

**FACTORS INFLUENCING TEAMWORK EFFECTIVENESS OF  
PUBLIC PRIMARY SCHOOL TEACHERS IN  
ENHANCING KCPE PERFORMANCE  
IN TURKANA CENTRAL DISTRICT,  
TURKANA COUNTY.**

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## ABSTRACT

In Schools, people must work closely together, perform different roles and work effectively to ensure school objectives are achieved. It should be the desire of every head teacher to have a motivated and a cohesive team of teachers who can work together productively. The purpose of the study was to investigate factors influencing teamwork effectiveness of public primary school teachers in enhancing KCPE performance in Turkana Central district, Turkana County. The target population included teachers, deputy head teachers and head teachers in public schools in the four zones in Turkana Central district. The total population of teachers is three hundred and ninety six in Turkana central district. Simple random sampling procedure was used to pick one hundred and eighteen teachers representative of the whole population from which generalizations was done without biasness. This formed 30% of the total population. The method of collecting primary data was done through the use of well Structured and unstructured questionnaires, directed towards respondents to give appropriate answers. Statistical methods of data analysis were employed. Secondary data was collected from the District Education Office indicating the number of schools, staff establishment record for easy sampling of the target population, and standard eight performances in the Kenya Certificate of Primary Education results analysis of schools in the district for the last four years. Data was analyzed with the aid of statistical package for social science (SPSS) computer Program. The researcher hopes to explore ways of establishing and sustaining high performing teams in public schools in Turkana Central district, Turkana County. The findings of the study showed head teachers understand the importance of motivation team members as implied from the research findings that all head teachers agreed that they reward and recognize team members. The research findings showed that team members are given enough time to prepare and are assigned a task he/she can perform best. Clear communication is predominant in the institutions under investigation. The researcher concludes that majority of the school administrators have sufficient work experience to deal with pupils and teachers issues. Further, school administrator's base their selection of team members on interest and expertise of the tasks. Few of the head teachers use qualification as the basis for assigning duties and responsibilities to teachers. It was clear that head teachers understood the importance of motivating team members as implied from the research findings. The study recommends that school administrators should encourage teamwork to enhance learning of new aspects from each other and realize that staff are not all motivated in the same way.