

**RELATIONSHIP BETWEEN TEACHERS' COLLEGIALLY AND  
ACADEMIC PERFORMANCE OF PUPILS IN KCPE IN  
PUBLIC PRIMARYS CHOOOLS IN CENTRAL  
DIVISION OF NAROK COUNTY, KENYA**

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Requirements for the Award of Master of Education Degree in Educational  
Administration of Maasai Mara University.**

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**DECLARATION**

This thesis is my original work and has not been presented for the award of any degree in any other University.

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## **DEDICATION**

To my beloved husband, Tom Mataiwua, my mother, Nancy Seenoi Tamoooh and my children; Sasha Reson and Serena Seenoi for readily supporting me and being there when I needed them.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for giving me good health and the spirit of determination which enabled me to reach the accomplishment of my research study. I extend my special gratitude to my three knowledgeable supervisors, Dr. Justus Gori, Dr. Susan Chepkonga and Dr. Mutisya for their consistent support and guidance during the research period. You continuously provided encouragement and you were always willing and enthusiastic to assist me in any way you could throughout the writing of this thesis. Congratulations to three of you for your academic partnership we had during the period of this study. You willingly read, corrected, re-read and refined my work in time, this was commendable. I am extremely grateful for our friendly chats at the end of our meetings and your continued encouragement towards the completion of my study. I recognize and appreciate the co-operation and assistance received from the head teachers and the teachers of sampled schools. You took time to fill my questionnaires and agreed to be interviewed during the stipulated time. I appreciate my parents for sacrificing themselves to educate me in preparation of my future. I am also grateful to the National Commission for Science Technology and Innovation (NACOSTI), for granting me the research permit that allowed me to conduct the study. I acknowledge my fellow postgraduate students in the department of education administration for their company during our study. May God bless and grant all of you long life.

## ABSTRACT

Collegiality in schools is a peculiarity that has been supported for and it is said to bear positive outcomes in school the board. The reason for the review was to see if there is a connection between instructors' collegiality and execution of understudies in open elementary schools in Central Division of Narok County, Kenya. The particular destinations of the review were; to survey the impact of instructors Commitment on students scholastic execution in open elementary schools in Narok North Sub County, to analyze the impact of Shared Leadership among the educators on understudies scholarly execution in open grade schools in Narok North Sub County, to assess the impact of instructors Cohesion on understudies scholarly execution in open grade schools in Narok North Sub County, and to evaluate the impact of educators coordinated effort on students scholarly execution in open grade schools in focal division, Narok County. The review utilized study research plan. The objective populace comprised of 55 schools, 55 head educators and 507 instructors from every one of the elementary schools in focal division of Narok County. Utilizing 30% straightforward arbitrary testing was utilized to choose 152 educators for this review and given surveys while 20 % was utilized to choose head instructors for meet. A poll was utilized for information assortment. Unwavering quality was tried utilizing chronbachs alpha and was viewed as 0.878 while legitimacy was determined with the assistance of chiefs. Information was broke down utilizing both spellbinding and inferential measurements with Pearson r as a technique for testing connections. Consequences of the investigation were introduced utilizing diagrams and Tables. Information from interviews were investigated word for word. The aftereffects of the review demonstrated that collegiality has a positive relationship with scholarly execution in KCPE. Every one of the four autonomous factors were found to have a positive and huge relationship to understudies' scholastic exhibition in open elementary schools in Central Division of Narok County ( $p < 0.5$ ). The outcomes are relied upon to reveal insight into how to further develop arrangement of value instruction in open grade schools, through the administration of schools utilizing collegial models.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

As indicated by Shah (2012) collegiality is colleagues' specialty regularly. Solid collegial connections among teachers have reliably been featured as a significant factor for school improvement and achievement (Wang, 2016). The most encouraging system for maintained, meaningful school improvement is fostering the capacity among school work force to work as expert collegial networks (Shah, 2011). The adverse consequences brought about by the mental disconnection that described most schools (Shah, 2012) have likewise sped up the reception of a collegial methodology in schools' societies and moved the accentuation from individual endeavors to bunch work, from autonomy to association. The part contains foundation, proclamation of the issue, goals, research speculation, importance, impediment, and delimitation, extent of the review and meanings of terms.

#### **1.2 Background to the Study**

As per Shah (2012) collegiality is colleagues' specialty regularly. Solid collegial connections among teachers have reliably been featured as a significant factor for school improvement and achievement (Wang, 2016). The most encouraging technique for supported, considerable school improvement is fostering the capacity among school work force to work as expert collegial networks (Shah, 2011). The adverse consequences brought about by the mental separation that portrayed most schools (Shah, 2012) have additionally sped up the reception of a collegial methodology in schools' societies and moved the accentuation from individual endeavors to bunch work, from freedom to association. The part contains foundation, explanation of the

issue, destinations, research theory, importance, limit, and delimitation, extent of the review and meanings of terms.

The main asset and cost in schooling lie with the foundation's staff and their aggregate capacity to help each other in extraordinary learning (Buechner, Dirkx, Konvisser, Myers, & Peleg-Baker, 2020). However, again and again there is a presumption that the systems which work with this are naturally perceived and happen with practically no course. Further, the underlying driving force for connecting with staff in collegial connections regularly has a usable, inductive concentration and neglects to address or cultivate the further improvement of a singular's latent capacity. This might have repercussions for program conveyance, progression arranging, and authoritative heading. (Stoll & Kools, 2017).

Innate in all conversations around the construction of collegial connections is the conviction that significant development and learning happens when people are cooperating, and that establishments advantage when these connections are adequately cultivated somehow or another (Sinitsin, 2019). Despite the fact that it isn't not difficult to set up what a compelling collegial relationship in learning organization can be, this review considered collegial connections as the expert associations which emerge from on-going correspondence between at least two people who share a similar work environment, or work interests (Achike, 2016). Jarzabkowski (2012), characterized collegiality as educators' inclusion with their companions on any level, be it scholarly, moral, political, social, as well as enthusiastic. As per him, collegiality includes both expert and social/passionate communication in the work environment while coordinated effort for the most part

identifies with the expert circle of connections. Cooperation is a part of the more broad idea of collegiality and infers really cooperating on a joint venture or towards a shared objective. It is viewed as a subset of collegiality (Jarzabkowski, 2012; Little, 2010).

Instructors are progressively being reprovved to get away from the conventional standards of confinement and independence and to move towards more noteworthy collegiality and cooperation (Hargreaves, & O'Connor, 2018). Instructor collegiality profits by one another's qualities, animates energy and encourages a feeling of divided liability between educators (Stronge & Xu, 2021). A more extensive scope of requests can be tended to by utilizing a shared methodology than by individual, confined endeavors (Fischer, 2012). Collegiality assists instructors to adapt to vulnerability and intricacy, react adequately to fast change and establish an environment that qualities hazard taking and constant improvement (Hargreaves & O'Connor, 2018). Van Bodegraven, (2015) additionally expresses that educators who cooperate become more adaptable in the midst of progress and are better ready to adapt to new requests that would ordinarily debilitate the energies of instructors working alone.

Collegial exercises not just make a feeling of having a place among authoritative individuals yet it makes the bonds firmer. It is viewed as a chance to include numerous people in tackling the complex instructive issues of present-day times (Shah, 2012). Then again, schools that don't uphold collegiality among their staff and permit their instructors to work alone in their study halls squander HR and add to dissatisfaction with educating as a vocation (Hargreaves & Fullan, 2015).

In Canadian school's sound companion between collegial relations are portrayed by sure consolation, support, sharing, acknowledgment, trust, and common regard and really focusing on one another (Orindah, 2014). Instructors who saw good companion connections in their working environment felt open to looking for proficient assistance from their friends (Shah & Abualrob, 2012). The correspondence among them was liquid, consistent, casual, and installed in rich work environment association and learning. These instructors were associated with training, tutoring, being good examples for perception, powerful work groups, activity research, basic discourse, and collegial critical thinking (Johnson, 2014). Instruction has been politicized and this influences initiative which at last influences understudy's exhibition. Furthermore, schools have a moral obligation to give a protected and systematic environment as well as give adequate school climate by taking out interruptions and interferences (Shah, 2012). This review tries to build up whether the idea of relationship among the educators influence the student's scholarly presentation in open elementary schools.

In Taiwan a good discernment about their between close to home relations with peers was a factor to consider for better exhibitions (Chan & Yang, 2018). It was additionally settled that educators esteemed collegiality and communicated their delight in supporting, empowering, and helping out their friends, they didn't like to remain in their homerooms constantly, all things being equal, instructors showing a similar subject shared a typical office, a game plan that advanced sound collegial connections and better correspondence (Shah, 2012). Educators felt agreeable in giving remarks on one another's work on, examining their understudies' advancement, and gaining from one another especially during in-administration preparing (Gabryś-Barker, 2012).

In Pakistan, it is noticed that educators in collegial schools have individual just as expert connection with one another, they talked with each other, liked to eat in gatherings, came to school together, and surprisingly visited each other's homes (Ali, Sharma, & Zaman, 2017). They helped each other in school-related work and tackled both managerial and informative issues mutually. They felt agreeable in looking for help on educational just as homeroom the executives issues. Chan and Yang, (2018) then again guaranteed that solid collegiality among educators was one of the repetitive components found in all the high-performing schools. The analysts, in this manner, recommended that school organization ought to urge their staff to become learning networks so the members could carry important information to the school setting and exercise joint critical thinking and collaboration strategies (Ali, Sharma, & Zaman, 2017).

In Botswana, collegiality assists with laying out school authority objectives for the organization and this prompts execution in the different regions (Gori, 2014). With inclusion of collegiality, it is additionally noticed that administration is tied in with setting heading and arranging accessible assets so the school set targets can be accomplished in an arranged way; and setting and working on authoritative guidelines (Gori 2014). Most importantly, the chief who is the head instructors should also work for others for the greatest exhibition of schools' defined objectives and destinations. As per Orinda (2014) collegiality among instructors is considered as a fundamental part of fruitful and compelling associations.



As indicated by Chaudhary (2011) refocusing among instructors to advance coordinated effort in educating and new setups of educator collegiality comprises vital pieces of valuable schools. The way to advancing change in schools is through the foundation of cooperative societies dependent on the standards of collegiality, transparency, and trust (Shah 2012) and schools can't be improved without individuals cooperating (Shah 2012). Simultaneously, consideration has additionally been paid to the adverse consequences brought about by the mental disengagement that portrayed most schools (Larsen, Helland, & Holt, 2021). This speeds up the reception of a collegial methodology in school culture, eventually reassuring the act of instructor collegiality in the showing calling (Shah 2012).

Zeroing in on the connection between educator collegiality and school execution, many investigations have demonstrated that in schools where instructors cooperate to design school improvement, select educational techniques and exercises, and plan instructor proficient turn of events and preparing, educators will in general be more dedicated to their calling just as their association (Le, Janssen, & Wubbels, 2018). Owen, (2014) additionally upholds the view that collegiality among showing work force assists them with bettering foster higher responsibility levels.

Educator collegiality is additionally speculated to have a solid relationship with understudy accomplishment (Ning, Lee, & Lee, 2015). The quest for school and instructor attributes that upgrade students' presentation gave exact verification that educator collegiality is identified with student's scholastic exhibition in training (Ning, Lee, & Lee, 2015). In addition, Orinda (2014) additionally related the focal point of collegial connections in schools with understudy execution However, on

account of Kenya and especially Narok County, educator collegiality is a somewhat less concentrated on theme. Solid collegial connections among showing staff individuals are accepted to be as yet uncommon and as of not long ago have not gotten a lot of consideration. This back ground shows a set number of studies directed in Kenya on instructors' collegial connections and what it means for the scholastic exhibition of students in open grade schools.

#### **1.4 Purpose of the Study**

The motivation behind this review was to explore the connection between educators' collegiality and scholastic execution of students in open elementary schools in focal division of Narok County, Kenya

#### **1.5 Objectives of the Study**

The study was based on the following objectives:

- i. To assess the relationship between teachers' commitment and pupils' performance in KCPE in public primary schools in central division, Narok County, Kenya.
- ii. To examine the relationship between shared leadership among the teachers and pupils' performance in KCPE in public primary schools in central division, Narok County, Kenya.
- iii. To evaluate the relationship between teachers' cohesion and pupils' performance in KCPE in public primary schools in central division, Narok County, Kenya.
- iv. To assess the effect of teacher's collaboration on pupils' performance in KCPE in public primary schools in central division, Narok County, Kenya.

## **1.6 Research Hypotheses**

The study sought to answer the following research hypothesis;

HO1: There is no critical connection between Teachers Commitment and understudy's presentation in KCPE in open elementary schools in focal division, Narok County, Kenya.

HO2: There is no critical connection between Shared Leadership among the educators and student's presentation in KCPE in open elementary schools in focal division, Narok County, Kenya.

HO3: There is no critical connection between educators Cohesion and student's presentation in KCPE in open elementary schools in focal division, Narok County, Kenya.

HO4: There is no critical connection between educators Collaboration and student's presentation in KCPE in open elementary schools in focal division, Narok County, Kenya.

## **1.7 Significance of the Study**

The discoveries of the review will be useful to MoE strategy producers, TSC, Headteachers, Teachers, and scientists who will utilize the information regarding the matter under study. The discoveries of this review will make mindfulness among instructors, understudies and guardians n impact of collegiality on the scholarly presentation of students. Exploration on educator collegiality in different nations showed that there are sure parts of the staff relational connections which not just influenced the responsibility levels of showing staff not really settled the school execution. It is trusted that this review would give some proof to help the view that instructor collegiality may without a doubt affect people's degrees of obligation to their calling and thus better outcomes for the students. The consequences of the

review would empower training staff to foster relations with their associates and construct solid collegial environment in their separate associations.

The discoveries may likewise give a structure to school the executives on the best way to further develop the school collegiality to upgrade execution. The head educators might guarantee that they upgrade collegial connections by establishing an empowering climate in the school along these lines decrease instructor struggle because of absence of fulfillment and thus work on understudy's exhibition. The head instructor could endeavor to improve positive connections as it upgrades powerful educating, hence better scholarly execution of the students. Instructors assume a part in forming and supporting positive connections in the school. They may be resolved to see to the achievement of the students they instruct and nature on consistent schedule. The educators may upgrade their own relationship and consequently establish a climate that energizes joint effort, attachment and responsibility.

The discoveries of this review gave some proof and experimental information for future exploration on this specific point. This concentrate in endeavoring to distinguish educators' discernments with respect to their collegiality yielded helpful data about the instructive conditions of the inspected schools and their bearing on scholastic staff responsibility. The subsequent data could be utilized for additional examination to work on collegial conditions with the end goal of amplifying hierarchical results. All the more significantly, if the focal theory of the review would be upheld, school heads, instructors, instructive pioneers, and strategy creators may start to connect more importance to educator relational connections and see them as an alterable variable exceptionally influencing instructor responsibility level.

The discoveries of this review will add to the assemblage of exploration. The concentrate likewise investigated the connections between educator collegiality and students' presentation determined to give helpful data that would be of worth to the school organization. An investigation of collegiality among showing staff is essential in a time of nonstop school improvement. It is likewise significant on the grounds that the unremarkable blast of new information and high innovation requires instructors' persistent development and learning and sharing of expert ability. This review gave satisfactory information to understanding the significance of collegiality among public grade teachers for improving their responsibility levels. Strategy producers Ministry of instruction officials, Teachers' administrations bonus might survey the substance of courses for understudy educators and imminent head instructors, assess head instructors yearly and audit existing practices in schools. Different specialists in the college might profit from the discoveries and suggestions of this review.

### **1.8 Assumptions of the Study**

This study was based on the following assumptions;

- i. The study assumes that teachers are committed to their duty and that they are putting in efforts to ensure that the pupils achieve their academic goals.
- ii. The study also assumes that the teachers are involved in the leadership of their schools and hence provide appropriate support to the head teachers.
- iii. The study also assumes that there is mutual understanding among the teachers that leads to effective cohesion and collaboration in all matters of academics in the school.
- iv. It is also assumed that the performance of the pupils in KCPE is highly dependent on the collegial relationship between the teachers.

## **1.9 Limitations of the Study**

The limitations for this study were as follows:

- i. The study was limited to schools in Narok North Sub County; therefore, the findings could not be generalized to other sub counties in the country.
- ii. The study was limited to the relationship between teachers' collegiality and academic performance of pupils in public primary schools.
- iii. The sample arrived at for this study was appropriate but not large enough to draw conclusions and make generalizations like when all the education divisions could have been used in the Kenya. This is because there were increased sampling errors.
- iv. In this study only questions were used and this may reduce the degree at which respondents give accurate answers, however if there could be the use of more tools for data collection that supplement each other accurate results could be sought.

## **1.10 Delimitations of the Study**

Random sampling method ensured all schools' teachers have equal chances of being selected for this study thus minimizing bias in this study.

### **1.11 Definitions of Terms**

**Collegiality** refers to cohesion and ability for adjustments of the school community members who have mutual respect and commitment, and work towards stability with shared power as a unit (collegiality), while they collaborate their efforts for a common goal (vision) of pupil's performance.

**Collegiality perception** refers to the beliefs of all certified professionals in the school.

**Effective school** refers to the purpose of this study, effective schools were aligned to the definition of Jones (2005) that effective schools are goal-oriented systems, where goals clearly relate to pupils' performance.

**School culture** refers to school culture as the "shared orientations that hold the unit together and gives it a distinctive identity

**School community members** refer to the personnel that comprised of administrators, teachers, and certified staff members. Further, the term administrators, was applied to school principals, assistant principals, department heads and instructional specialists.

**Shared Leadership** refers to when teachers, staff, parents, students and principals collaborate to solve problems. Working together to create an engaging school climate that accelerates student learning. Successful schools require the substantial engagement of those who make it a community

**Teachers Cohesion** refers to a dynamic process, which is reflected in the tendency for a group to stick together and remain united in the pursuit of its goals and objective

**Teachers Collaboration** refers to the quality of the relationships among staff members in a school. The actual actions of working together are determined by the quality of the relationships among staff members

**Teachers Commitment** refers an internal force that drives teachers to invest more time and energy in keeping up involvement in the school.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter presents the literature from other scholars who have studied on collegiality from different perspectives and different parts of the world. This chapter considered the various works on collegiality and academic performance in order to establish the case for the current study. The chapter is organized to examine the review of related literature in relation to the study variables. Specifically, these include collegiality in schools, teacher commitment, shared leadership, teacher's cohesion, and teacher's collaboration, the theoretical and conceptual framework.

#### **2.2 The Concept of Academic Performance**

Scholarly execution has been characterized and clarified by a few creators. As indicated by Narad and Abdullah (2016) scholarly execution is the information acquired which is evaluated by marks by an educator or potentially instructive objectives set by understudies and instructors to be accomplished throughout a particular timeframe. They added that these objectives are estimated by utilizing persistent evaluation or assessments results. Alipio, (2020) likewise showed that scholastic presentation estimates schooling result. They focused on that it shows and measures the degree to which an instructive establishment, educators and understudies have accomplished their instructive objectives.

Additionally, Yusuf, Onifade and Bello (2016) believed that scholastic exhibition is a quantifiable and discernible conduct of an understudy inside a particular period. He added that it comprises of scores got by an understudy in an evaluation, for example,

class work out, class test, mid-semester, mock assessment, and end of semester assessment. Once more, MacCann, Jiang, Brown, Double, Bucich, and Minbashian (2020) underscored that scholastic presentation of understudies is characterized by an understudy's exhibition in an assessment, tests, and in a course work.

### **2.3 The Concept of Collegiality**

As indicated by Kelly and Cherkowski (2015) collegiality is portrayed as having four practices: partners talked together and teamed up with one another; they noticed each other to participate practically speaking; they cooperated on educational program, guidance, arranging, plan, exploration and assessment; and they showed each other what they think about realizing and driving. Every one of these practices is adjusted to attachment and divided authority and coordinated effort among the school staff. Collegiality envelops every one of the normal practices and practices of partners. Shah (2012), then again affirms that collegiality isn't just a question of instructors meeting with each other however it is significantly more than an advantageous educator to-educator relationship. Brewis (2018) propose that many individuals utilize the term as though it were usually seen, however that seeing for the most part implies that educators ought to "cooperate". Indeed, even before 1980, the idea of collegiality began its advancement from educator communication and standards of joint effort. Creators, for example, Armor et al. (1976) and Rutter et al. (1979) thought about instructing as an aggregate activity inside the cooperative settings of viable schools to support instructor development and learning and homeroom achievement.

Lee, Zhang, and Yin, (2011) in their investigation discovered that collegiality among teachers animate their polished methodology and their responsibility. Devotionals, Tuytens, and Hulpia, (2014) guarantee collegial school culture can support and foster

responsibility. Educator culture has recognized authoritative and expert responsibility as two significant factors that are most often impacted by the varieties in the degrees of collegiality among showing staff individuals (Shah & Abualrob 2012). All the more critically, keeping instructors in their calling and focused on their association is likewise fundamental to keeping up with guidelines and further developing school execution explicitly as far as understudy accomplishment. This review looked to assess how instructor collegiality in Kenya can be utilized to impact the exhibition of students in open grade schools.

## **2.4 Relationship between Teachers' Commitment and Pupils' Academic**

### **Performance in KCPE**

Shah (2012) portrayed collegiality as having four practices: associates talked together and teamed up with one another; they noticed each other to participate practically speaking; they cooperated on educational program, guidance, arranging, plan, exploration and assessment; and they showed each other what they think about realizing and driving. Every one of these practices is adjusted to union and shared authority and joint effort of the school staff. Devotionals, Tuytens, and Hulpia, (2014) tended to the choice of collegiality as an exhibition component and recognized three elements of collegiality: peace promotion, hierarchical citizenship, and regard.

The writing on educator collegiality demonstrates that in schools where instructors cooperate to design school improvement, select informative strategies and exercises, and plan educator proficient turn of events and preparing, educators will in general be more dedicated to their association (Ning, Lee, & Lee, 2015). Shah (2012) likewise upholds the view that collegiality among showing staff assists them with bettering foster higher responsibility levels. Chepkonga (2014) claims that instructors'

relationship with their associates is the most persuasive Johnson (2014), hierarchical responsibility can be supported and created in a collegial school culture.

Hargreaves and O'Connor, (2018) addressed the option of collegiality as a performance element and identified three dimensions of collegiality: conflict management, organizational citizenship, and respect. Johnson (2014) study that involved exploring small schools that made big changes in student performance identified factors such as collegiality, teacher collaboration, shared leadership, and collective responsibility (a team commitment). Brewis, (2018) proposed that professional development be used to foster respect; collegiality; and shared responsibility. He felt that each of these characteristics is aligned to commitment. Further, the New Jersey Department of Education (2001) in an effort to build school community focused on creating a collegial staff environment (collegiality culture) for inspiring a culture of performance. In addition, Brewis, (2018) conducted a survey of teacher community of charter schools in search of collegial behaviors (Collegial factors or perceptions) that found relationship to student performance.

Educator collegiality is an essential determinant of an instructor responsibility and high demonstrable skill. Educator collegiality emphatically affected proficient responsibility among instructors Shah (2012). A solid positive effect of educator collegiality on proficient responsibility among teachers requires school administration to zero in on this viewpoint in case instructors are wanted to remain profoundly dedicated and created to the instructing calling. Solid collegial connections among teachers have reliably been featured as a significant factor for school improvement and achievement Harris (2013). The writing on school viability shows that the most

encouraging system for supported considerable school improvement is fostering the capacity among school faculty to work as expert collegial networks (Stringer, 2013). Notwithstanding, its impact on the scholarly exhibition of the understudies has gotten little concentration in the writing.

## **2.5 Relationship between Shared Leadership and Pupils' Academic**

### **Performance in KCPE**

A review including 30,000 middle schools in Chicago found a connection between friendly help of warm caring school climate and solid scholarly press to positive scholastic execution (Shah, 2012). Brewis (2018) directed a review with 65 haphazardly chose optional schools to actually look at the connection between head's administration conduct and school learning society. The review demonstrated a solid positive connection between groundbreaking authority and school culture. Curry, Kinder, Benoiton, and Noonan (2018) directed a school culture poll and discovered that shared objectives, trust in school the board, school system, pioneer center, correspondence, connections, and authoritative design add to gains in understudy execution. As indicated by Harris (2013) these collegiality factors were clarified as subjects or instructive perspectives and as crucial measurements. Nonetheless, the variables of collegiality in the above examinations addressed independent practices and not portrayals of the standard mix of practices.

Collegiality is an important component of a school's effort to increase student performance. However, if not well coupled with appropriate leadership style that incorporates all stakeholders it may not achieve its objectives. Recent studies shared a few factors of collegiality for improving the beliefs and behaviors of the school personnel towards addressing the diverse learner needs, thereby improving the rate of

student performance. Johnson (2014) description of collegiality included four behaviors: talk, observe, work together, and teach one another; Chepkonga (2014) three dimensions of collegiality included conflict management, organizational citizenship, and respect); Johnson (2014) study on small schools making big changes identified collegiality, as teacher collaboration, shared leadership, and collective responsibility. He indicated a need for the current study on the relationship collegiality perception (collective behaviors or practices of colleagues) to student performance.

Research has shown that collegiality among school personnel could have relationship to student performance. While the mission and goal of each school is student performance, schools also have the responsibility to help in shaping their components for achieving the goal of student performance. In addition, schools have an ethical responsibility to provide not only a safe and orderly climate but provide acceptable school environment by eliminating distractions and interruptions. A truly positive environment and climate are not identified by lack of violence and discipline problems alone, but also by the norms, values, and practices (which are school culture components) of those responsible personnel for diverting students' focus towards academic performance (Shah, 2014).

## **2.6 Relationship between Teachers' Collaboration and Pupils' Academic Performance in KCPE**

Datnow and Park, (2018) showed that educator coordinated effort affected locale culture and on understudy learning. He revealed clashes that regularly arose at improving the expert independence, authority, and obligation of educator clashes with various leveled and regulatory area and school culture through reviews. Shah (2014)

directed a school culture survey to assess shared objectives, trust in school the board, school system, pioneer center, correspondence, relationship, and authoritative design and found anticipated outcomes.

The focus of school culture research until the 1960's had been to understand different components of school culture in context to school environment (surroundings) and a safe and orderly climate for effectiveness and productivity of the school (Cherkowski, 2015). However, not enough information was found that identified specific impacting factors of school personnel (colleagues) on student performance. Studies by Yusuf, Onifade and Bello (2016) have dealt with recognizing the phenomenon of school culture, later efforts focused on possible changes in schools and on the process of managing the culture by school personnel. They both established that there was a relationship between schools' culture and performance of the learners. Schools that had a coherent teaching staff performance much better than those where there was no coherence among the teachers.

Cherkowski (2015) connected excellent outcomes on student performance to the way of life of instructor cooperation and shared liability regarding all understudies. Cherkowski, (2015) said that for fruitful school improvement, collegial connections should be set up which must be cultivated by the advancement of solid learning networks of shared pioneers and students. Chaudhary (2011) saw representatives in their work environment to be lovely fundamentally a direct result of the connections they structure and the expressive practices that these connections permitted. Cherkowski (2015) broke down a huge volume of examination on authoritative culture, initiative and change specialists, and tracked down that solid positive culture

had a few capacities that worked with efficiency, worked on collegial and collective perspectives, fabricated responsibility exercises to take care of issues, upheld change process, expanded inspiration, and redirected thoughtfulness regarding every day practices on qualities. Stronge and Xu (2021) battled that educator cooperation affected on locale culture and the achievement or disappointment of endeavors to further develop understudy learning lived with instructors. Revealed clashes often arise when endeavors of improving the expert independence, authority, and obligation of educators clashed with progressive and regulatory locale and school culture.

## **2.7 Relationship between Teachers' Cohesion and Pupils' Academic**

### **Performance in KCPE**

Instructors can at this point don't go about as solo experts, working in disconnection from their associates. Responsibility flags a period for change and instructors should be ready to detail, build up, and carry out change processes toward school improvement and responsibility. The connection between proficient turn of events and aggregate responsibility is basically complementary. Aggregate responsibility should reach out from formal administration to pioneers who arise during the change cycle to all staff individuals (Van Bodegraven, 2015). The obligation to responsibility and school improvement relies on upgraded learning and execution for all understudies. The foundation of trust and divided administration among partners is needed for aggregate responsibility to direct its further to express that regular discussion can and needs to turn into a vehicle and setting for proficient learning and advancement across establishments.

The individual, administrative authority abilities of the chief can advance the presentation of understudies. Fischer, (2012) explicitly inspected the spot of the



important s' authority in understudies' learning and guaranteed that the normal scholastic exhibition of understudies in the school can be improved in case there is legitimate rule, instructor and understudies' union. Larsen, Helland, and Holt (2021) gave an outline of the examination of Marzano and others and detailed that top notch administration essentially affects both understudy scholastic and non-scholarly results. At the end of the day, great administration and the board lead to great instructing and realizing, which thusly prompts better expectations for all students.

As indicated by Owen (2014) there has been no exploration showing a school that has effectively pivoting its understudy execution straightforwardly without any skilled initiative. The impact of aggregate initiative was most firmly connected to understudy execution through educator inspiration. It is the primary's initiative, distinguished as their corporate administrative and authoritative skill in drawing in and spurring understudies, instructors and local area that advanced understudies' presentation. This position is predictable with Shah (2012) prior work on instructive initiative.

Administrative authority of the chief likewise includes physical and human resourcing. The fruitful pioneer is the person who guarantees that the individual utilizes the right, qualified work force who help and coordinate to get things going in useful way to accomplish the objectives of the foundation. Hargreaves and O'Connor (2018) announced that the effective pioneer realizes how to adjust meeting human desires of the faculty and accomplishing put forward essential objectives of the organization. These educated people accepted that all proficient pioneers are successful human asset managers.

In spite of the meaning of the main's job of physical and human asset the board in accomplishing the school's laid out objectives, most researchers remarked all the more widely on the central's capacity to mix this job with their collegial and educational administration. Fruitful school pioneers share liability of educational administration with their instructors through collaboration, and common participation, which is an activity of collegial initiative. Owen (2014) clarified that it is the point at which the directors share their position, force and a few obligations with staff that they gain the help of the instructors and other staff. Owen (2014) likewise saw that it is the school chief who collegially enables their educators who additionally concretizes collaboration, and urges instructors to be more capable and powerful. Owen (2014) portrayed, as key components of collegial authority: viable correspondence, relational connections and teambuilding. Shah (2012) position on the meaning of collegial authority for the achievement of the school chief's informative job is highlighted by the clear need to instill collegial administration abilities in educator students who might turn into the future school pioneers. Instructors who gain teambuilding abilities during their preparation are likewise better prepared to turn out to be more powerful forerunners later on.

This is the thing that Van Bodegraven, (2015) clarified in their work on a collective showing model for field insight. Their work underscored the significance of synergistic work through proficient discourse and explanation of information about educating and learning in regard of educator proficient turn of events. Directors who get no arrangement in school administration and the board preceding their arrangement as school pioneers might experience issues in their collegial obligations, for example, counseling, planning, overseeing and empowering with tirelessness for

the government assistance of the staff. Indeed, Shah (2012) cautioned that school heads who neglected to rehearse collegial administration may become pioneers who might get the educators to follow orders, and to finish things, with practically no regard for the instructors' government assistance. In this way, the 'tyranny kind of school authority is as of now not a practical initiative choice for the contemporary head.

To keep school pioneers from smothering advancement and collegiality, administrators ought to be named from among the individuals who have gotten earlier preparing in school authority or potentially authoritative administration. This repeats crafted by Coen and Pegram, (2018) on fundamental signs that should portray the preparation and arrangement of administrators in Eastern Europe. Their work, which specified, for instance, explicit points which ought to be remembered for preparing modules for the arrangement of administrators stays a commendable wellspring of reasonable pieces of information for the successful future school pioneer. A previous work by Leal Filho, Raath, Lazzarini, Vargas, de Souza, Anholon, and Orlovic (2018) which zeroed in on the fundamentals of a viable instructive pioneer according to the point of view of a few instructors from shifting foundations is one more reciprocal work on the particular preparing and arrangement of school chiefs. In Ghana and numerous other emerging African nations, school administrators are routinely enrolled from among instructors. The significant rule utilized to select chiefs is showing experience and acceptable conduct with no reference to an earlier arrangement or preparing in administration of schools or associations

Shah (2013) set a solid accentuation on learning as a social movement which emerges from encounters acquired through taking an interest in the everyday existence of foundations. Wenger's meaning of a functioning local area of work on working in schooling distinguishes the advancement of collegial connections as basic to the approval of training, so that all have freedoms to learn, reflect and adjust. Acknowledgment of the common collection of public assets held inside an establishment working as a social substance, should be perceived and persistently rethought by its individuals for there to be benefits for all Holt (2021).

As educational institutions all the more plainly distinguish themselves as expert learning networks, there should be culture movements to incorporate freedoms for rich discussions about learning Shah (2012) and cautious thought of where jobs which improve continuous expert advancement sit inside associations Coen and Pegram, (2018). Quality expert discussions are a useful asset used to extend understandings around one's own training and can create through instructing in complementary learning connections which permit input basic to upgrading educating and learning Filho, Raath, Lazzarini, Vargas, de Souza, Anholon, and Orlovic (2018). It is significant that such discussions occur as a feature of an arranged and orderly way to deal with proficient exchange and advancement inside an establishment Filho, Raath, Lazzarini, Vargas, de Souza, Anholon, and Orlovic (2018).

## **2.8 Relationship between Teachers' Collegiality and Pupils' Academic**

### **Performance in KCPE**

Instructor collegiality is theorized to have a solid relationship with understudy execution (Van Bodegraven, 2015). Exploration writing on instruction change and school improvement proposes that further developed understudy execution might be

completely acknowledged just when educators regularly work as groups and forsake their customary standards of noninterference and independence (Johnson, 2014). Instructor collegiality is viewed as quite possibly the most widely recognized attribute found in all fruitful and viable schools. Fruitful schools can be separated from less effective schools by setting up an ideal opportunity for instructor talk, educator perception, and educators showing one another (Shah, 2012). It is accepted that higher collegial relations among showing staff lead to more excellent guidance and, thus, expanded understudy scholarly execution (Van Bodegraven, 2015).

Van Bodegraven, 2015) from their exploration saw as that however collegiality was connected unequivocally with the social help for execution and valid teaching method, it had no immediate impact on understudy execution. Essentially, the exploration led by Supovitz (2002) likewise upholds the view that collegiality can't be connected straightforwardly to further developed understudy execution. Supovitz and Christman (2003) expressed that the connection between more noteworthy educator collegiality and further developed understudy scholarly execution was not quite so immediate as at first accepted. Intercessions intended to further develop cooperation and correspondence among instructors, encouraging sharing of best practices, and reinforcing educator connections didn't really convert into more compelling instructing and better understudy execution.

According to Lee, Zhang and Yin (2011) collegiality in an organization is illustrated with teachers worked in a supportive, transparent, caring, and encouraging climate for success of each other. According to Datnow and Park (2018) when students saw their teachers work together, they felt that their teachers genuinely cared about their needs

and success. School mission and vision in literature were used in conjunction with school improvement and student performance. For example, Lee, Zhang and Yin (2011) found that factors or norms of collegiality such as vision, values, beliefs and assumptions as beneficial functions of improving collegial and collaborative activities and promoted communication and problem-solving strategies.

An effective school is one in which educators function admirably together and with their overseers. Datnow and Park (2018) investigation of secondary teachers tracked down that collegial help and cooperation impact how educators feel about their positions and their understudies. These creators found that collegiality likewise impacts the inspiration and profession responsibility of instructors and the degree to which they will change study hall practice. Most of instructors today, regardless of whether at the essential or optional level, are relied upon to work with different educators, facilitators, or overseers sooner or later during the school year. Instructors might group educate or partake in school wide drives or grounds improvement plans. The accomplishment of another perusing program in a grade school or the establishment of an innovation lab in a secondary school both rely upon the specialized and relational abilities of educators. These are only a couple of the numerous models by which achievement relies upon successful working connections among educators. Collegial connections among instructors are an essential for school improvement and make information sharing and creative practice conceivable (Johnson, 2014).

The accomplishment of expansive school change additionally further develops when personnel and managers function admirably together. In one southwestern express,

this functioning relationship was generally answerable for a center school effectively changing into a magnet school. The extraordinary discovering that outcomes from the best of these can best be summed up as a change in standards for the members: a better approach for knowing, as opposed to just the obtaining of new information. Lately, there has been an obviously characterized philosophical shift away from tutoring as the best methodology of cultivating a local area of intelligent professionals, particularly where a relationship with a coach is frequently the main doled out organization for another staff part other than with the prompt chief. All things being equal, elective collegial connections are pushed (Lee, Zhang & Yin 2011)

Improvement coalitions, for instance as portrayed by Nolan, and Molla (2018) allude to long haul huge and all-encompassing development where individuals meet up for regularly concurred purposes. She depicts relationship jobs which move from a customary, functional and content-grounded center, to more temporary getting to of more profound degrees of progress, and afterward to groundbreaking learning, a two-way process which centers around learning inside a structure of expanded mindfulness - the main advance for tertiary organizations. Further changes in the manner establishments work in their improvement of connections are currently coming to mirror the more noteworthy contribution of gatherings like Maori and ladies, who are progressively powerful in creating institutional ideal models where joint effort and organization are a more unmistakable standard Nolan, and Molla, (2018). Teachers are being urged to go about as cooperative individuals to bring compelling learning results for understudies and the executives viability for school associations. Likewise, hierarchical responsibility has additionally been distinguished

as an essential factor in deciding and affecting authoritative results. It is accepted to be crucial for hierarchical efficiency, quality, and execution.

Higher hierarchical responsibility among school staff impacts the future accomplishment of instruction and schools Shah and Abualrob (2012). Educator obligation to school is thought to affect instructors' work execution just as understudy execution (Nolan, & Molla, (2018) This part presents the foundation to the review, the assertion of the issue, the motivation behind the review, the goals and exploration questions, importance, constraints and the extent of the review. They are firmly regulating in direction "The backing of collegiality is made more based on remedy than on research-based investigations of school practice" (Harris, (2013). They appear to be especially proper for associations, for example, schools and universities that have huge quantities of expert staff. Instructors have an authority of ability that differences with the positional authority related with formal models. Educators require a proportion of independence in the homeroom yet additionally need to team up to guarantee an intelligent way to deal with instructing and Shah and Abualrob (2012).

Collegial models expect that experts additionally reserve an option to partake in the more extensive dynamic interaction. Shared choices are probably going to be better educated and are additionally significantly more liable to be carried out adequately. They accept a typical arrangement of qualities held by individuals from the association. These normal qualities guide the administrative exercises of the association and are thought to prompt shared instructive destinations. The normal upsides of expert's structure part of the avocation for the hopeful suspicion that it is



consistently conceivable to agree about objectives and approaches. Shah and Abualrob (2012) go further in alluding to the significance of "shared vision" as a reason for collegial dynamic.

The size of dynamic gatherings is a significant component in collegial administration. They must be adequately little to empower everybody to be heard. This might imply that collegiality works better in primary schools, or in sub-units, than at the institutional level in optional schools. Gatherings of the entire staff might work collegially in little schools however might be appropriate just for data trade in bigger establishments. The collegial model arrangements with this issue of scale by working in the supposition that instructors include formal portrayal inside the different dynamic bodies. The vote based component of formal portrayal lays on the loyalty owed by members to their bodies electorate Shah and Abualrob (2012) collegial models accept that choices are reached by agreement. The conviction that there are normal qualities and shared targets lead to the view that it is both attractive and conceivable to determine issues by understanding. The dynamic interaction might be extended by the quest for compromise yet this is viewed as an OK cost to pay to keep up with the quality of shared qualities and convictions. The case for consensual dynamic lays to some degree on the moral component of collegiality. Forcing choices on staff is considered ethically disgusting, and conflicting with the thought of assent (Bush, 2012).

Shah and Abualrob (2012) from their examination viewed as that however collegiality was connected emphatically with the social help for accomplishment and bona fide teaching method it had no immediate impact on understudy accomplishment.

Essentially, research directed by Harris, (2013) likewise upholds the view that collegiality can't be connected straightforwardly to further developed understudy accomplishment. Shah and Abualrob (2012) expressed that the connection between more prominent educator collegiality and further developed student's scholastic presentation was not quite so immediate as at first accepted. Intercessions intended to further develop collaboration and correspondence among instructors, encouraging sharing of best practices, and fortifying educator connections didn't really convert into more compelling educating and better understudy execution. Discoveries of the exploration led by Shah (2012), be that as it may, exhibited a positive, however failure point among collegiality and understudy results. This shows a reasonable requirement for additional explanation about the impact of instructor collegiality on educator's responsibility and the student's scholastic accomplishment which is the fundamental point of the current review.

From the audit, concentrates like Nolan, and Molla (2018) on educator collegiality have zeroed in on evolved nations like the United States and Australia. The discoveries of these examinations can't be summed up to the non-industrial nations like Kenya, neither their suggestions could be attracted to mirror the circumstance Kenyan instructive establishments due to the completely unique social and instructive settings. A large portion of the educators in non-industrial nations especially in Kenya actually work in confinement and school administrations don't give a lot of significance to sound collegial connections among instructing staff. School pioneers should know about the meaning of successful collegiality in their particular schools and its impacts on their staff and school results. Instructor proficient formative and preparing programs in emerging nations, for example, Kenya actually don't zero in

much on expanding and feeding educators' mentalities and conduct towards powerful cooperation. This is the focal point of the current review that targets setting up the impact of educator collegial connections on student's scholastic presentation.

Malik, Elahi, and Shah (2020) led a review in Pakistan which zeroed in on country public elementary schools featured instructor collegiality to be one significant predecessor of school execution. Harris, (2013) asserted that high instructor collegiality was one of the repetitive components found in the high-performing schools of their review. The current review, situated in Kenya will zero in on schools in both a rustic and a town arrangement and furthermore with a cosmopolitan nature of educator structure. It is noticed that in Kenya there is exceptionally scant writing portraying significance of collegiality in a school arrangement. Jalangat (2014) considered the school culture which envelops collegiality and what it means for execution of optional school understudies in KCSE, no comparative review has been directed explicitly on instructor collegiality in open elementary schools in Kenya and especially in Narok County. It is subsequently the reason for this review to fill hole by assessing the impact of instructor collegiality on the scholarly presentation of understudies in open grade schools in Narok County.

## **2.9 Theoretical Framework**

This study was directed by collegial models by Bush (2012). Collegial models incorporate that load of hypotheses that underscore that force and dynamic ought to be divided between a few or all individuals from the association (Bush, 2012). Collegial models expect that associations decide strategy and settle on choices through a course of conversation prompting agreement. Force is divided between a few or all individuals from the association who are thought to have a common

perspective with regards to the points of the foundation. Harris (2013) demonstrated that collegiality can comprehensively be characterized as educators deliberating and teaming up with different instructors. Shah (2012) disclosed the motivation to seek after the review and practice of collegiality as; probably, something is acquired when educators cooperate and something is lost when they don't. Collegial models have the accompanying significant components.

The acknowledgment of this objective requires adaptability, specialists' opportunity of activity, more confidence in the nearby dynamic in the space of instruction, particularly, focusing on the confusion of social and social framework and the diverse day to day environments of individuals (Harris, 2013). The term collegial identifies with an assortment of people having a typical reason. As indicated by Bush (2012), collegial models incorporate that load of hypotheses that underscore that force and dynamic ought to be divided between a few or all individuals from the association. Gori (2014) contends that, collegial models expect that associations decide arrangements and settle on choices through a course of conversation prompting agreement (p.185). Force is divided between a few or all individuals from the association who are thought to have a common perspective with regards to the points of the foundation. Harris (2013) takes note of that collegiality can comprehensively be characterized as educators deliberating and teaming up with different instructors.

Little (2010) discloses that the motivation to seek after the review and practice of collegiality is that, probably, something is acquired when educators cooperate and something is lost when they don't. Every representative ought to foster an inclination that he is a piece of the entire and contributes something to the entire and perceives

the commitments of others. The executives is upheld to be joint commitment and not the chief. The administrative direction is toward collaboration. The executives is the mentor that forms a superior group. The representatives' reaction to the present circumstance is the collegial methodology for the worker self-restraint. In this sort of climate representatives regularly feel some level of satisfaction, beneficial commitment, and self-completion, despite the fact that the sum might be unassuming in certain circumstances. This self-realization will prompt moderate energy in execution. As indicated by Bush (2012) and his collegial model, the points rise up out of a participative interaction by which staff arrive at an arrangement dependent on normal qualities. The innovator in a collegial model accepts that school staff ought to consistently be a group to be powerful and that everybody ought to be associated with movements of every kind concerning the school rehearses. For this situation, all educators ought to have a typical vision, set a mission and know about their job to guarantee the accomplishment of the scholastic endeavor.

The components of Collegial Model are the cycles by which objectives are dictated by the idea of choice interaction and the initiative style. The collegial model depends on arrangement objectives among the individuals from an association and presents sidelong designs and all individuals reserve the option to partake in the choice cycle. The best part of the Collegial Model is the way that objectives have as of now been concurred, coming about to the opportunities for the member staff to think and to accomplish the objectives set. Everyone's desires, ability and capacities are thought about and utilized in a manner that advances the government assistance of the school unit. As Bennett has contended, information is a significant force asset. Sharing

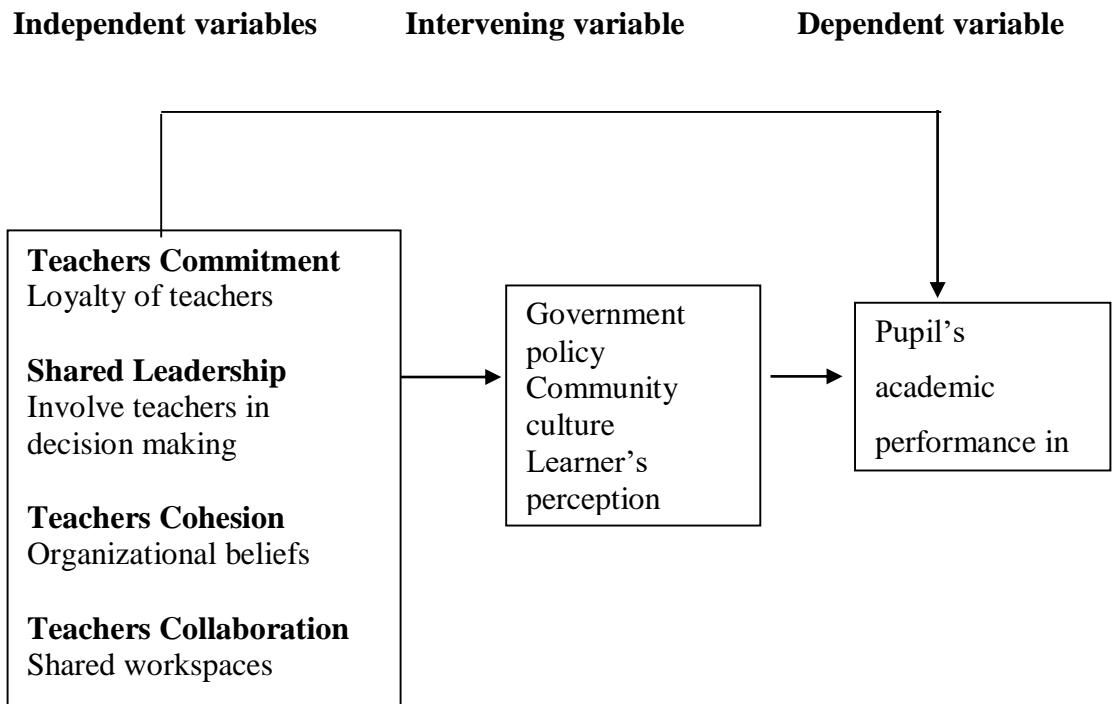
information in a cooperative manner requires a serious level of common trust and agreement (Bush, 2012).

Collegial model is between stuck by integrative and rousing qualities. Integrative qualities are those that serve to bring people into collectivity and inspiring qualities are those that shape individual and aggregate impression of requirements and interests (Bush, 2012). The ramifications of these qualities for position of authority in the instructive framework in Cyprus could be supported since head instructors as a rule urge the staff to partake in any dynamic system. Subsequently, closely-held convictions (educators', guardians' understudies') are OK by others, contrasts and conflicts are displayed in a vote based structure. Likewise, joint effort is advanced by head instructors. Each educator, parent, understudy has its own necessities and interests. Head instructors attempt to help all individuals in close to home and expert troubles and deal routes with the goal for everybody to play a part in the school. In addition, head instructors advance trust and certainty among all individuals, offer useful remarks and urge staff to take an interest in instructive classes and other instructive projects.

## **2.10 Conceptual Framework**

The variables of the study that are collegiality and pupil's academic performance in KCPE were conceptualized as shown in Figure 1. Collegiality is conceptualized as teacher's commitment, shared leadership among the teachers, teachers' cohesion and teachers' collaboration while pupil's academic performance was conceptualized in terms of their KCPE performance.

From Figure 1, it is seen that pupil's academic performance is directly related to the teacher's commitment as a collegiality factor. According to this study, the commitment of the teachers plays an important role in enhancing the school's academic environment and hence leads to better performance of the pupils. It is also noted that pupil's academic performance in public primary schools directly depends on the shared leadership in the school.



**Figure 1. Conceptual framework on effect of teacher’s collegiality on academic performance of pupils in KCPE.**

The study takes note that when people are involved in schools’ leadership issues, they feel part of the system and hence they put in a lot of effort to enhance the success of the pupils. Another collegiality factors that are considered to have a direct relationship with pupils’ performance is teachers’ cohesion. Schools where teachers work as teams are more likely to have their pupils perform better since the teachers are ready to assist each other and hence assist the pupils. Any school where the cohesion is lacking might not expect to have higher performance. The last factor considered for this study is teacher’s collaboration with the pupils in their academic work. The study sought to establish how collaboration among the teachers and the pupils affected the academic performance of the pupils.



## **2.11 Summary**

Literature review showed that the majority of the investigations on instructor collegiality had been directed in the United States, Holland, Pakistan, Taiwan and Canada. Their discoveries can not be summed up to the fostering scene's circumstance, nor can their suggestions be material to instructive foundations in non-industrial nations because of contrasts as far as settings and settings. Most analysts concur that no agreement has been reached on the meaning of instructor's collegiality. As Yoon and Thye (2002) state, it could be on the grounds that collegiality is a wide running idea that cuts across numerous authoritative and sociological areas. Notwithstanding, the assortment of definitions for worker responsibility – with all its various measures – shares a typical thought that responsibility is an obligation of the person to his/her association (Camilleri, 2006). The acknowledged meanings of worker responsibility incorporate a character with the association, divided objectives and qualities among the individual and the association, and proceeding with participation in the association (Meyer and Allen, 2011). Workers are viewed as focused on their association if they eagerly proceed with their relationship with the association and commit extensive work to achieve authoritative objectives (Harris, 2013).

Though the list of literature reviews is not complete, studies that had an insight into relationships between collegiality perceptions as a unified force and not stand-alone factor have not been found. Therefore, the researcher saw a need to examine the aspects of collegiality and its relationship to student performance. The belief was that collegiality shaped school culture and contributed to school climate and environment through collegial behaviors and practices of the school personnel. Further, the

researcher intended to identify the various factors of collegiality (things that colleagues think, say and do routinely) had varying degrees of relationships within sub-groups in an organization for a combined effort towards organizational goal attainment Harris (2013) indicated that effective schools that showed a greater percentage rate of student performance had positive relationship of collegial practices to student performance. There is no study conducted in Kenya to examine the effect of teacher collegiality on the performance of pupils in KCPE, hence the need for this study.

Though researchers have been trying to understand various concepts and their interdependency for decades, the relationship between collegiality as an aspect of school culture on student performance remains unclear. However, there is clear indication that school culture and collegial contributions should not be explored as separate concepts, but as dependent factors in relation to school effectiveness and student performance because collegiality encompasses all the routine behaviors and practices of colleagues. According to Gabryś-Barker (2012) collegiality is what colleagues do routinely. Thus, literature gives a clear indication of further exploring the collegial perceptions or practices and their relationship to student performance. From the literature it seems a lot in connection to collegiality is found in developed and a few developing countries. In Kenya and particularly in Narok county, collegial studies have not been explored. This gives a gap in relation to this aspect. This study is therefore to fill this gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This part presents the exploration procedure which is a strategy to be taken by the review. The part is coordinated into areas of exploration configuration, target populace, test size and examining method, information assortment instruments, unwavering quality and legitimacy of the instruments, information assortment system and information examination.

#### **3.2 Research Design**

The study adopted a survey research design. This design allowed the researcher to collect data by administering a questionnaire to a sample of individuals (Gay, Mills & Airasian, 2009). The design was preferred because it attempts to describe such things as possible behaviour, attitudes, and values and reports the way things are (Mugenda & Mugenda, 2003). This method was also preferred because there was need to describe study respondents in regard to their behaviour, attitude, values and characteristics in relation to their participation. The design also allows the study to be carried out in a given real point within a short period of time (Bryman, 2016)

#### **3.3 Target Population**

The study designated 55 head instructors and every one of the 507 educators in 55 public elementary schools in Central Division of Narok North Sub County (Narok County Education Director, report, 2011). Focal division of Narok North Sub County has four instructive zones (Table 1). Focal division was considered on the grounds that it has the largest number of public elementary schools in Narok County. The

cosmopolitan idea of the instructor's synthesis was likewise of extraordinary importance in giving suitable information to the review.

### 3.4 Sampling Procedure and Sample Size

Gay, plants and Airasian (2009) recommended an example of 30% and a greater amount of the populace as being satisfactory in friendly examinations. The analyst utilized basic irregular inspecting which gave an equivalent and autonomous opportunity to all gatherings of being remembered for the example. This review utilized 30% of the objective populace to show up at the example size. This means  $30/100 \times 507 = 152$  educators where a survey was utilized, while  $20/100 \times 55$  headteachers was utilized to show up at 11 head instructors who were met

**Table 1**

*Target Population and Sample size for the study*

Schools	Hts sampled	Hts	Teaching staff	Sample (30%) of the teaching staff
55	55	11	507	152

Source: County Education Officer, Narok County (2014).

### 3.5 Data Collection Instrument

The study collected both primary data and secondary data for use in the analysis.

#### 3.5.1 Questionnaire

The study used a questionnaire to collect the data from 152 teachers. Questionnaires were used because they are considered appropriate for the study because the respondents are able to read independently and therefore don't require the assistance

of the researcher to respond to the question (Orodho, 2008). Questionnaires have an advantage when they are used in large populations. It is this aspect that has prompted the researcher to use them for this study. The questionnaire had items requiring the respondent to give responses based on the four study variables. This was on a Likert scale. Scaled items on a 4-point Likert with 1- strongly disagree, 2- disagree, 3- agree and 4- strongly agree were used to elicit the required data (See Appendix 1). On the other hand, interviewing was used to collect information from Head teachers. As Gall, Gall and Borg (2003) note, interviews are used as tool to probe and get data that is kept deep within attitudes, feelings and reactions of the respondents. They further note that, interviews work better with small numbers.

### **3.5.2 Secondary Data Collection**

The study developed a secondary data collection tool for analysis of the academic performance document for the schools. the data for the last five years were collected and analyzed to provide the clear picture of the academic performance of the learners. The schedule is presented in the questionnaire.

### **3.6 Validity of the Instruments**

Validity alludes to the degree to which a technique for information assortment presents what it should gauge (Bryman, 2016). To guarantee face and content legitimacy, the survey was evaluated and adjusted with the assistance of administrators and other master in the field of training the board. The remarks from the specialists were utilized to alter the poll before the genuine information assortment process started. Two specialists were needed to rate the survey things dependent on their comprehension of the inquiries, the lucidity of the assertions and the consistency

of the inquiries. The coefficient of legitimacy file (CVI) equation by Amin (2005) was utilized to determine legitimacy. That is;

$$\text{CVI} = \frac{\text{Total items of relevance agreed}}{\text{Total items on the questionnaire}} = \frac{21}{25} = 0.84$$

Amin (2005) showed that if the CVI is 0.6 or more the instrument is considered legitimate. For this review the CVI was figured and set up to be 0.84 which was a lot higher than 0.6, thus the survey was considered substantial.

### **3.7 Reliability of the Instruments**

The unwavering quality of the instruments was tried utilizing Cronbach's alpha file. Struwig and Stead (2001) depicts Cronbach's alpha as an estimation of how well a bunch of things measure a solitary one-dimensional ability develop. After the surveys are gathered back from the pilot bunch they were coded and gone into the SPSS programming where the alpha not really settled. Gay et al (2006) takes note of that the utilization of SPSS to decide Cronbach's alpha record is a more exact technique for deciding the dependability of the instrument. As indicated by Gay et al (2006), Cronbach's alpha file has numbers somewhere in the range of 0 and 1. On the off chance that the record is near 0 it implies that the things are not dependable however if the number is near 1 it implies the things are exceptionally solid. It ought to be noticed that many creators (Struwig and Stead (2001), Mugenda and Mugenda (2003) and Kothari (2004) acknowledge 0.7 or more as a satisfactory dependability record. The outcomes for all things for this review showed that the dependability of the poll was 0.878 which demonstrated that the survey was solid and subsequently was utilized for information assortment and examination.

### **3.8 Pilot of the Study**

The researcher selected respondents from two primary schools in Narok North Sub County, from which a pilot sample of ten percent (10%) of the sample size as recommended by Mugenda and Mugenda (2003) was selected. The pilot test helped to establish any gaps within the questionnaires and be able to correct them accordingly.

### **3.9 Data Collection Procedure**

After the proposal defense the researcher applied for the letter from the post graduate school to obtain a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then visited the schools and introduced herself to the head teachers and teachers from the sampled schools. The questionnaires were then distributed to the teachers and collected within two weeks after which analysis commenced.

### **3.10 Data Analysis Methods**

After information assortment, the information was coded for examination. Quantitative information examination was finished by first summing up the information into frequencies and rates by the utilization of Statistical Package for Social Sciences (SPSS). The investigation was finished utilizing clear insights to show the size of the reactions as far as means, rate and frequencies. Hence, Pearson's connection investigation was utilized to set up the connection between free factors and the reliant variable. This strategy was appropriate for the review since the review looked to set up the connections between the autonomous factors and the reliant variable. The information was introduced utilizing Tables and outlines. Information from interviews was dissected word for word.

### **3. 11 Operational Definition of Variables**

This section presents the summary of the variables as operationalized in the study. Table 2 shows the various variables under test, the operationalization and the measuring items as presented on the questionnaire.



**Table 2***Operational definition of variables*

Research Variables	Operational definition	Measuring items
Teachers' commitment	-Being able to guide -Time with other teachers -Support to school matters -Time with pupils -Commitment to class attendance	Q1-Q5
Shared leadership	-Participation in Making decision -Empowered to help learners -Self drive	Q 6- Q10
Teachers' cohesion	-Cohesion in conflicts -Unite their efforts -Team efforts -Separation of personal from professional belief	Q11- Q15
Teachers' collaboration	-Mutual Support -Sharing ideals and expertise -Learn from each other -Sharing resources	Q16-Q20
Pupils' academic performance In KCPE	KCPE results	Q 21-25

### **3.12 Ethical Issues**

Ethical issues are moral standards and qualities that guide analysts when leading investigations particularly with human subjects. In the exploration interaction, morals center around the utilization of moral principles in the arranging of the review, information assortment and examinations, dispersal and utilization of the outcomes (Mugenda and Mugenda, 2012). The scientist acquired a letter from the institute of schooling to complete the review. The respondents were secured by the analyst through keeping the data given private. The analyst secured the character of the respondents by uncovering the data given however not the personality of people giving the data. All work referred to from different sources were completely recognized and introduced in the references to stay away from literary theft. The examined schools were visited and surveys directed to the respondents with their assent. The analyst adjusted to the standard of deliberate assent where the respondents were needed to enthusiastically partake in the exploration study.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSIONS**

#### **4.1 Overview**

This section sums up the outcomes and conversations of this review. The outcomes are given to the extent that per goals to this review which include: to survey the connection between instructors' responsibility and understudies' presentation in KCPE in open elementary schools; to inspect the connection between divided initiative between the educators and students execution in KCPE in open grade schools; to assess the connection between instructors attachment and understudies execution in KCPE in open elementary schools; to evaluate the impact of educators joint effort on understudies execution in KCPE in open grade schools in focal division, Narok County, Kenya. This part presents the discoveries that were acknowledged from the examination of the survey specified before in section three as such it address the reaction pace of the review, the quantitative investigation and an understanding of the discoveries about an assessment of the impacts of instructor's collegiality on scholarly execution of understudies in Kenya Certificate of Primary Education in open grade schools in focal division of Narok County, Kenya.

#### **4.2 Instruments Return Rate**

Instruments return rate was the proportion of the research instruments that were returned after they had been administered to the respondents. In this case, questionnaires were administered to the teachers while interviews were administered to the headteachers. The return rate is given in Table 3

**Table 3*****Instrument return rate***

Type of instrument	Number administered	Number returned	% Return rate
Teachers	152	113	74.3%
Interview guide for Headteachers	11	11	100%

The findings in Table 3 show that the questionnaire return rate of teachers was 113 (74.35%) while the interview guide for headteachers and Checklist were 11 (100%). A questionnaire was prepared and administered to a total of 152 respondents. Earlier concentrates like Babie and Mounon (2001), Mugenda and Mugenda (2003) propose that a reaction pace of 70% or more is suitable for an illustrative study. Then again, eleven head educators were met dependent on similar factors to enhance data from instructors for triangulation purposes. (Morton S., Bandara K.D., Robinson M.E., and Carr-Atatoa P., 2012; Batty et al, 2020).

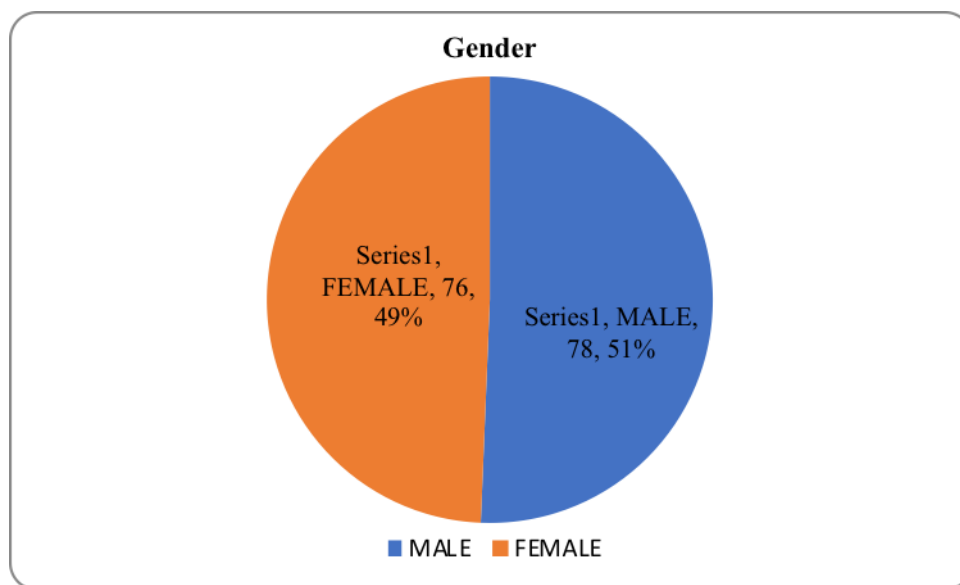
**4.2.1 Demographic Information**

The study considered the demographic factors as important for any descriptive analysis because it helps to establish the variations in the responses that provide the researcher with appropriate ground to assess the effect of the factors on the outcome of the study. As explained by Babbie (2001) and Mugenda (2003), demographic variables are totally free to vary by themselves and do not co-vary with other variables. These variables are presumed to be influenced by variations of conditions

of the independent variables that present themselves in the work environment. For this study, gender and years of experience were used as the demographic factors.

#### 4.2.2 Gender of the Respondents

The study looked to set up how the respondents were dispersed as far as sexual orientation. This was a significant pointer of sex correspondence of educators in open grade schools.



*Figure 2.*

#### Gender Distribution of respondents

The study discoveries in figure 2 show that 78 or 51% were guys while 76 (49%) were females. This shows that there was right around an equivalent number of guys to female respondents to the review. Sexual orientation dissemination was applicable to the review to know the sex equality and decide if both male and female instructors take an interest get collegiality and its impact on scholastic execution of students in Kenya authentication of essential training in open elementary schools in focal division of Narok County, Kenya (See Figure 2).

### 4.3 Findings of the study

In this research, questionnaires were administered to 113 respondents to react to items which were measuring various variables involved in this study. The data collected were scored, coded and analysis done using Pearson r with the help of Statistical Package for Social Sciences software (SPSS). Reliability of questionnaire items that were used was estimated using Cronbach's alpha and found to be .878 (see Table 4).

**Table 4**

*Instrument's Reliability*

Variable (s)	Item (s)	Cronbach's Alpha
All	25	.878

Examination of information gathered quantitatively was finished via completing Pearson's relationship investigation. The speculations were tried at an alpha degree of .05, df of 111 (113-2) while p esteem, r worth and r condemning of .197 (see Appendix 2) were utilized for the foundation of connections between factors that were utilized in this review and for the dismissal or maintenance of the theories. Study factors, means and standard deviations are displayed in Table 5.

**Table 5**

*Study Variables' Means and Standard Deviations*

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Variables	Mean (M)	Standard Deviation (SD)
Teachers' commitment	3.09	.354
Shared leadership	3.26	.349
Teachers' cohesion	2.95	.506
Teachers' collaboration	3.30	.327
Pupil's academic performance in KCPE	3.49	.395

---

**4.4 Relationship Between Teachers Commitment and Pupils Academic**

**Performance in KCPE**

The main goal of this review was to evaluate the connection between instructors' responsibility and understudies' scholastic exhibition. It was critical to build up the assessment of the respondents to viably address the review questions. The respondents were approached to give their perspectives dependent on a four likert size of 1-4. (4- unequivocally concur 3-concur, 2-dissent, 1-emphatically clash). A spellbinding examination dependent on the things testing responsibility of educators corresponding

to execution of students was finished with the help of SPSS programming (see Table 5). The review results introduced in Table 5 show that the vast majority of the respondents ( $M=2.98$ ;  $SD=.855$ ) concurred that Teachers are engaged in settling student issues in schools. This shows that engaging of educators help the students settle on proper choices that cause them to perform well. The outcomes additionally show that the majority of the respondents ( $M=3.70$ ;  $SD=.461$ ) concurred with the explanation that educators urge each other to make the right decision. This demonstrates that in the vast majority of the schools' instructors were strong of one another and they empower each other in making the right decision.

**Table 6**

*Relationship between Teachers Commitment and Pupils Academic Performance*

Teachers Commitment	Min	Max	Mean	SD
Teachers are empowered in solving Learner issues in schools	1	4	2.98	.855
We encourage one another to do what is right?	3	4	3.70	.461
Teachers' separation of personal from professional beliefs creates a culture for team work	2	4	3.14	.639
All teachers in his school are committed to duty	2	4	3.48	.642
My school facilitates time to discuss student needs with teachers for solutions	1	4	2.63	.684



On whether teachers' separation of personal from professional beliefs creates a culture for team work, most of the respondents ( $M=3.14$ ;  $SD=.639$ ) strongly agreed with the statement. This shows that most teachers have created a boundary between their personal and professional beliefs in order to create a culture of team work. This implies that the teachers have created a good culture to enhance their professionalism and this helps to create appropriate team work for school performance. This is in line with the findings that when teachers work as a team, they are in a position to enhance their professionalism and hence boost the performance of the learners.

The results also indicate that most respondents ( $M= 3.48$ ;  $SD=.642$ ) agreed that all teachers in their school are committed to duty. This shows that schools have created a good culture where teachers are committed to their tasks and hence this influences the performance of the learners. It was also important to establish whether the school have set aside time to discuss student needs with teachers for solutions. The results show that most of the respondents ( $M=2.63$ ;  $SD= .684$ ) agreed with the statement. This implies that in some schools time has been set for teachers to discuss with the students' solutions for their needs while in others this is not practiced.

To test whether there was a relationship between teacher's commitment and pupil's performance in public primary schools in central division, Narok County,

Hypothesis 1 was used which stated:

*There is no significant relationship between teachers' commitment and pupil's performance in KCPE in public primary schools in central division, Narok County, Kenya.*

To test this relationship, a Pearson product-moment correlation analysis was done to determine the relationship between Teachers Commitment (M=3.09, SD = .354) and pupil's academic performance in KCPE (M=3.49, SD=.395) as shown in Table 4. At 109 degrees of freedom (df), the critical  $r = .197$  at an alpha level of 0.05. The analysis produced an  $r$  of .432 which was greater than .197 (see Table 6). The analysis also produced a p-value of .000 which was less than the chosen alpha of .05 (see Table 7).

**Table 7**

***Correlations analysis between teacher's commitment and pupils academic performance in KCPE***

Variables		Teacher's commitment	academic performance
	Pearson Correlation	1	.432
Teachers' commitment	Sig. (2-tailed)		.000
	N	113	113
Pupil's academic performance	Pearson Correlation	.432	1
	Sig. (2-tailed)	.000	
	N	113	113

$P < .05$  (2-tailed);  $df=109$ ; critical  $r = .197$ ;  $\alpha = 0.05$ .

The results displayed on Table 7 indicate that there is a positive correlation between the teacher's commitment and pupils' academic performance in central division, Narok County, Kenya. The two variables were moderately correlated ( $r(109) = .432$ ,  $p < .05$ ). The results of the analysis done to test Hypothesis 1 as displayed in table 6

indicate that there is a significant relationship between teacher's commitment and pupils' academic performance in central division, Narok County, Kenya.

The results also indicated that an  $r$ -critical of .197 was less than the Pearson's correlation of  $r = .432$  just like  $p$  of .000 that was less than the chosen alpha of .05 that were used to determine the rejection or retention of the null in this study. This means that null hypothesis 1 was rejected, thus "There is a significant relationship between Teachers Commitment and pupil's academic performance in KCPE in public primary schools in central division, Narok County, Kenya". This result shows that commitment of teachers can lead to better performance. On the other hand, the more the teachers are committed to their work i.e. in teaching the more the likelihood of producing good KCPE results. This result concurs with Gori (2014), Mullins (2007) and Dyk (1999) who found out that teacher involvement and management have direct relationships to performance in schools.

On the same variable, eleven Head Teachers (HT) who were identified by numbers 1-11 were interviewed based on the following three interview items:

*Are teachers empowered in solving learner issues in their schools?*

*To what extent are teachers in this school committed to duty; and*

*Does your school facilitate time to discuss student needs with teachers for solutions?*

Asked to respond to the first question on whether teachers were empowered in solving learner issues in their schools, the following were recorded:

HTs 1, 2, 4, 7, 8, 9, 10 and 11 accepted that indeed they were empowered. All the eight (8) accepted emphasized that as leaders of learners, teachers had an obligation of doing that. However, two (2) HTs (numbers 2 and 5) responded with a lot of concern

that empowerment was subject to a teacher the way the situation or issue at hand is. They went further and noted that some who share family ties with students do not get so much involved with fear of the family members where the child with an issue came from. Finally, HT number 6 responded that “with the current materialistic world, many teachers did not care much as far as solving pupil issues are concerned”. He further responded that “what most teachers were concerned with was to teach for a salary” HT 6).

On to what extent were teachers committed to duty, ten (10) HTs responded that teachers were committed to duty. One (1) HT pointed out that there were two to three teachers who were not committed but they were constantly talked to. Lastly on the last question to HTs whether the school facilitated time to discuss student needs with teachers for solutions, all the 11 HTs responded that they gave teachers humble time to deal with pupil issues that were both academic and social. The findings from the interview schedule as shown through this report is in line with the findings from teachers who responded to the questionnaire items on the issue of teacher commitment and academic performance in KCPE in Central Division in Narok County.

#### **4.5 Relationship Between Teachers’ Shared Leadership and the Pupils’**

##### **Performance**

The second level headed of this review was to evaluate the connection between instructors' common initiative and the understudies' presentation. It was imperative to set up the assessment of the respondents to viably address the review questions distinctly. Like for target one, the respondents were approached to give their

perspectives dependent on the Likert scale (4-firmly concur 3-concur 2-differ and 1-unequivocally conflict). The aftereffects of their reactions were introduced in Table 8.

**Table 8**

*Relationship between teachers' shared leadership and pupils' academic performance*

<b>Shared leadership</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Leadership roles are matched to personnel expertise in this school	2	4	2.60	.634
Principals are empowered to make decisions on educational matters in my school.	3	4	3.62	.498
Teachers strategize for attainment of goals	3	4	3.22	.417
Teachers supervise one another while teaching	1	4	2.93	.776
Teachers share roles and expertise in my school	2	4	3.30	.533

On whether Leadership roles are matched to personnel expertise in this school, majority of the respondents (M=2.60; SD=.634) agreed with the statements. This show that majority of the respondents agreed with most of the statements that sought to establish the relationship between teachers' commitment and performance of the learners in public primary schools. The results in table 8 show that majority of the respondents (M=3.62; SD=.498) agreed that principals are empowered to make

decisions on educational matters. This implies that principals in most of the schools are free to make decision on educational matters to enhance shared leadership. It was also found out that most of the teachers ( $M=3.22$ ;  $SD=.417$ ) agreed that teachers have good strategies for attainment their goals in their various schools. Similarly, most teachers ( $M=2.93$ ;  $SD=.776$ ) agreed that they supervise one another while teaching to ensure that they assist one another to achieve their goals and enhance academic performance of the learners.

On whether teachers share ideas and expertise to enhance the performance in schools, majority of the respondents ( $M=3.30$ ;  $SD=.533$ ) agreed that there is shared leadership among the teachers which is aimed at enhancing pupils' performance. This indicates that shared leadership among the teachers has an effect on the performance of the learners in public primary schools in central division of Narok County.

On the same variable, a test was done to ascertain whether there was significant relationship between shared leadership among the teachers and pupil's performance in KCPE in public primary schools in central division, Narok County, Kenya. To do this, hypothesis 2 was used which stated:

*“There is no significant relationship between shared leadership among the teachers and pupil's performance in KCPE in public primary schools in central division, Narok County, Kenya”.*

To test this relationship, a Pearson product-moment correlation analysis was done to determine the relationship between shared leadership ( $M=3.26$ ,  $SD = .349$ ) and pupil's academic performance in KCPE ( $M=3.49$ ,  $SD=.395$ ) as shown in Table 4. The analysis between these two variables produced an  $r$  of .475 and a  $p$  value of .000 (see

Table 9). At 109 degrees of freedom (df), the critical  $r = .197$  at an alpha level of 0.05.

**Table 9**

*Correlations analysis between shared leadership and academic performance of pupils*

Variables		Shared leadership	Academic performance
	Pearson Correlation	1	.475
Shared leadership	Sig. (2-tailed)		.000
	N	113	113
Pupil's academic performance	Pearson Correlation	.475	1
	Sig. (2-tailed)	.000	
	N	113	113

$p < .05$  (2-tailed);  $df = 109$ ; critical  $r = .197$ ;  $\alpha = 0.05$ .

The outcomes show that  $r(113) = .475$ ,  $p < 0.05$  which implies that there is a huge connection between divided authority between the educators and the scholarly exhibition of students in open grade schools in focal division of Narok district. The outcomes showed that a r-reproachful of .197 was not exactly the Pearson's relationship of  $r = .475$  and p-worth of .000 was under 0.05 that were utilized to decide the dismissal or maintenance of the invalid speculation 2. In view of this outcome, invalid theory that expressed that there is no huge connection between Shared Leadership among the instructors and student's exhibition in KCPE in open elementary schools in focal Division of Narok region was dismissed and the option

acknowledged and it could peruse: There is a huge connection between divided administration between the educators and understudy's presentation in KCPE in open grade schools in focal division, Narok County, Kenya. This outcome is in concurrence with Hull (2006) who in his exploration discovered that responsibility assignment as indicated by offices sorted out well in bringing the parts of sharing for execution in associations.

Like variable one, eleven Head teachers were also asked to inform the researcher whether there was shared leadership in primary schools in central division of Narok County in relation to academic performance in KCPE. This was done with the aid of three interrelated questions to this phenomenon. The questions were:

*Are leadership roles matched to personnel expertise in this school?*

*Which method do you employ in making decisions on educational matters in this school?*

*Are Teachers able to Share roles and expertise in this school?*

The head teachers' responses were as follows: In response to question one, HT1, HT2, HT5, HT6, HT9 and HT10 responded that head teachers' leadership roles matched to professional expertise and this motivates and enables them improve their work performance. Five of the HTs responded by saying that expertise did not matter much but teachers were involved in taking roles that were necessary at school. One HT (HT8) remarked that, "*Sometimes teachers may have the expertise but may not be willing to take up the roles*" (HT8).

On decision arrival in relation to question two, majority of the HTs (8) i.e HT2, HT3, HT4, HT6, HT7, HT8, HT9 and HT11 informed the researcher that decisions in their



schools were arrived through consensus with HT11 having said that “ *in most cases decisions are arrived at after consultations and consensus. The teachers feel valued and appreciated as stakeholders of the school when involved in decision making in schools*” (HT11). HT1 and 5 responded by saying that sometimes the head teacher has an obligation to make quick decisions to save the situation. Lastly, HT 10 indicated that some decisions are forced to the school and teachers from the Ministry of Education and the school management.

On whether Teachers were able to Share roles and expertise in schools (question 3), all the HTs indicated that most of the roles are shared apart from those that required the attention of the Head Teacher and Deputy Head Teacher. With the responses obtained from head teachers, it is evident that majority 84 % agreed that teachers are involved in shared leadership. This means that teachers leadership roles are matched to their professional expertise and decisions are arrived at after consultations and consensus. Previous studies such as Stegall & Linton (2012), Nappi, (2014), Koeslag-Kreunen, (2018) and Torres, Bulkley, & Kim, (2019), Reid, (2019). (2020) highlighted the importance for shared leadership in organizations.

#### **4.6 Relationship between Teachers’ Cohesion and Pupils’ Performance**

The third evenhanded of this review was to survey the impact of instructors Cohesion on understudy's presentation. It was imperative to build up the assessment of the respondents to successfully address the review questions. The respondents were approached to give their answers dependent on a four Likert scaled things (4-unequivocally concur 3-concur 2-differ and 1-firmly clash). The outcomes are introduced in table 9. The outcomes introduced in table 9 show that most respondents (M=3.23; SD=.641) concurred that educators exhibit shared help and trust for one

another and this upgrades their responsibility and empowers them to help the students to perform better. The outcomes likewise show that most educators (M=2.24; SD=1.011) concurred that they once in a while instruct for their partners when they are missing.

It was additionally noticed that the greater part of the instructors (M=3.08; SD=.569) concurred that they share educational plan before they begin instructing to develop the presentation of the students in open elementary schools.

The outcomes additionally showed that larger part of the instructors (M=3.62; SD=.488) concurred that they share assets in their schools and (M=3.11, SD=.557) demonstrated that they are resolved to join their endeavors in accomplishing their objectives and upgrading the presentation of the students. This demonstrates that there is high attachment among the instructors and this impacts the presentation of the students. This infers that the educators empowered great union which empowered them share assets in the school and this improved the presentation of the students.

On whether instructors in the school work in concordance, larger part of the respondents (M=3.52; SD=.502) concurred with the assertion. It is likewise noticed that most instructors (M=3.11; SD=.557) concurred that there are no contentions among educators in schools in Narok. It was likewise demonstrated that larger part of the respondents (M=3.09; SD=.649) concurred that the tops of the schools and the local area teams up in school projects. This joint effort impacts the scholarly exhibition of the understudies in the schools. It was likewise noticed that most

instructors (M=3.13; SD=.911) concurred that their commitments are regarded during conversations.

**Table 10**

*Response on relationship between teachers' Cohesion on pupils' academic performance*

Teachers' cohesion	Min	Max	Mean	Std. Deviation
Teachers share curriculum before they start teaching in my school	2	4	3.08	5.69
Teachers share resources in this school	2	4	3.23	.641
Teachers teach for others who are absent in this school	1	4	2.24	1.011
Teachers in this school are committed to unite their efforts in goal achievement	2	4	3.11	.557
Teachers demonstrate mutual support and trust in this school	2	4	3.09	.649

Further investigation was done on a similar variable utilizing Pearson's r to test whether there was a connection between instructors' union and understudy's presentation in KCPE in open grade schools in focal division, Narok County, Kenya with the guide of speculation 3 which expressed along these lines:

There is no critical connection between instructors Cohesion and student's exhibition in KCPE in open elementary schools in focal division, Narok County, Kenya.

The calculation included Teacher's union (M= 2.95, SD= .506) and student's scholarly presentation in KCPE (M=3.49, SD=.395) as displayed in Table 4. The calculation created a r of .363 and a p-worth of .000 (see Table 10). At 109 levels of opportunity (df), the basic r = .197 at an alpha degree of 0.05.

**Table 11**

*Correlations analysis between teachers' cohesion and pupils' academic performance*

Variables		Teachers' cohesion	Academic performance
	Pearson Correlation	1	.363
Teachers' cohesion	Sig. (2-tailed)		.000
	N	113	113
Pupil's academic performance	Pearson Correlation	.363	1
	Sig. (2-tailed)	.000	
	N	112	113

$p < .05$  (2-tailed);  $df = 109$ ; critical  $r = .197$ ;  $\alpha = 0.05$ .

The result shown in Table 10 indicate that  $r(113) = .363$ ,  $p < 0.05$ . The results also indicated that an  $r$ -critical of .197 was less than the Pearson's correlation of  $r = .363$  and  $p <$  than alpha level of 0.05 that was used to determine the rejection or retention

of the null in this study. Based on this, null hypothesis 3 was also rejected as the alternative is taken thus: *there is a significant relationship between teachers' cohesion and pupil's performance in KCPE in public primary schools in central division, Narok County, Kenya.*

This indicates that there is a significant correlation between teacher's cohesion and pupil's academic performance in public primary school in central division in Narok County. This means cohesion is essential in schools and that if enhanced, good results can be realized in performance in KCPE in central division of Narok primary schools. On the other hand, this can be compared with Freidson (1994) who found out that working relationships in a professional manner can enhance production of good results for institutions.

On cohesion, head teachers were interviewed with the aid of the following questions (see Appendix 2).

*Do your teachers share curriculum before they start teaching in this school?*

*To what extent are teachers committed in uniting their efforts in goal achievement in this school?*

*Are teachers able to teach for others who are absent in this school?*

Head teachers interviewed (coded HT1-HT11) on teachers' cohesion and pupil's performance in KCPE in public primary schools had their responses as follows: In answering question 7, ten (10) HTs responded with what was summarised as follows; the teachers share curriculum at departmental level during subject allocation meetings before the onset of teaching to ensure the learners are taught uniformly. One (1) Head Teacher (HT 7) however, indicated in his response that sharing was done for classes

that had double streams. On whether teachers committed in uniting their efforts in goal achievement in their schools (question 8), all the eleven Head Teachers responded by saying that all their teachers were committed and were united when it comes to matters related to achievement of good performance of their schools.

On whether teachers were able to teach for others who were absent in their schools, ten (10) head teachers agreed that in almost all cases teachers step in for their colleagues when they are absent or indisposed. Learners are never left unattended. On the same phenomenon, HT5, HT11 responded by saying that sometimes teachers may leave the classes unattended due to heavy load which cannot let them step in for their colleagues.

Information from Head Teachers was not any different from that of teachers who indicated that cohesion among teachers prevailed in primary schools in central division of Narok County. With the responses obtained from head teachers, it is evident that majority agreed that teachers are involved in teachers' cohesion, while a smaller percentage did not agree. This means that teachers' cohesion improves soft skills such as negotiation, compromise and communication skills. A number of studies have reported the positive influence of group work (Kratz, Locke, Piotrowski, Ouellette, Xie, Stahmer, & Mandell, 2015); Adler 2016; Hellas, Ihantola, Petersen, Ajanovski, Gutica, Hynninen, & Liao 2018; Cerda, Pérez, Elipe, Casas, & Del Rey 2019; Bilgin & Gul 2020 and Yoon, & Leem, 2021) for example, reported that academic performance is influenced by the skills and knowledge of individual members, potential social cohesion among the group members and the task management ability considered at the group formation stage.

#### **4.7 Relationship between Teachers Collaboration and Pupil's Performance in KCPE**

The fourth evenhanded of this review was to survey the impact of instructors Collaboration on student's presentation. It was critical to set up the assessment of the respondents to successfully address the review questions. The respondents were approached to give their perspectives on a four likert size of 1-4 where 4-firmly concur 3-concur 2-differ 1-emphatically clash. The outcomes were introduced in Table 11.

The outcomes in Table 11 show that a large portion of the instructors ( $M=2.56$ ;  $SD=.898$ ) accepted that distinctive subject educators work together while having example show. This shows that instructors in open grade schools are working together well with others to improve the scholarly presentation of the students. That the majority of the instructors ( $M=3.61$ ;  $SD=.490$ ) accept that understudies in open grade schools can possibly prevail in their scholastic presentation. It is additionally noticed that greater part of the respondents ( $M=3.30$ ;  $SD=.667$ ) felt that their school works with a helpful air for scholarly execution. It is additionally noticed that the majority of the instructors ( $M=3.20$ ;  $SD=.520$ ) concurred that their schools urge them to carry out neighborhood and state strategies for understudy achievement. It was likewise noticed that most instructors ( $M=3.08$ ;  $SD=.381$ ) showed that they are resolved to utilize different abilities and devices to help understudies to accomplish scholastic execution.

**Table 12**

*Relationship between Teachers' Collaboration on Pupils' Academic Performance in KCPE*

Teachers' collaboration	Min	Max	Mean	Std. Deviation
Teachers in this school work in harmony	1	4	2.56	.898
There are no conflicts among teachers in this school	3	4	3.61	.490
School heads and the community collaborate in school projects	2	4	3.30	.667
Teachers' contributions are respected during discussions	2	4	3.20	.520
Teachers have Joint planning and assessment in this school	2	4	3.08	.381

Ultimately, theory 4 was utilized to test whether there was a connection between educators' joint effort among the instructors and students' scholastic exhibition in KCPE in open elementary schools in focal division, Narok County, Kenya. The speculation expressed accordingly:



There is no critical connection between educators' joint effort and understudy's presentation in KCPE in open elementary schools in focal division, Narok County, Kenya.

To test this relationship, a Pearson Product-Moment Correlation investigation was done to decide the connection between educators Collaboration ( $M=3.30$ ,  $SD=.327$ ) and understudy's scholarly presentation in KCPE ( $M=3.49$ ,  $SD=.395$ ) as displayed in Table 4. The consequences of the calculation show that  $r=.683$  and  $p=.000$  (see Table 12). This can be accounted for as  $r(113) = .683$ ,  $p < 0.05$ , which implies that there is a critical connection between educators' coordinated effort and the scholarly exhibition of students in open elementary schools in focal division of Narok region. The outcomes likewise showed that a  $r$ -disparaging of  $.197$  was not exactly the Pearson's relationship of  $r = .683$  and that  $p < 0.05$  that were utilized to decide the dismissal or maintenance of invalid speculation 4. In view of this, the invalid theory on this relationship was dismissed along these lines: There is a huge connection between instructors' cooperation and student's presentation in KCPE in open elementary schools in focal division, Narok County, Kenya. This shows that joint effort in work places is a significant peculiarity for execution. O'Neill (1997) who led research on joint effort in his discoveries on "overseeing through groups" demonstrated that collaboration is fundamental for execution and this outcome along these lines agrees with his discoveries.

**Table 13***Correlation analysis between teachers' collaboration and pupils' academic performance in KCPE*

Variables		Teachers' collaboration	Academic performance
	Pearson Correlation	1	.683
Teachers' collaboration	Sig. (2-tailed)		.000
	N	113	113
Pupil's academic performance	Pearson Correlation	.683	1
	Sig. (2-tailed)	.000	
	N	113	113

$p < .05$  (2-tailed);  $df = 109$ ; critical  $r = .197$ ;  $\alpha = 0.05$ .

On teachers' collaboration, head teachers were interviewed with the aid of the following questions (see Appendix 2).

*Do teachers in this school work in harmony?*

*How many cases do you solve in this school that are as a result of conflicts among teachers?*

*Do teachers have joint planning and assessments in this school?*

Some of the head teachers interviewed (coded HT1-HT11) on teachers' collaboration among the teachers and pupil's performance in KCPE in public primary schools had their responses on the question "*Do teachers in this school work in harmony?*" as follows:

HT1, HT3:

The staffs help each other even when principal is away from the school.

HT2, HT7, HT10:

When I worked as a head teacher, I felt like I was part of a family. The teachers and other employees were from a diverse range of cultural backgrounds. The students were also from a range of different backgrounds and I loved working with them because they cared about each other and every body

HT4, HT5:

I always felt welcomed here. They allow you to grow and blossom within the school.

It is good to be able to grow within a company rather than grow out of a company.

HT6, HT11

The school does an excellent job of growing their own leaders. There is also excellent work-life balance and school management truly wants to develop their team.

Some of the head teachers interviewed (coded HT1-HT11) on teachers' collaboration among the teachers and pupil's performance in KCPE in public primary schools had their responses on the question "*How many cases do you solve in this school that are a result of conflicts among teachers?*" as follows:

HT1, HT3:

There are rare cases of conflicts amongst the teachers in this school.

HT2, HT7, HT10:

Most cases are solved by the teachers and I may solve one or two cases in a year

HT4, HT5:

During briefings and staff meetings teachers are identified based on their expertise and there after given roles based on their capabilities

HT6, HT11

In this school I frequently solve about 4 cases of teachers' conflicts each term.

On the question *“Do teachers have joint planning and assessments in this school?”*

All the eleven head teachers responded that there was *“an effective team of teachers work together as equal partners in interactive relationships, with both involved in all aspects of planning, teaching, and assessment”*

With the responses obtained from head teachers, it is evident that majority 70 % agreed that teachers are involved in collaboration while at school. This means that teachers work in harmony with or without headteachers supervision. Previous studies such as Liu, Bellibaş, & Gümüş, (2020), Moolenaar, (2012) and Ronfeldt, Farmer, McQueen, & Grissom, (2015) highlighted the importance of working in harmony in schools. Instructor joint effort happens when individuals from a learning local area cooperate to build understudy learning and accomplishment. On the off chance that our final location as instructors is understudy accomplishment, consider educator joint effort the excursion. The reactions on instructors clashes agrees with studies done by Vangrieken, Dochy, Raes, and Kyndt, (2015), Ostovar-Nameghi, and Sheikahmadi, (2016), Meyer, Richter, and Hartung-Beck, (2020) and Muckenthaler, Tillmann, Weiß, and Kiel, (2020) that the educator in a cognizant work to do his/her job of contention control and guideline, should likewise give a helpful learning and instructing climate that will be without conflicts, disorder, malevolence and even endeavor by plainly exhibiting an unmistakable comprehension of the idea of inspiration and successfully applying its center standards particularly in accordance with conduct change. The reactions on joint arranging and appraisals related with the finding of Tzivinikou, (2015) who featured those regions for coordinated effort

incorporate educational plans and guidance, appraisal and assessment, and homeroom the executives and conduct

#### **4.8 Academic Performance of Public Primary Schools in Central Division of Narok County**

The dependent variable in this study was pupils' academic performance in KCPE. As a dependent variable it was used to test relationships among the independent variables (see sections 4.4 to 4.7) with questionnaire item numbers 17 to 25 in the questionnaire (see Appendix I) for academic performance.

On the hand, eleven (11) head teachers were asked to tell how their schools performed in KCPE through an interview using the following questions (see Appendix II):

*Did your school appear in the top ten according to the KCPE results analysis in the county in the previous year?*

*What percentage of your students scored above 250 marks in last year's KCPE results?*

*Did your pupils appear in the newspapers last year for good performance after KCPE results?*

Using question 13, HTs were asked to tell whether their schools were among those that appeared in the top ten in KCPE results the previous year. In response to this question, all the eleven (11) HTs responded with a no. On the percentage of pupils who scored above 250 marks using question 14, various responses were given. Seven (7) HTs i.e. HT1, HT2, HT5, HT6, HT8, HT10 and HT11 indicated that forty percents (40%) of their pupils scored over 250 marks. Four HTs i.e HT3, HT4, HT7 and HT9 indicated that only twenty percent (20%) scored above 250 marks. The researcher using question 15 wanted to know whether pupils appeared in the newspapers in

previous years KCPE results. This was done with the aid of question 15. In answering this question, all the head teachers responded by saying no with HT 3 saying this, *“while I acknowledge that pupils from my school and many other schools in this zone do not appear in the newspapers, those that join county and national schools for their secondary education end up doing well even to join University”* (HT3).

The findings of this analysis indicate that primary schools in central division of Narok County are not the best performers in KCPE when compared to other divisions and counties in Kenya (Oduor, 2021).

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Overview

This section presents the synopsis of discoveries, ends and suggestions dependent on the discoveries of the review. The section is coordinated dependent on the accompanying theory; Hypothesis 1: There is no connection between students' dynamic abilities on execution of students in Kenya Certificate of Primary Education in Narok South Sub County. Theory 2: There is no connection between students' confidence on execution of students in Kenya Certificate of Primary Education in Narok South Sub County. Theory 3: There is no connection between the board of feelings by students influence execution of students in Kenya Certificate of Primary Education in Narok South Sub County. Speculation 4: There is no connection between student's capacities to oversee struggle influence execution of students in Kenya Certificate of Primary Education in Narok South Sub County. The review utilized Pearson's ( $r$ ) to test the connections between factors.

#### 5.2 Summary of the Findings

##### 5.2.1 Summary

The reason for this review was to evaluate the connection between educator's collegiality and scholastic execution of students in open grade schools in KCPE in focal division of Narok County. The review was directed by collegial models by Bush (2003). The review research configuration was embraced and a poll was utilized in information assortment from instructors while information was gathered from head educators utilizing interviews. Both unmistakable (mean and standard deviation) and inferential measurements (Pearson's  $r$ ) were utilized in the investigation of

information gathered from educators while that from head instructors was dissected word for word.

An aggregate of 152 polls were utilized out of which 113 were returned and every one of them were utilized for the investigation. There was just about an equivalent number of male to female respondents to the review demonstrating that sexual orientation probably won't have brought on any variety in the outcomes. The majority of the respondents had been educating for between 5-8 years which implies that they had insight and perceived the topic of the review. Then again, all the 11 head educators who were examined were met.

### **5.2.2 Relationship between Teachers Commitment and Performance of Pupils**

The primary goal of this review was to evaluate the impact of instructors' Commitment and scholarly execution. It was imperative to set up the assessment of the respondents to successfully address the review questions. The outcomes additionally showed that a large portion of the respondents concurred with the explanation that educators urge each other to make the wisest decision. This showed that in most teachers were strong of one another and they support each other in making the wisest decision. On whether educator's division of individual from proficient convictions makes a culture for collaboration, a large portion of the respondents (69.9%) concurred with the assertion.

This shows that most instructors have made a limit between their own and expert put stock to make a culture of cooperation. This infers that the educators have made a decent culture to improve their demonstrable skill and this assists with making fitting cooperation for school execution. This is in accordance with the discoveries that when



instructors function collectively, they are in a situation to upgrade their demonstrable skill and thus help the exhibition of the students. Further investigation was finished utilizing the Pearson connection to set up the connection between instructors' responsibility and execution of students in open grade schools.

The outcome showed that there was a huge relationship between's instructor's responsibility and understudy's exhibition in open elementary school ( $r(109) = .432$ ,  $p < .05$ ). The invalid speculations that there is no connection between instructor's responsibility and execution of understudies in open grade schools was thusly dismissed and the elective theory acknowledged. At last outcomes from the meeting from head instructors additionally demonstrated that there was a connection between educators' responsibility and understudies' exhibition in focal division of Narok County.

### **5.2.3 Relationship between Teachers Shared Leadership and the Pupil's**

#### **Performance**

The second level headed of this review was to evaluate the impact of instructors Shared Leadership on understudies' scholastic exhibition. The outcomes showed that most respondents concurred with the explanation that positions of authority are coordinated to staff mastery in their schools. This shows blended responses from the respondents inferring that in a portion of the schools, authority is coordinated to staff ability. On whether Principals are enabled to settle on choices on instructive issues, the outcomes show that greater part of the respondents concurred with the assertion. This shows that chiefs in many schools have the ability to settle on suitable choices on instructive issues in their separate schools. This assists with upgrading their activities and henceforth scholarly execution of the students. The outcomes additionally show

that the majority of the respondents (78.8%) concurred with the explanation that instructor's methodologies for achievement of objectives while 66.4% concurred that educators share thoughts and mastery demonstrating that in many schools' educators divided thoughts and this assisted with making great connection between them.

The outcomes further demonstrate that collegiality upgrades administration which positively affects the scholarly presentation of the students. The outcomes introduced it was set up that there is a powerless measurably huge connection between the educator's initiative and their exhibition in Kenya Certificate of Primary Education in focal division of Narok County. The outcomes from the investigation shows that there is a huge connection between the authority which positively affects the scholarly exhibition accordingly  $r(113) = 475, p < 0.05$ . Consequently, the invalid speculation that there is no connection between the factors was dismissed.

#### **5.2.4 Relationship between Teachers Cohesion and Pupil's Performance**

The third level headed of this review was to survey the impact of educators Cohesion on understudy's scholarly exhibition. The discoveries of the review showed that over 60% of the respondents concurred that instructors share educational plan before they begin educating, the respondents likewise concurred that educators conceded to the educational plan prior to instructing began. It was additionally showed that instructors share assets in this school. This is demonstrated that most respondents who concurred with the greater part of the explanations that the educators supported attachment which empowered them share assets in the school and this upgraded the presentation of the students.

The outcomes additionally shows that most respondents concurred that instructors that most took an interest are resolved to join their endeavors in objective accomplishment., implying that through investment educators are resolved to guarantee they center around one objective that upgrade execution. The discoveries additionally show that most respondents concurred with the explanation that educators exhibit shared help and trust among themselves and this upgrades execution of the students in their particular schools. This shows that through union instructors can exhibit common trust and backing for one another.

The outcomes from the examination utilizing Pearson r that tried whether there was a connection between instructors' attachment and scholarly execution showed that there was a critical relationship, consequently  $r(113) = .363, p < 0.05$ . Along these lines, the invalid speculation that there is no connection between the educator attachment and scholarly execution was dismissed. Head instructors were additionally in concurrence with the reactions from the educators.

### **5.2.5 Relationship between Teachers Collaboration and Pupil's Performance in KCPE**

The fourth unbiased of this review was to survey the impact of educators Collaboration on student's scholarly exhibition. It was set up that the vast majority of the educators (over 60%) concurred that instructors in their particular school work in concordance, that there are no struggles among educators in this school. This shows that however much instructors are working together well with others there is in every case a few contentions emerging among them, that the vast majority of the respondents concurred that school heads and the local area teams up in school activities to upgrade execution, that educators' commitments are regarded during

conversations. This suggests that through joint effort educators are in a situation to help one another and to coexist well with the guardians, this improves the exhibition of the students in their separate schools.

The concentrate additionally looked to build up the connection between coordinated effort among the instructors and students' scholarly exhibition in KCPE. The outcomes introduced set up that there is a moderate genuinely huge connection between the instructor's cooperation and understudies' scholarly presentation in Kenya Certificate of Primary Education in focal division of Narok County. The outcomes from the examination shows that there is a critical connection between educators' cooperation and understudies' scholastic presentation accordingly  $r(113) = .683, p < 0.05$ . Along these lines, the invalid speculation that there is no connection between instructors' joint effort and understudies' scholastic presentation was dismissed too and the option taken.

### **5.3 Conclusion**

The reason for this study was to check whether there existed a connection between educator's collegiality and scholarly execution of understudies in Kenya declaration of essential instruction in open elementary schools in focal division of Narok County. In light of the investigation, the review infers that instructors' responsibility significantly affects the scholarly presentation of understudies in open grade schools in focal division of Narok County.

The concentrate likewise infers that there is a critical connection among's administration and the scholastic exhibition of students in open elementary schools in Central division of Narok County. Then again it inferred that educator's attachment

had a positive relationship with scholarly execution of students in open elementary schools in Central Division of Narok County

At long last, the review inferred that educator's coordinated effort had a huge scholastic exhibition of students in open elementary schools in focal division of Narok County. The outcomes along these lines shows that instructor's collegiality has a relationship with the exhibition of the students in open grade schools in Central division of Narok County. From the aftereffects of this review, note that collegiality in schools should be supported among educators for better execution in KCPE in open grade schools in focal division of Narok County.

#### **5.4 Recommendations**

Based on the findings of this study, the following recommendations were made.

##### **5.4.1 Recommendations for Policies**

- i. Collegiality is one of the most important factors in determining the quality of a school. It is assumed that the task of developing collegiality may be integral to the task of improving schools.
- ii. Pupil's academic performance in public primary schools can be achieved by enhancing teacher's commitment which can only be achieved by teachers having a collegial relationship among them.

##### **5.4.2 Recommendations for management practice**

- i. Schools that seek to enhance their academic performance should embrace effective leadership which helps to enhance teacher's relationship.
- ii. It is evident from the interviews conducted that the Headteachers are more comfortable in a collegial system.

- iii. They reveal that teachers feel more important as they are part of the management process and future scenario of the school.
- iv. Finally, the study recommends that school's academic performance can be enhanced through teacher collegiality.

### **5.5 Areas for Further Study**

From the study it was discovered that collegiality is basic in the scholastic exhibition of the understudies. A review covering different spaces of whole Narok County ought to be done to set up whether the outcomes can be comparative. The concentrate additionally recommends that a review to look at the job of the guardians in the collegial interaction and the scholastic accomplishment ought to be done to help the current review.

In conclusion, it is proposed that collegiality ought to be reached out to the administration of grade schools for scholarly execution. In this undertaking, it is proposed that a review should be possible on how the grade school supervisory crews can be joined in collegial undertakings.

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## APPENDICES

### Appendix 1: Letter of Introduction

Soila Irene Tamoo  
Maasai Mara University  
P.O. Box 861-20500, NAROK  
0721277910  
The County Director of Education,  
Narok County  
P. O. BOX 931 - 20500, NAROK

Dear Sir /Madam,

#### **RE: REQUEST FOR PERMISSION TO CARRY OUT AN EDUCATION RESEARCH**

I am a Master's student at Maasai Mara University, Kenya carrying out research on the "*Relationship Between Teachers Collegiality and Academic Performance of Pupils in KCPE in Public Primary Schools in Central Division of Narok County, Kenya.*". I have identified you as a potential respondent in this study and humbly request you to take a few minutes to fill the questionnaire. Please note that you are not required to write your name or any other form of identification. I assure you that your responses will be treated with utmost confidentiality and will only be used for academic purposes.

Taking part in this study is voluntary. Without writing your name, you can sign below if you accept to participate in the research as a respondent.

Thank you

Signature\_\_\_\_\_

Date\_\_\_\_\_

Yours faithfully,

Soila Irene Tamoo

## Appendix 2

### Questionnaire for Teachers

Dear Respondent,

This questionnaire is designed to gather information on evaluating the effect of teacher's collegiality and pupil's performance in public primary school in Narok County. The information gathered is to aid in the compilation of a research thesis as a partial fulfillment of the Master of Education degree in administration kindly is free to answer the questions with the honesty possible. The information you give will be treated with confidentiality and will in no instance be used for other purposes other than for this study.

Instructions

Demographic Information

For items 1-3 please put a (✓) on the most appropriate response based on the scale provided.

SECTION A: Demographic Features of Survey Respondents

1. Gender - Male [ ] Female [ ]

2. Educational Attainment - P1 certificate [ ] Diploma [ ]

Bachelor's Degree [ ] Master's degree [ ]

3. Teaching Experience - Less than 5 years [ ] 5-10 years [ ]

10-15 years [ ] more than 15years [ ]

Section B : Questionnaire items on objectives of the study

4. For questionnaire items 1-28 please indicate by a tick against the number 1-4 where

4- Strongly Agree, 3- Agree, 2- Disagree , 1- Strongly Disagree.

Item statements	4	3	2	1
<b>Teachers Commitment</b>				
Teachers are empowered in solving learner issues in this schools				
We encourage one another to do what is right				
Teachers Separation of personal from professional beliefs creates a culture for team work				
All teachers in this school are committed to duty				
My school facilitates time to discuss student needs with teachers for solutions				
<b>Shared Leadership</b>				
Leadership roles are matched to personnel expertise in this school				
Principals are empowered to make decisions on educational matters in my school				
Teachers Strategies for attainment of				

	goals in my school are well focused				
	Teachers supervise one another while teaching				
	Teachers Share roles and expertise in my school				
	<b>Teachers Cohesion</b>				
	Teachers share curriculum before they start teaching in my school				
	Teachers Share resources in this school				
	Teachers in this school are committed to unite their efforts in goal achievement				
	Teachers demonstrate mutual support and trust in this school				
	Teachers teach for others who are absent in this school				
	Teachers Collaboration				
	Teachers in this school work in harmony				
	There are no conflicts among teachers in this school				
	School heads and the community collaborate in school projects				
	Teachers contributions are respected during discussions				

	Teachers have Joint planning and assessment in this school				
	<b>Pupils Academic Performance in KCPE</b>				
	According to KCPE results analysis, my school appeared in the top ten in the county.				
	My school had more than half the students scoring above 250 marks in last year's KCPE results				
	Teachers driving force behind student performance is team effort				
	My pupils appear in the news papers for good performance after KCPE results				
	Team work in my school helps the school to do well in KCPE				

**Document analysis schedule for pupils Academic Performance**

Schools	2010	2011	2012	2013	2014
1					
2					
3					
4					
5					

6					
7					
8					
9					
10					
11					

Thank you



### **Appendix 3: Interview Schedule for Head Teachers**

Date of interview \_\_\_\_\_ Venue No \_\_\_\_\_

Interviewee No. \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

#### **Teacher commitment**

1. Are teachers empowered in solving learner issues in this school?

To what extent are teachers in this school committed to duty

2. Does your school facilitate time to discuss student needs with teachers for solutions?

#### **Shared Leadership**

- i. Are Leadership roles matched to personnel expertise in this school?
- ii. Which method do you employ in making decisions on educational matters in this school?
- iii. Are Teachers able to Share roles and expertise in this school?

#### **Teachers Cohesion**

- i. Do your teachers share curriculum before they start teaching in this school?
- ii. To what extent are teachers committed in uniting their efforts in goal achievement in this school?
- iii. Are teachers able to teach for others who are absent in this school ?

#### **Teachers Collaboration**

- i. Do teachers in this school work in harmony?
- ii. How many cases do you solve in this school that are as a result of inflicts among teachers?
- iii. Do teachers have joint planning and assessments in this school?

#### **Pupils Academic Performance in KCPE**

- i. Did your school appear in the top ten according to the KCPE results analysis in the county in the previous year?.
- ii. What percentage of your students scored above 250 marks in last year's KCPE results?
- iii. Did your pupils appear in the news papers last year for good performance after KCPE results?

THANK YOU

**Appendix 4: Critical Values for Correlation Coefficient r**

df / n	2-tailed testing		1-tailed testing		$\alpha$
	$\alpha = .1$	$\alpha = .05$	$\alpha = .01$	$\alpha = .1$	
= .05	$\alpha = .01$				
5	0.805	0.878	0.959	0.687	
0.805	0.934				
6	0.729	0.811	0.917	0.608	
0.729	0.882				
7	0.669	0.754	0.875	0.551	
0.669	0.833				
8	0.621	0.707	0.834	0.507	
0.621	0.789				
9	0.582	0.666	0.798	0.472	
0.582	0.750				
10	0.549	0.632	0.765	0.443	
0.549	0.715				
11	0.521	0.602	0.735	0.419	
0.521	0.685				
12	0.497	0.576	0.708	0.398	
0.497	0.658				
13	0.476	0.553	0.684	0.380	
0.476	0.634				
14	0.458	0.532	0.661	0.365	
0.458	0.612				
15	0.441	0.514	0.641	0.351	
0.441	0.592				
16	0.426	0.497	0.623	0.338	
0.426	0.574				
17	0.412	0.482	0.606	0.327	
0.412	0.558				

18	0.400	0.468	0.590	0.317
0.400	0.543			
19	0.389	0.456	0.575	0.308
0.389	0.529			
20	0.378	0.444	0.561	0.299
0.378	0.516			
21	0.369	0.433	0.549	0.291
0.369	0.503			
22	0.360	0.423	0.537	0.284
0.360	0.492			
23	0.352	0.413	0.526	0.277
0.352	0.482			
24	0.344	0.404	0.515	0.271
0.344	0.472			
25	0.337	0.396	0.505	0.265
0.337	0.462			
26	0.330	0.388	0.496	0.260
0.330	0.453			
27	0.323	0.381	0.487	0.255
0.323	0.445			
28	0.317	0.374	0.479	0.250
0.317	0.437			
29	0.311	0.367	0.471	0.245
0.311	0.430			
30	0.306	0.361	0.463	0.241
0.306	0.423			
40	0.264	0.312	0.403	0.207
0.264	0.367			
50	0.235	0.279	0.361	0.184
0.235	0.328			
60	0.214	0.254	0.330	0.168
0.214	0.300			
80	0.185	0.220	0.286	0.145
0.185	0.260			

100		0.165	0.197	0.256	0.129
0.165	0.232				
120		0.151	0.179	0.234	0.118
0.151	0.212				
140		0.140	0.166	0.217	0.109
0.140	0.196				
160		0.130	0.155	0.203	0.102
0.130	0.184				
180		0.123	0.146	0.192	0.096
0.123	0.173				
200		0.117	0.139	0.182	0.091
0.117	0.164				
300		0.095	0.113	0.149	0.074
0.095	0.134				
400		0.082	0.098	0.129	0.064
0.082	0.116				
500		0.074	0.088	0.115	0.057
0.074	0.104				

---

*Note:*  $df = n-2$ ;  $n =$  sample size;  $\alpha =$  alpha level

## Appendix 5: Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/70712/20755**

Date: **16<sup>th</sup> January, 2018**

Irene Soila Tamoo  
Maasai Mara University  
P.O. Box 861  
**NAROK.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“The effects of teachers collegiality on academic performance of pupils in Kenya Certificate of Primary Education in public primary schools in Central Division of Narok County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Narok County** for the period ending **16<sup>th</sup> January, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Narok County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Narok County.

The County Director of Education  
Narok County.

## Appendix 6: Research Clearance Permit

**THIS IS TO CERTIFY THAT:**  
**MS. IRENE SOILA TAMOO**  
**of MAASAI MARA UNIVERSITY,**  
**811-20500 narok,has been permitted to**  
**conduct research in Narok County**

**Permit No : NACOSTI/P/18/70712/20755**

**Date Of Issue : 16th January,2018**

**Fee Recieved :Ksh 1000**

**on the topic: THE EFFECTS OF**  
**TEACHERS COLLEGIALITY ON ACADEMIC**  
**PERFORMANCE OF PUPILS IN KENYA**  
**CERTIFICATE OF PRIMARY EDUCATION**  
**IN PUBLIC PRIMARY SCHOOLS IN**  
**CENTRAL DIVISION OF NAROK COUNTY,**  
**KENYA**

**for the period ending:**  
**16th January,2019**



.....  
**Applicant's**  
**Signature**

*SmmmmBul*  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 17106**

**CONDITIONS: see back page**