

**EFFECTS OF TEAM BUILDING AMONGST
TEACHING STAFF ON ACADEMIC PERFORMANCE
OF PUBLIC SECONDARY SCHOOLS IN RARIEDA
SUB-COUNTY, KENYA**

PASAKA OKINYI ODENY*

JOSEPH BOSIRE*

DAVID J. NDEGWAH*

ABSTRACT

According to Kenyan Education Act (2012), Boards of Management are mandated to manage public secondary schools on behalf of the government. They are supposed to work closely and in concert with the school administration comprising of the principals, deputy principals, directors of studies, heads of departments and senior teachers. The principals, deputy principals, directors of studies, senior teachers and assistant teachers need to operate as a team in performing the tasks of accomplishing the goals and visions of the school, especially in enhancing academic performance of students in National Examinations. It is assumed that schools whose members of teaching staff operate as teams are likely to improve academic performance of students in National Examinations, while those that fail to do so experience relatively poor academic performance. In Rarieda Sub-County the 2010, 2011 and 2012 KCSE result analysis showed that only three same schools registered mean scores above 6.5 or C+ (C Plus), which is the minimum requirement for university admission. Majority of the schools recorded mean scores below 5.00 in 2010, 2011 and 2012 and could be regarded as low performing schools. This implied smaller percentage of students qualified for direct University entry by Joint Admissions Board (JAB) in the Sub-County. It was an indicator that the Sub-County was largely characterized by low performance in National Examinations. Some schools performed well, while many performed poorly, and the study sought to determine the extent to which these poor academic performances in KCSE could be attributed to absence or presence of the team building amongst the teaching staff.

* SCHOOL OF EDUCATION, JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY, P. O. BOX 210-40601, BONDO-KENYA

INTRODUCTION

Team building is the process by which members of a work group diagnose how they work together and plan changes to improve their effectiveness (Ngaroga, 2007). Team building therefore involves a wide range of activities designed to improve team performance. It should be focused to bringing out the best in a team through proper team building activities. A number of studies have been carried out in America on team building. A study by Kritsons (2000) pointed out that principals and teachers should build teams by working together on major problems while another research study by Fullan (2001), observed that effective American leaders were building teams by constantly fostering purposeful interactions and problem solving. While these two studies pointed to the need for team building in problem resolutions and workings, this study tried to find out the effects team building on academic performance not in America but Rarieda Sub-County-Kenya.

All these studies pointed out team building through leadership as a shared responsibility for performance of group goals. However, this study did not investigate whether or not leadership as a team building activity was shared in public secondary schools but the level of working of staff members of public secondary schools in building teams and the resultant effects on academic performance in National Examinations. In South Africa, Kelly (2009) observed that team building can be facilitated by important school based curriculum innovation and internally fitting strategies and teachers should be active to such. Fullan (2002) stated that team building is enhanced by allowing teachers to make important curriculum decisions in areas of their work which then results in a sense of empowerment and self-efficacy on the part of the teachers. Teacher participation and involvement in the planning of innovation are team building activities that results in what Carl (2002) referred to as the empowerment of teachers that leads to greater sense of responsibility and commitment to the school. This research study determined the usage of the team building activities and further established their relative effects on academic performance in National Examinations in Rarieda Sub-County Kenya. Team building through well management of conflicts add to innovation and productivity according to study in Kenya by Murthy (2006). Dowling, Festing, and Engle (2008) asserted that managers should seek to resolve or eliminate all types of disputes. Proactive managers needed to root out the problems that cause conflicts within groups and between groups (Thomas & Christopher, 2001). This study will not focus on management of conflicts by school managers but the positive

management of conflicts by staff members themselves and finally determines the relative effects on academic performance in National Examinations. Academic advising as a team building activity also links to academic performance (McArthur, 2005; Sayles, 2005; McLaren, 2004). However, the study examined the level to which members of staff coach others to deal with their problems and the consequent effects on academic performance in National Examinations.

Academic performance in National Examinations

Academic performance in National Examinations is of great concern in Kenya and other countries. Ogunsaju (2004) stated that the academic standard in all Nigerian educational institutions had fallen considerably below societal expectations. Teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content could be the cause (Stuart, 2004; Rodgers, 2001). Lassa (2000) claimed that education could not be provided by just anybody, it required a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Over time pupils' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). The low academic performance has been attributed to various factors. This study did not investigate the various factors that might cause the low academic performance but the level of academic performance as low, average or high academic performance. According to a study finding by Maiyo and Ashioya (2009), in Kenya, examinations are generally accepted as valid measure of performance. Adriaan (2008) in his study observed that many performance problems at secondary level have their roots from the primary level of education. Further research also revealed that primary level examinations are largely content rather than skill based and rewards recall more than higher cognitive capabilities characterizing secondary examinations (Lawin, 2008). Various factors might be contributing to poor performance in KCSE. Amongst the factors highlighted are inadequate facilities and non-completion of syllabus (Education Insight, 2005), overcrowding of syllabus (Adriaan, 2008, Tella, Indoshi & Othuon, 2011). Yeya (2002) in his research findings also observed that schools with adequate facilities perform better in National Examinations. Mji and Makgato (2006) pointed out in their study that non-completion of syllabus is a major determinant of students' performance and that lack of motivation may lead to mass failure. The study determined the academic performance of the sampled public secondary schools in Rarieda Sub-County in KCSE

in 2010, 2011 and 2012 without examination of various factors that could be attributed to such results.

The effects of Team Building on Academic Performance

A study by Walsh (2005) found that American principals were finding out important relationships with the teaching staff through team building which affected American student performance. As revealed in another research, the American teachers through team building felt personally accountable for the student learning (McEwen, 2003). The findings were reinforced by Allbritten, Mainzer, and Zeitligler (2004) finding which called for team building through accountability of American students' academic performance. Wheelan and Kesselring (2005) in their study observed that the manner in which members of a faculty work together as a group significantly influence the American student outcomes in a school. The concept of team building and its effects on performance is illustrated by table 1.

Table 1

Team Building Case Study

Experimental conditions	Before team building	After team building
Team building	65.83	80.00
Control group	62.50	56.25

Source: Buller and Bell (1986 pp 305-328)

Table 1 shows observations made on fifty four hard rock miners working in underground metal mines over a ten week period. The significant increase in productivity is directly attributed to team building. While team building showed increased productivity in underground metal mines, this study assessed the effects of the team building on academic performance and not in the industrial set up. Leaders make the difference to the quality of teaching and learning. This belief is supported by qualitative research on the impact of leadership as a team building activity on the school effectiveness and improvement (Maden, 2001). Jackson (2000) and Fullan (2002) observed that school improvement is a journey and as such the quality team building through leadership makes success or failure of a school. These research findings focused on the leadership effects on academic performance while this study focused on leadership efforts in team building and the consequent effects on academic performance in National Examinations.

In another research development, team building by achieving clarity of what behaviours and practices are most important in making impossible job more meaningful in America (The Wallace Foundation, 2003). Waters, Marzano and McNulty (2003) in their study recorded behaviours and practices that are significantly associated with American student performance as: affirmation, change agent, contingent reward, communication, culture, discipline, flexibility, focus, ideals and beliefs, inputs, intellectual stimulation, curriculum, instruction and assessment, monitoring and evaluation, order, optimizer, outreach, relationships, resources, situational awareness and visibility. These are team building activities and processes that focus teachers' efforts on students' academic performance. However, the findings did not reveal the extent to which such team building activities and processes might be attributed to academic performance which this study intends to achieve. In summarizing 30 years of research on the characteristics of the effective schools Taylor (2002) concluded that the effective American schools had clearly stated and focused mission, safe and orderly, high expectations for students, teachers and administrators, opportunities to learn, high levels student time-on-task, instructional leadership by all administrators, frequent monitoring of students progress and positive school relationships. Various factors and team building activities had been enlisted to have positive effects academic performance however this study only focused on fourteen team building activities and their consequent effects on academic performance. The influence of Nigerians teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura & Tayo 2007; Adu & Olatundun 2007; Schacter & Thum 2004; Starr, 2002). The above studies suggested that effective teaching was a significant predictor of students' academic performance. Therefore effective teachers should produce students of higher academic performance. Socio-economic background, family support, intellectual aptitude of student, personality of student, self confidence, and previous instructional quality have also been found to influence students' examination score (Starr 2002) either positively or negatively.

RESULTS

In averagely performing schools, only three team building activities are rated above 50% (staff members being aware of school environment and were highly committed each at 52% and adopting internally fitting strategies at 55%). This showed that there were important strengths

and important weaknesses observed in the use of the three team building activities in averagely performing schools. These team building activities rated highest were only occasionally practiced. The practice level of specific team building activities in averagely performing schools was rated at 39% which signifies important strengths that should be reinforced and important weaknesses which should be addressed. In low performing schools, staff members' awareness of school environment was the only team building approach rated above 50% at 53% to point out that it was occasionally practiced and was experiencing major strengths and weaknesses of concern. There was Seldom/Sometimes/Unsatisfactory/ Negative use of team building activities in low performing schools averagely rated at 30%. However, it is important to note that benchmarking was rated the lowest at 8% signifying that it was never/Poorly/very negatively used in low performing schools. There were major weaknesses with very little strengths almost. On the general view, conflict management, involvement and collaboration were best practiced in high performing schools and poorly practiced in low performing schools as represented in the figures 2, 3 and 4.

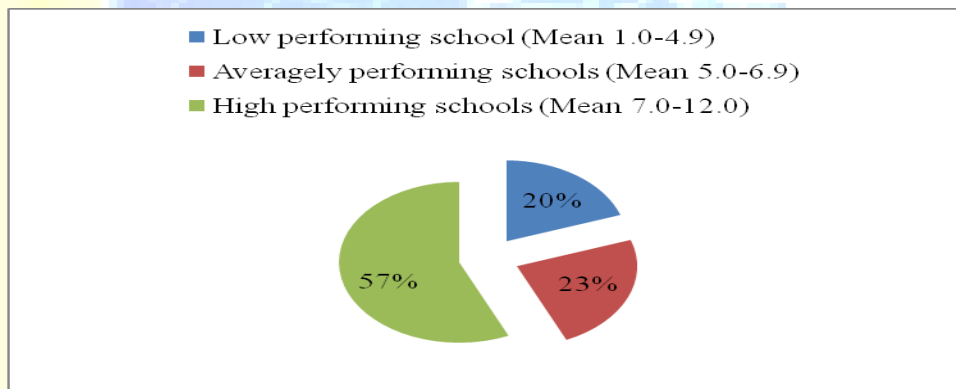


Figure 2: Conflict Management Activities

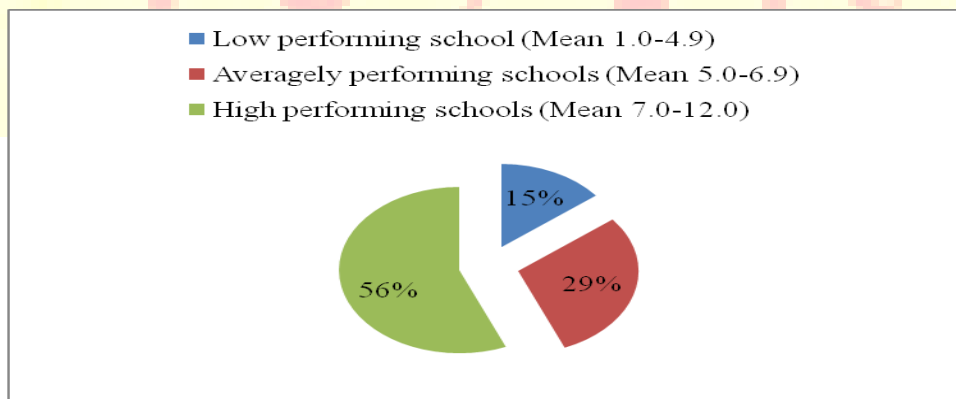


Figure 3: Collaboration Activities

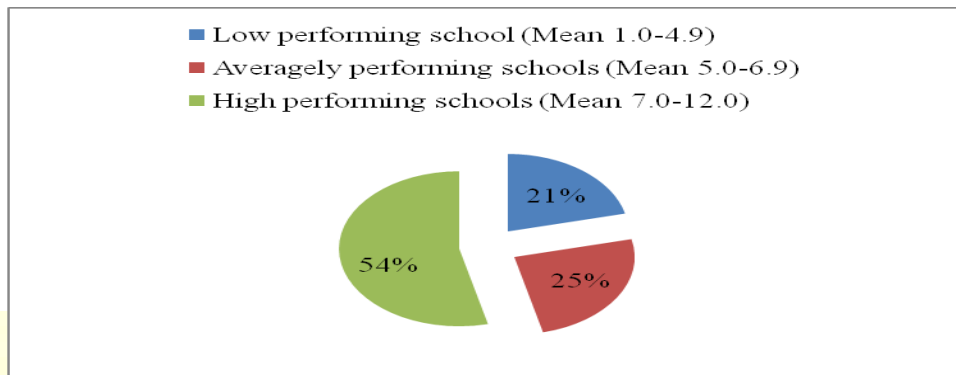


Figure 4: Involvement Activities

Finally, regularly bench marking was rated nearly the lowest practiced in all academic category of schools and the level of practice by different academically achieving schools. This shows that it was the least practiced amongst all the school categories. To determine whether or not there is a significant relationship between academic performance in National Examinations and team building in selected public secondary schools, Spearman's Rank Order Correlation Coefficient was used. This is a technique of determining the degree of correlation between two variables in case of ordinal data where ranks are given to different values of the variables. The main objective of this coefficient is to determine the extent to which the two sets of ranks are similar or dissimilar. It is a non-parametric technique for measuring the relationship between paired observations of two variables when the data is in ranked form. It tested whether there is a significant relationship between academic performance in National Examinations and team building in selected public secondary schools. Team building activities data were not available for use in numerical form for doing correlation analysis but overall percentage agreement (sum of all "agree" and "strongly agree" percentage responses per school) were computed and provided sufficient information to rank the schools. The schools were also ranked based on KCSE average of mean results for the 2010, 2011 and 2012 academic performance per school. The correlation that existed between the two sets of ranks was then determined and was a measure of association that was based on the ranks of the observations and not on the numerical values of the data. Correlation coefficients were considered small when they ranged from .10 to .30, medium when .31 to .50, or large when .51 to 1.0 (Cohen et al., 2003). When the calculated value of Spearman's r based on the data is greater than the table value, then it is accepted that

there is a significant relationship between academic performance in National Examinations and team building in selected public secondary schools. Table 9 presents the Spearman's rank order correlation analysis.

Table 9: Relationship between Team Building and the Academic Performance (n=13)

schools	PA(X)	Rank(X)	SAA(Y)	Rank (Y)	d	d²
1	26.5	10	4.18	12	-02	04
2	21.4	12	6.20	04	06	36
3	17.3	13	4.63	10	03	09
4	34.7	06	4.78	09	-03	09
5	33.7	08	5.31	06	02	04
6	32.7	09	5.13	07	02	04
7	32.9	07	3.37	13	-06	36
8	43.9	05	4.79	08	-03	09
9	25.5	11	4.49	11	00	00
10	65.7	03	6.15	03	00	00
11	49.0	04	5.42	05	-01	01
12	86.9	02	7.74	02	00	00
13	87.2	01	8.25	01	00	00
Σd^2						112

$$r_s = 1 - \frac{6 \Sigma d^2}{n(n-1)} = 1 - \frac{6 \times 112}{13(13-1)}$$

$$= 1 - 0.3077$$

$$= 0.6923$$

Note:

PA- Percentage Agreement (sum of all “agree” and “strongly agree” percentage responses per school)

SAA – Schools' Academic Performance (KCSE average of mean results for the 2010, 2011 and 2012 academic performance per school)

d- Denotes the difference between X-ranking and Y-ranking

d^2 - Denotes the square of the obtained difference

Computation of Spearman's r based on the data provided in table 9 reveals that there is positive correlation between team building activities and academic performance in National Examinations in the sampled public secondary schools. The calculated value of 0.6903 is greater than the table value of 0.5549 at (0.05 significance level). The calculated value of 0.6903 implied a significant positive relationship between the academic performance in National Examinations and team building and could be used to explain and predict the rate of academic performance. It further support the conceptualization that high academic performance in National Examinations is influenced by high level team building characterized by individuals collaborating, managing conflicts professionally and involving of others in novel ways holds good for the study. This finding is reinforced by earlier findings that increased involvement of teachers in school decisions is the likely the effective tool for focusing the staff on the student outcomes and foster positive school relationships for positive performance (Taylor, 2002). The results showed that the overall agreement by the subjects was 42%. Collaborative team building activities had the lowest average agreement rating by subjects at 34%. Conflict management activities were rated with agreement responses at 42%. Involvement activities were rated as agreed responses by the participants at 45%. It has emerged from the study that the teaching staff members do not always rely on team building to perform their duties. However, there are notable efforts towards awareness of school environment, commitment, empowerment, adoption of internally fitting strategies and consensus building on strategic vision of the schools as team building is concerned. Accordingly, academic administrative team members must ensure that all team members understand the mission and objectives of their school. They need to work with the teaching staff members to produce these objectives. Therefore, individual teaching staff members need to work as a unit with other team members to accomplish the overall school objectives or goals. Generally, the information revealed by this study is that the usage of concept of team building is a positive effort to teaching and learning. The participants from high performing schools' perception on the usage of team building activities were excellent while those from low performing schools were relatively low. Their responses of participants from

high performing schools could be a reflection of several positive attributes of team management in such schools. At the centre of team building are collaboration, involvement and positive conflict management. The responses were an indication that the participants from high performing schools feel to be very much part of the team building and are working as a unit. They view team building activities as unifying factors that improves confidence in team members to achieving common goal. In general, the responses confirm some of the views highlighted in chapter two regarding the implication of team building to members of the teaching staff and school. Team building activities were shown to include shared responsibilities, decision-making power, problem solving, purposeful interactions, and supportive behaviours, sustaining one-to-one relationships, task clarity, understanding organizational objectives, trust and effective communication within the members of the teaching staff amongst others. It emerged from the study that all low performing schools had either low or below average usage of involvement, conflict management and collaborative team building activities. Conflict management is potential threat to team building when coming to interpersonal problems. As a result, the diversity of personalities can be detrimental to the team building if not managed properly. Poor involvement is an indicator of ineffective communication skills on the part of teaching members and is also strong threat to team building because members are likely to be unaware of their school environment. Involvement can be reinforced by collaborative activities.

Effects Team Building on teaching staff

The study further investigated the effects team building amongst the teaching staff has on academic performance in public secondary schools in Rarieda Sub-County. This study revealed that the absence of team building amongst the teaching staff members impact negatively on the quality of academic performance in National Examinations. When the teaching staff members adopt internally fitting strategies, are aware of school environment, are promptly responding to requests from other staff members, are highly committed and are building consensus on a clear strategic vision of the school the whole school academic performance improves, but if they do the reverse, the academic performance is poor. Notably, it also emerged from the study that team building assist academic administrators and other teachers to improve teaching practices and establish their school as a high academic performers. Respondents from high, average and low performing schools agree that bench marking is poorly practiced in their schools. As a consequence, academic administrators should strive towards educating teachers to accept and

embrace regular bench marking which subsequently might inspire the teachers to borrow and integrate best practices and eventually, the quality of teaching and learning is improved. Through bench marking, opportunities are created for every teacher to develop to their full potential. The study found a positive correlation between team building amongst the teaching staff and academic performance in National Examinations. Identification of team building activities associated with high performance can serve as a guide for principals faced with the team building challenges for improved school academic performance. Insights gained by this study may provide opportunities for those interested in educational team building at the school level to reflect upon. Moreover, these findings may have significance in helping the Sub-County future professional development on matters of team building.

Conclusion

The main objectives of this study were; to determine the team building activities used by public secondary schools in Rarieda Sub-County, determine academic performance of public secondary schools in Rarieda Sub-County in National Examinations and finally to find out the effects of team building activities on academic performance in National Examinations. In the use of team building activities, it was revealed that these team building activities were practiced to different levels all public secondary schools. However their practice was found to be varying with the type of school whereby single sex boarding schools registered excellent levels of team building. Mixed day public secondary schools generally registered poor team building levels showing they have not matured in the concept of team building. Factors contributing to variation in practice of team building by type of school can be a subject of future research. The study also sought to find out the academic performance of the public secondary schools in Rarieda Sub-County in National Examinations. It was established that that the majority of the schools sampled schools at the time of study were low performing schools. This is an indication that majority public secondary schools in Rarieda Sub-County Siaya County are not yet sending majority of their KCSE candidates to the Universities which according to Ongiri and Abdi (2004) reflects poor quality of education. Poor quality implied low individual commitment and accountability and absence of or poorly established supportive relationships within the schools. The findings for use of team building activities by teachers were based on percentage agreement by the subjects in the sampled public secondary schools reflected that only two of the sampled schools had excellence in the practice of team building (rated above 80%) which according to Marks and Printy (2003)

was a pointer that those often involved teachers in dialogue and decision making by fostering the concept of team building. Based on both Australian conceptual frameworks on team building, this was a reflection of effective and satisfying level of collaboration, involvement and conflict management. Further analysis showed that the schools that were fostering excellence in team building were only single sex boarding schools. This information might be vital to the policy makers and educational stakeholders for future decisions. Most of the mixed day public secondary schools were rated below 40% except one with the two mixed boarding and day sampled rated at 49% and 66%. This finding indicates that type of school influence team building and thus becomes imperative in the performance of schools' academic performance. The issue of age, gender and teaching experiences of the academic administrators were also not looked at in this study. It would be interesting to find out whether their ages, gender and teaching experiences are a factor in team building. The manner in which the academic administrators in mixed day secondary schools involve teachers, manage conflict and collaborate with their teaching staff members also needs scrutiny. It would be helpful to interrogate how the academic administrators involve teachers, manage conflict and collaborate with their teaching staff members to change low academic performance into high academic performance. The finding on the effects of team building on academic performance revealed a significant positive correlation between team building and academic performance in National Examinations in the sampled public secondary schools. The discovery of the level of practice of the team building activities can serve as a guide for the educational stakeholders on its effects on improving student academic performance. An insight gained by the findings of the study may provide opportunities for the educational stakeholders reflect upon. Moreover, the findings may have significance in assisting members of the teaching staff in Sub-County to tailor future working relationships so as to embrace team building which create ownership at the implementation stage which according to Kim (2002) improves task clarity and understanding of organizational objectives. The fact that the concept of team building amongst the teaching staff members is highly practiced in high performing schools is encouraging and perhaps provides an important ground on which the low performing schools might build on. In the light of study findings it is evident that the teaching staff members in mixed day secondary schools lag behind in team building. This study might play its role in highlighting team building areas that needs adjustment.

Recommendations

Based on the findings from the study, it is recommended to the public secondary school administrators and managers that they may give more attention to team building and build cohesive teams to propel their schools to high academic performance. It is also recommended to government that it may formulate a systematic team building policy framework and establish team building units in each Sub-County to identify team building needs of various schools and to plan, train and evaluate. For the teaching staff to effectively and efficiently work as a team, it is recommended that they may be properly trained to accept and adopt the culture of team building. The study further recommends to the educational stakeholders may consider promoting and supporting members of the teaching staffs' in adopting internally fitting strategies, staff members being aware of school environment, staff members promptly respond to requests from other staff members, members of staff are highly committed and staff members building consensus on a clear strategic vision of the school. On critical analysis, it is recommended to the government that it may plan on how to gradually convert mixed day secondary school largely associated with low performance to single sex boarding secondary schools.

REFERENCES

- Adair, J., (1986). *Effective Team building*. Aldershot: Gower.
- Adediwura, A. A., & Tayo, B., (2007). Perception of Teachers' Knowledge Attitude and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools. *Educational Research and Review*, 2(7):165-171.
- Adriaan, M. V., (2008). *At Crossroads: Choice for Secondary Education in Sub-Saharan Africa*. Washington DC: Library of Congress Cataloguing – in Publication data.
- Adu, E. O., & Olatundun S., (2007). Teachers' Perception of Teaching as Correlates of Students' Academic Performance in Oyo State Nigeria. *Essays in Education*, 20: 57-63.
- Ajao, W., (2001). Cadbury is Determined to Move Education Forward. *Vanguard*, December 27 2001, P. 16.
- Allbritten, D., Mainzer, R., & Ziegler D. (2004). Will Students With Disabilities Be Scapegoats for School Failures? *Teaching Exceptional Children*, 36(3), 74-75.
- Ary, D., (2006). *Introduction to Research in Education*. Belmont: Thomson Wadworth.

- Baskin, C., Barker, M., & Woods, P., (2005). When group work leaves the classroom does group development also go out the window? *British Journal of Educational Technology*, 36, 19-31.
- Blandford, S., (2006). *Middle management in schools: How to harmonize managing and teaching for an effective school*. London: Pitman Publishers
- Bush, T., & Middelwood, D. (2005). *Leading and managing people in education*. Sage Publications, Limited, London.
- Carl, A., (2002). *Teacher Empowerment through Curriculum Development: Theory and Practice*. London: SAGE
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S., (2003). *Applied multiple regression/correlation analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- DeSpain, B., (2000). *The leader is the servant*. Nebraska 199. Col. Nápoles, Méx: Grupo Editorial weberoamerica.
- Donald, R. C., & Pamela, S. S. (2001). *Business Research Methods*. Seventh Edition. McGraw-Hill Companies, Inc. New York, USA.
- Dowling, P. J., Festing, M. & Engle A.D. (2008). *International Human Resource Management*. 5th edition. Thomson Learning, London 20062/58.html.
- Education insight (2005). *For quality information, education and communication issues*, volume 8, page 21.
- Estabrooks, P. A., & Dennis, P.W. (2007). The principles of team building and their application to sport teams. In R. Lidor & K. P. Henschen (Eds.), *The Psychology of Team Sports* (pp. 99-113). Morgantown, WV: Fitness Information Technology. (Original work published 2003)
- Franknel, J., & Wallen, N., (2000). *How to design and evaluate research in education (4th Ed.)* NewYork: McGraw Hill.
- Fullan, M., (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass Publishers.
- Fullan, M., (2002). The Change Leader. Alexandria, VA: *Educational Leadership*, 59(8), 15-20.
- G.O.K-Education Act 2012. Nairobi. Government printers.
- Gimbel, P., (2003). *Solutions for promoting principal-teacher trust*. Lanham, MD: The Scarecrow Press, Inc.

- Jackson, D., (2000). The school improvement journey: perspectives on leadership, *School Leadership & Management*, 20(1), pp. 61–78.
- Jacob, B., & Lefgren L., (2006). When Principals Rate Teachers. *Education Next*. Hoover Institution. Retrieved on March 5 2006 from <http://www.educationnext.org/>
- Kelly, V., (2009). *The Curriculum: Theory and Practice*. SAGE: London.
- Kim, S., (2002). Participative Management and Job Satisfaction Lessons for Management Leadership. *Public Administration Review*, 62(2), 231-232.
- Kombo, D. K., & Tromp, D. L., (2006). *Proposal and Thesis Writing-An Introduction*. Kenya: Paulines Publications Africa, Nairobi.
- Kothari, C. R., (2004). *Quantitative techniques*. (2nd Ed). New Delhi: Vikas Publishing House.
- Kothari, C. R., (2005). *Research Methodology, Methods and Techniques 2nd edition*, New
- Kritsonis, W., (2000). *School Discipline: The Art of Survival*. 3rd ed. Mansfield, OH:Book Master, Inc.
- Lambert, L., (2002). A framework for shared leadership, *Educational Leadership*, 59 (8), pp. 37–40.
- Lassa, P., (2000). Teacher Production: A focus on Nigeria. *The state of education in Nigeria*. (pp. 70–83). UNESCO, Abuja.
- Leithwood, K., & Jantzi, D. (2000). Principal and teacher leader effects: a replication, *School Leadership and Management*, 20(4), pp. 415–434.
- Lewin, K. M., (2008). *Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa*. Ishington, DC: World Bank.
- Loroche, L., (2001). Teaming Up *CMA Management*, 75(2), 22-25.
- Maden, M., (Ed.). (2001). *Success against the odds, five years on: Revisiting effective schools in disadvantaged areas*. London: Routledge Falmer.
- Maiyo, J. A., & Ashioya, L.A. (2009). *Poverty Alleviation: The Educational Planning Perspective*. Department of Educational Planning and Management, Masinde Muliro University of Science and Technology.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39 (3), 370 - 397.

- McArthur, R., (2005). Faculty-based advising: An important factor in community college retention. *Community College Review*, 32(4), 1-19.
- McEwen, E., (2003). *Ten Traits of Highly effective Principals*. Thousand Oaks, CA: Cod Press.
- McLaren, J., (2004). The changing face of undergraduate academic advising. *Guidance & Counseling*, 19(4), 173-17
- Miller, K., (2003). *School, teacher, and leadership impacts on student performance*. Aurora, CO: Mid-continent Research for Education and Learning.
- Mji, A., & Makgato (2006). Factors that associate with high school learners' poor performance. Spotlight on Mathematics and Physical Sciences South Africa. *Journal of Education*, volume 25.
- Mugenda, O. M., & Mugenda, A.G. (2008). *Research Methods; Quantitative and qualitative Activities*. Acts Press, ICRAF Complex, United Nations Avenue Nairobi.
- Murthy R. P., (2006). *Management Science and Industrial Management*. Pragon International Publishers, New Delhi.
- Mutai, B. K., (2000). *How to write quality research proposal*; Thelley Publications.
- Ngaroga, J. M., (2007). *Revision for Primary Teachers Education*. East African Education Publishers Nairobi. Kampala.Dares Salaam.
- Ofoegbu, F.I., (2004). *Teacher Motivation: A Factor for Classroom effectiveness and School Improvement in Nigeria*. Gale Group. Retrieved August 15 2005, from <http://www.findArticles.com>
- Ogunsaju, S., (2004). *A Guide to School effectiveness in Nigeria*. Ibadan. Laville Publications.
- Ongiri, I., & Abdi, A., (2004). *Hard work is the secret of success*. Nairobi: Kenya. The Standard, March 21, pp: 5.
- Orodho, A. J., (2003). *Essential of Education and Social Sciences Research Method*; Nairobi; Masola Publishers.
- Pineda, R. C. & Lerner, L. D., (2006). Goal attainment, satisfaction and learning from team building. *Team Performance Management*, 12, 182-91.
- Public Law 107-1 10. (2002). "No Child Left Behind Act of 2001. 107" Congress. Washington, DC: U.S.
- Rodgers, T. S., (2001). Language teaching methodology. *Eric Digest*. September, Issue paper.

- Sayles, S., (2005). Student success strategies. *The ABNF Journal*, 16(5), 98-101.
- Schacter, J., & Thum, Y. M., (2004). Paying for High and Low Quality Teaching. *Economics of Education Review*, 23: 411-430.
- Schmidt, U., McGuire, R., Humphrey, S., Williams, G., & Grawer, B. (2005). Team Cohesion. In Taylor, J. & Wilson, G. (Eds.), *Applying Sport Psychology: Four Perspectives* (pp. 171-183). Champaign, IL: Human Kinetics.
- Serekan U., (2006) Research Methods for business. A skill building Approach (4th Edition). John Wiley & Sons, ltd., UK.
- Starr, L., (2002). Measuring the effects of effective Teaching. *Education World*. Retrieved October 16 2005, from www.education-world.com/a_issues.shtml.
- Strahan, D., & Layell, K., (2006). Connecting caring and action through responsive teaching: How one team accomplished success in a struggling middle school? *The Clearing House*, 9(3), 147–154.
- Stuart, M., (2004). Getting ready for reading: A follow – up study of inner city second language learners at the end of key stage. *British Journal of Educational Psychology*, 74(1), 15–36.
- Sushila, B., (2004). *Management and evaluation of schools*. Nairobi: Oxford University Press, East African Ltd.
- Taylor, B., (2002). The effective schools process: alive and all. *Phi Delta Kappan* 83(5), 375-378.
- Tella, J., Indoshi, F.C., & Othuon, L.A. (2011). Students Perspectives on Secondary School English Curriculum in Kenya: Some related implications. *Education research* 2(1), 809-817.
- The Wallace Foundation. (2003). The Principal "Shortage" Reconsidered: The Problem is Conditions, Not Lack of Candidates. *Leaders Count Report*, 3(1), 1-7.
- Thomas, G.C., & Christopher, G.W., (2001). *Organization Development and Change*. Seventh Edition. Southern –Western College Publishers, Thomas Learning.
- Verma, K. R., & Verma (2004). *Research Methodology*. New Delhi: Commonwealth Publishers.
- Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly*, 44 (4), 458 - 495.

- Walsh, J. T., (2005). The nature of principal-teacher relationships at North Carolina Title I elementary schools of distinction (Doctoral dissertation, East Carolina University, 2005). UMI ProQuest AAT 315993 189.
- Waters, T., Marzano, R., & McNulty, B., (2003). *What 30 Years of Research Tells Us About the effects of Leadership on Student Performance*. Denver, CO: Midcontinent Research for Education and Learning (McREL).
- Wheelan, S., & Kesselring, J., (2005). Link between faculty group development and elementary student performance on standardized tests. *Journal of Educational Research*, 98(6), 323-330.
- Witziers, B., Bosker R. J. and Krüger M. L., (2003). Educational leadership and student performance: The elusive search for an association. *Educational Administration Quarterly*, 39 (3), 398 - 425.
- Yeya, M. S., (2002). *An investigation of the probable causes of poor performance in K.C.S.E in Matunga division, Kile Sub-County, MED Project*. Nairobi: Kenyatta University.