

**TEACHERS' RELATIONAL FACTORS INFLUENCING TIMELY SYLLABUS
COVERAGE IN PUBLIC SECONDARY SCHOOLS WITHIN
MIGWANI SUB-COUNTY, KITUI COUNTY, KENYA**

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DECLARATION

This Research project report is my original work and has not been presented for award of a degree in any other university.

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DEDICATION

This project report is dedicated to my wife Everlyne Kasyoka and children Mercy Kangw'ele, Grace Katunge and Benedict Mutia.

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ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
CEO:	Chief Executive Officer
EFA:	Education for All
HOD:	Head of Department
HIV/AIDS:	Human Immuno-deficiency Virus/ Acquired Immune Deficiency Syndrome
ICT:	Information Communication Technology
IT:	Information Technology
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
KEMI:	Kenya Education Management Institute
KESSP:	Kenya Education Sector Support Programme
KNEC:	Kenya National Examination Council
KNUT:	Kenya National Union of Teachers
MBWA:	Management by Walking Around
MDGs:	Millennium Development Goals
M.ED:	Master of Education
MOEST:	Ministry of Education, Science and Technology
NACOSTI:	National Commission for Science, Technology and Innovation
PPMCC:	Pearson's Product Moment Correlation Coefficient
QASO:	Quality Assurance and Standards Officer
RC:	Relational Coordination
RBV:	Resource Based View
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission
TR:	Teacher
UNCHR:	United Nations Commission for Human Rights
UNESCO:	United Nations Education, Science and Cultural Organization
UNICEF:	United Nations Children Education Fund

ABSTRACT

The purpose of this study was to establish the extent to which teachers' relational factors (communication, conflict resolution, coordination and attitude) influence timely syllabus coverage. The objectives of this study were: to establish the influence of communication on timely syllabus coverage, to establish the influence of conflict resolution on timely syllabus coverage, to establish the influence of coordination on timely syllabus coverage and to establish the influence of attitude towards relational interaction among teachers on timely syllabus coverage in public secondary schools in Kenya. The study was carried out in Migwani sub county, Kitui County. The study adopted descriptive survey research design. The study involved all the 41 public secondary schools with a teachers population of 459 (41 principals, 41 deputy principals, 92 HODs and 285 assistant teachers). The study sample was drawn from 32 schools. Equal numbers of teachers (7) from each school were involved in the study giving a sample of 224 (32 principals, 64 HODs and 128 assistant teachers). Piloting was done in two schools and the pilot test for the research instruments using Pearson's Product Moment Correlation Coefficient (PPMCC) was found to be 0.750 for principals questionnaire (PQ), 0.8890 for HOD questionnaire (HODQ) and 0.9145 for assistant teacher questionnaire (TQ). Purposive sampling was done to select schools and hence the principals while simple random sampling was done at school level to get HODs and assistant teachers. Data was collected by use of the 3 questionnaires: PQ, HODQ and TQ. Quantitative information was summarized into frequency tables, percentages and graphs. Responses were tabulated, coded and processed by use of computer SPSS program version 16. Descriptive statistics was used to analyze both close-ended and open-ended questions from the HODQ and PQ while descriptive and inferential statistics was used to analyze responses from TQ. Descriptive statistics analysis showed Means that indicate that respondents agreed that teacher relational factors have positive influence on timely syllabus coverage. Analysis of variance (ANOVA) test confirmed that all the four teacher relational factors have significant effect on timely syllabus coverage $F(df_B, df_W) = F(4, 113)$, ($p < 0.05$), and hence all the four null hypotheses were rejected. PPMCC test established that there exists a positive correlation between teachers' relational factors and timely syllabus coverage. The study recommends that teachers interact in a relational manner for this would boost the prospects of timely syllabus coverage and that a further research be done on influence of relational factors of teachers, students and support staff on timely syllabus coverage and on other teacher relational factors: politics, friendship, mentorship, competition, bullying, consultations, information exchange and favoritism.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Timely syllabus coverage is critical to learners as pertains to performance in end of secondary school course examinations (KCSE) and hence choice of which higher education institutions to join by KCSE graduates (Amadalo, Shikuku & Wasike, 2012). Efforts to improve performance in education are pulled back by woes such as inadequate coverage of syllabus, mismanagement and wastage of quality teaching time by teachers, perception that education no longer guarantees employment and lack of efforts by parents, teachers, leaders and community to create an enabling learning environment (Njoroge, 2012). Attainment of timely coverage of syllabus is mainly achieved through teachers and hence secondary schools should consider putting more emphasis on teachers' relational factors such as effective communication, conflict resolution, coordination and attitude and pay attention to students' attitude, students' entry behavior and work environment as a basis for timely syllabus coverage.

Education is a fundamental human right as clearly articulated in article 26 of the United Nations Commission for Human Rights (UNCHR, 1948). Beyond its intrinsic human value, education is also an indispensable means of unlocking and protecting other human rights by producing the scaffold required to secure good health, liberty, security, economic well-being and participation in social and political activity (UNESCO, 2002). While specified as separate in goals 2 and 3, education is crucial to the achievement of other Millenium Development Goals (MDGs). Education, especially good quality education – has positive impact not only on a country's economic development, but also on better health, lower fertility and maternal

mortality, less risk of exposure to HIV/AIDs and greater life expectancy. It has a powerful impact in addressing social and economic barriers within a society and is central to realizing human freedoms (UNESCO, 2002). The achievement of universal participation in education will be fundamentally dependent upon the quality of education available. For example how well pupils and students are taught and how much they learn, can have a crucial impact on how long they stay in school and how regularly they attend. The instrumental roles of schooling – helping individuals achieve their own economic and social and cultural objectives and helping society to be better protected, better served by its leaders and more equitable in important ways will be strengthened if education is of higher quality (Education For All, 2005).

In 1990, the world declaration on EFA in Jomtien, Thailand noted that the generally poor quality of education needed to be improved and recommended that education be made both universally available and more relevant (EFA, 1990). The Declaration also identified quality as a prerequisite for achieving the fundamental goal of equity. While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase in children's cognitive development by improving the quality of their education.

The Dakar framework for Action (2000) declared that access to quality education is the right of every child. It affirmed that quality was at the heart of education – a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy motivated

students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). Although this established an agenda for achieving good education quality, it did not ascribe any relative weighting to the various dimensions identified.

In many parts of the world, Kenya included, progress from one level of education to the next is determined by performance in national exams (Sifuna, 1988). KCSE determines not only who is to proceed to higher education institution, but also which category of institution i.e certificate, diploma or degree institutions. According to Gitahi, Mshindi and Mathiu (2014) national examinations are important yardsticks to establish who goes on with higher education and who drops by the wayside. But if the process of examination administration is flawed, nobody will ever know for sure who deserved to be admitted to university. Joining a university and or being placed in prestigious course squarely depends on good performance at KCSE which also mainly depends on timely syllabus coverage by teachers and students. When an individual progresses, the whole society progresses, and the nation as a whole. No one should be a burden to the growth of a nation and hence all should contribute their fair share to the national growth.

According to “Kenya Vision 2030” sector plan for Education and Training (2008 – 2012), the education sector has expanded rapidly and this growth has impacted on quality and relevance at all levels. Hence need for quality assurance and standards whose objective is to ensure that relevant curriculum as well as teaching and learning materials are well developed; appropriate physical facilities and equipment are provided; and there is adequate qualified teaching staff for effective delivery of curriculum. The Government of Kenya has occasionally developed various policies

and strategies to implement the recommendations of international conventions, treaties and protocols to which it is a signatory. A good example is the Sessional paper No. 1 of 2005, a policy document for Education Training and Research and its implementation program known as KESSP (Republic of Kenya, 2005). Here the government's focus is on promotion of access, equity, relevance and quality of education; more so basic education which encompasses pre-school, primary school and secondary school education. However timely syllabus coverage and hence good performance in KCSE cannot be realized if some secondary schools continue to record poor performance in KCSE attributable to late or incomplete coverage of syllabuses by the time KCSE candidates sit their national examinations. For example, some schools have recorded negative deviation in the recent years in KCSE leading to overall negative deviation in Migwani Sub County's performance in KCSE (table 1.1)

Table 1.1 KCSE performance in Migwani sub county (2008 – 2013).

Year	Mean score	Deviation	Mean grade
2008	4.190	–	D +
2009	4.679	+ 0.489	C –
2010	5.035	+ 0.356	C –
2011	5.084	+ 0.049	C –
2012	4.964	– 0.120	C –
2013	4.760	– 0.204	C –

Source: MOEST Migwani sub county, KCSE results for the years 2008 – 2013

The poor performance in KCSE defined the need for the study which established the extent to which teachers relational factors influence timely syllabus coverage and hence performance at KCSE.

1.2 Statement of the problem

There is strong positive relationship between timely syllabus coverage and better KCSE academic performance in schools (Amadalo, Shikuku and Wasike, 2012). Migwani Sub County has had a significant drop in KCSE performance in the recent years: 2012 and 2013 (table 1.1) and this has been worrying education stakeholders. The sub county had been registering significant positive deviations in the previous years (2009, 2010 and 2011) see table 1.1. Kaner (1998) noted that resource time if well managed can lead to timely syllabus coverage. Poor time management practices and lack of control of time wastage leads to low achievement of set objectives (Kaner, 1998). Many factors are known to contribute to poor performance in KCSE and which include: level of training of teachers, availability of infrastructural and instructional materials, students' level of motivation, students' entry behavior, extent of staffing and poor timing of syllabus coverage (Tuwei, 2013). Intensive researches have been done to unearth challenges faced in syllabus coverage and curriculum implementation in specific subject areas in relation to the above mentioned factors. Studies that have been done on teacher factors that influence on timely syllabus coverage in secondary schools have been general or given limited insight (Mbiti 2013, Ngaruiya 2013, Tuwei 2013, Ngando, 2011). This then necessitated a study to determine influence of teacher relational factors on timely syllabus coverage in public secondary schools in Kenya. The researcher chose this sub county for it had shown two years consecutive drop in KCSE performance (2012 and 2013) after it had a consecutive four year rise in KCSE performance 2008, 2009, 2010 and 2011 see table 1.1.

1.3 Purpose of the study

The purpose of this study was to establish the extent to which teachers relational factors influence timely syllabus coverage.

1.4 Objectives of the study

- i) To establish the influence of communication among teachers on timely syllabus coverage.
- ii) To establish the influence of conflict resolution among teachers on timely syllabus coverage.
- iii) To establish the influence of coordination among teachers on timely syllabus coverage.
- iv) To establish the influence of attitude towards relational interaction among teachers on timely syllabus coverage.

1.5 Research Hypotheses

The following null hypotheses were tested.

- i) H_{01} : Communication has no influence on timely syllabus coverage.
- ii) H_{02} : Conflict resolution has no influence on timely syllabus coverage.
- iii) H_{03} : Coordination has no influence on timely syllabus coverage.
- iv) H_{04} : Attitude has no influence on timely syllabus coverage.

1.6 Significance of the study

Findings from the study may be beneficial to the following:

The school management teams and administration could use the findings as basis upon which to review schools' performance. Necessary improvements identified

could be undertaken to enhance timely syllabus coverage in schools. The study could be of importance to schools' management as it can help in identifying aspects of wastage of time in syllabus coverage.

Findings of the study could be used by school management and administration to formulate viable policy documents that effectively can in turn boost performance of teachers. Findings of the study could be of assistance to the quality and standards office in setting the standards of syllabus coverage and time frames of the coverage so as to afford learners time to revise for especially end of year and summative exams which is deemed to be critical in exams performance. The findings can also be used by human resource management in other organizations to help in boosting employees' performance at the various workplaces. The findings of the study can expand existing knowledge and hence could be of interest to both researchers and academicians who seek to explore and carry out further researches.

1.7 Delimitation of the study

The study was confined to public secondary schools in Migwani sub-county which though with vast majority of secondary schools in Kitui County was easy to access any school at will due to small size of the sub county which makes the schools be closely located to each other. The research confined itself to principals, heads of departments and assistant teachers in public secondary schools who are directly concerned with time management behavior and curriculum delivery. The data collection was done in term two 2015 when schools were in session hence possibility of finding those who would be included in the study sample at their work stations. Teachers know meaning of effective communication, conflict resolution, coordination and attitude and that they are relational factors.

1.8 Limitations of the study

Respondents involved in the study fearing to express themselves fully. In consideration of this, the questionnaires were designed in such a way that respondents were not be required to give their name or any form of identification. The questionnaires also indicated that they would only be used for the purpose of the research study. The study did not consider syllabus coverage in each specific subject but the general KCSE syllabus coverage hence literature on general subjects was reviewed. There was paucity of literature on relational factors influencing timely syllabus coverage hence research relied on relational factors influencing other areas of performance e.g service delivery in the aviation industry, national security service, health service industry etc.

1.9 Assumptions of the study

Participants responding to questionnaires did so honestly and objectively. Teachers were aware of relational factors in organizational setups and which are applicable in schools also and that time has no substitute when wasted and that time is both irrecoverable and intangible resource and although it is priceless, is indispensable if any production is to occur.

1.10 Definition of significant terms

Attitude: a mental state that is thought to drive a person's actions.

Effective communication: communication in which the language used is understood by all so as to avoid confusion which would lead to frustration among organizational staff and is characterized by following aspects: frequency, timeliness, multi-directional and clarity

Relational factors: any shared knowledge /actions that promote employee willingness to do their job efficiently to achieve maximum profit for the organization.

Entry behavior: entry/joining /admission grade or qualification.

Timely syllabus coverage: covering syllabus early enough (at end of term 2) of the final year/examination year so as to afford appreciably good amount of time for revising for final exams normally done in term three.

Relational coordination: communicating and relating for the purpose of task integration.

Relational conflict resolution: solving conflicts in a peer-to-peer fashion where aggrieved employees are encouraged to approach co-worker(s) or supervisor or whoever else and beg to bury the hatchet.

1.11 Summary

Chapter one has discussed background to the study, given a statement to the problem, purpose and objectives of the study and research hypotheses to be tested. The chapter has also highlighted the significance of the study, delimitations and limitations of the study. The chapter has also given assumptions underlying the study and finally definitions of significant terms in the study for example timely syllabus coverage refers to covering syllabus in term two of the final/ examination year.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature relevant to the study as viewed by other scholars in relation to variables of this study which include timely syllabus coverage as the dependent variable and teacher effective communication, teacher conflict resolution, teacher relational coordination and teacher relational attitude as the independent variables. This chapter also comprises theoretical frame work and conceptual framework.

2.2 Need for timely syllabus coverage in public secondary schools in Kenya

Mazzeo (2003) cited in Mwikya (2013) contends that service quality is a performance measure of many firms and is crucial for entrepreneurs, directors, employees and clients /consumers. Similarly, timely syllabus coverage in schools is one of the performance measures for it has a direct influence on performance in both formative and summative exams. Timely coverage of syllabus affords both students and teachers enough revision time for term end, year-end, and course end exams set by KNEC. When syllabuses are covered in a timely manner, ability of students to understand both theoretical and practical concepts is boosted and hence prospects of good performance in especially final/national exams.

2.3 Influence of teacher effective communication on timely syllabus coverage

Nzuve (1999) avers that communication is the process by which information is intentionally or unintentionally exchanged between individuals. Nzuve (1999) proceeds to say that communication serves following functions: controls employees

behavior by specifying job description and compliance with company policies, fosters motivation by clarifying to employees what is required to be done to improve performance, provides for a release of emotional expression and fulfillment of social goals and facilitates decision making by gathering and providing information that individuals and groups need to make decisions.

Greenberg and Baron (2008) say that effective communication is one in which the language used is understood by all parties concerned for this avoids confusion which would lead to frustration among employees and customers. In a secondary school, the principal who is the CEO should make effort to stay in touch with staff for unless the person at the helm and those who answer to him/her are all pulling in the same direction, there is little reason to be optimistic about the success of school's business which is equipping learners with relevant knowledge, skills and attitudes in a timely manner.

The CEO should then visit staff at their points of work for example classroom, enhance MBWA style and if possible set a website from which he fields emails. In school, communication can be made more effective by installing IT which is the storage, processing and retrieval of information by means of electronic technology in particular computers and advanced telecommunication (Sillars, 1988). In schools, each executive inclusive of the principal, deputy principal, HOD etc may have an independent desktop or laptop with its own printer which will perform a variety of functions. A more efficient use in many circumstances is to connect those individual workstations /points to form a network, which is then linked to a central source of information (principal's office) or database. Any network user can call data held on the central database taking what is needed into the memory of his/her own unit, processing it and returning the updated or revised version to the database. In this way

the duplication of data is avoided and updated or new data is instantly available to all individuals or departments who need it. Brand (2007) cited in Tubbs and Moss (2010) says following simple rules are essential for effective communication: make it clear, say what you mean, avoid acronyms and abbreviations and get to the correct common denominators. When communication is effective, it provides a bridge of meaning between the two people so that they can each share what they feel and know (Newstrom, 2011). Lack of communication among employees will make coordination of work impossible and the organization may collapse. Cooperation becomes impossible because people cannot communicate their needs and feelings to others.

Communication helps accomplish all the basic management functions:- planning, organization, leading and controlling - so that organizations can achieve their goals and meet their challenges. When communication is effective it tends to facilitate better performance and improve job satisfaction, people understand their jobs better and feel more involved in them. In some instances they even will voluntarily give some of their long established privileges because they see that a sacrifice is necessary (Newstrom, 2011). In schools for example teachers volunteer to take extra workload, arrive at school earlier than usual for example, at 6.00 a.m, leave school unusually late for example at 6.00 pm and come for remedial lessons over weekends with a view to covering syllabus early/on time and revise for exams.

Effective communication is a basic prerequisite for the attainment of organizational goals for however great an idea is, it is practically useless until it is transmitted or understood by others who are concerned with it (Okumbe 1998). Communication helps to motivate teachers, students and other workers in an educational organization.

Through communication all members in an educational organization are informed about what is to be done, how they are performing their variously assigned tasks and what can be undertaken to make the tasks be done even better and this is done through proper feedback mechanism (Okumbe, 1998). Communication provides teachers and others with the information which they require for making appropriate decisions.

According to Jefkins & Yadin (1998), following methods aid in effective communication in schools: notice boards which are placed at vantage points throughout the school so that all personnel are given same information at same time; suggestion boxes which are placed at strategic points throughout the premises and staff are invited to place ideas, comments or complaints in the box; whole staff and departmental meetings; induction literature for new staff which tells a story of the organization, how it works and the family tree of management and functions can be told in introductory booklets; visits by management staff to departments, to classrooms during teaching, to fields during games, etc; in order to get firsthand experience on what other staff do; staff events like parties, anniversary dinners, outings/tours and allowing for informal groupings e.g merry go round.

2.3.1 Aspects of effective communication in an organization

Effectiveness in communication is achieved when the communication is frequent, timely, multidirectional and clear.

2.3.1.1 Frequency of communication

This refers to how many times communication is effected within a given time. Frequency will help in remembering what is required of one and hence minimize

chances of derailing or deviation. In school, information about preparation of schemes of work is communicated once towards onset of each year term, about records of works on daily basis, marking of students' attendance registers on weekly basis etc. Most of the information about term's activities is communicated during staff meetings which are held on average twice in a term. Frequent communication to all members of a school fraternity inclusive of management, administration, teachers, support staff and students is crucial for it helps keeping all on toes hence optimal achievement of school tasks, objectives and goals (Sillars, 1988).

2.3.1.2 Timeliness of communication

Okumbe (1998) says that messages perform the noble task of stimulating action. It is therefore crucial that the transmission of a message be well timed in order that appropriate action be taken promptly by the receiver. A lengthy time interval is as bad as short time interval. In school the principal need be informed of need to raise a purchase order about laboratory apparatus and reagents early in advance before onset of practical examinations for this would avoid crisis that would derail achieving timely sitting of examinations. Schemes of work need be prepared during vacation before onset of each term.

2.3.1.3 Direction of communication

In school communication, there are three general directions in which messages can flow and which include: downward, upward and horizontal (Okumbe, 1998). Downward communication is used by school managers to direct and influence the activities of teachers and others who occupy the lower hierarchical levels hence it is a superior- subordinate communication. Upward communication is used by educational

managers to receive feedback from teachers, students and other workers. It helps educational managers to know what the various people in the educational organization, students, teachers and non-teaching staff feel about their organization in terms of both progress and areas needing improvement. It is a subordinate – superordinate communication. Horizontal /lateral communication occurs /takes place among members of work groups at the same level. It is used for coordinating activities between departments or units. Horizontal communication, first recognized by Henri Fayol, helps to increase the communication speed by short-circuiting the formal hierarchical structure of organizations. It is very crucial in organizations for it helps departments or departmental heads to coordinate tasks, solve problems, share information and resolve conflicts. At school level, horizontal communication helps HODs coordinate activities of departments so that overall set school's objectives are harmonized. The departments also share resources, notably the teachers whereby some assistant teachers will be found in humanities and science departments like a chemistry/geography teacher, agriculture/biology teacher who will be both in science and technical departments. Same teacher can also be in the games department.

If all teachers in a school were allowed to communicate directly with each other, chaos might arise. In a school with over fifty teachers for example, Nairobi school, messages would be given to wrong people since it would be unclear who is responsible for what and to whom; time would be wasted; and efficiency would be reduced. On the other hand, if a very rigid policy was put into use by which people were severely restricted in communicating with each other, the school would become divided and individuals might well feel cut off from what is going on. Finding a balance between these extremes is an important task for people who decide how a

school is organized. A popular solution would be to produce a school's chart which makes clear the main lines of communication.

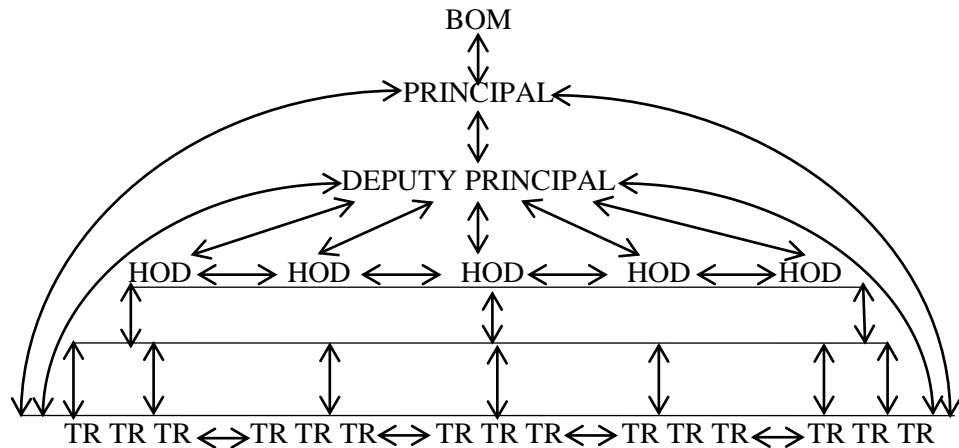


Figure 2.1 Direction of communication in secondary schools among teachers

Source: Researcher 2015

The figure 2.1 shows all the three directions of communication which include downward, upward and horizontal. It also shows that communication does not have to follow chain of command and hence principal can communicate directly to an assistant teacher while an assistant teacher can communicate directly to the principal. All this is aimed at minimizing time wastage and enhancing clarity for there would be minimized distortion if it were direct.

2.3.1.4 Clarity of communication

Clarity is one of the 6 C's in communication while the other five are: courtesy, conciseness, correctness, consideration and completeness. Sen (2012) says clarity is when you choose simple, precise, familiar, right words or short sentences to express your ideas. By so doing one succeeds in expressing his/her thoughts well. Clear expression is a fine balance between familiar words and words that are precise. Precision does not mean using jargon.

Clear communication ensures that teachers understand what is required of them and strictly follow on timely syllabus coverage.

2.4 Influence of teacher conflict resolution on timely syllabus coverage

KEMI (2011) says that conflict is an inevitable social occurrence because human beings have widely varying needs, interests and viewpoints hence it is the way we manage the conflicts that determines the success of an effective working relationship. Conflict resolution is the process of attempting to resolve a dispute or a conflict. All organizations such as schools and colleges have conflict potentials since they are a collection of people with diverse personality (Oboegbulem & Alfa 2013). Hence Akinwonmi (2005) as cited in Oboegbulem and Alfa (2013) pointed out that a total absence of conflict in any organization would be undesirable, impossible, unbelievable and boring and a strong indicator that such conflict is suppressed.

Conflict continues to be a factor in academic life and schools frequently appear to be centers of tension; on occasion, they are perhaps a manifestation of problems in the society. Since conflict is seemingly unavoidable, particularly in a scholarly set up it is obviously necessary for administrators to be able to recognize conflict, to view its constructive as well as destructive potential, to learn how to manage conflict and to apply conflict resolution strategies in a practical way (Karen, 1987). Unresolved conflict can also lead to high absenteeism and turnover, prolonged disruption of activities and lack of concerted effort by organization members (Nzuve, 1999).

Akong'o (2011), says the vice conflict affects performance of duty in educational institutions and is responsible for poor results. In most of the institutions you will

find a rift either between the support staff and the administration, assistant teachers and administration or worse between the principal and deputy principal. These conflicts will spill over to the learners who take advantage of lack of proper coordination to down tools of performance. Hence the adage that a divided house cannot stand becomes very true. A teacher may have a genuine reason to be away from station but use a wrong mechanism of applying for a leave of absence and this may create a conflict. Cases have been witnessed in many schools where the principal cannot work with the TSC appointed deputy principal therefore he/she appoints senior teacher presumed to be on his/her side to work with. This is a very negative conflict that ends up dividing the staff and directly affects the management of the institution and performance of duty. Principals need to be strategic leaders by: not barking out orders to staff but rather coaching them and encouraging the staff in a respectful and motivating manner to exploit their potentiality (Akong'o, 2011). This motivates teachers to work with dedication hence achieving timely syllabus coverage.

2.4.1 Conflict resolution strategies and timely syllabus coverage

Following strategies help reduce conflicts in an organization: dialogue, team building, mediation and stress management.

2.4.1.1 Dialogue

Albert (2000) cited in Mwikya (2013) says dialogue is a process in which interpersonal communication is used to get the parties to a conflict to reach an amicable and satisfactory point of agreement. In schools, it enables school administration talk to teachers or support one on one when there are disagreements hence be able to reach a truce where they forge ahead towards achieving schools goals.

2.4.1.2 Team building

According to Munyoki (2013), team building aims at boosting team's morale and willingness to perform/deliver. A team is a highly communicative group of people with different backgrounds, skills and abilities, with a common purpose e.g to achieve certain grade in school. It is important to have teams in schools due to concern about performance, concern about tapping from one another for people have different experiences, raise one another's morale, for love, belongingness and sharing of emotions and feelings (Munyoki 2013).

Team members must work together to be effective; likewise cooperation is needed among all the teams that make up the whole organization. High level managers need to integrate all these groups into one collaborative group. To do this, managers often rely heavily on team building for both individual teams and large groups. Team building encourages team members to examine how they work together, identify their weaknesses and develop more effective ways of cooperating. The goal of team building is to make the teams more effective (Newstrom 2011).

Stakeholders need to embrace harmonious working relationship in order to realize good performance in national exams hence professionals need to join school BOMs to work hand in hand with the principals (Mang'awa, 2013). Success in school will only be realized when stakeholders are working together instead of opposing each other. Success comes from cooperation between teachers, parents, students and BOM (Yator, 2011). There is need for parents, teachers and stakeholders to work as a team to foster academic standards (Weyimi, 2011).

2.4.1.3 Mediation

Mediation is a process /approach to conflict resolution that uses a “third party” intermediary to help the disputing parties /individuals resolve their conflict. Mediators assist the parties in their efforts to formulate a solution of their own. Thus, mediators bring the parties together (or sometimes shuttle between them), help them describe the problem in terms of negotiable interests and needs rather than non-negotiable positions and develop a set of ideas for how the interests and needs of both sides can be met simultaneously (Oboegbulem and Alfa, 2013). The mediator will then help the parties assess the relative merits of the different positions and draft an agreement that works best to satisfy everyone’s interests. It is up to the parties, however, to decide whether to accept the final agreement or not. While there may be considerable social pressure to agree to the settlement, if it does not meet the need of a party as well as an alternative approach might, that party is still free to reject the settlement and try an alternative conflict resolution technique. (www.colorado.edu/conflict/peace/treatment/mediation.htm).

In a school set up, the principal impartially mediates over interpersonal disputes between HODs, co-workers, teachers etc e.g between a HOD who quarrels one of the departmental teachers for perpetual late arriving due to having a breastfeeding baby hence missing lessons. Here, he/she could craft a strategy where the HOD shifts the assistant teacher’s lessons to mid-morning or afternoon and then the assistant teacher would agree to do her teaching and other duties during afternoon time. This way school’s goals of improving on academic standards are not compromised.

2.4.1.4 Stress management

According to Newstrom (2011), stress is the general term applied to the pressure people feel in life. The presence of stress at work is almost inevitable in many jobs. When the pressure begins to build up, it can cause adverse effects/strain on a person's emotions, thought processes, behaviors and physical conditions. When stress becomes excessive, employees develop various symptoms of stress that can harm their job performance and health and even thereafter their ability to cope with the environment. Poor working conditions, sustained conflicts with supervisors, traumatic events or intentional harassment of employees sometimes results in anguish, neuroses or even suicide. Newstrom (2011) identifies causes of stress as: work overload, time pressure, poor quality of supervision, insecure job climate, lack of personal control, inadequate authority to match responsibilities, role conflict and ambiguity, differences between company and employees values, change of any type especially when it is major and unusual, frustration and technology with inadequate training or support. Organizations can manage stress by seeking to improve managerial communication skills, empower employees through participation, redesign jobs to be more fulfilling or implement organizational development programs- all meant to reduce/eliminate stress for employees. When conflicts are not resolved, little room is left for effectively using time and channeling all the energy towards the goal of early syllabus coverage.

2.5 Influence of teacher relational coordination (RC) on timely syllabus coverage

Gittel (2011) defines RC as a “mutually reinforcing process of interaction between communication and relationships carried out for the purpose of task integration”. R.C differs from other approaches to coordination by proposing three specific relationship

dimensions that are needed for effective coordination: shared goals, shared knowledge and mutual respect. According to Crowston & Kammerer (1998) coordination is the management of task interdependence and is therefore a fundamentally relational process. Coordination that occurs through frequent, high quality communication supported by relationships of shared goals, shared knowledge and mutual respect enables organizations to better achieve their desired outcomes.

2.5.1 Dimensions of relational coordination

2.5.1.1 Shared goals

Effective coordination depends upon participants having a high level of shared goals for the work process in which they are engaged. With a set of shared goals for the work process participants have a powerful bond and can more easily come to compatible conclusions about how to respond as new information becomes available (Gittel, 2011). This enables departments work concertedly toward the goal of timely syllabus coverage.

2.5.1.2 Shared Knowledge

When participants know how their tasks fit together with the tasks of others in the same work process, they have a context for knowing who will be impacted by any given change and therefore for knowing who needs to know what and with what urgency.

Collective mind or shared understanding of the work process by those who are participants in it, can connect participants thereby enhancing coordination (Gittel, 2011). This enables teachers in different departments share information pertaining to effective curriculum delivery.

2.5.1.3 Mutual respect

Effective coordination depends upon participants having respect for other participants in the same work process. Disrespect is one of the potential sources of division among those who play different roles in a given work process. Respect for the competence of others creates a powerful bond and is integral to the effective coordination of highly interdependent work (Gittel, 2011). In a school situation, this creates synergy when teachers trained in different colleges and disciplines share ideas about work performance in a department.

To summarize, shared goals motivate participants to move beyond sub-goal optimization and to act with regard for the overall work process. Shared knowledge informs participants of how their own task and the task of others contribute to the overall work process, enabling them to act with regard for the overall work process. Respect of the work of others encourages participants to value the contributions of others and to consider the impact of their actions on others, further reinforcing the inclination to act with regard for the overall work process. This web of relationships reinforces and is reinforced by effective communication and conflict resolution in organizations.

In coordination, the education manager in a school ensures that the varied duties allocated to individual teachers are unified in such a manner that all energies are expended towards a common goal. Although the various activities in the school are done in various departments or units, their sum effect is additive in that there is unity in diversity (Okumbe, 1998). A coordination system is essential for the management

of an organization because it ensures a concerted effort of organizational units towards the attainment of its goals (Nzuve, 1999).

In a school set up, organizational activities can be coordinated through school hierarchy where principal, deputy principal, HODs supervise departmental units, coordinate their activities and help assistant teachers to sort out any coordination problems.

2.6 Influence of teacher attitude on timely syllabus coverage

Attitude is a mental state that is thought to drive a person's actions (Richardson, 1996). The attitudes of principals and teachers create an atmosphere for learning that influences school effectiveness (Heather, 2011). Heather (2011) goes on to say that an atmosphere of trust, shared vision and openness creates positive school climate conditions. Teaching is an intensely psychological process and hence teachers' ability to maintain productive classroom environment, motivate students and make decisions depends on personal qualities and ability of the teacher to create personal relationships with his/her students (Watson, 2003). With effective and positive attitudes, teachers and learners can develop relationships of mutual respect and trust. When teachers cooperate in teams, demonstrate caring and kindness to each other and students, participate in school development and evaluate and change school climate, students learning is boosted and early syllabus coverage is achieved.

2.6.1 Aspects of effective teacher attitude

Following aspects of teacher positive attitude: demonstrating caring and kindness, sharing responsibility and sensitively accepting diversity do boost teachers' morale in

their curriculum delivery which helps achieving timely syllabus coverage and completion of other curricular tasks.

2.6.1.1 Demonstrating caring and kindness

A caring and respectful relationship among teachers and students leads to boosted teaching and learning (Larson and Silverman, 2000). A teacher's instruction should be responsive to students' needs and various students, classroom and school background factors. The principal should take care of both teachers and students requirements like provision of enough instructional materials, physical facilities, feeding and security.

2.6.1.2 Sharing responsibilities

Carlson and Hastie (1997) assert that teachers' and students' agendas need to overlap and be in support of each other for this creates a positive teaching and learning environment. When the school teaching and learning environment is positive, learners understating is boosted and hence timely syllabus coverage. When there is team teaching, teachers stand in for absentee ones and students do peer teaching, syllabus coverage rate is accelerated.

2.6.1.3 Sensitively accepting diversity

Verbally praising a shy or friendless child can be turning point for their self-esteem and confidence level (Helms, 1994). Similarly the school head should treat all teachers and students impartially irrespective of their tribe/race, religion, personality, designation and status in school. This enables both teachers and students feel positive about themselves as individuals and hence gain self-confidence and try new things.

This motivates them to work hard and complete tasks in time. Schools need to facilitate the development and adoption of tolerant and pluralistic orientation so that each teacher and student work positively and effectively towards the goal of early syllabus coverage.

Studies that have been done on factors influencing timely syllabus coverage have been on specific subjects and not touching on teacher relational factors. In his study, Ngando (2011) on time management behavior among secondary school personnel on syllabus coverage using descriptive survey design and questionnaires to collect data found that 56% of teachers prepared schemes of work when schools open and most of the teachers taught without lesson plans and this negatively influenced syllabus coverage. Ngando (2011) recommended that stakeholders inclusive of school administration, teacher, students, parents and community be involved in time management practices like preparing schemes of work during vacation for this would enable achievement of meaningful full performance.

Another study by Amadalo, Shikuku and Wasike investigating factors influencing syllabus coverage in secondary school mathematics in Kenya and using descriptive survey design and questionnaires to collect data found that teachers not using student-centered approaches, lack of experiments and practical modeling activities and lack of exposure of teachers and students negative attitudes as factors contributing to late coverage of syllabus in mathematics. Amadalo et al (2012) using descriptive survey design and questionnaires to collect data, analyzed data using Pearson Product Moment Correlation Coefficient found that effect of syllabus coverage on student performance in Maths in KCSE correlated positively. They found that students who

cover syllabus early in Maths score better in KCSE than those who cover syllabus just before KCSE examination. They recommended that both students and teachers had to put in extra tuition time, students needed to be of high discipline, use team teaching and ensure teachers and students attend all lessons.

Mbito, (2013) studied factors challenging teachers and students in the process of teaching and learning Kiswahili and using descriptive survey design and questionnaires to collect data found that lack of textbooks, lack of teaching and learning resources, poor attitude of students, influence of Sheng and vernacular and overloading of Kiswahili teachers with many lessons as some of the challenges facing teachers in timely syllabus coverage. Mbito (2013) recommended that the government employs enough Kiswahili teachers and avail funds to buy enough teaching and learning materials for Kiswahili. Although the studies attained their objectives, they did not focus on teacher relational factors influencing timely syllabus coverage; hence this prompted the study on teachers' relational factors influencing syllabus coverage in public secondary schools in Kenya.

2.7 Theoretical framework

According to Ghaur and Granhaug cited in Mwikya (2013), a theory is a set of interrelated concepts, definitions and propositions that present a systematic view of specifying relations among variables with the purpose of explaining and predicting phenomena. A theory applicable to the concept of timely syllabus coverage is the resource based view (RBV) theory. RBV theory suggests that the resources possessed by a firm are the primary determinants of its performance (Wenerfelt, 1984). The concept of resources include all assets, capabilities, organizational processes, firm

attributes, information, knowledge and so on (Barney, 1991). Grant (1991) says that resources are inputs into a production process and include items of capital equipment, skills of individual employment employees, brand names, patents, finance and so on. Grant goes on to say that the productivity of resources requires cooperation and coordination of teams of resources. It is never the resources *per se* that are the inputs in a production process, but only the services that the resources can render, hence the services yielded by resources are a function of the way in which they are utilized (Penrose, 1959). Considering timely syllabus coverage in secondary schools, its achievement lies heavily on the management of various available resources inclusive of tangible resources like teachers, textbooks, apparatus and intangible resources like finance, skills. In this theory rational application of varied resources, key being teachers, instructional materials, laboratory apparatus, and so on will result in timely syllabus coverage. Notably teachers should interact in a relational manner so as to achieve the goal of timely syllabus coverage.

2.8 Conceptual framework

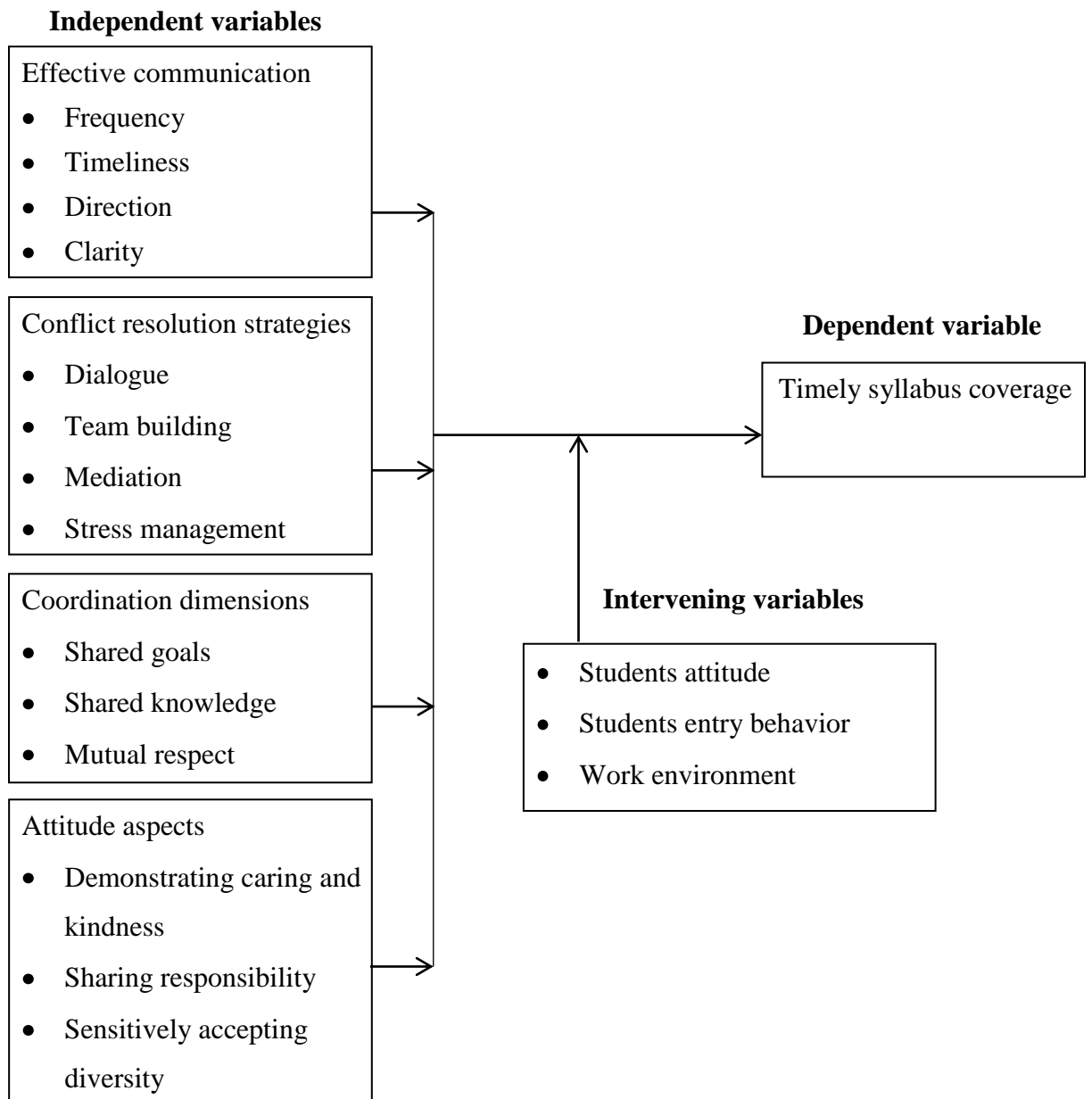


Figure 2.3: Conceptual framework: Source: Researcher 2015

According to Mathooko, Mathooko and Mathooko (2011), conceptual framework is a model of how one theorizes or makes logical sense of the relationship among several factors that have been identified as important to the problem. Mugenda and Mugenda (2003) define a conceptual framework as a hypothesized model identifying the concepts under study and their relationships.

In this framework there are certain relational factors that affect timely syllabus coverage in Kenyan public secondary schools. These factors include, but are not limited to effective communication, conflict resolution strategies, coordination and attitude of teachers. Students attitude, students entry behavior and work environment for the teachers are the intervening variables while timely syllabus coverage is the dependent variable that is affected by the independent variables.

Student entry behavior is the grade/marks that a student attained at KCPE. If the entry behavior is good, the learner will understand faster hence contributing to timely syllabus coverage and vice versa. If students have positive attitude towards their subjects, studies and teachers they will be participative in the teaching and learning processes hence contributing to faster syllabus coverage and vice versa. If the working environment for the teachers is conducive for teaching, there will be effective teaching and hence timely syllabus coverage and vice versa. Conducive environment is inclusive of spacious classrooms, well lit and ventilated rooms, cool climate and sufficiency of teaching and learning facilities and materials.

The study will hence be guided by the conceptual framework as shown in fig 2.3.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods that were used for the study and adopted the following structure: research design, target population, sampling procedure and sample, instrumental procedure, validity and reliability of the research instruments, data analysis and ethical considerations.

3.2 Research Design

Orodho (2005) defines research design as the scheme, outline or plan used to generate answers to research questions. Selection of research design is governed by research methods and techniques of data collection (Peter, 1994). The study adopted a descriptive survey research design which is appropriate where the study seeks to describe characteristics of certain groups, estimate proportion of people who have certain characteristics and make predictions. This design was suitable for the study because it helped to collect information from respondents on relational factors influencing timely syllabus coverage in public secondary schools in Kenya. Khan (1993) recommends descriptive survey design for its ability to produce statistical information about aspects of education that interest policy makers and researchers.

Orodho (2003) argues that descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information and summarize, present and interpret data for the purpose of clarification. The purpose of descriptive research is to determine and report the way things are and it helps in establishing the current status of the population under study. The design was chosen for that study

due to its ability to ensure minimization of bias and maximization of reliability of evidence collected.

3.3 Target Population

The target population of the study consisted of secondary school principals, HODs and assistant teachers drawn from Migwani Sub County. They formed the respondents of the study. The sampling frame for the schools was the list of all secondary schools (41) obtained from the sub county education office. To ensure representativeness, the researcher involved all the four sub county's educational zones which are: Nzeluni, Thokoa, Ngutani and Migwani which on average each has 9 secondary schools that sit KCSE exams. On average the sub county has 459 secondary school teachers according to Migwani sub county education office (2014). This number comprises 41 principals, 41 deputy principals, 92 HODs and 285 assistant teachers.

3.4 Sampling procedure and sample size

Sampling procedure

Selection of principals was done through purposive sampling. Purposive sampling is applied where the researcher intends to pick subjects that satisfy a given criteria (Kothari, 2003). Hence since interest was with schools that sit KCSE, only principals of those schools were selected and not those of the schools that were not sitting KCSE by the time of data collection -2015. HODs from each school were selected through simple random sampling by having two rolled pieces of papers marked 'yes' and others marked 'no' and tallied to the total number of HODs in each school. This was applicable in schools with more than 2 HODs but in schools where HODs are only two, purposive sampling was done. Teachers were selected through simple random

sampling by having 4 rolled pieces of paper marked ‘yes’ and others marked ‘no’ and tallied to the number of assistant teachers in each school.

Sample size

Migwani sub county consist of four educational zones namely: Nzeluni, Thokoa, Ngutani and Migwani. The total number of teachers is 459 according to the education office. This gives an average of 114 teachers per zone. Population sample was drawn from all the four zones and that equal number of teachers (7) from each school was involved in the study. Sample population was hence 245 teachers (35 principals, 70 HODs and 140 assistant teachers) which yielded $\frac{245}{459} \times 100 = 53\%$ which was well representative. Borg and Gall (1989) recommend a 20% to 50% sample size for a descriptive survey design. Table 3.1 gives a summary of the sample size.

Table 3.1: Sampling design

Zone	Number of schools	Category	Sample per school	Total sample
Thokoa	9	Principal	1	9
		HODs	2	18
		Assistant teachers	4	36
Nzeluni	9	Principal	1	9
		HODs	2	18
		Assistant teachers	4	36
Ngutani	8	Principal	1	8
		HODs	2	16
		Assistant teachers	4	32
Migwani	9	Principal	1	9
		HODs	2	18
		Assistant teachers	4	36
Total	35	Principal		35
		HODs		70
		Assistant teachers		140
				245

Source: Researcher 2015

3.5 Instrumental procedure

This sub section discusses the type of instruments that were used to collect data and the procedure used in administering them in the field.

Data collection instruments

This study used questionnaires as tools for data collection. The questionnaires contained both structured/close-ended and unstructured/open-ended questions. The open-ended questions may elicit adequate qualitative and quantitative data (Jackson, 2012). According to Mugenda and Mugenda (2003) questionnaires are commonly used to obtain crucial information about a population under study. The questionnaires were developed into items to address specific themes of the study i.e personal information, effective communication, conflict resolution, coordination and attitude. The study relied on usage of questionnaires for they are less costly and not time consuming. Three questionnaires namely: Assistant teacher questionnaire (ATQ), Head of department questionnaire (HODQ) and principal questionnaire (PQ) were used to collect data for the study. The items in the questionnaires were mainly concerned with teachers' relational factors (communication, conflict resolution, coordination and attitude) and their influence on timely syllabus coverage. The questionnaires also sought to find out when teachers complete syllabus and the impact the timing of KCSE syllabus coverage has on KCSE performance. The questionnaires also sought teachers' recommendations towards realizing timely syllabus coverage.

Data collection procedure

Data on demographic information and relational factors was collected through following procedure. The researcher obtained a letter of introduction from South Eastern Kenya University and a research permit from the National Commission for Science, Technology and Innovation from (NACOSTI). Permission from Migwani sub county education office and staffing office was sought to visit schools and contact teachers. The 32 schools were visited, by researcher who then informed teachers about the study and made more arrangements for the researcher's visit. The researcher then re-visited the schools and administered the questionnaires to the principals, HODs and assistant teachers and where teachers were not able to complete the questionnaires immediately, made arrangements for later on collection.

3.6 Validity of the instruments

Validity is the degree to which a method, a test or a research tool actually measures what it is supposed to measure (Wellington, 2001). The researcher established content validity of the research instruments by making consultations and discussions with the supervisors pertaining contents of the research questionnaires and whose recommendations were used to make additions and adjustments to the contents of the research instruments in order to establish the content validity. Validity test enabled the researcher ascertain whether the correct concept or something else was being measured. A value of 0.7 and above of relationships between tests and variables is acceptable (Wiersma, 2000). Content validity was further attained after doing piloting for this led to modification of some statements/questions e.g the question: do complaints from teachers indicate that there is a problem? and which required a 'Yes'

or 'No' answer was removed for either answer could not tell the degree of influence of a teachers' relational factor on timely syllabus coverage.

3.7 Reliability of the research instruments

Reliability test was done to determine the stability and consistency of the research instruments in measuring the influence of independent variables on dependent variable.

Reliability is a judgment of the extent to which a test, a method or tool gives consistent results across a range of settings and if used by a range of researchers (Wellington, 2001). The researcher used the test-retest technique to measure reliability of the research instruments by following procedure: administered relational factors research instruments to two schools with identical characteristics to those in the study and which were not involved during the actual study. The answered questionnaires were then manually scored. The research instruments were administered to the same group of respondents after a period of two weeks and responses scored manually. Pearson's Product Moment Correlation Coefficient (PPMCC) formula was used for the test-retest to compute a relation coefficient in order to establish the reliability of the research instruments. Pilot testing helps have an opportunity to learn as much as possible about one's research problem or phenomenon and questions in addition to how you might need to revise your methods and procedures (Wiersma, 2000). The PPMCC was calculated for each instrument and yielded following results as shown in table 3.2.

Table 3.2: Piloting reliability of the research instruments

School	TQ	HODQ	PQ
School 1	0.8888	0.8890	0.7500
School 2	0.9401	0.8890	0.7500
Mean	0.9145	0.8890	0.7500

The results in table 3.2 show that the instruments were reliable and could be used to collect data from the field (Wiersma, 2000).

3.8 Data analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Mugenda and Mugenda, 2003). The analysis seeks to make general statements on how categories of themes of data are related. In the study the researcher began the analysis by firstly cleaning up and explaining the data. The collected data was both qualitative and quantitative and was categorized according to the research objectives and hypotheses, and analyzed using descriptive statistics, analysis of variance (ANOVA) and Pearson Product Moment Correlation Coefficient (PPMCC). Biodata was presented in frequency distribution tables, pie charts and bar graphs. Responses from open ended questions in the HOD and principal questionnaire were listed to obtain proportions and reported in frequency tables and percentages. The quantitative data from close-ended questions in the assistant teacher questionnaire was analyzed using Statistical Package for Social Sciences (SPSS) and was presented in descriptive and inferential statistics. Descriptive statistics was used to analyze mean differences. Correlation between variables was done by use of PPMCC. ANOVA technique was applied to determine the significance levels of each of the crucial

relational factors on timely syllabus coverage and test the hypotheses at 0.05 which is recommended for social sciences (Darius, 2013).

The assistant teacher questionnaire response modes were structured on a five point scale of: “SA (strongly agree)”, “A (agree)”, “U (undecided)”, “D (disagree)” and “SD (strongly disagree)”, with numerical values of 1, 2, 3, 4 and 5 respectively. Responses on the dependent variable question “when do you as a teacher cover syllabus in readiness for KCSE exams?” were structured on a five point scale of very early (term 1), early (term 2), late (end of September), just before KCSE examinations and hardly cover the syllabus with numerical values of 1, 2, 3, 4 and 5 respectively.

Pearson’s coefficient of correlation was used to determine the extent and direction of influence of each of the independent variables on the dependent variable. Pearson r was used in the study for data was measured in interval scale and the Pearson’s correlation coefficient technique is recommended for such data as the most suitable for determining relationships (Kothari, 2003). The assumption associated with the use of Pearson r is that relationship between variables being correlated is a linear one. The correlations were based on two tailed tests so as to test significance levels of the relationships between teacher relational factors and timely syllabus coverage. The two tailed tests allowed for the possibility that the independent variables could assume either positive or negative influences.

3.9 Ethical considerations

While this research will contribute to knowledge on how teachers can interact in a relational manner with a view to attaining the goal of timely syllabus coverage, it

maintained utmost confidentiality about respondents. The respondents were not required to indicate their names on the questionnaire and the researcher ensured that all respondents were given free will to participate and contribute voluntarily to the study. Besides, the researcher ensured that relevant authorities inclusive of National Commission for Science, Technology and innovation and Migwani sub county staffing office were consulted and permission granted. Due explanations were given to the respondents before commencement of data collection.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF
RESULTS

4.1 Introduction

This chapter presents data analysis based on the objectives of this study which include:

- i) To establish the influence of communication among teachers on timely syllabus coverage.
- ii) To establish the influence of conflict resolution among teachers on timely syllabus coverage.
- iii) To establish the influence of coordination among teachers on timely syllabus coverage.
- iv) To establish the influence of attitude among teachers on timely syllabus coverage.

The chapter is divided into seven sections as follows: questionnaire return rate, data screening and cleaning, demographic information of respondents, school departments, assistant teachers' relational factors on timely syllabus coverage, HODs' relation factors influence on timely syllabus coverage and principals' relational factors influence on timely syllabus coverage. The responses were analyzed using descriptive narrative, descriptive statistics and inferential statistics.

4.2 Questionnaire return rate

Although the researcher targeted all the 35 public secondary schools that sit KCSE in Migwani sub county, the questionnaires were distributed to 32 schools for two of the

schools had been used for piloting while the third school is one in which the researcher works. Out of the 224 questionnaires (32 for principals, 64 for HODs and 128 for assistant teachers) administered, 210 of them were returned for analysis and whose return rate is summarized in table 4.1.

Table 4.1 Questionnaire return rate

Respondents	Questionnaires issued	Questionnaires returned	Return rate %
Principal	32	32	100
HODs	64	60	93.8
Assistant teachers	128	118	92.2

Overall, the response rate was considered to have been very high as shown in table 4.1.

4.3 Data screening and cleaning

Screening and cleaning of data is the checking of data set for possible errors and correcting them (Pallant, 2005). The data screening and cleaning was done by checking each variable for scores out of range, finding of errors in the data files and correcting them. The data screening and cleaning was necessary for it is easy to make mistakes when entering data and such errors can mess up the data analysis. Such errors included score 3 for gender variable which had been coded 1 = male and 2 = female, frequencies which were more than the total number of respondents and so on.

4.4 Demographic information of respondents

The demographic information of all respondents was derived from section A of the questionnaires and comprises gender, age, academic level and length of service as assistant teacher/HOD/principal.

4.4.1 Demographic information of assistant teachers

4.4.1.1. Distribution of assistant teachers by gender

The study sought to find out distribution of respondents by gender so as to know which gender is the majority among assistant teachers in Migwani sub county. The findings are presented in fig 4.1

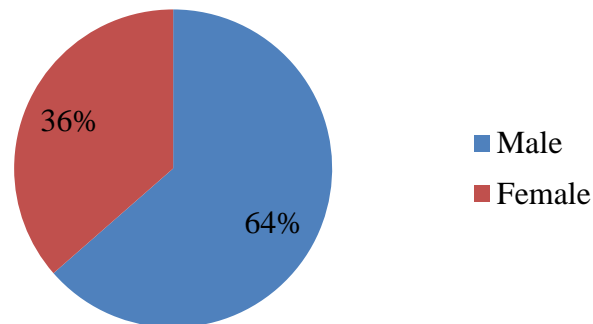


Fig 4.1: Distribution of assistant teachers by gender

From figure 4.1, it is evident that majority of respondents/assistant teachers who participated in the study were males represented by 64% followed by females, 36%. This might imply that Migwani sub county public secondary schools are dominated by male assistant teachers.

4.4.1.2 Distribution of assistant teachers by age

For people are of different age groups, the study sought to find out age brackets of the respondents so as to find out which age bracket is the majority among assistant teachers in Migwani sub county. The results are as shown in table 4.2.

Table 4.2: Distribution of assistant teachers by age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 years	81	68.6	68.6	68.6
	30 - 40 years	24	20.3	20.3	89.0
	40 - 49 years	11	9.3	9.3	98.3
	above 50 years	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

The table reveals that 68.6% of the assistant teachers are aged below 30 years, 20.3% are in the age bracket 30 – 40 years, 9.3% are in the age bracket 40 – 49 years and 1.7% are aged 50 years and above. From the results, it is evident that majority of the assistant teachers (68.6%) are aged below 30 years and this could mean that these are fresh graduates or under graduate students on vacation employed by TSC and or BOM. This means that majority of the assistant teachers are energetic and vibrant hence can cover syllabus in a timely manner if interacted with in a relational manner.

4.4.1.3 Distribution of assistant teachers by academic level

The study sought to find out the education level of the respondents and the results are as shown in figure 4.2.

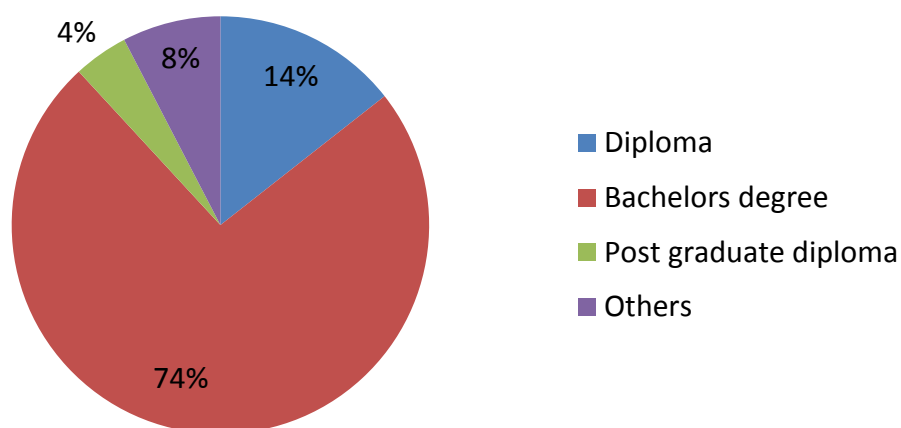


Fig 4.2: Distribution of assistant teachers by academic level

The figure shows that majority of respondents (74%) have attained bachelors level degree education, 14% have attained diploma level education, 4% have post graduate diploma in education while 8% have other levels (KCSE, undergraduate and masters). The findings show that majority of assistant teachers in the sub county are well learned who have attained tertiary level education. This could mean that most of the assistant teachers have masterly of content hence would cover syllabus in a timely manner if they interact in a relational manner.

4.4.1.4 Distribution of assistant teachers by teaching experience

The study sought to find out the number of years respondents have worked as assistant teachers in public secondary schools. The results are depicted in figure 4.3.

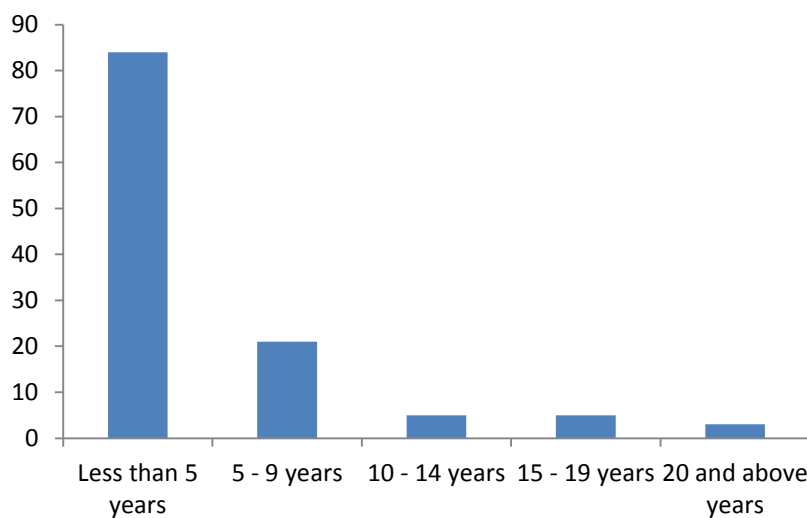


Fig 4.3: Distribution of assistant teachers by teaching experience

The figure shows that majority of assistant teachers (83) have experience of 4 years and below while 20 of them have 5 – 9 years’ experience. The figure further shows that 6 assistant teachers and 6 assistant teachers have worked for 10 – 14 years and 15 – 19 years respectively while 3 assistant teachers have 20 years and above experience. This shows that majority of assistant teachers (83) have less than 5 years’ experience

meaning that they are recently employed by TSC as graduates or BOM as undergraduates or graduates awaiting employment by TSC.

4.4.2 Demographic information of HODs.

4.4.2.1 Distribution of HODs by gender

The study sought to find out distribution of respondents by gender so as to know which gender forms the majority among HODs in Migwani sub county public secondary schools. The findings are as represented in figure 4.4.

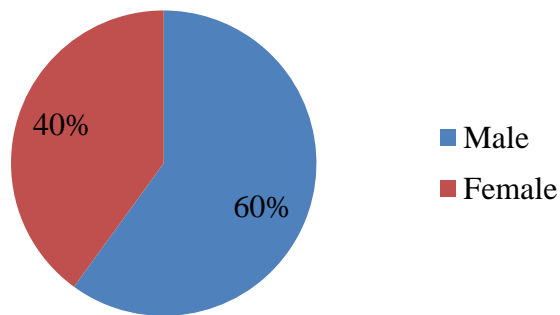


Figure 4.4: Distribution of HODs by gender

From figure 4.4, it is evident that majority of HODs (60%) are males while female HODs are 40%.

4.4.2.2 Distribution of HODs by age

The study sought to find out distribution of HODs by age so as to know which age bracket is the majority. The results are as shown in table 4.3.

Table 4.3: Distribution of HODs by age

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 30 years	24	40.0	40.0	40.0
30 - 39 years	19	31.7	31.7	71.7
40 - 49 years	12	20.0	20.0	91.7
above 50 years	5	8.3	8.3	100.0
Total	60	100.0	100.0	

Table 4.3 reveals that majority of HODs (40%) are aged below 30 years while 31.7% are aged 30 – 39 years, 20% are aged 40 – 49 years and 8.3% are aged 50 years and above. The high percentage of HODs being young could mean that majority of the HODs are internally appointed while older assistant teachers could be resistant to internal appointments.

4.4.2.3 Distribution of HODs by academic level

The HODs were asked to indicate their academic levels. The results are shown in figure 4.5

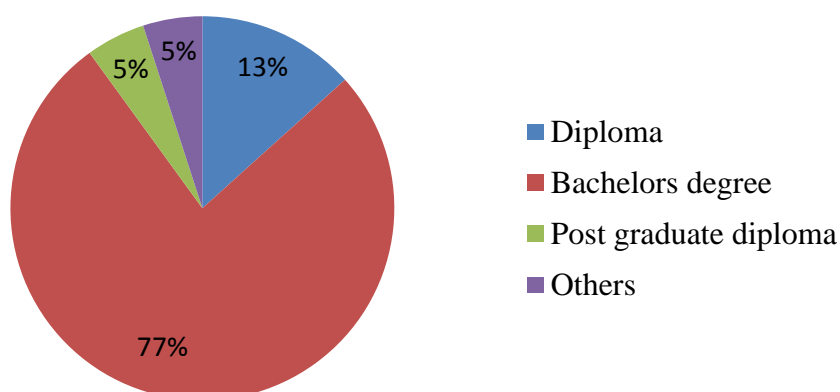


Figure 4.5 HODs Academic Level

Figure 4.5 shows that majority of respondents (77%) have attained Bachelors level degree of education, 13% have diploma, 5% have post graduate diploma and 5% have either Master's degree or are undergraduates.

4.4.2.4 Distribution of HODs by years of experience

The study sought to find out the number of years one has served as HOD and the result are shown in figure 4.6.

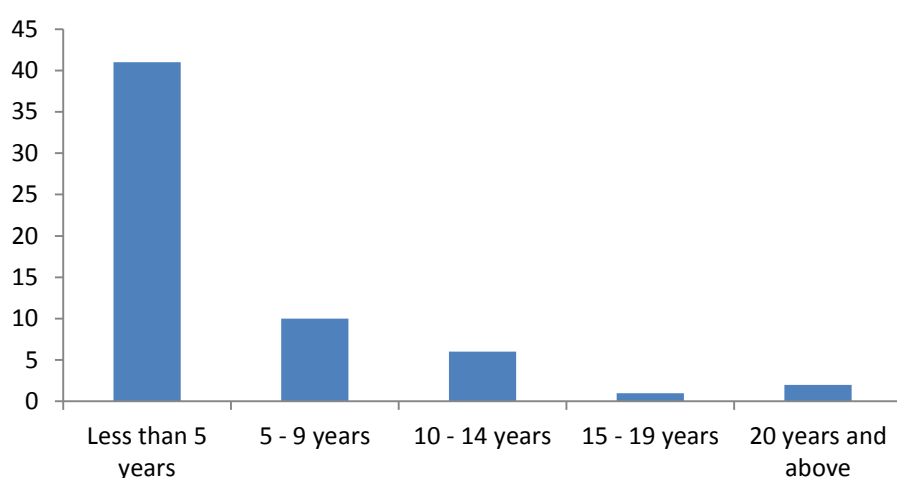


Figure 4.6 Distribution of HODs by years of experience

The figure shows that 40 out of the 60 respondent HODs have less than 5 years of experience, 5 have 10 – 14 years” experience, 2 have 15 – 19 years experience and 3 have 20 years or more experience. This high percentage of HODs being of short period experience could mean that majority of HODs are promoted to higher posts (deputy principal and principal) after a short stint as HOD hence giving room for other assistant teachers to be appointed as HODs.

4.4.3 Demographic information of principals

4.4.3.1 Distribution of principals by gender

The study sought to find out distribution of respondents by gender so as to know which gender among principals in Migwani sub county is more. The results are as

depicted in figure 4.7

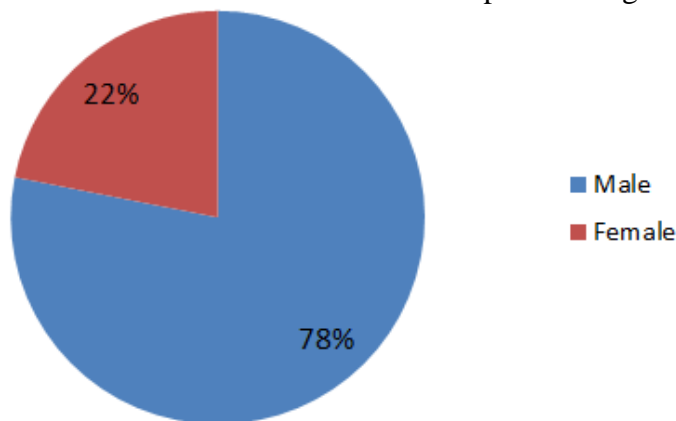


Fig 4.7 Distribution of principals by gender

From figure 4.7, it is evident that male principals are the majority (78%) while female principals are the minority 22%. This could mean that there is gender disparity as pertains posts for principals in the sub county for even the a $\frac{1}{3}$ gender rule in employment and administrative positions is not applicable here.

4.4.3.2 Distribution of principals by age

The study sought to know the distribution of principals by age so as to know which age bracket is the majority. The results are as shown in table 4.4.

Table 4.4 Distribution of principals by age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 - 40 years	6	18.8	18.8	18.8
	40 - 49 years	24	75.0	75.0	93.8
	above 50 years	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

The results reveal that majority of principals (75%) are aged 40 – 49 years while 18.8% are aged 30 – 40 years and 6.2% of them are aged 50 years and above. This means that majority of schools are headed by middle aged principals who have teaching experience of 15 – 25 years given that majority of secondary school assistant teachers start teaching at age of 25 years.

4.4.3.3 Distribution of principals by academic level

The study sought to find out the education level of principals and the results are as shown in figure 4.8.

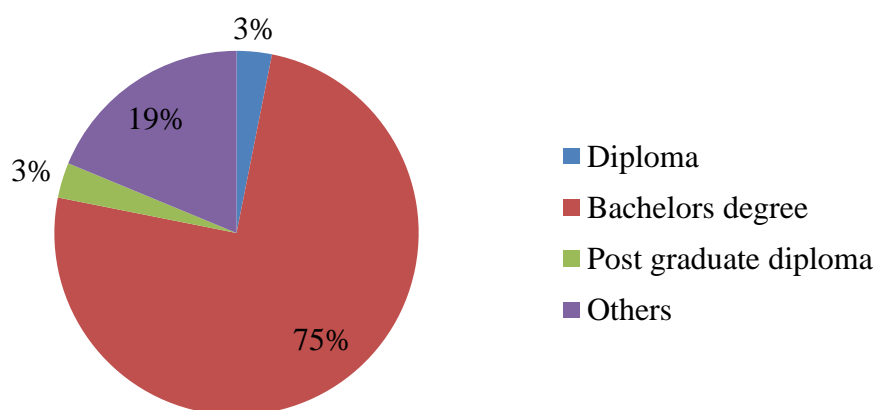


Figure 4.8 Distribution of principals by academic level

Figure 4.8 shows that majority of respondents (75%) have Bachelor's degree, 3% are Diploma holders, 3% have Post graduate diploma while the rest 19% have higher

qualifications. This means that majority of the principals (97%) have first degree and above hence well equipped with better pedagogy and administrative skills/acumen.

4.4.3.4 Distribution of principals by years of experience

The study sought to find out the number of years respondent has worked as a principal and the result are as shown in figure 4.9.

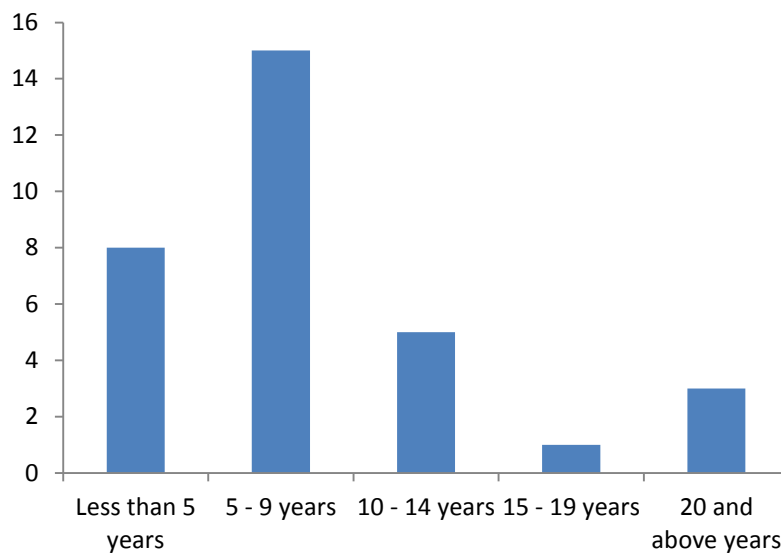


Figure 4.9 Distribution of principals by years of experience

Figure 4.9 shows that majority of the principals (15) have 5 – 9 years experience, 8 have less than 5 years experience, 5 have 10 – 14 years experience, 1 has 15 – 19 years experience and 3 have 20 years and above experience. This means that majority of the principals have good experience (at least 5 years) which makes them be better administrators.

4.5 Departmental information

The study sought to find out the distribution of assistant teachers and HODs by department and the number of available departments in schools.

4.5.1 Distribution of assistant teachers by department

The study sought to find out the departments respondents belong to and their distribution to those departments. The results are as shown in table 4.5.

Table 4.5 Distribution of assistant teachers by department

	Frequency	Percent	Valid Percent	Cumulative Percent
Humanities	28	23.7	23.7	23.7
Languages	26	22.0	22.0	45.8
Science	33	28.0	28.0	73.7
Maths	20	16.9	16.9	90.7
Guidance and counseling	2	1.7	1.7	92.4
Technical	9	7.6	7.6	100.0
Total	118	100.0	100.0	

From table 4.5 it is evident that majority of respondents (28%) belong to science department, 23.7% to humanities department, 22% to languages department, 16.9% to mathematics department, 7.6% to technical department and 1.7% to guidance and counselling department. This means that majority of the respondents belong to humanities, languages, science and mathematics departments.

4.5.2 Distribution of HODs by departments

The study sought to know the departments the respondents belong to/ head. The results are shown in table 4.6.

Table 4.6 Distribution of HODs by departments

	Frequency	Percent	Valid Percent	Cumulative Percent
Humanities	4	6.7	6.7	6.7
Languages	13	21.7	21.7	28.3
Science	22	36.7	36.7	65.0
Maths	3	5.0	5.0	70.0
Technical	6	10.0	10.0	80.0
Others	12	20.0	20.0	100.0
Total	60	100.0	100.0	

From table 4.6, it is evident that majority of HODs who participated in the study (36.7%) belong to science department while the rest 6.7% belong to humanities department, 21.7% belong to languages department, 5% belong to mathematics department, 10% belong to technical department and 20% belong to other departments.

4.5.3 Distribution of departments by schools

The study sought to know the number of departments per school and the results are as depicted in table 4.7.

Table 4.7 Number of departments by school

	Frequency	Percent	Valid Percent	Cumulative Percent
Two	5	15.6	15.6	15.6
Three	2	6.2	6.2	21.9
Four	3	9.4	9.4	31.2
Five	4	12.5	12.5	43.8
Six	6	18.8	18.8	62.5
Seven	12	37.5	37.5	100.0
Total	32	100.0	100.0	

The results indicate that 37% of the schools have 7 departments, 18.8% of schools have 6 departments, 12.5% have 5 departments, 9.4% have 4 departments, 6.2% have

3 departments and 15.6% have 2 departments. This means each school has at least 2 HODs /departments and hence effective coordination of academic programs.

4.6 Assistant teachers relational factors and timely syllabus coverage

The findings on assistant teachers relational factors were analyzed by descriptive statistics, analysis of variance (ANOVA) and Pearson Product Moment Correlation Coefficient (Prxy) (pr). ANOVA is comparing variance/variability in scores between different groups believed to be due to independent variables with the variability within each of groups believed to be due to chance (Pallant, 2005). A significant F/factor test indicates that the null hypothesis (H_0) can be rejected.

4.6.1 Analysis of assistant teachers factors by descriptive statistics

The analysis was carried out to establish the mean differences amongst various aspects of each of the crucial relational factors for testing influence of each of the factor on timely syllabus coverage.

4.6.1.1 Means of effective communication on timely syllabus coverage

The findings are shown in table 4.8.

Table 4.8: Means of communication aspects

	N	Minimum	Maximum	Mean	Std. Deviation
1	118	1.00	4.00	1.6102	.66710
2	118	1.00	4.00	1.4492	.59337
3	118	1.00	5.00	1.7119	.78557
4	118	1.00	5.00	1.6271	.73725
5	118	1.00	5.00	2.4068	1.21414
6	118	1.00	5.00	1.6271	.77124
7	118	1.00	5.00	1.6525	.69648
8	118	1.00	4.00	1.6271	.70161

- 1 - There is constant communication between assistant teachers and school administration
- 2 - Assistant teachers are given full information about work schedules
- 3 - Communication about delays is done promptly
- 4 - Changes in school programs are communicated early
- 5 - Our principal, deputy principal & HODs regularly visit assistant teachers at their desks
- 6 - Departments share information and work as a team
- 7 - Our communication channels are clear and open to all teaching staff
- 8 - Our principal encourages teachers to avoid jargon when communicating

In table 4.8, the means are way below the mean mark of 3 meaning that the respondents were in agreement that there is constant communication between assistant teachers and school administration, teachers are given full information about work schedules, communication about delays is done promptly, changes in school programs are communicated early, departments share information and work as a team, communication channels are clear and open to all teachers and that principals encourage teachers to avoid jargon when communicating while the mean of the statement: our principal, deputy principal and HODs regularly visit assistant teachers at their desks is 2.4068 which is near the mean mark of 3 meaning that some respondents were in agreement while some were undecided and others disagreed. This would mean that effective communication positively influences timely syllabus coverage.

4.6.1.2 Means of conflict resolution and timely syllabus coverage

The findings are shown in table 4.9

Table 4.9: Means of conflict resolution strategies

	N	Minimum	Maximum	Mean	Std. Deviation
1	118	1.00	5.00	1.5847	.74336
2	118	1.00	5.00	1.6780	.69037
3	118	1.00	5.00	1.5593	.74584
4	118	1.00	4.00	1.6186	.70310
5	118	1.00	4.00	1.6610	.69455
6	118	1.00	5.00	1.5593	.71063
7	118	1.00	5.00	2.2458	1.18348
8	118	1.00	5.00	1.6271	.73725

- 1 - When conflicts arise, both sides are given fair hearing before judgment is done
- 2 - When conflicts arise, we still talk to each other
- 3 - All teaching staff members care about one another and do team teaching
- 4 - Our unity is our key strategy in solving all conflicts
- 5 - School administration is keen on understanding all sides of the argument
- 6 - Documented summary is read by the panel
- 7 - Our teachers are trained on stress management
- 8 - Our principal ensures that subjects and responsibility sharing is fair

The means in table 4.9 are way below the mean mark of 3 meaning that respondents were in agreement that conflicts are resolved fairly, teachers still talk to each other when they are in conflict, teachers care about one another and do team teaching, unity is a key strategy in solving conflicts, school administration is keen on understanding all sides of argument, documented summary is read by panel and that principals ensure that subjects and responsibility sharing is done fairly while the mean of the statement: teachers are trained on stress management is 2.2458 meaning that some respondents were in agreement and others undecided. This would mean that conflict resolution positively influences the goal of timely syllabus coverage.

4.6.1.3 Means of coordination and timely syllabus coverage

The findings are shown in table 4.10

Table 4.10 Means of coordination dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
1	118	1.00	5.00	1.6695	.71677
2	118	1.00	5.00	2.6695	1.30125
3	118	1.00	4.00	1.8475	.75817
4	118	1.00	5.00	2.2881	1.10246
5	118	1.00	5.00	2.1017	.99906
6	118	1.00	5.00	1.6780	.87590

- 1 - The goal of timely syllabus coverage is shared by all teachers
- 2 - I believe it is my failure when there is a delay in syllabus coverage
- 3 - Departmental consultations is encouraged
- 4 - There are forums for sharing knowledge which equips us with skills
- 5 - Highly performing teachers respect the lowly performing ones
- 6 - Teachers respect policies made by school management

From table 4.10, it is evident that the means are way below the mean mark of 3 which means that the respondents agreed that the goal of syllabus coverage is shared by all teachers, departmental consultation is done, there are forums for sharing knowledge, highly performing teachers respect the lowly performing ones and that teachers respect policies made by school management and administration. The mean of the statement: I believe it is my failure when there is a delay in syllabus coverage is 2.6695 meaning that some respondents were in agreement while others were undecided or disagreed. This would mean that teachers' relational coordination positively influences the covering of syllabus on time.

4.6.1.4 Means of attitude and timely syllabus coverage

The findings are shown in table 4.11

Table 4.11: Means of attitude aspects

	N	Minimum	Maximum	Mean	Std. Deviation
1	118	1.00	5.00	1.7458	.80794
2	118	1.00	5.00	1.7627	.86408
3	118	1.00	5.00	1.6695	.78506
4	118	1.00	5.00	2.1610	1.17648
5	118	1.00	5.00	1.8051	.88924
6	118	1.00	5.00	2.1017	1.18675

- 1 - Our principal is mindful of welfare of all teachers
- 2 - Our principal provides teachers with all the necessary teaching aids
- 3 - Our teachers are supportive of each other
- 4 - Our teachers do team teaching and stand in for absentee ones
- 5 - Our school administration values ideas from all teachers
- 6 - Each teacher is recognized and rewarded after KCSE results

From table 4.11, it is clear that the means are way below the mean mark of 3 and this means that respondents were in agreement that principals are mindful of welfare of all teachers, principals provide teachers with all the necessary teaching aids, teachers are supportive of each other and that schools administration value ideas from all teachers. The means of the statements: teachers do team teaching and stand in for absentee ones and each teacher is recognized and rewarded after KCSE results are slightly above the mean of 2 meaning that teachers were in agreement while a few were either undecided or in disagreement. This would mean that assistant teachers' relational attitude positively influences timely syllabus coverage.

4.6.2 Analysis of Variance (ANOVA)

4.6.2.1 Effective communication and timely syllabus coverage

The study sought to determine the extent of agreement on effective communication indicators (frequency, timeliness, direction and clarity) that teachers need to accomplish to ensure timely syllabus coverage and test the null hypothesis 1 (H_{01}): communication has no influence on timely syllabus coverage. The findings are shown in table 4.12.

Table 4.12 ANOVA. Influence of communication on timely syllabus coverage

		Sum of Squares	df	Mean Square	F	Sig.
There is constant communication between teachers and school administration	Between Groups	8.699	4	2.175	4.522	.002*
	Within Groups	54.352	113	.481		
	Total	63.051	117			
Teachers are given full information about work schedules	Between Groups	5.665	4	1.416	4.505	.002*
	Within Groups	35.530	113	.314		
	Total	41.195	117			
Communication about delays is done promptly	Between Groups	13.395	4	3.349	4.246	.003*
	Within Groups	89.122	113	.789		
	Total	102.517	117			
Changes in school programs are communicated early	Between Groups	7.266	4	1.816	2.831	.028*
	Within Groups	72.497	113	.642		
	Total	79.763	117			
Our principal, deputy principal & HODs regularly visit assistant teachers at their desks	Between Groups	5.494	4	1.373	.929	.450
	Within Groups	166.981	113	1.478		
	Total	172.475	117			
Departments share information and work as a team	Between Groups	11.081	4	2.770	2.845	.027*
	Within Groups	110.038	113	.974		
	Total	121.119	117			
Our communication channels are clear and open to all teaching staff	Between Groups	6.551	4	1.638	2.923	.024*
	Within Groups	63.322	113	.560		
	Total	69.873	117			
Our principal encourages teachers to avoid jargon when communicating	Between Groups	5.574	4	1.394	2.740	.032*
	Within Groups	57.477	113	.509		
	Total	63.051	117			
	Total	64.814	117			

*Significance at 0.05 level

Results from table 4.12 show significances at alpha level 0.05 of $F(4,113) = 4.522$, $p = 0.002$ for there is constant communication between teachers and school administration; $F(4,113) = 4.505$, $p = 0.002$ for teachers are given full information about work schedules;

$F(4,113) = 4.246$, $p = 0.003$ for communication about delays is done promptly;

$F(4,113) = 2.831$, $p = 0.028$ for changes in school programs are communicated early;

$F(4,113) = 0.929$, $p = 0.450$ for our principal, deputy principal and HODs regularly visit teachers at their desks; $F(4,113) = 2.845$, $p = 0.027$ for departments share information and works as a team; $F(4,113) = 2.923$, $p = 0.024$ for our communication channels are clear and open to all teaching staff and $F(4,113) = 2.740$, $p = 0.032$ significance level for our principal encourages teachers to avoid jargon when communicating. Seven out of the eight communication aspects have p (probability) value of less than 5% ($p < 0.05$) and hence significance is reached showing /meaning that communication has significant influence on timely syllabus. The null hypothesis (H_{01}): Communication has no influence on timely syllabus coverage is rejected and hence accept alternative hypothesis (H_{A1}) that communication has influence on timely syllabus coverage in public secondary schools.

4.6.2.2 Conflict resolution strategies and timely syllabus coverage

The study aimed at determining the extent of agreement on assistant teacher relational conflict resolution strategies (dialogue, team building, mediation and stress management) that teachers need to implement so as to ensure timely syllabus coverage. The results are depicted in table 4.13

Table 4.13 ANOVA. Influence of conflict resolution on timely syllabus coverage

		Sum of Squares	df	Mean Square	F	Sig.
When conflicts arise, both sides are given fair hearing before judgment is done	Between Groups	6.694	4	1.673	2.984	.022*
	Within Groups	63.374	113	.561		
	Total	70.068	117			
When conflicts arise, we still talk to each other	Between Groups	11.431	4	2.858	5.992	.000*
	Within Groups	53.891	113	.477		
	Total	65.322	117			
All teaching staff members care about one another and do team teaching	Between Groups	9.486	4	2.371	3.497	.010*
	Within Groups	76.624	113	.678		
	Total	86.110	117			
Our unity is our key strategy in solving all conflicts	Between Groups	7.607	4	1.902	3.515	.010*
	Within Groups	61.147	113	.541		
	Total	68.754	117			
School administration is keen on understanding all sides of the argument	Between Groups	5.370	4	1.342	2.690	.035*
	Within Groups	56.393	113	.499		
	Total	61.763	117			
Documented summary is read by the panel	Between Groups	9.519	4	2.380	4.041	.004*
	Within Groups	66.549	113	.589		
	Total	76.068	117			
Our teachers are trained on stress management	Between Groups	5.800	4	1.450	1.037	.392
	Within Groups	158.073	113	1.399		
	Total	163.873	117			
Our principal ensures that subjects and responsibility sharing is fair	Between Groups	11.092	4	2.773	4.239	.003*
	Within Groups	73.925	113	.654		
	Total	85.017	117			

*Significance at 0.05 level

Table 4.13 depicts significances at α level 0.05 of $F(4,113) = 2.984$, $p = 0.022$ for when conflicts arise, both sides are given fair hearing before judgment is done; $F(4, 113) = 5.992$, $p = 0.000$ for when conflicts arise, we still talk to each other; $F(4, 113) = 3.497$, $p = 0.010$ for all teaching staff members care about one another and do team teaching; $F(4, 113) = 3.515$, $p = 0.010$ for our unity is our key strategy in solving all conflicts; $F(4, 113) = 2.690$, $p = 0.035$ for school administration is keen on

understanding all sides of the argument; $F(4, 113) = 4.041, p = 0.004$ for documented summary is read by the panel; $F(4, 113) = 1.037, p = 0.392$ for our teachers are trained on stress management and $F(4, 113) = 4.239, p = 0.003$ for our principal ensures that subjects and responsibility sharing is fair. Seven out the eight conflict resolution strategies have probability value of less than 5% ($P < 0.05$) and hence significance is reached showing/meaning that conflict resolution has significant influence on timely syllabus coverage. The null hypothesis (H_{02}): Conflict resolution has no influence on timely syllabus coverage is rejected and hence accept the alternative hypothesis (H_{A2}): Conflict resolution has influence on timely syllabus coverage in public secondary schools.

4.6.2.3 Coordination and timely syllabus coverage

The study sought to find out the degree of agreement on teacher relational coordination indicators (shared goals, shared knowledge and mutual respect) that teachers need to accomplish so as to ensure timely syllabus coverage. The results are revealed in table 4.14

Table 4.14 ANOVA. Influence of coordination on timely syllabus coverage

		Sum of		Mean		
		Squares	df	Square	F	Sig.
The goal of timely syllabus coverage is shared by all teachers	Between Groups	7.504	4	1.876	4.255	.003*
	Within Groups	49.827	113	.441		
	Total	57.331	117			
I believe it is my failure when there is a delay in syllabus coverage	Between Groups	4.988	4	1.247	.730	.574
	Within Groups	193.122	113	1.709		
	Total	198.110	117			
Departmental consultations is encouraged	Between Groups	6.613	4	1.653	4.295	.003*
	Within Groups	43.497	113	.385		
	Total	50.110	117			
There are forums for sharing knowledge which equips us with skills	Between Groups	9.163	4	2.291	4.272	.003*
	Within Groups	60.599	113	.536		
	Total	69.763	117			
Highly performing teachers respect the lowly performing ones	Between Groups	7.062	4	1.766	2.901	.025*
	Within Groups	68.777	113	.609		
	Total	75.839	117			
Teachers respect policies made by school management	Between Groups	9.392	4	2.348	4.008	.004*
	Within Groups	66.202	113	.586		
	Total	75.593	117			

*Significance at 0.05 level

Table 4.14 reveals significances at α level 0.05 of $F(4, 113) = 4.255$, $p = 0.003$ for the goal of timely syllabus coverage is shared by all teachers; $F(4, 113) = 0.730$, $p = 0.574$ for I believe it is my failure when there is a delay in syllabus coverage; $F(4, 113) = 4.295$, $p = 0.003$ for departmental consultations is encouraged; $F(4, 113) = 4.272$, $p = 0.003$ for there are forums for sharing knowledge which equips teachers with skills; $F(4, 113) = 2.901$, $p = 0.025$ for highly performing teachers respect the lowly performing ones and $F(4, 113) = 4.008$, $p = 0.004$ for teachers respect policies made by school management and administration. Five out of the six coordination indicators have probability value of less than 5% ($P < 0.05$) and hence significance is reached meaning /showing that coordination has significant influence on timely

syllabus coverage. The null hypothesis (H_{03}): Coordination has no influence on timely syllabus coverage is hence rejected and the alternative hypothesis (H_{A3}): Coordination has influence on timely syllabus coverage in public secondary schools is accepted.

4.6.2.4 Attitude and timely syllabus coverage

The study aimed at determining the degree of agreement on attitude aspects (demonstrating caring and kindness, sharing responsibilities and sensitively accepting diversity) that teachers need to express among each other so as to cover syllabus on time.

The results are shown in table 4.15.

Table 4.15 ANOVA. Influence of attitude on timely syllabus coverage

		Sum of Squares	df	Mean Square	F	Sig.
Our principal is mindful of welfare of all teachers	Between Groups	9.233	4	2.308	4.340	.003*
	Within Groups	60.098	113	.532		
	Total	69.331	117			
Our principal provides teachers with all the necessary teaching aids	Between Groups	5.575	4	1.394	2.460	.049*
	Within Groups	64.018	113	.567		
	Total	69.593	117			
Our teachers are supportive of each other	Between Groups	12.050	4	3.012	4.977	.001*
	Within Groups	68.391	113	.605		
	Total	80.441	117			
Our teachers do team teaching and stand in for absentee ones	Between Groups	4.163	4	1.041	1.618	.175
	Within Groups	72.693	113	.643		
	Total	76.856	117			
Our school administration values ideas from all teachers	Between Groups	7.497	4	1.874	3.494	.010*
	Within Groups	60.613	113	.536		
	Total	68.110	117			
Each teacher is recognized and rewarded after KCSE results	Between Groups	6.701	4	1.675	3.257	.014*
	Within Groups	58.113	113	.514		

*Significance at 0.05 level

Table 4.15 reveals significances at α level 0.05 of $F(4, 113) = 4.340$, $p = 0.003$ for our principal is mindful of welfare of all teachers; $F(4, 113) = 2.460$, $p = 0.049$ for our principal provides teachers with all the necessary teaching aids; $F(4, 113) = 4.977$, $p = 0.001$ for our teachers are supportive of each other; $F(4, 113) = 1.618$, $p = 0.175$ for our teachers do team teaching and stand in for absentee teachers; $F(4, 113) = 3.494$, $p = 0.010$ for our school administration values ideas from all teachers and $F(4, 113) = 3.257$, $p = 0.014$ for each teacher is recognized and rewarded after KCSE results. Five out of the six relational attitude aspects have probability value of less than 5% (P

< 0.05) and hence significance is reached meaning /showing that relational attitude has significant influence on timely syllabus coverage. The null hypothesis (H₀₄): Attitude has no influence on timely syllabus coverage is hence rejected and the alternative hypothesis (H_{A4}): Attitude has influence on timely syllabus coverage is accepted.

4.6.3 Analysis of assistant teachers relational factors by correlation

The researcher carried out a correlation matrix to show the relationship between variables and to determine the extent of influence of each independent variable on the dependent variable. The correlations were based on two tailed tests due to possibility that the independent variable could either assume positive or negative influences.

4.6.3.1 Correlation between communication and timely syllabus coverage

The study sought to determine the relationship between teachers' communication and timely syllabus coverage. The results are shown in table 4.16.

Table 4.16 Relationship between communication and timely syllabus coverage

		Correlation							
Control variables		1	2	3	4	5	6	7	8
Correlation	1	1.000							
	2	.390**	1.000						
	3	.408**	.067	1.000					
	4	.472**	.298**	.371**	1.000				
	5	.298**	.112	.349**	.123	1.000			
	6	.188*	.096	.218*	.145	.164	1.000		
	7	.462**	.187*	.465**	.290**	.226*	.219*	1.000	
	8	.302**	.292**	.371**	.232*	.221*	.143	.432**	1.000
	9	.045	.125	.236*	.104	-.057	.141	.133	.255**

a. Cells contain zero-order (Pearson) correlations.

** . Correlation is significant at 0.01 level

*. Correlation is significant at 0.05 level

1. There is constant communication between teachers and school administration
2. Teachers are given full information about work schedules
3. Communication about delays is done promptly
4. Changes in school programs are communicated early
5. Our principal, deputy principal & HODs regularly visit teachers at their desks
6. Departments share information and work as a team
7. Our communication channels are clear and open to all teaching staff
8. Our principal encourages teachers to avoid jargon when communicating
9. When do you as a teacher cover syllabus?

Table 4.16 shows that there exists a very significant correlation (0.255) between the communication aspect: there is constant communication between teachers and school administration and timely syllabus coverage and a significant correlation (0.236) between the communication aspect: communication about delays is done promptly and timely syllabus coverage. The table also shows that there exist positive correlations though not significant between the other communication aspects and timely syllabus coverage. The table further reveals that there exists a negative correlation (-0.057) between communication aspect: our principal, deputy principal and HODs regularly visit teachers at their desk and timely syllabus coverage.

4.6.3.2 Correlation between conflict resolution and timely syllabus coverage

The study aimed at determining the relationship between conflict resolution and timely syllabus coverage. The results are shown in table 4.17.

Table 4.17 Relationship between conflict resolution and timely syllabus coverage
Correlation

Control variables	1	2	3	4	5	6	7	8	
Correlation	1	1.000							
	2	.377**	1.000						
	3	.203*	.139	1.000					
	4	.260**	.252**	.344**	1.000				
	5	.216*	.231*	.184*	.212*	1.000			
	6	.384**	.164	.208*	.166	.251**	1.000		
	7	.180	.018	.114	.142	.172	-.006	1.000	
	8	.285**	.258**	.492**	.333**	.323**	.223*	.355**	1.000
	9	.173	.256**	.145	.094	.189*	.134	-.087	.162

a. Cells contain zero-order (Pearson) correlations.

** . Correlation is significant at 0.01 level

* . Correlation is significant at 0.05 level

- 1 - When conflicts arise, both sides are given fair hearing before judgment is done
- 2 - When conflicts arise, we still talk to each other
- 3 - All teaching staff members care about one another and do team teaching
- 4 - Our unity is our key strategy in solving all conflicts
- 5 - School administration is keen on understanding all sides of the argument
- 6 - Documented summary is read by the panel
- 7 - Our teachers are trained on stress management
- 8 - Our principal ensures that subjects and responsibility sharing is fair
- 9 - When do you as a teacher cover syllabus?

Table 4.17 shows that there exists very significant correlation (0.256) between conflict resolution strategy aspect: when conflicts arise, we still talk to each other and timely syllabus coverage and a significant correlation (0.189) between conflict resolution strategy aspect: school administration is keen on understanding all sides of the argument and timely syllabus coverage. The table also shows that there exist positive correlations though not significant between other conflict resolution strategy aspects and timely syllabus coverage. The table further shows that there exists a negative correlation (-0.087) between conflict resolution strategy aspect: our teachers are trained on stress management and timely syllabus coverage.

4.6.3.3 Correlation between coordination and timely syllabus coverage

The study aimed at finding out the relationship between coordination and timely syllabus coverage. The results are showed in table 4.18.

Table 4.18 Relationship between coordination and timely syllabus coverage

		Correlation					
Control variables		1	2	3	4	5	6
Correlation	1	1.000					
	2	.167	1.000				
	3	.108	-.159	1.000			
	4	.081	-.022	.413**	1.000		
	5	.085	-.015	.213*	.089	1.000	
	6	.334**	.077	.365**	.190*	.241**	1.000
	7	.230*	.086	.151	.161	.119	.216*

a. Cells contain zero-order (Pearson) correlations.

** . Correlation is significant at 0.01 level

*. Correlation is significant at 0.05 level

- 1 - The goal of timely syllabus coverage is shared by all teachers
- 2 - I believe it is my failure when there is a delay in syllabus coverage
- 3 - Departmental consultations is encouraged
- 4 - There are forums for sharing knowledge which equips us with skills
- 5 - Highly performing teachers respect the lowly performing ones
- 6 - Teachers respect policies made by school management
- 7 - When do you as a teacher cover syllabus?

Table 4.18 shows that there exist significant correlations (0.230 and 0.216) between coordination dimension aspects: the goal of timely syllabus coverage is shared by all teachers and teachers respect policies made by school management respectively and timely syllabus coverage. The table further shows that there exist positive correlations though not significant between other coordination dimension aspects and timely syllabus coverage.

4.6.3.4 Correlation between attitude and timely syllabus coverage

The study aimed at determining the relationship between attitude aspects and timely syllabus coverage. The results are depicted in table 4.19.

Table 4.19 Relationship between attitude and timely syllabus coverage

		Correlation					
Control variables		1	2	3	4	5	6
Correlation	1	1.000					
	2	.158	1.000				
	3	.314**	.242**	1.000			
	4	.051	.088	.299**	1.000		
	5	.361**	.195*	.402**	.245**	1.000	
	6	.071	.244**	.084	.012	-.068	1.000
	7	.159	.092	.289**	.110	.129	.229*

a. Cells contain zero-order (Pearson) correlations.

** . Correlation is significant at 0.01 level

* . Correlation is significant at 0.05 level

- 1 - Our principal is mindful of welfare of all teachers
- 2 - Our principal provides teachers with all the necessary teaching aids
- 3 - Our teachers are supportive of each other
- 4 - Our teachers do team teaching and stand in for absentee ones
- 5 - Our school administration values ideas from all teachers
- 6 - Each teacher is recognized and rewarded after KCSE results
- 7 - When do you as a teacher cover syllabus?

Table 4.19 shows that there exists a very significant correlation (0.289) between relational attitude aspect: our teachers are supportive of each other and timely syllabus coverage. The table also shows that there exists a significant correlation (0.229) between relational attitude aspect: each teacher is recognized and rewarded after KCSE results and timely syllabus coverage. The table further reveals that there exist positive correlations though not significant between other relational attitude aspects and timely syllabus coverage.

4.6.4 Assistant teachers recommendations/suggestions to enhance timely syllabus coverage

For question pertaining recommendations from the teachers was open-ended, coding of responses required scanning to get common themes. The study sought to find out recommendations/suggestions on enhancing timely syllabus coverage in public secondary schools. The responses given comprised: avoidance of time wastage in the way of going to classes too late after lesson onset and leaving too early before lesson end; avoiding idle talk (grave pine) that eats into lesson preparation time; enlightening students on individualized study ahead of teachers' teaching for this would enhance better and faster understanding as teachers teach; providing learners with copies of syllabuses so as to know what to cover ahead of teachers; remedial teaching outside scheduled official times like early in morning, late evening and on Saturdays; teachers making up for lost lessons and keeping learners busy when they are away with permission by giving the learners assignments; teachers working as a team by doing team teaching where teachers conversant with sections of syllabuses are given those sections to cover, teachers standing in for absentee ones; timely payment of school fees by parents so that learners stay in school throughout term and year and the government to allow April and August holiday tuition so as to revise exams of previous term end exams for this would enhance concentrating on teaching effectively in the ensuing term.

The study further recommends that learners should have group work and peer teaching for this would boost understanding by especially weak learners; teachers should prepare thoroughly and in advance before lessons start for this would enhance their delivery during lesson; teachers being motivated by availing all necessary

teaching aids and being remunerated well by employer to avoid the teachers concentrating on self-income generating activities to earn extra money; in servicing of teachers to enhance on their teaching strategies; form one admission to be at onset of year to prolong their stay in school; planning for each terms work early during preceding vacation; optimal staffing of schools by TSC; revising the curriculum to have manageable work and proper quality assurance and standards both by school administration which is the internal QASO and MOEST QASO.

4.7 Heads of departments relational factors and timely syllabus coverage

Findings on HODs relational factors and timely syllabus coverage were analyzed by use of frequency and percentage tables. Responses in the questionnaires were tabulated, coded and processed by use of computer SPSS program to yield the frequency and percentage tables.

4.7.1 Communication and timely syllabus coverage

4.7.1.1 Rating of schools based on timing of syllabus coverage

The study sought to know rating of schools by respondents in as far as timing of syllabus coverage is concerned. The responses are shown in table 4.20.

Table 4.20 HODs rating of schools based on syllabus coverage timing

	Very good	Good	Fair	Poor	Very poor	Total
How do you rate your school in as far as timely syllabus coverage in your department is concerned?	21	32	5	1	1	60
Percentage	35%	53.3%	8.3%	1.7%	1.7%	100

Table 4.20 reveals that 35% of respondents rated the syllabus coverage as very good, 53.3% as good, 8.3% as fair, 1.7% as poor and 1.7% as very poor. From the responses syllabus coverage in the schools can be said to be good for 88.3% of respondents rated it as good.

4.7.1.2 Communication of departmental policies, programs and activities

The study sought to know the frequency by which communication is done in departments. The results are as shown in table 4.21.

Table 4.21 Communication of departmental policies, programs and activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Sometimes	11	18.3	18.3	18.3
Often	19	31.7	31.7	50.0
Very often	12	20.0	20.0	70.0
Always	18	30.0	30.0	100.0
Total	60	100.0	100.0	

Table 4.21 shows 30% of respondents do communicate departmental policies, programs and activities to teachers always, 20% do it very often, 31.7% do it often and 18.3% do it sometimes. This means that communication between HODs and teachers occurs hence conflicts are avoided or minimized which enhances timely syllabus coverage.

4.7.1.3 Schemes of work, records of work and revision of exams.

The study sought to know the timeliness of doing schemes of work, recording of work and revising of exams and their influence on timely syllabus coverage. Results from the study revealed that preparation and handing in schemes of work is effected by end of week one or two of each term onset for teachers/schools that prepare schemes of

work on termly basis. For schools that prepare schemes of work yearly do it at year onset. Checking of work records is done on weekly or fortnightly basis by HODs while revision of exams after being sat and marked is done soon after or in a week's time. This would mean that there is effective quality assurance and standards in those schools hence that would lead to timely syllabus coverage and hence prospects of good performance in KCSE.

4.7.1.4 Communication direction in departments

The study inquired to know direction of communication by teachers in departments.

Reponses are shown in table 4.22.

Table 4.22 Communication direction in departments

	Frequency	Percent	Valid Percent	Cumulative Percent
Downward	4	6.7	6.7	6.7
Upward	14	23.3	23.3	30.0
Horizontal	6	10.0	10.0	40.0
All of the above	36	60.0	60.0	100.0
Total	60	100.0	100.0	

From table 4.22, it is evident that 60% of respondents agreed that all directions: downward, upward and horizontal are used which means that the departments' and schools' teaching staffs are in constant communication and which would enhance timely syllabus coverage.

4.7.1.5 Extent of clarity of communication on timely syllabus coverage

The study sought to know to what extent use of simple, precise, familiar and right words and short statements in communication helps in expressing ideas among teachers in departments. The results are shown in table 4.23.

Table 4.23 Clarity of communication among departmental teachers

	Very good	Good	Fair	Poor	Very poor	Total
To what extent does use of simple, precise, familiar and right words and short statements in communication help in expressing ideas among teachers in your department?	16	35	8	1	0	60
Percentage	26.7%	58.3%	13.3%	1.7%	0	100

Table 4.23 reveals that 85% of respondents concurred that simple, familiar and right words in communication helps express ideas to great extent. This could mean that communication is understood by all teachers and which would enhance timely syllabus coverage.

4.7.2 Conflict resolution and timely syllabus coverage

The study sought to know means by which teachers in departments solve conflicts.

The results are shown in table 4.24

Table 4.24 Solving of conflicts among teachers in departments

	Frequency	Percent	Valid Percent	Cumulative Percent
Having dialogue	38	63.3	63.3	63.3
Team building	7	11.7	11.7	75.0
Mediation	3	5.0	5.0	80.0
All of the above	12	20.0	20.0	100.0
Total	60	100.0	100.0	

Table 4.24 reveals that 63.3% of HODs use dialogue, 11.7% use team building, 5% use mediation and 20% of them use dialogue, team building and mediation. This

could mean that dialogue is the most fruitful way of solving conflicts this would enhance timely syllabus coverage.

4.7.3 Teacher coordination and timely syllabus coverage

The study sought to find out whether teacher relational coordination indicators (shared goals, shared knowledge and mutual respect) influence timely syllabus coverage. The results are shown in table 4.25.

Table 4.25 Influence of departmental coordination on timely syllabus coverage

	Yes	No
Do you think teacher relational coordination indicators influence timely syllabus coverage?	53	7
Percentage	88.3	11.7

Table 4.25 shows that 88.3% of HODs were in agreement that coordination influences timely syllabus coverage meaning that relational coordination is an effective measure in having teachers work towards achieving timely syllabus coverage.

4.7.4 Teacher attitude and timely syllabus coverage

The study sought to know whether teacher relational attitude aspects (demonstrating caring and kindness, sharing responsibilities and sensitively accepting diversity) influence timely syllabus coverage. The results are shown in table 4.26.

Table 4.26 Influence of departmental attitude on timely syllabus coverage

	Yes	No
Do teachers' relational attitude aspects influence timely syllabus coverage?	51	9
Percentage	85	15

Table 4.26 reveals that 85% of respondents were in agreement that relational attitude influences timely syllabus coverage meaning that teachers relational attitude should be enhanced in order to help cover syllabus early.

4.7.5 HODs recommendations/suggestions to enhance timely syllabus coverage

Results from the study indicate following recommendations/suggestions by HODs: endeavoring to keep learners in school by sensitizing parents to pay fees appropriately; creating a school culture that lures learners to stay in school; reversing ban on holiday tuition; sufficient staffing by TSC based on curriculum based establishments; revising curriculum by Kenya Institute of Curriculum Development to capture only necessary content; selecting students of same entry behavior in form 1; students to specialize in what they are good at early in form 1; not missing classes/lesson by teachers; students studying ahead of teachers; frequent departmental and staff meetings to evaluate syllabus coverage progress; engaging laboratory assistants to help assist in availing learning materials to learners; administration to reduce paper work and embrace ICT in teaching and learning; ensuring learner centered teaching and learning; scheduling co-curricular activities during weekends to create more time for teaching and learning; strict monitoring and evaluation of syllabus coverage by having internal QASO and teachers to compensate for missed lessons.

Further findings recommend that teaching starts soon after form ones report; cooperating with parents and other stakeholders to create harmony in schools so that teaching and learning is not interrupted; the government to make secondary education totally free for learners to stay in school throughout; TSC to remunerate teachers well so as to be motivated to work with dedication; in service training for teachers to get

better pedagogical skills; reducing teachers turnover so as to ensure smooth teaching for interruptions due to transfers and teachers swoping slows down syllabus coverage; thorough preparations of lessons in advance; teachers not digressing during teaching and timely completion of assignments by learners.

4.8 Principals’ relational factors and timely syllabus coverage

Findings on principals’ relational factors and timely syllabus coverage were analyzed by use of percentage and frequency tables. Responses in the questionnaires were tabulated, coded and processed by use of a computer SPSS program to yield the frequency and percentage tables. Responses in the open ended questions were scanned to get common themes which were then presented in narrative form.

4.8.1.1 Rating of schools based on timing of syllabus coverage

The study sought to know rating of schools by principals based on timing of syllabus coverage. The responses are shown in table 4.27.

Table 4.27 Principals’ rating of schools based on syllabus coverage timing.

	Very good	Good	Fair	Poor	Very poor
How do you rate your school in as far as timely syllabus coverage concerned?	7	22	3	0	0
Percentage	21.9%	68.8%	9.3%	0	0

Table 4.27 shows that 68.8% of principals gave a rating of good and 21.4% gave a rating of very good. This would mean that schools cover syllabuses on time.

4.8.1.2 Communication of school policies, programs and activities

The study sought to know the frequency by which principals communicate school policies, programs and activities which has a bearing on timely syllabus coverage.

The results are shown in table 4.28.

Table 4.28 Principals' communication of school policies, programs and activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	9.4	9.4	9.4
	Often	1	3.1	3.1	12.5
	Very often	8	25.0	25.0	37.5
	Always	20	62.5	62.5	100.0

From table 4.28 it is revealed that 62.5% of principals always communicate school policies, programs and activities to their teachers, 25% of them very often do it, 3.1% often do it and 9.4% of them do it sometimes. From the responses, generally there is good communication between administration and teaching staff which would mean that minimal conflicts are experienced hence teachers work harmoniously which would hence lead to timely syllabus coverage.

4.8.1.3 Scheming of work, checking of records of work and revision of exams

Results from the study show that preparation and handing in of schemes of work is done in weeks one and two of each term onset, while checking of records of work is done weekly and fortnightly while revision of exams after they have been sat and marked is done soon after/in a week's time. This would mean that curricular programs are timely executed hence timely coverage of syllabuses.

4.8.1.4 Communication direction employed by teachers in schools

The study sought to know from school principals the communication direction mostly used by teachers. The results are shown in table 4.29.

Table 4.29 Communication direction employed by teachers in schools

Direction	Frequency	Percent	Valid Percent	Cumulative Percent
Downward	2	6.2	6.2	6.2
Upward	1	3.1	3.1	9.4
Horizontal	2	6.2	6.2	15.6
All of the above	27	84.4	84.4	100.0
Total	32	100.0	100.0	

From table 4.29, it is evident that 84.4% of schools use the three directions of communication: downward, upward and horizontal. This would mean that there is harmonious coexistence between teachers and administration, no delays in communication, no distortion of messages hence effective communication which ensures good achievement of set goals and more so timely syllabus coverage.

4.8.1.5 Extent of clarity of communication on timely syllabus coverage

The study sought to know to what extent use of simple, precise, familiar and right words and short statements in communication helps in expressing ideas among teachers in schools. The results are shown in table 4. 30.

Table 4.30 Clarity of communication among teachers in schools

	Very good	Good	Fair	Poor	Very poor
To what degree does use of simple, precise, familiar and right words and short statements help in expressing ideas?	12	16	4	0	0
Percentage	37.5	50	12.5	0	0

Table 4.30 reveals that 50% of principals rated the clarity as good and 37.5% of them rated it as very good. This would mean that mostly teachers understand communication among them and hence implement requirements of the communication which would enhance prospects of timely syllabus coverage.

4.8.2 Conflict resolution and timely syllabus coverage

The study sought to know from principals the conflict resolution strategies used by teachers in their schools. The responses are shown in table 4.31.

Table 4.31 Strategies employed to resolve conflicts among teachers

Strategy	Frequency	Percent	Valid Percent	Cumulative Percent
Having dialogue	7	21.9	21.9	21.9
Team building	4	12.5	12.5	34.4
Mediation	1	3.1	3.1	37.5
All of the above	20	62.5	62.5	100.0
Total	32	100.0	100.0	

Table 4.31 shows that 62.5% of schools use dialogue, team building and mediation while the rest of the schools (37.5) use either dialogue or team building or mediation. This would mean that majority of schools use a combination of strategies hence effectively resolve conflicts which would enhance timely syllabus coverage.

4.8.3 Coordination and timely syllabus coverage

The study sought to inquire whether relational coordination indicators (shared goals, shared knowledge and mutual respect) among teachers in school influence timely syllabus coverage. The responses are shown in table 4.32.

Table 4.32 Influence of school coordination on timely syllabus coverage

	Yes	No
Do you think relational coordination indicators influence timely syllabus coverage?	29	3
Percentage	90.6	9.4

The table shows that 90.6% of principals thought that relational coordination influences timely syllabus coverage while 9.4% did not think so. This would mean that relational coordination has positive influence on timely syllabus coverage.

4.8.4 Attitude and timely syllabus coverage

The study sought to know whether principals practice teacher relational attitude aspects (demonstrating caring and kindness, sharing responsibilities and sensitively accepting diversity) with a view to covering syllabus on time. The responses are shown in table 4.33.

Table 4.33 Influence of school attitude on timely syllabus coverage

	Yes	No
Do you as principal practice teacher relational attitude aspects?	32	0
Percentage	100	0

Table 4.33 shows that 100% of principals practice relational attitude aspects meaning that principals in Migwani sub county care about and are kind to their teachers, share responsibilities with their teachers and treat teachers fairly despite their differences

which would mean that teachers are motivated to work with dedication to achieve goal of timely syllabus coverage.

4.8.5 Suggestions to enhance timely syllabus coverage

Findings from the study indicate following recommendations/suggestions by principals: avoidance /reduction of teachers absenteeism; provision of adequate teaching and learning materials; adequate staffing by TSC based on curriculum based establishment (CBE); parents paying fees accordingly so that learners are kept in school; motivating teachers by e.g a treat outside school during vacation; embracing teacher appraisal and development (TAD); role modelling by principals, deputy principal and HODs; benchmarking with schools that apply same curriculum and have brilliant performance in academic programs; learners to study and make notes ahead of teachers; proper time management; strict monitoring and evaluation by having strict policy on internal quality assurance and standards; remedial teaching and holiday tuition re-introduction; having disciplined students who faithfully implement academic programs; group work and peer teaching among students; prior preparation of professional documents during vacation; availing syllabuses to all classes so as to monitor teachers and advise them when they are slowing down; setting targets for syllabuses coverage; proper remuneration of teachers by TSC so as to work with dedication and not waste school time implementing self-micro income generating activities; avoiding digressing during teaching; having class/lesson attendance register for teachers and which should be maintained by class prefects.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary, discussion, conclusion and recommendations of the research study. The summary, discussion, conclusion and recommendations are based on information and research findings obtained after data analysis and presented in the previous chapters. The findings obtained from data analysis make a direct contribution to knowledge. Highlights for further research, based on the research findings have been given.

5.2 Summary of the research findings

This study aimed at establishing the influence of teachers' relational factors on timely syllabus coverage in public secondary schools in Kenya. The objectives were: to establish the influence of communication among teachers on timely syllabus coverage; to establish the influence of teacher conflict resolution on timely syllabus coverage; to establish the influence of teacher coordination on timely syllabus coverage and to establish the influence of teacher attitude towards relational interaction on timely syllabus coverage. The study also tested the following null hypotheses: H_{01} – communication has no influence on timely syllabus coverage; H_{02} – conflict resolution has no influence on timely syllabus coverage; H_{03} – coordination has no influence on timely syllabus coverage and H_{04} – attitude has no influence on timely syllabus coverage.

The study targeted 41 public secondary schools that sit KCSE with a population of 459 teachers (41 principals, 41 deputy principals, 92 HODs and 285 assistant

teachers). The study sample was drawn from 32 secondary schools that sit KCSE giving a sample of 224 teachers (32 principals, 64 HODs and 128 assistant teachers). Response rate was 92.2% for assistant teachers (118 teachers), 93.8% for HODs (60 HODs) and 100% for principals (32 principals). The researcher reviewed previous studies with a view to detecting knowledge gap which this study sought to bridge. This was done through library and internet research. The literature review procedure included reading and evaluating findings and methodology employed in previous studies. This helped point out areas that needed further investigations. The study adopted a descriptive survey design and employed both purposive and simple random sampling to get respondents. Three questionnaires were used to elicit information from the respondents. Content validity of the research instruments was obtained by seeking experts' opinions while reliability of research instruments was established by test- retest method. Data was cleaned, coded and summarized into frequencies and percentages and presented in tables, pie charts and graphs. Descriptive statistics was used to establish Mean differences amongst various aspects of the relational factors, Pearson's Product Moment Correlation Coefficient was used to determine relationships between independent variables and the dependent variable while Analysis of Variance (ANOVA) was used to test the null hypotheses.

5.2.1 Findings on communication factor and timely syllabus coverage

The objective was to establish the influence of teacher communication on timely syllabus coverage in public secondary schools and test the null hypothesis H_{01} : Communication has no influence on timely syllabus coverage. The measurement of this objective and the null hypothesis test was based on four communication indicators: frequency, timeliness, direction and clarity. Teacher communication was

measured in terms of: there being constant communication between teachers and school administration; teachers being given full information about work schedules; communication about delays being done promptly; changes in school programs being communicated early; principals, deputy principals and HODs regularly visiting assistant teachers at their desks for advice; departments sharing information and working as a team; communication channels being clear and open to all teachers and principals encouraging teachers to avoid jargon when communicating and teaching.

Major findings on this objective was that teacher relational communication has a positive influence on timely syllabus coverage except for the communication aspect – principals, deputy principals and HODs visit assistant teachers at their desks for advice which need to be improved to bear positive influence. The null hypothesis H_{01} : communication has no influence on timely syllabus coverage was rejected since 7 out of the 8 communication aspects had probability value of less than 5% ($p < 0.05$) except the communication aspect – principals, deputy principals and HODs visit assistant teachers at their desks for advice which had probability value of 0.450 which is more than 5% ($p > 0.05$). The alternative hypothesis (H_{A1}): communication has influence on timely syllabus coverage was hence accepted.

5.2.2 Findings on conflict resolution factor and timely syllabus coverage

The objective was to establish the effect of teacher relational conflict resolution on timely syllabus coverage in public secondary schools and test the null hypothesis H_{02} : conflict resolution has no influence on timely syllabus coverage. The measurement of this objective and H_{02} test was based on four conflict resolution strategies: dialogue, team building, mediation and stress management. Relational conflict resolution was

measured in terms of: when conflicts arise, both sides are given fair hearing before judgment is done; when conflicts arise, we still talk to each other; all teaching staff care about one another and do team teaching; our unity is our key strategy in solving all conflicts; our school administration is keen on understanding all sides of argument; documented summary is read by panel and each party asked to endorse it; our teachers are trained on stress management; our principal ensures that subjects and responsibility sharing is fair.

Major findings on this objective were that relational conflict resolution has positive influence on timely syllabus coverage except for the aspect – our teachers are trained on stress management which means that teachers need to be trained on stress management which would have a positive bearing on timely syllabus coverage. The null hypothesis H_{02} : conflict resolution has no influence on timely syllabus coverage was rejected since seven of the eight conflicts resolution strategy aspects had probability value of less than 5% ($P < 0.05$) except the aspect – our teachers are trained on stress management whose probability value was 0.392 which is more than 5% ($P > 0.05$). The alternative hypothesis H_{A2} : conflict resolution has influence on timely syllabus coverage was hence accepted.

5.2.3 Findings on coordination factor and timely syllabus coverage

The objective was to establish the effect of teacher relational coordination on timely syllabus coverage and test the null hypothesis H_{03} : coordination has no influence on timely syllabus coverage. The measurement of this objective was based on three dimensions: shared goals, shared knowledge and mutual respect. Teacher relational coordination was measured in terms of the goal of timely syllabus coverage is shared

by all teachers; I believe it is my failure when there is a delay in syllabus coverage; departmental consultations is encouraged; there are forums for sharing knowledge which equips teachers with skills; highly performing teachers respect the lowly performing ones and teachers respect policies made by school management.

Major finding on this objective was that teacher relational coordination has positive influence on timely syllabus coverage. The null hypothesis H_{03} : coordination has no influence on timely syllabus coverage was rejected for five out of the six coordination aspects had probability value of less than 5% ($P < 0.05$) except for the coordination aspect – I believe it is my failure when there is a delay in syllabus coverage which had probability value of 0.574 which is more than 5% ($P > 0.05$). The alternative hypothesis (H_{A3}): coordination has influence on timely syllabus coverage was hence accepted.

5.2.4 Findings on attitude factor and timely syllabus coverage

The objective was to establish the effect of teacher relational attitude on timely syllabus coverage in public secondary schools and test the null hypothesis H_{04} : attitude has no influence on timely syllabus coverage. The measurement of this objective was based on three relational attitude aspects: demonstrating caring and kindness; sharing responsibility and sensitively accepting diversity. Teacher relational attitude was measured in terms of: our principal is mindful of welfare of all teachers; our principal provides teachers with all necessary teaching aids; our teachers are supportive of each other; our teachers do team teaching and stand in for absentee ones; our school administration values all teachers and each teacher is recognized and rewarded after KCSE results.

Major finding on this objective was that relational attitude has positive influence on timely syllabus coverage. The null hypothesis H_{04} : attitude has no influence on timely syllabus coverage was rejected since five out of the six relational attitude aspects had probability value of less than 5% ($p < 0.05$) except for the relational attitude aspect – our teachers do team teaching and stand in for absentee ones which had probability value of 0.175 which is more than 5% ($p > 0.05$). The alternative hypothesis (H_{A4}): attitude has influence on timely syllabus coverage was hence accepted. The findings were supported by HODs for 88.3% and 85% of them agreed that coordination and attitude respectively influence timely syllabus coverage. Further the findings were supported by principals for 90.6% and 93.8% of them respectively agreed that coordination and attitude influence timely syllabus coverage.

5.2.5 Findings on HODs factors and timely syllabus coverage

88.3% of HODs rated syllabus coverage as good. 81.7% of HODs constantly communicate departmental policies, programs and activities to teachers. 60% of communication in departments follows all directions of communication: downward, upward and horizontal and 85% of them agreed that use of simple, familiar and right words in communication helps express ideas to a great extent which boosts learners understanding of lessons and teachers sharing ideas and interactions. According to the HODs, 63.3% of conflict is resolved through dialogue. 88.3% of HODs agreed that relational coordination influences timely syllabus coverage while 85% of them agreed that relational attitude influences timely syllabus coverage. According to the HODs, schemes of work are done in weeks one and two of each term, checking of records of work is done weekly and revision for exams after they have been sat and

marked is done in a week's time and this timeliness helps in timely covering of syllabus.

5.2.6 Findings from principals' responses on timely syllabus coverage

90.7% of principals rated syllabus coverage in their schools as good which meant that syllabus coverage is timely done. 90.6% of them agreed that they communicate school policies, programs and activities constantly while 84.4% of principals agreed that their schools use all directions of communication: downward, upward and horizontal. 87.5% of them agreed that usage of simple, precise, familiar and right words expresses ideas during communication. 62.5% agreed that dialogue, team building and mediation are utilized as strategies to solve conflicts in schools. 90.6% of principals agreed that relational coordination influence timely syllabus coverage while 93.8% of principals agreed that relational attitude to a large extent helps in attainment of timely syllabus coverage. 100% of the principals said that schemes of work are done in weeks one and two of each term, checking of records of work is done weekly and fortnightly while revision for exams after they have been sat and marked is done in a week's time and this helps in attaining the goal of timely syllabus coverage.

5.3 Discussion of the research findings

This sub section discusses findings of the study pertaining to teacher relational factors (communication, conflict resolution, coordination and attitude) and their influence on timely syllabus coverage.

Findings of the study revealed that teacher communication: frequency, timeliness, direction and clarity are effective communication indicators that schools need to accomplish to ensure timely syllabus coverage. This is in agreement with Nzuve

(1999) who says that communication serves following functions: controls employees behavior by specifying job description and compliance with company polices and clarifies to employees what is required to be done to improve management. Frequent communication keeps participants updated on progress. Timely communication is critical for effective coordination, clear and accurate communication ensures no delays and errors (Havens, Vasey, Gittel & Lin, 2010). Communication that involves all directions helps education managers to know what various people in school (students, teachers and non-teaching staff) feel about their school in terms of both progress and areas requiring improvement (Okumbe, 1998). The findings are also in concurrence with Mwikya (2013) who says that frequency and timeliness of communication are effective communication indicators that airlines need to accomplish to ensure timely delivery of services.

Findings of the study showed that conflict resolution strategies: dialogue, team building, mediation and stress management need to be accomplished so as to ensure timely syllabus coverage. This is in agreement with Akong'o (2011) who says that conflict affects performance of duty in educational institutions and is responsible for poor results. The findings are consistent with that of Oboegbulem and Alfa (2013) who observed that effective administration of schools, to a large extent depends on a cordial and cooperative working relationship among principal, deputy principal, HODs, teachers and students. Oboegbulem et al (2013) also found that conflict resolution ensures that schools do not fall short of goal exploitation and attainment.

The findings also showed that coordination dimensions: shared goals, shared knowledge and mutual respect need to be accomplished by schools in order to ensure timely syllabus coverage. This is in agreement with Crowston and Kammerer (1998)

who say that coordination enables organizations to better achieve their desired outcomes. This further agrees with Gittel, (2011) who says that having a set of shared goals for the work process enables participants have a powerful bond and more easily come to compatible conclusions on how to respond as new information becomes available.

The research findings further showed that teacher attitude: demonstrating caring and kindness, sharing responsibilities and sensitively accepting diversity are aspects that schools ought to accomplish in order to attain timely syllabus coverage. This is in agreement with Heather (2011) who says that the attitudes of principals and teachers create an atmosphere for learning that influences school effectiveness. This furthers agrees with Watson, (2003) who says that when teachers cooperate in teams, demonstrate caring and kindness to each other and students, participate in school development and evaluate and change school climate, students learning is improved which then boosts prospects of timely syllabus coverage.

The study also found that when teachers relate well, timely syllabus coverage is achieved and which boosts prospects of good performance in KCSE and this is in agreement with a study done by Amadalo, Shikuku and Wasike (2012) on investigating factors influencing syllabus coverage in secondary school mathematics in Kenya which found that students who cover syllabus timely in Mathematics score better in KCSE than those who cover the syllabus just before KCSE examination. These findings were also supported by HODs and principals who to a large extent were in agreement that communication, conflict resolution, coordination and attitude positively influence timely syllabus coverage.

5.4 Conclusion

From the findings, it can be concluded that communication, conflict resolution, coordination and attitude among teachers are factors that have a positive influence on timely syllabus coverage.

5.5 Recommendations for further study/research

The study focused on relational factors involving teachers hence there is need for a similar study involving teachers and students; teachers, students and support staff. The study involved only public secondary schools hence similar study need be done involving both public and private schools. The study was done in Migwani sub county, hence similar study need be done in other sub counties in Kitui county or in the whole county or any other county in Kenya in an attempt to compare the findings. The study compared relational factors and timing of syllabus coverage, hence there is need to conduct a similar study to show relationship between timing of syllabus coverage and performance in KCSE. The study further recommends that further studies be done to establish influence of other teacher relational factors: politics, friendship, competition, bullying, consultations, support, information exchange, mentorship, favoritism, social and gender segregation and their influence on timely syllabus coverage.

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APPENDICES

APPENDIX I: Introduction letter to respondents

South Eastern Kenya University

P. O. Box 170 - 90200, Kitui

Dear respondent,

RE: DATA COLLECTION

I am a student at South Eastern Kenya University. Currently, I am doing a research study to fulfill the requirements for the award of Master of education degree. My study is on teacher relational factors influencing timely syllabus coverage in public secondary schools in Kenya – a case of Migwani sub county, Kitui county. The respondents for this study are principals, heads of departments and assistant teachers.

The purpose of this letter is to request your participation in the study hence I would exceedingly appreciate if you assist me by responding to all questions in the attached questionnaire as completely and honestly as possible. Your responses will be treated with utmost confidentiality and will be used for this study only. To further enhance the confidentiality, please do not write your name on the questionnaire.

Thanks in advance for your cooperation.

Yours faithfully,

Mutia Peter Mbalaka

Cell: 0717 406079

APPENDIX II: Questionnaire for assistant teachers

Instructions:

Please respond to the following questions and where applicable, mark all the relevant box(es) with a tick (√)

Confidentiality: The responses you will provide will be strictly confidential. No reference will be made to any individual(s) in the report of the study.

The questionnaire contains six sections A, B, C, D, E & F. For each section respond to all items using a tick (√) or filling in the blank spaces where appropriate.

SECTION A: Personal information

1. Please indicate your gender

- a) Male [], b) Female []

2. What is your age bracket?

- a) Below 30 year [] c) 40 - 49 years []
b) 30 - 39 years [] d) 50 years & above []

3. What is your highest academic achievement?

- a) Diploma [] c) Post graduate diploma in education []
b) Bachelor's degree [] d) Others, specify _____

4. For how long have you worked as assistant teacher in public secondary school in Kenya

- a) Less than 5 years [] d) 15 - 19 years []
b) 5 - 9 years [] e) 20 years & above []
c) 10 - 14 years []

SECTION B: Organizational information

5. Please tick (√) the department in which you work

- a) Humanities [] c) Science [] e) Guidance & Counseling []
b) Languages [] d) Maths [] f) Technical []
g) Others specify [] _____

SECTION C: Effective communication on timely syllabus coverage (covering syllabus early enough in term 2 of the final/examination year so as to afford appreciably good amount of time for revising for KCSE exam)

6. Below are some of teacher relational effective communication indicators that schools need to accomplish to ensure timely syllabus coverage. Show by tick (√) against each statement the extent to which you agree or disagree with the level of accomplishment at your school.

Key: Strongly Agree – (SA), Agree – (A), Undecided – (U), Disagree – (D), Strongly Disagree – (SD)

Effective communication	SA	A	U	D	SD
i) Frequency					
1. There is constant communication between teachers and school administration/management as pertains duty performance and this enables us cover syllabus early					
2. Teachers are given full information about work schedules e.g term dates, when to hand in schemes of work, set exams for typing, hand in exam results, when to offer remedial lessons and do revision and this sees us cover syllabus in a timely manner.					
ii) Timelines					
3. Communication about delays in provision of teaching/learning materials is done promptly hence enabling making necessary changes to guard against delays in syllabus coverage					
4. Changes in school programs like half term break, games competition etc and which greatly interfere with syllabus coverage are communicated early enough so as for teachers to make necessary adjustments about timely syllabus coverage.					
iii) Direction					
5. Our P, DP & HODs regularly visit teachers at their desks and observe their lessons during their teaching and advise accordingly and this enables us have early coverage of syllabus.					
6. Departments share information and work as a team and this ensures timely syllabus coverage					

iv) Clarity					
7. Our communication channels are clear and open to all teaching staff which ensures faster implementation of academic programs hence early syllabus coverage.					
8. Our principal encourages our deputy, HODs & teachers to avoid jargon when communicating school matters and teaching so as for learners to understand faster hence timely syllabus coverage.					

SECTION D: Teacher relational conflict resolution strategies on timely syllabus coverage in public secondary schools.

7. Below are statements concerning conflict resolution strategies that influence timely syllabus coverage in public secondary schools. Indicate the extent to which you agree or disagree with the statements

Strategy	SA	A	U	D	SD
i) Dialogue					
1. When conflicts arise, both sides are given fair hearing before judgment is done hence amicable solution which affords more teaching time hence early syllabus coverage.					
2. When conflicts arise, we still talk to each other to ensure conducive atmosphere for continued teaching hence early syllabus coverage.					
ii) Team building					
3. All teaching staff members care about one another and do team teaching and where need be teachers stand in for absent ones hence timely syllabus coverage.					
4. Our unity is our key strategy in solving all conflicts which affords us more time to cover syllabus in a timely manner					
iii) Mediation					
5. Our school administration is very keen on understanding all sides of the argument hence quick and amicable solution which gets us back to work quickly and this ensures timely syllabus coverage.					
6. Documented summary is read by the panel and each concerned party asked to endorse the document and this guards us against reverting to conflicts hence affording us ample time to cover syllabus early.					

iv) Stress management					
7. Our teachers are trained on stress management hence the stress does not interfere with their teaching time, this helps us in timely syllabus coverage.					
8. Our principal ensures that subjects and responsibility sharing is fair and takes into consideration one's ability and interest hence timely execution of curricular programs which has always enabled us cover syllabus early					

SECTION E: Teacher relational coordination and timely syllabus coverage

8. Below is a description of the indicators of effective coordination whose presence or absence would influence timely syllabus coverage in public secondary schools. Indicate by a tick (✓) the extent to which you agree or disagree with each of them.

Coordination indicators	SA	A	U	D	SD
i) Shared goals					
1. The goal of timely syllabus coverage is shared by all teachers which makes us focused on timely syllabus coverage					
2. I believe it is my failure when there is a delay in syllabus coverage					
ii) Shared knowledge					
3. Departmental consultations is encouraged so I believe the other departments are doing much work to cover syllabus early					
4. There are forums for sharing knowledge which equips us with skills which enable us to cover syllabus on time.					
iii) Mutual respect					
5. The highly performing teachers respect the lowly performing ones and give them hints which enables them cover syllabus early.					
6. Teachers respect policies made by school management and administration even when the policies are not popular e.g remedial teaching early in the morning, late evening and on Saturdays and this enables us have timely syllabus coverage					

SECTION F: Teacher relational attitude and timely syllabus coverage

9. Below is a description of aspects of positive attitude whose expression would influence timely syllabus coverage in public secondary schools. Show by a tick (✓) the extent to which you agree or disagree with each.

Attitude aspects	SA	A	U	D	SD
i) Demonstrating caring and kindness					
1. Our principal is mindful of welfare of all teachers and this motivates teachers to work hard to complete syllabus on time.					
2. Our principal provides teachers with all the necessary teaching aids which enables us teach effectively and hence cover syllabus early					
ii) Sharing responsibilities					
3. Our teachers are supportive of each other and this creates a conducive teaching environment which enables us cover syllabus on time					
4. Our teachers do team teaching and stand in for absentee ones and this avoids delays in syllabus coverage					
iii) Sensitively accepting diversity					
5. Our school administration values ideas from all teachers irrespective of gender, education level and age and this motivates teachers to work dedicatedly to achieve goal of early syllabus coverage					
6. Each teacher is recognized and rewarded after KCSE results irrespective of achieved mean grade and this motivates teachers to work hard to cover syllabus early					

10. When do you as a teacher cover syllabus in readiness for KCSE exams
a) Very early (term 1) [], b) Early (term 2) [], c) Late (end of September) [],
d) Just before KCSE exams [], e) hardly cover the syllabus []
11. Please give recommendations/suggestions towards realizing timely syllabus coverage _____

Thank you for your time and responses

APPENDIX III: Questionnaire for Heads of Departments

Instructions:

Please respond to the following questions and where applicable mark all the relevant boxes with a tick (✓)

Confidentiality: the responses you will give will be strictly confidential. The information you will provide will help in determining the extent to which teacher relational factors (effective communication, conflict resolution, coordination and attitude) influence timely syllabus coverage (covering syllabus early enough in term 2 of the final/examination year so as to afford appreciably good amount of time for revising for KCSE). There is no wrong answer hence all information given will therefore be useful.

SECTION A: Personal information

1. Please indicate your gender
a) Male [] b) Female []
2. What is your age bracket?
a) Below 30 year [] c) 40 - 49 years []
b) 30 - 39 years [] d) 50 years & above []
3. What is your highest academic achievement?
a) Diploma [] c) Post Graduate Diploma in Education []
b) Bachelor's degree [] d) others, specify _____
4. For how long have you worked as HOD?
a) Less than 5 years [] b) 5 - 9 years []
c) 10 - 14 years [] d) 15 - 19 years []
e) 20 years and above []

B Organizational information

5. Please tick (✓) the department you head
a) Humanities [] c) Science [] e) Guidance & Counseling []
b) Languages [] d) Maths [] f) Technical []
g) Others specify _____

SECTION C: Relational factors

Below are questions to do with relational factors that influence timely syllabus coverage in public secondary schools. May you answer them with a view to coming up with the best fit model to enhance timely syllabus coverage in public secondary schools.

1. How do you rate your school in as far as timely syllabus coverage in your department is concerned? a) Very good [], b) Good [], c) Fair [], d) Poor [], e) Very poor []
2. Do you as HOD communicate departmental policies, programs and activities to teachers? a) Never [], b) Sometimes [], c) Often [], d) Very often [], e) Always []
3. Indicate when following activities are effected in your department
 - i) Preparation and handing in schemes of work _____
 - ii) Checking of records of work of teachers _____
 - iii) Revision of exams after they have been marked and progress report given back
4. Which communication direction is mostly used by teachers in your department?
 - a) Downward [], b) Upward [], c) Horizontal/Lateral [], d) All of the above []
5. To what extent does use of simple, precise, familiar and right words and short statements in communication help in expressing ideas among teachers in your department?
 - a) Very good [], b) Good [], c) Fair [], d) Poor [], e) Very poor []
6. How do you solve conflicts among teachers in your department?
 - a) Having dialogue [], b) Team building [], c) Mediation [], d) Stress management [], e) All of the above [], f) By other strategies [], specify _____
7. Do you think teacher relational coordination indicators (shared goals, shared knowledge and mutual respect) influence timely syllabus coverage? a) Yes [], b) No []

8. Do teachers' relational attitude aspects (demonstrating caring and kindness, sharing responsibilities and sensitively accepting diversity) influence timely syllabus coverage?
- a) Yes [], b) No []
9. What do you think needs to be done so as to enhance timely syllabus coverage?
- i)
- ii)
- iii)
- iv)

Thank you for your participation

APPENDIX IV: Questionnaire for Principals

Instructions:

Please respond to the following questions and where applicable mark all the relevant boxes with a tick (✓)

Confidentiality: The responses you will give will be strictly confidential. The information you will provide will help in determining the extent to which teacher relational factors (effective communication, conflict resolution, coordination and attitude) influence timely syllabus coverage (covering syllabus early enough in term 2 of the final/examination year so as to afford appreciably good amount of time for revising for KCSE) in public secondary schools in Kenya. There is no wrong answer hence all information given will therefore be useful.

SECTION A: Personal information

1. Please indicate your gender
a) Male [] b) Female []
2. What is your age bracket?
a) Below 30 year [] c) 40 - 49 years []
b) 30 - 39 years [] d) 50 years & above []
3. What is your highest academic achievement?
a) Diploma [] c) Post Graduate Diploma in Education []
b) Bachelor's degree [] d) others, specify _____
4. For how long have you worked as a principal?
a) Less than 5 years [] b) 5 - 9 years []
c) 10 - 14 years [] d) 15 - 19 years []
e) 20 years and above []

SECTION B: Organization information

5. Please tick (✓) the departments your school has
Humanities [] Science []
Maths [] Languages []
Technical [] Guidance and counseling []
Others (specify) _____

SECTION C: Relational factors

Following are questions to do with teacher relational factors that influence timely syllabus coverage in public secondary schools. May you answer them so as to help the researcher in coming up with the best fit model to enhance timely syllabus coverage in public secondary schools in Kenya.

1. How do you rate your school in as far as timely syllabus coverage is concerned?
a) Very good [], b) Good [], c) Fair [], d) Poor [], e) Very poor []

2. Do you as principal communicate school policies, programs and activities to the school? a) Never [], b) Sometimes [], c) Often [], d) Very often [], e) Always []

3. Indicate when following activities are effected in your school
 - Preparation and handing in of schemes of work _____
 - Checking of record of work by teacher _____
 - Revision of exams after they have been marked and progress given back to learners _____

4. Which communication direction is mostly employed by teaching staff in your school
a) Downward [] b) Upward []
c) Horizontal/lateral [] d) All of the above []

5. To what degree does use of simple, precise, familiar and right words and short statements in communication help in expressing ideas among teachers in your school a) Very good [], b) Good [], c) Fair [], d) Poor [], e) Very poor []

6. What strategies do you employ to resolve conflicts among your teaching staff members? a) Having dialogue [], b) Team building [], c) Mediation [], d) Stress management [], e) All of the above [], f) By other strategies [], specify

7. Do you think relational coordination indicators (shared goals, shared knowledge and mutual respect) influence timely syllabus coverage? a) Yes [], b) No []

a) Do you as principal practice following teacher relational attitude aspects (demonstrating caring and kindness, sharing responsibilities and sensitively accepting diversity) with a view to covering syllabus timely?

Yes [], b) No []

8. What do you think need be done so as to enhance timely syllabus coverage?

i) _____

ii) _____

iii) _____

iv) _____

Thank you for your responses

APPENDIX V: Research Budget Estimates

S. No	Item Description	Subtotal	Total
1	Proposal writing	4,000	
	Desk research at various libraries, Stationery, cybercafé, photocopying, printing and binding	15,200	19,200
2	Research instruments	10,000	10,000
	Questionnaires (typing and copies)		
3	Data collection	12,000	12,000
	4 helpers @3000		
4	Data analysis (SPSS)	20,000	20,000
5	Final draft printing and binding	13,000	13,000
	Typing, printing, photocopying and binding		
6	Transport/ miscellaneous		
	Transport,	10,000	
	Telephone	5,000	
	Stationery	8,000	
	Computer/internet services	9,000	32,000
	GRAND TOTAL		106,200

APPENDIX VI: Nacosti research authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

22nd September, 2015

NACOSTI/P/15/9344/7543

Peter Mbalaka Mutia
South Eastern Kenya University
P.O. BOX 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teachers’ relational factors influencing on-time syllabus coverage in Kenyan public secondary schools: Case of Migwani Sub-County, Kitui County,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **22nd September, 2016**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.


The County Director of Education
Kitui County.

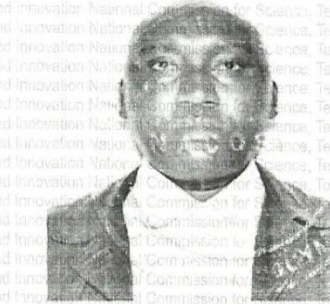
APPENDIX VII: Nacosti permit


THIS IS TO CERTIFY THAT:
MR. PETER MBALAKA MUTIA
of SOUTH EASTERN KENYA UNIVERSITY,
0-90402 Migwani, has been permitted to
conduct research in Kitui County

on the topic: TEACHERS' RELATIONAL
FACTORS INFLUENCING ON-TIME
SYLLABUS COVERAGE IN KENYAN
PUBLIC SECONDARY SCHOOLS: CASE OF
MIGWANI SUB-COUNTY, KITUI COUNTY

for the period ending:
22nd September, 2016


Applicant's
Signature




Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 6671

CONDITIONS: see back page