

## **Relationship between Teachers' Collegiality and Academic Performance of Pupils in KCPE in Central Division, Narok North Sub-County, Kenya**

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### **Abstract**

*Collegiality in schools is a phenomenon that has been advocated for and it is said to bear positive results in school management. The purpose of the study was to find out whether there is a relationship between teachers' collegiality and academic performance of pupils in public primary schools in Central Division of Narok North Sub County, Kenya. The specific objectives of the study were: to establish the relationship between teachers collaboration on pupils academic performance in KCPE in public primary schools in Central Division of Narok North Sub County, Kenya and to assess the relationship between teachers cohesion on academic performance of pupils in KCPE in public primary schools in Central Division, Narok North Sub County, Kenya. The study used survey research design. The target population consisted of 55 schools and 507 teachers from all the primary schools in Central Division of Narok North Sub County. Using 30%, simple random sampling was used to select 152 teachers for this study. A questionnaire was used for data collection. Reliability was tested using Cronbach's Alpha Index and was found to be 0.878 while validity was ascertained with the help of supervisors. Data was analyzed using both descriptive and inferential statistics with Pearson r as a method of testing relationships. The results of the analysis were presented using Tables. The results of the study indicated that collegiality had a positive relationship with academic performance in KCPE. All the two independent variables were found to have a positive and significant relationship to pupils' academic performance in public primary schools in Central Division of Narok North Sub County. The results are expected to shed light on how to improve provision of quality education in public primary schools, through the management of schools using collegial models.*

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**Key words:** Collegiality of Teachers, Collaboration, Cohesion and Pupils Performance

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## 1. Introduction

Research has consistently underlined the contribution of strong collegial relationships to school improvement and success. According to Hartfield (2002), collegiality is what colleagues do routinely. Strong collegial relationships among school teachers have consistently been highlighted as an important factor for school improvement and success (Gori 2014; DuFour, 2004). Collegiality is the set of practices and culture that support this adult growth. Barth's collegiality has four components: teachers talking with teachers about students, teachers working together to develop curriculum, teachers observing one another teach, and teachers teaching one another (Gori, 2014). The most promising strategy for sustained, substantive school improvement is developing the ability among school personnel to function as professional collegial communities (Goldenberg, 2004). The negative effects caused by the psychological isolation that characterized most schools (Heider, 2005) have also accelerated the adoption of a collegial approach in schools' cultures and shifted the emphasis from individual efforts to group work, from independence to interdependence. The chapter comprises of background, statement of the problem, objectives, research hypothesis, significance, limitation, and delimitation, scope of the study and definitions of terms.

## 2. Background

Jarzabkowski (2002), defined collegiality as teachers' involvement with their peers on any level, be it intellectual, moral, political, social, and/or emotional. According to him, collegiality encompasses both professional and social/emotional interaction in the workplace while collaboration mostly relates to the professional sphere of relationships. Collaboration is an aspect of the more general concept of collegiality and implies actually working together on a joint project or towards a common goal. It is seen as a subset of collegiality (Jarzabkowski, 2003; Little, 1999). Teacher collegiality is hypothesized to have a strong association with student performance (Leana & Pil, 2006). Research literature on education reform and school improvement suggests that improved student performance may be fully realized only when teachers routinely function as teams and abandon their traditional norms of isolationism and individualism (Leonard & Leonard, 2003). Teacher collegiality is regarded as one of the most common attributes found in all successful and effective schools. Successful schools can be differentiated from less successful schools by establishing time for teacher talk, teacher observation, and teachers teaching each other (Campo, 1993). Interventions designed to improve teamwork and communication among teachers, fostering sharing of best practices, and strengthening teacher relationships did not necessarily translate into more effective teaching and better student performance.

Development alliances, for example as described by Hay (1999), refer to long-term significant and holistic growth where people come together for commonly agreed purposes. She describes relationship roles which move from a traditional, operational and content-grounded focus, to more transitional accessing of deeper levels of change, and then to transformative learning, a two-way process which focuses on learning within a framework of increased self-awareness - the most important step for tertiary institutions. Further changes in the way institutions operate in their development of relationships are now coming to reflect the greater involvement of groups such as Maori and women, who are increasingly influential in developing institutional paradigms where collaboration and partnership are a more overt norm (Hay, 1999; Mitchell & Joyce-Eruiti, 2004). Educators are being encouraged to act as team players in order to bring effective learning outcomes for students and management effectiveness for school organizations. Similarly, organizational commitment has also been identified as a crucial factor in determining and influencing organizational outcomes. It is believed to be vital for organizational productivity, quality, and performance.

The size of decision-making groups is an important element in collegial management. They have to be sufficiently small to enable everyone to be heard. This may mean that collegiality works better in elementary schools, or in sub-units, than at the institutional level in secondary schools. Meetings of the whole staff may operate collegially in small schools but may be suitable only for information exchange in larger institutions. The collegial model deals with this problem of scale by building-in the assumption that teachers have formal representation within the various decision-making bodies. The democratic element of formal representation rests on the allegiance owed by participants to their constituencies (Bush, 2003). Collegial models assume that decisions are reached by consensus. The belief that there are common values and shared objectives leads to the view that it is both desirable and possible to resolve problems by agreement. The decision-making process may be elongated by the search for compromise but this is regarded as an acceptable price to pay to maintain the aura of shared values and beliefs. The case for consensual decision-making rests in part on the ethical dimension of collegiality. Imposing decisions on staff is considered morally repugnant, and inconsistent with the notion of consent (Bush, 2003). The current study, based in Kenya focused on schools in both a rural and a town setup and also with a cosmopolitan nature of teacher composition. It is noted that in Kenya there is very scarce literature depicting importance of collegiality in a school setup. Njogu (2012) considered the school culture which encompasses collegiality and how it affects performance of secondary school students in KCSE, no similar study has been conducted specifically on teacher collegiality in public primary schools in Kenya and particularly in Narok North Sub-County. It is therefore the purpose of this

study to fill gap by evaluating the relationship between teachers' collegiality and the academic performance of pupils in public primary schools in Narok North Sub-County.

### 3. Statement of the Problem

Although the concept of teacher collegiality has received much attention from educational scholars and researchers in recent years, a lot of these studies have been focused on the developed countries. According to the report by the Narok North Sub- County Education Officer (2015), teacher's collegiality remains a questionable aspect in most schools in Narok North Sub-County due to the poor results posted by public primary schools each year. For the last five years since 2011 the report indicates that over 60 percent of the pupils who sit for their KCPE in the county score less than 250 marks. Studies that have been carried to assess the performance of pupils in KCPE in Narok North Sub- County has mainly focused on facilities, attitude of the learners, school environment, parents economic status and social cultural factors. With all this in mind the performance among pupils in Narok has continued to be below average. This study focuses on the teacher's collegiality and how it affects the performance of the pupils. A report by the Education Section Narok North Sub-County (2014) staffing officer Narok North Sub- County on state of the teachers in public primary schools indicated that there are challenges of conflicts in most of the public schools in Narok. The report noted that conflicts that could be avoided are rampant in most of the public schools and this is a clear indication that there is no collegiality among the teachers. The report further noted that the rate at which head teachers are seeking transfers and teacher replacement for their schools leaves leadership vacuum due to unruly teachers. This further resulted into poor collaboration between teachers and the pupils and this has a negative impact on performance of pupils.

### 4. Research Hypotheses

The following hypotheses were used in this research:

HO1: There is no significant relationship between teachers Cohesion and pupil's performance in KCPE in public primary schools in central division, Narok North Sub-County, Kenya.

HO2: There is no significant relationship between teachers Collaboration and pupil's performance in KCPE in public primary schools in central division, Narok North Sub-County, Kenya.

### 5. Review of Related Literature

According to Kuh, (2016) collegiality is described as having four behaviors: colleagues talked together and collaborated with each other; they observed each other to engage in practice; they worked together on curriculum, instruction, planning, design, research and evaluation; and they taught one another what they know about learning and leading. Each of these behaviors is aligned to cohesion and shared leadership and collaboration between the school personnel. Collegiality encompasses all the routine behaviors and practices of colleagues. Zulkifly, Ismail, & Asimiran, (2020) on the other hand asserts that collegiality is not simply a matter of teachers conferring with one another but it is much more than a desirable teacher- to-teacher relationship. Hargreaves, & O'Connor (2018) suggest that many people use the term as if it were commonly understood, but that understanding generally means that teachers should "work together". Even

before 1980, the concept of collegiality started its development from teacher interaction and norms of collaboration. Authors such as Gueldner, Feuerborn, & Merrell, (2020) considered teaching as a collective action within the collaborative settings of effective schools to sustain teacher growth and learning and classroom success. Gori (2014) in his study on application of Collegiality in Schools: A Case of Gaborone Private Secondary Schools, Botswana found out that there was no use of consensus in management; no dialogue and involvement of staff in recruiting and firing of staff; and no involvement of teachers in the making of decisions through staff meetings in the day-to-day running of private secondary schools in Gaborone.

Wood (2007) indicated that teacher collaboration had its impact on district culture and on student learning. He uncovered conflicts that frequently emerged at enhancing the professional autonomy, authority, and responsibility of teacher conflicts with hierarchical and bureaucratic district and school culture through surveys. Eger (2001) administered a school culture questionnaire to evaluate common goals, confidence in school management, school regime, leader focus, communication, relationship, and organizational structure and found expected results. McLaughlin & Talbert (2010) and McLaughlin & Talbert (2007) linked exemplary results on student performance to the culture of teacher collaboration and shared responsibility for all students. Krisko (2001) said that for successful school improvement, collegial relationships must be established which can only be accomplished by the development of healthy learning communities of collaborative leaders and learners. Goddard et al. (2007) saw employees in their workplace to be pleasant primarily because of the relationships they form and the expressive behaviors that these relationships allowed. Batchelor (2008) and Mwikaria, Gori, & Chepkonga (2019) analyzed a large volume of research on the link between human resource management and academic performance of students in secondary schools and found out that several functions facilitated productivity, improved collegial and collaborative aspects to solve problems, increased motivation, and diverted attention to daily behaviors on values. Wood (2007) contended that teacher collaboration impacted on district culture and the success or failure of efforts to improve student learning resided with teachers. Uncovered conflicts that frequently emerged when efforts of enhancing the professional autonomy, authority, and responsibility of teachers conflicted with hierarchical and bureaucratic district and school culture. This is what Nevin, Thousand, & Villa (2009) explained in their work on a collaborative teaching model for field experience. Their work emphasized the importance of collaborative work through professional dialogue and articulation of knowledge about teaching and learning in respect of teacher professional development. Principals who receive no formation in school leadership and management prior to their appointment as school leaders may have difficulties in their collegial

responsibilities such as consulting, coordinating, supervising and encouraging with diligence for the welfare of the staff. In fact, Hoyle (2006) warned that school heads who failed to practice collegial leadership might become leaders who would get the teachers to follow orders, and to get things done, without any attention to the teachers' welfare. Thus, the 'dictatorship type of school leadership is no longer a viable leadership option for the contemporary principal.

Thomas, Tuytens, Devos, Kelchtermans, & Vanderlinde, (2020) placed a strong emphasis on learning as a social activity which arises from experiences gained through participating in the daily life of institutions. Wenger's definition of an active community of practice operating in education identifies the development of collegial relationships as critical to the validation of practice, so that all have opportunities to learn, reflect and adapt. Recognition of the shared repertoire of communal resources held within an institution functioning as a social entity, must be understood and continually renegotiated by its members for there to be benefits for all (Viskovic, 2005). As educational institutions more clearly identify themselves as professional learning communities, there will need to be culture shifts to include opportunities for rich conversations about learning (Gerritson, 2006) and careful consideration of where roles which enhance ongoing professional development sit within organizations (Mcgee, 2011). Quality professional conversations are a powerful tool used to deepen understandings about one's own practice and can develop through coaching in reciprocal learning relationships which allow input critical to enhancing teaching and learning (Gerritson, 2007; Robertson, 2006). It is important that such conversations take place as part of a planned and systematic approach to professional dialogue and development within an institution (Gori 2014).

## 6. Methodology

The study adopted a survey research design which because it helped to collect data within a short period of time in a vast research area (Bryman, 2012). The study targeted all the 55 public primary schools in Central Division of Narok North Sub County, 55 head teachers, 507 teachers. (Narok North Sub-County Education Director, Report, 2017). The cosmopolitan nature of the teacher's composition was also of great significance in providing appropriate data for the study. Gay, mills and Airasian (2009) suggested a sample of 30 percent and more of the population as being acceptable in social studies. The researcher used simple random sampling which provided an equal and independent chance to all parties of being included in the sample. This study used 30% of the target population to arrive at the sample size. This translates to  $30/100 \times 507 = 152$  teachers. Table 1 shows the target population, sampling techniques and sample size

Table 1.

*Target Population and Sample Size for the Study*

Schools	Teaching staff No.	Sample Teachers 30%
55	507	152

Source: County Education Officer, Narok North Sub- County (2014).

A questionnaire was used for the collection of data from head teachers and teachers as it was found appropriate with the large number of respondents involved (Gall, Gall & Borg, 2003). Data was analyzed using Pearson r while interpretation of results were based on  $\alpha$  (.05), 154 degrees of freedom (df), p, r-values and r-critical (Gall, Gall & Borg, 2003). Results from the r-tests were presented using Tables.

## 7. Validity and Reliability of Instruments

Validity refers to the extent to which a method of data collection presents what it is supposed to measure (Bryman, 2012). To ensure face and content validity, the questionnaire were modified by the help of the supervisor and other expert in the field of education. The comments from the experts were used to modify the questionnaire before the actual data collection process began. Experts were required to rate the questionnaire items based on their understanding of the questions, the clarity of the statements and the consistency of the questions. The coefficient of validity index (CVI) formula by Amin (2005) was used. That is;

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

Total items on the questionnaire 25

Amin (2005) indicated that if the coefficient of validity index is 0.6 or more the instrument is considered valid. For this study the coefficient of validity index was computed and established to be 0.84 which was much higher than 0.6, hence the questionnaire was considered valid. The reliability of the instruments was tested using Cronbach's Alpha Index. Filled questionnaires were collected, coded and entered into the SPSS software where the alpha reliability was determined. The results showed that the reliability of the questionnaire was 0.878 which indicated that the questionnaire was reliable to be used for further analysis.

## 8. Presentation of Data Analysis and Interpretation for Each Hypothesis

A total of 209 questionnaires were administered to the respondents and a total of 154 (73.3%) were collected and used for the analysis. Headings in this section are based on the research hypotheses. Descriptive analysis (means and standard deviations) of the study variables as shown in Table 2 was used during computation for the establishment of relationships using Pearson r with the help of SPSS.

### 8.1. Assessment of the Effect of Teachers Collaboration on Pupils' Performance.

The first objective of this study was to assess the effect of teachers Collaboration on pupils' performance. It was important to establish the opinion of the respondents in order to effectively answer the study questions. The respondents were asked to provide their views on a four Likert Scale of 1-4 where 4- strongly agree 3- agree 2-disagree 1- strongly disagree. The results were presented in Table 2.

The results in Table 2 show that most of the teachers ( $M=2.56$ ;  $SD=.898$ ) believed that different subject teachers collaborate when having lesson presentation. This shows that teachers in public primary schools are collaborating well with others to enhance the academic performance of the learners. That most of the teachers ( $M=3.61$ ;  $SD=.490$ ) believe that pupils in public primary schools have the potential to succeed in their academic performance. It is also noted that majority of the respondents ( $M=3.30$ ;  $SD=.667$ ) felt that their school facilitates a conducive atmosphere for academic performance.

It is also noted that most of the teachers ( $M=3.20$ ;  $SD=.520$ ) agreed that their schools encourage them to implement local and state policies for student success. It was also noted that most teachers ( $M=3.08$ ;  $SD=.381$ ) indicated that they are committed to use multiple skills and tools to assist students to achieve academic performance.



Table 2

## Teachers Collaboration on Pupils Performance in KCPE

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

Lastly, Hypothesis 1 was used to test whether there was a relationship between teachers' collaboration among the teachers and pupils' academic performance in KCPE in public primary schools in central division, Narok North Sub-County, Kenya. The hypothesis stated thus: *There is no significant relationship between teachers Collaboration and pupil's performance in KCPE in public primary schools in central division, Narok North Sub-County, Kenya.* To test this relationship, a Pearson r analysis was done to determine the relationship between teachers Collaboration. The results of the computation show that  $r=.683$  and  $p=.000$  (see Table 3). This can be reported as  $r(113) = .683, p < 0.05$ , which means that there is a significant relationship between teachers collaboration and the academic performance of learners in public primary schools in Central Division of Narok North Sub County. The results also indicated that an  $r$ -critical of .197 was less than the Pearson's correlation of  $r = .683$  and that  $p < 0.05$  that were used to determine the rejection or retention of null hypothesis 1. Based on this, the null hypothesis on this relationship was rejected thus: *There is a significant relationship between teachers collaboration and pupil's performance in KCPE in public primary schools in central division, Narok North Sub-County, Kenya.* This shows that collaboration in work places is an important phenomenon for performance. O'Neill (1997) who conducted research on collaboration in his findings on "managing through teams" indicated that team work is necessary for performance and this result therefore concurs with his findings.

Table 3  
Correlation analysis between collaboration and learners performance

Variables		Teachers Collaboration	Pupils Performance	Academic
Teachers Collaboration	Pearson Correlation	1	.683	
	Sig. (2-tailed)		.000	
	N	113	113	
Pupils Academic Performance	Pearson Correlation	.683	1	
	Sig. (2-tailed)	.000		
	N	113	113	

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

### 8.2. Assessment of the effect of teachers' cohesion on pupil's performance.

The second objective of this study was to assess the effect of teachers' cohesion on pupil's performance. The respondents were asked to provide their answers based on a four Likert scaled items (4- strongly agree 3- agree 2-disagree and 1- strongly disagree). The results were presented in Table 4 and show that most respondents ( $M=3.23$ ;  $SD=.641$ ) agreed that teachers demonstrate mutual support and trust for each other and this enhances their commitment and enables them to support the learners to perform better. The results also show that most teachers ( $M=2.24$ ;  $SD=1.011$ ) agreed that they sometimes teach for their colleagues when they are absent. It was also noted that most of the teachers ( $M=3.08$ ;  $SD=.569$ ) agreed that they share curriculum before they start teaching in order to improve on the performance of the learners in public primary schools. The results also showed that majority of the teachers ( $M=3.62$ ;  $SD=.488$ ) agreed that they share resources in their schools and ( $M=3.11$ ,  $SD=.557$ ) indicated that they are committed to unite their efforts in achieving their goals and enhancing the performance of the learners. This indicates that there is high cohesion among the teachers and this influences the performance of the learners. This implies that the teachers encouraged good cohesion which enabled them share resources in the school and this enhanced the performance of the learners.

On whether teachers in the school work in harmony, majority of the respondents ( $M=3.52$ ;  $SD=.502$ ) agreed with the statement. It is also noted that most teachers ( $M=3.11$ ;  $SD=.557$ ) agreed that there are no conflicts among teachers in schools in Narok North Sub-County. It was also indicated that majority of the respondents ( $M=3.09$ ;  $SD=.649$ ) agreed that the heads of the schools and the community collaborates in school projects. This collaboration influences the academic performance of the pupils in the schools. It was also noted that

most teachers ( $M=3.13$ ;  $SD=.911$ ) agreed that their contributions are respected during discussions.

Table 4

Teachers Cohesion on Pupils Performance in KCPE

Teachers Cohesion	Min	Max	Mean	Std. Dev
Teachers share curriculum before the start teaching	2	4	3.08	5.69
Teachers share resources in this school	2	4	3.23	.641
Teachers teach for others in this school	1	4	2.24	1.01
Teachers are committed to unite in goal achievement	2	4	3.11	.557
Teachers demonstrate mutual support and trust	2	4	3.09	.649

Table 5

Correlations analysis between cohesion and academic performance

Variables		Teachers Cohesion	Pupils Performance	Academic
Teachers Cohesion	Pearson Correlation	1	.363	
	Sig. (2-tailed)		.000	
	N	113	113	
Pupils Academic Performance	Pearson Correlation	.363	1	
	Sig. (2-tailed)	.000		
	N	113	113	

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

Further analysis was done on the same variable using Pearson's  $r$  to test whether there existed a relationship between teachers' cohesion and pupil's performance in KCPE in public primary schools in central division, Narok North Sub- County, Kenya with the aid of Hypothesis 2 which stated thus: *There is no significant relationship between teachers Cohesion and pupil's performance in KCPE in public primary schools in central division, Narok North Sub-County, Kenya.* The computation involved Teachers cohesion ( $M= 2.95$ ,  $SD= .506$ ) and pupil's academic performance in KCPE ( $M=3.49$ ,  $SD=.395$ ) as shown in Table 4. The computation produced an  $r$  of .363 and a  $p$ -value of .000 (see Table 5). At 109 degrees of freedom ( $df$ ), the critical  $r = .197$  at an alpha level of 0.05.

The result shown in Table 5 indicate that  $r(113) = .363$ ,  $p < 0.05$ . The results also indicated that an  $r$ -critical of .197 was less than the Pearson's correlation of  $r = .363$  and  $p < \alpha$  level of 0.05 that was used to determine the rejection or retention of the null in this study. Based on this, null hypothesis 2 was also rejected as the alternative is taken thus: *There is a significant relationship between teachers' cohesion and pupil's performance in KCPE in public primary schools in central division, Narok North Sub-County, Kenya*. This indicates that there is a significant correlation between teacher's cohesion and pupil's academic performance in KCPE in public primary school in Central Division in Narok North Sub-County. This means cohesion is essential in schools and that if enhanced, good results can be realized in performance in KCPE in Central Division of Narok North Sub- County primary schools. On the other hand this can be compared with McGrath, Roxå, & Bolander Laksov, (2019) found out that working relationships in a professional manner can enhance production of good results for institutions.

## 9. Summary of the Findings

### 9.1. Summary

The purpose of this study was to assess the relationship between teachers' collegiality and academic performance of learners in public primary schools in KCPE in Central Division of Narok North Sub County. The study was guided by collegial models by Bush (2003). The survey research design was adopted and a structure questionnaire was used in data collection. Both descriptive (mean and standard deviation) and inferential statistics (Pearson's  $r$ ) were used in the analysis. A total of 152 questionnaires were used out of which 113 were returned and all of them were used for the analysis. There is almost an equal number of male to female respondents to the study indicating that gender might not have caused any variation in the results. Most of the respondents had been teaching for between 5-8 years which means that they had experience and understood the subject matter of the study.

### 9.2. Assessment of the Effects of Teachers Collaboration on Pupil's Performance in KCPE

The first objective of this study was to assess the relationship between teachers' collaboration and pupil's academic performance. It was established that most of the teachers (more than 60%) agreed that teachers in their respective school work in harmony, that there are no conflicts among teachers in this school. This shows that as much as teachers are collaborating well with others there is always some conflicts arising among them, that most of the respondents agreed that school heads and the community collaborates in school projects to enhance performance, that teachers contributions are respected during discussions. This implies

that through collaboration teachers are in apposition to assist each other and to get along well with the parents, this enhances the performance of the learners in their respective schools.

The researcher further conducted correlation. The results presented established that there is a moderate statistically significant relationship between the teacher's collaboration and pupils' academic performance in Kenya Certificate of Primary Education in Central Division of Narok North Sub County. The results from the analysis shows that there is a significant relationship between teachers collaboration and pupils academic performance thus  $r(113) = .683, p < 0.05$ . Therefore the null hypothesis that there is no relationship between teachers' collaboration and pupils' academic performance was rejected as well and the alternative taken.

### *9.3. Evaluation of the Effect of Teachers Cohesion on Pupil's Performance*

The second objective of this study was to assess the effect of teachers Cohesion on pupil's academic performance. The findings of the study indicated that more than 60% of the respondents agreed that teachers share curriculum before they start teaching, the respondents also agreed that teachers agreed on the curriculum before teaching started. It was also showed that teachers share resources in this school. This is indicated that most respondents who agreed with most of the statements that the teachers encouraged cohesion which enabled them share resources in the school and this enhanced the performance of the learners. The results also shows that most respondents agreed that teachers that most participated are committed to unite their efforts in goal achievement., meaning that through participation teachers are committed to ensure they focus on one goal that enhance performance. The findings also show that most respondents agreed with the statement that teachers demonstrate mutual support and trust among themselves and this enhances performance of the learners in their respective schools. This indicates that through cohesion teachers are able to demonstrate mutual trust and support for each other.

The results from the analysis using Pearson  $r$  that tested whether there was a relationship between teachers cohesion and academic performance showed that there was a significant relationship, thus  $r(113) = .363, p < 0.05$ . Therefore the null hypothesis that there is no relationship between the teacher cohesion and academic performance was rejected.

## 10. Conclusion

The purpose for this study was to evaluate the effects of teacher's collegiality on academic performance of pupils in Kenya certificate of primary education in public primary schools in Central Division of Narok North Sub County. Based on the analysis, the study concludes that teacher's collaboration and teachers' cohesion had a positive effect on the academic performance of pupils in public primary schools in Central Division of Narok North Sub County. The results therefore show that teacher's collegiality has an effect on the performance of the learners in public primary schools in Central Division of Narok North Sub County. From the results of this study, it is important to note that collegiality in schools need to be encouraged among teachers for better performance in KCPE in public primary schools in Central Division of Narok North Sub County.

## 11. Recommendations

Based on the findings, the following recommendations were made.

- i. It is also noted that teacher's collaboration and teachers' cohesion have a positive effect on the academic performance of learners in public primary schools hence schools that wish to enhance their academic performance should embrace teacher's collaboration and teachers' cohesion.
- ii. Finally, the study recommends that schools academic performance can be enhanced through teacher collegial relationships.

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