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**DETERMINANTS OF TEACHER PARTICIPATION IN TEAMWORK FOR
IMPROVED PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TAITA
DISTRICT, KENYA**

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DECLARATION.

I declare that this is my personal and original work and has not been presented elsewhere for examination purpose.

Signed..........

Date.....27/01/2014.....

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This research project has been submitted for examination with my approval as university supervisor.

Signed..........

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DEDICATION

I dedicate this academic research to my mother Beatrice Matata, to my dear love Janet, son Gift Muuo and daughter Grace Mumo. Your unwavering love, understanding, support and patience kept me calm and focused to complete the research. You all greatly contributed to success of this project. God bless you.

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LIST OF ABBREVIATIONS AND ACRONYMS.

- B.O.G-** Board of Governors.
- CDF -** Constituency Development Fund.
- DEO.-** District Education Office.
- HR -** Human Resource.
- HRM.-** Human resource management.
- KCSE.-** Kenya certificate of secondary education.
- KNEC -** Kenya National Examination Council.
- MOE -** Ministry Of Education.
- QUASO -** Quality Assurance Standards Officers.
- SMASSE-** Strengthening Mathematics and Science in Secondary Education.
- TSC -** Teachers Service Commission.
- U.S.-** United States.
- BA –** Bachelor of Arts.
- BSC –** Bachelor of Sciences.
- P.G.D.E.-** Post-Graduate Diploma in Education.
- MBA -** Masters in Business Administration.
- SPSS-** Statistical Package for Social Sciences.
- U.S.A-** United States of America.
- UNICEF-** United Nations International Children's Emergency Fund

DEFINITION OF TERMS.

Performance: How well someone or something functions or works.

Workforce: The group of people who work for a particular organization or business.

Group: A number of people who are connected by some shared activity, interest, or quality.

Participation: To take part in an activity or event with others.

Diverse: Made up of people or things that are different from each other.

Diversity: The state of having people who are different races or who have different cultures in a group or organization.

Team: A group of people who work together.

Teamwork: The activity of working together as a team, or the skills needed to do this.

Motivation: A force or influence that causes someone to do something.

(Source: Merriam-Webster Learner's Dictionary - 2014)

ABSTRACT

There are many obstacles towards achieving high level of teamwork among secondary school teachers in the process of offering education in secondary schools. Education is important for all citizens of a given country for it determines the level of development of the country. Education should be offered in a coordinated manner by a team of teachers in collaboration and free endless consultations. Failure of many teachers to work as a team affects the process of curriculum implementation, which in turn negatively affects the quality of education, talent nurturing and the discipline of the learners. Secondary school teachers require teamwork in areas of syllabus delivery, in handling of co-curricular and in disciplining of the learners. This study was based on the Elton Mayo's management theory which states that employees are encouraged to achieve by relational factors such as attention and camaraderie than by monetary rewards or environmental factors such as lighting and humidity among other factors. The specific objective of the study was to investigate the determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya. Its significance was to provide information for use by secondary education department in the district to improve performance of KCSE examination, nurturing talents, developing good citizenry by controlling discipline of students. It targeted one hundred and forty eight TSC employed teachers in the eighteen secondary schools in the district and adopted descriptive research design. Stratified random sampling technique was used to select sample schools and the respondent teachers. Data was collected using questionnaires and analyzed using descriptive statistics such as frequency distribution and percentages. Relationship between the variables was determined using cross tabulation, chi square, contingency coefficient measure of association and Analysis of Variance (ANOVA). The findings showed that teacher participation in teamwork is more prevalent in institutions where democratic leadership is practiced and that democratic leadership, training and favourable school culture were important ingredients in teacher participation in teamwork. Further, the study confirmed that teacher participation in teamwork is a prerequisite for improved performance. It is therefore recommended that stakeholders put in place measures that would enable adequate roll out of teamwork among teachers in all schools. School administrators should also enhance democratic practices in their management practices to liberate and encourage teachers to give their best to the institutions thus improved students' performance. Further, they should strive to enhance in servicing of teachers by taking them to seminars and workshop thus empowering them to be more innovative and productive to improve performance.

CHAPTER ONE

1.0 Introduction.

The conceptualization of this study was based on the fact that school management and operations, just like other business enterprises require effective management through teacher participation in teamwork. The teacher's role is changing and requires concerted effort in curriculum delivery, school management and handling of students. As new resources for learning become available, new options for instructions emerge such as teaching in teams (Nsubuga 2000). Personnel management is important in every organization for achieving harmonized work teams that are focused to achieving the organizational goals. The fourth phase of personnel management began in the 1990s characterized by emphasis on teamwork for organizational success through goal directed leadership (Okumbe 2001). Teachers have a very big role in the development of young brains to mature important citizens. The effectiveness of doctors, teachers, lawyers, accountants, engineers and other workers depends on how well they have been prepared for their various roles in the society by their teachers.

Teachers are most important human resource that any country has (Okumbe 2001). Teachers in many parts of Kenya form a diverse workforce. Diverse workforce refers to the variety of experiences and perspective which arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, sexual orientation, gender identity and other characteristics. Workforce diversity affects the effectiveness of service delivery and production of goods. One way of managing today's personnel is by encouraging teamwork among the workmates. Life presents many situations for which one does not have all the information and expertise we need to meet the challenges. In today's increasingly interdependent and specialized world, it is unlikely that any one person possesses enough knowledge and ability for every circumstance, so it is reasonable and prudent that people consult, collaborate and work in teams with others to attain set goals (Peggy 2005).

Teamwork leads to collectivism, develops a caring relationship, enhances commitment to school, and tends to lead to distributed leadership (Rehman 2008). This study conducted by Rehman on Teamwork Process in the Government School in Pakistan offers insights for school head teachers/headmistress, educational managers and teachers. It points out the importance of

working together in improving school collaborative culture, building teams and distributing task. His thesis also highlighted teamwork effectiveness in terms of teachers' involvement in the school management. The literature on effective schools often leads us to conclude that the successful schools are those where every individual puts maximum effort in terms of collaboration and teamwork. The success cannot happen through individuals, but through collective efforts, through teamwork. Put all three of these (consultation, collaboration and teamwork,) together in a school context, and educators have a powerfully interactive climate in which to address student strengths and needs (Peggy 2005).

1.1 Background information for the study.

Collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg 2004). One hallmark of many high-performing schools is the success its teachers have had in creating what is known as a professional learning community formed by groups of educators who “work together to analyze and improve their classroom practice. (Richard 2004).

Forty years ago, human resource management was considerably simpler because workforce was strikingly homogenous. In the 1950s, for example the United States workforce consisted primarily of white males employed in manufacturing, the current workforce is attributed to the passage of federal legislation prohibiting employment discrimination. Based on such laws, avenues began to open up for the minority and females. These two groups have since become the fastest growing segment in the workforce and accommodating their needs has become a vital responsibility for human resource management. Diversity in workplace is a common factor and thus the manager must understand different personality types and cultures to be able to supervise workers (Teklemariam 2009). The current workforce in many business organizations and other service institutions is composed of diverse employees who require diverse management skills to create team that works coherently together to achieve organizational goals. One of the generic skills that employers seek in graduates is the ability to work effectively as a member of a team (Hanna 2003).

Human resources are different with unique skills and therefore, it is prudent that each employee is treated differently so as to offer their valuable and diverse skills for the success of an organization. To be successful, teachers and paraeducators must view themselves as teams and partners in the educational process (Gerlach, 2002). The changing landscape of public education has had a significant impact on the roles of the personnel who serve in our schools.

Teacher shortages, increasing numbers of English language learners and the rising enrollment of students with disabilities and other special needs are just some of the factors that make the need for a dynamic school team more necessary than ever (Gerlach 2002). New managerial approaches are calling for a culture change towards teamwork; recent reforms in education in many European countries are based on a new managerial ideology (Franziska 2002). Within school improvement strategies, teachers' teamwork is vital. Policy changes seek to promote a new understanding of teachers working together in developing school as an organization, in processes of quality management such as peer observation, as well as teamwork in forms such as joint planning (Franziska 2002). In education sector of Kenya, diverse teaching workforce is evident in terms of culture, religion, mental or physical abilities, training level, heritage, age, gender, medical condition and many other characteristics. Teachers are the classroom managers in the implementation of the education curriculum in every level they teach.

Despite the role of teaching, teachers have many other duties that they oversee such as maintaining students discipline, peace and order in the various schools they work in addition to attending to their personal issues and family responsibilities. Managing diversity focuses on maximizing the ability of all employees to contribute to organizational goals. It is much more inclusive and acknowledges that diversity must work for everyone in an institution. The most successful schools operate as a team, when teachers and principals team up to connect the pieces of the puzzle; students are the ultimate beneficiaries (Gerlach2002). Teamwork can be quite efficient since it results in everyone feeling that his or her point of view is adequately represented and accounted, the discussion helps to identify each person's highest priorities and the negotiation and compromise helps to synthesize these into an outcome that reflects the group's collective priorities for success (Dianne 2006).

Education is important for the development of citizens with excellence, expertise and knowledge which leads to overall development in the economy. Managing the education human resource in Taita district is paramount to achieving the goals of secondary education which eventually speeds the rate of achieving Kenya's vision 2030. The presence of diverse teaching workforce in terms of gender, age and ethnicity necessitated the researcher to study the determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya. Teams have increased morale when everyone is friendly and encouraging others. Working collaboratively has been identified as a key strategy for improving the situation and the instructional effectiveness of teachers through professional dialogue (Hargreaves 2001). Combined efforts of team members can achieve more than what single individuals can, Together Each Achieves More (Rachel 2002).

Very little has been done towards managing teacher diversity so that the teachers can be encouraged to work together as a united team. It is therefore important to consider and address various diverse teacher personal issues in order to boost their cohesiveness and commitment to attending to their duties as one team geared to collectively improve performance, model student's attitude, behavior as well as tapping and nurturing young talents necessary for building the nation. For example, using physical education and sports as a whole-school improvement strategy is likely to be seen as "radical" by some, but the schools that have are engaged in Youth sport trust have seen significant gains in exam results, behavior, teaching practice, well-being and ethos (Annette 2012). The researcher was interested in studying determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya, because teamwork is widely encouraged in all sectors of the world's economy. In Queensland, teamwork skills have been listed as an essential attribute of all pre-service teachers by professional bodies and employer groups (Main 2010).

1.2. Statement of the problem.

Teacher responsibility requires collective teamwork and accountability in delivering the curriculum and mentoring the learners into responsible citizenship. Lack of effective practices for establishing and using state and local teams as a means for capacity building in transition collaboration and systems linkages has been cited as one of the challenges facing secondary

school principals in the 21st century (David 2004). The science and mathematics departments in Kenyan schools, have tried to come up with SMASSE in-service programme which aims at imparting new pedagogical skills in sciences and mathematics subjects that require teachers to consult and work together to improve performance. Teachers partially apply the skills learned because of little supervision of the SMASSE Program implementation; there is need for collaboration between the head teachers and QUASO in strengthening the supervision of SMASSE program (Rotich 2013). Most of the teachers still teach independently without consulting one another in their departments and may ignore other important areas such as assisting in instilling discipline to students as well as not attending to extracurricular activities of the school. Teachers who fail to take cognizance of potentially violent cues, which are reluctant to admit that a problem exists at school, have a management problem and may contribute to the escalation of violence (Korir 2003). Lack of values and character demonstrated by youth as evidenced by soaring crime rates among very young age groups, rampant abuse of drugs, open displays of cruelty and a generalized display of disrespect (Sanchez 2013)

Achievement of needed improvements in secondary education and transition services require a broad-based commitment to educating all stakeholders and promoting meaningful collaboration at all levels (David 2004). It is through increased teacher participation in teamwork that strained staff relationships, alcoholism, drug abuse and unwanted pregnancies and other indiscipline cases reduce in both the teaching staff and among students. Suggestion to promote collaborative staff development programs and effective approaches include cross-training; train-the-trainer; team-building; and others involving collaborative relationships between state and local agencies, institutions of higher education, parent centers, and consumer and advocacy organizations (David 2004). From the literature review done by the researcher, there was no research done on teacher participation in team work in Taita district and therefore, there was need for the researcher to study the determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya.

1.3.0 Research Objectives.

1.3.1 General objective.

To examine determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya.

1.3.2 Specific objectives.

- i. To investigate how leadership style influences teacher participation in teamwork to improve school performance.
- ii. To find out how training influences teachers participation in teamwork to improve school performance.
- iii. To establish the influence of career choice in teacher participation in teamwork to improve school performance.
- iv. To investigate the influence of school culture to teacher participation in teamwork to improve school performance.

1.4. Research questions.

- i. What is the influence of leadership style to participation of teachers in teamwork to improve school performance?
- ii. How does training influence teacher's participation in teamwork to improve school performance?
- iii. What is the influence of career choice towards participation in teamwork by teachers to improve school performance?
- iv. What is the influence of school culture to teacher participation in teamwork to improve school performance?

1.5. Scope of the study.

The study was conducted in Taita district in Taita Taveta County of Kenya. The research concentrated on the TSC employed teachers in public secondary schools, which had fully developed up to form four by the year 2012. The selection of the district for the study was prompted by a number of factors. It was convenient to the researcher because of its proximity to

the researcher's place of work. Secondly, there was no research that had been carried in the district on determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district Kenya.

1.6. Significance of the study.

The research findings benefits the MOE, QUASO, DEO and principals of various schools. This is because it highlights determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district Kenya. When these determinants are put into consideration by teaching staff, they work with unity as team and therefore solve difficult and challenging tasks as they deliver secondary school curriculum. Teacher participation in teamwork avoids the sink-or-swim, trial-and-error mode that beginning teachers usually face. It brings both experienced and beginning teachers closer together to reinforce the competence and confidence of the beginners in the teaching profession. Participation in teamwork breaks teacher isolation in the classroom; bring career rewards and daily satisfaction. It avoids end-of-year burn-out and stimulates enthusiasm. The research finding helps teachers to develop teamwork to handle complexities in the new curriculum or to refine an existing curriculum challenging issues. Effective teamwork in schools has a trickling down effect in that, if there is good teamwork among the administrators and the teaching staff, then the student body positively benefits through assistance in academics, co-curricular and in building good morals, the end result is an all rounded citizen. Lastly, the findings provides academic reference material for future researchers when making their literature review on topics related to employee participation in teamwork to promote organizational cohesiveness for improved productivity.

1.7. Assumption of the study.

The data obtained from respondents through the questionnaire were correct and true. There was low level of teacher participation in teamwork among the teachers in the public secondary schools in Taita district Kenya. The leadership styles of the various principals of the selected sample schools influenced teacher participation in teamwork. The organizational culture of the school highly influences teacher participation in teamwork in public secondary schools in Taita district Kenya.

1.8 Limitations of the study.

Hilly Taita district with poor transport network hindered accessibility of all public secondary schools. The terrain complicated transport logistics during travelling to different schools for data collection. However, with availability of motorcycles, the researcher was able to reach the sample schools. The target population was one hundred and forty eight (148) TSC secondary school teachers. Since the researcher could not collect data from all these teachers, only sixty three (63) teachers were sampled to respond to questionnaires and interview. The sample population for the study therefore comprised teachers from the public secondary schools which were fully pledged up to form four by the year 2012, teamwork among teaching staff was assumed to take time to be established in order to influence performance, thus teachers in the upcoming community schools under the CDF sponsorship were excluded from the study, because the teachers had inadequate time to develop teamwork and had not received a national feedback on their performance in the Kenya Certificate of Secondary Education so as to judge their achievement.

CHAPTER TWO

LITERATURE REVIEW.

2.1 Introduction.

For any organization to excel, it is important that its human resource is committed and dedicate their effort for high performance. Continuous effort is required to achieve integration whereby all members of the organization are involved and work together with a sense of common purpose (Okumbe 2001). This chapter highlighted literature related to teacher participation in teamwork organized in theoretical and empirical literature, conceptual framework and information gap was cited to back up the study on determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya.

2.2.0 Theoretical literature review.

Teamwork has become an important part of the working culture and many businesses now look at teamwork skills when evaluating a person for employment. Organizations are increasingly becoming dynamic and unstable. This evolution has given rise to greater reliance on teams and increased complexity in terms of team composition, skills required, and degree of risk involved (David 2006). Most companies realize that teamwork is important because either the product is sufficiently complex that it requires a team with multiple skills to produce or a better product results when a team approach is taken. There are several management theories developed with reference to team work as highlighted below.

2.2.1 Douglas McGregor's Theory Y.

Some of the relevant Theory Y Assumptions included: Control and punishment are not the only ways to make people work, man directs himself if he is committed to the aims of the organization. Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

McGregor saw Theory Y as conducive to participative problem solving. In situations where it was possible to obtain commitment to objectives, it was better to explain the matter fully so that employees grasped the purpose of an action. Employees then exert self-direction and control to do better work - quite possibly by better methods - than if they had simply been carrying out an

order which they did not fully understand. Teacher teamwork provides participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders. Once management becomes persuaded that it is underestimating the potential of its human resources, and accepts the knowledge given by social science researchers and displayed in Theory Y assumptions, can invest time, money and effort in developing improved applications of the theory. McGregor realized that staff contributed more to the organization if treated as responsible and valued employees.

2.2.2 Tuckman's Teamwork Theory

Tuckman's model was significant for this study because it recognizes the fact that teams do not start off fully-formed and functioning. He suggested that teams grew through clearly defined stages, from their creation as groups of individuals, to cohesive, task-focused teams. Tuckman summarized the teamwork theory into four phases "Forming", "Storming", "Norming" and "Performing".

Forming stage was the initial stage of team development during which individuals have not yet gelled together. Everybody is busy finding their place in the team, sizing each other up, and asking themselves why they are in the organization. Storming, the second stage where people began to see themselves as part of a team. However at this stage they challenged each other, and the team leader, about such things as what the team was doing, and how things should be done. As the stage title suggests, conflict and confrontation typify this stage, as differences surface. Norming, the third stage where team members come together, was developing processes, established ground rules, clarifying who did what and how things were to be done. This phase is characterized by a growing sense of "togetherness". Performing, the final stage where increased focus on both the task and on team relationships, combine to provide synergy. Performance is delivered through people working effectively together.

Tuckman's Team development theory of team development stages, recognize that teams develop through different stages, from forming through to performing. This theory gave a useful understanding of different team requirements at different times such as the need to manage different aspects of team behavior at each stage of that development.

2.2.3 Elton Mayo's Management Theory.

The study was based on Elton Mayo's management theory. Elton Mayo's management theory states that employees are motivated far more by relational factors such as attention and camaraderie than by monetary rewards or environmental factors such as lighting, humidity (Dininni 2011). Elton Mayo's contribution to management theory helped pave the way to development of modern human management methods. Mayo developed this theory based on his well-known Hawthorne experiments; he made observations of employee productivity levels under varying working conditions. His experiments were used to laying the groundwork for later approaches to team building and group dynamics. According to Mayo, groups with high norms and high cohesiveness have the greatest positive impact, since group members encourage one another to excel (Dininni 2011).

Elton Mayo noted that workers were not just concerned with money but could work well by having their social needs met whilst at work. He also observed that Work was a group activity that required group collaboration, which does not occur by accident but rather must be planned and developed. From his studies, Mayo concluded that workers value better communication between managers and workers, greater manager involvement in employees working lives, working in groups or teams (Dininni 2011). The researcher considered the Elton Mayo's management theory suitable for the study because it clearly described the bases of worker relationships that led to teamwork and thus achieve improved performance. He noted need for greater participation for the workers, greater trust and openness in the working environment, and a greater attention to teams and groups in the work place.

The seemingly new concepts of "group dynamics", "teamwork", and organizational "social systems", all stem from Mayo's work in the mid-1920s. Employee's performance level never exceeds 50% of an individual capacity to perform; they may stunt and wallow in low morale leading to poor performance and lack of professionalism, an organizations worst nightmare (Finer 2000). This supports employee participation in teamwork in order to fully utilize each personnel potential in terms of knowledge, skills and talents.

2.3.0 Empirical Literature. (Review of previous studies).

Numerous studies argue that teamwork leads to more effectiveness schools. Teams have several positive effects. First, the more people involved in making a decision, the more likely that decision is implemented. Secondly, team members continually learn from one another's fresh ideas. Third, more and better information and actions come from a group of people with various resources and skills. Fourth, there is a better chance that mistakes to be caught and corrected. Finally, risk-taking was more likely because of the collective power of the group. Furthermore, teams are led by leaders and leaders are responsible to build leadership qualities among team members.

2.3.1 Leadership style.

Different leaders apply various types of leadership styles to influence their subordinates towards achieving organizational goals. The success of any school to achieve its stated goals or objectives depends on the ability of the chief administrator otherwise known as the principal and his leadership style (Adegbesan2013). Consistent, effective and supportive leadership at the school (principal) level was perceived as crucial to school improvement (Roy 2012). Major leadership styles in schools are identified through literature review as laissez faire, autocratic and democratic leadership. Leadership styles can basically be divided into three main types which are the Hierarchical or the Autocratic, the Collaborative or Democratic or Transformational or Participative and the Laissez-faire or Delegative (Cherry, 2011).

2.3.1.1 Laissez Faire Leader.

A laissez faire leader has both low emphasis on performance and people. This type of leader assumes that people are unpredictable and uncontrollable and that a leader's job is to do enough to get by, keep a low profile, stay out of trouble, and leave people alone as much as possible. This leadership relies on abdicating to whoever rises to the occasion to get the job done (Warrick2013). Employees under this leadership become apathetic, disinterested and resentful of the organization and their leader. It results in the lowest employee productivity and satisfaction of all the leadership styles. Leadership style which can be observed in a school situation is the laissez-faire style which reflects abdication of responsibility and indecisiveness by the leader (Muenjohn, 2008)

2.3.1.2 Autocratic Leader.

Autocratic leader has high emphasis on performance and a low emphasis on people. This leader assumes that people are lazy, irresponsible and untrustworthy. It also assumes that planning, organizing, controlling and decision making should be accomplished by the leader with minimal employee involvement. Autocratic leader relies on authority control, power, manipulation and hard work to get the job done (Warrick 2013). If it is the preferred one in a school, may prove to be very ineffective, as it de-motivates those who have maturity in terms of willingness and ability to work, and therefore, as independent thinkers (Dadar 2010). Although it emphasizes on high productivity, it often breeds counter- forces of antagonism and restriction of output. It frequently results in hostile attitudes, a suppression of conflict, distorted and guarded communications, high turnover and absenteeism, low productivity and work quality, and a preoccupation with rules, procedures, red tape, working conditions, status symbols and trying to cater to the whims of the boss. The leader tends to develop dependent and un- creative employees who are afraid to seek responsibility.

2.3.1.3 Democratic Leader.

Democratic leader has a high emphasis on performance and people. The leader assumes that “most” people are honest, trustworthy and works hard to accomplish meaningful goals and challenging work. Strives for a well organized and challenging work environment with clear objectives and responsibilities and gets the job done by motivating and managing individuals and groups to use their full potential in reaching organizational as well as their own personal objectives (Warrick 2013). This leadership style results in high employee productivity, satisfaction, cooperation and commitment. It reduces the need for controls and formal rules and procedures. It also results in low employee absenteeism and turnover and develops competent people who are willing to give their best, think for themselves, communicate openly and seek responsibility. Democratic style opens doors widely for intellectual excitement, motivation and creativity through shared vision mission and values, and in the process, empowers the participants in leadership (Kulkarni2010). Transformational leadership helps followers to collectively maximize performance.

The manner in which the principals of secondary schools lead and interact with teachers influences teamwork amongst the teaching staff (Okumbe 2001). Mike A. Iravo conducted a study on Conflict Management in Kenyan Secondary Schools and concluded that, if school principals were to view conflict from a positive perspective, then it would be possible to leverage these conflicts to improve cohesion and productivity within Kenyan secondary schools. The building of such synergy and cohesion among school members requires ability to diagnose and manage the conflicts in their nascent stages before they blow out of proportion. School principals ought to be encouraged to be alert and sensitive to sources of conflict and be well prepared to deal with conflict situations. He found that communication and training in conflict management were essential in effective management of conflicts.

When a school opens communication channels and appropriate leadership training provided, conflicts situations can be contained and prevented from degenerating into unmanageable, full-blown conflicts that destroys productivity and unity among the school members. Through an effective team and teamwork it is possible to grow effective school. A strong leadership team is the natural end result of a purposeful school (Marzano 2005). Educators take their cues from the administration that are able to bring out the best in their staff while at the same time diminishing disagreements to create a team environment (Marijane 2011). Through the comparison of Switzerland and England, although the Swiss reform emphasizes teamwork very strongly, it is in one of the English schools, the most extensive teamwork is found in the form of joint planning (Franziska 2002).

Teamwork can be pushed through in an all-encompassing way in an English school because of the powerful demands of policy makers in central government through league tables, a national curriculum, literacy and numeracy hours and inspection, and because of the powerful position of the English head teacher. The most intense form of teamwork could only be implemented by coercion, and this led to resistance and withdrawal and ultimately had a negative effect on teachers' professional effectiveness. Diversity in workplace is a common factor and thus the manager must understand different personality types and cultures to be able to supervise workers (Teklemariam 2009). A laissez fair leadership style leaves subordinates to do as they wish and this makes the teaching staff fragmented, working differently a situation that leads to goal

blindness and therefore discourage teamwork thus poor performance in exams and maintaining students discipline. According to teachers in Fairfax County, the most influential factor in keeping teachers in a school is the administrative team; Administrators set the tone, the tenor, and the climate for how the school operates as a team or not as a team, specifics in this area include feeling valued as a staff member, which ranked very high (Ingersoll 2001). This study aimed at determining whether leadership style really influences teacher participation in teamwork in public secondary schools in Taita, to improve their relations and reduce intra-group conflict thus enhance achieving the organizational goals in a more comfortable and satisfying way.

2.3.2 Training.

Teamwork needs to be well organized and supported to overcome negative perceptions and to encourage students to engage in teamwork activities throughout their learning and working careers (Nelson 2007). For example, the Queensland University of Technology's Manual of Policies and Procedures, aims to develop graduates who are able to demonstrate the ability to work independently and collaboratively including being a cooperative and productive team member or leader (Queensland University of Technology 2009). The aim of training is to prepare graduates to be leaders in their fields by being effective communicators and team members with the capacity to interact and collaborate with others effectively, including in teams, in the workplace and in culturally or linguistically diverse contexts (Griffith University 2009). Explicit training in teaming skills (both pre-service and in-service) has been identified as a key means of facilitating the effective functioning of teaching teams (Main 2007). The program incorporated principles of modeling based on processes of mentoring, instruction, and discussion, showing the students the pedagogical importance of teaching and involving them critically in ways to improve. With the help of the instructors modeling of teamwork, students succeeded in overcoming many of the conflicts revealed and the difficulties experienced during the shared work training and co-teaching processes (Bashan 2013). In response to perceived failures of the various educational systems to provide competent teachers, various remedies are being instituted including stricter teacher certification or licensing, improvements in pre-service and in-service teacher education, increased pre-and-post employment testing, greater emphasis on classroom (teacher) assessment and rigorous student achievement testing (Lee 2001).

Investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Barak 1999). A research conducted by UNICEF on child friendly schools indicated that, Successful in-service training had taken the form of short workshops, combined with increased opportunities of teachers to regularly share good practices and deal with professional problems (UNICEF 2009). Retraining is the most desirable way to improve the teacher effectiveness (Koontz 2010). Different approaches used in training enables teachers to assist, train and support each other on a regular basis and benefit from the professional and personal support available from formal training centres, especially vital for teachers in remote locations (UNICEF 2009). Sufficient research exists to support the efficacy of team training for improving attitudes toward teamwork, increasing knowledge, and enhancing teamwork skills (Salas 1999). Through in-service training, teachers work closely together, demonstrate mutual respect as professionals and understand the need to communicate and cooperate with each other (UNICEF 2009). Whether or not respondents have received formal or informal team training is likely to have a significant effect on both knowledge of teamwork skills and attitudes toward teamwork.

A multi-site analysis of secondary school chemistry teachers' came up with the findings that the new approach to the teachers' chemistry instructions, the findings indicated that the in-service teachers played the roles of guides, facilitators and supervisors during the student learning activities (Inyega 2005). This calls for collaborate efforts in all areas of teacher education for the benefit of the students. In-service teacher education programs are a viable option and if well-managed, can facilitate professional growth through knowledge exchange related to practical experience in the teaching field (Luft 2003). Voluntary service overseas programme was introduced throughout Ethiopia in 2004–2005 to ensure the school welcomes the new teacher, orients him or her and works with the newly qualified teacher and other school staff involved in planning, subject knowledge and other programme activities (UNICEF 2009). They form a small team to work on simple, practical classroom-based assignments and share good practices with others in the school community (UNICEF 2009).

Experience from India has shown that timely involvement of teachers can enhance the process of education reform. The Teacher Empowerment projects in Madhya Pradesh and Uttar Pradesh in the 1990s included high teacher participation at early stages (UNICEF 2009). There was need to create a leadership training program within the system that supports the kinds of skills believed to be essential for creating the kind of teamwork teachers demand in a school setting. When discussing with principals of the year, or principals of extremely successful schools, it was found that they had a very clear sense of purpose as well as a passion for voluntary service overseas for what they're doing (Ingersoll 2001). In order to have everyone efficiently working together, there is need to lay the proper groundwork where the core values of teamwork need to be instilled through training. This study tried to determine how different levels of training, for example Diploma, Bachelors in Education, Masters Degree and Doctorate levels influence teacher participation in teamwork with aim of improving school management, learners discipline and performance.

2.3.3 Career Choice.

Career is an activity selected by an individual to earn a living throughout one's life. One of the issues in human resource management in educational management is that a good proportion of teachers enter the teaching profession with low morale (Okumbe 2001). Educational managers are thus faced with enormous task of ensuring that teachers who are in the teaching profession either by choice or by default, are provided with suitable working environment which is professionally motivating and satisfying. One way of providing such environment is through encouraging teachers to participate in teamwork practices such as team teaching where teachers with low morale would be assisted to settle and offer teaching services in a more enjoyable manner. The work environment should be able to provide hope and assurance through appropriate career structure, so that even the 'unwilling professional' are positively assimilated into the profession (Okumbe 2001).

Different people choose different careers out of attitudes they form as they grow up and as they learn. Attitudes formed early in life persist through life and affects the response towards a certain phenomena. Attitudes influence personality and one's need's which are important in understanding the formation of relationships. A sizeable number of teachers in secondary schools

have been conscripted into the teaching profession due to their failure to gain entry into the professions which they long cherished (Okumbe 2001). It is therefore an important task for the educational management to make the teaching profession attractive enough for the teachers who chose the teaching profession for intrinsic reasons and to those who found themselves in the teaching profession as the last option.

Team teaching was found to be useful in specialized content delivery and to effective syllabus coverage (Amadalo 2004). Amadalo conducted a study that investigated factors that influence syllabus coverage in secondary school Mathematics in Kenya. In normal situations, many teachers lack full expertise in subject content areas. There is thus a need to ensure greater student exposure to diverse fields of knowledge and practice by team of teachers who are experts in those areas. The teachers divide content according to some criteria by which each is most comfortable with. In this way collaboration eases content coverage and skill provision is ensured (Murawski 2004). Using team teaching, content is covered through direct instruction at a pace that ensures that all material is presented.

Multi career teachers may pose challenges to participation in teamwork since such teachers are fully committed to attend to their other businesses. With the current difficult economic conditions, many workers are involved in another source of income generating activity which could be a business undertaking, consultancy or part time teaching. (Okumbe 2001). The teachers at Mel's school describe themselves as having a clear sense of purpose, having shared goals and objectives and being strongly invested in their students' success as well as their well-being, however, these teachers talk about being part of a team (Ingersoll 2001). Individual qualifications of teachers were not nearly as important as the ways in which teachers worked together (Allensworth 2012). Schools that show the largest improvements in student learning over time are those where teachers work collectively on improving instruction and where school leadership is inclusive and focused on instruction (Anthony 2010).

This research aimed to determine the influence of career choice on teacher participation to teamwork with aim of improving school performance, and whether teachers who chose teaching as the last option career develop attitude that hinder them to participate in teamwork activities in teaching.

2.3.4. School Culture.

Organizations that have a culture of developing their personnel have high chances of creating teamwork that in turn improves their performance. A number of studies have actually demonstrated that strategic HRM practices, either individually or as a system, are associated with higher levels of performance (Abdulkadir 2009). Various dimensions of corporate culture are related to participation in teamwork and organizational performance. These include communication, training and development, rewards and recognition, effective decision-making, risk taking for creativity and innovation, proactive planning, teamwork and fairness and consistency in management practices (Lau 2001).

Schools with a good rewarding system and well laid system of motivating its employees are likely to encourage teamwork that eventually improves performance of students. Rewards and recognition is a motivating factor in influencing employees' commitment because both elements have motivating effects on people at work (Zain 2009).

Strategic HRM can be used by organizations to acquire competitive advantage over other organizations through developing the valuable human capital since; human capital is difficult to be imitated by competing firms (Abdulkadir 2009). Human resource is argued to represent an asset that can provide a source of competitive advantage because it's often difficult to duplicate by competitors and hard to substitute even within the same organization (Abdulkadir 2009). Relation between team beliefs and team performance differ between American and Indonesian work teams; a collective orientation enhanced team performance, whereas an individualistic orientation inhibited teamwork (Gibson1996). In the U.S.A, Finland, Belgium and the Philippines, the amount of resistance to working in a team varied, depending upon the cultural orientation of employees. Respondents with individualistic values resisted working in teams more than did respondents with collectivist values (Kirkman 1997). In Kenya, a capitalist economic system, people fight for their own survival and assist a few of the extended family members. This system may have far reaching effects to participation in teamwork by different personnel working for different organizations.

Team communication is affected by expected or perceived organizational culture. For example, mission statements, human resource protocols and compensation packages project cultural expectations of individuals and teams. Employee's attitudes, environment and expectations based on these factors contribute toward defining organizational culture. Organizations that cultivate employee's commitment to their work through efficient communication encourage teamwork participation. Organizational commitment is degree to which an employee identifies with the organization and wants to continue actively participating in it (Davies 2002). One of the most neglected cultural variables in team communication is how the organization is perceived by potential and existing employee. Team communication occurs as a result of a collective contribution in building the company culture.

The most important element of successful team work is the establishment of a platform of mutual trust that enables the leadership team to engage in open debate and decision making that leads to commitments to action by individual members of the team (Mathis 2003). Building this trust requires an openness that allows team members to communicate freely. An intercultural analysis on the meaning of Teamwork by Gibson and Zellmer showed that at their preliminary results, teams have become a pervasive element across the world; the concept of teamwork itself seems to differ as function of culture (Gibson 1997).

Organizations with employees from different ethnic groups experience moments of stereotypes. The way employees and the organization handles the stereotypes may affect employee participation in teamwork. Concern voiced by people of colour and from different ethnic groups about stereotypes that occurs in work places highlights that the stereotypes are based on previous negative experiences and limited recent contacts with people in a certain group, with result of stereotyping in workplaces being to create conflicting groups of people and leads to less workplace interaction and cooperation, which is why managing diversity is so important (Mathis 2003).

2.3.5 Information gap.

From the literature review, researchers conducted various studies. For instance, an intercultural analysis on the meaning of teamwork in U.S.A, Finland, Belgium, and the Philippines by Gibson and Zellmer (1997), showed that at their preliminary results, that teams have become a pervasive element across the world; the concept of teamwork itself seems to differ as function of culture. They observed that in the U.S.A., Finland, Belgium, and the Philippines, the amount of resistance to working in a team varied, depending upon the cultural orientation of employees. (Gibson 1997).

A study conducted in Fairfax County in England by Ingersoll, observed that the most influential factor in keeping teachers in a school is the administrative team; Administrators set the tone, the tenor and the climate for how the school operates as a team or not as a team, with specifics in this area including feeling valued as a staff member, which ranked very high (Ingersoll 2001).

Another study on multi-site analysis of secondary school chemistry teachers' in Kenya, by Inyega (2005) came up with the findings that the new approach to the teachers' chemistry instructions, that the in-service teachers played the roles of guides, facilitators and supervisors during the student learning activities. Amadalo (2004) conducted a study that investigated factors that influence syllabus coverage in secondary school Mathematics in Kenya, he found out that teachers lack full expertise in subject content areas, thus a need to ensure greater student exposure to diverse fields of knowledge and practice by teachers who are experts in those areas.

Therefore from the literature review, previous researchers did not conduct a research to study determinants of teacher participation teamwork and its relationship to performance. This is why the researcher found it prudent to conduct this study to investigate determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya, so as to provide information that help teachers to participate in teamwork in order to improve school performance in KCSE exam, discipline maintenance and general school management.

2.3.6. Conceptual Framework.

It is important to state that participation in teamwork is in itself the outcome of fully committed teachers. The framework shown in the figure below shows how improved performance (dependent variable) is influenced by a number of independent variables that include; leadership style, training level, career choice, and organizational culture. This study will therefore try to establish the relationship between leadership style, training level, career choice and culture to improved performance of secondary schools.

Independent Variables

Dependent Variable.

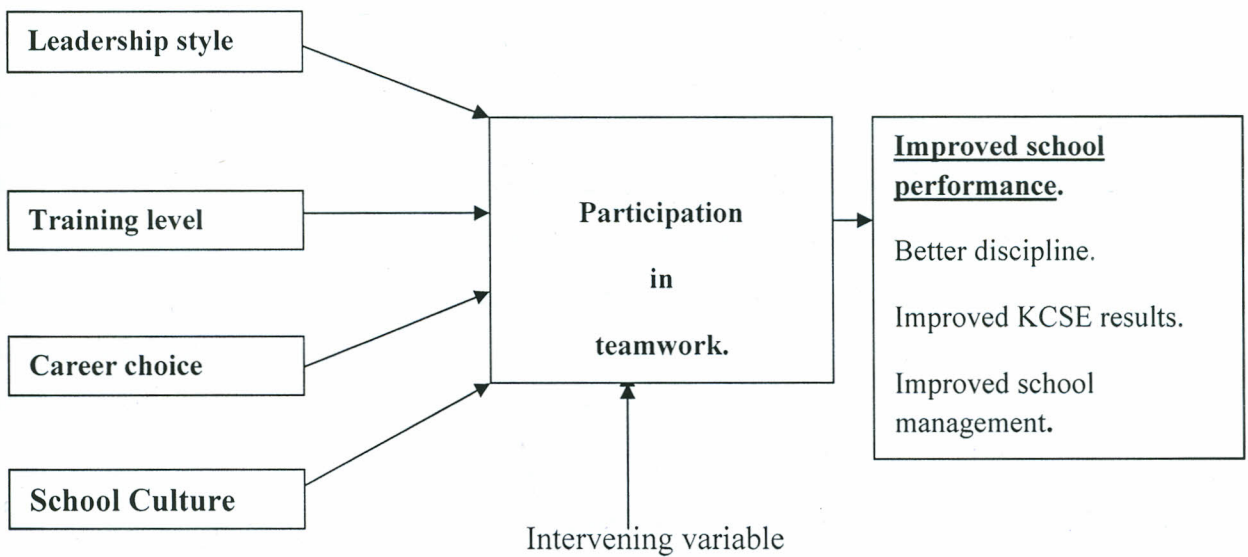


Figure 2.1 Conceptual Framework. (Source: The researcher 2013)

Participation in teamwork with aim of improved performance is a function of Leadership style, Training, Career choice and school culture. When the diverse skills and characteristics of the teaching staff are considered by administrators in a school, the teachers comfortably work and implement the curriculum as one team, as well as maintain the students discipline collectively; as a result, better KCSE results are achieved and well disciplined learners graduate from the schools. It is therefore important to consider the diversity of teachers in the teaching workforce so as to try as much as possible to improve interaction among the teaching staff, in order to boost high level of teamwork in their schools for better KCSE results coupled with well behaved learners due to the concerted effort by all teachers in delivering core curriculum, extracurricular and in discipline control.

However, teacher participation in teamwork with aim of achieving better KCSE results may be hindered by other factors such as inadequate finance, transfer of teachers and drug abuse. First, inadequate finance to some teachers may render them psychologically affected and de-motivated to the extent withdrawing from teamwork hence fail to deliver curriculum and work towards high achievement. Research regarding low performing schools in USA found that significant number of teachers in high poverty schools adopts a low energy and low expectations toward students (Wilson 2001). This attitude is often manifested by failure to set high expectations for these students and an attitude of despair over the situation they and their students are in (Roy 2012).

Even teachers and principals who are heroes in high poverty schools and give their all can become discouraged by things such as poor condition of buildings, the attitudes of those within and outside the community and the general lack of belief in their possibilities for success (kozol 2005). This finally affects student performance since teachers with financial crisis do not attend all their lessons. Teachers were wasting so much teaching time traveling to pay points only to be turned back because salaries had not been received or would wait at the pay centres for up to one week before going back to school after receiving payment (TSC 2010).

On the other hand, students who experience, fees shortage waste a lot of time outside schools, awaiting either their parents or guardians to provide the fees in order for the studies. As these students stay away from school, other students continue with their studies. Students from families having serious financial problems end up missing some basic necessities such as food and other academic resources such as textbooks which in turn affects their academic performance. Cases where income is not consistent; students whose parents rely on them are likely to get inadequate learning resources and other essential requirements, performance from such student will always be poor (Kariuki 2012). As students lack proper nutrition, they are deprived of the academic enthusiasm hence perform poorly during final examination where nutritional status and health problems are prevalent, children academic achievement are hindered (Adewale 2002). Students with fees problem end up performing poorly despite the effort put by the teachers because they spend much of their time at home waiting for fees at home as their counterparts study in school.

Secondly, drug abuse among the students water down the efforts of committed team of teachers towards improving academic performance and discipline of the learners. This occurs when students get addicted in drug and alcohol use such that they become indiscipline. Due to their indiscipline, they are corrected by attending to punishment which on the other hand much time will be utilized outside class work. This will finally contribute to poor performance to such students irrespective of the effort exerted by committed teams of teachers.

Transfer of teachers from one school to another disconnects teachers who had developed common binding skills on participation in teamwork. After transfer of the teachers, new incoming staff takes some time before uniting together in teamwork, this negatively affects school performance. The challenges faced by this instructional team over the three years included leadership changes, major personnel changes, and philosophical and interpersonal issues, which eventually led to a diminished ability to achieve its performance goals (John 2001). Participation in teamwork by teachers of the schools affected by transfer of their staff, requires both external leadership from the principal and internal leadership from veteran teachers to act together to bring all teachers together so as to achieve previous high level functioning.

CHAPTER THREE

RESEARCH METHODOLOGY.

3.1. Introduction.

This chapter describes research design, particularly the area of study, target population, sampling strategy and data collection tools and techniques as well as data analysis. The research methodology aimed at collecting data about determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya.

3.2. Research design.

In this study, the researcher used descriptive research design to investigate the determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya. There was need to collect data that depicts the current situation on teacher participation in teamwork among secondary school teachers and school performance in Taita district. Descriptive research was suitable for this study since, it is conducted to describe phenomena as they exist. Descriptive survey focuses on large population and it gives explanation on the state of affairs as they exist at present (Kothari 1999). It is used to identify and obtain information on the characteristics of a particular problem or issue (Collis 2009). Descriptive survey is a method which enables the researcher to summarize and organize data in an effective and a meaningful way (Mugenda and Mugenda 1999). The descriptive research aimed at providing answers to questions to relate to the current state of teacher participation in teamwork in the public secondary schools in Taita district. The researcher used this design in order to gather information from a number of carefully sampled respondents to facilitate authentic results for the proposed research.

3.3. Target population.

The target population was one hundred and forty eight (148) teachers in the eighteen public secondary schools in Taita district, according to DEO's office Taita district, term two teacher statistics of the year 2013. The researcher selected a manageable sample of teachers to form the respondents. Teachers forming the sample were selected from schools that had already received KCSE results since teamwork among teachers develops over a certain period of time. The recently CDF and community based schools which had not had KCSE candidates were excluded.

Since the researcher could not interview all these teachers or even sent questionnaires to the entire population, stratified random sampling technique was adopted to select a manageable sample of respondent teachers.

3.4.0 Sampling strategy.

The sampling procedure aimed at producing a considerable sample size following distinct sampling procedure. For descriptive studies, ten percent of the accessible population is enough and for experimental studies, at least 30 cases are required per group (Mugenda 1999). The researcher used stratified random sampling technique to select nine schools out of the eighteen schools in Taita District, whose teachers were randomly selected from academic and extra curricula departments to form the sample of teacher respondents. Since the study was descriptive, the sampling procedure was aimed at obtaining a sample size of at least ten percent in each stratum.

The schools were first grouped into three groups (strata) on basis of the number of streams of classes in each school. Schools with three to four streams were categorized in first stratum, schools with two streams were in second stratum and schools with a single stream formed the third stratum. The researcher selected nine public secondary schools in Taita district from which teachers were selected for the sample. Within the nine Secondary schools, all principals were part of the sample. In addition, six teachers were randomly selected from language, mathematics, science, humanities/technical, games and guidance and counseling departments. This gave a sample size of sixty three (63) teachers.

Table 3.1 Sampling Grid – Taita District Public Secondary Schools.

| S/ NO | NUMBER OF STREAMS | NAME SCHOOL | OF | SAMPLE SCHOOLS | NUMBER OF TSC TEACHERS. | NUMBER OF SAMPLE TEACHERS |
|----------|-------------------------|------------------------------|-----------|------------------------------|-------------------------------|---------------------------------|
| 1. | 3 TO 4 | Dr Aggrey High School. | High | Dr Aggrey High School | 20 | 7 |
| 2. | | Senior Chief Mwangeka Girls | Chief | Senior Chief Mwangeka Girls | 15 | 7 |
| 3. | | ST Mary's High School | High | ST Mary's High School | 12 | 7 |
| 4. | | Canon Kituri High School | High | | 12 | |
| 5. | 2 STREAMS | ST Johns Secondary School | Secondary | ST Johns Secondary School | 13 | 7 |
| 6. | | Mghalu Secondary School | Secondary | | 13 | |
| 7. | | Shimbo Secondary School | Secondary | Shimbo Secondary School | 13 | 7 |
| 8. | | Kitumbi Secondary School | Secondary | Kitumbi Secondary School | 8 | 7 |
| 9. | 1 STREAM | Ngangao Secondary School | Secondary | | 6 | |
| 10 | | Mbela Secondary School | Secondary | | 3 | |
| 11 | | Funju Secondary School | Secondary | | 4 | |
| 12 | | Mwakiwiwi Secondary School | Secondary | Mwakiwiwi Secondary School | 8 | 7 |
| 13 | | Kiwinda Secondary School | Secondary | Kiwinda Secondary School | 10 | 7 |
| 14 | | ST Agatha High School | High | | 1 | |
| 15 | | PJ Mwangola Secondary School | Secondary | | 1 | |
| 16 | | DalmasMoka Secondary School | Secondary | Dalmas Moka Secondary School | 8 | 7 |
| 17 | | Mghambonyi Secondary School | Secondary | | 1 | |
| 18 | | Mdudonyi Secondary School | Secondary | | 0 | |
| | TOTAL | | | | 148 | 63 |

SOURCE: DEO OFFICE TAITA DISTRICT, 2013.

3.4.1. Data collection tools and techniques (Research instruments).

The data was collected using questionnaires and scheduled interview methods. A questionnaire provides the researcher with a relatively easy objective way of communicating to the respondents. Use of a questionnaire is a popular method for data collection because it is cost effective to construct and administer (Mugenda 1999). The questionnaires had relevant questions to the objectives were filled in by the sampled teachers. The researcher used 'drop and pick' method in distributing and collecting the questionnaires from various schools in duration of two weeks. The researcher scheduled interviews for the nine principals of the schools forming the sample population of teachers. The interview fitted well to the study since it gave the researcher access to respondents' perception, feelings and attitudes about determinants of teacher participation in teamwork in public secondary schools in Taita district of Kenya. The interviews aimed to identify difficulties and challenges of teacher participation in teamwork in different school management levels. The questions in the questionnaires were both open, close ended questions, contingency questions and likert /matrix questions.

3.4.2. Validity and reliability of research instruments.

Validity refers to the extent to which an instrument measures what it is supposed to measure. Testing validity and reliability of the questionnaire was done through piloting study. The aim of pilot study was to assess the validity and reliability of the instruments so that items that fail to meet the anticipated data would be discarded or modified (Mugenda1999). A reliable instrument consistently produces the expected results when used more than once to collect data from the same sample randomly drawn from the population (Kothari 2002). Ten teachers from schools not included in the sample were given the questionnaires to fill. Ambiguities were detected by seeking expert advice from the supervisor and careful designing of the questions.

3.4.3. Data collecting procedure.

The researcher applied for a research permit from Kenyatta University and from the District Education Officer, Taita district. The researcher wrote a letter of introduction to the heads of each institution forming the sample population. Questionnaires were administered to respondents in each school through 'drop and pick' method coupled with telephone follow up, after obtaining permission from heads of the institutions. The researcher agreed with the respondents to collect

the questionnaires after a period of two weeks. Scheduled interviews were conducted to meet the principals in each sampled school.

3.5. Data analysis.

The researcher checked the data collected from the study through the questionnaires. The data was then coded by classifying and copying it to the sheet prepared as per the research questions to form a code book. The code book provided quantitative data that was expressed in numerical values. The quantitative techniques used the SPSS programme to analyze the data. This included calculation of percentages for they provide easy way of interpreting and understanding of the research findings. Relationship between the variables was determined using cross tabulation, chi square, contingency coefficient measure of association and Analysis of Variance (ANOVA). Percentages are the most widely used and understood standard proportions (Kothari 2002). The researcher used frequency tables to present the data.

CHAPTER FOUR.
DATA ANALYSIS, RESULTS AND DISCUSSION.

4.1 Introduction.

The chapter presents an analysis of the data collected from a sample of 63 respondents drawn from secondary schools in Taita District who are employees of the Teachers Service Commission. Data analysis and report of findings was done using descriptive statistics in the form of mean, standard deviation, frequency distribution and percentages. For relationship between the variables inferential statistics in the form of Chi square tables, Analysis of Variance and Correlation Coefficient were used. The findings of the study were discussed under the research objectives.

4.2 Respondents Bio data.

An inquiry was made on the respondents bio data gender, academic qualification and experience as expressed in form of years of service. The findings were as is recorded in Table 4.1.

Table 4.1 Respondents' Bio data.

| Profile | Frequency | Percentage |
|---|------------------|-------------------|
| Gender: Male | 43 | 68.3 |
| Female | 20 | 31.7 |
| Total | 63 | 100.0 |
| Academic qualification: Diploma | 21 | 33.3 |
| Degree | 42 | 66.7 |
| Total | 63 | 100.0 |
| Length of service in years: Less than 3 | 23 | 35.6 |
| 3 - 5 | 14 | 22.2 |
| 6 - 10 | 2 | 3.2 |
| Over 10 | 24 | 38.1 |
| Total | 63 | 100.0 |

Source: The researcher 2013.

4.2.1 Respondent' Gender.

The study comprised of 63 respondents with a majority, 43 (68.3%) being males and the remaining 20 (31.7%) being females. The findings which show that there are more male than female teachers in Taita district are indicative of the negative effects of gender stereotyping hence the skewness in the distribution across the gender.

4.2.2 Academic Qualification.

An inquiry on the respondents' academic qualification showed that a majority of them, 42 (66.7%) were graduates and the remaining 21 (33.3%) were diploma holders. Further, analysis showed that there was no bias across gender in terms of academic qualification; that is there were twice as many male and female teachers who were degree holders as were those who were diploma holders. This could imply that the skewness in the distribution of teachers across gender could be attributed to other socio cultural reasons other than those of educational predisposition.

4.2.3 Work Experience.

The respondents work experience was sought based on their length of service. The findings showed that 23 (35.6%), had taught for a period less than 3 years, 14 (22.2%) for between 3 to 5 years, 2 (3.2%) for between 6 to 10 years and the remaining 24 (38.1%) had been in the service for more than 10 years. This means that a majority of the respondents having served for periods of about 5 years or more have requisite work experience to enable them provide information relevant for this study.

4.3 Leadership Style and Teacher Participation in Teamwork.

The study, to begin with sought to establish the effect of leadership style of school administrators on teacher participation in teamwork. The respondents were provided with a set of statements aimed at assessing their perception on the leadership style of their administrators and its effect on teachers' teamwork. The study findings were as is recorded in Table 4.2

Table 4.2 Leadership Style and Teacher Participation in Teamwork.

| Statement | Strongly Disagree | | Disagree | | Not Sure | | Agree | | Strongly Agree | | Total | |
|--|-------------------|-----|----------|------|----------|------|-------|------|----------------|------|-------|-----|
| | F | % | F | % | F | % | F | % | F | % | F | % |
| There is good leadership for teamwork to improve performance in my school. | 3 | 4.8 | 10 | 15.9 | 1 | 1.6 | 31 | 49.2 | 18 | 28.6 | 63 | 100 |
| The leadership encourages teamwork to improve discipline of students. | 1 | 1.6 | 5 | 7.9 | 1 | 1.6 | 35 | 55.6 | 21 | 33.3 | 63 | 100 |
| The leadership also encourages teacher participation in teamwork to improve on extracurricular activities in the school. | 3 | 4.8 | 6 | 9.5 | 3 | 4.8 | 34 | 54.0 | 17 | 27.0 | 63 | 100 |
| Team teaching is a practice that is encouraged by the school leadership to improve academic performance in the school. | 2 | 3.2 | 7 | 11.1 | 4 | 6.3 | 31 | 49.2 | 19 | 30.2 | 63 | 100 |
| The leadership style encourages proper guidance and counseling of students in the school. | 1 | 1.6 | 9 | 14.3 | 7 | 11.1 | 28 | 44.4 | 18 | 28.6 | 63 | 100 |

Source: The researcher 2013.

Note; for all tables, F- Frequency, % - Percentage, D- Disagree, NS- Not Sure, A- Agree, SA- Strongly Disagree.

Results presented in Table 4.2 provide the respondents conception of the effect of their administrators' style of leadership on teachers' participation in teamwork. A greater number of the respondents, 49 (77.8%) indicated that there is good leadership for teamwork in their schools, 56 (88.9%) said the leadership encourages teamwork to improve discipline of students while 51 (81.0%) thought that the leadership encourages teacher participation in teamwork to improve on the students participation in extracurricular activities in the school.

Similarly, 50 (79.4%) respondents maintained that team teaching is a practice that is encouraged by the school leadership to improve academic performance while 46 (73.0%) said the leadership style encourages proper guidance and counseling of students in the school. Cross tabulation was used to illustrate the extent of the effect of school administration leadership style on teacher participation in teamwork and the results were as is shown in Table 4.3.

Table 4.3 Effects of leadership Style on Teacher Participation in Teamwork.

| | | | Leadership style | | | Total |
|-----------------------------------|------------|------------|------------------|--------------|------------|-------|
| | | | Democratic | Laissez Fair | Autocratic | |
| Teacher Participation in Teamwork | D | Count | 2 | 2 | 1 | 5 |
| | | % of Total | 3.2% | 3.2% | 1.6% | 7.9% |
| | NS | Count | 3 | 1 | 2 | 6 |
| | | % of Total | 4.8% | 1.6% | 3.2% | 9.5% |
| | A | Count | 18 | 6 | 0 | 24 |
| | | % of Total | 28.6% | 9.5% | 0% | 38.1% |
| | SA | Count | 22 | 3 | 3 | 28 |
| | | % of Total | 34.9% | 4.8% | 4.8% | 44.4% |
| Total | Count | 45 | 12 | 6 | 63 | |
| | % of Total | 71.4% | 19.0% | 9.5% | 100.0% | |

Source: The researcher 2013.

From Table 4.3 which contains the results of cross tabulation of respondents perception of the effect of school administrators leadership style on teachers participation in teamwork shows that a majority of teachers, 40 (63.5%) who agreed with the sentiment were under a democratic leader as compared to 9 (14.3%) who were under laissez fair leadership and 3 (4.8%) under autocratic leadership. This means that a majority of the respondents while acknowledging the application of teamwork in the school highlighted the school administration's role in encouraging its application within general school programs. Table 4.4 and 4.5 gives the confirmatory inferential tests on the elements of the respondents' perception.

Table 4.4 Chi-Square Tests of Effects of leadership Style on Teacher Participation in Teamwork.

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 4.938 ^a | 3 | .014 |
| Likelihood Ratio | 3.928 | 3 | .082 |
| Linear-by-Linear Association | 5.362 | 1 | .021 |
| N of Valid Cases | 63 | | |

Source: The researcher 2013.

The Chi-square results { $X^2=4.938$; $df=3$; $P=0.014$ } in Table 4.4 shows that there is a significant relationship between school administrators leadership style and teacher participation in teamwork at 0.05 level of significance. The results of contingency coefficient ($C= 0.880$) measure of association in Table 4.5 shows that leadership style accounted for 88% of the total variation in teacher participation in teamwork.

Table 4.5 Symmetric Measures of Effects of Training on Teacher Participation in Teamwork.

| | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|--|-------|--------------------------------|------------------------|-------------------|
| Nominal by Nominal Contingency Coefficient | .880 | | | .141 |
| Interval by Interval Pearson's R | .369 | .108 | 3.098 | .003 ^c |
| Ordinal by Ordinal Spearman Correlation | .467 | .108 | 4.120 | .000 ^c |
| N of Valid Cases | 63 | | | |

Source: The researcher 2013.

The research findings imply that teacher participation in teamwork is more prevalent in institutions where democratic leadership is practiced. This could be explained by the fact that this type of leadership in giving room for free and responsible expression inspires the teachers to give their best to their institutions. It augers well with the observations of Adegbesan (2013), who states that the success of any school to achieve its stated goals or objectives depends on the ability of the chief administrator otherwise known as the principal and his leadership style. Roy (2012) also maintains that consistent, effective and supportive leadership at the school (principal) level is crucial to school improvement. Specifically, Warrick (2013) recommends democratic leadership due to its high emphasis on performance and people. The author asserts that this type of leadership assumes that “most” people are honest, trustworthy and will work hard to accomplish meaningful goals and challenging work. According to Kulkarmi (2010), this style opens doors wide for intellectual excitement, motivation and creativity through shared vision mission and values, and in the process, empowers the participants in leadership.

4.4 Teachers’ Training and their Participation in Teamwork.

Then the impact of teacher training on their participation in teamwork was probed to determine their effect. Table 4.6 presents a summary of the research findings.

Table 4.6 Training and Teacher Participation in Teamwork.

| Statement | Strongly Disagree | | Disagree | | Not Sure | | Agree | | Strongly Agree | | Total | |
|--|-------------------|-----|----------|------|----------|------|-------|------|----------------|------|-------|-----|
| | F | % | f | % | f | % | f | % | f | % | F | % |
| The level of training of teachers’ influences their participation in teamwork thus improved performance. | 2 | 3.2 | 8 | 12.7 | 7 | 11.1 | 28 | 44.4 | 18 | 28.6 | 63 | 100 |
| A highly trained teacher interacts more readily with others for improved performance. | 2 | 3.2 | 6 | 9.5 | 6 | 9.5 | 26 | 41.3 | 23 | 36.5 | 63 | 100 |
| It is easy for teacher with different levels of training to interact in teamwork with the aim of improving performance in my school. | 4 | 6.3 | 7 | 11.1 | 10 | 15.9 | 27 | 42.9 | 15 | 23.8 | 63 | 100 |
| Training benefits teachers towards participation in team work for improved performance of my school. | - | - | 3 | 4.8 | 3 | 3.2 | 40 | 63.5 | 17 | 27.0 | 63 | 100 |
| In service teacher training highly improves teamwork and performance. | - | - | 2 | 3.2 | 10 | 15.9 | 20 | 31.7 | 31 | 49.2 | 63 | 100 |

Source: The researcher 2013.

From Table 4.6 which contains the results of the respondents' perception of the relationship between training of teachers and their participation in teamwork shows that a majority of the respondents, 46 (73.0%) indicated that the level of training of teachers' influences their participation in teamwork, 49 (77.8%) acknowledged that a highly trained teacher interacts more easily with others while 42 (66.7%) respondents contended that it is easy for teachers with different levels of training to interact in teamwork with the aim of improving performance. Further, a significant 57 (90.5%) respondents insisted that training benefits teachers towards participation in team work for improved performance while according to some 51 (80.9%) respondents; in service teacher training highly improves teamwork and performance. This means that according to a majority of the respondents, training liberates teachers thus encourages teamwork. Cross tabulation of the elements of teacher participation in teamwork against their level of training was applied to shed more light and the results were as is recorded in Table 4.7.

Table 4.7 Training and Teacher Participation in Teamwork (Cross tabulation).

| | | | Academic qualification | | Total |
|--------------------------------------|------------|-------------|------------------------|--------|-------|
| | | | Diploma | Degree | |
| Teacher Participation in Teamwork | NS | Count | 1 | 8 | 9 |
| | | % of Total | 1.6% | 12.7% | 14.3% |
| | A | Count | 10 | 14 | 24 |
| | | % of Total | 15.9% | 22.2% | 38.1% |
| | SA | Count | 10 | 20 | 30 |
| | | % of Total. | 15.9% | 31.7% | 47.6% |
| Total | Count | 21 | 42 | 63 | |
| | % of Total | 33.3% | 66.7% | 100.0% | |

Source: The researcher 2013.

The results of the cross tabulation show that graduate teachers had a higher proportion of those concurring with the notion that the level of training affects a teacher's level of participation in teamwork (53.9%) as compared to those who thought to the contrary (12.7%). Similar trends were observed for those with diploma qualification (31.8%). The Chi-square results $\{X^2 = 21.781; df=2; P=0.036\}$ in Table 4.8 indicated that there was a significant relationship between a teacher's academic qualification and their tendency to participate in teamwork at 0.05 level of significance.

Table 4.8 Chi-Square Tests of Effects of Training on Teacher Participation in Teamwork.

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 21.781 ^a | 2 | .036 |
| Likelihood Ratio | 13.583 | 2 | .996 |
| Linear-by-Linear Association | 9.386 | 1 | .002 |
| N of Valid Cases | 63 | | |

Source: The researcher 2013.

Further analysis using contingency coefficient measure of association done gave finding as in Table 4.9.

Table 4.9 Symmetric Measures of Effects of Training on Teacher Participation in Teamwork.

| | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|---|-------|--------------------------------|------------------------|-------------------|
| Nominal by Contingency Nominal Coefficient | .881 | | | .036 |
| Interval by Pearson's R Interval | .389 | .117 | 3.299 | .002 ^c |
| Ordinal by Spearman Correlation Ordinal | .290 | .116 | 2.371 | .021 ^c |
| N of Valid Cases | 63 | | | |

Source: The researcher 2013.

The findings ($C= 0.881$) showed that a significant 88.1% of the total variation in a teacher's tendency to participate in teamwork could be attributed to their level of training. This shows that there is a major variation between training and tendency to participate in teamwork. In particular it alleges that the highly trained a teacher is, the higher their tendency to open up to others thus better teamwork participation. This confirms the assertions of Barak (1999) who stated that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes. Similarly, UNICEF (2009) in a study found that different approaches used in training enables teachers to assist, train and support each other on a regular basis and benefit from the professional and personal support available from formal training centres, especially vital for teachers in remote locations.

4.5 Career Choice and Teacher Participation in Teamwork.

The study also inquired about the effect of a teacher's career choice and their extent of participation in teamwork. The respondents were provided with statements to enable them gauge the influence of the factor. Table 4.10 contains a summary of its findings.

Table 4.10 Career Choice and Teacher Participation in Teamwork.

| Statement | Strongly Disagree | | Disagree | | Not Sure | | Agree | | Strongly Agree | | Total | |
|---|-------------------|------|----------|------|----------|------|-------|------|----------------|------|-------|-----|
| | F | % | f | % | f | % | f | % | f | % | f | % |
| Teaching profession was my first career choice. | 10 | 15.9 | 22 | 34.9 | 6 | 9.5 | 15 | 23.8 | 10 | 15.9 | 63 | 100 |
| I enjoy working with all my colleagues for improved performance of my school. | 2 | 3.2 | 2 | 3.2 | 0 | 0.0 | 32 | 50.8 | 27 | 42.9 | 63 | 100 |
| If given opportunity for employment in other sectors, I would readily quit teaching profession. | 7 | 11.1 | 10 | 15.9 | 13 | 20.6 | 17 | 27.0 | 16 | 25.4 | 63 | 100 |
| Most teachers in my school are involved in other economic activities. | 3 | 4.8 | 15 | 23.8 | 21 | 33.3 | 19 | 30.2 | 5 | 7.9 | 63 | 100 |
| Teachers involved in other economic activities in my school have very low levels of participation in team work. | 14 | 22.2 | 26 | 41.3 | 11 | 17.5 | 8 | 12.7 | 4 | 6.3 | 63 | 100 |

Source: The researcher 2013.

Results presented in Table 4.10 contain the findings on the respondents' perception of the influence of a teacher's career choice on their participation in teamwork. The results show that fewer respondents, 25 (39.7%) had chosen teaching profession as their first career choice though a significant 59 (93.7%) respondents intimated that they enjoy working with their colleagues and 33 (52.4%) indicated that if given an opportunity for employment in other sectors, they would readily quit teaching profession. Similarly, only 24 (38.1%) respondents admitted having colleagues who are involved in other economic activities with even a lesser number, 12 (19.0%) acknowledging that teachers involved in other economic activities have very low levels of participation in team work. This could be interpreted to mean that a majority of the respondents did not consider teachers career choice to affect their participation in teamwork. The effect of career choice on teacher's participation in teamwork was inferentially tested using cross tabulation of a teacher's career choice against their extent of participation in teamwork and the results were as is found in Table 4.11.

Table 4.11 Career and Teacher Participation in Teamwork (Cross tabulation).

| | | | Teamwork | | | | Total |
|--------|------------|------------|----------|-------|-------|--------|-------|
| | | | D | NS | A | SA | |
| Career | NS | Count | 0 | 2 | 16 | 6 | 24 |
| | | % of Total | .0% | 3.2% | 25.4% | 9.5% | 38.1% |
| A | Count | 0 | 6 | 21 | 4 | 31 | |
| | % of Total | .0% | 9.5% | 33.3% | 6.3% | 49.2% | |
| SA | Count | 1 | 3 | 3 | 1 | 8 | |
| | % of Total | 1.6% | 4.8% | 4.8% | 1.6% | 12.7% | |
| Total | Count | 1 | 11 | 40 | 11 | 63 | |
| | % of Total | 1.6% | 17.5% | 63.5% | 17.5% | 100.0% | |

Source: The researcher 2013.

Those with positive perception of teaching profession as a career choice reported a higher proportion of those reporting greater tendency to participating in teamwork (46%) as compared to those with negative perception to teaching (15.9%). The chi-square results ($X^2=12.164$; $df=6$;

P=0.058) in Table 4.12 indicated that there was no significant relationship between a teacher's career choice and their tendency to participate in teamwork at 0.05 level of significance.

Table 4.12 Chi-Square Tests of Effects of Career on Teacher Participation in Teamwork.

| | Value | Df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 12.164 ^a | 6 | .058 |
| Likelihood Ratio | 9.334 | 6 | .156 |
| Linear-by-Linear Association | 6.194 | 1 | .013 |
| N of Valid Cases | 63 | | |

Source: The researcher 2013.

A further analysis using contingency coefficient (C= 0.402) measure of association in Table 4.13 showed that a significant 40% of the elements of teacher participation in team work could be accounted for by the variation in career choice. This shows that there exist variation between career choice and participation in teamwork. This could be explained by the variation in the motivation to work.

Table 4.13 Symmetric Measures of Effects of Career on Teacher Participation in Teamwork.

| | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|--|-------|--------------------------------|------------------------|-------------------|
| Nominal by Nominal Contingency Coefficient | .402 | | | .058 |
| Interval by Interval Pearson's R | -.316 | .129 | -2.602 | .012 ^c |
| Ordinal by Ordinal Spearman Correlation | -.288 | .125 | -2.350 | .022 ^c |
| N of Valid Cases | 63 | | | |

Source: The researcher 2013.

The findings showing insignificant relationship between a teacher's career choice and their tendency to participate in teamwork supports that of Allensworth (2012) who asserts that individual

qualifications of teachers were not nearly as important as the ways in which teachers worked together. Also Anthony (2010) observed schools that show the largest improvements in student learning over time are those where teachers work collectively on improving instruction, and where school leadership is inclusive and focused on instruction.

4.6. School Culture and Teacher Participation in Teamwork.

Then an undertaking was requested from the respondents to indicate their opinion on the influence of school culture on teacher participation in teamwork. Their take were as is recorded in Table 4.14.

Table 4.14 School Culture and Teacher Participation in Teamwork.

| Statement | Strongly Disagree | | Disagree | | Not Sure | | Agree | | Strongly Agree | | Total | |
|---|-------------------|------|----------|------|----------|------|-------|------|----------------|------|-------|-----|
| | f | % | F | % | f | % | f | % | f | % | f | % |
| All members of the teaching staff are involved in decision making process for benefit of the school. | 5 | 7.9 | 15 | 23.8 | 6 | 9.5 | 26 | 41.3 | 11 | 17.5 | 63 | 100 |
| Members of staff are usually involved in assessing the school development projects with aim of improving school performance. | 8 | 12.7 | 16 | 25.4 | 7 | 11.1 | 28 | 44.4 | 4 | 6.3 | 63 | 100 |
| There is free flow of communication from administration to the teachers in co-ordination to improve school performance. | 8 | 12.7 | 6 | 9.5 | 8 | 12.7 | 28 | 44.4 | 13 | 20.6 | 63 | 100 |
| There is minimal influence by ethnic group's stereotypes to teacher participation in activities in my school, for improved performance. | 7 | 11.1 | 9 | 14.3 | 6 | 9.5 | 29 | 46.0 | 12 | 19.0 | 63 | 100 |
| Staff members from different ethnic groups participate fully in school teamwork programmes to better the school performance. | 4 | 6.3 | 6 | 9.5 | 3 | 4.8 | 25 | 39.7 | 25 | 39.7 | 63 | 100 |

Source: The researcher 2013.

Data in Table 4.14, presenting the findings of the effect of culture on teacher participation in teamwork shows that a majority of the respondents, 37 (58.8%) indicated that all members of the teaching staff are involved in decision making process for benefit of the school, 32 (50.7%) said that Members of staff are usually involved in assessing the school development projects with the

aim of improving school performance and 41 (65.0%) were categorical that there is free flow of communication from administration to the teachers in co-ordination. A similarly number of respondents, 41 (65.0%) felt that there is minimal influence by ethnic group's stereotypes to teacher participation in activities in their schools while 50 (79.4%) were certain that staff members from different ethnic groups participate fully in school teamwork programmes to better the school performance. The findings depict a cohesive and inclusive culture conducive for teamwork. Cross tabulation done on the factors to shed more light yielded results as shown in Table 4.15.

Table 4.15 School Culture and Teacher Participation in Teamwork (Cross tabulation).

| | | | Teamwork | | | | Total |
|---------|------------|------------|----------|-------|-------|--------|-------|
| | | | D | NS | A | SA | |
| Culture | D | Count | 0 | 3 | 4 | 0 | 7 |
| | | % of Total | .0% | 4.8% | 6.3% | .0% | 11.1% |
| | NS | Count | 0 | 3 | 5 | 0 | 8 |
| | | % of Total | .0% | 4.8% | 7.9% | .0% | 12.7% |
| | A | Count | 1 | 4 | 21 | 2 | 28 |
| | | % of Total | 1.6% | 6.3% | 33.3% | 3.2% | 44.4% |
| | SA | Count | 0 | 1 | 10 | 9 | 20 |
| | | % of Total | .0% | 1.6% | 15.9% | 14.3% | 31.7% |
| Total | Count | 1 | 11 | 40 | 11 | 63 | |
| | % of Total | 1.6% | 17.5% | 63.5% | 17.5% | 100.0% | |

Source: The researcher 2013.

Teachers who had the most positive perception of the existing school culture also reported a higher proportion of those with the most positive perception of teacher participation in teamwork (66.7%) compared to those who did not (9.5%). The Chi-square results ($X^2=21.833$;

df=9; P=0.009) in Table 4.15 indicated that there was a significant relationship between prevailing school culture and teacher participation in teamwork at 0.05 level of significance.

Table 4.16 Chi-Square Tests of Effects of school Culture on Teacher Participation in Teamwork.

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|--------------------------|
| Pearson Chi-Square | 21.833 ^a | 9 | .009 |
| Likelihood Ratio | 22.173 | 9 | .008 |
| Linear-by-Linear Association | 12.258 | 1 | .000 |
| N of Valid Cases | 63 | | |

Source: The researcher 2013.

A further analysis using contingency coefficient (C= 0.279) measure of association in Table 4.17 showed that about 51% of the variations in teamwork could be accounted for by the variation in Culture. This shows that there exists variation between culture and teacher participation in teamwork.

Table 4.17 Symmetric Measures of Effects of Training on Teacher Participation in Teamwork.

| | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|---|-------|-----------------------------------|------------------------|-------------------|
| Nominal by Contingency | .507 | | | .009 |
| Nominal Coefficient | . | | | |
| Interval by Interval Pearson's R | .445 | .095 | 3.877 | .000 ^c |
| Ordinal by Ordinal Spearman Correlation | .497 | .093 | 4.472 | .000 ^c |
| N of Valid Cases | 63 | | | |

Source: The researcher 2013.

The findings about the culture school created within educational institutions in Taita district and its relevance to teamwork is in tandem with that of Mathis (2003) who stated that the most important element of successful team work is the establishment of a platform of mutual trust that enables team members to engage in open debate and decision making that leads to commitments to action by individual members of the team. Building this trust requires an openness that allows team members to communicate freely. It however contradicts the findings of an intercultural analysis on the meaning of teamwork by Gibson and Zellmer whose preliminary results showed that teams have become a pervasive element across the world; the concept of teamwork itself seems to differ as function of culture (Gibson 1997).

4.7 Teacher Participation in Teamwork and Performance.

Finally, an undertaking was sought from the respondents to indicate their opinion on the effect of teacher participation in teamwork on various indicators of performance. Their take were as is recorded in Table 4.18.

Table 4.18 Extent of Teacher Participation in Teamwork.

| Statement | Very low | | Low | | Moderate | | High | | Very high | | Total | |
|-----------------------------|----------|-----|-----|------|----------|------|------|------|-----------|------|-------|-----|
| | F | % | F | % | F | % | F | % | F | % | F | % |
| Disciplining students. | - | - | 7 | 11.1 | 24 | 38.1 | 23 | 36.5 | 9 | 14.3 | 63 | 100 |
| Teaching. | - | - | 3 | 4.8 | 13 | 20.6 | 30 | 47.6 | 17 | 27.0 | 63 | 100 |
| Decision making. | 1 | 1.6 | 5 | 7.9 | 22 | 34.9 | 31 | 49.2 | 4 | 6.3 | 63 | 100 |
| Extracurricular activities. | 2 | 3.2 | 4 | 6.3 | 25 | 39.7 | 22 | 34.9 | 10 | 15.9 | 63 | 100 |
| Guidance and counseling. | 3 | 4.8 | 5 | 7.9 | 24 | 38.1 | 24 | 38.1 | 7 | 11.1 | 63 | 100 |

Source: The researcher 2013.

Results presented in Table 4.18 show the respondents perceived influence of teacher participation in teamwork on indicators of students' performance. The results show that a

majority of the respondents, 56 (88.9%) thought that teamwork positively affected discipline of students, 60 (95.2%) were certain it contributed to improved quality of teaching while 57 (90.4%) indicated that it affected their decision making.

Similarly, 57 (90.4%) respondents believed that teamwork positively impacted on students' participation in co curricular activities while 55 (87.3%) maintained that teamwork enhanced guidance and counseling of students. An inferential interpretation of the extent of the relationship was sought via Analysis of Variance (ANOVA) tabulation of the elements of the factors under investigation and the findings were as is contained in Table 4.19 and 4.20.

Table 4.19 Effect of Teacher Participation in Teamwork on Performance (Descriptive).

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-------|----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| D | 1 | 34.2600 | . | . | . | . | 34.26 | 34.26 |
| NS | 11 | 20.0648 | 4.14014 | 1.24830 | 17.2834 | 22.8462 | 16.20 | 27.72 |
| A | 40 | 23.4440 | 5.75592 | .91009 | 21.6031 | 25.2848 | 16.20 | 34.26 |
| SA | 11 | 25.3864 | 7.35079 | 2.21635 | 20.4480 | 30.3247 | 16.20 | 34.26 |
| Total | 63 | 23.3648 | 6.07419 | .76528 | 21.8350 | 24.8945 | 16.20 | 34.26 |

Source: The researcher 2013.

Table 4.19 gives information on an ANOVA (Descriptive) result of scores for respondents' perception of the effect of teacher participation in teamwork on students' performance. The results shows that the respondents who strongly agreed with the assertion that teacher participation in teamwork affected students' performance had the highest score (25.3864) on the elements followed by those who agreed with the suggestion (23.4440) and lastly those who were not sure (20.0648) in that order. A summary of an actual ANOVA interpretation is represented in table 4.20.

Table 4.20 Effect of Teacher Participation in Teamwork on Performance (ANOVA).

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 30.822 | 3 | 10.274 | 2.081 | .034 |
| Within Groups | 291.283 | 59 | 4.937 | | |
| Total | 322.105 | 62 | | | |

Source: The researcher 2013.

Table 4.20 gives a summary of the respondents' ANOVA score on the elements of effect of teamwork. The ANOVA results { $F=2.081$; $df=3$; 59 ; 62 ; $P=0.034$ } in Table 4.20 shows that the observed mean difference was significant at 0.05 level of significance. This means that the respondents who scored highly for the effect of teamwork also tend to conceive teamwork as important to overall improved performance of students. This research findings corroborates that of a number of researchers relative to school management. Roy (2012) stated that consistent, effective and supportive leadership at the school (principal) level is crucial to school improvement. Adegbesan (2013), on his part said that the success of any school to achieve its stated goals or objectives depends on the ability of the chief administrator otherwise known as the principal and his leadership style. This according to Okumbe (2001) could be attributed to the fact that the manner in which the principals of secondary schools lead and interact with teachers influences teamwork amongst the teaching staff thus their overall output.

Further, Annenberg (2004), maintained that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing "opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement while Richard (2004) , remarked that the hallmark of many high-performing schools is the success its teachers have had in creating what is known as a professional learning community formed by groups of educators who "work together to analyze and improve their classroom practice.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.

The main aim of the study was to investigate the effect of various variables on teachers' participation in teamwork and ultimately overall performance. This chapter presents the summary of the study findings, the research conclusion and recommendations in line with the research objectives. Suggestions for further studies are also enclosed.

5.2 Summary.

From data analysis in chapter four, the study synthesized information gathered from respondents who were trained teachers drawn from sampled secondary schools within Taita district on their conception of factors related to teacher participation in teamwork and ultimately its impact on parameters of students performance. The analysis highlighted the respondents' demographics, the relationship between school leadership style, teacher's qualification, career choice and prevailing school culture and the tendency of teacher participation in teamwork and their effect on school performance. The results of the analysis of data obtained from questionnaires pointed out various issues.

To begin with, preliminary findings on the respondents' bio data showed that there are more male than female teachers in Taita district, indicating negative effects of gender stereotyping hence the skewness in the distribution across the gender. Further, a majority of the respondents were found to have taught for periods of about 5 years or more and therefore were perceived to have requisite work experience to enable them provide information relevant for this study.

With regard to the relationship between school administrator's leadership style and teamwork, the findings were found to imply that teacher participation in teamwork is more prevalent in institutions where democratic leadership is practiced. This could be explained by the fact that this type of leadership in giving room for free and responsible expression inspires the teachers to give their best to their various institutions. Chi-square analysis showed that there exists a significant relationship between school administrator's leadership style and teacher participation

in teamwork while results of contingency coefficient measure of association showed that leadership style accounted for 88% of the total variation in teacher participation in teamwork.

Relative to effect of training (teacher qualification), a majority of the respondents implied that training liberates teachers thus encourages teamwork. Chi-square test results indicated that there exist a significant relationship between a teacher's academic qualification and their tendency to participate in teamwork. Additionally, findings of contingency coefficient measure of association showed that a significant 88.1% of the total variation in a teacher's tendency to participate in teamwork could be attributed to their level of training showing that there is a major variation between training and tendency to participate in teamwork.

Similar analysis on the effect of a teacher's career choice showed that a majority of the respondents did not consider teachers career choice to affect their participation in teamwork. This assertion was confirmed by Chi-square test results which indicated that there is no significant relationship between a teacher's career choice and their tendency to participate in teamwork. However, contingency coefficient measure of association showed that a significant 40% of the elements of teacher participation in team work could be accounted for by the variation in career choice. This showed that there exists variation between career choice and participation in teamwork which could be explained by the variation in the motivation to work.

The findings on the relationship between culture and teamwork depict a cohesive and inclusive culture conducive for teamwork as being prevalent in Taita district public secondary schools. Chi-square test results indicated that there is a significant relationship between culture and teacher participation in teamwork. A further analysis using contingency coefficient measure of association showed that about 51% of the variations in teamwork could be accounted for by the variation in culture.

Finally, an analysis of the relationship between teamwork and overall students' performance showed that the respondents who strongly agreed with the assertion that teacher participation in teamwork affected students' performance had the highest score on the elements of attitude. An ANOVA test results showed that the observed mean difference was significant at 0.05 level of

significance meaning that the respondents who scored highly for the effect of teamwork also tended to conceive teamwork as important to overall improved performance of students.

5.3 Conclusion.

From the foregoing discussion it can be concluded that democratic leadership, a teacher's level of training and an institution's culture promotes teachers participation in teamwork. However, a teacher career choice was found to have a negligible effect on their tendency to participate in teamwork. Further, the study showed that teachers' involvement in teamwork significantly affects students' discipline, performance in academic and co curricular activities.

5.4 Recommendation.

It is therefore recommended that stakeholders put in place a raft of measures that would enable adequate roll out of teamwork among teachers in all schools. For instance, it is advised that school administrators should enhance democratic practices in their management practices to liberate and encourage teachers to give their best to the institutions thus improved students' performance.

Further, school administrators should strive to enhance in servicing of teachers by taking them to seminars and workshop thus empowering them to be more innovative and productive thus improved performance. Likewise, motivation of teachers to enhance contact hours between teachers through teamwork thus improved performance should be encouraged.

5.5 Suggestion for Further Study.

The following areas are suggested for further study. First and foremost a study to determine secondary school teachers' level of job satisfaction and its effect on students' performance should be carried out. A similar study should also be undertaken in other locations to provide a comparative data on factors that promote teamwork in secondary schools and its impact in overall students' performance. Lastly, it is suggested that an exploratory study on the effects of teacher participation in teamwork be undertaken to provide more insight on the extent of effect of each of the factors.

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APPENDIX ONE.

INTRODUCTION LETTER.

The researcher is a student at Kenyatta university seeking data on the study of determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya. The purpose of this questionnaire is to collect data for research project leading to the degree of MBA, HRM option in Kenyatta University.

The researcher requests you to assist in filling the questionnaire in order to help to accomplish academic requirements for the degree.

Your honest responses will be held with very high confidentiality and the data only used for purely academic purpose.

Yours faithfully.

Benado Kitonga Matata.

APPENDIX TWO

Research Questionnaire.

Questionnaire Number

This questionnaire is designed to seek your responses to study determinants of teacher participation in teamwork for improved performance in public secondary schools in Taita district in Kenya. The information provided will be treated with high level of confidentiality and used for academic purpose only. I therefore request you to fill this questionnaire appropriately.

Instruction.

Kindly provide answers to the following questions by ticking in the box appropriately or by providing most suitable narrative responses in the spaces provided.

Section One. Background Information.

1.1. Your name (Optional)..... School.....

1.2. Your department.....

1.3. Your gender Male Female

1.4. Your highest academic qualification.

 Diploma Degree Masters Others; specify.....

1.5. How long have you worked in the teaching profession.

 Less than 3years. 3 – 5 years 6- 9 years Over 10 years.

Section Two. Leadership Style

2.1 Tick the type of leadership style in your school.

 Democratic Laissez Fair Autocratic

2.2 Tick the description that best fits the influence of leadership style in teacher participation in teamwork in your school. Note: SD = Strongly disagree; D = Disagree; NS = Not sure; A = Agree and SA = Strongly agree

| Statement | SD | D | NS | A | SA |
|--|----|---|----|---|----|
| There is good leadership for teamwork to improve performance in my school. | | | | | |
| The leadership encourages teamwork to improve discipline of students. | | | | | |
| The leadership also encourages teacher participation in teamwork to improve on extracurricular activities in the school. | | | | | |
| Team teaching is a practice that is encouraged by the school leadership to improve academic performance in the school. | | | | | |
| The leadership style encourages proper guidance and counseling of students in the school. | | | | | |

Section Three. Training.

3. Indicate the description that best fits the influence of training on teacher participation in teamwork in your school.

| Statement | SD | D | NS | A | SA |
|--|----|---|----|---|----|
| The level of training of teachers' influences their participation in teamwork thus improved performance. | | | | | |
| A highly trained teacher interacts more readily with others for improved performance. | | | | | |
| It is easy for teacher with different levels of training to interact in teamwork with the aim of improving performance in my school. | | | | | |
| Training benefits teachers towards participation in team work for improved performance of my school. | | | | | |
| In service teacher training highly improves teamwork and performance. | | | | | |

Section Four. Career Choice.

4. Indicate the description that best fits the influence of training on teacher participation in teamwork in your school

| Statement | SD | D | NS | A | SA |
|---|----|---|----|---|----|
| Teaching profession was my first career choice. | | | | | |
| I enjoy working with all my colleagues for improved performance of my school. | | | | | |
| If given opportunity for employment in other sectors, I would readily quit teaching profession. | | | | | |
| Most teachers in my school are involved in other economic activities. | | | | | |
| Teachers involved in other economic activities in my school have very low levels of participation in team work. | | | | | |

4.1. What are some of the challenges that you face when trying to participate in teamwork during:

- i. Teaching -----
- ii. Discipline of students.-----
- iii. Decision making in school management.-----
- iv. Extracurricular activities.-----

4.2. Rate the level of teacher participation in teamwork in each of following areas.

| | Very low | Low. | Moderate. | High. | Very high |
|-----------------------------|----------|------|-----------|-------|-----------|
| Disciplining students. | | | | | |
| Teaching. | | | | | |
| Decision making. | | | | | |
| Extracurricular activities. | | | | | |

Section Five. School Culture.

5. Indicate the description that best fits the influence of school culture on teacher participation in teamwork in your school

| Statement | SD | D | NS | A | SA |
|---|----|---|----|---|----|
| All members of the teaching staff are involved in decision making process for benefit of the school. | | | | | |
| Members of staff are usually involved in assessing the school development projects with aim of improving school performance. | | | | | |
| There is free flow of communication from administration to the teachers in co-ordination to improve school performance. | | | | | |
| There is minimal influence by ethnic group's stereotypes to teacher participation in activities in my school, for improved performance. | | | | | |
| Staff members from different ethnic groups participate fully in school teamwork programmes to better the school performance. | | | | | |

Section Six: School Performance.

6.1 Indicate the performance of the school in one of your teaching subjects for the last five years in terms of mean score and also give the overall school mean score.

SUBJECT _____

OVERALL SCHOOL MEAN SCORE

| YEAR. | KCSE MEAN SCORE. |
|-------|------------------|
| 2012 | |
| 2011 | |
| 2010 | |
| 2009 | |
| 2008 | |

| YEAR. | KCSE MEAN SCORE. |
|-------|------------------|
| 2012 | |
| 2011 | |
| 2010 | |
| 2009 | |
| 2008 | |

6.2 How many teachers are there in your school for this subject?.....

6.3 Is team teaching practiced in teaching your subject? Yes No.

6.4 If no in the question above, give reason.

.....

6.5 How would you rate the level of discipline of learners if handled by all teachers in concerted effort through teamwork?

| Very Poor | Poor | Average | Good | Very Good |
|-----------|------|---------|------|-----------|
| | | | | |

6.6. Suggest other ways of improving teacher teamwork to boost performance with reference to academics, discipline and school management-----

THANKYOU.

APPENDIX FOUR.

TIME SCHEDULE

| Duration. | Activity. |
|--------------------|--|
| April – September. | Writing Project proposal, defense and correction. |
| October- November. | Data collection, Data analysis and report writing. |
| December. | Report presentation. |

Source: The researcher 2013

APPENDIX THREE

BUDGET.

| | Activity. | Estimated Cost. (KSHS) |
|-------------------------|--|---------------------------|
| Chapter 1 | Stationary and travelling. | 6000 |
| | Internet and other Computer services. | 8,000 |
| | Upkeep. | 8,000 |
| | | |
| Chapter 2 | Stationary and travelling. | 6,000 |
| | Computer services. | 4,000 |
| | Upkeep. | 8,000 |
| | | |
| Chapter 3 - 5 | Stationary. | 5,000 |
| | Travelling. | 10,000 |
| | | |
| Miscellaneous expenses. | | 15,000 |
| | | |
| GRAND TOTAL | | 70,000 |

Source: The researcher 2013