

Factors Influencing Timely Syllabus Coverage in Public Secondary Schools: Teachers' Perception in Migwani Sub-County, Kitui County, Kenya

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Abstract

The purpose of this study was to establish the extent to which teachers' related factors (communication, conflict resolution, coordination and attitude) influence timely syllabus coverage in public secondary schools. 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 Migwani Sub-County, Kenya. The study was carried out in Migwani sub county, Kitui County. The study adopted descriptive survey research design. The target population was 285 ordinary teachers in public secondary schools in Migwani Sub-County. A random sample of 128 assistant teachers was selected for the study. A questionnaire was used as the instrument of data collection. 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 0.9145 for the questionnaire (TQ). Quantitative information was summarized into frequency tables, percentages and graphs. Both descriptive and inferential statistics were used to analyze the data. 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. Pearson moment correlation coefficient 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.

Keywords: Attitude, Communication, Conflict Resolution, Coordination, Timely syllabus coverage

Introduction

On time 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 and which careers to choose. 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 (United Nations, 2003). The Dakar framework for Action (2000) declared that access to quality education is the right of every child. 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 (Education for All, 1990). It is also articulated in the Bill of Rights in the Kenya Constitution (2010) as one of the fundamental rights (Republic of Kenya, 2010). Beyond its intrinsic human value, education is also an indispensable means of unlocking and protecting other human rights by producing the tools required to secure good health, liberty, security, economic well-being and participation in social and political activity (UNESCO, 2002). 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).

Statement of the problem

There is strong positive relationship between timely syllabus coverage and better academic performance in schools (Amadalo, Shikuku and Wasike, 2012). Kaner (1998) noted that the 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, and 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 (Mbito, 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 consecutive drop in national examination performance.

Objectives of the study

- i) To establish the influence of communication among teachers on timely syllabus coverage in Public Secondary Schools in Migwani Sub-County.
- ii) To establish the influence of conflict resolution among teachers on timely syllabus coverage in Public Secondary Schools in Migwani Sub-County.
- iii) To establish the influence of coordination among teachers on timely syllabus coverage in Public Secondary Schools in Migwani Sub-County.
- iv) To establish the influence of attitude towards relational interaction among teachers on timely syllabus coverage in Public Secondary Schools in Migwani Sub-County.

Research Hypotheses

The following were the hypotheses of the study

- i) H₀₁: Communication has no influence on timely syllabus coverage in public secondary schools in Migwani Sub-County
- ii) H₀₂: Conflict resolution has no influence on timely syllabus coverage in public secondary schools in Migwani Sub-County
- iii) H₀₃: Coordination has no influence on timely syllabus coverage in public secondary schools in Migwani Sub-County
- iv) H₀₄: Attitude has no influence on timely syllabus coverage in public secondary schools in Migwani Sub-County

Methodology

The study adopted a descriptive survey research design. The target population of the study was 285 ordinary teachers drawn from public secondary schools in Migwani Sub County. Through simple random sampling, a total of 140 teachers were selected. The data was collected by the use of questionnaire. Before the administration of the questionnaire, it was piloted in order to establish the validity. Any items that were found not to measure the theme of the study or ambiguous were removed from the questionnaire. Reliability was determined through a test-retest method. The computed Pearson's moment correlation coefficients were 0.9145 for the questionnaire. Data was analyzed using descriptive statistics and inferential statistics. The descriptive statistics used were the mean and standard deviation while the inferential statistics were analysis of variance (ANOVA) and Pearson Product Moment Correlation Coefficient. The results were presented in form of charts, tables and graphs

Research Findings

The findings on assistant teachers' relational factors were analyzed by descriptive statistics, analysis of variance (ANOVA) and Pearson Product Moment Correlation Coefficient (Prxy).

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.

Means of effective communication on timely syllabus coverage

The findings are shown in table 2.0.

Table 2.0: 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 2.0, 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.

Means of conflict resolution and timely syllabus coverage

The findings are shown in table 3.0

Table 3.0: 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 3.0 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.

Means of coordination and timely syllabus coverage

The findings are shown in table 4.0

Table 4.0 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 4.0, 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.

Means of attitude and timely syllabus coverage

The findings are shown in table 5.0

Table 5.0: 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 5.0, 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.

Analysis of Variance (ANOVA)

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 6.0.

Table 6.0 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 6.0 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.

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 7.0

Table 7.0 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 7.0 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.

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 8.0

Table 8.0 ANOVA. Influence of coordination on timely syllabus coverage

		Sum of Squares	df	Mean 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 8.0 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.

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 9.0 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 9.0 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 (H_{04}): 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.

Analysis of 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.

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 10.0.

Table 10.0 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 10.0 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.

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 11.0.

Table 11.0 Relationship between conflict resolution and timely syllabus coverage

Control variables	Correlation								
	1	2	3	4	5	6	7	8	9
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	1.000

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 11.0 shows that there exists very significant correlation (0.256) between conflict resolution strategy aspects: 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.

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 12.0.

Table 12.0 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 12.0 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.

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 13.0.

Table 13.0 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 13.0 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.

Teachers recommendations/suggestions to enhance timely syllabus coverage

. The study sought to find out recommendations or 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 vine) 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 either internally or externally by the ministry of education

Conclusions

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. Frequency, timeliness, direction and clarity are effective communication indicators that schools need to accomplish to ensure timely syllabus coverage. Coordination dimensions which include shared goals, shared knowledge and mutual respect need to be accomplished by schools in order to ensure timely syllabus coverage. Further, it is concluded 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. The study also found that when teachers relate well, timely syllabus coverage is achieved and which boosts prospects of good performance in national examinations.

recommendations

From the research findings, it is recommended that schools should embrace effective communication strategies, adopt conflict resolution mechanisms, enhance coordination and nurture positive attitudes within the teaching fraternity since they have an influence on timely syllabus coverage and consequently national examination performance.

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