

**RELATIONSHIP BETWEEN TEACHING STAFF AND THE
ADMINISTRATION ON STUDENT PERFORMANCE
IN SECONDARY SCHOOLS OF KITUI CENTRAL
KITUI - DISTRICT KENYA**

**BY
RUTH NZILANI MUTHOKA
BED/13626/61/DF**

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UNIVERSITY**

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DECLARATION

I declare that this work is as a result of my own research and has never been submitted to any other institution for any academic award.

RUTH NZILANI MUTHOKA

Signed:.....

Date:.....
28. 8. 2009

APPROVAL

This project has been submitted for examination by my approval as a university supervisor.

okyd
.....

**MS MUTUMBA
SUPERVISOR**

Date: *28/8/09*
.....

DEDICATION

My dedication goes to my dear husband Evans who has all through been an encouragement including mutual , emotional and spiritual support in pursuing the course . More so to my beloved mum Priscilla for taking care of my children all though during the study. Not forgetting my heartfelt beloved children Ben, Dina and Elias for withstanding my absentia.

ACKNOWLEDGEMENT

I would like to thank almighty God for giving me this opportunity. Sincere gratitude goes to Ms Mutumba for her valuable supervision and guidance which helped me to complete this report, more thanks to the head teacher of Archbishop Nzimbi secondary school. Mr. Wambua for giving me permission to conduct my research , further to the three head teachers and staff of the three secondary schools in Kitui Central zone for having given the relevant information for the success of this research.

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DEFINITION OF KEY TERMS

Relationship: The conduct or interaction between people.

Performance: Period achievement under test condition.

Administration: Process of developing and maintaining organizational procedures by directing and controlling the activities and behavior of human in an organization or school.

Teaching staff: The teachers in a school. Anybody assigned the duty responsibility of teaching.

Professional thinking: Critically according to your professional ethics.

Head teacher: Chief executive Head of school who is responsible for administration, supervision, control management of school institution in accordance with educational act.

ABSTRACT

The purpose of this study was to investigate the effects of poor relationship between the teaching staff and the school administration could have on students' performance. The investigation was carried in secondary schools in Kitui Central zone, Kitui District – Kenya. The study involved a sample of 50 teacher randomly selected from all teachers in three schools in the Zone. The instruments of research the researcher used are questionnaires in collecting data from the teachers inclusive of the head teachers.

The researcher also used the Liker type to find out the teachers attitude to this relationship. The researcher collected the only time the teacher was free and could carryout the research work conveniently. On completion of all these the researcher was able to know the effects of the poor relationship and based on the findings have given suggestions and some recommendations.

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

From observation I have developed interest and concern on the effects poor relation between the teaching staff and the administration between teaching staff and the administration can have on student performance for the last four years I have been in the teaching profession.

The way the administration relates with the teaching staff (teacher) dictates much the efficiency and effectiveness of the teachers.

The poor relationship can create problems or differences which in turn can have advance effects for the general performance of the students for example it happened in the school I am reverently teaching that the principal different with a teacher, when thus made the staff divided itself in to two such that some sided with principle while other members side with the victim teacher this addition created pressure and tension in the staff and was extended to the students such that the teachers did not mind for the students academic affairs' there fore it stand s out to be a problem that can be investigated to find out with research findings what effects can this relationship have on students performance if professionally the teacher then his/ her responsibilities should then his/ her differences with the administration be extended to students ?

1.2 Statement of the research problem

This study will be made access the effects a poor relationship of the teaching staff and the administration can have on students' performance in Kitui central zone Kitui district – Kenya.

The researcher would draw conclusions on the effects based on the five schools in the zone to generalize the results in the district

1.3 Purpose of the study

The purpose of the study was to find the effects of poor relationship of the teaching staff and the administration can have performance on student's performance in Kitui central zone –Kitui district, Kenya.

1.4 Objectives of the study

The specific objectives of the study were to find,

1. Poor relationship between the teaching staff and the administration
2. To identify why school any personal difference between a teacher and the head teacher be extended to the students
3. To investigate the role of the administration in ensuring a good relationship exists among the staff.
4. To find out the measures that should be taken incase any differences arise between a teacher and administration.

1.5 Research question

The researcher used the following research questions to quite in the research

What are the causes of poor relationship between the teaching staff and the administration?

Should any personal differences between teacher and the head teacher be extended to students.

What would be the role of the administration in ensuring a good relationship exists among the staff ?

What measures should be taken in case any differences arise between the teacher and the administration?

1.6 Significance of the study

The findings of this research will be useful to different stakeholders of education in the district and the country at large in trying to eliminate all that which can hinder good performance of students in secondary schools.

Such findings may also help educational officers in putting emphasis on good relationships in school for the benefit of all in ensuring educational goals are met its not just a matter of performing one's duties but being role models in the school as teachers.

1.7 Research assumptions

While carrying out the study the researcher intends to make the following assumptions:

- 1 there will be use of bad language between the staff members
- 2 there will be inciting of the students not to abide by the school rules silently to hurt the administration.
- 3 there is no transparency in the school on certain issues concerning how teachers should relate
- 4 the teaching staff undermines the power of the head teacher silently.
- 5 there is poor communication between the administration and the staff.

1.8 Limitation of the study.

This research will be carried out as a survey in five secondary schools in Kitui central Zone – Kitui district, Kenya. The schools will include: Nzambani Boys, St. Mary mixed boarding, Mbitini Girls, Kisasi Boys boarding, and Archbishop Nzimbi Mixed Day Sec School.

The limitation of the study includes:

- 1- Lack of ample time to carry out the research.
- 2- Financial constraints as the research is financially demanding especially on traveling to various schools.
- 3- Lack of co-operation may arise among the respondent the researcher intends to interview.
- 4- Lack of relevant literature to back up the study problem .
- 5- Non – response from the target population of the study in relation to the problem of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The school administration has been treated as the day to day running of school affairs by head teachers. Different school heads adopt different ways of governance. A well governed school attracts good performance of both teachers and students in general. But a poorly governed school especially as it pertains the relationship will lead to adverse effects on the students

The relationship may lead to a situation where prefects are given excessive powers and favour .a case witnessed in Nzambani boys secondary school where a prefect is permitted to keep a close eye to a teacher on all his / her activities within the school compound and later report to the principal whereas the moment the teacher notices this, then a difference must crop up and spread in the staff. It's quite expected that such a head teacher has to be at longhead with teachers.

This study will be aimed at investigating the effects poor relationship of the administration and the teaching staff may have on student performance in five selected schools in Kitui central Zone – Kitui district – Kenya.

This review is made to summarize all literature that might be there on head teacher – teacher relationship .to find out the extent to which such relationship can affect student's performance. Much is in development.

2.1 Development.

With a study like this concerning poor relationship of administration and teaching staff and how it can affect students performance much is required specifically on the head teacher and the teacher.

Zippora Wakasa in the thesis (Oct 2002) describe the head teacher as a chief executive in the school who is responsive for the effective learning to take place.

Warm positive relationship facilitates communication across organizational levels. The personality of the leaders (head teacher) is the key to the organizational communication as put by Carroll (1981).

The head teacher is expected to work efficiently and effective with others, one to one basis and in groups setting s . Zippora Wakasa (2002), she suggests that the head teacher should be a cheer leader and facilitator to the teachers and students' figure of interest and every one including teachers put eyes on him to see how he relates or reacts to issue concerning personal relation to accuse him/her. Its expected that the head teacher and the staff should act authentically since high performance and achievement s is a result of combined efforts of each individual in the school.

The teacher provides reality centered leadership and the staff is committed.

In such there is no need of burdensome many rules and regulation 9(JONES 1988). Where decision making is not participating the teacher becomes autocratic and this demonstrates his / her subordinates.

Michael Huberman in his book ' the line of teachers \ point out that poor relationship seems to be attributed to jealousy on the parts of senior

teachers towards the junior who may be successful, lack of understanding or indulgence or at divergence of opinion looking at the teacher interaction cycle down stream from the status and the role of the teacher we have the students and so he/she is professional; up stream is the school authority and the teacher is the civil servant (Michael Humberman_)

The head teacher must chart his course of action with the child as the centre D.M Mbiti- Foundation of school Administration (1987). He adds that the head teacher must keep reminding the staff of the need to place the child in the centre of their professional thinking and do their best not to exploit the wounds where differences between the administration and the staff exists from : what good can come out of such to benefit the students “ Fahari Wawili Wapiganao Ziumizo ninyasi”

It is said that whenever poor relationship a rise, success is affected and such where a poor relationship exists between the administration and the staff definitely students will be affected.

There fore this study will emphasize on the fact that in some schools teacher are frustrated, demotivated and consequently perform bad jobs due to poor relation with the administration how will this affect the student’s performance.

It is these effects that the researcher intends to find out in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introductions

There are many methods of data collection that a researcher used depends on what is dealing with and the target population size.

In this chapter he researcher intends to described the method to use in also discuss the design and the local of the study the target population and sampling strategies out line and data analysis.

3.2 Research Design

The researcher used to survey design during this study and the sample random sampling where all members of the target population would have equal chance of reason all teachers in the five school in Kitui central zone would have equal chances of being selected to the members in the sample.

In carrying out the study the researcher intended to use different methods of data collection but specific one would have questionnaires and personal observation.

3.3 Population of the Study

The target population of this study was the teaching staff and administration body of five schools in Kitui central zone Kitui district – Kenya. The schools are:

- Nzambani boy's secondary
- St,mary's secondary school
- Mbitini girls secondary school
- Kisasi boys secondary school
- Archbishop Nzimbi secondary school

3.4 Sample and Sampling Technique

The researcher intended to sample 50 teachers inclusive of the head teachers the 50 teachers were selected out of the 116 teachers. In individual school 10 teachers were selected using simple random sampling; this would be done by the researcher herself in the specific school.

To get the sample of 10, the researcher intended to cut pieces of papers equal to number of all teachers in the school of which among the papers 10 were written YES others NO, who ever picks the yes becomes a member of sample.

3.5 Instruments

The written questionnaires are the main instruments of this research. A written questionnaire will be given to the sample members.

3.6 Procedure

The researcher intended to carry out the data collection during weekends and free time offer classes

The research prepared questionnaires covering areas on the relation of the administration and the teaching staff the effects a poor relationship can have on student's performance, the role of administration body in maintaining a good relationship in school.

The researcher would have sought permission from the respective head teachers before selecting the sample and presenting the questionnaires she would have communicated to the teachers with an introduction letter.

The researcher visited the five schools at different specifies times and data's for the study

The researcher delivered the questionnaires to the selected teachers in person.

Each teachers was given time to answer the questions at her / his own time but with in the day once the data is available it would be analyzed and conclusions and recommendations are made finally the research report is written and presented to Kampala international University by August 2009.

3.7 Data Analysis

Data from the once collected arrayed was organized according to category of respondents then analyzed using descriptive statistics i.e frequency table and % (s)

CHAPTER FOUR

DATA ANALYSIS OF RESULTS

4.0 Introduction

This chapter presents results of data analysis, discussion and interpretation. These area were blended together for the sake of concise, non-repetitive and more analytical.

The main purpose was to present the results of the data analysis in a systematic ways and give all evidences to the research question and observation stated in chapter one.

The interpretation went beyond the result making inferences conclusion (Ahola 2002).

The data were collected using a set of questionnaires for teaching staff and head teachers.

4.1 CAUSES OF POOR RELATIONSHIP BETWEEN THE STAFF AND THE ADMINISTRATION

To achieve the objective the teachers (heads inclusive) were asked a health relationship is and what cause poor relationship at the moment of filling the questionnaires.

After analysis results were as shown in table 4.1

The table was made to give percentage of key words mentioned as the ground cause of poor relationship

Table 1 percentage of keys words mentioned as caused of poor relationship

	KEY WORD	FREQUENCY	PERCENTAGE
1	Absenteeism	14	46.7
2	Negligence of duty assigned	11	36.7
3	Misunderstanding	8	26.7
4	Poor performance	6	20.0
5	Lack of commitment	4	13.3

Besides these the respondents were asked to specify other and mentioned insubordination lateness, poor communication and jealousy.

From the table is clear that 14 out of 30 respondents mentioned absenteeism as a cause of poor relationship taking 46.7%. This could be attributed to being absent without permission with would appear as underrating the authority.

Negligence of duty also proofs to be a cause of poor relationship as it has 36.7% rate which is also high and might be due to insubordination , lack of their party.

Others that had significant percentage were misunderstanding (26%) poor performance (20%) and lack of commitment (13%)

4.2 should personal differences between a teacher and the head teacher be extended to students

To get information whether any personal differences between a teacher and head teacher should be extended to students, the respondents were asked to tell if any differences did actually rise between themselves by ticking yes or no, then if such differences should be extended to students and the extent to which such differences can affect classroom performance.

Its found out that 50% of the respondents admitted that differences arise between themselves. Then 66% said that such differences should not be extended to students. 76.7 % showed that such differences can affect teacher's classroom performance.

The effects to classroom performance comes in that much because of an annoyed, sad and uncomfortable teachers will not be able to deliver or perform his duties and responsibilities affectively.

4.3 Role of the Administration in ensuring a good relationship exists among the staff

To get information concerning the role of the administration in the staff in enhancing good relationship exist among the staff. Teachers were asked to suggest ways of enhancing good relationship and state the role of the administration in the table below.

Table 2 role of Administration

	Roles	F	Percentage
1	Regular staff meetings	17	56.7
2	Dialogue		43.3
3	Effective communication		30.0
4	Appreciation , motivation and rewarding		30.0
5	Transparency & involve teachers in decision making		26.7

From the table, its found out that having regular staff meetings (56.7%) is a major role of the administration in ensuring a good relationship exist between the teaching staff . this is followed by dialogue , which is to closely follow by effective communication and so the administration.

should ensure these prevail in the school. More so application, motivation and reward transparency and involving teachers in decision making are roles of the administration in ensuring a good relationship exist especially with the teachers. Besides these the respondents specified other rules as:-

Guidance and counseling, understanding teacher's strong and points, teamwork and confidential deal with issues affecting teachers were of significant importance.

4.4 Measures to be taken in case any difference arise between a teacher and the administration.

To achieve the measures that need to be taken in case any difference arises between a teacher and the administration, the respondents were asked to give suggestions on improving a poor relationship between the administration and teachers and also suggest what would be done in resolving any differences.

After analysis, the results were also shown in table 4.4, which was made to be percentage of keywords suggested as measures that need to be taken.

Table 3 Measures to be taken in case any difference arises between a teacher and the administration.

KEY WORD		F	Percentage
1	Dialogue	11	36.7
2	Equal treatment of teachers	9	30
3	Effective communication/transparency	7	23.3
4	Understanding	6	20
5	Confidential deals	5	16.7

Besides these other specified were:- fair delegation of duties, acting professionally motivation and reward and listening to teachers before judging. However, from the table its clear that dialogue and open discussion (36.7%) is a major weapon to solving any difference that might arise between administration and the teaching staff. This should be with equal treatment of teachers (30%) excising effective communication (23.3%) understanding one another (20%) and being confidential in all matters affecting teachers.

It appears from general observation that dialogue is key measure because it's the one to create the good working atmosphere with understanding and effective communication.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter summarizes the findings, makes conclusions and recommendations performing, to this study.

5.1 Discussion

The discussion of the findings section answered the research questions which had been derived from the research objectives as follows:

In the issue of the cases of poor relationship between the teaching staff and the administration it was established that 46.7% of the respondents sited absenteeism as the major cause followed by negligence of duty (36.7%) , misunderstanding (26%) , poor performance 20% and lack of commitment (13%) although there were others mentioned as minor causes.

In the area of whether personal difference between teaching staff and administration should be extended to students and the extent they can affect classroom performance from the findings, 66.7 % sited that such differences should not be extended to students but to the control. 76.6% showed that in case of any difference that can affect classroom performance, this could be that if the teachers not satisfied then may feel frustrated /stressed and so will teach un prepared and be rude to students . The teacher can extend the bitterness to students and also when emotionally affected also delivery is affected and consequently students general performance.

In the role of the administration in ensuring a good relationship exists among staffs in this established that regular staff meetings (56.7%)

is a major role of the administration in ensuring a good relationship exist among the staff. This would do well if dialogue (43.3%) and effective communication (30%) work together. Besides other roles nice appreciation, motivation and rewarding staff teachers together with transparency and involving them in decision making.

It's my feeling to add that it's the role of the administration to ensure transparency, acting professionally and recommending teacher promotion on merit.

On the measures to be taken in case any difference arises between teachers and the administration it was established that there should be open dialogue and discussion (36%) equal treatment of teachers (30%). Transparency and effective communication, understanding and confidential dealing with matters affecting teacher's relationship would help in resolving any difference that may arise between teachers and the administration.

5.2 conclusion

Based on the results the researcher arrived at the following about the effects of poor relationship between the administration and the teaching staff can have on student's performance in Kitui central Zone- Kitui District of Eastern province, Kenya.

Poor relationship between the teaching staff and the administration can be caused by:-

Absenteeism

Negligence of duty

Misunderstanding

Poor performance

Lack of commitment

These were established to be the main causes of a poor relationship. Well there were others of less significance such as: insubordination, lateness, jealous and poor communication.

It was established that personal differences do arise between the administration and the teaching staff but found out that 66.7% admitted that the difference should not be extended to students.

On the other hand 76.7% indicated that such difference whenever they arise can affect teachers classroom performance will not be effective.

Thus it is the role of the administration in ensuring a good relationship exists with the teaching staff this can be done by:

Having regular staff meetings (briefings)

Exercise dialogue

Be appreciating, motivating and rewarding teachers

Being transparent and involve teachers in decision making.

The administration can practice guidance and counseling, understand strong and weak points of teachers, encourage teamwork and be confidential dealing with matters affecting teachers' relationships.

On the same, the researcher found out from the study that some measures can conveniently be taken whenever any difference arises between teachers and the administration. these were as follows:

The administration should have open dialogue and discussion, have equal treatment of all teachers, and exercise effective communication and transparency. These can be backed up by acting professionally understanding and listening to teacher before judging.

However it's not that a teacher can be penalized before defending him/herself but study reviewed that majority of the respondent (teachers) were not satisfied with the way the differences are resolved as they claimed 1 knot to be given an hearing.

Out of observation underrating teachers and jealousy do affect a good relationship and so need to be avoided when dealing with teaching staff to take care of the students welfare in academic performance.

5.3 Recommendation

Based on the study objectives, the researcher wishes to recommend as follows:

Having got to identify the major causes of a poor relationship in the school administration and teaching staff, the administration should be keen when dealing with matters that can affect teacher's classroom performance especially those emanating from the authorities.

These have more weight in affecting teacher's effectiveness in academic performance of student. It is the responsibility of every teacher to work professionally and follow the ethics.

They should be informed of the innocent kids placed on their hands and try to avoid all that can affect the effectiveness of the modeling of the younger ones.

An external body can be involved when resolving any differences that may arise between the administration and the teaching staff given that they are human beings. There should be no discrimination in resolving any differences; there should be no underrating of either party.

Motivation rewarding and appreciation pays as every body feels good and encouraged when praised for good done or work well done. Thus the administration should learn to be motivating their teaching staffs for academic excellence in every social organization there have to be good working relationship where honesty understanding and respect for one another exist.

Man is to error and it's always good to accept correction. The administration should not always feel the right and be too bossy. There should not be any room for the community around the school to negatively influence the working of the school. There might arise malicious advisers who may be misleading by misadvising.

Something like inferiority complex should never arise with administration otherwise it crops out differences easily. For that reason the administrators should be professionally qualified position to avoid some inferiority or underrating. It should be wise to transfer teachers regularly to avoid the element of being used to a particular environment.

People are good at listening and being more attentive to a new face thus I would recommend calling resource person to talk to teachers.

Lastly since this study did not cover a wide area and the sample seemed to be small, its recommended a wider area be studies and included even the feeling of the students in the extent poor relationship can affect students performance.

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APPENDICES

APPENDIX A

TEACHER'S QUESTIONNAIRES.

Please answer the questions following to the best of your knowledge so as to enable the researcher to collect the right information as pertains to the effects of poor relationship of the administration and the teaching staff on student's performance in this school.

The information you provide will be held in complete confidence for your responses will be very helpful for the success of this study.

Tick which is applicable

1. Gender

Male

Female

2. What is your academic/ professional qualification?

KCSE/KACE

Diploma

BSC/BA

BED

Any other specify is it

3. What causes poor relationship? Is it?

a) Negligence of duty assigned

b) Absenteeism

c) Misunderstandings

d) poor performance

e) Lack of commitment

Specify other

4. Did any differences arise between you and administration?

Yes or No

If yes,

b) Should such differences be extended to student?

Yes or No

Give reasons

c) To which extent should these differences affect classroom performance?

5) Suggest ways of enhancing good relationship,

6) State the role of administration concerning ensuring w a good relationship exist among the shaft

APPENDIX B

TRANSMITTAL LETTER FOR THE HEAD TEACHER OF ARCHBISHOP NZIMBI SECONDARY SCHOOL

Ruth Nzilani Muthoka
Kampala International University
P.o. Box 20,000
Kampala, Uganda.

February 25, 2009

Mr. Wambua
Head Teacher
Archbishop Nzimbi Secondary School
Kitui District, Kenya

Dear Sir,

I am student in second year pursuing Bachelor of Education with Science and I am seeking for your consent to carry out my research in your institution.

Your hospitality will be highly appreciated.

Yours respectively,

RUTH NZILANI MUTHOKA