

Effects of team building amongst teaching staff on academic performance of secondary schools in Rarieda sub-county, Kenya

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