

**THE INFLUENCE OF SCHOOL CULTURE ON KENYA CERTIFICATE
OF PRIMARY EDUCATION PERFORMANCE IN KASARANI
DISTRICT, KENYA**

Njoroge Jane Njambi

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DECLARATION

This project report is my original work and has not been presented for a degree in any other University

Njoroge Jane Njambi

Registration Number: E55/71057/2008

This project report has been submitted for examination with our approval as the University Supervisors

Dr. Ursulla Okoth

Department of Educational Administration and Planning

University of Nairobi

Mr. Ferdinand Mbeche

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

In memory of my husband Francis K. Makanga, our sons John Kamari, Eliud Kamari, Danson Kamari, Jeremiah Kamari and daughter Rahab Kamari.

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TABLE OF CONTENTS

Content	Page
Declaration	ii
Dedication	iii
Acknowledgement.....	iv
Table of Contents	v
List of Tables.....	xi
List of Figures	xii
List of Abbreviations and Acronyms	xiii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	7
1.4 Objectives of the Study.....	7
1.5 Research Questions.....	8
1.6 Significance of the Study	8
1.7 Limitations of the Study.....	8
1.8 Delimitations of the Study	9
1.9 Assumptions of the Study	9

1.10 Definition of Significant Terms	9
1.11 Organization of the Study	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	11
2.2 Influence of Participatory Leadership on Pupils Performance in Kcpe.....	11
2.3 Effects of obeying school rules on pupils performance in KCPE	13
2.4 The Effect of Student’s Lifestyle on Pupils’ Performance in Kcpe.....	14
2.5 The Influence of Guidance and Counselling on Pupils Performance in Kcpe ...	16
2.6 Summary of the Reviewed Literature	17
2.7 Theoretical Framework.....	18
2.8 Conceptual Framework.....	20

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	21
3.2 Research Design.....	21
3.3 Target Population of the Study	21
3.4 Sample Size and Sampling Techniques	22
3.5 Research Instruments	22
3.6 Instruments Validity.....	23
3.7 Instruments Reliability.....	24
3.8 Data Collection Procedure	24

3.9 Data Analysis Techniques.....	24
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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction.....	26
4.2 Questionnaire Return Rate.....	26
4.3 Demographic Data of the Respondents.....	27
4.3.1 Gender	27
4.3.2 Age Of Respondents.....	29
4.4 Presentation and Analysis of the Questions.....	35
4.4.1 The Role of Participatory Leadership on Pupils Performance in Kcpe.....	35
4.4.2 The Effect of Obeying School Rules on Pupils Performance in Kcpe.....	41
4.4.3 The Influence of the Pupils Lifestyle on Pupils Performance in Kcpe.....	45
4.4.4 Influence of Guidance and Counseling on Pupils Performance in Kcpe.....	48

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	59
5.2 Summary of the Study.....	59
5.3 Research Findings	60
5.4 Conclusion of the Study	62
5.5 Recommendations	63
5.6 Suggestions for Further Research	64
REFERENCES	69
APPENDICES	69

Appendix A Letter of Introduction.....	69
Appendix B Questionnaire for Head Teachers.....	70
Appendix C Teachers Questionnaire.....	74
Appendix D Pupils Questionnaires.....	79

LIST OF TABLES

Table	Page
Table 2.1 Relationship between school culture and KCPE performance in Kasarani district.....	20
Table 3.1 Total population and sample size.....	22
Table 4. 1 Respondents questionnaire return rate.....	26
Table 4. 2 Gender distribution of head teachers.....	27
Table 4. 3 Gender distribution of teachers.....	28
Table 4. 4 Gender distribution of pupils.....	29
Table 4. 5 Distribution of head teachers by age	29
Table 4. 6 Distribution of teachers by age	30
Table 4. 7 Distribution of pupils by age.....	30
Table 4. 8 Academic qualification of head teachers.....	31
Table 4.9 Academic qualification of teachers.....	32
Table 4.10 Head teacher's teaching experience.....	33
Table 4. 11 Teachers teaching experience.....	34
Table 4.12 Attendance of training by head teacher.....	34
Table 4.13 Head teacher's response on leadership style in school.....	36
Table 4. 14 Teachers response on type of leadership in school.....	36
Table 4.15 Head teacher's response on teacher's involvement in decision making.....	37

Table 4. 16 Involvement of teachers in decision making.....	38
Table 4. 17 Head teachers ways of involving teachers in decision making.....	39
Table 4.18 Response of teachers on initiation of school decisions.....	39
Table 4.19 Head teachers' way of allowing teacher' initiative in school.....	40
Table 4. 20 Presence of measures to do with discipline issues.....	41
Table 4.21 Head teacher's response on measures of dealing with discipline.....	42
Table 4. 22 Teacher's response on measures of dealing with discipline issues.....	42
Table 4.23 Measures of dealing with discipline issues.....	43
Table 4.24 Benefits of set rules and regulations.....	44
Table 4. 25 Response on pupils influence on each other.....	45
Table 4. 26 Head teacher's view on pupils influence on behavior.....	46
Table 4. 27 Teachers take on pupils influence on each other.....	47
Table 4. 28 Ways in which pupils influence behavior.....	48
Table 4. 29 Negative behavior among pupils.....	49
Table 4. 30 Teacher's response on negative behaviour among pupils.....	50
Table 4.31 Presence of guidance and counseling department in the school.....	50
Table 4.32 Teacher's response on presence of guidance and counseling department	51
Table 4. 33 Reasons for absence of guidance and counseling department	52
Table 4. 34 Influence of guidance and counseling department on discipline.....	53
Table 4. 35 Teacher's response on influence of guidance and counseling Department on performance	54
Table 4. 36 Head teacher's response on school culture.....	55

Table 4. 37 Teacher's response on school culture.....	56
Table 4. 38 Pupils response on school culture.....	57

LIST OF FIGURES

Table	Page
Figure 2.1 Relationship between school culture and KCPE performance in Kasarani district	20

LIST OF ABBREVIATIONS AND ACRONYMS

KCPE	Kenya Certificate of Primary Education
KIE	Kenya Institute of Education
KEMI	Kenya Education Management Institute
BOM	Board of Management

ABSTRACT

The purpose of this research study was to investigate the effect of school culture in Kenya Certificate of Primary Education performance in Kasarani district, Kenya. The objectives of the study were to investigate on the role of participatory leadership on pupil's performance in K.C.P.E, effects of obeying school rules on pupil's performance in K.C.P.E, the effects of students lifestyle on pupil's performance in KCPE and to evaluate to what extent guidance and counseling help on pupil's performance in K.C.P.E. Descriptive survey design was used to conduct the study. The target population was the 24 public primary schools, 24 head teachers, and 220 teachers and 373 pupils in Kasarani district. The Krejcie and Morgan (1970) table was used to get the sample size of all the 24 head teachers and 220 teachers. Systematic sampling method was used to get the sample size of 373 pupils. The total sample size was 676 respondents of the total population. Questionnaires for head teachers, teachers and pupils were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique with a reliability coefficient of 0.88 for head teacher's questionnaire, 0.92 for the teachers' questionnaire and 0.86 for the pupil's questionnaire. Descriptive statistics was used to analyze data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programme.

The findings of the study were that there is substantial evidence concerning the importance of participatory school leadership in creating good schools. All the head teachers indicated that they involved the contribution and input of teachers in school decision making.

Discipline is major component in any school culture. Majority of the teachers stated that reduction on indiscipline cases was one of the benefits to the school in ensuring that the school rules and regulations are enforced. Another stated that improved pupils performance in examinations was a benefit of following the school rules and regulations. The results also indicated that reduction on indiscipline cases, improved performance by pupil's adherence to rules and regulations and minimal waste of time were some of the benefits of adherence to school rules in the schools.

School lifestyle encompasses atmosphere, security safety and the quality of the building which should be appropriate, adequately and devoid of any risks to the learners. All the head teachers gave the view that the pupils played a hand in influencing each other's behaviour in the school. The results indicate that majority of the pupils influenced each other in both smoking and use of abusive language in the school. The other pupils influenced each other on prostitution, drug abuse and peer pressure. All the head teachers stated that truancy and theft were some common vices afflicting many pupils in all the schools in the district. Other common negative behaviour included drug abuse, prostitution, and alcoholism. All the teachers

unanimously indicated that alcoholism was a major vice among the pupils in the schools.

All the head teachers indicated that functional guidance and counseling departments existed in all the schools. Majority of the teachers said that the guidance and counseling department was present in the school with the other indicating that the department was inexistent in the school. The teachers gave valid reasons for the absence of guidance and counseling department ranging from lack of a responsible teacher in the school, teachers dislike the work of guidance and counseling, the department was initiated but died and it has never been initiated.

The recommendations of this study are that the Ministry of Education should focus more on development of the school's culture as a learning environment as it is fundamental to improved teacher morale and student achievement. KEMI in its school management training manual should ensure school head teachers comprehend the critical role that the organizational culture plays in developing a successful school. The head teacher should induct the new teacher on the culture of the school for the teacher to embrace the school values and norms necessary for working in school. The head teacher, teachers and all the school community should work together in induction of new teacher and pupils into the school culture. It is suggested that a comparative study on the effect of school culture in Kenya Certificate of Primary Education performance need to undertake in other districts in Kenya. A study on the effect of school culture in Kenya Certificate of Secondary Education performance should be done. It is suggested that a comparative study on the influence of induction of new head teachers by the on performance of duty in the best and poor performing public secondary schools in Kenya should be undertaken. It is also suggested that study on the influence of induction of new teachers by the head teacher on performance of duty in public secondary schools in Kamukunji district can be replicated in other districts in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Mortimore (2001) warned us that we should concentrate on establishing more knowledge about the complex interactions between culture and schooling. Lakomski (2001) studied the claim that it is necessary to change an organization's culture in order to bring about organizational change and concluded that there is a causal relationship between the role of the leader and organizational learning. Taylor and Williams (2001) argued that as accountability through tests has become a threat, school head teachers need to work on long-term cultural goals in order to strengthen the learning environment. Fullan (2001) contended that the concept of instructional leader is too limited to sustain school improvement. He promoted the idea that school head teachers serve as change agents to transform the teaching and learning culture of the school. Testimony from successful school head teachers suggests that focusing on development of the school's culture as a learning environment is fundamental to improved teacher morale and student achievement.

School head teachers who choose to lead rather than just manage must first understand the school's culture. It is important to realize that culture is complex because it has very unique and idiosyncratic ways of working. When an organization has a clear understanding of its purpose, why it exists and what it must do and who it should serve the culture will ensure that things work well (Mortimore, 2001). When the complex patterns of beliefs, values, attitudes, expectations, ideas and behaviours in an organization are inappropriate or

incongruent the culture will ensure that things work badly. Successful school head teachers comprehend the critical role that the organizational culture plays in developing a successful school (Lokomski, 2001).

Fullan (2001) found that excellent companies possessed distinctive cultures that were passed on through story, slogan and legend and served to motivate employees by giving meaning to their work. They stated that without exception, the dominance and coherence of culture proved to be an essential quality of the excellent companies. Moreover, the stronger the culture and the more it was directed toward the marketplace, the less need was there for policy manuals, organization charts, or detailed procedures and rules (Brown, 2004). Positive school culture broadly include the school wide ethos and the culture of individual classrooms, high expectations for learning and achievement, a safe and caring environment, shared values and relation trust, a powerful pedagogy and curriculum, high student motivation and engagement, a professional faculty and culture and partnership with families and the community (Baith, 2005).

The school culture has a strong impact on both the student and the adults. A school culture has far more influence on life and learning in the schoolhouse than at the home setting (Baith, 2005). School culture takes the role of guidance in the day today activities. In a school with strong culture members have a pattern of doing things which is followed unconsciously. Culture gives employees a sense of organizational identity and generates a commitment to particular values and ways of doing things, culture integrates members so that they know how to relate with one another and to help the organization adapt to the external environment. The

benefits of a strong school culture are clear, culture represent an effective means of coordination and control in loosely connected and non-linear world. When a school has a positive, professional culture, one finds meaningful staff development, successful curricular reforms and effective use of student performance data. In these cultures, staff and student learning thrive.

In contrast, a school with a negative or toxic culture that does not value professional learning resists change or devalues staff development hindering success (Peterson, 2002). Again school cultures negatively affect school where a coherent statement of who we are makes it harder for us to become something else. A strong culture is tenacious hence rigid. This means that it is hard to change and even embrace opportunities other than that we know (Sergionranni, 1991). Behaviour psychologists have stated that every organization has a culture or climate created by its purpose, goals, strategies and policies and shaped by management and the ways responsible to direct people in the organizations (Lo Souza, 1991). This means that every school has a running programme that guides the events of the day. Most findings show that strong positive cultures are well linked to better performance, weak cultures thus produce poor performance.

School leaders from every level are key to shaping school culture. They communicate core values in their everyday work. Teachers reinforce values in their actions and words. Parents bolster spirit when they visit school, participate in governance, and celebrate success. In the strongest schools, leadership comes from many sources. School leaders do several important things when sculpting culture. First, they read the culture—its history and current condition. Leaders should know

the deeper meanings embedded in the school before trying to reshape it. Second, leaders uncover and articulate core values, looking for those that buttress what is best for students and that support student-centered professionalism. Leaders work to fashion a positive context, reinforcing cultural elements that are positive and modifying those that are negative and dysfunctional. Positive school cultures are never monolithic or overly conforming, but core values and shared purpose should be pervasive and deep. Some of the specific ways school leaders shape culture is, they communicate core values in what they say and do. They honour and recognize those who have worked to serve the students and the purpose of the school. They observe rituals and traditions to support the school's heart and soul. They recognize heroes and heroines and the work these exemplars accomplish. They eloquently speak of the deeper mission of the school. They celebrate the accomplishments of the staff, the students, and the community. They preserve the focus on students by recounting stories of success and achievement (Kent and Deal, 1998).

Discipline is major component in any school culture. It is the consistency of doing things in a committed manner. Lack of it therefore renders a school with no particular way of doing things. To many people discipline means punishment, pain and fear. According to (UNICEF, 2008), discipline is a negative word. Discipline is major component in any school culture. It is the consistency of doing things in a committed manner. For any school success the teachers must employ relevant teaching and learning methods to build on the school culture. The teachers must reflect on what they teach so as to evaluate their teaching. The teacher should vary his way of passing information to the learners. In reflective teaching teachers criticize their own teaching. A healthy school pupils 'lifestyle should be free from

drug abuse, sexual harassment, discipline issues and safety and hygiene. A study by African population and health research center (APHRC 2007) and (UNICEF, 2008) found that in Kenya, a number of schools have unacceptably high number of pupils sharing a latrine or a toilet. In Kenya the best performing schools have a strong positive culture which recognizes every stakeholder who is involved and committed to the performance of the school. Such school include national schools, provincial and district schools which on being announced the winners sing their school songs, motto, vision and mission, which are all engraved in their school culture.

The gap the study intended to fill in this case is to find out the role that head teachers, teachers and students, physical environment, discipline problem solving techniques, school teaching and learning play in building a strong school culture that yield better results. The study is geared into finding the effect of school culture on KCPE performance in Kasarani district. Being a major stakeholder in the schools, Kasarani public schools perform poorly compared to other primary schools of the same county. The research should, therefore, identify what impact school culture would have on primary schools in Kasarani district. It has been mentioned that well performing schools have a systematic way of doing things which I want to establish through this study. It has been established that Kasarani district public schools have an existing school culture, for example, the programmed curriculum, mission, motto and visions are well displayed in each school. The worthiness of investigating the culture is to find out whether the schools that practice school culture perform better than others. The performance of primary schools in Nairobi province is shown on Table 1.0.

Table 1.0 Performance in KCPE in Nairobi County

District	Mean 2009	Mean 2010	Position
Westland	262.00	260.07	1
Langata	262.00	254.52	2
Makadara	242.35	241.31	3
Embakasi	242.03	241.31	4
Kamukunji	239.07	233.47	5
Kasarani	229.96	229.80	6
Starehe	229.80	224.32	7
Dagoreti	218.68	215.43	8

Source: District Education Office

The performance of two districts namely Westland and Langata are above average while for Makandara, Embakasi and Kamukunji are average. Kasarani just like Starehe and Dagoretti are far off below average and hence the need to study the cause of the poor performance. The results given for Kasarani for the two years show no improvement but a drop. This in itself is alarming. So what could be the cause of the poor performance? Could culture be playing a role in the poor performance in Kasarani?

1.2 Statement of the problem

Performance in national examinations in Kenya has over the years been a thorn in the flesh for most educational stakeholders. Performance is an indicator of how well schools are managed, how effective teaching and learning is carried out as well as the direction and future of educational programme (Griffins, 1994). Duignam (1986) noted that the school head teacher and his/her leadership are

crucial factors in the success of a school. This is in agreement with what Kamotho (1998) stated that performance in schools depend on the head teachers contribution.

Both researchers and practitioners have started paying attention to the study of culture as an explanatory variable for the poor performance in Kenyan schools. These changes in their attitude have resulted in more depth and systematic studies of culture and its dimensions. At the same time, these changes have triggered a search for new ways to provide a better understanding of how culture may explain effectiveness of the school as an organization. Other studies have looked at culture on signs, traditions, heroes and how they have affected performance of a school. The importance of this study was, therefore, to investigate the influence of school culture on performance in KCPE in primary schools in Kasarani district.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of school culture in Kenya Certificate of Primary Education performance in Kasarani district.

1.4 Objectives of the study

The following objectives guided the study:

- a) To establish the influence of participatory leadership on pupil's performance in K.C.P.E in Kasarani district.
- b) To assess effects of obeying school rules on pupil's performance in K.C.P.E in Kasarani district schools.
- c) To determine the effects of students lifestyle on pupil's performance in KCPE in Kasarani district.

- d) To evaluate to what extent guidance and counseling help on pupil's performance in K.C.P.E in Kasarani district.

1.5 Research questions

The study was guided by the following research questions:

- a) What is the role of participatory leadership on pupil's performance in K.C.P.E in Kasarani district?
- b) What is the effect of obeying school rules on pupil's performance in K.C.P.E in Kasarani district?
- c) What is the influence of student's lifestyle on pupil's performance in K.C.P.E in Kasarani district?
- d) What is the influence of guidance and counseling on pupil's performance in KCPE in Kasarani district?

1.6 Significance of the study

The data collected and conclusions drawn enabled the education stakeholders to understand the relationship between the culture of the schools and performance in KCPE of which they could form a basis for improvement. It also helped educational administrators to recognize the importance of establishing a positive school culture that would enable teachers to integrate achievement of school goals, vision, mission and routine with fulfillment of pupils needs. The study helped to generate knowledge that could be utilized to sensitize heads of schools and school community on the importance of establishing a strong and positive school culture.

1.7 Limitations of the study

According to Best & Khan (2008) limitations are factors beyond the control of the researcher that may place restrictions on the conclusions of the study and their

application to other situations. Sincerity of the respondents was assured for fear of victimization. The respondents were assured that the information they gave was treated confidentially, reducing the effect of this limitation.

1.8 Delimitations of the study

The study delimited itself to only one district in Nairobi province and the other eight were not studied. The district is Kasarani due to the fact that it performs poorly compared to other districts in Nairobi. It is always ranked third last district in Nairobi province in KCPE exams. Its shows that it's mean mark is always below average. The study covered only eight schools, four from each educational zone. This was assumed to represent the other schools in the district.

1.9 Assumptions of the study

The following were the assumptions expected:

- i. The respondents will cooperate and provide reliable responses that will enable the researcher to come up with fruitful information
- ii. That all the school stakeholders support the existing culture in the school
- iii. All schools have an existing school culture that enables smooth running of the school.
- iv. That the KCPE results exhibited is not in any way influenced by cheating
- v. That the school administrators will be willing to allow the researcher to study and deduce the findings without any interference

1.10 Definition of significant terms

School rules refer to laws and regulations used in schools to bring order in individuals.

Culture refers to a set of ideas, belief and ways of behaving of a particular organization or a group of people

Discipline refers to the ability to control your own behaviour. It is the practice of making people obey rules or standards of behaviour, and punishing them when they do not.

Guidance and counseling refers to the art of informing, educating, advising and assisting an individual with an aim of bringing acceptable behaviour which leads them to decide which direction to take

Lifestyle refers to a set of behavior that is acceptable among members of a group in an institution.

Participatory leadership refers to leading by doing.

School administrators refers to those in authority in a school, that is the head teacher, deputy head teacher and senior teachers in primary schools

1.11 Organization of the study

This study is organized into five chapters. Chapter one presents the background of the study, statement of the problem, objectives of the study, purpose of the study, research questions of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two is dealing with the literature review. Chapter three presents the research methodology. This describes the research design, the target population, sampling techniques and sample size, research instruments, instruments' validity, data collection procedure and data analysis techniques. Chapter four presents' data obtained from the field, its analysis and interpretations and chapter five contains the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered the literature review that related to the topic that has already been written by other researchers. The sources used in the proposed study ranged from textbooks, newspapers, journals on education, unpublished proposals and dissertations from scholars in the same field.

2.2 Influence of participatory leadership on pupils performance in KCPE

There is substantial evidence concerning the importance of school leadership in creating good schools (Fink, E. and Resnick, 2001). Ultimately, the relationships that shape the culture and climate of the school are strongly influenced by the school head teacher. Hallinger and Heck (1998) proposed that the head teacher does not directly affect student achievement, but rather indirectly effects learning by impacting on the climate of the school. This perspective on indirect effects also occurs in more recent and more complex models for research into head teacher leadership. Leadership is no longer proposed as having a direct influence on learning outcomes but as having an indirect influence through the way it has an impact on school organization and school culture. (Witziers *et al* 2003).

Current research has additionally suggested that the head teacher's influence has an indirect effect on learning and is mediated by their interactions with others, situational events and the organizational and cultural factors of the school

(Leithwood, 2004). Leithwood (2004) referred to head teachers as 'change agents' and suggested that they impact on the school through transformation of the school culture. Maslowki (2001) further stated that an association exists between leadership values and behaviours and school culture and that different school cultures can be identified with different consequences for student outcomes. Furthermore, research studies exploring the indirect effect of head teacher leadership on student outcomes have suggested that educational leadership is related to the organization and culture of the school, which is related in turn to student achievement (Witziers *et al.* 2003).

Fairman and McLean (1988), in their work with dimensions of organizational health, believed that diagnosing the climate or health of schools in order to capitalize on existing leadership strengths and to identify improvement priorities should be the goal of every school head teacher. Sergiovanni (2001) defined symbolic leadership as the ability to understand and shape the culture of the school. A school head teacher that creates a culture that promotes and encourages learning is absolutely essential in order to improve student achievement in schools (Sergiovanni 2001).

Duignam (1995) noted that the school head teacher and his/her leadership are crucial factors in the success of the school. This is in agreement with what Kamotho (1998) stated that performance in schools depend on the head teacher's contribution. The administrators in school are the key players in a school culture. It is the duty of the leader to communicate the core values of a school. This means

that he/she must be vocal and lead by example. He/she must be seen to live what he/she says.

2.3 Effects of obeying school rules on pupils' performance in KCPE

Discipline is major component in any school culture. It is the consistency of doing things in a committed manner. Lack of it therefore renders a school with no particular way of doing things. To many people discipline means punishment, pain and fear. According to this view, discipline is a negative word. It has to do with correction of the wrong doer but, as will be seen, discipline can be regarded as a positive force. It can be connected with training not correction, guiding not punishing arranging conditions learning /not just restricting (Mbithi, 2007).

The headmaster of a school must have a thorough understanding of discipline as a subject. As such the discipline we are aiming at here refers to strict way of behavior an institution may establish so as to accomplish its objectives and goals. A strict school culture must therefore have a pattern of behaviour which is followed by all. The main goal of discipline, both in the school and in the home should be to produce young people who will be responsible people when they become adults. Such people should be able to make their own decisions and accept the consequences of these decisions like men. They should be self-disciplined individuals, the kind of persons who do not simply swim with the current. Every school and every home aims at its product grows into interesting, effective people who will be good friends, good husband or wives, good parents good neighbours and above all good citizens (Mbithi, 2007).

There are many methods of enforcing discipline. There is no point in having rules or setting goals in connection with discipline unless we have some ways of enforcing them. Consequences must accompany all rules and regulations. If a consequence always follows certain behaviour the child learns to connect the two and pattern his behaviour accordingly. Discipline among the learners is not enough. Discipline is in essence obedience application, energy, behaviour and outward marks of respect observed in accordance with the standing agreements between the firm and its employees. Whether the agreements have been freely debated or accepted without prior discussion. Whether they be written or implicit whether they derive from the wish of the parties to them or from rules running of business that without discipline no enterprise could prosper (Chan and Watking, 1994).

2.4 The effect of student's lifestyle on pupils' performance in KCPE

School lifestyle encompasses atmosphere, security safety and the quality of the building which should be appropriate, adequately and devoid of any risks to users. The quality of the physical environment of the school undoubtedly affects the quality of teaching and learning. A good school is able to provide a welcoming, secure and safe environment which are the measures undertaken by the learners, teachers, parents and other stakeholders to minimize or eliminate risky conditions or threats that may cause accidents, emotional and psychological distress. These threats may be as a result of violence and harassment, armed conflict and insecurity, inadequacy health care and lack of care for special needs.

Many of the pupils according to Fuster (2003) would prefer a school to be a friendly place where the learners and the teachers enjoy working together, executing a variety of interesting and challenging activities. Such an environment would encourage both the deeper level and more achievement oriented learning strategies that learners would prefer. Schools need to play a critical role in shaping the behaviour which is about instilling what people think, believe, feel and do. Individuals are not born with values. The best time to instill positive values in an individual is at the youth level. The school is quite critical since this is the growing stage when the individual enters into adulthood. Despite all these expectations the levels of indiscipline in schools have recently reached an alarming proportion and extent that the leadership styles in schools is no longer the only cause. The changes affecting the fabric of the society plays a much bigger role. What happens in schools is a reflection of what happens in the wider society. A healthy school environment should be free from drug abuse, sexual harassment, discipline issues and safety and hygiene. A study by African population and health research center (APHRC 2007) and (UNICEF, 2008) found that in Kenya, a number of schools have unacceptably high number of pupils sharing a latrine or a toilet.

Tomlinson (1996) stated that head teachers must move towards creating an appropriate learning lifestyle; concentrate on understanding better how the pupils learn so that they can better help to learn. Caldwell (2003) said that schools that are innovative and have nurtured a climate of innovation are characterized by a network of linkages with a range of organization, urgencies and intuitions in the public and private sector. The head teacher should pay special attention to classroom environment if effective learning is to take place. A standard classroom

should accommodate 40-45 pupils if the number of pupils is about 45. Both the student and the teachers become uncomfortable in very many aspects. Large classroom sizes and lack of infrastructure and teaching materials are some of the circumstances that demoralize both teachers and the learners. Good school environment is therefore an integral and indispensable component of the teaching and learning process. Non conducive school environment impedes concentration and commitment of teachers and learners. It is imperative that the head teacher provides safe and secure school environment to facilitate, retention, completion which results in excellent academic outcome. (Awiti, 2009).

2.5 The influence of guidance and counseling on pupils performance in KCPE

Guidance is the art of informing, educating, advising and assisting an individual with an aim of bringing about acceptable behaviour. Guidance provides useful information to who needs to know which direction to take (Mackenzie, 2008).

Counseling is a discipline which enables the counselee to understand more about him or herself through professional facilitation by a counselor (Mackenzie, 2008).

Counselling is a healing process through which the teacher seeks to establish a relationship in which the children can express their thoughts and feeling on their own situation. In this way counseling assists individuals to make their own decisions from amongst the choices available (MOEST, 1974).

Guidance and counseling are not new concepts; they existed even in the traditional society. Male and female were charged with the responsibility of guiding and counseling boys and girls. The importance of guiding is to help children to handle interpersonal relationship, develop the whole child and contribute towards their academic performance. Life is full of hassles. The better you are able to deal with these, the less likely you are to be stressed. Your orientation to problems therefore

should be that they are an ordinary part in life. Where possible, break them down in to their component parts so that they seem more manageable (Nelson-Jones, 2000). Pupils in Kenyan schools come from different social, economic and family backgrounds. Some are orphans who being brought up by relatives or volunteers, others come from separated families, marital breakdowns and distress affect children. Unhappy parents are likely to have less positive energy to direct towards their children. For proper learning the learners need guidance and counseling from their teachers or professionals.

The teachers hand book on guidance and counseling (K.I.E, 2003) gives the following as some of the causes of psychological disturbances in individuals. Inability to meet one's own needs would lead to frustrations and low self-worth. There are children who come from extreme poverty stricken homes where shelter, clothing, food, water and security are their priority needs. Counseling therefore becomes an essential service to be taken seriously in schools because it helps the pupils.

2.6 Summary of the reviewed literature

The literature review has largely discussed the factors which impacts on the school culture and their influence on the pupil's performance in KCPE. The literature has reviewed the various characteristics which impacts largely on KCPE performance in Kasarani district. The study has looked at such factors like participatory leadership, obeying school rules, student's lifestyle, and guidance and counseling of pupils in respect to pupils' KCPE performance in Kasarani. From the review it is evident that the issue of school culture plays a major role in pupils' performance in KCPE in Kasarani district.

2.7 Theoretical framework

McGregor's theory is an essential feature of sociological inquiry and any empirical study should be grounded on theory (Singleton, 1988). Theory helps us to understand and explain our social experience and it also helps us to determine ways in which to solve the problem we encounter. The purpose of this section is to attempt to link theories with a proposed study. Theory X assumption and theory Y (Douglas McGregor theory) .McGregor theory stated that people are grouped in theory X and Y. According to theory X:-

Work is inherently distasteful to most people. Most people are not ambitious, have little desire for responsibility and prefer to be directed. Most people have little capacity for creativity in solving organizational problems. Motivation occurs only at the psychological and safety levels. Most people must be closely controlled and often forced to achieve organization objectives.

Theory Y assumptions:-

Work is as natural as play, if the conditions are favorable. Self-control is often indispensable in achieving organizational goals. The capacity for creativity in solving organizational problems is widely distributed in the population. Motivation occurs at the social, psychological as well as physiological and security levels. People can be self-directed and creative at work if properly motivated.

The performance of the school depends on the commitment of both the learners and the teachers besides the availability of the learning/teaching materials. If teachers are in theory X groups, all work is distasteful to them. This renders no learning at all which in return give poor performance. The culture of a school becomes one which is not motivated, directed and hence no work is done. Theory

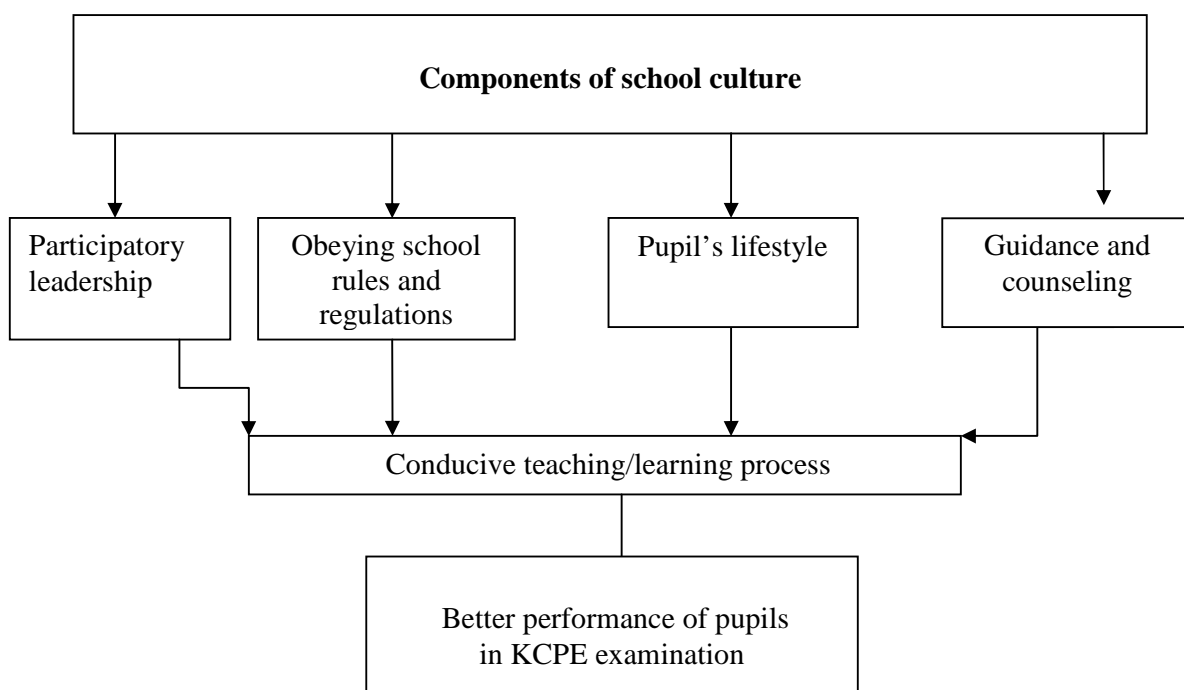
X states that groups have little capacity for creativity in solving organizational problems. This means that the teachers and learners are not in a position to know what they need or how they can do things that can result in good performance.

If most people are controlled and forced to achieve an organizational objectives, the institution end up with centralized power. This means that the head teacher is left with all the powers of decision making. The teachers then have no say in the running of the school. The head teacher then dominates the school and hence the spirit of working as a team is killed. This goes to the learners and the school lacks proper co-ordination and teamwork. This definitely affects learning and performance of the stakeholders. People on theory Y on the other hand are motivated all round. They work and have capacity for creativity in solving organizational problems. People can be self-directed and creative at work if properly motivated. This means that teachers in theory Y group have what it takes to produce good result. They are able to see the problem of their failures and collect them. The head teacher is also able to share responsibilities and so decision making involves all teachers. This make them own the school with its problems. Since they are creative they are able to handle their problems and hence good results. In a school that has people of theory Y group, they do things in the right way, committed to good results and work as a team to produce good result. They are disciplined and consistent in working. A strong positive culture that is geared to produce good result need people who are self-motivated, self-directed and result oriented which is all explained in McGregor's theory of theory X and Y.

2.8 Conceptual framework

The conceptual frame work illustrates the relation between variables for effective school culture. This is shown in Figure 2.1

Figure 2.1 Relationship between school culture and KCPE performance in Kasarani district



Conducive school culture existing in the school environment will greatly enhance the smooth learning in the school environment. A school manager with the necessary skills to run the school plant will encourage pupils to be positively involved in the learning process retaining them in the school. The presence of ideal participatory leadership, obeying school rules, positive student's lifestyle, and guidance and counseling, will lead to remarkable performance in KCPE by the pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises of the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure and data analysis techniques that were used in this study.

3.2 Research design

A research design is a plan showing how the problem of investigation will be solved (Orodho and Kombo, 2003). Descriptive research design was used in this study and it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2003). This design was appropriate for this study as it attempts to describe what is in the social aspect such as school, and it allows use of standardized instruments like questionnaires and interviews which can be used in the survey and examination of the existing records. This design was appropriate for this study as it enhanced an investigation of the impact of school culture in KCPE performance in Kasarani district.

3.3 Target population of the study

Mbwesa (2008) defines target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in Kasarani district which is one of the administrative districts of Nairobi County.

The district had a total of 24 public primary schools. The target population comprised of the head teachers, teachers and pupils of the 24 primary schools. The district had 24 head teachers, 513 teachers, and 10,240 pupils.

3.4 Sample size and sampling techniques

Mugenda & Mugenda (2003) define a sample as a small group obtained from the accessible population. The study was used Krejcie & Morgan (1970) table since it gives 95 percent certainty and 5 percent sampling error (Krejcie & Morgan 1970).

Table 3.1 Total population and sample size

Data collected	Total population	Sample size	Remarks
Schools	24	24	All schools
Head teachers	24	24	All head teachers
Teachers	513	220	5 teachers per school
Pupils	10,240	373	8 pupils per school

From the 24 sampled schools using the Krejcie & Morgan (1970) table, all the schools and head teachers were sampled. From each school 5 teachers were selected using systematic sampling. Systematic sampling was used to select 8 pupils from each school i.e. $373/24$. The researcher also used the class registers to select the pupils. The sample was therefore be 24 head teachers, 24 deputy head teachers, 220 teachers and 373 pupils totaling to 641 respondents.

3.5 Research instruments

The research instrument used in the study was a questionnaire which is considered the most suitable research instrument for descriptive research design. Orodho and

Kombo (2003) stated that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The head teachers', the teachers and pupils had a separate questionnaire each. The questionnaire for the head teachers consisted of two sections. Section one collected the demographic information including gender, professional and teaching experience. Section two is collected data on the effects of motivation on student's performance with open and close ended questions. The questionnaire for the teachers and pupils consisted of two sections. Section one collected the demographic information including gender, professional and teaching experience for the teachers. Section two collected data on the effect of school culture on pupil's performance in Kasarani district with open and close ended questions.

3.6 Instruments validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2008). According to Orodho (2004), once questionnaires have been constructed they should be tried. The researcher will study the answers in the questionnaires to ascertain whether all the objectives have been addressed from the responses and answers given. For this study content validity of the research instruments was established, by having the instruments appraised by the supervisor and experts in education administration. Before the actual data collection, piloting of questionnaires and the interview guide was done on 5 primary schools in Kiambu County, which did not participate in the actual study. To establish the reliability of the instrument, the researcher used the test-retest where the second test administration was done one week after the first one.

3.7 Instruments reliability

Kombo & Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test- re-test technique was used. This test-re-test method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods will be correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument will be said to be reliable for data collection. If the pilot study got a score of 0.8 which is considered high enough to judge the reliability of the instrument, it was to be acceptable. The two sets of questionnaires had a correlation coefficient of 0.88 for the head teacher and 0.84 for the teacher hence they were reliable.

3.8 Data collection procedure

The researcher sought a research permit from the National Council for Science and Technology. The District Education Officer Kasarani district was notified about the research to be carried out. Information was also sent to the sampled schools in good time informing them of the data collection exercise, once consultation has been made with the head teacher on appropriate dates. The researcher visited the selected schools and administered the instrument to the respondents personally.

3.9 Data analysis techniques

Upon receiving the questionnaires and interview schedules from the respondents, they were checked, coded and processed. Quantitative data was arranged and

recorded according to research questions after which frequencies; percentages, bar graphs and pie charts will be used for the presentation and analysis. Qualitative data was edited or cleaned up then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. Data was analyzed using the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents data analysis and presentations to investigate the effect of school culture in Kenya Certificate of Primary Education performance in Kasarani district, Kenya. Responses from the head teachers, teachers and pupils were presented to show background information. Part one provides background information collected from the respondents from Kasarani district. The rest of the chapter is organized along the study objectives starting with the role of participatory leadership, obeying school rules, student's lifestyle and guidance and counseling.

4.2 Questionnaire return rate

Three categories of questionnaires were used to collect data: the head teachers, teachers and pupils. Table 4.1 shows respondent's questionnaire return rate.

Table 4. 1 Respondents questionnaire return rate

Respondents	Expected Response	Actual Response	Response rate Percentage (%)
Head teachers	24	22	91.7
Teachers	220	200	90.1
Pupils	373	350	93.8
Total	617	577	

The researcher personally participated in the distribution of questionnaire to all the respondents. The results in table 4.1 showed that there was a total of 91.7% questionnaire return rate for the head teachers, 90.1% for the teachers, and 93.8%

for the pupils. The returns agreed with Mugenda & Mugenda (2003) who stated that when the return rate is above 70% it is good enough for analysis.

4.3 Demographic data of the respondents

This section presents background information on the demographic data of the head teachers, teachers and pupils highlighting their basic characteristics of the target population in the study. It provides a summary concerning gender of the respondents, their age, academic qualifications professional qualification, teaching experience, the number of years served by the head teachers and teachers.

4.3.1 Gender

4.3.1.1 Gender distribution of head teachers

Gender refers to the basic and general distribution of the head teachers, teachers and pupils in the district. The head teachers were requested to state their gender and they gave the results as presented in table 4.2.

Table 4. 2 Gender distribution of head teachers

Gender	Frequency	Percentage
Male	10	42
Female	12	58
Total	22	100

The analysis on table 4.2 indicated that 42% of the head teachers were males while 58% were females. The result correlates with Kimu (2012) who stated that the urban areas have higher concentration of female than male teachers.

4.3.1.2 Gender distribution of teachers

The teachers were requested to state their gender and they gave the results as presented in table 4.3.

Table 4. 3 Gender distribution of teachers

Gender	Frequency	Percentage
Male	86	43
Female	114	57
Total	200	100

The analysis in table 4.3 concluded that male teachers were 43% compared to the female teachers who were 57%. The analysis once correlates the findings by Kimu (2012) who stated that the urban areas have higher concentration of female than male teachers.

4.3.1.3 Gender distribution of pupils

The pupils were asked to state their gender and the results they gave are presented in table 4.4.

Table 4. 4 Gender distribution of pupils

Gender	Frequency	Percentage
Male	160	46
Female	190	54
Total	350	100

The results indicate that 46% of the pupils were males and 54% were females. The findings give credit to the findings by MOEST (2003) which concluded that more girls were enrolling in primary schools in Nairobi and Central provinces.

4.3.2 Age of respondents

4.3.2.1 Distribution of head teachers by age

Head teachers were requested to state their age and table 4.5 indicates the age distribution of the head teachers in the district.

Table 4. 5 Distribution of head teachers by age

Age (Years)	Frequency	Percentage
25-30	0	0
31-40	8	36
41-50	11	50
Above 50	3	14
Total	22	100

The information in table 4.5 indicated that majority of the head teachers 50% in the district were middle aged (41-50) years. This is an ideal age by which the head teachers have already gained a wealth of experience in the profession. Most teachers gain experience with age in the teaching profession.

4.3.2.2 Distribution of teachers by age

The teachers were requested to state their age as provided in the questionnaire and the results they gave are shown in table 4.6.

Table 4. 6 Distribution of teachers by age

Age (Years)	Frequency	Percentage
25-30	35	18
31-40	50	25
41-50	65	32
Above 50	50	25
Total	200	100

The results in table 4.6 indicate that most of the teachers (32%) were middle aged (31-40) years of age. Just like the head teachers, the teachers at this age are quite experience in the teaching profession and they only require motivation to perform.

4.3.2.3 Distribution of pupils by age

The pupils were asked to state their age and the results they gave are presented in table 4.7.

Table 4. 7 Distribution of pupils by age

Response (years)	Frequency	%
9-10	0	0
11-12	0	0
13-14	325	93
15-16	20	5.7
Above 17	5	1.4
Total	350	100

The results indicate that majority of the pupils (93%) were between 13-14 years. Since most of the pupils who responded were either in class 7 or 8, this is the standard age for them in primary school cycle.

4.3.3 Qualification of respondents

This section seeks to verify whether the respondents qualify to participate in their respective positions.

4.3.3.1 Academic qualification of head teachers

Head teachers were asked to state their academic qualifications which are indicated in table 4.8.

Table 4. 8 Academic qualifications of head teachers

Qualification	Total	Percentage
M/ED	6	27
B/ED	10	46
Diploma	6	27
Total	22	100

The results stated that most of the head teachers (46%) in the district were BED degree holders with 27% as P1 and 27% being MED holders. This means that all the head teachers in the district have the necessary qualifications to manage the schools allocated to them. Majority of the head teachers even have added qualifications that may necessitate them to add more value to their school performance.

4.3.3.2 Academic qualification of teachers

The teacher's academic qualifications are presented in table 4.9.

Table 4.9 Academic qualification of teachers

Qualification	Total	Percentage
P1	69	34.5
S1	42	21
BED	48	24
MED	41	20.5
Total	200	100

It is evident from the results in table 4.9 that most of the teachers (34.5%) had a P1 qualification which is the standard qualification for teachers to teach in primary schools in Kenya. Another 24% of the teachers had a BED degree which means that they have the required knowledge to participate in the learning activities in the school.

4.3.3.3 Head teachers' teaching experience

Head teachers were asked to state the number of years they had taught in the school and the results are shown on table 4.10.

Table 4.10 Head teacher's teaching experience

Response (years)	Frequency	%
1-5	0	0
6-10	0	0
11-15	7	31.8
16-20	10	45.5
21-25	5	22.7
Above 25	0	0
Total	22	100

The results in table 4.10 indicated that most of the head teachers in the district (45.5%) had taught for 16-20 years in their schools. This was enough time for them to have developed a teaching and school culture which has a direct influence on their capability and knowledge base on the implementation of inclusive education in the schools (Fullan, 2003).

4.3.3.4 Teacher's teaching experience

The teachers were asked to state the number of years they have been teaching and the results are shown on table 4.11.

Table 4. 11 Teachers teaching experience

Response (years)	Frequency	%
1-5	17	8.5
6-10	30	15
11-15	51	25.5
16-20	67	33.5
21-25	29	14.5
Above 25	6	3
Total	200	100

The results in table 4.11 showed that most of the teachers (33.5%) had taught for 16-20, a relatively good period to familiarize with the school culture in the schools. Another 25.5% of the teachers had taught for 11-15 years which is enough periods for them to have assimilated the school culture.

4.3.3.5 Head teachers and teachers attendance of training

Head teachers and teachers were asked to state whether they had attended management training and the results they gave are shown on table 4.12.

Table 4.12 Attendance of training by head teacher

Head Teacher's Response	Frequency	%
Yes	22	100
No	0	0
Total	22	100

The results indicate that all the head teachers had attended school management training which basically equips them with a vast wealth of management skills to run the school efficiently. The results from table indicates that majority of the teachers (73%) had attended professional training which is an indicator that they have the needed skills to perform in the school. Glewwe and Jacoby (1993) asserted that school heads who had gone through management and administrative training improved efficiency and effectiveness of physical facilities giving a conducive environment for learning.

4.4 Presentation and analysis of the questions.

The data analysis on the effect of school culture in Kenya Certificate of Primary Education performance in public primary schools in Kasarani district is presented in this section. It presents the responses of the head teachers, teacher's and pupils on the role of participatory leadership on pupil's performance in K.C.P.E, effects of obeying school rules on pupil's performance in K.C.P.E, the effects of students lifestyle on pupil's performance in KCPE and the evaluate to what extent guidance and counseling help on pupil's performance in K.C.P.E in Kasarani district.4.4.1

The role of participatory leadership on pupils performance in KCPEThis section answers the question on the role of head teacher's participatory leadership as a component of the school culture on pupil's performance.

4.4.1.1 Leadership style of teachers in schools

The question sought from the head teacher's information on the style of leadership they practiced in the school. The responses are shown on table 4.13.

Table 4.13 Head teacher's response on leadership style in school

Head teachers responses	Frequency	%
Democratic	16	72.7
Autocratic	0	0
Participatory	6	27.3
Laissez faire	0	0
Total	22	100

Majority of the head teachers (72.7%) stated that they practiced democratic leadership style in their schools with the rest 27.3% saying they practiced participatory leadership style. The findings reinforces the assertion by Lakomski (2001) who studied the claim that it is necessary to change an organization's culture in order to bring about organizational change and concluded that there is a causal relationship between the leadership style and organizational culture.

4.4.1.2 Teacher: Style of leadership used in schools

The question aimed at getting the teachers views on the style of leadership used in their school. The responses are shown in table 4.14.

Table 4. 14 Teachers response on type of leadership in school

Teachers responses	Frequency	%
Democratic	37	18.5
Autocratic	50	25
Participatory	66	33
Laissez faire	47	23.5
Total	200	100

The results from the teachers stated that most of the teachers (33%) stated that participatory leadership style was in use in the schools. Another (25%) indicated that the head teachers practiced autocratic leadership style and the minority (18.5%) practicing democratic leadership style. The findings support Witziers *et al.* 2003 research exploring the indirect effect of head teacher leadership on teachers and students outcomes which suggested that school leadership is related to the organization and culture of the school, which is related in turn to student achievement

4.4.1.3 Head teacher's involvement of teachers in decision making

This question meant to investigate from the head teachers on whether they involved the teachers in school decision making. The results are shown in Table 4.15.

All the head teachers indicated that they involved the contribution and input of teachers in school decision making. Their statements correlate with Sergiovanni (2001) that symbolic leadership is the ability to understand and shape the culture of the school through the involvement of all the players like the teachers. A school head teacher that creates a culture that promotes and encourages learning is absolutely essential in order to improve student achievement in schools.

4.4.1.4 Involvement of teachers in decision making by head teachers

This question aimed at assessing from the teachers responses on whether the head teachers involved them in the school decision making. The results are shown in

Table 4.16.

Table 4. 16 Involvement of teachers in decision making

Head Teacher's Response	Frequency	%
Yes	104	52
No	96	48
Total	200	100

Majority of the teachers (57%) stated that the head teachers involved them in school decision making. The other teachers (48%) indicated that they were not involved in the decision making. The findings agreed with Kamotho (1998) statement that performance in schools depends on the head teacher's contribution and involvement of teachers.

4.4.1.5 Ways head teachers involved teachers in decision making

The head teachers were requested to state some of the ways they involved the teachers in decision making in the school. Their responses are shown on table 4.17.

Table 4. 17 Head teachers' ways of involving teachers in decision making

Head teachers response	Frequency	%
Discussing school issues	50	25
Holding school meetings	64	32
Attending parents meetings	34	17
Holding subject panel meetings	52	26
Total	200	100

Most of the head teachers (32%) said that they involved the teachers in decision making through holding school meetings. Other head teachers stated that they involved the teachers through holding subject panel meetings (26%) and discussing school issues (25%). Kamotho (1998) stated that performance in schools depend on the head teacher’s contribution and involvement of teachers. The administrators and the teacher in school are the key players in a school culture. It is the duty of the leader to communicate the core values of a school to the teachers and the pupils.

Teachers response on being allowed to initiate school decisions

The question aimed at ascertaining from the teachers whether the head teacher allowed them to initiate school decisions by their own. The responses are shown in table 4.18.

Table 4. 18 Response of teachers on initiation of school decisions

Head Teacher’s Response	Frequency	%
Yes	78	39
No	122	61
Total	200	100

Majority of the teachers (78%) acknowledged that the head teachers gave them the freedom to initiate own decisions in the school while 61% had a contrary view. Olembo (1990) affirms that teachers may be motivated through involving them in developing instructional materials, contributing to conferences and seminars and delegating duties to them.

4.4.1.6 Ways in which teachers are allowed to initiate school decisions by head teacher

The objective of this question aimed was to ascertain from the teachers on the ways in which the head teachers allow them to initiate own decisions in the school.

The responses are shown in table 4.19.

Table 4.19 Head teachers' way of allowing teacher' initiative in school

Teacher responses	Frequency	%
Initiating new projects	98	49
Organizing school trips	54	27
Coming up with clubs and societies	48	24
Total	200	100

The results showed that majority of the teachers (49%) were usually allowed by the head teachers to initiate their own school projects, another 29% were allowed to come up with clubs and societies with the rest 27% could organize school trips for the pupils. Broodingsky and Neil (1983) reported that majority of school administrators cited three policies that effectively improved morale and motivated their staff. They include shared governance, in-service education and systematic supportive evaluation. They argued that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among administrators and teachers.

4.4.2 The effect of obeying school rules on pupils performance in KCPE

This section outlines the effect of obeying schools rules as a component of the school culture on the overall pupil's performance.

4.4.2.1 Head teacher: Presence of laid out measures on dealing with discipline issues

The question aimed at finding out from the head teacher if the school had a laid out measures on dealing with discipline issues as shown on table 4.20.

Table 4. 20 Presence of measures to do with discipline issues

Head Teacher's Response	Frequency	%
Yes	22	100
No	0	0
Total	22	100

All the head teachers stated that the schools had a laid out measures on dealing with discipline issues. Mbithi (2007) argued that discipline is a major component in any school culture. It is the consistency of doing things in a committed manner. Lack of it therefore renders a school with no particular way of doing things.

4.4.2.2 Head teacher's response on measures of dealing with discipline issues

The question aimed at finding out from the head teachers on the measures of dealing with discipline issues in the school. The results are outlined in table 4.21.

Table 4.21 Head teacher's response on measures of dealing with discipline

Head teachers response	Frequency	%
Presence of discipline panel	19	86
Involvement of parents	15	68
Prefects help in maintaining discipline	13	59
Guidance and counseling committee	17	77
Weekly class meetings	10	46

The results showed that all the schools as stated by the head teachers had set measures of dealing with discipline issues. Some of these include presence of discipline panel (86%), guidance and counseling committee (77%) and involvement of parents (68%). This agreed once again with the view by Mbithi (2007) that discipline is a major component in any school culture. It is the consistency of doing things in a committed manner. Lack of it therefore renders a school with no particular way of doing things.

4.4.2.3 Teachers response on presence of laid out measures on dealing with discipline issues

The question aimed at checking the views of the teachers on the presence of laid out measures on dealing with discipline issues and table 4.22 gives the results.

Table 4. 22 Teacher's response on measures of dealing with discipline issues

Teachers Response	Frequency	%
Yes	114	57
No	86	43
Total	200	100

The results indicate that majority of the teachers 57% that measures of dealing with discipline issues existed in the school with 43% of teachers having a contrary observation. The findings agree with Mbithi (2007) that there are many methods of enforcing discipline. There is no point in having rules or setting goals in connection with discipline unless we have some ways of enforcing them. Consequences must accompany all rules and regulations. If a consequence always follows certain behaviour the child learns to connect the two and pattern his behaviour accordingly.

4.4.2.4 Teacher’s response on measures of dealing with discipline issues

The teachers were asked to state the measures laid down for dealing with discipline issues and they gave the following results in table 4.23.

Table 4.23 Measures of dealing with discipline issues

Benefits	Frequency	%
Presence of discipline panel	92	56
Enforcement of rules and regulations	74	37
Prefects maintain discipline	48	24
Active guidance and counseling	100	50
Weekly class meetings	42	21

The results obtained illustrated that most of the teachers and (56 and 50%) stated that presence of discipline panel and guidance and counseling committee respectively helped in dealing with discipline issues in the school. Another (37%) mentioned that the enforcement of the school rules and regulations helped in solving discipline issues in the school. the statement revitalizes Tomlinson (1996)

statement that head teachers must move towards creating an appropriate learning lifestyle; concentrate on understanding better how the pupils learn through finding solutions to the learners related challenges and indiscipline so that they can better help to learn.

4.4.2.5 Teacher: benefit to the school on the set rules and regulations

The teacher's views on some of the benefits they thought the school derived when the set rules and regulations are adhered and they gave the following results in table 4.24.

Table 4.24 Benefits of set rules and regulations

Benefits	Frequency	%
Adherence to rules and regulations	13	59
Reduction on indiscipline cases	20	91
Improved performance by pupils	18	82
Minimal waste of time	11	50

The results indicate that reduction on indiscipline cases (91%), improved performance by pupils (82%), adherence to rules and regulations (59%) and minimal waste of time (50%) were some of the benefits of adherence to school rules in the schools. The findings is in line with Peterson (2002) who stated that when a school has a positive, professional culture, one finds meaningful staff development, successful curricular reforms and effective use of student performance data. In these cultures, staff and student learning thrive.

From the results, it is evident that majority of the teachers (91%) stated that reduction on indiscipline cases was one of the benefits to the school in ensuring that the school rules and regulations are enforced. Another (82%) stated that improved pupils performance in examinations was a benefit of following the school rules and regulations. Peterson (2002) said the benefits of a strong school culture are clear, culture represent an effective means of coordination and control in loosely connected and non-linear world. When a school has a positive, professional culture, one finds meaningful staff development, successful curricular reforms and effective use of student performance data.

4.4.3 The influence of the pupils lifestyle on pupils performance in KCPE

Pupil's lifestyle in the school is usually influenced by the school culture and this will be addressed in this section.

4.4.3.1 Head teachers' response of whether pupils influence each other's behaviour

The head teachers were asked to give their opinion on whether the pupils were influencing each other's behaviour in the school and they gave the following results in table 4.25.

Table 4. 25 Response on pupils influence on each other

Head Teachers' Response	Frequency	%
Yes	22	100
No	0	0
Total	22	100

All the head teachers gave the view that the pupils played a hand in influencing each other's behaviour in the school. School culture takes the role of guidance in the day today activities. Deci, E.L. (2000) argues similarly that a strong positive school culture must be inculcated to the teachers and the learners in order for positive values to be unconsciously transmitted and followed by all the members. A positive school culture gives the learners a sense of organizational identity and generates a commitment to influence one another positively.

4.4.3.2 Head teacher: ways in which pupils influence each other's behaviour

Table 4.26 indicates the opinions of the head teachers on ways in which the pupils in the school influenced the behaviour of each other.

Table 4. 26 Head teacher's view on pupils influence on behaviour

Influencers	Frequency	%
Peer pressure	16	72.7
Smoking	18	81.8
Abusive language use	18	81.8
Alcoholism	15	68.2
Prostitution	16	72.7
Drug abuse	16	72.7

The results indicate that majority of the pupils (81.8%) influenced each other in both smoking and use of abusive language in the school. The other (72.7%) influenced each other on prostitution, drug abuse and peer pressure. This agrees with Deci (2000) comment that students with work avoidance orientation may act as if they are incompetent so that they will have an excuse to influence and orientate the others to follow them engage in indiscipline. Similarly students may

deliberately delay their peers from participation in academic activity to recruit them into engagement in vices.

4.4.3.3 Teacher’s response of whether pupils influence each other’s behaviour

The teachers opinion was sought on whether they believed the pupils influenced each other’s behaviour in the school. Table 4.27 gives the findings.

Table 4. 27 Teachers take on pupils influence on each other

Teachers Response	Frequency	%
Yes	189	94.5
No	11	5.5
Total	200	100

Majority of the teachers (94.5%) agreed that pupils influenced each other’s behaviour in the school with a few (5.5%) holding a contrary opinion. The teacher’s views agreed with Deci, E.L. (2000) statement that a strong positive school culture must be inculcated to the teachers and the learners in order for positive values to be unconsciously transmitted and followed by all the members. A positive school culture gives the learners a sense of organizational identity and generates a commitment to influence one another positively.

Teacher: ways in which pupils influence each other’s behavior

The teachers were requested to state some of the ways in which the pupils negatively influenced each other in the school. The results they gave are found on table 4.28.

Table 4. 28 Ways in which pupils influence behaviour

Influencers	Frequency	%
Peer pressure	16	72.7
Smoking	18	81.8
Abusive language use	18	81.8
Alcoholism	15	68.2
Prostitution	16	72.7
Drug abuse	16	72.7

Majority of the teachers (81.8%) stated that both the use of abusive language and smoking (73%) were some of the negative ways pupils influenced each other's behaviour in the school. The rest (73%) in each case stated that pupils influenced each other in drug abuse, prostitution and peer pressure. This agrees with the argument by APHRC (2007) that a healthy school environment should be free from drug abuse, sexual harassment, discipline issues and safety and hygiene.

4.4.4 Influence of guidance and counseling on pupils performance in KCPE

The influence of guidance and counseling as an agent of the enactment of a school culture will be analyzed in this section.

4.4.4.1 Head teacher: negative behaviors among the pupils

The head teachers were requested to state negative behaviours that they observed in their pupils and the results are given on the line graph on table 4.29.

Table 4. 29 Negative behavior among pupils

Influencers	Frequency	%
Drug abuse	21	95.5
Prostitution	17	77.3
Theft	22	100
Truancy	22	100
Alcoholism	16	72.7

All the head teachers stated that truancy and theft were some common vices afflicting many pupils in all the schools in the district. Other common negative behaviour included drug abuse (95.5%), prostitution (77.3%), and alcoholism (72.7%). The assertion agrees with (2009) views that a conducive school environment impedes concentration and commitment of learners leading to negative influences among pupils. It is imperative that the head teacher provides safe and secure school environment to facilitate, retention, completion which results in excellent academic outcome.

4.4.4.2 Teacher: negative behaviours among the pupils

The teachers were requested to state the negative behaviours that were usually exhibited by the pupils in the school and the results are given on table 4.30.

Table 4. 30 Teacher's response on negative behaviour among pupils

Influencers	Frequency	%
Drug abuse	168	84
Prostitution	182	91
Theft	198	99
Truancy	194	97
Alcoholism	200	100

All the teachers unanimously indicated that alcoholism was a major vice among the pupils in the schools. A number of negative behaviours were exhibited by pupils in the school ranging from theft (99%), truancy (97%), prostitution (91%) and drug abuse (84%). The assertion agrees with UNICEF (2008) statement that a healthy school environment should be free from drug abuse, sexual harassment, discipline issues and safety and hygiene.

4.4.4.3 Head teacher: presence of a functional guidance and counseling department in the school

The head teachers were requested to state on the presence of a functional guidance and counseling department in the school and the results are given on table 4.31.

Table 4.31 Presence of guidance and counseling department in the school

Head teachers'	Frequency	%
Response		
Yes	22	100
No	0	0
Total	22	100

All the head teachers indicated that functional guidance and counseling departments existed in all the schools. The views agreed with Caldwell (2003) said that schools that are innovative are characterized by the ability to solve learner's problems through in-house mechanisms devised through guidance and counseling with a network of linkages in and out of the school environment.

4.4.4.4 Teacher: presence of a functional guidance and counseling department in the school

Teachers were requested to state on the presence of a functional guidance and counseling department in the school and the results are given on table 4.32.

Table 4. 32 Teacher’s response on presence of guidance and counseling department

Teachers Response	Frequency	%
Yes	122	61
No	78	39
Total	200	100

Majority of the teachers (55%) that the guidance and counseling department was present in the school with the other (45%) indicating that the department was inexistent in the school. Nelson-Jones (2000) commented on the importance of guidance and counseling with the argument that it helps children to handle interpersonal relationship, develop the whole child and contribute towards their academic performance. Life is full of hassles. The better you are able to deal with these, the less likely you are to be stressed.

4.4.4.5 Reasons for the absence of guidance and counseling department in the school

Teachers were expected to give the reasons on why guidance and counseling department was absent in the school. They provided the reasons in table 4.33.

Table 4. 33 Reasons for absence of guidance and counseling department

Teachers responses	Frequency	%
Never been initiated	168	84
Lack of a responsible teacher	182	91
Teachers dislike the work	198	99
Initiated but died	194	97
Total	200	100

The teachers gave valid reasons for the absence of guidance and counseling department ranging from lack of a responsible teacher in the school (55%), teachers dislike the work of guidance and counseling (55%), the department was initiated but died (55%) and it has never been initiated (55%). KIE (2003) supports the view that when guidance and counseling is not functional the learner's inability to meet one's own needs would lead to frustrations and low self-worth. There are children who come from extreme poverty stricken homes where shelter, clothing, food, water and security are their priority needs. Counseling therefore becomes an essential service to be taken seriously in schools because it helps the pupils.

4.4.4.6 Head teachers: Influence of guidance and counseling department on student discipline and performance in the school

The question aimed at finding out from the head teachers about influence of guidance and counseling department on student discipline and performance in the school and the results are shown on table 4.34.

Table 4. 34 Influence of guidance and counseling department on discipline

Responses	Frequency	%
Reduced indiscipline	14	64
More disciplined pupils	16	73
Improved performance	18	82
More responsible pupils	10	46

Majority of the head teachers (82%) said that guidance and counseling led to improved pupils performance and (73%) argued that it molded more disciplined pupils. This observation is in line with Fuster (2003) argument that a good school is able to provide a welcoming, secure and safe environment through regular guidance and counseling of the learners which is done with the input of teachers, parents and other stakeholders to minimize or eliminate risky conditions or threats that may cause accidents, emotional and psychological distress. In return the welfare of the school gains through better learner's performance

4.4.4.7 Teachers: Influence of guidance and counseling department on student discipline and performance in the school

The teachers were asked to give their views on the effect of guidance and counseling department on student discipline and performance in the school and they gave the following results in table 4.35.

Table 4. 35 Teacher's response on influence of guidance and counseling department on performance

Responses	Frequency	%
Reduced indiscipline	14	64
More disciplined pupils	16	73
Improved performance	18	82
More responsible pupils	10	46

Majority of the teachers (73%) had the view that guidance and counseling improved performance, another (82.1%) stated that guidance and counseling led to more disciplined pupils and (64%) said that it reduced indiscipline (82.1%) cases in the school. Nelson-Jones (2000) reinforces the findings with the argument that the importance of guiding is to help children to handle interpersonal relationship, develop the whole child and contribute towards their academic performance. Life is full of hassles. The better you are able to deal with these, the less likely you are to be stressed.

4.4.4.8 Head teacher's response on issue dealing with school culture

The question aimed at finding from the head teachers their opinions on a variety of issues dealing with the school culture as portrayed by the results are on table 4.36.

Table 4. 36 Head teacher's response on school culture

Statement	Frequency	%
Head teacher is in the fore-front in communicating the need for better performances.	22	100
A consistency way of dealing with indiscipline cases exists.	22	100
Disciplined pupils and teachers are rewarded well	115	57.5
Guidance and counseling club is operational.	20	91
Materials and resources required are provided.	22	100
Teachers complete syllabus on time.	18	82
A good relationship between the head teacher, teachers and learners in the school exists.	20	91

The results indicate that all the head teachers unanimously agreed that on average, the head teacher is in the fore-front in communicating the need for better performances, provides a consistency way of dealing with indiscipline cases in all the schools and materials and resources required are provided for in all the schools. The finding correlates with Baith (2005) comments that the school culture has a strong impact on both the student and the teachers. A school culture has far more influence on life and learning in the schoolhouse than at the home setting. School culture takes the role of guidance in the day today activities.

4.4.4.9 Teachers response on issue dealing with school culture

The teachers were asked to comment on the truthfulness of some aspects of the school culture. The results are on table 4.37.

Table 4. 37 Teacher's response on school culture

Responses	Frequency	%
Head teacher is in the fore-front in communicating the need for better performances.	166	83
A consistency way of dealing with indiscipline cases exists.	128	64
Disciplined pupils and teachers are rewarded well.	115	57.5
Guidance and counseling club is operational.	110	55
Materials and resources required are provided.	108	54
Teachers complete syllabus on time.	138	69
A good relationship between the head teacher, teachers and learners in the school exists.	98	49

The role of the school culture can be seen where majority of the teachers (84%) said that the head teacher is in the fore-front in communicating the need for better performances, (69%) said the teachers complete the syllabus on time. Another (64%) stated the school had a consistency way of dealing with indiscipline cases. The findings agreed with Baith (2005) views that when a school has a positive, professional culture, one finds meaningful staff development, successful curricular

reforms and effective use of student performance data. In these cultures, staff and student learning thrive.

4.4.4.10 Pupils response on issue dealing with school culture

The pupils were asked to give their views on some aspects of school culture in the school and they gave their responses as shown on table 4.38

Table 4.38 Pupils response on school culture

Responses	Frequency	%
Head teacher is in the fore-front in communicating the need for better performances.	246	70
A consistency way of dealing with indiscipline cases exists.	299	85
Disciplined pupils and teachers are rewarded well.	220	63
Guidance and counseling club is operational.	187	53
Materials and resources required are provided.	176	50
Teachers complete syllabus on time.	148	42
A good relationship between the head teacher, teachers and learners in the school exists.	200	57

Majority of the pupils (85%) indicated that a consistency way of dealing with indiscipline cases exists in the schools and (70%) of the pupils stated that the head teacher is in the fore-front in communicating the need for better performances of

pupils. The other (63%) also said that disciplined pupils and teachers are rewarded well. The student's views add weight to Lo Souza, 1991 findings that every school has a running programme that guides the events of the day. His findings show that strong positive cultures are well linked to better performance, weak cultures thus produce poor performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the entire study. The main findings of the study are summarized and conclusions drawn. The recommendations on those findings are discussed and areas of further research suggested.

5.2 Summary of the study

The purpose of this research study was to investigate the effect of school culture in Kenya Certificate of Primary Education performance in Kasarani district, Kenya. The objectives of the study were to investigate the role of participatory leadership on pupil's performance in K.C.P.E, effects of obeying school rules on pupil's performance in K.C.P.E, the effects of students lifestyle on pupil's performance in KCPE and the evaluate to what extent guidance and counseling help on pupil's performance in K.C.P.E. Responses from the objectives guiding the study were presented to show background information. Descriptive survey design was used to conduct the study.

The target population was the 24 public primary schools, 24 head teachers, and 220 teachers and 373 pupils in Kasarani district. The Krejcie and Morgan (1970) table was used to get the sample size of all the 24 head teachers and 220 teachers. Systematic sampling method was used to get the sample size of 373 pupils. The total sample size was 676 respondents of the total population. Questionnaires for head teachers, teachers and pupils were used in data collection. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique with a reliability coefficient

of 0.88 for head teacher's questionnaire, 0.92 for the teachers' questionnaire and 0.86 for the pupil's questionnaire. Descriptive statistics was used to analyze data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables, percentages and bar graphs.

5.3 Research findings

Testimony from successful school suggests that focusing on development of the school's culture as a learning environment is fundamental to improved teacher morale and student achievement. Focusing on the role of participatory leadership on pupil's performance in K.C.P.E, effects of obeying school rules on pupil's performance in K.C.P.E, the effects of students lifestyle on pupil's performance in KCPE and the evaluation on to what extent guidance and counseling help on pupil's performance in K.C.P.E.is vital in the pupils performance of KCPE in Kasarani district, Kenya.

Influence of participatory leadership on pupils performance in KCPE

Majority of the head teachers (72.7%) stated that they practiced democratic leadership style in their schools with the rest 27.3% saying they practiced participatory leadership style. The results from the teachers stated that most of the teachers (33%) stated that participatory leadership style was in use in the schools. All the head teachers indicated that they involved the contribution and input of teachers in school decision making. Most of the head teachers (32%) said that they involved the teachers in decision making through holding school meetings. Other head teachers stated that they involved the teachers through holding subject panel meetings (26%) and discussing school issues (25%). The results showed that most

of the teachers (49%) were usually allowed by the head teachers to initiate their own school projects.

Effects of obeying school rules on pupils' performance in KCPE

Majority of the teachers (91%) stated that reduction on indiscipline cases was one of the benefits to the school in ensuring that the school rules and regulations are enforced. Another (82%) stated that improved pupils performance in examinations was a benefit of following the school rules and regulations. The results also indicated that reduction on indiscipline cases (91%), improved performance by pupils (82%), adherence to rules and regulations (59%) and minimal waste of time (50%) were some of the benefits of adherence to school rules in the schools.

Effect of student's lifestyle on pupils' performance in KCPE

The results indicate that majority of the pupils (81.8%) influenced each other in both smoking and use of abusive language in the school. The other (72.7%) influenced each other on prostitution, drug abuse and peer pressure. Majority of the teachers (94.5%) agreed that pupils influenced each other's behaviour in the school. All the head teachers stated that truancy and theft were some common vices afflicting many pupils in all the schools in the district. Other common negative behaviour included drug abuse (95.5%), prostitution (77.3%), and alcoholism (72.7%). All the teachers unanimously indicated that alcoholism was a major vice among the pupils in the schools. A number of negative behaviours were exhibited by pupils in the school ranging from theft (99%), truancy (97%), prostitution (91%) and drug abuse (84%).

The influence of guidance and counseling on pupil's performance in KCPE

Majority of the teachers (55%) that the guidance and counseling department was present in the school with the other (45%) indicating that the department was inexistent in the school. The teachers gave valid reasons for the absence of guidance and counseling department ranging from lack of a responsible teacher in the school (55%), teachers dislike the work of guidance and counseling (55%), the department was initiated but died (55%) and it has never been initiated (55%).

5.4 Conclusion of the study

Participatory leadership by the head teacher has an influence on pupil's performance in KCPE since majority of the head teachers practice it through democratic leadership style in the schools. The results from the teachers stated that most of them gave a testimony that participatory leadership was used in the school and it positively contributed to pupils discipline. Obeying school rules by the created a school culture of good performance in KCPE as showed by the majority of the teachers statement that reduction on indiscipline cases was one of the benefits to the school when the school rules and regulations are enforced.

Student's lifestyle created a culture of pupils' performance in KCPE as stated by the majority of the head teachers, teachers and pupils who agreed that pupils influenced each other's behaviour in the school. They said that truancy and theft were some common vices afflicting many pupils in all the schools in the district.

The guidance and counseling of pupils had an influence on the pupil's performance in KCPE since majority of the teachers supported that in the schools where guidance and counseling department was nonexistent, there were high cases of indiscipline and the pupil's performance was usually poor.

5.5 Recommendations

The following are recommendations of the study based on the research findings.

- a. The Ministry of Education should focus more on development of the school's culture as a learning environment as it is fundamental to improved teacher morale and student achievement.

It should enhance supervision in schools to ensure proper learning and condition of school programmes is carried on by all stakeholders i.e board of management. (B.O.M) Head teachers, teachers and learners.
- b. KEMI in its school management training manual should ensure school head teachers comprehend the critical role that the organizational culture plays in developing a successful school. It should also provide refresher courses to teachers regularly to ensure that good school practices are followed at all times for the benefit of the learners.
- c. The head teacher should induct the new teacher on the culture of the school for the teacher to embrace the school values and norms necessary for working in school. The head teacher should be in the forefront of learning and interpreting the school culture. He/she should be seen as the symbol and center of the school culture. He/she should mobilize everybody else in the institution.

The head teacher in conjunction with the school management committee should understand the school's culture before they embark on the management and leadership in the school.

- d. The Board of management should take its role of ensuring that the school has a culture or climate created by its purpose, goals, strategies and policies and shaped by management.
- e. The teacher, teachers and all the school community should work together in induction of new teacher and pupils into the school culture. They should take the lead in interpreting and implementing the laid down rules and regulations in the school which are the components of school culture. They should also guide and induct new teachers and learners.

5.6 Suggestions for further research

The following suggestions are made for further research:

1. A comparative study on the effect of school culture in Kenya Certificate of Primary Education performance need to be undertaken in other districts in Kenya.
2. A study on the effect of school culture in Kenya Certificate of Secondary Education performance should be done.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197, Nairobi.

The Head teachers
.....primary school

Dear sir/madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a post graduate student pursuing a master's degree in Educational Administration at the University of Nairobi. I am conducting a research on **“the effect of school culture on pupils’ performance in Kenya Certificate of Primary Education in Kasarani District.”**

Kindly allow me to conduct this research in your school. The information collected is purely for academic purposes and the respondent’s identity will be treated with high level of confidentiality. Thank you for your cooperation and assistance in distributing, filling and collection of the questionnaires.

Yours Faithfully
.....

Njoroge Jane Njambi

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is intended to collect information regarding the strategies to investigate the effect of school culture in Kenya Certificate of Primary Education performance in Kasarani district. You are requested to respond to the item as honestly as possible, and not to write your name anywhere in the questionnaire. The information give will be treated confidentially, where appropriate indicate your response by use of a tick (√)

Section 1. Demographic Information

1. What is your gender? Male () Female ()
2. Which is your age bracket? Below 30 years () 31-40 years () 41-50 years () 50 and above years ()
3. Which is your highest academic qualification? MED () B/Ed degree () Diploma ()
4. How many years have you served as a head teacher or deputy head teacher?

5. How long have you served as a head teacher/ deputy head teacher in your current station? -----
6. Have you attended any training to enhance your managerial skills?
Yes () No ()
7. If yes list the course you have attended -----

Section B. Information on roles of participatory leadership on pupil's performance in KCPE.

1. What style of leadership do you use in your school?
Democratic () Autocratic () Participatory () Laissez faire ()

Others ()

2. Do you involve your teachers in decision making? Yes () No ()

If Yes explain how -----

3. Do you give room to your teachers to initiate school decisions?

Yes () No ()

If Yes explain how -----

Section C. Information on effects of obeying school rules on pupil's performance in KCPE.

4. Does your school has laid out measures on dealing with discipline issues? Yes () No ()

If Yes explain how -----

5. How has the school benefitted from the set rules and regulations? -----

Section D. Information on effects of pupil's lifestyle on pupil's performance in KCPE.

6. Do the pupils in your school influence each other's behaviour? Yes ()

No ()

If Yes explain how -----

7. Tick some of the negative behaviors that pupils in your school are involved in from the list given.

Behaviour

Drug abuse

Prostitution

Theft

Truancy

Alcoholism

Section E. Information on guidance and counseling on pupil's performance in KCPE.

8. Does the school have a functional guidance and counseling department? Yes () No ()

If No explain why -----

9. Comment on the influence of the guidance and counseling department on student discipline and performance in your school. -----

Thank you for your cooperation

APPENDIX C

TEACHERS QUESTIONNAIRE

This questionnaire is designed to seek your opinion on the effect of school culture in Kenya Certificate of Primary Education performance in Kasarani district. Please read the questionnaire carefully and respond to each question as required. Be assured that your answers will be confidential.

Section A: Respondents background information

1. Gender

- a) Male () b)Female ()

2. How old are you?

- a) 25-29 () b) 30-34 () c)35-39 () d)40-44
()

- 45-49 () f) 50-53 () g) Above 53 ()

3. Marital status

- a)Married () b) Single () c)Divorced ()

d) Separated () e) Windowed

4. How long have you been in the teaching profession?

- a)<2 Years() b) 3-5 Years() c) 6-10Years ()

- d) 11 – 15Years () e) 16-20 Years() f)>20 Years ()

5. How long have you been in the current station?

a) <2 Years () b) 3-5 Years () c) 6-10 Years ()

d) 11-15 Years () e) 16-20 Years () f) >20 Years ()

6. Level of professional training.

a) P1 () b) P2 () c) Others

(Specify _____)

Section B. Information on roles of participatory leadership on pupil's performance in KCPE

1. What style of leadership style is used in your school?

Democratic () Autocratic () Participatory () Laissez faire ()

Others ()

7. Does the head teacher involve you in decision making? Yes () No ()

If Yes explain how -----

8. Are you given room to initiate school decisions?

Yes () No ()

If Yes explain how -----

Section C. Information on effects of obeying school rules on pupil's performance in KCPE

9. Does your school have laid out measures on dealing with discipline issues? Yes () No ()

10. If Yes explain how -----

11. How has the school benefitted from the set rules and regulations? -----

Section D. Information on effects of pupil's lifestyle on pupil's performance in KCPE.

12. Do the pupils in your school influence each other's behaviour? Yes ()
No ()

If Yes explain how -----

13. Tick some of the negative behaviors that pupils in your school are involved in from the list given.

Behaviour	
Drug abuse	
Prostitution	
Theft	
Truancy	
Alcoholism	

Section E. Information on guidance and counseling on pupil's performance in KCPE.

14. Does the school have a functional guidance and counseling department? Yes () No ()

If No explain why -----

15. Comment on the influence of the guidance and counseling department on student discipline and performance in your school. -----

16. State the degree to which you agree with the following statement about the school culture using the four point scale provided below.

a)Disagree b)strongly disagree c)Agree d)Strongly agree

Statement	a	b	c	d
The head teacher is in the fore-front in communicating the need for better performances.				
There is a consistency way of dealing with indiscipline cases .				
Disciplined pupils and teachers are rewarded well.				
The guidance and counseling club is operational.				

All materials and resources required to effect school programmes are provided (support).				
Teachers complete syllabus on time.				
There is a good relationship between the head teacher, teachers and learners in the school.				

Thank you for your cooperation

a) Father () b) Mother () c) Guardian () d) Relative ()

e) My Siblings ()

6. State the degree to which you agree with the following statement about the school management using the four point scale provided below.

a) Disagree b) strongly disagree c) Agree d) Strongly agree

Statement	a	b	c	d
The school head teacher as a manager and a leader is a good role model to me.				
There is a strong prefect body in the school.				
Pupils are involved in setting the school rules and regulations.				
Teachers are involved in decision making on matters pertaining to the school.				
The students who obey school rules and regulations are commended and rewarded.				
Pupils are always punished when they break the school rules.				
Some pupils are involved in vices like alcoholism, drug abuse, truancy, crime or prostitution				
Indiscipline cases are rampant among pupils in my school.				
Pupils have dropped out of school because of such vices				

Indiscipline in the school contributes to poor performance in KCPE.				
I am not pleased with performance of this school in the KCPE				
Guidance and counseling club is very active in the school.				
Guidance and counseling positively transforms indiscipled pupils				
Guidance and counseling has helped pupils in KCPE performance				

Thank you very much