



The Influence of Development of Diverse Teams amongst Teachers on Performance of Kenya Certificate of Secondary Education Examinations in Public Secondary Schools in Nandi County, Kenya

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Abstract: *The absence of diverse teams among teachers might restrict students' access to a comprehensive learning environment that fosters inclusivity, cultural understanding, and adaptability, impacting their overall academic performance and preparedness for a diverse global landscape. The purpose of this study was to investigate the influence of open communication by principals on performance of Kenya Certificate of Secondary Education Examinations in public secondary schools in Nandi County, Kenya. The study was anchored on the theory of educational productivity. The study adopted a descriptive survey design. The target population was 3388, comprising five sub-county education directors, 236 principals and 264 deputy principals, and 2883 teachers. The sample size was 339 respondents. Stratified and simple random sampling was used into select the respondents. This research used questionnaires and interview schedules to collect data. The quantitative data collected were analyzed using descriptive and inferential statistics using statistical package for social science (SPSS) computer software (Version 25). Descriptive statistics used were frequencies, percentages, mean, and standard deviation. Inferentially data were analyzed using Pearson correlation coefficient and regression analysis. The study established a positive significant correlation between principals' diverse teams' development and performance of Kenya certificate of secondary education examinations. ($\beta_5=0.494, p=0.000$). The study therefore recommended that school leaders actively prioritize and invest in fostering diverse teams within secondary school settings. Principals should actively seek to build teams comprising individuals with diverse backgrounds, experiences, skill sets, and perspectives. This entails creating inclusive recruitment and retention strategies that embrace diversity in both teaching and non-teaching staff.*

Keywords: *Diverse Teams, Teachers, Performance, Kenya Certificate of Secondary Education Examinations, Public Secondary Schools, Nandi County*

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1. Introduction

Diversity in the classroom symbolically sends the message that varied students can picture themselves in

professional jobs. This is a democratic requirement. However, in order to improve culturally responsive practices, it is crucial that varied teachers have the effective teaching abilities (Nevarez, Juanito's & Wood, 2019). Through conscious use of their experience and

professional knowledge, students will be able to enhance cross-cultural learning in the classroom and throughout the larger school setting. However, this duty shouldn't fall primarily on the shoulders of teachers from different backgrounds. To promote academic accomplishment, all teachers ought to be capable of understanding different cultural perspectives (Graham & Nevarez, 2017). School administrators are best placed to improve cultural teacher competences and a welcoming learning environment that crosses cultural barriers inside and outside of the classroom. Transformative leadership is a proactive strategy that is ideal for developing teacher diversity and cultural competence in the teaching profession (Kumar, 2020).

Diverse teams refer to groups or cohorts of educators that encompass a broad spectrum of demographic, experiential, and pedagogical characteristics. This diversity extends beyond mere differences in age, gender, ethnicity, or academic background and encompasses a range of perspectives, teaching methodologies, skills, and expertise within the teaching staff. It may involve educators with varying levels of experience, specialized subject knowledge, teaching styles, and cultural perspectives, contributing to a rich tapestry of ideas, approaches, and strategies within the educational environment. The study aimed at exploring how such diversity within teacher teams impacts student outcomes, particularly in the context of KCSE examinations, by investigating the collaborative dynamics, instructional strategies, and synergies that arise from this diverse amalgamation of teaching professionals.

Banks (2018) claims that there has been a rise in the variety of cultures represented in schools. The number of Hispanic, African American, and Asian students enrolled in public schools in the United States in 2014 exceeded that of white students for the first time. More than half of the United States' population will be members of racial or ethnic minorities by 2044, according to the U.S. Census, and this trend is expected to continue. Teachers, whether they work with elementary, middle, or high school students, need to incorporate culturally responsive training into their lessons more than ever before, given our increasingly varied and multicultural society. Students of different religions, economic class, sexual orientation, gender identity, and language backgrounds are all included in the increase in diversity.

According to Tsybulsky's (2019) research on team teaching, students who received team teaching generally performed better on their final examinations than students who received traditional instruction. The two methods of instruction clearly differed significantly in terms of how well their students performed. Compared to traditional education, team-teaching was chosen by more than half of

the experimental students. It was clear that team teachers' expectations of team-teaching and its actualization differed. Team teachers were put to the test and forced to compete with one another in front of the class because of the differences in the teaching strategy. In addition, the teachers weren't ready for this comparison, particularly in terms of class management. However, because the administration of the school did not endorse the use of team teaching, instructors were unable to hold team meetings, which exacerbated students' skepticism of the practice. Collaboration is widely acknowledged as a key component of teachers' professional development. The purpose of this study therefore was to examine the Influence of Development of Diverse Teams amongst Teachers on Performance of Kenya Certificate of Secondary Education Examinations in Public Secondary Schools in Nandi County, Kenya. The study also tested the null hypothesis that stated, Development of diverse teams has no significant relationship with performance of Kenya Certificate of Secondary Education examinations in Public Secondary Schools in Nandi County

2. Literature Review

Diverse teams refer to groups of educators with varying backgrounds, experiences, expertise, and perspectives. These teams encompass teachers from diverse demographic backgrounds (such as age, gender, ethnicity), different subject specializations, varying levels of experience in teaching, and pedagogical approaches. Diversity within these teams could also encompass differences in educational training, qualifications, and professional development experiences among teachers. According to Cox (2014), diverse teams involve individuals with distinct attributes that contribute to different viewpoints, knowledge bases, and problem-solving strategies, ultimately enhancing collective learning and decision-making processes. In this study, diversity among teaching teams in secondary schools in Nandi County may involve a blend of factors that contribute to a rich tapestry of skills, perspectives, and approaches to education.

Additionally, a diverse team among teachers in the context of this study may align with the concept of diversity as articulated by Thomas and Ely (2016), emphasizing diversity as a broader construct that includes visible and non-visible attributes, such as age, gender, ethnicity, educational background, teaching methodologies, and professional experiences. This multidimensional perspective on diversity implies that a team of teachers with varied attributes, skills, and experiences can contribute to a more comprehensive and multifaceted approach to education, potentially impacting the performance of students in the KCSE examinations in

Nandi County's public secondary schools. In essence, the term 'diverse teams' within this study encapsulates a spectrum of differences among teachers that could positively influence teaching practices, student engagement, and overall academic outcomes in the KCSE examinations.

Samuelsn (2018) found that students who are more aware of multicultural education and are taught in a way that is culturally responsive are more likely to succeed. All students can benefit from multicultural education because it promotes tolerance and readies them to succeed in a global community that is increasingly diverse and multiethnic. Teachers can benefit greatly from the opportunities presented by the Certificate Program in Social, Emotional, and Behavioral Wellness, which provides them with training in creating inclusive classroom environments. Children must be taught to embrace diversity and adjust to a world that is constantly evolving.

Wang and Degol (2016) in their study opine that having a diverse student body in the classroom opens students' minds to new ideas and points of view that they might not have had access to growing up. To help students, think critically about their own beliefs and study the world in a new light, it presents them with views that are very different from their own. It has been found that people who have been exposed to a wide range of experiences are more creative and innovative, and they are better at making decisions and tackling problems. We are jolted into action by diversity in a manner that homogeneity cannot.

DeCapua (2016) suggests that when a teacher establishes a culturally responsive classroom, students will learn to accept and comprehend cultures that are different from their own. Rather than mocking, scorning, or fearing the unfamiliar, these students are more likely to listen politely and respectfully to others' points of view. Students should be taught that even if they don't look like them or come from the same socioeconomic background, religion, religious tradition, language or sexual orientation/gender identity as they do, they are still the same on the inside.

According to Ashraf, Tsegay, and Meijia's study from the year 2021, instructors in China were against implementing blended learning in their classrooms because they lacked adequate pedagogical knowledge and were focused on passing examinations. Additionally, some educators thought that blended learning was challenging to manage and that traditional teaching is more effective in supplying students with the necessary knowledge.

High school students whose math teachers are of the same race or ethnicity as themselves are more likely to take an advanced math course the following year, as reported by Blazar and Archer (2020). Black students have a higher chance of moving on to a more advanced math course when taught by a Black teacher. Having a teacher who shares similar demographics with a student's own is associated with that student's acceptance into honors and advanced placement courses the following semester, though results vary by student subgroup. Algebra students outperform their EOC scores and average higher grades when taught by a teacher who shares their demographic characteristics.

According to Manwa (2020), recurring themes and ideas were coded and led to important problems. The types of roles that students play was shown to be influenced by factors like family background, stage in the family life cycle, and socioeconomic position. Students acknowledged that they fill a variety of social responsibilities that they are unable to ignore. They reported that these jobs had a detrimental impact on academic engagement. Additionally, lecturers claimed that most students were not giving their best efforts.

According to research by Knifsend, Camacho-Thompson, Juvonen, and Graham (2018), involvement in school-related activities mediated the relationship between friends' participation in extracurricular activities and academic outcomes. These findings were consistent across ethnic groups and various activity types. The discussion of these findings focuses on how activities might be designed to foster healthy peer relationships in ways that are connected to academic engagement and success.

Based on the findings of Redding (2019), it can be observed that the relationship between teacher-student racial matching and teacher ratings is contingent upon the educational level, with a positive correlation being evident. There exists empirical evidence that substantiates the assertion that Black students exhibit improved performance on achievement examinations when they are matched with Black teachers. The consistency of evidence for Latino/a students is comparatively lower. According to Messiou et al. (2016), in terms of adapting to learner variability, it is this latter emphasis that makes a difference. This gives the procedure a crucial edge that has the potential to push teachers to think outside the box and come up with novel ways to involve students in their courses rather than just sharing their current methods. The study also considers some of the challenges associated with employing this tactic.

According to Civitillo, Schachner, Juang, van de Vijver, Handrick, and Noack (2017), instructors and students in

all of the schools under examination saw descriptive norms as primarily supporting equality. Numerous customs and artifacts were discovered, showing a third unique cultural approach that tended to support the dominant culture. Different behaviors and artifacts were connected to a focus on cultural diversity, equality, and affirming the dominant culture.

According to Papadatou-Pastou, Touloumakos, Koutouveli, and Barrable's research from 2021, Gardner's many intelligences and the Visual-Auditory-(Reading)-Kinaesthetic (VAK/VARK) framework are the key frameworks used to construct LS. In addition, many education professionals conflated LS with learning theories (such as behavioral or cognitive theories). Teachers claimed to have used a range of techniques, from testing to observation and regular contact, to recognize LS. Many different teaching aids, participation methods, and motor tasks were used to apply LS in the classroom. Overall, we contend that the extended usage of the word LS creates the appearance of a consensus among educators when, upon closer inspection, it becomes clear that various people conceptualize, identify, and apply the term in their own unique ways.

While there are notable disparities between schools that are due to the ethnic makeup of certain institutions, teachers firmly adhere to monolingual policies. Additionally, it was discovered that teachers who adhered more rigidly to monolingualism had lower expectations for their students but not for themselves as teachers (Pulinx, Van Avermaet, & Agirdag, 2017). Gómez-Zepeda, Petreas, Sabando, and Puigdellvol (2017) show how the SADT's function has changed to include teachers, experts, and a variety of community agents in the process of providing educational support. The SADT role has been changed to increase student engagement and learning, and current resources are used to their full potential in cooperation with the broader educational community.

The impact of teachers' Technological, Pedagogical, and Content Knowledge (TPACK) on the adoption of Higher Order Thinking Skills (HOTS) in the states of Kedah, Perak, Penang, and Perlis was investigated by Ismail, Arshad, and Abas (2018). Teachers in different states and specializations were found to have significantly different levels of TPACK and HOTS implementation, according to the study. The study found that teachers from different fields and levels of Teacher Development Education (TDE) displayed statistically significant differences in their classroom management behavior, classroom management strategy, student attention, student review and practice, questioning skills, student need progress, teaching method, classroom climate, learner self-concept, and classroom environment. The study's results imply that

a teacher's subject area expertise may affect the quality of lessons they deliver.

According to Langdon, Botnaru, Wittenberg, Riggs, Mutchler, Syno, and Caciula (2019), there was a significant interaction between group and time for knowledge of cognition: it increased in the group practicing reflection, remained stable in the group engaging in collaborative learning, and decreased in the group engaging in passive knowledge acquisition. On the regulation of cognition, exam results, or final grades, the interventions had no discernible interactions or main effects. It is advised to look into the methods by which such data might be gathered in addition to more study on metacognition in the contexts of physiology education, as self-report assessments only tell part of the picture.

Mastery learning (-0.013), computer-assisted instruction (0.146), instructional materials (0.208), problem solving (0.315), constructivism/concept mapping (-0.203), games/simulation/animations (0.173), and student grouping/cooperative learning (0.173) are the seven categories of teaching methods identified. Overall, the effect size for all 419 participants is 0.147. By using a random-model effect size meta-analytic approach, we were able to alleviate some of the significant variation in effect sizes. This study's findings corroborate our conviction that our method of chemistry instruction is the best available (Okwuduba & Okigbo, 2018). Active learning strategies, which are becoming increasingly popular in the classroom, seem to have the opposite effect on students' mathematical abilities as compared to more traditional methods of instruction (Cordero, & Gil-Izquierdo, 2018).

The growth in math and reading achievement of minority students between kindergarten and third grade is unaffected by placement with teachers of the same race. The effectiveness of minority teachers in educating minority children, however, is influenced by the overall teacher diversity in the school. The growth of Hispanic students' math and reading achievement is significantly impacted by this interaction effect. When Hispanic teachers work in schools with a larger diversity of teachers, they are more successful in educating Hispanic children. Teachers of Hispanic students fare worst in classrooms where there is little overall diversity among teachers (Banerjee, 2018). Since there is a discrepancy between what they have learned and what is being taught in schools, however, most teachers do not make use of them. Teachers learn new content in their fields and are able to organize classes according to the needs of their students (Ololo, Mwebi, & Ajowi, 2017). Thus, the current study investigated the influence of the Influence of Development of Diverse Teams amongst Teachers on performance of Kenya Certificate of Secondary Education

examinations in public secondary schools in Nandi County, Kenya.

3. Methodology

The study adopted a descriptive survey design. The target population was 3388, comprising five sub-county education directors, 236 principals and 264 deputy principals, and 2883 teachers. The sample size was 339 respondents. Stratified and simple random sampling was used into select the respondents. This research used questionnaires and interview schedules to collect data. The quantitative data collected were analyzed using descriptive and inferential statistics using statistical package for social science (SPSS) computer software (Version 25). Descriptive statistics used were frequencies, percentages, means, and standard deviation. Inferentially data were analyzed using Pearson correlation coefficient and regression analysis. The analyzed data were presented using frequency tables and content reports.

4. Results and Discussion

The primary objective of this study was to ascertain the impact of cultivating diverse teams among teachers on the performance outcomes of the Kenya Certificate of Secondary Education examinations. In order to achieve this objective, participants were instructed to assess their level of agreement with the statements presented in the questionnaire regarding the impact of diverse teacher teams on the performance of Kenya Certificate of Secondary Education examinations. This assessment was conducted using a five-point Likert scale. The responses provided by the participants were subsequently organized and recorded, with the findings presented in Table 1.

Table 1: Teachers' Responses on the Contribution of Development of Diverse Teams Amongst Teachers on Performance of Kenya Certificate of Secondary Education examinations

Statement	SD		D		UD		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	
1. There is trust between students and teachers enhancing performance of Kenya Certificate of Secondary Education examinations	15	5.0	65	21.8	31	10.4	110	36.9	77	25.8	3.57±1.22702
2. Despite the cultural diversities, there is teamwork among our teachers	8	2.7	44	14.8	26	8.7	108	36.2	112	37.6	3.91±1.13667
3. There is accommodation of different communication styles and opinions after team building activities	8	2.7	42	14.1	7	2.3	109	36.6	132	44.3	4.06±1.12820
4. Consensus on particular issues is reached easily where teambuilding activities are involved in schools	0	0.0	40	13.4	18	6.0	127	42.6	113	37.9	4.05±.98856
5. Our teachers in school are encouraged to share and discuss instructional ideas and material	0	0.0	48	16.1	28	9.4	128	43.0	94	31.5	3.90±1.02326
6. Our teachers in school meet regularly to discuss instructional goals and issues	0	0.0	32	10.7	16	5.4	152	51.0	98	32.9	4.06±.90064
7. The principal sets high standards and communicates them to everyone in school	13	4.4	48	16.1	37	12.4	149	50.0	51	17.1	3.60±1.08226
8. Principal respects and values the ideas of all members of staff			54	18.1	20	6.7	117	39.3	107	35.9	3.93±1.07233
9. Principal has a vision that makes us work in teams			56	18.8	25	8.4	122	40.9	95	31.9	3.86±1.06692

Source: Field Data (2022)

Table 1 shows that 110(36.9%) teachers agreed with the statement that there is trust between students and teachers enhancing performance of Kenya Certificate of Secondary Education examinations. Similarly, 77(25.8%) teachers strongly agreed, 65(21.8%) teachers disagreed 31(10.4%) teachers were undecided/not sure while 15(5.0%) teachers strongly disagreed with the statement that there is trust between students and teachers enhancing performance of Kenya Certificate of Secondary Education examinations. The study produced mean of 3.57 and standard deviation of 1.22702. Nandi County reported that there was trust students and teachers thus enhancing performance of Kenya Certificate of Secondary Education examinations. This shows that the confidence that the students have on their teachers makes them to develop trust that translates to better achievement in their examinations therefore achieving the set goals. In short and long-haul accomplishment of objectives, improvement of qualities, for example, trust, transparency, and responsibility are seen as significant achievement factors. For instance, Aubert and Kelsey (2000) recommended that trust can encourage the trading of data, decrease control and its related expense and furthermore make working connections progressively effective. Trust has additionally a solid positive impact on the quality of connections and at last positively affects venture result (Rousseau et al. 1998). Furthermore, Smyth et al. (2010) called attention to that trust is required when there are vulnerabilities so as to have fruitful results in any association. Therefore, the development of trust among teachers and students will facilitate information sharing thus improving on students' achievement.

Similarly, 112(37.6%) of teachers strongly agreed that despite the cultural diversities, there was teamwork among teachers, 108(36.2%) teachers agreed, 44(14.8%) teachers disagreed, 26(8.7%) teachers were undecided while 8(2.7%) teachers strongly disagreed with the statement that despite the cultural diversities, there was teamwork among teachers. The study revealed, a 3.91 mean and a standard deviation of 1.13667 was calculated from the statement showing majority (73.8%) of secondary school teachers reported that despite the cultural diversities, there was teamwork among teachers in their schools. Henderson, (2011) argues that for a variety of reasons, diversity is valued in organizations. Diversity has been identified by researchers as an important element in sustaining equality of access and opportunity at the workplace. Institutions have gained a lot of benefits from an increasingly multicultural labour force through the support for equal opportunity (Henderson, 2011). Further, Dyer et al. (2013) suggested the utilization of a cooperation movement, for example, experiential games that are fun, fascinating and working together, as opposed to aggressive ones, to fabricate trust and shared comprehension in culturally diverse groups.

The group ought to along these lines participate in predictable group building exercises to guarantee that they don't go off base and that social false impressions are tended to as well as explained. By so doing, individuals from multicultural groups may discover that they are not all that not quite the same as one another.

The study findings revealed that 132(44.3%) teachers strongly agreed with the statement that there is accommodation of different communication styles and opinions after team building activities. Consequently, 109(36.6%) teachers agreed, 42(14.1%) teachers disagreed, 8(2.7%) teachers strongly disagreed while 7(2.3%) teachers were undecided/neutral on the statement that there is accommodation of different communication styles and opinions after team building activities. A 4.06 mean and a standard deviation of 1.12820 was obtained on the statement showing that majority (80.9%) of secondary school teachers believed that after team building activities there is accommodation of different communication styles and opinions. This implies that the opinions of various teachers can be considered for implementation after conducting team building showing that various ideas from teachers can be incorporated in decision making process in the school thus increasing teachers' commitment to work.

Further, 127(42.6%) teachers agreed with the statement that consensus on particular issues are reached easily where teambuilding activities are involved in schools, 113(37.9%) and 40(13.4%) teachers strongly agreed and disagreed respectively while 18(6.0%) teachers were undecided on the statement. A 4.05 mean and a standard deviation of .98856 was derived from the statement showing that majority (79.5%) of the secondary school teachers in the region were of the view that team building enables consensus on issues in school. This implies that it's easy to decide after team building since all the ideas are freely discussed and a conclusion arrived at easily.

In a similar vein, it was found that 43.0% of the teachers surveyed (n=128) agreed with the assertion that teachers in their respective schools were actively encouraged to engage in the sharing of materials and the discussion of instructional ideas and materials. Furthermore, 31.5% of the teachers strongly agreed (n=94), while 16.1% expressed disagreement (n=48). A smaller proportion, 9.4% (n=28), remained neutral or undecided on this matter. The results indicate that the mean score on the statement regarding the encouragement of secondary school teachers to share materials and discuss instructional ideas was 3.90, with a standard deviation of 1.02326. Furthermore, it was found that the majority of teachers (74.5%) reported experiencing this encouragement.

According to the results, 152 (51.0%) educators agreed with the statement that teachers in their schools meet regularly to discuss instructional issues and goals, while 98 (32.9%) educators strongly agreed, 32 (10.7%) educators disagreed, and 16 (5.4%) educators were unsure. In addition, the statement that most secondary school teachers in Nandi County (83.9%) said they regularly met to discuss instructional goals and issues received a mean score of 4.06 and a standard deviation of 0.90064. This suggests that educators in the area regularly reflect on and share lessons learned from the successes and failures of their curriculum implementation. Because of this, they will be able to accomplish their goals. Teachers are engaging in various forms of self-evaluation to gain an accurate picture of their students' performance on the Kenya Certificate of Secondary Education. According to research by Ali, Haider, Munir, Khan, and Ahmed (2013), self-evaluation is a personality trait that may be related to success on the Kenya Certificate of Secondary Education exams. As a result, educators should hold frequent meetings to assess how well the Kenya Certificate of Secondary Education curriculum is being implemented and how well students are performing on related exams.

The study findings indicated 149(50.0%) teachers strongly agreed with the statement that their principals set and communicate high standards to everyone at school. Similarly, 51(17.1%) teachers strongly agreed, 48(16.1%) teachers disagreed, 37(12.4%) teachers were undecided, while 13(4.4%) teachers strongly disagreed with the statement that their principals set and communicate high standards to everyone at school. Further, mean of 3.60 and standard deviation of 1.08226 was obtained showing that majority (67.1%) of the teachers acknowledged that their heads set high standards and usually communicate to all members of the school. This indicated that the principals in secondary schools in the region usually communicate decisions they have made to other staff members. Most researchers including Grossman (2011) and Murray (2012) have pointed out that an important factor that can grow a person as an efficient and successful leader is effective and accurate communication. Therefore, for leaders to accomplish professional accomplishment they ought to be not only effective but also convincing communicators. It is imperative that administrators (principals) and their teams must therefore learn how to perfectly communicate since this will not only help teams to finish their projects magnificently, but also enable institutions attain growth and success. This therefore points out that principals need to effectively communicate to teaching staff members, non-teaching staff, students and the parents on decisions they have made including setting high standards.

Additionally, 117(39.3%) teachers agreed with the statement that the principal respects and values the ideas of all members of staff. On the other hand, 107(35.9%) teachers strongly agreed, 54(18.1%) teachers disagreed, while 20(6.7%) teachers were undecided on the statement that the principal respects and values the ideas of all members of staff. From the responses, a 3.93 mean and standard deviation of 1.07233 was obtained on the statement showing that majority (75.2%) of the secondary school teachers in the study area were of the view that their principals respect and values all the ideas of staff members. This shows that the basis of decision-making process in the school is ideas from all the staff members but not the principals only thus allowing secondary school principals in the region to be transformative leaders. This is in agreement with the findings of Frandsen (2014) and Yukl, (2010) who pointed out that transformative pioneers commonly can rouse certainty, staff regard and they impart dependability through a mutual vision-causing expanded efficiency, fortifying of worker resolve and occupation fulfillment.

The study further found out that 122(40.9%) teachers agreed with the statement that the principal has a vision for making teachers work in teams. Furthermore, 95(31.9%) teachers strongly agreed, 56(18.8%) teachers were in disagreement, 25(8.4%) teachers were undecided on the statement that the principal has a vision for making teachers work in teams. A mean score of 3.86 and standard deviation of 1.06692 was obtained on the statement suggesting that majority (72.8%) of the secondary school teachers in the region believed that their principals had a vision of making them to work in teams. This suggests that headteachers embrace team spirit thus which motivates employees to achieve set objectives. This is in congruence with the past work of Nguyen, Mai, & Nguyen (2014) and True, Stewart, Lampman, Pelak, & Solimeo, (2014) who acknowledged that teamwork is the axis of an institution around which many institutional and individual components revolve to complete the organizational philosophy.

4.1 Relationship between Development of Diverse Teams and Performance of Kenya Certificate of Secondary Education examinations

The hypothesis of this study stated that:

H0: Development of diverse teams has no significant relationship with performance of Kenya Certificate of Secondary Education examinations in Public Secondary Schools in Nandi County

This hypothesis was tested using Pearson Correlation analysis. The results were analyzed and information presented in Table 2.

Table 2: Correlation Coefficient between Development of Diverse Teams and Performance of Kenya Certificate of Secondary Education examinations

		Performance of Kenya Certificate of Secondary Education examinations
	Pearson Correlation	.680**
Diverse teams' development	Sig. (2-tailed)	.000
	N	298

** Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2022)

Table 2 showed existence of positive significant correlation between principals' diverse teams' development and performance of Kenya Certificate of Secondary Education examinations ($r=.680$; $p=.000$). This shows rejection of the null hypothesis and the alternate accepted indicating that principals' diverse teams' development influences positively performance of Kenya Certificate of Secondary Education examinations in secondary schools.

5. Conclusion and recommendations

5.1 Conclusion

The study indicated a positive significant correlation between principals' diverse teams' development and performance of Kenya certificate of secondary education examinations. Principals' diverse teams' development influences positively performance of Kenya certificate of secondary education examinations in secondary schools. This implies that the deliberate cultivation and management of diverse teams by principals strongly contribute to improved performance in Kenya Certificate of Secondary Education examinations within secondary schools.

5.2 Recommendations

The study therefore recommended that school leaders actively prioritize and invest in fostering diverse teams within secondary school settings. Principals should actively seek to build teams comprising individuals with diverse backgrounds, experiences, skill sets, and perspectives. This entails creating inclusive recruitment and retention strategies that embrace diversity in both teaching and non-teaching staff. Moreover, principals should implement professional development programs aimed at promoting diversity awareness, intercultural competence, and effective collaboration among team members. Encouraging open dialogue and creating a supportive environment that values and celebrates

diversity will not only enhance academic performance but also enrich the overall school experience for students and educators alike.

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