence of Teachers' Attitude on teacher performance; Influence of capacity building on teacher performance; and Influence of teamwork on teacher performance.

2.2 Influence of Teacher Attitude on their Performance

Teacher attitude and expectations can affect positively or adversely students' achievement, teacher behavior, and students' behavior. Attitudes and expectations become more crucial if they become self fulfilling prophecies, that is, when they produce the very condition or behavior erroneously believed to exist (Raza, Majid & Zia, 2010)

Misbah and Samina (2014), did their study on, Attitude of teachers towards professional development training and established that majority of teachers attend capacity building workshops just for the sake of getting certificates and that the attitude of teachers towards professional development can be developed. This study however did not establish whether the teacher attitude towards professional development influenced teacher performance or not. The finding that most teachers attended capacity building workshops for the sake of getting certificates purely bordered on teacher attitude towards professional development which meant that there was no benefit of capacity building to such teachers.

Yan (2007), carried out a study on factors relating to teachers' fellowship in international universities in Thailand, and established that the overall teachers' teamwork attitude in international universities were "positive teamwork attitude". It was further established that most teachers preferred to participate in team oriented activities, but as for the way of

rewarding, they prefer to be rewarded for their individual performance rather than their teams' performance. In another study by Yousef (2013), on teacher attitude towards their work and performance in Hyderabad Universities, it was established that teachers were positive towards their work as signified by punctuality, honesty, hardworking, friendly, confident and competency. In this study, descriptive statistics was used and hence did not address the actual influence of teacher attitude on their performance. The study also used the respondents from the university and did not focus on teachers at secondary school level.

A study by Abudu and Gbadamosi (2014), on "the relationship between teacher's attitude and student's academic achievement in senior secondary school chemistry": A case study of Ijebu-Ode and Odogbolu Local Government Area of Ogun State, Nigeri, established that the attitude of teachers teaching Chemistry in senior secondary schools had significant effect of about 11.6% on the achievement of students in chemistry as one of the science subjects. Even though the study focused on Chemistry alone, it is worth noting that the attitude of teachers entirely affect the general performance of the schools. On the other hand, a study by Basmeena, Sheikh and Shah (2015) on, The Catalytic effect: capacity building intervention towards enhancing teacher's attitude and student development, it was established that capacity building has strong positive influence towards enhancement of teacher attitude and teacher performance. For beginning teachers, who may not have known the importance of capacity building on their performance, the findings are true as the new teachers gain more knowledge, teaching methods, assessment techniques etc, improving their attitude towards teaching, thus student development. But on the other hand for teachers who have known the importance of capacity building on their performance have to battle with their attitude on capacity building in enhancement of their performance.

A study by Folashade (2009) on Teachers' attitude and gender factors as determinant of pupils performance in primary science, established that there exists a significant relationship

between teachers' attitude and pupils' performance in primary science. Moreover, a study by Ogembo, Otanga and Yaki (2015) on students' and teachers' attitude and performance in chemistry in secondary schools in Kwale County, Kenya established that chemistry teachers' negative perception of their learners' abilities was strongly linked to persistent poor performance in chemistry. This means that the attitude of teachers actually played a very important role in the performance of the students. The performance of teachers was still low in public secondary schools in Ndhiwa Sub County and it was not clear whether teacher attitude was responsible for this poor performance. None of the above studies attempted to measure the actual influence of the teacher attitude on teacher performance, the knowledge gap this study sought to fill.

2.3 Influence of Capacity Building on Teacher Performance

It is widely recognized that although content, text books, buildings, equipment, laboratories, exams and testing system are all important factors, leaving results would be fairly meager if teachers did not know how to use the tools (Chukwu, 2009). Citing Dembele, 2005, Chukwu (2009), states that: educationists have come to realize that teachers are made and not born. Teacher education of both pre service and in service is thus central to quality improvement in education. Teachers are made through the educational preparation they undergo on the job; they need professional development otherwise known as capacity building in order to get abreast with new teaching technologies. Proper use of resources in teaching and learning process strongly enhance students understanding. Substantial evidence from research showed that changes in text books and other resources make little difference if teachers do not know how to use them well and that it is through capacity building that the use of text books can be enhanced (Darling-Hammond, 2003). Effective capacity building focuses on the knowledge, skills and attitude required by the teacher, managers and other school employees making

them more effective in the use of videos, realia, laboratory materials, computers and television sets so that all students can learn and perform at high levels (Clifford, 2006).

Misbah and Samina (2014), in their study on, Attitude of teachers towards professional development training, established that majority of teachers attend capacity building workshops just for the sake of getting certificates and that the attitude of teachers towards professional development can be developed. This finding meant that teachers were not willfully attending these capacity building workshops and the study did not establish the extent to which these capacity building workshops influenced teacher performance. Kong (2005), in a study on professional development through curriculum reform projects: a case study, established that teachers were positive towards the curriculum reforms and gained new awareness in respect of knowledge and skill acquisition, pedagogical strategies, collegial relationships and changes in teachers' role to meet challenges. According to this study, the teachers were positive but it did not tell us whether teachers actually attended the workshops or how these capacity building workshops influenced teacher performance. Basmeena, Sheikh and Shah (2015), in their study entitled, The Catalytic effect: capacity building intervention towards enhancing teacher's attitude and student development, established that capacity building has strong positive influence towards enhancement of teacher attitude and teacher performance. According to Morgan (2010), teachers acquire more knowledge which can help improve their communication skills enabling them to deliver more while teaching. It is also known that the best to improve teacher effectiveness in the classroom is through regular, high quality teacher capacity building. This means that capacity building of teachers positively influenced their performance.

According to a study by Barineka (2012), on Analysis of poor performance of senior secondary students in Chemistry in Nigeria, it was established that the various teaching methods that have tested to be very effective should be made popular in the school systems,

and that teachers should be well trained and have recourse for retraining and updating their Chemistry knowledge through in service training, workshops, seminars and conferences. Similarly, Adebayor and Sagaya (2016), in their study on Teachers' capacity building and students' academic performance among public junior secondary schools in Kwara state, Nigeria, established that there was a significant relationship between teacher capacity building and students' academic performance. The more time teachers spend on capacity building activities the more likely to indicate that it had improved their lesson planning and students participation in instruction process (National Centre for Education Statistics, 2001). According to a study by Otu (2011), it was revealed that teacher professional development improves teaching methods which impact positively on learning. Otu (2011) further noted that effective teaching methods positively impact on teacher's role effectiveness. Ololube (2005) also indicated that teachers with little professional development have too little knowledge of the subjects that they teach; their students are denied the most basic learning resource- subject matter. He further indicates that professional development enhanced organization of content which had a major effect on content delivery. Kagumire (2009) established in his study that teachers who are well developed and trained are more effective in the use of newspapers, magazines, charts and maps in the classroom and therefore have the greatest impact on the students' learning. According to Mabula (2012), one of the factors which hamper with the quality of teachers and teaching process is the teacher professional development. Indeed, there are a number of changes that occur in education system especially in terms of teaching strategies and techniques. All these changes require in service training so as to update teachers on the changes made by the ministry in the syllabus and teaching strategies.

The teacher is the most important and, probably the most expensive resource in a school. To succeed, a school needs staff who are committed to meeting its aims and objectives, equipped

to do so by adequate training and motivated by management to achieve their potential. It is the role of human resource management to recruit, develop, motivate and retain quality staff (Bakhda, 2004). Kenya Education Management Capacity Assessment (Republic of Kenya, 2008), reported that the functional area of teacher development, or as it used to be called 'in-service training' is an example of sub-optimal division of labour in the education sector. Four agencies are currently delivering service to teachers in this area: the Ministry of Education, Science and Technology through its Quality Assurance and Standards Directorate, the Kenya Education Management Institute (K.E.M.I), The Kenya Institute of Education (K.I.E) and the Teachers Service Commission (T.S.C). Unfortunately, the target population is often the same, those in management positions. This leaves out teachers who are not in management positions which form the largest population. Chahenza (2011) citing Chemisto (2007) noted that in Kenya, individual schools are unable to initiate staff training; instead Secondary School Heads Association usually mounted a one day workshop for the deputies and heads of various departments. Teachers who are well prepared and trained are more effective in content delivery in classrooms and therefore have the greatest impact on the students learning (Killion, 2002). From this study, it was noted that, teachers who were well developed had strong knowledge and understanding of the subject matter that they taught their students.

In-service training courses are very important in teacher education. Citing Indoshi, Wangila (2011) emphasized that any profession including teaching requires the practitioner to continue his education throughout his entire professional life. This includes attendance of courses frequently. In his study, Wangila (2011) looked at factors influencing the use of media in teaching and learning English, where, it was established that lack of capacity building was a factor that affected the teaching and learning of English. Jepketer, Kombo and Kyalo (2015), on their study on relationship between teacher capacity building strategy and

student's performance in public secondary schools in Nandi County, Kenya, established that contribution of teacher capacity building influenced students' performance to a greater extent. Maende (2012), in his study on influence of professional development on teacher effectiveness, established that teacher professional development positively influenced teacher confidence and knowledge of subject matter.

From above studies, it was clear that capacity building of teachers positively influenced their performance both internationally and locally. The performance of teachers in public secondary schools in Ndhiwa had been generally low. It was not clear whether teacher capacity building contributed to this low performance. None of the above studies dealt with the actual influence of capacity building on teacher performance in public secondary schools in Ndhiwa Sub County, the knowledge gap this study sought to fill.

2.4 Influence of Teamwork on Teacher Performance

Team building is the generated process of a group of people who join together to perform their tasks to achieve the goals, emphasizing relationships and reliance of team members for performing tasks to achieve the goals, activities which have been planned in advance for collecting data concerning work of persons (Eameaim, Erawan, & Piromreun, 2009). Teams and team working is not a new idea. For the successful functioning of an organization it is essential that the administrators devote sufficient time and effort to promote the spirit of team work. No individual can do the work all alone and effectively too. Building a strong team of employees for performing various responsibilities ought to be the prime objective of administrators (Joshi, 2012). There is a growing evidence that productive teamwork in which teachers gain new knowledge about what they do and how students learn has the power to change the culture of schools and make continuous learning and improvement not only possible but also manageable (Johnson, 2003). According to Polzer (2004), teams have

benefits and costs that differ from the traditional work groups where if they work well, they will have many advantages like producing creative solutions. A team is considered a group that is composed of individuals who are independent, who share common goal, and individuals who must coordinate their activities for task accomplishment (Northouse, 2007). Team effectiveness is based on the two functions of performance, or task accomplishment, and development, or the maintenance of the team (Northouse, 2007). Team working is a complex issue but is highly desirable in many circumstances within an organization (Wachira, 2010).

Studies have been carried out to assess the state of teamwork in educational institutions. According to a study by Henkin and Park (2015) on, Teacher team commitment, teamwork and trust: exploring associations confirmed the value – added effect of organizational commitment in terms of job performance, organizational effectiveness and employee retention, and that teamwork was a better predictor of teacher team commitment. In yet another study by Malone, Gallagher and Long (2010) on, General Education Teachers' Attitude and perception on teamwork supporting children with developmental concerns, it was established that the attitude of teachers were significantly positive associated with performance characteristics. These global studies indicated that teacher performance was influenced by teamwork activities.

Phalane (2011) carried out a study on, Experiences of secondary school management teams on teamwork in Tshwane North District Schools, South Africa. It was established that absence of teamwork in the School Management Team (S.M.T) members impact negatively on the quality of teaching and learning. This finding means that when there is teamwork among the teachers, the quality of teaching and learning is enhanced.

In another study by Pitsoe and Isingoma (2014) on; how do school management teams experience teamwork? A case study in the schools in the Kamwenge District, Uganda, it was established that teamwork among the school management team (S.M.T) members impacted positively on the quality of teaching and learning. Indeed when teachers are engaged in teamwork activities, their performance is expected to be boosted a great deal. They work together in consultation to improve their ability to perform and have opportunity to teach topics they are comfortable with leading to better content delivery. However, according to a study by Wetungu (2012) on, Human resource practices, teamwork and perceived teacher performance in secondary schools in Kampala City Council of Wakiso District, it was established that there was no significant relationship between teamwork and teacher performance. This means that teamwork did not influence teacher performance in any way contrary to other scholars who established that teamwork among the teachers positively influenced their performance.

A study conducted by Nakhanu (2012) on, Investigation of factors that influence syllabus coverage in secondary school mathematics in Kenya, established that team teaching was a factor that enhanced syllabus coverage among other factors. Team teaching is an aspect of teamwork which when put in practice has a positive impact on teacher performance. According to a study carried out by Chahenza (2011) in Nandi South District on assessment of opportunities, strategies and challenges for head teachers in enhancing teamwork in the implementation of secondary school curriculum, it was established that head teachers met a number of challenges in their attempt to enhance teamwork meaning that teamwork was a key factor that influenced teacher performance.

From above studies, except for Wetungu (2012), it was established that teamwork among teachers positively influences their performance. Teachers in public secondary schools in

Ndhiwa Sub County have continued to perform poorly as indicated by K.C.S.E results and it is not clear whether teamwork is a factor which has contributed to this performance. None of the above studies addressed the influence of teamwork on teacher performance in public secondary schools in Ndhiwa Sub County, Kenya.

**MASENO UNIVERSITY
S.G. S. LIBRARY**

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covers research design, description of the area of study, the study population, sample and sampling techniques, data collection instruments, data collection procedures, methods of data analysis and ethical considerations.

3.2 Research Design

This study used descriptive survey and correlational research designs. As a descriptive form of research, the method involves asking a group of people questions about a particular issue (Fraenkel & Wallen, 2009). Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can also be used when collecting information about peoples' attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002). Descriptive survey was considered appropriate in this study to explore the mean ratings of teacher attitude, capacity building and teamwork among teachers in Ndhiwa Sub County. According to Creswell (2005), correlational research design provides opportunities for one to predict scores and explain the relationship among variables. Oso and Onen (2011) add that it involves collecting data from two or more quantifiable variables from the same group of subjects and then compare how they vary. Correlational research design was considered appropriate in this study to explore the relationship between teacher attitude, capacity building and teamwork on teacher performance in public secondary schools in Ndhiwa Sub County.

3.3 Area of Study

The study was carried out in Ndhiwa Sub- County. The Sub- County is divided into six administrative divisions namely, Kobama, Nyarongi, Ndhiwa, Kobodo, Pala, and Riana. The Sub- County is bordered by Mbita Sub- County to the North West-North direction, Homa

Bay Sub- County to the North-North East direction, Rongo to the East direction, Awendo Sub- County to the East-South East direction, Uriri to the South direction, Nyatike Sub- County to the South- South West direction, Suba Sub- County to the West direction. The Sub- County has its headquarters lying at $0^{\circ} 43'43''$ North and $34^{\circ} 21'53''$ East. The Sub- County consists of 45 public Secondary Schools and the performance in the Sub- County has not been good for the last 5 years. Teachers' attitude, capacity building and teamwork in Ndhiwa Sub County were seen to be having a problem since even when the teachers had opportunities to embrace capacity building and teamwork, the performance was still low. (Appendix E)

3.4 Study Population

The study population consisted of 45 Principals, 223 teachers and 1 Sub-County Quality Assurance and Standards Officer, Ndhiwa. The teachers were appropriate to respond to questions on the influence of their attitude, capacity building and teamwork on teacher performance as the ones whose performance was to be determined. Principals were appropriate for this study in order to control the biasness by the teachers who were self reporting on teachers' attitude, capacity building and teamwork. The S.C.Q.A.S.O, as the one in charge of quality in the Sub- County was able to help in answering questions as the one directly involved in organizing capacity building workshops in the Sub- County.

3.5 Sample and Sampling Technique

The study sample consisted of 40 principals, 141 teachers and 1 Sub- County Quality Assurance and Standards Officer (SCQASO). Fisher's formula (Mugenda and Mugenda, 2003), was used to determine the sample size of the teachers.

$$n_f = \frac{n}{1 + \frac{n}{N}}$$

Where:

n_f = the desired sample size (where the population is less than 10, 000)

n = the desired sample size (where the population is more than 10, 000) = 384

N = the estimate of the population (223)

$$n_f = \frac{384}{1 + \frac{384}{223}} = \frac{384}{1 + 1.722} = \frac{384}{2.722} = 141.0 \text{ teachers}$$

This formula was considered appropriate to this study based on the view of Creswell (2005) that it provides the means for calculating the sample size based on several factors, it takes guesswork out of determining the number of individuals to study and provides a precise estimate of your sample size. Simple random sampling was used to select 141 teachers. Simple random sampling takes into account the fact that all the elements or individuals in the population, gets equal chance of selection. Saturated sampling was used to select 40 principals and 1 S.C.Q.A.S.O, since 5 principals and 22 teachers from 5 schools were used for piloting purposes.

Table 3.1

Sample Frame

Category of respondents	Target population (n)	Sample size F
Principals	45	40
Teachers	223	141
DQASO	1	1

From Table 3.1, it can be observed that out of 45 principals, 40 (88.9%) of the principals were used. This number was considered to be appropriate for this study as it gave opportunity to compare the responses of the teachers with their responses in order to control the bias. 141 (63.2%) of teachers were used for this study and 1 S.C.Q.A.S.O. was used for the study.

3.6 Instruments for Data Collection

The instruments that the researcher used were the questionnaires and interviews for data collection. The selection of these tools was guided by the nature of data to be collected, the time available as well as the objectives of the study. The questionnaire was preferred for its suitability to this study as a method of data collection because it allows the researcher to reach a large sample within limited time. It also ensures more confidentiality and thus gathers more candid and objective replies. The questionnaire comprised of open-ended and closed-ended questions and Likert type scale, which were used for rating. Questionnaires were prepared for the teachers. Interview schedules were organized for both the principals the S.C.Q.A.S.O. Any deficiencies in questionnaire were revealed in pre-testing. Interview schedule provides in-depth data that is not possible to get using questionnaires. It is possible for the interviewer to clarify questions that are not clear in the interview schedule (Mugenda & Mugenda, 2003). Probing was used where the respondents were not clear.

3.6.1. Teachers' Questionnaires

This comprised of two sections: Section A comprised of background information from teachers in public secondary schools in Ndhiwa Sub- County. Section B comprised of close ended aspects related to the influence of teachers' attitude, capacity building and teamwork on their performance. The questions required rating of the influence of teachers' attitude, capacity building and teamwork on teacher performance. The teachers' questionnaire is attached as Appendix A.

3.6.2. Principals' Interview Schedule

There was face to face interview with the principals. Guiding questions were used to conduct in-depth interview. The principal were better placed to give their opinions about the extent to which teachers' attitude, capacity building and teamwork had influenced teacher performance in the Sub- County, as they are concerned with the internal supervision in their schools. Teachers are directly answerable to them. The Principals' interview schedule is attached as Appendix B.

3.6.3. S.C.Q.A.S.O Interview Schedule

There was face to face interview with the Sub-County Quality Assurance and Standards Officer of Ndhiwa Sub- County. Guiding questions were used to conduct in-depth interview. The S.C.Q.A.S.O. was better placed to give opinions about the attitude of teachers towards the influence of capacity building and teamwork, and the extent to which capacity building and teamwork activities had influenced teacher performance in the Sub- County, as they are concerned with quality of education and carry out assessments in the schools and eventually give recommendations. The S.C.Q.A.S.O. interview schedule is attached as Appendix C.

3.7 Validity of Instruments

The validity of a test is a measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2009). Both face and content validity of the questionnaire were tested. Face validity refers to the likelihood that a question is misunderstood or is misinterpreted. Content validity refers to whether an instrument provides adequate coverage of a topic (Fraenkel & Wallen, 2009). Expert opinions and pre- testing of the questionnaire established the content validity. Advisers and members of the School of Education, Maseno University, who are experts in the area, scrutinized the instruments. The suggestions were used in revising the questionnaire before preparing a final copy to go to the field.

3.8 Reliability of Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results when used by independent researchers (Grinnel & Unrau, 2008). He further observed that to remove possible errors, every instrument should be tested before it is formerly administered. To ensure reliability of these instruments, piloting was done in five schools in the Sub County. The five schools did not form part of the sample population. Mugenda and Mugenda, (2003), recommend a representation of between 9-10% of the population to be used for a pilot study. Respondents were asked to leave out items they found ambiguous. The pilot study with 22 (10%) teacher respondents showed that the intended responses were achieved. Test re- test technique was used where the questionnaires were administered to the same respondents twice in a span of two weeks. The results obtained from the two tests were correlated using pearsons' correlation coefficient r , which was found to be 0.81 for teachers which was above 0.7 reflected a reliable instrument as recommended by Lomax (2007).

3.9 Data Collection Procedures

Permission was sought and obtained from the Sub-County Education Office, to carry out research in public secondary schools in the Sub- County. The sampled schools were visited to administer the questionnaires. The respondents were given adequate time ranging from 20 to 30 minutes to complete the questionnaire. The researcher was available to explain the purpose of the study and offer clarifications where necessary. 141 questionnaires were distributed to teachers. The distribution was by hand delivery and the researcher waited to collect filled questionnaires from the respondents in each school. An in – depth interview was then held with both the Sub County Quality Assurance and Standards Officer, which lasted for one and half hours, and the principals which lasted for one hour, in order to respond to questions on attitude of teachers, capacity building and teamwork with regard to teacher performance in public secondary schools in Ndhiwa Sub County.

3.10 Data Analysis

This was a hybrid, for both qualitative and quantitative approaches were used. Kombo and Tromp (2006), note that quantitative and qualitative approaches should be combined to maximize the strength and minimize the limitation of each. They are complimentary to a research. Data collected through questionnaires were scrutinized then coded for computer analysis using Statistical Package for Social Sciences (S.P.S.S). Both descriptive and inferential statistics were used in the analysis. Descriptive statistics was used in tabulating data from the questionnaires which were presented in terms of frequency counts, percentages, and means. Data collected through interviews as well as open-ended part of the questionnaires were transcribed and organized into themes, categories and sub categories based on the study objectives as they emerge from the field.

Inferential statistics was used to analyze data by use of correlation, linear regression and multiple regressions. The items on the rating scale were coded using a five (5) score values of the Likert scale as follows: SA- Strongly Agree; A- Agree; N- Neutral; D- Disagree; and SD- Strongly Disagree and 1 = Very Low (VL); 2 = Low (L); 3 = Moderate (M) 4 = High(H); 5 = Very High (VH); The responses were then converted into means in order to rate the teacher attitude, capacity building and teamwork. Reverse scores were assigned to the negative statements in the attitude test. In this case, a person who ticks “strongly disagree” has the most positive attitude on this item; hence the highest score is assigned, 5, while a respondent who ticks “strongly agree” has the least positive attitude on the item and therefore is assigned the lowest score, 1, (Kumar 2005).

Using correlation method, Pearson’s product moment coefficient between the dependent variable (teacher performance as reflected by school mean scores in 2014 KCSE results) and independent variables (teacher attitude, capacity building and teamwork) was obtained.

Interpretation guidelines by Efison, Runyon and Haber (1990) and Leedy and Ormrod (2005) were adopted with p -value set at 0.05, when the n – value is about 1000.

Table 3.2
Interpretation of Pearson’s Product Moment Coefficient (r)

Strength of relationship	Positive (+)	Negative (-)
Weak/ Low/ Small	0.01- 0.30	0.01- 0.30
Moderate/ Medium	0.31- 0.70	0.31- 0.70
Strength/ High	0.71- 0.99	0.71- 0.99
Perfect relationship	1.00	1.00
No relationship	0.00	0.00

A linear regression analysis was run to establish the actual influence of teacher attitude, capacity building and teamwork on teacher performance. Multiple regression method was used to measure the extent to which teacher attitude, capacity building and teamwork influenced teacher performance.

3.11 Ethical Considerations

The researcher was guided in the research by adhering to the procedures in research design during data collection and analysis so that the chance for misleading results is minimized and to ensure that the sole aim of contributing to the development of systematic and verifiable knowledge in research is maintained. The researcher was obliged to ensure that the research participant’s rights and welfare were not violated before, during and after conducting the research. The researcher urged participants to provide honest, valid and reliable information.

To enhance informed consent, participants were thoroughly briefed beforehand on the research problem, the need for a scientific research on the problem, the reasons for the area of study and the benefits of the study. Their rights and risks or dangers associated with their participation were clarified and their voluntary involvement in the research was fully guaranteed. The principle of beneficence was observed and the researcher treated the information obtained with confidentiality so as to minimise the possible harm to the

participants. Great care was taken to avoid identification of real participants in the study against their derived information. The researcher was cautious on the questions posed to SCQASO whose identity could not be concealed since he/she is the only Quality Assurance and Standards officer in the sub county by asking purely policy oriented and not personal questions. The raw data from the field were kept under lock and key where only the investigator could access. The processed data were kept in computer encrypted by password accessible to only the principal investigator.

MASENO UNIVERSITY
S.G. S. LIBRARY

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers demographic data, results and discussions of the data collected during the study. The study findings and discussions are presented under objective driven themes. A total of 141 questionnaires for teachers were given out. The rate of return for teachers' questionnaires was 100% as the researcher visited each respondent and waited to collect the questionnaire. Appointment was also made with the Principals and the Sub County Quality Assurance and Standards Officer, Ndhiwa Sub County for interviews.

The study was guided by the following research hypotheses:

- i. H_{01} – There is no statistically significant relationship between teacher attitude and teacher performance in public secondary schools in Ndhiwa Sub- County;
- ii. H_{02} – There is no statistically significant relationship between capacity building and teacher performance in public secondary schools in Ndhiwa Sub- County;
- iii. H_{03} - There is no statistically significant relationship between teamwork and teacher performance in public secondary schools in Ndhiwa Sub- County.

4.2 Demographic Data of Respondents

The respondents involved in the study were: Principals, Teachers and the Sub County Quality Assurance and Standards Officer.

The teachers were asked to indicate their gender, age range, professional qualifications and experience on capacity building and teamwork so as to establish the credibility of the respondents. In addition, teachers were asked to indicate the 2014 K.C.S.E mean score for their schools. The findings were as shown in Tables 4.1, 4.2, 4.3 and 4.4

Table 4.1

Gender of Teachers

	Frequency	%
Male	108	76.6
Female	33	23.4
Totals	141	100

It can be observed from Table 4.1 that the number of male teachers was found to be higher, 108 (76.6%), than the number of female teachers, 33 (23.4%). There was gender disparity in the sub county. This finding concurs with Suda's (2002) study finding in Kenya, that there is disparity of gender in labor market. This means that with regard to teamwork and capacity building, gender must be considered. For instance, if many males appreciate teamwork then the influence can be felt since they are the majority, while that of the female teachers may not be felt. Facilitators however, should not ignore the females in their facilitation on capacity building and teamwork.

Table 4.2

Distribution of Teachers by their Age

Age (Years)	Frequency	%
20-25	1	0.7
26-30	10	7.1
31-35	57	40.4
36-40	50	35.5
41-45	17	12.1
46-50	4	2.8
51 and Above	2	1.4
Total	141	100

From Table 4.2, it can be noted that most teachers were found to be aged between 31 and 35 years (40.4%), then between 36 and 40 years (35.5%), 41-45 years (12.1%), 26-30 years (7.1%), 46-50 years (2.8%), 51 and above years (1.4%) and finally 20-25 years (0.7%). The fact that most teachers are aged above 30 years indicates that they are those who have gained experience and therefore can respond to questions in relation to capacity building and teamwork. The highest number of teachers' falls between 31 and 35, shows that many of these teachers are newly employed and have little experience on capacity building and teamwork. However, the rest of the experienced teachers have a role to induct them with regard to capacity building and teamwork. Citing Albanese and Fleet (1983), Nthenya (2012) indicated that the older workers have stronger values and more favorable job attitude than their counterparts and therefore should not be ignored. This higher number at lower age can be explained by the fact that Ndhiwa Sub County was a major beneficiary of Constituency Development Funds (C.D.F) project which saw several schools started. This meant that new teachers had to be employed to teach in these schools.

Table 4.3

Distribution of Teachers by their Professional Qualifications

	Frequency	%
Diploma	6	4.3
Undergraduate degree	121	85.8
Masters degree	14	9.9
Total	141	100

From Table 4.3, it is clear that most teachers are undergraduate degree holders, 121 (85.8%). Only 14 teachers (9.9%) were master's degree holders. There were only 6 teachers who were

diploma holders. On professional qualification, they are credible enough because they are highly educated and therefore terms like attitude, capacity building and teamwork are not foreign. They should be able to consider the rationale of attitude, capacity building and teamwork and embrace them.

Considering the findings on demographic characteristics where both male and female teachers were used with 92.2% of teachers were above the age of 30 years, and the fact that all were trained teachers, their responses were expected to be credible.

The extent to which these teachers were engaged in capacity building activities and team building was sought and the responses were as summarized in Table 4.4.

Table 4.4

Experience in Capacity Building and Teamwork by Teachers-2011 – 2014 Period

Area	Maximum Number of times	Frequency (f)	%
Capacity Building	1-3	44	31.2
	4-6	80	56.7
	7-9	17	12.1
Teamwork	1-3	105	74.5
	4-6	33	23.4
	7-9	3	2.1

From Table 4.4, it was observed that 44 teachers (31.2%) had attended capacity building workshops up to a maximum of 3 times, for the entire period. The highest number of teachers, 80 (56.7%) had attended such workshops for a maximum of 6 times and 17 teachers (12.1%) had attended capacity building workshops up to a maximum of 9 times. It is important to note that at least all the teachers had access to capacity building workshops,

irrespective of the number of times. Very few teachers (17) had attended capacity building workshops quite often. Meaning that if capacity building enhance teacher performance, then it is expected that the more the attendance the better the teacher performance. The highest number of teachers, 105 (74.5) had participated in team building/ team bonding exercises to a maximum of 3 times. This is an indicator that teachers in the Sub County do not have many of such exercises by schools. 33 teachers (23.4%) attended to a maximum of 6 times and the least number of teachers, 3 (2.1%) had attended the highest number of time to a maximum of 9 times for the entire period. In the same way, if teamwork embraces teacher performance, then very few teachers in the Sub County would have their performance enhanced.

4.3. School Data

The performance of public secondary schools in Ndhwa Sub County was summarized as shown in Table 4.5.

Table 4.5

2014 KCSE Performance by Schools in Ndhwa Sub County

Mean Score	Frequency (f)	Percentage (%)
1.00 - 3.44	11	27.5
3.45 - 5.44	18	45.0
5.45 - 7.44	10	25.0
7.45 - 8.44	1	2.5
Total	40	100

From Table 4.5, it was observed that 11 schools (27.5%) had very low performance in 2014 KCSE examinations with a mean score between 1.00 and 3.44. 18 schools (45.0%), had low performance of mean score ranging from 3.45 to 5.44. 10 schools (25%) had average

performance between 5.45 and 7.44. Only 1 school (2.5%) had high performance between 7.45 and 8.44. This performance indicated that most schools in Ndhiwa Sub County performed below average.

4.4. Influence of Teacher Attitude on their Performance

The first objective of this study was to establish the influence of teacher attitude on teacher performance in public secondary schools in Ndhiwa Sub- County. To achieve this objective, teachers in public secondary schools were asked to respond to aspects of teacher attitude in relation to their performance, and the null hypothesis that: There is no statistically significant relationship between teacher attitude and teacher performance in public secondary schools in Ndhiwa Sub- County. First, the teachers' attitude on their performance was computed. The results were as shown in Tables 4.6.

Table 4.6
Teachers' Attitude on their Performance

Attitude	Ratings	Frequency	Percentage
Very Negative	1.00 – 1.44	0.0	0.0
Negative	1.45 - 2.44	0.0	0.0
Neutral	2.45 – 3.44	0.0	0.0
Positive	3.45 – 4.44	114.0	81.0
Very Positive	4.45 – 5.00	27.0	19.0

From Table 4.6, it was noted that 114 teachers representing 81% had positive attitude towards their performance where as 27 teachers (19%) had very positive attitude. None of the teachers had very negative, negative or neutral attitude on their performance. This means that if attitude was the only determinant of teacher performance, then the performance of teachers in Ndhiwa Sub County would be very high. This finding was in agreement with the interview finding by the S.C.Q.A.S.O who noted that: "In general, the teachers are positive towards capacity building as it enhances curriculum implementation."

To confirm this, the teachers' attitudes were then correlated with their performance (Table 4.5) and the results were as shown in Table 4.7.

Table 4.7
Correlation between Teachers' Attitude and their Performance

		Correlations	
		KCSE	Attitude on Team, Work
KCSE	Pearson Correlation	1	.634
	Sig. (2-tailed)		.000
	N	141	141
Teachers' Attitude	Pearson Correlation	.634	1
	Sig. (2-tailed)	.000	
	N	141	141

From Table 4.7, it was established that there was a moderate and positive relationship of 0.634 which was statistically significant as calculated $p < 0.05$. The null hypothesis was thus rejected.

This means that increase in teachers' attitude on their performance led to an increase in teacher performance. This means that when teachers' attitude on their performance is improved, then their performance is enhanced.

The study further sought to estimate the actual influence of the teachers' attitude on their performance and a coefficient of determination was computed and the results were shown in Table 4.8.

Table 4.8

Model Summary on Teachers' Attitude on their Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 ^a	.402	.397	1.28660

a. Predictors: (Constant), Teachers' Attitude

From Table 4.8, it was observed that the teachers' attitude on their performance account for up to 40.2% of the variation in teacher performance as signified by R^2 of 0.402. This means that when teachers attitude are positive on their performance, they will tend to engage themselves more and more on activities which enhance their performance.

In order to find out whether the teachers' attitude on their performance was a significant predictor of their performance or not, ANOVA was computed and the results were as shown in Table 4.9.

Table 4.9

ANOVA output on Teachers' Attitude on their Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.455	1	154.455	93.307	.000 ^a
	Residual	230.092	139	1.655		
	Total	384.547	140			

a. Predictors: (Constant), Teachers' Attitude

b. Dependent Variable: KCSE

From Table 4.9, it was revealed that the teachers' attitude on their performance was a significant predictor, ($F(1, 139) = 93.307, p < 0.05$). This means that the teachers' attitude on their performance can be relied on as a predictor. Meaning, teachers' attitude on their performance, when put in place will see the performance of teachers enhanced.

To establish the actual influence, linear regression analysis was computed. The results are as shown in Table 4.10.

Table 4.10
Linear Regression on Teachers' Attitude on their Performance
Coefficients^a

Model	Unstandardized		Standardized		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	-8.688	1.411		-6.159	.000
Teachers' Attitude	3.709	.384	.634	9.660	.000

a. Dependent Variable: KCSE

The regression equation is $Y = a + bX$

From Table 4.10 it can be observed that one unit increase in teachers' attitude would lead to increase in the teachers' performance by 3.709 units as signified by the coefficient 3.709.

The regression equation is:

$$Y = -8.688 + 3.709X$$

Teachers, who have positive attitude on their performance, will involve themselves on aspects which build their attitude and this would enhance teacher performance hence better K.C.S.E results.

The findings of this study indicate that teachers' attitude account for 40.2% of the variation in the teacher performance. The influence is significant meaning that it can be relied on when influencing the performance of the teachers.

Most of the principals who were interviewed and reported that "teacher attitude was low" were found to have posted very low results. However, many principals reported that "the teachers generally had positive attitude." An interview by the S.C.Q.A.S.O revealed that "teachers in the Sub County generally had positive attitude on their performance even though the performance was generally low." Indeed the teachers may have positive attitude but their efforts to translate this into performance may depend on a number of factors. For example, there are no National schools or Extra County schools and only five County schools in Ndhiwa Sub County out of 45 schools, meaning low students' entry behavior. Others may be the students' attitude, leadership style, shortage of teachers etc. This means that however much teachers may try to do their work, the results may show otherwise.

The finding actually concurs with a study by Misbah and Samina (2014) who established that teachers attend capacity building for the sake of obtaining certificates. This means that the teachers are not driven by the importance to attend capacity building workshops. Moreover, Abudu and Gbadamosi (2014) established that attitude of teachers teaching chemistry as one of the science subjects in senior schools have significant effect on the achievement of students in chemistry. They further note that teachers who show positive attitude towards the teaching of chemistry results into better students' achievements than those who have negative attitude. Ogembo, Otanga and Yaki (2015) established that chemistry teachers' negative perception of their learners' abilities was strongly linked to persistent poor performance in chemistry. Folashade (2009) also established that there exist a significant relationship between teachers' attitude and pupils' performance in primary

science. New knowledge generated by this study was that the attitude of teachers influenced their performance by 40.2% in public secondary schools in Ndhiwa Sub County.

Conclusively, even though teachers had positive attitude, there was a moderate positive relationship between teacher attitude and teacher performance which was significant hence the null hypothesis, that there is no statistically significant relationship between teacher attitude and teacher performance, was rejected.

4.5. Influence of Capacity Building on Teacher Performance

The second objective of this study was: To establish the influence of capacity building on teacher performance in public secondary schools in Ndhiwa Sub- County. To achieve this objective, teachers in public secondary schools were asked to react to several aspects on capacity building. The results were presented in Table 4.11.

Table 4.11
Influence of Capacity Building on Teacher Performance (n = 141)

Capacity Building Activities	MEAN RATING BY TEACHERS
Subject content -based workshop;	3.85
Teaching methodology workshop;	3.50
Assessment technique workshop;	3.19
Communication skills workshop;	3.15
Syllabus coverage- based workshop;	3.10
Exam marking -based workshop;	3.52
Classroom practice skills workshop;	3.13
Management skills and knowledge workshop;	2.89
Knowledge of learning environment workshop;	3.12
Knowledge of students understanding and potential misunderstanding workshop;	3.29
Knowledge of curricular materials;	3.26
OVERALL MEAN RATE	3.27

KEY:

1.00- 1.44 = Very Low (VL), 1.45 – 2.44 = Low, 2.45 – 3.44 = Moderate, 3.45 – 4.44 = High, 4.45 – 5.00 = Very High

From Table 4.11, it can be observed that subject content – based workshops rated the highest at 3.85; which was followed by exam- marking based workshop at 3.52; teaching methodology workshop at 3.50; knowledge of students understanding and potential misunderstanding at 3.29; knowledge of curriculum materials at 3.26; assessment techniques workshop at 3.19; communication skills workshop at 3.15, classroom practice skills at 3.13; knowledge of learning environment workshop at 3.12 and lastly management skills and knowledge workshop at 2.89.

The rating of the influence of subject content based workshop by teachers at 3.85, indicates that attendance of such workshops have high influence on their performance. Bakhda (2004), reports that, teachers should be able to impart to the students the content of the subject. A teacher should have enough background on the subject so as to get students started on a search and inquiry mission. Indeed, the subject teachers must be knowledgeable in their areas of specialization. By attending these subject content based workshops, teachers are in-serviced on their area of specialization imparting them with more subject content. Difficult areas are discussed in such workshops and any other challenges are overcome.

On teaching methodology workshops, the teachers reported that their performance was highly influenced (3.50). On these workshops the pedagogical approaches are given which enable teachers to teach effectively. Different approaches are introduced which enable teachers to use a variety of approaches to help drive home the subject content. For instance, in sciences, there are areas where practical can first be done then followed by theory while in others, the concept must first be explained before the demonstration is done. A survey report by Njuguna (1999) indicated that the performance in sciences was poor because most teachers are content/ syllabus driven; thinking that covering the syllabus is the same as effective teaching. Lecture becomes the method of choice even in science subjects because it allows coverage of

ground in terms of content, although very little, if anything is achieved in terms of learning. According to a study by Barineka (2012), the various teaching methods that have tested to be very effective should be made popular in the school systems. Teachers need to be exposed to such methods which could be in form of conferences or workshops to update their knowledge of subject matter and teaching techniques. The findings of this study thus concur with the findings of Mabula (2012), who reported that teachers who had attended workshops practice more effective teaching methodology.

Attending assessment technique workshops was rated by teachers at 3.19, meaning that such workshops have moderate influence on their performance. The existing student assessment system is inadequate to increase competence and gauge the different degrees of excellence achieved by the students. The principal and teachers should therefore adopt new approaches of assessment systems such as analysis of value added progress on performance including change in behavior and attitude (Waudu & Ouya, 2010). This is the reason why attending such capacity building workshops enhance the assessment systems adopted by teachers so as to enhance their performance.

The response from teachers on communication skills workshop was rated at 3.15, meaning that this workshop moderately influenced their performance. This finding concurs with Shaw (2002), who argues that capacity building workshops help teachers to acquire communication and social skills to help in development of network, enhance group working and sharing of experience. Bakhda (2004), states that lack of communication or ineffective communication may result in chaos, misunderstanding, lack of confidence in the management team, and insecurity among staff. In order to impart knowledge, a teacher must be well versed with good communication skills to enable the learner understand the delivered concepts. From

these workshops, the teachers gain effective communication skills and this, as per the findings, were found to have moderate influence.

Syllabus coverage based workshop was rated by the teachers at 3.10, which means that it had moderate influence on their performance. The findings of a study by Nakhanu (2012), established that schools' coverage of syllabus, correlated positively with performance in the National K.C.S.E mathematics examination. Syllabus coverage is therefore seen to be a very important step in preparing students for examinations. It has been noticed that those teachers who clear syllabus early enough have got improved performance since it also enables them to create time for revision in good time.

Teachers in the Sub County rated exam – marking workshops at 3.52, which was considered to have high influence on their performance. This finding was highly rated because it has had influence in performance of public secondary schools in Ndhiwa Sub County. This is because in such kind of workshops, teachers get exposed to current trends of setting, marking, marking scheme development techniques and added information on the curriculum. Other than yearly trainings during yearly coordination of marking schemes at K.N.E.C marking exercise, many schools have always invited guest speakers who are usually examiners and chief examiners of different papers. Teachers who attend such kind of workshops have added advantage over the rest who do not attend such. In Ndhiwa Sub County, many schools are striving to have as many trained examiners in their schools to enhance their performance.

The rating by teachers on classroom practice skills workshops at 3.13 indicated that it moderately influenced the teacher performance. Classroom management skills are vital for teacher performance. Teachers who attend such workshops have good classroom practice skills which enable them to perform effectively. Waudo and Ouya (2010) proposes that, for effective class practice and management, a teacher needs to move around in class as this

reduces the distance between the teacher and the learner, it also promotes learner involvement and also calling learners by their names which encourages cooperation and active participation in the classroom.

Management skills and knowledge workshop was rated lowest at 2.89 by teachers indicating that it has moderate influence on teacher performance. Even though it was found to have such moderate influence, many of management skills and knowledge workshops are majorly attended by those in management positions like principals, deputy principals and heads of departments. This indeed lowers the access for the rest of the teachers who are not in the management positions even though they are the majority.

Teachers rated knowledge of learning environment workshop at 3.12, meaning that it had moderate influence on teacher performance. This finding was shared by Chukwu (2009), who noted that unless teachers provide effective instruction and create classroom environment conducive to learning, students will not achieve at high levels, even when essential material inputs are available and the curriculum is relevant. For learning to effectively take place, learners need to be provided with environment that enables learning to take place without any difficulties. Such kind of workshops, give teachers opportunity to learn more about what entails a learning environment which is conducive. The rating means that teachers who have attended knowledge of learning environment workshops have benefited from it and it has enabled the teachers to create such learning environment.

The rating by teachers on the concept of knowledge of students' understanding and potential misunderstanding at 3.29 meant that this activity has moderately influenced their performance. Hanushek (2002) established that having five years of good teaching can overcome the average achievement difference between low- income students and students who come from high – income families. Good teachers can thus make up for the typical

deficits in preparation for students from low - income backgrounds. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. Such kind of workshops enlighten the teachers on the fact that different learners come from different backgrounds which must be considered in order to establish how to introduce and develop a lesson.

Knowledge of curriculum materials was rated by the teachers at 3.26, an indicator that it moderately influenced the teacher performance. This finding was in agreement with Kagumire (2009) who established in his study that teachers who were well developed and trained were more effective in the use of newspapers, magazines, charts, maps e.t.c (curriculum materials) in the class rooms. It is true that when teachers are well in- serviced on the use of curriculum materials, they tend to perform better due to the fact that when these teaching aids are put in use, the learners understand better than when they are just taught by lecture method. As stated by Bakhda (2004), teaching should be supplemented with appropriate text – books and resource materials.

During an interview with the S.C.Q.A.S.O, he was asked to explain whether capacity building workshops enhance teacher performance, who stated that: "Capacity building equips teachers with the current teaching and testing trends as well as helping the teachers share their experiences in their various stations to come up with a joint approach to better curriculum delivery strategies- hence better performance".

From above, it is worth noting that according to the teachers in Ndhiwa Sub County, there performance ability was highly influenced by: subject content- based workshop (3.85); exam marking – based workshop (3.52); and teaching methodology workshop (3.50) as they rated above 3.44. It can also be noted that the rest of the aspects rated above 2.44 and therefore had



moderate influence on teachers' ability to perform. In all, the above activities, when put together, were rated to have moderate influence of 3.27 on teacher performance

In order to find out on individual teachers ratings, mean scores for individual teachers were computed and summarized in Table 4.12.

Table 4.12

Mean Ratings by Teachers on Influence of Capacity Building on their Performance

Rating on influence of Capacity Building	Frequency F	Percentage %
1.00 – 1.44	0	0.0
1.45 - 2.44	2	1.4
2.45 – 3.44	92	65.3
3.45 – 4.44	45	31.9
4.45 – 5.00	2	1.4
	n = 141	100

KEY:

1.00- 1.44 = Very Low (VL), 1.45 – 2.44 = Low, 2.45 – 3.44 = Moderate, 3.45 – 4.44 = High, 4.45 – 5.00 = Very High

From Table 4.12, it can be noted that the highest percentage (65%)- 92 teachers scored between 2.45 and 3.44, 45 (31.9%) teachers scored between 3.45 - 4.44, 2 (1.4%) teachers scored equally between 1.45 - 2.44 and 4.45- 5.00. This means that most teachers (92) had moderate influence by attending these capacity building workshops. 45 teachers (31.9%) had high influence by attending capacity building workshops. 2 teachers (1.4%) had very high influence. However, 2 teachers (1.4%) had low influence. No teacher rated influence of capacity building on their performance as very low. This implies that all of them indicated that some of them had some influence spanning from low to very high. In all, teachers in

public secondary schools in Ndhiwa Sub County had moderate influence on their performance by attending capacity building workshops as also indicated by Table 4.6 above.

The researcher then computed a Pearson product – moment correlation, r of these ratings against the performance in 2014 KCSE examinations as dependent variable the results tabulated in Tables 4.13.

Table 4.13

Correlation between Capacity Building and Teacher Performance

Correlations

		Mean rating on	
		Capacity building	KCSE
Capacity building	Pearson Correlation	1	.114
	Sig. (2-tailed)		.179
	N	141	141
KCSE	Pearson Correlation	.114	1
	Sig. (2-tailed)	.179	
	N	141	141

From Table 4.13, it was observed that there was a weak positive relationship of 0.114 which was not statistically significant as $p > 0.05$. Hence the study failed to reject the null hypothesis, that there is no significant relationship between capacity building and teacher performance.

The study further sought to estimate the relationship between mean ratings on capacity building and teacher performance in terms of KCSE measure so as to confirm the influence of capacity building on teacher performance. To estimate the influence of capacity building on teacher performance, the coefficient of determination was computed and results were as shown in Table 4.14.

Table 4.14
Model Summary on the Influence of Capacity Building on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.114 ^a	.013	.006	1.65249

a. Predictors: (Constant), Capacity building

From Table 4.14, it was observed that capacity building accounts for 1.3% of the variation in teacher performance as signified by R^2 of 0.013. Hence other factors contribute 98.7% in the changes in KCSE mean score. This means that there is very little contribution of capacity building on teacher performance. Contrary to the previous studies that capacity building enhances teacher performance, the findings of this study showed otherwise in Ndhiwa Sub County.

To confirm whether capacity building is a significant predictor of teacher performance or not, ANOVA was computed and the results were as shown in Table 4.15.

Table 4.15
ANOVA Output on the Influence of Capacity Building on Teacher Performance
ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.978	1	4.978	1.823	.179 ^a
	Residual	379.569	139	2.731		
	Total	384.547	140			

a. Predictors: (Constant), Capacity_building

b. Dependent Variable: KCSE

From Table 4.15, it was revealed that capacity building was not a significant predictor, ($F(1,139) = 1.823, p > 0.05$). Since capacity building was not a significant predictor, it was needless to carry out linear regression analysis.

When the S.C.Q.A.S.O was asked to comment on how capacity building relate with teacher performance as reflected by K.C.S.E results, he noted that: "The more intense these capacity building workshops, the better the results of the handled subjects". One principal during an interview noted that: "the teachers who have always attended faithfully the capacity building workshops performed better in their subject areas than those who were sluggish to attend and those who did not attend at all."

However, this was not the case in Ndhiwa Sub County as this relationship was not reflected. On his response to the question on how often are capacity building activities organized in the Sub County, the S.C.Q.A.S.O informed the researcher that: "The organization of such workshops varies. Based on availability of funds, different subjects would have capacity building workshops organized in a term based on needs assessment". This response indicated that capacity building workshops were not intense in the Sub County resulting into very low influence of capacity building on teacher performance. The finding also was found to concur with the interview findings from another principal who said that: "I have not seen any tangible improvement in the performance of teachers even though they attend the capacity building workshops." This response was reiterated by a number of principals who were questioned on the same.

The study established that there was low influence of capacity building on teacher performance and the relationship was not significant. However, this finding was contrary to the findings by Adebayo and Sagaya (2016), Basmeena, Sheikh and Shah (2015), Jepketer, Kombo, and Kyalo (2015), and Maende (2012), who established that capacity building has

strong positive influence towards enhancement of teacher performance. This finding may show contrary responses as compared to the existing literature in Ndhiwa Sub County which actually does not have any National School or even Extra County schools meaning that the entry behavior of the students is low. Teachers may also have positive attitude but may fail to attend such capacity building workshops due to lack of funds to do so, as the case of one principal who indicated in an interview that: “my staff rarely attend capacity building workshops outside the Sub County due to lack of funds.” Indeed the argument by Misbah and Samina(2014) that majority of teachers attend capacity building workshops just for the sake of getting certificates may be attributed to. In an open ended part of the questionnaire, a respondent noted that “some teachers when given opportunity to attend such workshops would fail to attend but come back with certificates to confirm their attendance”. Moreover, there may be other hidden cultural factors and maybe, other factors may influence students’ performance more prominently than teacher capacity building. The new knowledge generated by this study was that capacity building had low influence on teacher performance in public secondary schools in Ndhiwa Sub County.

Conclusively, this study established that, in Ndhiwa Sub County, there was no significant relationship between capacity building and teacher performance. This means that there was little influence of capacity building on teacher performance.

4.6. Influence of Teamwork on Teacher Performance

The third objective of this study was: To establish the influence of teamwork on teacher performance in public secondary schools in Ndhiwa Sub- County. To achieve this objective, teachers in public secondary schools were asked to respond to several statements on teamwork. The results were presented in Table 4.16.

Table 4.16
The Influence of Teamwork on Teacher Performance (n = 141)

Teamwork Activities	MEAN RATING BY TEACHERS
Team teaching	3.95
Team planning	3.29
Setting exams as a team	3.17
Team administration of exams	3.31
Developing marking scheme as a team	3.09
Team evaluation	3.02
OVERALL MEAN	3.31

KEY:

1.00- 1.44 = Very Low (VL), 1.45 – 2.44 = Low, 2.45 – 3.44 = Moderate, 3.45 – 4.44 = High, 4.45 – 5.00 = Very High

From Table 4.21, it can be observed that team teaching had the highest rating of 3.95; team administration of exams at 3.31; team planning at 3.29; setting exams as a team at 3.17; developing marking scheme as a team at 3.09; and team evaluation at 3.02.

Team teaching was highly rated at 3.95 meaning that it had high influence on teacher performance. The findings are similar to the findings of a study conducted by Jang (2006),

which established that the average final exam scores of students receiving team teaching were higher than those of students receiving traditional teaching. Collaborative teachers provided different ways in which problems were solved giving learners opportunity to learn to think differently. However, team teaching is not always successful- some teachers are rigid personality type or may be wedded to a single method. Some simply dislike the other teachers in the team. Some do not want to risk humiliation and discouragement of possible failures. Some fear that they will be expected to do more work for the same salary. It is worth noting that when teachers' team teaches, they become more conscious of accuracy in their teaching. Furthermore, as team teaching offer opportunity to the learners to compare their teachers, the team teachers are further encouraged to perfect their teaching approaches, thus effective teaching. By team teaching, every teacher owns the students and therefore they become selfless and committed.

Teachers rated the influence of team planning on their performance at 3.29 meaning that team planning had moderate influence on their performance. Letterman and Dugan (2004) in their study established that careful and extensive planning can help teachers prevent disagreements down the line regarding assignments, grading procedures and teaching strategies. It was also established that planning meetings also allowed teachers to familiarize themselves with their partner's material, helping the class to be a true team effort from the start. Truly, team planning allows for bonding among the teachers to thrive and it allows teachers opportunity to select topics in which they are very knowledgeable and skilled making teaching satisfactory.

Setting exams as a team was rated by teachers at 3.17. This meant that this teamwork activity had moderate influence on their performance. Exam setting is a very important activity which when not taken good care of, may be deceptive when it comes to teacher performance. When

teachers are involved in team setting of exams, it becomes very easy to ensure that all the domains are tested. Individual teachers however, may become biased to test only a few domains ending up with sub standard examination papers. It is therefore recommended that when setting exams, it should be done as a team to ensure that a credible paper is set.

Teachers rated the influence of team administration of exams at 3.31 an indicator that it moderately influenced their performance. Exam administration is a very important aspect which runs from its preparation, storage to invigilation. It is at these stages that a paper can be leaked or students can cheat resulting in incredible results. When exams are administered as a team, chances of exam cheating or leaking of exams can be minimized if not fully eliminated and as a result, a more credible result is obtained.

Marking scheme development as a team was rated by teachers at 3.09 meaning that its influence on teacher performance was moderate. This means that development of marking scheme as a team has enhanced the teacher performance in Ndhiwa Sub County. When teachers engage in marking scheme development as a team, they share and from each question discussed, each one of the teachers gain. Furthermore, marking will be effectively done when the scheme is well coordinated and moreover, during revision of marked exam papers, the teachers will pass similar content enhancing performance.

The teachers rated team evaluation at 3.01 an indicator that it had moderate influence on teacher performance. This finding concurs with Visagie (2006) who noted that the quality teaching and learning is also improved as evaluation done by team of educators will be more insightful and balanced than the introspection and self evaluation of an individual educator. Teachers who work as a team will always give credible evaluation when an exam is done in the school. This result indicates that, according to the teachers in public secondary schools in Ndhiwa Sub County, team teaching (3.95) has high influence towards enhancing their

performance. Team administration of exams (3.31), team planning (3.29), setting exams as a team (3.17), developing marking scheme as a team (3.09), and team evaluation (3.02), moderately influence teacher performance in the Sub County as they are rated above 2.44.

When asked on whether there were signs of teamwork among the teachers in the Sub County, the S.C.Q.A.S.O responded that: "Yes, there are signs of teamwork in schools. This is particularly on subject areas where the subject panel activities are intense."

Table 4.17
Mean ratings by Teachers on influence of Teamwork on Performance

Teamwork	Frequency F	Percentage %
1.00 – 1.44	0	0.0
1.45 - 2.44	0	0.0
2.45 – 3.44	25	17.7
3.45 – 4.44	116	82.3
4.45 – 5.00	0	0
TOTAL	141	100

KEY:

1.00- 1.44 = Very Low (VL), 1.45 – 2.44 = Low, 2.45 – 3.44 = Moderate, 3.45 – 4.44 = High, 4.45 – 5.00 = Very High

From Table 4.17, it can be observed that the highest percentage of teachers (82.3%) had a mean rating of between 3.45 and 4.44, while 17.7% of teachers had a mean rating of between 2.45 and 3.44. This means that 116 teachers (82.3%) were convinced that teamwork highly enhanced their performance, whereas 25 teachers (17.7%) were convinced that teamwork moderately enhanced their performance. However, it is worth noting that no teachers were revealed of very low, low or very high influence on their performance through teamwork.

During an interview with the S.C.Q.A.S.O, his response to the question on whether he believes that teamwork enhance teacher performance was:

I strongly believe that teamwork enhance teacher performance. In teamwork, the more experienced teachers have the opportunity to share with their counterparts with fewer years of teaching service. The schools of various categories some with no trained teachers also get to share resources including joint testing.

This response was found to be consistent with the teachers' response on whether teamwork enhances their performance. In all, this is an indicator that teamwork highly enhances teacher performance in public secondary schools in Ndhiwa Sub County.

The researcher then computed a Pearson's product moment correlation, r of these ratings against the performance in 2014 KCSE examinations and the results were as shown in Table 4.18.

Table 4.18
Correlation between Teamwork and Teacher Performance
Correlations

		KCSE	Mean rating on teamwork
KCSE	Pearson Correlation	1	.584
	Sig. (2-tailed)		.000
	N	141	141
Teamwork	Pearson Correlation	.584	1
	Sig. (2-tailed)	.000	
	N	141	141

From Table 4.18, it was observed that there is a moderate positive influence of 0.584 with KCSE performance and the influence was found to be significant, $p < 0.05$. Therefore, the null hypothesis was rejected. The findings of this study were consistent with Pitsoe and

Isingome (2014) who noted that one approach that has had a very substantial and positive impact on school performance is teamwork. They added that effective teamwork is a very important methodology which schools can use to develop teachers' potential to the fullest. Phalane (2012) also established that in the school environment, improvement and effectiveness can be realized through teamwork.

The study then sought to establish the relationship between mean ratings on teamwork and teacher performance in terms of KCSE mean scores so as to confirm the influence of teamwork on teacher performance. To estimate the influence of teamwork on teacher performance, coefficient of determination was computed and results were as shown in Table 4.19

Tables 4.19

Model Summary Teamwork and Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584 ^a	.341	.336	1.35053

a. Predictors: (Constant), Teamwork

From Table 4.19, it was observed that teamwork positively affect the teacher performance and accounts for up to 34.1% of the variation in teacher performance as signified by R² of 0.341. The other 65.9% may be accounted for by other factors such as student entry behavior, students' discipline, leadership style e.t.c.

To confirm whether teamwork is a significant predictor of teacher performance or not, ANOVA was computed and the results were as shown in Table 4.20.



Table 4.20
ANOVA Output on the Influence of Teamwork on Teacher Performance
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131.019	1	131.019	71.833	.000 ^a
	Residual	253.527	139	1.824		
	Total	384.547	140			

a. Predictors: (Constant), Teamwork

b. Dependent Variable: KCSE

From Table 4.20, the ANOVA output revealed that teamwork was a significant predictor, ($F(1,139) = 71.833, p = 0.000$). This means that teamwork can be relied on for better teacher performance.

To establish the actual influence, linear regression analysis was computed. The results were as shown in Table 4.21.

Table 4.21.

Linear Regression Analysis of the Influence of Teamwork on Teacher Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	-9.405	1.691		-5.560	.000
	Teamwork	3.896	.460	.584	8.475	.000

a. Dependent Variable: KCSE

The regression equation is $Y = a + bX$

From Table 4.21, it can be observed that one unit increase in teamwork would lead to increase in teachers' performance by 3.896 units as signified by the coefficient 3.896. The regression equation is:

$$Y = -9.405 + 3.896X$$

The finding of this study indicated that teamwork accounts for 34.1% of the variation in the teacher performance. The influence is significant and this means it can be relied on when influencing the performance of the teacher. This finding agrees with the S.C.Q.A.S.O's views when he stated: "Teamwork by teachers, when properly guided and focused, leads to improved KCSE mean scores both at the individual subject level and at the individual candidate's mean scores."

An interview to one principal revealed that: "teachers in my school engage in a number of teamwork activities and I have seen that the performance is a true reflection of the teamwork among the teachers." The teachers' performance is boosted by teamwork for the following

reasons: teamwork makes teachers work easy, enables them to adequately prepare for their lessons, teamwork enables the teachers to share from one another and also allows the teachers to teach topics they are comfortable with, which is effectively done. The ratings (Table 4.16) indicated that teachers rated the influence of teamwork on teacher performance at 3.31, slightly higher than the influence of capacity building at 3.27 (Table 4.11). This means that teamwork is viewed to enhance teacher performance than capacity building.

This finding means that, team work among the teachers play a very important role in teacher performance in public secondary schools. By contributing up to 34.1% of the variation in teacher performance, means that teamwork alone cannot be fully responsible for teacher performance. The findings concur with Phalane (2011) and Pitsoe and Isingoma (2014) who established that absence of teamwork in the school management teams impact negatively on the quality of teaching and learning, Henkin and Park (2015), who established that teamwork was a better predictor of teacher team commitment. However, the findings contradict that of Wetungu (2012) who established that there was no significant relationship between teamwork and teacher performance. According to Kampala City Council report (2008), it was indicated that ultimate teacher performance is achieved when teachers work as a team. This study indeed indicates that when teachers embrace teamwork amongst themselves, then their performance is bound to be improved. In Ndhiwa Sub County, this aspect of teamwork was embraced leading to improved teacher performance.

The study established that there was a significant influence of teamwork on teacher performance by 34.1% of the variation in teacher performance and thus the null hypothesis was rejected.

Overall, the findings in this study concurs with Frank (2012) who established that "In high performing systems, teachers are resourced, encouraged, in serviced and are expected to work with and learn from each other". This means that teacher attitude and capacity building

without teamwork may not have any impact on teacher performance. However, it is noted here that teacher attitude contributes a lot as compared to the contribution of teamwork and capacity building towards teacher performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings, conclusions, recommendations and suggestion for further studies.

5.2 Summary of Findings

5.2.1 Influence of Teacher Attitude on their Performance

Findings concerning influence of teacher attitude on teacher performance were as follows:

- i. The relationship between teachers' attitude and teacher performance was moderate and positive with a coefficient of 0.634 which was statistically significant as $p < 0.05$.
- ii. It was revealed that teachers' attitude accounted for up to 40.2% of the variation in teacher performance.
- iii. Teachers' attitude was a significant predictor of teacher performance, ($F(1,139) = 93.307, p < 0.05$)
- iv. Linear regression revealed that increase in teachers' attitude led to an increase in teacher performance by 3.709.

5.2.2 Influence of Capacity Building on Teacher Performance

Findings concerning influence of capacity building on teacher performance were as follows:

- i. The relationship between capacity building and teacher performance was weak and positive with a coefficient of 0.114 which was not statistically significant as calculated $p > 0.05$. The study thus accepted the null hypothesis, that there is no statistically significant relationship between capacity building and teacher performance.

- ii. It was revealed that capacity building accounted for up to 1.3% of the variation in teacher performance.
- iii. Capacity building was not a significant predictor of teacher performance, ($F(1,139) = 1.823, p > 0.05$)

5.2.3 Influence of teamwork on Teacher Performance

Findings concerning influence of teamwork on teacher performance were as follows:

- i. The relationship between teamwork and teacher performance was moderate and positive with a coefficient of 0.584 which was statistically significant as calculated $p < 0.05$.
- ii. It was revealed that teamwork accounted for up to 34.1% of the variation in teacher performance.
- iii. Teamwork was a significant predictor of teacher performance, ($F(1,139) = 71.833, p < 0.05$)
- iv. Linear regression revealed that increase in teamwork led to an increase in teacher performance by 3.896.

MASENO UNIVERSITY
S.G. S. LIBRARY

5.3 Conclusions

The following conclusions were made from the study:

- i. Teachers had positive attitude on their performance and this enhanced their performance;
- ii. Capacity building of teachers had very low influence on teacher performance. Meaning that attendance of capacity building workshops had little influence on teacher performance;
- iii. Teamwork enhanced teacher performance as signified by KCSE performance.

5.4 Recommendations

With regard to the findings that the influence of teacher attitude on teacher performance was moderate and positive, the study recommended that:

Teachers should be sensitized more on the influence of teachers' attitude on their performance, because it significantly influences their performance.

With regard to the findings that capacity building did not have significant influence on teacher performance, this study recommended that:

- i. Capacity building workshops should be made relevant to teachers in their areas of weaknesses so as to enhance their teaching capacity;
- ii. Teachers who participate in capacity building workshops should provide reports on the training they undergo so that they can be used to evaluate the benefits of these workshops to teachers.

With regard to the finding that teamwork had moderate and positive influence on teacher performance and was a significant predictor, this study recommended that:

- i. Teachers should be sensitized more on the effect of teamwork on their performance as it significantly influenced teacher performance;
- ii. Organize more teamwork activities so as to enhance teacher performance.

5.5 Suggestions for Further Research

The present study focused on the influence of teachers' attitude, capacity building and *teamwork on teacher performance in public secondary schools in Ndhiwa Sub County* and exposed gaps that could be filled by further research:

- i. Influence of teacher attitude on capacity building workshops as it relates to teacher performance in public secondary school.
- ii. Assessment of *capacity building challenges in enhancing teacher performance in public secondary schools*. This study is likely to provide findings on why capacity building is not providing the desired results;
- iii. Assessment of challenges and strategies for principals' on teamwork in the enhancement of teacher performance in public secondary schools. The findings from this study would be useful in improving teamwork among the teachers thus better performance.

REFERENCES

- Abudu, K. & Gbadamosi, M.R. (2014). Relationship between teacher's attitude and student's academic achievement in senior secondary school chemistry. A case study of Ijebu – Ode and Odogbolu Local Government Area of Ogun State. Unpublished Masters Thesis.
- Adebayor, F.A. & Sagaya, A.A. (2016). Teachers' capacity building and students' academic performance among public junior secondary schools in Kwara State, Nigeria. *British Journal of Education, Society and Behavioural Science*, 12(3). ISSN: 2278-0998
- Awan, S. (2008). Capacity building intervention towards employee development garment and apparel sector of Pakistan. NUML University Islamabad: Pakistan
- Barineka, J. (2012). Analysis of Poor Performance of Senior Secondary School Students in Chemistry in Nigeria. *An International Multidisciplinary Journal, Ethiopia*: 6(4) pp. 324-334.
- Basmeena, K., Sheik, R. & Shah, H. (2015). The catalyst effect: capacity building intervention towards enhancing teachers' attitude and student development. *City University research journal*. (5) 01
- Belbin, R.M.(2000). *Beyond the team*. Boston: Butterworth- Heinemann.
- Bell,L., & Bush, T. (eds). (2002). *The Principles and practice of educational management*. University of Leicester, UK: Paul Chapman Publishing.
- Biggs, J. (2004). *Teaching for quality learning at University*. London: Cromwell Press.
- Brophy, J. & Good, T. (1974). *Teacher – student relationships: Causes and Consequences*. New York: Holt, Rinehart and Winston.
- Chahenza, E.A. (2011). Assessment of opportunities, strategies and Challenges for head teachers in enhancing team work in the implementation of Secondary School Curriculum in Nandi South District, Kenya. Unpublished Thesis.
- Chukwu, C.L. (2009). Capacity Building of teachers- Challenges and Opportunities: Implication for Educational Sustainable Development. Unpublished paper, University of Ibadan.

- Clifford, M. (2006). *Staff Development*. New York: MDRC
- Creswell, J.W. (2005). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Pearson Education, Inc. New Jersey 07458.
- Darling-Hammond, L (2003). *Doing what matters most: Investing in quality teaching*. New York: National Communication Teaching and America's Future.
- Desimon, L. M., Porter, A. C., Geret, M.S., & Birman, B.F. (2002). Effect of professional development in teacher instruction: results from a three year longitudinal study. *Educational Evaluation and Policy Analysis*. Vol. 24, No. 2. Pp. 81- 112
- Eameaim, J., Erawan, P., & Piromreun S. (2009). Developing a Model of Teacher- Team Building at Secondary Schools in Thailand. *Medwell Journals, Vol.4,(4): 320-326*
- Edmonds, N. A. (2009). Improving Teacher Morale with Team Building _ (Doctoral dissertation, East Tennessee State University).
- Elifson, K.W., Runyon, R.P., & Haber, A. (1990). *Fundamental of social statistics*. Mc Graw Hill. New York.
- Folashade, A. (2009). Teachers' attitude and Gender factors as determinant of pupils' performance in primary science. *An International Multi – Disciplinary Journal. Vol. 3 (1). ISSN: 2070- 0083*
- Fraenkel, R.J., & Wallen, E.N. (2009). *How to design and evaluate research*. Illinois: F.E. Peacock Publishers, Inc.
- Frank, V. (2012). Transatlantic Teamwork (valerievonfrank@aol.com) Vol.7. No. 5
- Gibbs, G., & Coffey, M. (2004). Impact of training of university teachers on their teaching skills, their approach to teaching and approach to learning of their students. Oxford University. Retrieved from <http://alh.sagepub.com/content15/1/87> on 22/6/2015.
- Grinnel, M. R., & Unrau, Y. (2008). *Social work research and evaluation: Foundations of Evidence – Based Practice*. U.S.A: Oxford University Press.
- Hanushek, E.A. (2002). The failure of Input – Based Schooling Politics. Working Paper 9040. NBER Working paper series. Cambridge M.A: *National Bureau of Economic Research*.

- Henkin, R.E., & Park, S.E. (2015). Teacher Team Commitment, Teamwork and Trust: Exploring Associations. *Journal of Educational Administration*.
- Ibrahim, N. (2011). Preparation and Development of Public Secondary School Principals in Kenya. *International Journal of Humanities and Social Sciences*. Vol. 1(9)
- Jang S.J. (2006). Reseach on the effect of team teaching upon two secondary school teachers. *Educational Research*, 48(2) pp. 177 – 194
- Jepketer, A., Kombo, K. & Kyalo, D.N. (2015). Relationship between teacher capacity building strategy and students' performance in public secondary schools in Nandi County, Kenya. *International Journal of Humaniterians and Social Science Invention*, 4 (10). ISSN: 2319-7722
- Johnson, J.N. (2003). Perspectives on Education. Working teams. State of Victoria: Department of Education and Training.
<https://www.google.com/search?q=perspectives+on+education.+working+teams.+state+of+victoria&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&channel=fflb>. Retrieved on 2nd December, 2013 at 10.20p
- Joshi, M. (2012). Administration Skills. <http://bookboon.com/>. Retrieved on 14th December, 2013 at 1.20pm
- Kagumire, B.Y. (2009). *Teacher Education Programmes and Teacher Effectiveness in Uganda*. Kampala: Makerere University.
- Kampala City Council Legal Department report (2008). Kampala City Council Legal Department Report on Education and School Performance, Kampala City.
- Killion, J. (2002). *What works in the Middle Staff Based Staff Development*. Oxford, OH: National Staff Development Council.
- Kombo,D.K., & Tromp, D.L.A (2006). *Proposal and thesis writing: An introduction*. Nairobi: Paulines Publications Africa.
- Kong, Y. (2005). Professional development through curriculum reform project: A case study. A dissertation submitted in partial fulfillment of the requirement of degree of Master of Education at the University of Hong Kong.

- Kumar, R. (2005). *Research Methodology: A step by step guide for beginners*. Australia: Pearson Education Australia
- Latterman, M.R, & Dugan, K.B. (2004). Team Teaching a Cross – Disciplinary Honours Course: Preparation and Development. *College Teaching* 55, No.2. pp.76 – 79.
- Leedy, P. D. & Ormrod, J.E. (2005). *Practical Research Planning and Design*. New Jersey: Pearson Merrill Prentice Hall.
- Lomax, R. G. (2007). *An introduction to statistical concepts*. London. Routledge. Falmer
- Mabula, N. (2012). Promoting Science Subject Choices for Secondary School Students in Tanzania: Challenges and Opportunities. *Academic Research International Journal*: 3(3)
- Maende, J. B (2012). Influence of professional development on teacher effectiveness in public secondary schools in Mumias District, Kenya. Unpublished Thesis. Department of Educational Management and Foundations, Maseno University.
- Makotsi, B. (2003, June). Performance Improvement Management. A paper presented at the National Secondary Schools Head Teachers' Conference- Mombasa. Unpublished.
- Malone, D.M., Gallagher, P.A., & Long, S.R. (2010). General Education Teachers' Attitude and Perceptions of Teamwork supporting children with Developmental Concerns. Retrieved from <http://www.tandfonline.com/loi/heed20> on 6/3/2015 at 0459hours
- Misbah, M.S., & Samina, Y.M.(2012). Attitude of teachers towards professional development trainings. Volume 12: 8 August 2012. ISSN 1930- 2940
- Morgan, E. (2010). *Benefits of professional development*. Austin: ACT Inc.
- Morris, C.G. & Maisto, A.A. (2005). *Psychology: An Introduction*, 12th Ed. New Jersey: Pearson, Prentice Hall.
- Mugenda, O.M., & Mugenda, A.G. (2003). *Research methods : Quantitative and qualitative approaches*, Nairobi: Acts Press
- Musungu, L.W.(2009). Role of the Head Teacher in Academic Achievement in Secondary Schools in Vihiga District, Kenya. *Current Research Journal of Social Sciences*, 1(3). 84-92

- Nakhanu, B.S. (2012). Investigation of factors that influence Syllabus Coverage in secondary school mathematics in Kenya. *International Journal of Humanities and Social Sciences*.
- National Centre for Education Statistics. (2001). Teacher Professional Development in 1999-2000: What teachers, principals and District staff report. New York: Author.
- Njuguna, B.M. (1999). The findings from baseline studies by SMASSE project. SMASSE project bulletin, Unpublished.
- Northouse, P.G. (2007). *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage Publications Inc.
- N.P.E (2004). National Policy of Education, 4th Ed. Federal Republic of Nigeria; pg. 14 - 16
- Nthenya, M.S. (2012). Challenges faced by Secondary School Headteachers in Leadership and Management of Human Resource in Nzau District- Makueni County Kenya. Unpublished Master's Thesis, Kenyatta University
- Ogembo, J.O., Otanga, H. & Yaki, R.N. (2015). Students' and teachers' attitude and performance in chemistry in secondary schools in Kwale County, Kenya. *Global Journal of Interdisciplinary Social Sciences*. Vol. 4(3): 39-43
- Okumbe J.A. (2001). *Human resources management. An educational perspective*, Nairobi: Educational Development and Research Bureau.
- Ololube, N. P. (2005). School effectiveness and Quality improvement: Quality teaching in Secondary Schools in Nigeria. *African Symposium*, 5(4): 17-31
- Opot, T.O. (2003, June). Team work for Curriculum Implementation. Conference Paper presented to Head teachers at the National Secondary Schools Heads Teachers conference- Mombasa. Unpublished.
- Orodho, A.J.(2003). *Essentials of educational and social sciences Research Method*. Nairobi: Masola publishers.
- Orodho, A.J., & Kombo, D. K. (2002). *Research methods*. Nairobi: Kenyatta University, Institute of Open Learning.

- Oso, Y. W., & Onen, D. (2005). *A general guide to writing Research proposal and report: A handbook for beginning researchers*. Jomo Kenyatta Foundations, Nairobi.
- Otu, J. A. (2011). Teachers in Ghana: Issues of training, remuneration and effectiveness. *International Journal of Educational Development*, 26(1), pp 33-51.
- Petty, R. & Cacioppo, J.T. (1986). The elaboration likelihood model of persuasion. In L. Berkowitz (ed.), *Advances in experimental social psychology* vol. 19. New York: Academic Press, 123- 205.
- Phalane, M.M. (2011). Experiences of Secondary School Management Teams on Teamwork in Tshwane North District Schools. Unpublished Med Thesis, University of South Africa.
- Pitsoe, V.J., & Isingoma, P. (2014). How do School management teams experience teamwork: A case study in the schools in the Kamwenge District, Uganda. *Mediterranean Journal of Social Sciences, Vol.5 No.3 MCSER Publishing, Rome-Italy*.
- Polzer, J.T. (2004). *Harvard business essentials: creating teams with an edge; the complete skill set to build powerful and influential teams*. USA: Harvard Business School Publishing Corporation.
- Raza, S.A., Majid, Z. & Zia, A. (2010). Perception of Pakistan University students about roles of academics engaged in imparting development skills: Implication for faculty development. *Bulletin of education and research*, (2)2, 75-9
- Reimers. (2003). Teacher professional development: an international review of literature. *International institute for Educational planning*.
- Republic of Kenya (2008). Kenya Education Management Capacity Assessment. Nairobi. Ministry of Education.
- Shaw, P. (2002). *Changing Conversations in organizations- a complexity approach to change*- Routledge
- Sub County Director of Education Office, (2013). Standards Assessment Report for the year 2013, Ndhiwa Sub County. Unpublished.

Sub County Quality Assurance Officer (2013, June) Ndhiwa Sub County.

Suda, C. (2002). Gender disparity in the Kenya labour market: Implications for poverty reduction. *Nordic Journal of African Studies*, 11(3), 301 -321

Tsafe, A.K. (2014). Impact of Millenium Development Goals Capacity Workshops on teacher performance in teaching mathematics in Zamfara state, Nigeria. *Journal of Educational Foundations*, Vol.4, No.1, October 2014, 75-84

Visagie, J.G.D. (2006). The Role of Collaboration among Teachers in the improvement of teaching practice. University of Port Elizabeth.

Wachira, F.N. (2010). *Essentials of Human Resource Development*. Nairobi: Print pak.

Wangila, M.M. (2011). Factors influencing use of media in teaching and learning of English in secondary schools in Kakamega East District, Kenya. Unpublished Master's thesis: Maseno University.

Waudu, J., & Ouya, E. (2010). *Total quality management in Education*. Rinny Educational & Technical publishing Services.

Wetungu, K.S. (2012). Human Resource Practices, Team work and Perceived teacher performance in secondary schools in Kampala city council and Wakiso District. A Master Dissertation in Human Resource Management Degree. Makerere University.

Whawo, D.D. (2003). *Educational administration, planning and supervision*. Benin- City: Joda Publications.

Yan, Y. (2007). Factors relating to teachers' fellowship in international universities in Thailand. Unpublished master's thesis: Thailand.

Yousef, M. (2013). Teacher's attitude towards their work and performance in Hyderabad Universities. *International Journal of Innovative Research and Studies*, ISSN: 2319-9725