

**INFLUENCE OF SCHOOL CULTURE ON STUDENTS
PERFORMANCE ON KENYA CERTIFICATE OF SECONDARY
EDUCATION, KIKUYU DISTRICT, KENYA.**

Njogu Rosemary .Waithira

NAIROBI

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DECLARATION

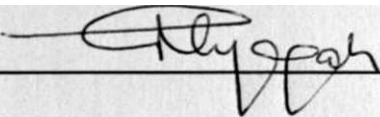
This research project is my original work and has not been presented for award of degree in any other university.

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Njogu Rosemary Waithira

E55/72564/08

This research project is submitted for examination with our approval as University supervisors.



Dr Grace Nyagah

Senior Lecturer and Chairman

Department of Educational administration and planning

University of Nairobi

Dr. Jeremiah M. Kalai

Senior Lecturer

Department of Educational Administration and planning.

University of Nairobi.

DEDICATION

This project is dedicated to my late Parents Watson Njenga and Violet Njoki for their great effort to educate me and for moulding me into the person i am today and their encouragment never to give up in life.

ACKNOWLEDGEMENT

I thank the Almighty God who has enabled me to reach this far, a proof that nothing is too hard for God to bring it to pass. Let me begin by registering my special gratitude to Dr. Grace Nyagah, Chairman, Education Administration and Planning and Dr. Jeremiah Kalai Educational Administration and Planning for supervision. Without them i would not have accomplished my study, I sincerely thank them for the incredible mark that they have imprinted in my academic life.

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ABBREVIATIONS AND ACRONYMS

B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
DEMA	Decentralised Management Activity.
D.E.O	District Education Officer
K.C.S.E	Kenya Certificate of Secondary Education
K.E.M.I	Kenya Education Management Institute
M.Ed	Masters in Education
M.S.S	Mean standards score
P.G.D.E	Post Graduate Diploma in Education
PhD	Doctor of Philosophy
S.M.A.S.S.E	Strengthening Mathematics and Sciences in Secondary Education.
SPSS:	Statistical Package for Social Sciences
T.S.C	Teacher Service Commission

ABSTRACT

The purpose of this study was to investigate the influence of school culture on student performance in the Kenya certificate of secondary education (K.C.S.E) Kikuyu District. The objectives of the study included determining how focused culture influence performance of KCSE in Kikuyu district; To establish whether power and leadership influence performance in Kenya Certificate of Secondary Examination in Kikuyu district; to investigate the impact of collaboration and collegiality of teachers on performance of Kenya Certificate of Secondary Examinations in Kikuyu district; to determine how attitudes and beliefs towards innovation influences performance of Kenya Certificate of Secondary Examination in Kikuyu district.

The study used descriptive research design for this study. The target population was 556 teachers in the district from and 24 out of 26 public secondary schools headteachers in Kikuyu District. The head teachers were purposely included because of their leadership roles. The researcher took all the 24 headteachers by census while purposively sampling 111 form three form four class teachers. Teachers were sampled using stratified random sampling.

To collect data, a set of semi-structured questionnaires was used where structured questions were used in order to get specific information by providing a list of possible alternatives from which the responders select the answer that best describe their opinion while unstructured questionnaires were used in order to allow respondents to express their feelings and opinions. Before the actual data collection, piloting of questionnaires and the interview guide were done on 6 secondary schools in Kikuyu district, 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.

The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages and averages. The qualitative data was first organized into themes corresponding to the study objectives.

The study found that school focused culture majority (53.3 percent) of the teachers strongly agreed that the school was achievement oriented. Majority (54.7 percent) of teachers strongly agreed they were expected to act in conformity to the rules of the school. Concerning collaboration majority (54.7 percent) stated that working with other teachers was of utmost importance. Regarding teachers opinion on coordination, majority (62.7 percent) of teachers stated that working together in an efficient and organized way was very important.

Concerning teacher opinion on whether teachers have a positive attitude towards educational innovations, 42.7 percent strongly agreed that teachers have a positive attitude towards educational innovations while 33.3 percent agreed that teachers have a positive attitude towards educational innovations. Findings on leadership role, 34.7 percent strongly agreed that the school constantly search for measures that are most appropriate to reach the objectives, 32 percent agreed that the school constantly search for measures that are most appropriate to reach the objectives. Concerning stability 45.3 percent strongly agreed that stability was highly valued while 24 percent agreed that school stability was highly valued.

The researcher concludes that most schools were achievement oriented hence most schools were very focused this concurs as an achievement orientation and an academic emphasis are related to performance.

Concerning collaboration respect among teachers was important as most members agreed that they respect one another, this is because respect is an important value that fosters collaboration in school. Most teachers viewed it is important to enhance close cooperation as it increased team spirit. Most teachers strongly agreed that mutual understanding was very important among teachers. Overall collaboration was very important among teachers as it lead to the successful performance of KCSE.

Most teachers were expected to try out something new hence it was important for innovation purposes as many times innovations are not put into practice because they conflict with deeply held internal images of how the world works. Most teachers agree that that school tries to be at the forefront of implementing new technologies for educational purposes. Most teachers were expected to have an innovative attitude. Most teachers felt introduction of new things for educational purposes was important.

Further the researcher concludes that most teachers agree that there are appropriate measures to reach objectives. Most teachers agree that school stability was highly valued this is because constant staff movement causes unnecessary disruption to education. Overall most teachers find it important to have control since it will enable the leader to steer the school in positive direction guided by goals and objectives.

The researcher therefore recommends secondary schools should maintain and improve focus to achieve excellence and meeting their goals. Schools should try to control risks

as taking risks is important for positive change in the school performance. Schools should enhance collaboration and collegiality as it enhanced their understanding and creating effective working relationships. This in advance help teachers to overcome problems in carrying out their duties. Innovation is important in finding ways to make students understand their course work better hence school teachers should be given the ability to innovate on curriculum delivery. Innovation is important as it encourages creativity and helps solve problems overall. Schools leadership should look for ways to maintain stability as instability affects students performance. It is also important for headteachers to involve teachers in decision making and policy formulation as it will create feeling of ownership.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

School culture is the basic assumptions norms, values, and cultural artifacts that are shared by school members which influence their functioning at school (Maslowski,1997). The culture of schools is one of the recurring themes in educational research in Netherlands, Hongkong, Germany and America. There are, in the school, complex rituals of personal relationships, a set of folkways, mores, and irrational sanctions, a moral code based upon them. Although the interest in school culture among educational scholars lay dormant for several decades in countries like America, Netherlands and Hongkong it gained renewed attention in the 1970's since it was seen as a barrier for educational change (Goodlad,1975). School culture became an important theme in school administration for both practitioners and academic Willower and Smith,(1986). The concept of school culture was further explored and related to educational leadership and educational change, both in the 1990s as in (Prosser,1999).

According to Goodlad (1975) an examination of school culture is important because, as he also points out, "alike as schools may be in many ways, each school has an ambience (or culture) of its own and, further, its ambience may suggest to the careful observer useful approaches to making it a better school".

Patterson, Purkey, and Parker (1986) summarize the general knowledge base regarding school culture. School culture does affect the behaviour and achievement of elementary and secondary school students. School culture does not fall from the sky: it is created and thus can be manipulated by people within the school. School cultures are unique: whatever their commonalities, no two schools will be exactly alike - nor should they be. To the extent that it provides a focus and clear purpose for the school, culture becomes the cohesion that bonds the school together as it goes about its mission. Lasting fundamental change e.g change in teaching practices or decision making structure requires understanding and often, altering the school's culture

The attitudes and beliefs of persons in the school shape that culture (Senge, 1990). Many times innovations are not put into practice because they conflict with deeply held internal images of how the world works, images that limit persons to familiar ways of thinking and acting (Senge & Lannon & Kim, 1991). This failure is played out in schools on a regular basis. The attitudes and beliefs of those in the school create mental models of what schooling is and how others in the school should and will respond to events and actions. It is from these attitudes and beliefs that the culture of school is created. Patterson, Purkey, and Parker (1986) suggest some assumptions that could facilitate school improvement by helping to restore a sense of efficacy to educators. School systems are guided by multiple and sometimes competing sets of goals. Power in school systems is distributed throughout the organization. Decision making in school system is a bargaining process in order to arrive at solutions that satisfy a number of constituencies. The public is influential in major and sometimes unpredictable ways. A variety of situational appropriate ways to teach is allowed and desired so that teachers may be optimally effective. This is because the impact of culture

norms on school improvement, the extent to which individual staff members internalize the culture affects improvement efforts as well.

Schein (1985) explains that "every organization is concerned about the degree to which people at all levels fit into it' (p.42). Attention must be paid to the students in secondary schools. The extent to which the student values academic success or willingly complies with school rules, will affect complies with school rules, will affect their achievement, Patterson, Purkey, and Parker, (1986). They go on to say that staff members need to examine school culture and look for ways to help students its elements that will make students supportive of the school's mission.

One barrier to internalization of school culture is turnover according to staff. The instability of teachers in urban schools presents a problem for programme continuity (Conklin and Oslon, 1988). Similarly the departure of a respected teacher who strongly advocates a project may dampen enthusiasm for it among the remaining teachers (Corbett, Danson, and Firestone, 1984). Whether due to the loss of teachers who serve as leaders of the project, the loss of those who are trained in project implementation, or the loss of teachers who serve as a support mechanism, turnover gets in the way of lasting improvement. The consequences of turnover on change projects can be considerable, especially if a principal who supports a project leaves and is replaced by another whose priorities are different. This may be more true for high- powered charismatic principals who radically transform the school in four or five years. According to Fullan (1992) so much depends on the principals personal strength and presence.

Staessens (1991) states that norms such as introspection, collegiality and a shared sense of purpose or vision combine to create a culture that supports innovation hence these norms are important for this study. In her study of nine primary schools in Belgium, Staessens found that a school culture with these norms was instrumental in the school's ability to sustain school improvement. Saphier and King (1985) list from their experience twelve norms of school culture that support significant continuous and widespread improvements in instruction. Effective schools emphasize collaboration, collegiality, and staff participation in the decision making process (Heck and Marcoulides, 1996). According to (Gaziel,1997) an achievement orientation and an academic emphasis are related to performance. In this study, performance will be measured by means of perceptions of effectiveness which may indicate significant findings. Mean standard score in the Kenya Certificate of Secondary Education will be used as a performance measure. Therefore school performance will be related to the school culture of achievement and goal orientation, to values of collaboration and collegiality, leadership role and to teacher innovation tendencies.

Studies have been done on professional development needs of secondary school headteachers in Kenya but little has been done on school culture. Koech,(1998) states that the subject of school culture has not received any attention as observed. Studies that have touched on elements of culture include (Kimani, 2002) whose study focused on showing the relationship between management of curriculum and instruction by principals and academic performance of secondary schools. Nxumalo (1992) has also studied the relationship of school management and pupils achievement. Numerous studies have also been conducted on factors affecting mathematics, English, physics, Chemistry, biology performance in the Kenya certificate of secondary Education. Okumbe (1987) has also dealt with supervision of

teachers. Few studies in Kenya have addressed school culture and performance among them (Ndanuko,1999), and (Njiro, 2010). This has necessitated the researcher to carryout a study on the influence of school culture on student performance in the Kenya Certificate of Secondary Examination, Kikuyu District.

1.2 Statement of the problem

Since the inception of free primary and subsidized secondary education in 2003, to encourage poor parents to send their children to school. Research carried out in 2008 by the Centre for the Study of African Economies (CSAE) at Oxford University and the Kenyan government shows that since 2003: More of the poorest children in Kenya go to primary school, the number of children in private primary education has nearly tripled. School results in some Kenyan state primary schools and secondary have fallen and overall enrolment rates in most schools have risen.

Many schools in Kikuyu district are struggling to improve their academic performance. The school administrators are also struggling with reform to improve students academic performance. Though a good number of students are capable of learning they are not maximizing their potential. Their parents may not know how to help them improve academically. Teachers inturn have to deal with an increased student population while they remain accountable to their academic performance. To improve student behaviour and academic performance generally requires changing the negative school culture. School culture can either impede or support learning. In kikuyu District schools that lead in academic performance continue to do so while those whose performance is poor remain in the same position.

Strong, positive school cultures do not just happen. They are built over time by those who work in and attend the school and by the formal and informal leaders who encourage and reinforce values and traditions. Many schools limp along with a weak or unfocused culture due to a paucity of leadership and a lack of concern. But there are just as many other schools that are flourishing because of a strong, passionate and focused culture. These are supported and nourished by teacher leaders and school principals who consciously or unconsciously reinforce the best that the school and its staff can become. Schools with unfocused cultures are barely surviving, whereas schools with strong, positive cultures are rich in purpose and abundant in tradition and meaning. The unwritten tablet of social expectations found in a culture influences almost everything that happens. The culture influences and shapes the ways that teachers, students, administrators think feel and act. The concern of this study is to find out the influence of school culture on students performance in Kenya certificate of secondary school education , Kikuyu District.

1.3 Purpose of the study

The purpose of this study is to analyse the influence of school culture on student performance the Kenya certificate of secondary education (K.C.S.E) Kikuyu District.

1.4 Objectives of the study

- a) To investigate whether focused culture influences student performance in Kenya Certificate of Secondary Examination in Kikuyu district.
- b) To investigate the influence of collaboration and collegiality of teachers on students performance of Kenya Certificate of Secondary Examinations in Kikuyu district.

- c) To establish how the headteachers involvement in decision making influences the students performance in Kenya Certificate of Secondary Examination in Kikuyu district.
- d) To determine how teachers' attitudes and beliefs towards innovation influences students performance of Kenya Certificate of Secondary Examination in Kikuyu district.

1.5 Research Questions

- a) To what extent does focused culture affect on students performance in Kenya Certificate of Secondary Examination in Kikuyu district?
- b) To what extent does collaboration and collegiality of teachers influence on students performance in secondary schools in Kikuyu District?
- c) How does the headteacher involvement in decision making influence students performance in Kenya Certificate of Secondary Examination in Kikuyu district?
- d) How does attitudes and beliefs towards innovation influence on students performance of Kenya Certificate of Secondary Examination in kikuyu district?

1.6 Significance of the study

The information obtained from this study will be particularly important to:-

Kenya Education Management Institute (KEMI) will benefit from identifying the training needs of teachers and head teachers. The Ministry of Education quality assurance and standard officers will benefit from information that will guide them during the supervision

of teacher and head teacher by advising them. The teacher service commission (TSC) will also benefit during posting and transfers of teachers. The headteachers will benefit from information that will guide them in creating and managing positive school culture. This may be by treating the teachers with decency and fairness.

The parents and the community will benefit from realizing their important involvement in school culture as co- teachers in their children's education. Their involvement brings about a sense of mutual purpose and partnership thus reducing isolation and alienation. When students and teachers feel this sense of community, their need for positive school relationships is satisfied in way that improves the performance in positive ways. A connection with broader community outside the school is also needed to support the school improvement culture.

1.7 Limitations of the study

One of the major limitations of this study is the limited number of studies locally conducted. Some head teachers gave minimal cooperation, fearing that the study would detect their administrative incompetence. This was mitigated by ensuring that the information given would be kept confidential. Some teachers were fearing to give honest information for fear that they would be exposing negative qualities of their cultural attitudes and believes to the Teachers Service Commission (TSC). The researcher however assured respondents that findings would only be used for academic purpose but not for policy decisions. Kikuyu District is expansive and the schools are located far apart meanwhile the roads are sometimes impassable. As such administration and collection of some questionnaires posed a problem. The researcher pre-visited the schools to mitigate the possible challenges.

1.8 Delimitations of the study

The study was conducted in public secondary schools in Kikuyu District hence it did not include private secondary schools. This was because elements and structure of culture in private schools is quite different from public schools. Information was sought from 24 headteachers and 104 teachers.

1.9 Basic assumption of the study

The study held the following assumptions:

- i. The head teachers and teachers hold information on school culture that could influence performance
- ii. There would be full cooperation given by both the teachers and head teachers of public secondary school in Kikuyu District.

1.10 Definitions of significant terms

Focused culture - refers to school culture of achievement and goal orientation, change orientation

Collegiality:- is the interaction between teachers , head teachers and students resulting from a need to maintain or develop interpersonal relationships in the school.

Efficacy:- Ability of teachers to produce the results that are wanted.

Formalization :- refers to give a school a fixed structure or form by introducing rules.

Innovation:- The introduction of new things ideas or ways.

Loyalty:- refers to quality of being faithful in your support of the school.

Solidity:- is the quality of being reliable, good, steady and agreed on by everybody within the school.

School culture: Refers to the shared ideas, assumptions, values, and beliefs that give an organization its identity and standard for expected behaviour.

Transformational leadership:- refers to leadership by the headteacher that facilitate a school development process that engages the human potential and commitment of teachers.

1.11 Organization of the study

This study is organized in five chapters.

Chapter 1 deals with the introduction of the research topics and will consist of background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms, organization of the study.

Chapter 2 deals with literature review: Areas to be covered will include the elements of school culture, schools focused culture, teacher innovation and invention, headteachers role on performance, collaboration and collegiality, meaning of school performance, structural functionalist approach theory on organizational culture, conceptual framework and summary.

Chapter 3: describes the research, methodology that will be used in the study including research design, target population, sample and sampling techniques, instrumentation, instrument, validity, reliability of the instrument and data collection.

Chapter 4: deals with data analysis, interpretation and discussion of the research finding collected from the field.

Chapter 5 provides a summary of the findings, conclusion, recommendations and possible solutions to the problem being studied and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter dealt with the review of related literature. It consist of : elements of school culture, schools focused culture, teacher innovation and invention, headteachers role on performance, collaboration and collegiality, meaning of school performance, structural functionalist approach theory on organizational culture, conceputal framework and summary.

2.2 Meaning of school culture

The concept of schools having distinctive culture is not new. According to Deal and Peterson, (1990) culture consists of the stable, underlying social meanings that shape beliefs and behaviour over time. School culture means complex rituals of personal relationships a set of folkways, mores, and irrational sanctions, a moral code based upon them. There are games, which are sublimated wars, teams, and an elaborate set of ceremonies concerning them. There are traditions, and traditionalists waging their world- old battle against innovators. His observations are still relevant in education today.

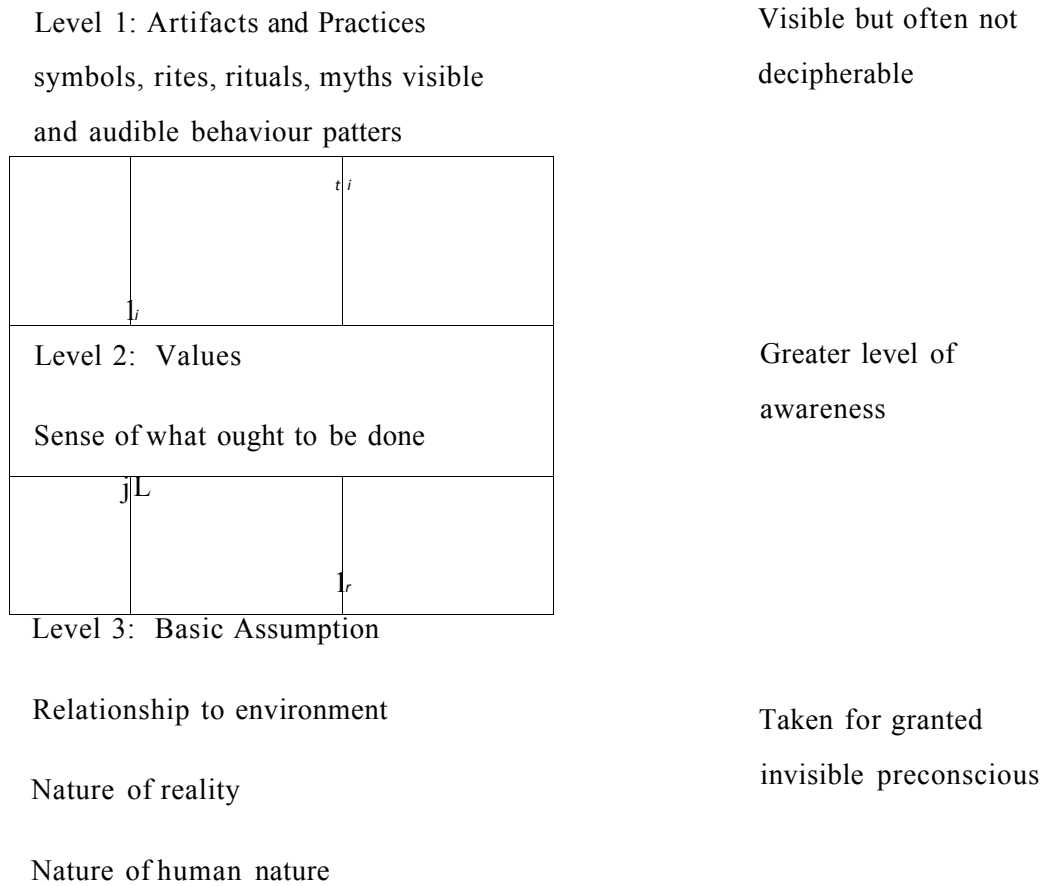
Parents, teachers, principals, and students have always sensed something special, yet undefined, about their schools - something extremely powerful but difficult to describe. For decades the terms climate and ethos have been used to try to capture this powerful,

pervasive, and notoriously elusive force. We believe the term culture provides a more accurate and intuitively appealing way to help school leaders better understand their school's own unwritten rule and traditions, norms and expectations that seem to permeate everything : the way people act, how they dress, what they talk about or avoid talking about whether they seek out colleagues for help or don't, and how teachers feel about their work and their students (Deal and Peterson, 1990).

The concept of culture has a long history in the exploration of human behaviour across human groups. Anthropologist first developed the concept to explain differences among the all- encompassing life patterns of tribes, societies, and national or ethnic groups. Later, other social scientists applied the culture concept to the more limited aspects of patterns of behaviour and thought within formal work organizations. Organizations usually have clearly distinguishable identities manifested in organizational members' patterns of behaviour, thought and norms. The concept of culture helps us understand these varied patterns - understand what they are, how they came to be, and how they affect performance (Deal & Peterson, 1999). Of the many different conceptions of culture, none is universally accepted as the one best definition. One Scholar defines culture as the web of significance in which we are all suspended (Geertz,1973)). Bower (1996) suggests simply that culture is the way we do things at school. Deal & Kennedy (1982) define it as the shared beliefs and values that closely Knit a community together.

Cultural system of a school

Figure 2.1: Cultural system of a school and its interactions adapted from Schein, (1985).



Schein's classification consists of three layers that differ regarding their visibility within schools and their consciousness among teaching staff. The underlying level in Schein's classification consists of basic assumptions, which constitute in his view the essence of an organization's culture. At a greater level of awareness, the intermediate level in Schein's classification, values are found. The third level comprises artifacts and practices relating to cultural manifestations and behavior patterns of organizational members.

2.3 Elements of school culture

School culture reflects the shared ideas - assumptions, values, and beliefs that give an organization its identity and standard for expected behaviour. According to Deal & Peterson (1990) these ideas are deeply imbedded in the organization and to great extent, operate unconsciously. They are so ingrained that they are often taken for granted. Understandings shared by teachers, staff, and students structure their responses to demands made from the parents and the community, and from inside by the central administration and its communication of directions from the school board. School culture is based on past experience which provides a template for future action based on the way things are done in the school organization.

2.4 Schools' focused culture

Schein (1985) provides a widely recognized definition, calling it " a pattern of basic assumptions - invented, discovered or developed by a given group as it learns to cope with problems... that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents and administrators work together and deal with crises and accomplishment (Schein, 1985). Cultural patterns are highly enduring, have a powerful impact on performance and shape the ways people think, act and feel.

Culture fosters successful change and improvement efforts (Louis and Miles, 1990). Toxic cultures that support mediocrity, inertia, and apathy are not likely to be innovative. In

contrast, in schools that embrace norms of performance, change, and efficacy, staff gladly experiment with new approaches, seek innovative practices to solve enduring problems, and reinforce a learning - focused vision for the school. A school's culture encourages learning and progress by fostering a climate of purposeful change support and for risk taking and experimentation and a community spirit valuing progress (Deal and Peterson, 1999).

Culture builds commitment and identification of staff, students and administrators (Schein, 1985). People are motivated and feel committed to an organization that has meaning, values and an ennobling purpose commitment grows in strong, caring social cultures. Identification is strengthened with a clear and crystallized mission that is inspiring and deeply held. Motivation is strengthened through rituals that nurture identification, traditions that intensify connection of the school and ceremonies that build community (Deal and Peterson, 1999).

Culture amplifies the energy, motivation, and vitality of a school staff, students, and community. It has long been known that the social climate and culture of a school influence the emotional and psychological orientation of its staff. As many say, 'The context is infectious'. This is especially the case in schools that are optimistic, socially caring and supportive, and energetic. Staff, students and community are likely to take on those same characteristic and become positive, energized, caring, and encouraging. But the opposite is true as well. Some school cultures are 'toxic'. The social milieu is so negative that even the positive individual can become discouraged or disheartened.

Culture increases the focus of daily behaviour and attention on what is important and valued (Deal and Kennedy, 1982). According to Schein (1985) rules, job descriptions, and policies can shape what a person does, the unwritten rules, the informal expectations, and rites and

rituals of daily life may be even more meaningful harbingers of action sustained progress. The unstated, often hidden assumptions and expectations are embedded in cultural patterns and become more intensified over time. With strong and meaningful values, daily work is focused on the important issues of quality instructions, continuous refinement of teaching, and the accelerated learning of all students.

2.5 Teachers innovation and invention

Saphier and King (1985) noted that good schools have a wide spread belief that any school has areas of strength and weakness. This belief creates an openness to dealing with imperfections, suggesting that the school has high expectations for itself and its ability to improve. Barth (1991) believes, based on his experience, that the most important change to bring to schools is a cultural norm of continuous adaptability, experimentation, and invention. If anyone in the culture is reluctant to express ideas they perceive one counter to group norms, a barrier to change is created (Sarason, 1982). Druian & Butler (1987) reviewed the literature on effective schools and Practices and found out that successful programs do not suppress criticism but instead provide a positive and constructive atmosphere in which criticism can occur, a barrier to a norm of continuous improvement is the silencing of criticism by schools, which contributes to resistance to change and the dropout problem (Fine, 1991).

A norm of continuous improvement suggests that when problems surface, the information, resources and training will be provided to address the problems. Use of the knowledge base supposes an expectation for staff development to occur as a cultural norm. Cardelle - Elawar (1990) studied mathematics teachers who had shown deficiency in mathematical

skills and pedagogy. Her study points out that a school can make significant gains, inspite of faculty weaknesses, through sound staff development. Schools, however commonly fail to have a norm regarding the need for in-service work during implementation Fullan, (1991).

Patterson, Purkey and Parker (1986) converge on the theme that "access to information, resources, and support by those ultimately responsible for using a specific innovation is critical to successful implementation. Information must be clear regarding the school improvement effort. " Unclear and unspecified changes can cause great anxiety and frustration of those sincerely trying to implement them" (Fullan, 1991). Limited knowledge base and lack of technical support from specialists are two factors that contribute to teacher's reluctance to adopt new programs (Wiggins, 1991). This is significant, since Roseholtz and Simpson (1990) found in their study of teacher commitment that learning opportunities for teachers was one predictor of teacher commitment.

A norm of protecting what is important evolves from a shared vision of what things are important. Sharing a common vision increases the likelihood that school improvement efforts wills succeed (Deal, 1985). A shared vision among students, faculty, parents, and the external community is a feature of schools in which all students are most likely to succeed academically. If this shared sense of schools in which all students are most likely to succeed academically. If this shared sense of purpose, exists, members of the school community are able to spell out what constitutes good performance in a relatively precise and consistent way.

2.6 Head teachers role on performance

Without a shared vision, students, teachers, administrators, and parents do not know what is expected of them. A shared vision helps point out what is important to develop and protect in the school. Raelin (1989) found that participation in decision making by those affected directly or indirectly by the school improvement effort is essential to successful implementation and institutionalization.

A cultural norms supporting the involvement of teachers in decisions or plans that will affect them heightens the possibility that changes will be appropriate in a particular setting. Involvement makes it more likely that responsibility will be assumed and not attributed to others (Sarason,1982). By providing the opportunity for participants to discuss and plan changes leaders help to assure a higher quality innovation, along with greater commitment to and ownership of the innovation. Teachers want their students to be successful, in part, because they want their own ideas and efforts to be successful (Wehlage & Rutter,1987). Participation in decision making helps people acquire the knowledge and skills needed to change their behaviour and contribute to successful implementation Corbett, Dawson & Firestone (1984).

On the other hand, educators who are denied serious involvement in policy settings and decision making cannot be fully effective with students (Giroux,1988). According Fine (1991). Girouxs data suggests that educators who feel that they can influence institutional policy and practice also feel that these adolescents can be helped. Educators who feel they cannot influence policy or practice consider the students to be beyond help (Fine, 1991).

2.7 Collaboration and collegiality

Developing collaborative work cultures help reduce the professional isolation of teachers, allows the sharing of successful practices and provides support. Collaboration raises morale enthusiasm, of the teachers. Sense of efficacy and makes teachers more receptive to new ideas (Smith & Scott, 1990).

Little (1982) describes collegiality as a norm exhibited through four specific behaviours. Adults in schools who have a collegial relationship talk about practice. They also observe each other engaged in the practice of teaching and administration. Colleagues engage together in work on curriculum by planning, designing, researching and evaluating it. Finally, collegiality is exhibited when adults teach each other what they know about teaching, learning, and leading.

The lack of strong school / community partnerships inhibits high performance. Schools where parents and teachers are supportive of each other and have a close relationships acquire a more community atmosphere (Bryk & Driscoll,1989). Parents need to be involved as co- teachers in their children's education. To isolate the school from the broader community overlooks this need for a sense of mutual purpose and partnership Pallack, (Chrispeed, & Watson, 1987).

2.8 Meaning of School performance

School performance reflects the effectiveness and efficiency of the schooling process. Effectiveness, in general sense, refers to the accomplishment of the school's objectives, while efficiency indicates whether these objectives were accomplished in a timely and costly

manner. As these definitions show, effectiveness and efficiency are judged according to the schools 'objectives'. Although these are school specific to some degree, school performance research focuses solely on objectives that schools, or a distinct type of schools, have in common (Maslowski, 2001). Despite this specific focus, a number of foundational studies - to use Scheerens (1992) phrase- have indicated that in several aspects measuring performance is multi- dimensional. The concepts of effectiveness and efficiency are based on the relative performance of schools. In other words, a school is classified as effective or efficient if that particular school performs better on these aspects than other schools (Maslowski,2001).

Within the field of school effectiveness research it is commonly agreed that studies should employ 'Value added' performance measures, instead of unadjusted output criteria. 'Value - added' in this respect can be defined as 'an indication of the extent to which any given school has fostered the progress of all students in a range of subjects during a particular time period" (Sammons & Mortimore,1997). At the core of this definition is the term 'progress', which implies that student achievement is corrected for prior knowledge of the students, or other student characteristics. This indicates that 'Value added' infact is generic term that encompasses different forms of corrections. Bosker (1991) identified three different forms of value added measures based on predictions for prior achievement are preferred for they are considered to best represent the collective ' learning gains' of students, and therefore do justice to the efforts of schools (Teddlie & Reynolds,2000).

For performance measures related to aspects other than student achievement, like attendance, delinquency or promotion rates, value - added scores are obtained by controlling for background variables of students and schools. This type of performance indicators is

only rarely employed in research on school effects. A number of school effectiveness studies have used a variety of performance measurers, including social and effective outcomes, like students attitudes or students self- concept (Knuver Brandsma,1993). Most studies in this field however, have relied on cognitive outcome.

2.9 Summary

This literature review had dealt with the meaning of school culture from different scholars. The elements of school culture have also been expounded on. The meaning of school performance in terms of school efficiency and effectiveness has also been dealt with. The relationship between school culture and school performance has been explained clearly. School culture and school effectiveness have been related. The structural functionalist theory on organizational culture has been used as base for this study. Finally a conceptual framework on cultural system of a school and its interaction has been explained.

2.10 Structural functionalist - approach theory on organizational culture.

There are various frameworks for investigating organisation culture the most notable of which are Collaboration and collegiality, Focus, Innovativeness culture and headteachers decision making among others

According to structural functionalist theory approach to organisation culture developed by 'Malinowski' in 1944. Malinowski theory on organisation culture was essential in development of school culture. Malinowski's functionalist position emerges most clearly in his first two cultural axioms. In the first axiom, Malinoswki argues that culture is essentially an instrumental apparatus that enables human kind to better deal with specific problems in

their environment, while satisfying their needs. The second axiom states that culture encompasses a system of objects, actions and attitudes in which each part exists as means to an end.

Further studies that followed Malinowski were developed, according to Radcliffe Brown (1952) states that culture does not serve individual needs, but rather an objectives entity that goes beyond individual. In his view, the function of culture refers primarily to the intergration of social groups. Moreover, Radcliffe Brown has broadened Malinowski's theory that was purely focused on functions, by identifying the concept of 'structure'. Structure is as central to his theory as the 'function' of culture. His functionalist theory of human community is grounded by pre- supposed analogy between social and organic life, which leads to the notion of society as ' a system of functions of a society as a social structure', In Radcliffe - Brown's view social structure is essentially an arrangement of individuals in institutional controlled or defined relationships. The social structure itself cannot be further rededuced to certain processes or constructs. Radcliffe - Brown, thereby, refers to Durkheims argument that 'social and cultural phenomena can only be explained by social concepts', instead of physiological or psychological concepts.

Although Maslowski and Radcliffe - Brown made an important contribution to studying culture from a functionalist perspective, it was even more influenced by the functionalist approach in sociological theory. Parsons (1951), in particular, has further elaborated structural functionalist theory for the study of culture. Parsons identified his theory as an 'action' theory. 'Action' is distinguished from 'behaviour', for action is purposeful behaviour. The subject of such an action theory, therefore, is the meaningful goal- oriented actions of socialized humankind. This intentionality of human action results from the idea

that the perception of situations and behaviour that is based on these perceptions, are not caused by inherence or instinct but result from the learning of cultural symbols. The symbolic world on the other hand, is shaped in interaction common action and maintained through interaction. The epistemological object of structural - functionalism, however, is not the concrete, empirical action, but rather the determining action programs or schemes.

Parsons main interest was focused on the question of the determinants of social order. He therefore identified four system types: biological organic systems, psychological systems, social systems and cultural systems. Biological organic systems determine which actions individuals take from a physical perspective. Psychological systems refers to the need and motivational dispositions of social actors. Social systems consist of interdependent roles within collectivities, in which "specific interaction is regulated by norms, that are rooted in values and derived from values" Ackerman and Parson (1976) (p.80).

Cultural systems encompass value and meaning bases for action. The cultural system provides meaningful orientation towards the environment and the action system, the physical world, the personalities and social systems. In Parson's view, the personality system is an operating system for the actions individuals take. The social system controls the personalities of its members and the cultural system in turn acts on the social system. Parsons further assumes that each action system is subject to four major functions: adaptation goal achievement, integration and latency. Adaptation involves the problem of acquiring sufficient resources and accommodating to the demands of the environment. Goal achievement reflects the problem of defining and implementing goals. Intergration incorporates the problem of maintaining solidarity and unity among the members of the

system. Latency consists of the problem of maintaining and renewing the motivational and cultural patterns of the system.

As a formal analytical point of reference, Parsons (1960) uses " the primacy of orientation to the attainment of a specific goals... as the defining characteristic of an organization which distinguishes it from other types of social systems (p. 17)". He further argues that "a minimal description of an organization will have to include an outline of the system of values which defines its functions and of the main institutional patterns which spell out these values in the more concrete functional context of goal attainment itself, adaptation to the situation, and intergration of the system. There are other aspects such as technical core, ideology, and rituals symbolization" which are not directly related to the social system. Parsons therefore argues not to take cultural artifacts, like symbols and ideology, into account, but rather focus on the values and meaning bases that underlie the action organization members take.

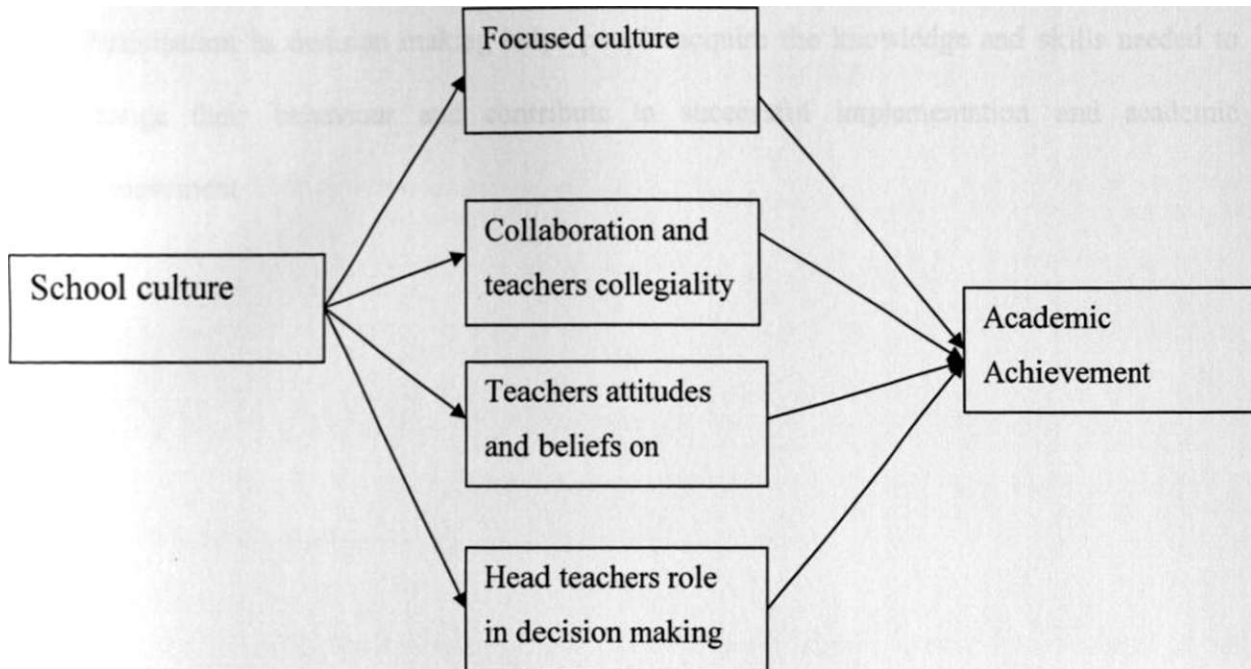
Schein (1985) has further developed the functional analysis of organizational culture. Schein based his analysis of cultural processes and manifestations in organizations of Parson's (1951) social system theory and Merton's (1968) modification of functional analysis, and related these to work of Homans (1950) on group behavior. Like Homans, Schein (1985) analyzed organizational culture primarily from a social psychological point of view. What culture does in Schein's view, is to solve the groups basic problems of surviving and adapting to the external environment on the one hand, and intergrating its internal process to ensure the capacity to continue to survive and adapt, on the other. Schein argues that the process of culture formation is, in a sense, identical with the process of group formation. Every group develops an identity - the shared patterns of thought, belief,

feelings, and values that results from shared experience and common learning within that group.

The external issues concern survival in what must be assumed to be a real environment, that is, in part, beyond the control of the group members. These external realities define the basic mission, primary task, or core functions of the group. The group must then figure out how to accomplish the core mission, how to measure its accomplishment, and how to maintain in its success in the face of a changing environment. The 'external' system- the physical, technological, and cultural environment- generates activities and interactions, which in turn generate sentiments and norms. Once such sentiments and norms have formed, according to Schein, they can be thought of as the 'internal' system that begins to influence the external system reciprocally by also determining activities and interactions. In other words, once culture is formed, it affects how the environment is perceived and dealt with. However as Schein notes, the environment initially determines the possibilities, options, and constrains for a group and thus forces the group to specify its primary task or function if it is to survive at all. The environment thus initially influences the formation of the culture, but once culture, but once culture is present in the sense of shared assumptions, those assumptions, in turn, influence what will be perceived and defined as the environment.

2.11 Conceptual framework

Figure 2. 2: Conceptual framework of variable relations



Focused culture refers to school culture of achievement and goal orientation, change orientation. Focused culture influences performance through adaptability transformational and constant readiness to improve on performance

Collegiality and collaboration is the interaction between teachers, head teachers and students resulting from a need to maintain or develop interpersonal relationships in the school this includes school and colleague loyalty, support for one another.

Teachers attitudes and beliefs on innovation this refers to the ability of teachers to innovate so as to enhance curriculum delivery this is achievable through the use of technology like computers. Innovation creates knowledge, information, which are used to address the problems and challenges.

Head teachers involvement in decision making - helps by providing the opportunity for teachers students to discuss and plan changes, leaders therefore will help to assure a higher quality innovation, along with greater commitment to and ownership of the innovation. Participation in decision making helps people acquire the knowledge and skills needed to change their behaviour and contribute to successful implementation and academic achievement

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the description of the methods that have been applied in carrying out the research study. It consist of Research Design Target population, sample size, sampling procedure, Research instrument, instrument validity, instrument reliability. Data collection procedure and data analysis techniques.

3.2 Research design

This study is better addressed by a descriptive research survey. Descriptive research is the systematic collection and analysis of data in order to answer questions or test hypotheses concerning the current status of an educational programme, project or activity (Ogula,1998).

This study is confined to Kikuyu District/ It used headteachers and teachers of public secondary schools in Kikuyu District.

3.3 Target population

The target population has been defined as all the members of a real or hypothetical set of people, events or projects to which a researcher wishes to generalize the result of the research study (Borg and Gall, 1989). The target population was 556 teachers in the district from and 24 out of 26 secondary schools headteachers in Kikuyu District.

3.4 Sample size and sampling techniques.

A sample is a small proportion of a target population selected for analysis (Kothari,1990). All secondary school headteachers in Kikuyu District was used because the public schools there are only 26. The total number of secondary school in Kikuyu District is 50. Twenty four of them are private secondary schools while 26 of them are public secondary schools. Conveniences sampling will be used to select the schools in this study. These schools are selected because they are easy to reach and are willing to take part in the study. All the schools were allotted a serial number. They were folded and put in a basket for churning. The researcher hand picked 20 pieces of papers. This were the schools to be used in the study. The remaining 6 schools were used for pilot study. There are 556 teachers in Kikuyu district, Norman and fraenkel suggest that 20 percent of population is adequate while Mugenda and Mugenda (2003) indicates 30 percent is adequate hence the researcher took the higher sample. The researcher sampled 4 teachers in each school to meet the sample.

3.5 Research instruments

In this study two questionnaires were used as research instruments to gather information for the study. The questionnaires were adopted from (Maslowski,2001)The questionnaires were reconstructed to make them relevant. One of the questionnaire developed (Appendix II) was administered to heads of secondary schools in Kikuyu District. It will be an open ended questionnaire. It was divide into 4 parts. Part one consisted of personal history, part two dealth with school history, part three found out the aims and identity of the school and finally part 4 dealth with change and leadership.

The other questionnaire (Appendix III), was be administered to teachers. It is a likert scale type of questionnaire. It was divided into 3 parts. Part A consisted of 3 items. This part dealt with demographic information. Part B has 23 items, it dealt with qualities of the environment that teachers experience, core values that is what the school wants for its student and beliefs about how the school should operate. Part C had 45 items, it dealt with values which are shared conceptions of what is desirable. They are reflections of the underlying assumptions of cultures.

3.6 Instrument validity

Validity is the degree to which a test measures what it purpots to measure (Boll & Gall,1989). The instruments that were used were validated. This was done by using content validity. Content validity is the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda & Mugenda,2003). Instruments were validated by expert judgement. They commented on their suitability for this study. Any changes were incorporated in the final research instruments that was administered to the headteachers and teachers ot kikuyu District secondary schools. The instrument was also validated during the pilot study.

3.7 Reliability of the instruments

Reliability is defined as a measure of the degree to which a research instrument yields consistent results of data after repeated trial (Mugenda & Mugenda,2003). The reliability of a standard test is usually expressed as a coefficient and it varies between 0 and 1 indicating perfect reliability, which is never attained in practice and 0.00 indicating no reliability. The

reliability co-efficient reflects the extent to which a test is free of error variance. The closer the reliability coefficient is to the value of 1.00, the more the test is free of error of variance Boll & Gall (1989). To establish the reliability of the instruments, a pilot study was undertaken after approval of the research proposal. Six headteachers and 60 teachers were given the questionnaires to fill. The total number of the respondents in the pilot study was 66. The scores of the two sub-tests were computed for each individual and the scores of the two tests were correlated by using the Pearson product moment correlation coefficient (r).

To obtain the correlation of the whole test, the spearman Brown prophesy formula (re) was be applied

Predicted reliability, $P_{xx'}$, is estimated as:

$$P_{xx'} = \frac{N p_{xx}}{1 + (N - 1)}$$

where N is the number of "tests" combined and p_{xx} 's the reliability of the current "test". The formula predicts the reliability of a new test composed by replicating the current test N times (or, equivalently, creating a test with N parallel forms of the current exam). Thus $N=2$ implies doubling the exam length by adding items with the same properties as those in the current exam. Values of N less than one may be used to predict the effect of shortening a test.

Equalizer was used to make the correlations where r was the reliability coefficient resulting from correlating the scores of odd items with the scores of the even items. The instrument was accepted at +0.6.

3.8 Data collection procedure

A research permit was sought from the National Council of Science and Technology. The researcher then made a courtesy call to District Education officer to seek permission to carryout the research in the district. Later on the researcher visited particular schools to contact the headteachers seeking authority to administer questionnaires. The questionnaires were administered by the researcher.

3.9 Data analysis and techniques

Data collected from the headteachers questionnaire was analyzed by use of frequency tables and percentages. A frequency is the number of times that something occurs in a given time or in a number of possibilities. A percentage is a fraction or ration of 100 (Ogula, 1989). Data collected from the teachers questionnaires was analyzed by use of statistical package for social sciences (SPSS).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The purpose of this study was to investigate the influence of school culture on students performance in the Kenya certificate of secondary education (K.C.S.E) Kikuyu District. The data was analyzed using SPSS where frequencies, percentage as well as standard deviation guided the researcher to interpret the data. The chapter is divided into sections based on the research questionnaires including determining focused and unfocused culture affects on students KCSE performance in Kikuyu District; to establish if collaboration and collegiality affects KCSE performance in Kikuyu District; to investigate whether leadership roles affects students KCSE performance in Kikuyu District; to determine the extent to which teachers innovation tendencies affects students KCSE performance in Kikuyu District.

4.2 Questionnaire return rate

The target respondents were headteachers and teachers' as illustrated by Table 4.1

Table 4. 1: Return rate

Return rate	Sample size	Response	Return rate (percent)
Headteachers	16	10	62.5
Teachers	111	75	67.5

Most of the teachers were busy marking exams and busy trying to meet deadlines. Therefore, some of them did not return the questionnaires.

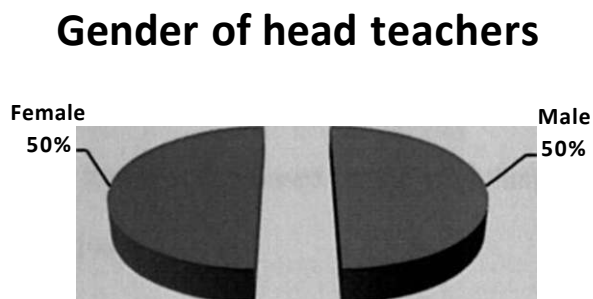
4.3 Background information

Background information was based on the sex, age, level of study as well as duration of teaching of the teachers, head of departments as well as teachers.

Figure 4.1 presents distribution of headteachers by gender

Figure 4. 1:

Distribution of head teachers by gender



The researcher wanted to know the distribution of headteachers based on gender. From the findings half of headteachers were men while the rest were women. This indicates that women teachers equally shared leadership positions in the district. This is because teachers are equally academically qualified and experienced in leadership

Table 4.3 presents distribution of headteachers by age

Table 4. 2:

Distribution of headteachers by age

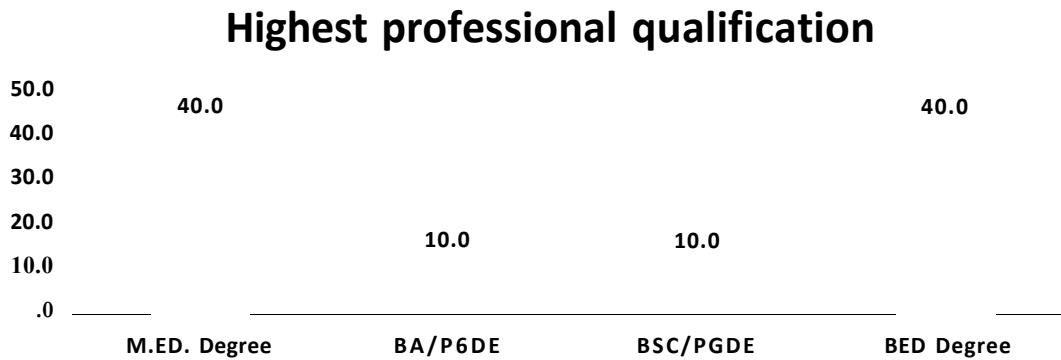
Head teachers age in years		
	Frequency	Valid percent
31-40 years	1	10.0
Above 40 years	9	90.0
Total	10	100.0

Concerning headteachers age majority (90 percent) of headteachers were over the age of 40 years while 10 percent were between the age of 31-40 years of age. This indicates that most haedteachers were more than forty years showing that they were highly experienced as teachers and had been promoted gradually. Since school culture is based on past experience which provides a template for future action based on the way things are done in the school organization (Saphier & King, 1985).

Figure 4.2 presents distribution of headteachers by professional qualification

Figure 4. 2:

Distribution of headteachers by professional qualification



The researcher wanted to know highest professional qualification where 40 percent of headteachers had M.Ed Degree, 40 percent had a B.Ed degree, while 10 percent of headteachers had BSC /PGDE and BA/PGDE each respectively.

Distribution of headteachers according to management courses undertaken is presented in table 4.3.

Table 4. 10:

Distribution of headteachers according to management courses undertaken

Management courses done by head teachers		
	Multiple responses	percent of Cases
	N	
KMSI- Induction of principals, HODS deputies	6	27.3
DEMA	1	4.5
Head teachers work shops	1	4.5
Financial management	1	4.5
Advanced management course	1	4.5
TSC management course	1	4.5
SMASSE	4	18.2
Strategic planning	4	18.2
Education management in secondary	1	4.5
Conflict management	1	4.5
Procurement courses	1	4.5
Total		100.0

Concerning management courses undertaken by head teachers majority of headteachers had attended an induction course for the principal while others had undertaken strategic planning at various workshops. This indicates that school heads had a wide range of courses and workshops to attend to which taught a variety of subjects.

Distribution of headteachers by numbers of years served as classroom teachers is presented in table 4.6.

Table 4. 4:

Distribution of headteachers by numbers of years served as classroom teachers

How many years did you serve as a classroom teacher before your appointment as a head teacher?		
	Frequency	Valid percent
Below 10 years	2	20.0
11-15 years	7	70.0
16-20 years	1	10.0
Total	10	100.0

The researcher was interested to know the number of years the headteachers took before they were appointed as headteachers, majority seventy percent had served between 11-15 years in classrooms before appointment while twenty percent had served below 20 years. This shows majority were appointed when they were quite experinced in teaching and hence were suitable for leadership role.

Distribution of headteachers by position head prior to becoming a headteacher presented in table 4.5.

Table 4. 10:

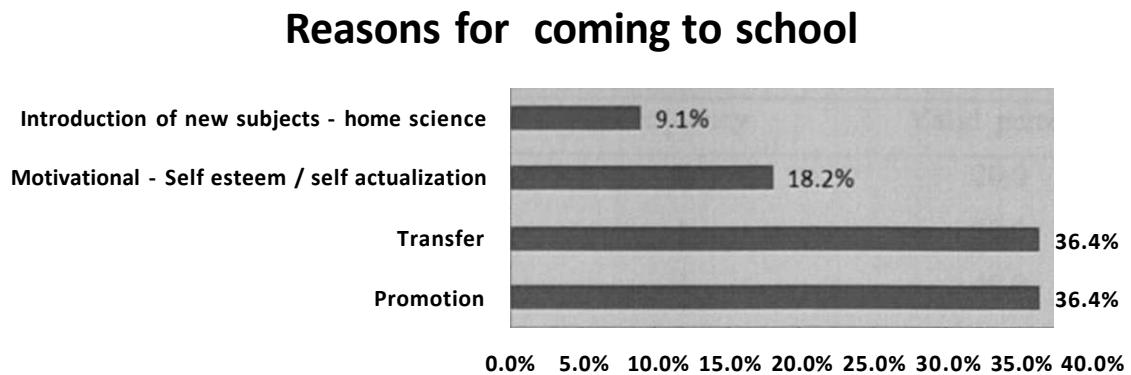
Distribution of headteachers by position head prior to becoming a headteacher

			For how long did you hold?				
			Below 4 years	4 - 6 years	7-9 years	10-12 years	13-15 years
What position did you hold prior to becoming a headteacher	Deputy	Count	3	4	1	1	1
	Head	percent within what position did you hold prior to becoming a headteacher	30 percent	40 percent	10 percent	10 percent	10 percent
Total		Count	3	4	1	1	1
		percent within what position did you hold prior to becoming a headteacher	30 percent	40 percent	10 percent	10 percent	10 percent

Concerning positions held prior to becoming a headteacher. All headteachers indicated that they were deputy head teachers before becoming headteachers. Most forty percent had served as deputy head teachers between 4 - 6 years while thirty percent had served as deputies below 4 years before being promoted as head teachers. This indicates that all headteachers were appointed as deputies before becoming headteachers. This is because headteachers needed to have experience as deputies and hence were able to inculcate the leadership culture before taking over.

Figure 4.3 presents Distribution of headteachers by reasons for coming to school.

Figure 4. 3: Distribution of headteachers by reasons for coming to school



The researcher was interested to know the reasons why headteachers moved to the school they were heading. Most headteachers moved to their current school either because they were given a normal transfer forty four percent or they were promoted four percent percent, while twenty two percent moved to the current schools because of self esteem or self actualization . This indicated that most head teachers moved to their current schools because they were promoted or transferred. This is attributed to the fact that the culture of leadership is always renewed with new leadership and the best leaders are normally transferred to poorer performing schools to try to uplift them.

Table 4.6 presents distribution of head teachers by type of school they head

Table 4.10:

Distribution of head teachers by type of school they head

By use of a tick indicate the type of school that you head from these?

	Frequency	Valid percent
Girls boarding	2	20.0
Boys boarding	1	10.0
Mixed day	4	40.0
Mixed boarding / day	2	20.0
Girls day	1	10.0
Total	10	100.0

The researcher was interested to know the distribution of head teachers by the type of school they head, forty percent of the head teachers were heading a mixed day secondary school, twenty percent were heading girls boarding, while twenty percent were heading mixed boarding / day schools. This indicates that most schools were mixed day secondary schools, in addition there were more girls boarding and days schools than boys schools.

Table 4.7 presents distribution of teachers by gender.

Table 4. 10:

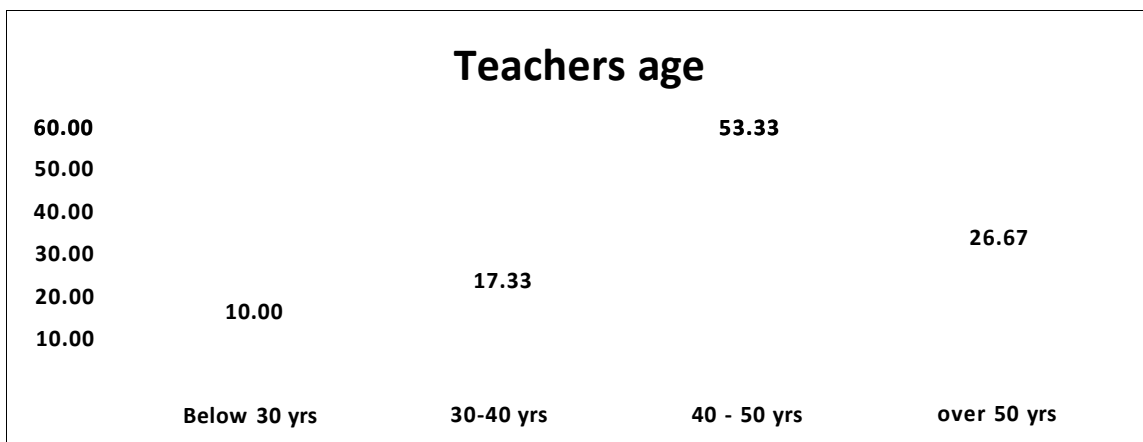
Distribution of teachers by gender

Teachers gender		
	Frequency	Valid percent
Male	31	41.3
Female	44	58.7
Total	75	100.0

Concerning teachers gender, majority fifty eight percent of respondents were women while the rest were men. This indicates that high school in kikuyu district have a higher number of women teachers, this is because men have taken teaching as an inferior career hence they were not taking it seriously.

Distribution of teachers by age is presented in Figure 4.4.

Figure 4. 4: *Distrbution of teachers by age*



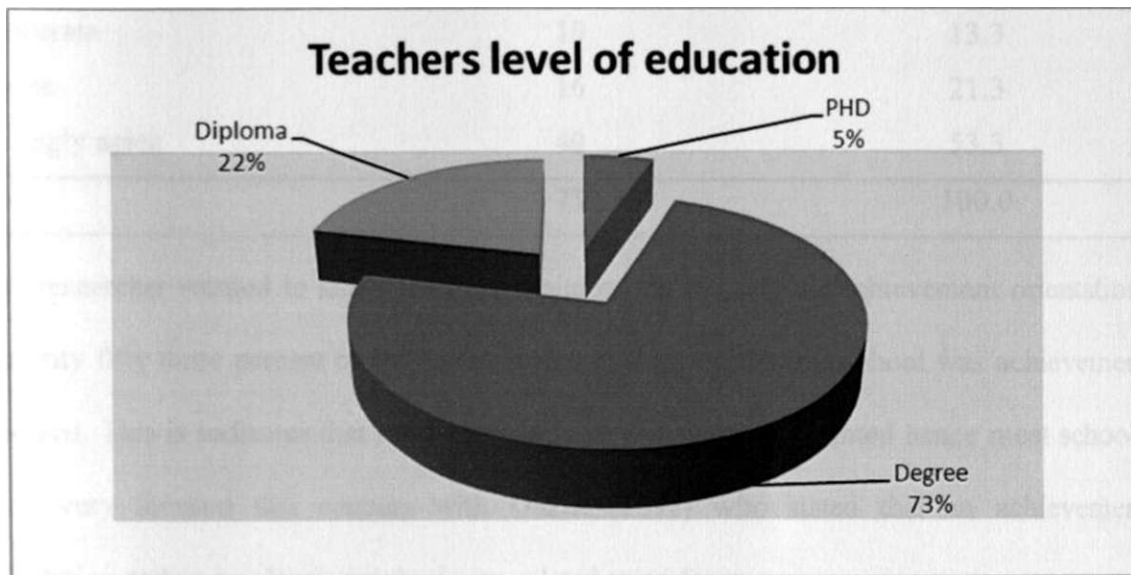
The researcher was interested to know the teachers age, majority fifty percent of teachers were between the age of 40-50 years, twenty six point seven percent were over 50 years. This indicates that majority of teachers were over 40 years of age hence they were more

experienced in teaching and curriculum delivery and they were the cornerstone of school culture.

Distribution of teachers by level of education is presented in table 4.8.

Figure 4. 5:

Distribution of teachers by level of education



Regarding teachers level of education, majority seventy three point seven of teachers stated that they were degree holders, twenty seven percent had diploma level of education. This indicates that majority of teachers were highly qualified

4.4 Focused culture and students performance in KCSE.

This section is based on school achievement and goal oriented, head teachers views on how the school has changed, time saving procedures, exclusion of risks, formalization of what needs to be done.

Teachers' opinions on school achievement oriented focus is presented in table 4.8

Table 4. 8:

Teachers' opinions on school achievement oriented focus

Our school is very achievement oriented		
	Frequency	Valid percent
Strongly disagree	7	9.3
Disagree	2	2.7
Moderate	10	13.3
Agree	16	21.3
Strongly agree	40	53.3
Total	75	100.0

The researcher wanted to know teachers' opinions on the schools achievement orientation, majority fifty three percent of the teachers strongly agreed that the school was achievement oriented. This indicates that most schools were achievement oriented hence most schools were very focused this concurs with Gaziel (1997) who stated that an achievement orientation and an academic emphasis are related to performance.

Table 4.9 presents teachers' opinions on timesaving procedures in schools.

Table 4.10:

Teachers' opinions on timesaving procedures in schools

At out school we try to develop timesaving procedures		
	Frequency	Valid percent
Strongly disagree	6	8.0
Disagree	8	10.7
Moderate	12	16.0
Agree	19	25.3
Strongly agree	30	40.0
Total	75	100.0

Concerning teachers opinions on timesaving procedures in schools, forty percent strongly agreed that time saving procedures had improved schools performance in K.CSE while twenty five percent agreed that time saving procedures had improved school performance. This indicates that most teachers agree that time saving procedures have helped improve KCSE performance, this signifies that time saving was important since it allowed the teachers to focus on the areas of curriculum delivery.

Teachers opinions on whether school risks are exluded as much as possible is presented in table 4.10.

Table 4. 10:

Teachers' opinions on whether school risks are excluded as much as possible

At our school risks are excluded as much as possible

	Frequency	Valid percent
Strongly disagree	7	9.3
Disagree	7	9.3
Moderate	22	29.3
Agree	19	25.3
Strongly agree	20	26.7
Total	75	100.0

The researcher wanted to know teachers' opinions on whether schools risks are excluded as much as possible, approximately twenty nine percent moderately agreed, twenty seven percent agreed while twenty five percent agreed that school risks were excluded as much as possible. This indicates that most teachers agreed that schools risks were excluded as much as possible, hence schools were focused on minimising risks as much as possible as they would have a negative effect on performance. However Deal and Peterson (1999) states that school's culture encourages learning and progress by fostering a climate of purposeful change support and for risk taking and experimentation and a community spirit valuing progress. Hence excluding risks as much as possible will hinder change and innovation.

Teachers opinion on formalization of what needs to be done in school is presented in table 4.11.

Table 4. 10:

Teachers' opinions on formalization of what needs to be done in school

At our school we try as much as possible to formalize what needs to be done

	Frequency	Valid percent
Strongly disagree	4	5.3
Disagree	4	5.3
Moderate	12	16.0
Agree	29	38.7
Strongly agree	26	34.7
Total	75	100.0

Concerning teachers' opinions on whether the school try as much as possible to formalize what needs to be done in school, thirty nine percent agreed that schools tries to formalize what needs to be done, while thirty five percent strong agreed that schools tries to formalize what needs to be done. This indicates that most teachers agreed that schools try to formalize what needs to be done as much as possible, hence by giving a school a fixed structure or form by introducing rules this allows schools school to be focused in making sure all elements that will contribute to performance are formalized so as to make them part of school policies and culture.

Table 4.12 presents teachers' opinions on teachers expectation to act in conformity to the rules.

Table 4. 10:

Teachers' opinion on expectaion to act in conformity to the rules

At our school every teacher is expected to act in conformity to the rules at school

	Frequency	Valid percent
Strongly disagree	5	6.7
Disagree	6	8.0
Moderate	9	12.0
Agree	14	18.7
Strongly agree	41	54.7
Total	75	HXM)

The researcher was interested to know the opinion of teachers regarding teachers expetation to act in conformity to the rules at school, majority fifty five percent of teachers strongly agreed they were expected to act in conformity to the rules of the school while nineteen percent agreed that they were expected to act in conformity to the rules of the school. This indicates that most teachers strongly agreed that they were expected to act in conformity to the rules, hence school were guided by rules and norms that shaped behaviour and culture of the school which contributes positively to KCSE performance. This implies that conformity to rules allowed proper curriculum delivery, proper utilization of resources and was the basis for action. This concurs with Schein (1985) stated that although rules, job descriptions, and policies can shape what a person does, the unwritten rules, the informal expectations, and rites and rituals of daily life may be even more meaningful harbingers of action sustained progress.

Teachers' opinions on whether they are expected to plan their day as efficient as possible is presented in table 4.13.

Table 4. 10:

Teachers' opinions on expectation to plan their day as efficient as possible

At our school teachers are expected to plan their day as efficient as possible

	Frequency	Valid percent
Strongly disagree	1	1.3
Disagree	4	5.3
Moderate	11	14.7
Agree	16	21.3
Strongly agree	43	57.3
Total	75	100.0

Concerning teachers opinion on whether they were expected to plan their day as efficient as possible, majority fifty seven percent of teachers strongly agreed that they were expected to plan their day as effecient as possible while twenty one percent agreed that they were expected to make their day as efficient as possible. This indicates that teachers were expected to play their day as efficient as possible as most teachers strongly agreed, hence this shows that efficient teachers were able to deliver the curriculum and hence remained focused as per expectations and hence contributed to high performance in KCSE. Efficiency indicates whether objectives were accomplished in a timely and costly manner, Maslowski (2001) states that concepts of effectiveness and efficiency are based on the relative performance of schools. In other words, a school is classified as effective or efficient if that particular school performs better on these aspects than other schools.

Teachers' opinions on whether they are expected to pay close attention to the progress of their students is presented in table 4.14.

Table 4. 14:

Teachers' opinions on paying close attention to the progress of their students

At our school teachers are expected to pay close attention to the progress of their students

	Frequency	Valid percent
Strongly disagree	2	2.7
Disagree	5	6.7
Moderate	11	14.7
Agree	24	32.0
Strongly agree	33	44.0
Total	75	100.0

The researcher wanted to know the teachers' opinions on whether they are expected to pay close attention to the progress of the students, forty four percent of teachers strongly agreed they they were expected to pay close attention to the students while thirty percent agreed they they were expected to pay close attention to teachers. This indicates that teachers were expected to pay close attention to students by most schools hence this enhanced the teachers to focus on deliverly by paying close attention to students.

Table 4.15 presents teachers' opinions regarding whether high student scores on the final exams are highly valued by teachers

Table 4. 10:

Teachers' opinions on whether scores are highly valued by teachers

At our school high student scores on the final exams are highly valued by teachers

	Frequency	Valid percent
Strongly disagree	3	4.0
Disagree	8	10.7
Moderate	4	5.3
Agree	12	16.0
Strongly agree	48	64.0
Total	75	100.0

Concerning teachers' opinions on whether high students scores on final exams were highly valued, majority sixty four percent of teachers strongly agreed that high scores on final exams were highly valued by teachers while 16 percent agreed that high scores on final exams were highly valued by teachers. This indicates that high scores were highly valued by teachers in majority of schools as most teachers strongly agreed, this further implies that high performance was seen as a basis for motivation of other students.

How the teachers feel versus how other teachers feel about the following values

This subsection is based on teachers opinion versus others opinions regarding focus culture and its effects on KCSE performance. It presents Efficacy- ability of a teacher to produce wanted results, Consistency- quality of always behaving the same way, results orientation, goal orientation and change orientation.

Teachers' opinions regarding efficacy is presented in table 4.16.

Table 4. 10:

Teachers' opinions regarding efficacy

Efficacy		
	Frequency	Valid percent
Of no importance or hardly important	2	2.7
Somewhat important	3	4.0
Relatively important	6	8.0
Important	23	30.7
Of utmost important	41	54.7
Total	75	100.0

Concerning teachers' opinions on the ability of teacher to produce wanted results, majority fifty five percent of the teachers indicated it was of utmost important for teachers to have ability produce wanted, approximately thirty one percent said it was important while eight percent said it was relatively important. This indicates that the teachers felt it was very important to have the ability to produce wanted results.

Table 4.17 presents others teachers'opinions regarding efficacy

Table 4. 10:

Others teachers' opinions regarding efficacy

Efficacy		
	Frequency	Valid percent
Of no importance or hardly important	1	1.3
Somewhat important	6	8.0
Relatively important	13	17.3
Important	16	21.3
Of utmost important	39	52.0
Total	75	100.0

The researcher wanted to know other teachers' opinions regarding efficacy. Majority fifty two percent of teachers felt other teachers ability to produce wanted results as of utmost important, twenty one percent felt it was important while seventeen percent felt it was relatively important. This indicates that other teachers felt ability of the teachers to produce wanted results was very important. This concurs with Smith and Scott (1990) who stated that sense of efficacy and makes teachers more receptive to new ideas.

Teachers' opinions regarding consistency is presented in table 4.18.

Table 4. 10:

Teachers' opinions regarding consistency

Consistency		
	Frequency	Valid percent
Of no importance or hardly important	8	10.7
Somewhat important	8	10.7
Relatively important	20	26.7
Important	18	24.0
Of utmost important	21	28.0
Total	75	100.0

Concerning teachers' opinions on quality of always behaving the same way, twenty eight percent indicated that it was of utmost importance, twenty seven percent felt it was relatively important while twenty four percent felt it was important. This implies that most teachers felt it was important to be consistent this is attributed to the fact that being consistent helps teachers to be motivated and retain the focused culture.

Table 4.19 presents other teachers' opinions regarding consistency.

Table 4. 10:

Other teachers' opinions regarding consistency

Consistency		
	Frequency	Valid percent
Of no importance or hardly important	5	6.7
Somewhat important	5	6.7
Relatively important	23	30.7
Important	19	25.3
Of utmost important	23	30.7
Total	75	100.0

Concerning others teachers' opinions regarding consistency, approximately thirty one percent felt it was of utmost important while 25.3 percent felt it impotent. Thirty one percent felt it was relatively important. This indicates that other teachers felt that being consistent was important, this concurs with the teachers perceptions of being consistent.

Teachers' opinions regading results orientation is presented in table 4.20.

Table 4. 10:

Teachers' opinions regarding results orientation

Results orientation		
	Frequency	Valid percent
Of no importance or hardly important	2	2.7
Somewhat important	4	5.3
Relatively important	5	6.7
Important	12	16.0
Of utmost important	52	69.3
Total	75	100.0

The researcher wanted to know teachers' opinions regarding sixty nine percent felt it was very important, while 6.7 percent said it was relatively important. Some three percent felt it was not important. This indicates that most teachers were very focused at aiming at results hence results orientation was a positive contributor to succesful performance in K.CSE results.

Other teachers' opinions on results orientation are presented in table 4.21.

Table 4. 10:

Other teachers' opinions on results orientation

Results orientation		
	Frequency	Valid percent
Somewhat important	3	4.0
Relatively important	17	22.7
Important	18	24.0
Of utmost important	37	49.3
Total	75	100.0

Further the researcher was interested to know other teachers' opinions regarding results orientation, forty nine percent felt it was of utmost important, twenty four percent felt it was important while percent felt it was relatively important. This indicates that aiming at results was important to other teachers, however its was in contrast with teachers opinion who felt that it was very important.

Table 4.22 presents teachers' opinions regarding goal orientation.

Table 4. 10:

Teachers' opinions regarding goal orientation

Goal orientation		
	Frequency	Valid percent
Of no importance or hardly important	3	4.0
Somewhat important	2	2.7
Relatively important	5	6.7
Important	23	30.7
Of utmost important	42	56.0
Total	75	100.0

Concerning teachers' opinions regarding goal orientation, majority fifty six percent of teachers felt that aiming at goal achievement was of utmost importance, 30.7 percent felt it was important while seven percent felt it was relatively important. This indicates that most teachers felt it was very important to aim at goal achievement as it improved KCSE performance.

Other teachers' opinions on goal orientation is presented in table 4.23.

Table 4. 10:

Other teachers' opinions on goal orientation

Goal orientation- aim at goal achievement		
	Frequency	Valid percent
Somewhat important	4	5.3
Relatively important	12	16.0
Important	23	30.7
Of utmost important	36	48.0
Total	75	100.0

Regarding other teachers' opinions on goal orientation, forty percent felt aiming at goal achievement was of utmost importance, and approximately thirty one percent felt it was important while 16 percent felt it was relatively important. This implies that others teachers felt it was important to aim at achieving goals.

Teachers' opinions on change orientation is presented on table 4.24.

Table 4. 10:

Teachers' opinions on change orientation

Change orientation- aim at making things different at school

	Frequency	Valid percent
Of no importance or hardly important	2	2.7
Somewhat important	5	6.7
Relatively important	14	18.7
Important	22	29.3
Of utmost important	32	42.7
Total	75	100.0

Concerning teachers' opinions on change orientation, approximately forty three percent of teachers it ofutmost importance to aim at making things different at school, 29.3 percent felt it was important while 18.7 percent of teachers felt it was relatively important. This indicate that most teachers felt it was important to make things different at school so as to succeed in K.CSE performance. Culture fosters successful change and improvement efforts Louis and Miles (1990). Barth (1991) believes, based on his experience, that the most important change to bring to schools is a cultural norm of continous adaptability, experimentation, and invention. However unclear and unspecified changes can cause great anxiety and frustration of those sincerely trying to implement them" (Fullan,1991) (p.70). It is brought about by a limited knowledge base and lack of technical support from specialists are cited by Wiggins (1991) as two factors that contribute to teacher's reluctance to adopt new programs.

Table 4.25 presents other teachers' opinions regarding change orientation

Table 4. 10:

Others teachers' opinions regarding change orientation

Change orientation- aim at making things different at school

	Frequency	Valid percent
Of no importance or hardly important	2	2.7
Somewhat important	5	6.7
Relatively important	21	28.0
Important	24	32.0
Of utmost important	23	30.7
Total	75	100.0

The researcher wanted to know how other colleagues felt about change orientation, approximately thirty one percent felt it was of utmost importance to aim at making things different at school, thirty two percent felt it was important while twenty percent felt it was relatively important. This indicates that other teachers felt it was important to make aim at making changes different at school for enhancement of KCSE performance.

4.5 Collaboration and collegiality culture and KCSE performance

This section presents teachers and other teachers' opinions regarding influence of collaboration and collegiality. It depicts teachers respect for one another, involvement of parents in school affairs, cooperation of teachers in school, loyalty of school teachers, teachers who have problems should seek help from colleagues, Mutual understanding, mutual trust, working with others, loyalty to the school, high morale, solidarity, coordination, encouragement from others.

Teachers' opinions regarding mutual respect is presented in table 4.26.

Table 4. 10:

Teachers' opinions regarding mutual respect

At our school we respect each other		
	Frequency	Valid percent
Strongly disagree	5	6.7
Disagree	8	10.7
Moderate	14	18.7
Agree	11	14.7
Strongly agree	37	49.3
Total	75	100.0

The researcher was interested to know teachers' opinions regarding mutual respect towards each other, forty nine percent strongly agreed that they respected one another, fifteen percent agreed while nineteen percent moderately agreed. This indicates that respect among teachers was important as most members agreed that they respect one another, this is because respect is an important value that fosters collaboration in school. Enz (1986) states that Values are to be considered as standards of desirability; they reflect what is conceived to be important to pursue or worth striving for in school, Teachers, for instance, may consider respect for others important, or may value collaboration with other staffmembers.

Teachers' opinions on whether the school tries to involve parents as much as possible in school affairs is presented in table 4.27.

Table 4. 10:

Teachers' opinions on whether the school tries to involve parents

At our school we try to involve parents as much as possible in what happens at our school.

	Frequency	Valid percent
Strongly disagree	3	4.0
Disagree	6	8.0
Moderate	11	14.7
Agree	24	32.0
Strongly agree	31	41.3
Total	75	100.0

Concerning teachers' opinions on whether the school tries to involve parents as much as possible in school affairs, forty one percent of teachers strongly agreed that they try to involve parents as much as possible, thirty two percent agreed while fifteen percent moderately agreed. This implies that parents involvement in school affair is fundamental to students success in the K.CSE as the parents provide vital support to them in terms of resources, discipline scope and focus of what they should achieve, in addition they are a vital link between teachers and students. In addition school cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents and administrators work together and deal with crises and accomplishment (Schein, 1985). A shared vision among students, faculty, parents, and the external community is a feature of schools in which all students are most likely to succeed academically (Deal, 1985).

Teachers' opinions regarding close cooperation between teachers is presented by table 4.28.

Table 4. 10:

Teachers' opinions regarding close cooperation between teachers

Close cooperation between teachers is highly valued at our school

	Frequency	Valid percent
Strongly disagree	10	13.3
Disagree	4	5.3
Moderate	8	10.7
Agree	21	28.0
Strongly agree	32	42.7
Total	75	100.0

The researcher was interested to find out the level of cooperation between teachers, forty three percent of teachers strongly agreed that close cooperation between teachers was highly valued, twenty eight percent agreed, while eleven percent moderately agreed that they valued close cooperation between teachers. This indicates that most teachers viewed it important to enhance close cooperation as it increased team spirit.

Table 4.29 presents teachers' opinions on loyalty to their colleagues

Table 4. 10:

Teachers' opinions on loyalty to their colleagues

At our school teachers are highly loyal to their colleagues

	Frequency	Valid percent
Strongly disagree	7	9.3
Disagree	12	16.0
Moderate	29	38.7
Agree	16	21.3
Strongly agree	11	14.7
Total	75	100.0

Regarding teachers' opinions on loyalty towards colleagues, approximately percent moderately agreed that school teachers are highly loyal to their colleagues twenty one percent agreed while sixteen percent disagreed that school teachers are highly loyal to their colleagues. This indicates that most teachers moderately agreed that school teachers were loyal to their colleagues even though there was a significant number of teachers who disagreed that school teachers loyalty to one another did no contribute to succesful performance in KCSE.

Table 4.30 presents teachers' opinions on importance of teachers who have problems to get help from colleagues.

Table 4. 10:

Teachers' opinions on whether teachers get help from colleagues

At our school we think it is very important that teachers who have problems get help from their colleagues

	Frequency	Valid percent
Strongly disagree	8	10.7
Disagree	5	6.7
Moderate	15	20.0
Agree	21	28.0
Strongly agree	26	34.7
Total	75	100.0

Concerning teachers' opinions on the importance of teachers who have to get help from their colleagues, thirty five percent strongly agreed that teachers who have problems should get help from their colleagues, while twenty eight percent agreed that teachers who have problems should get help from their colleagues. Others twenty percent moderately agreed teachers who have problems should get help from their colleagues. This implies that teachers with problems should seek help from colleagues as most teachers were of that opinion as it is part of culture to seek ways of solving problems. Malinoswki (1944) argues that culture is essentially an instrumental apparatus that enables human king to better deal with specific problems in their environment, while satisfying their needs. Scheins 1985 argues that culture is important to solve the groups basic problems of surviving and adapting to the external environment on the one hand, and intergrating its internal process to ensure the capacity to continue to survive and adapt. However Cardelle-Elawar (1990) points out that a school can make significant gains, inspite of faculty weaknesses, through sound staff development.

How the teacher feels versus how others feel about the following values

This subsection presents aspects of culture in regards to collaboration and collegiality among school. It depicts personal view of the teachers and other colleagues views of the stated aspects.

Table 4.31 presents teachers' opinions on mutual understanding among teachers

Table 4. 31:

Teachers' opinions on mutual understanding among teachers

Mutual understanding		
	Frequency	Valid percent
Of no importance or hardly important	2	2.7
Somewhat important	6	8.0
Relatively important	3	4.0
Important	26	34.7
Of utmost important	38	50.7
Total	75	100.0

The researcher was interested to know teachers' perceptions on mutual understanding, majority about fifty one percent indicated mutual understanding was of utmost importance while about thirty five percent indicated that mutual understanding was important. This indicates that most teachers strongly agreed that mutual understanding was very important among teachers as it enhanced successful performance in KCSE.

Table 4.32 presents teachers' opinions on working with others

Table 4. 10:

Teachers' opinions on working with others

Collaboration

	Frequency	Valid percent
Of no importance or hardly important	1	1.3
Somewhat important	3	4.0
Relatively important	7	9.3
Important	23	30.7
Of utmost important	41	54.7
Total	75	100.0

The researcher wanted to find out the teachers' opinions on collaboration among teachers, majority fifty five percent stated that working with other teachers was of utmost importance while thirty one percent stated that working with other teachers was important. This implies that collaboration was very important among teachers as it lead to the successful performance of KCSE. Developing collaborative work cultures help reduce the professional isolation of teachers, allows the sharing of successful practices and provides support. Collaboration raises morale enthusiasm, and the teachers (Smith and Scott, 1990). Little (1982) describes collegiality as a norm exhibited through four specific behaviours. Adults in schools who have a collegial relationship talk about practice. They also observe each other engaged in the practice of teaching and administration.

Other teachers' opinions on collaboration is presented in table 4.39.

Table 4.33 presents teachers' opinions on high morale.

Table 4. 10:

Teachers' opinions on high morale

High morale		
	Frequency	Valid percent
Of no importance or hardly important	1	1.3
Somewhat important	2	2.7
Relatively important	6	8.0
Important	18	24.0
Of utmost important	48	64.0
Total	75	100.0

Concerning teachers' opinions on high enthusiasm or confidence, majority sixty four percent of teachers felt high morale as of utmost importance while twenty four percent stated high enthusiasm as important. This indicates most teachers felt high morale was very important, hence this implies that high morale was very important in carrying out their teaching activities as it was instrumental in high performance in KCSE examinations. This concurs with Smith and Scott (1990) who states that collaboration raises morale enthusiasm, among teachers. This further implies that teachers opinion on high morale was of utmost importance while other teachers felt high morale was importantas illustrated in table 4.33.

Table 4.34 presents teachers' opinions on solidarity

Table 4.10:

Teachers' opinions on solidarity

Solidarity		
	Frequency	Valid percent
Of no importance or hardly important	3	4.0
Somewhat important	5	6.7
Relatively important	10	13.3
Important	26	34.7
Of utmost important	31	41.3
Total	75	100.0

The researcher wanted to know teachers' opinions on solidarity, forty one percent felt solidarity was of utmost importance, 34.7 percent stated that support for others as important while 13.3 percent stated solidarity as relatively important. This indicates that most teachers felt solidarity as important thus it was key aspect of collaboration and collegiality culture as it lead to successful performance in KCSE.

Other teachers' opinions on solidarity is presented in table 4.43.

Table 4.35 presents teachers' opinions on co-ordination among teachers.

Table 4. 10:

Teachers' opinions on co-ordination among teachers

Co-ordination

	Frequency	Valid percent
Of no importance or hardly important	1	1.3
Somewhat important	2	2.7
Relatively important	5	6.7
Important	20	26.7
Of utmost important	47	62.7
Total	75	100.0

Regarding teachers' opinions on coordination, majority sixty three percent of teachers stated that working together in an efficient and organized way was very important while approximately twenty seven percent stated that coordination was important. This implies that coordination was of utmost importance among most teachers in the realisation of successful performance of KCSE as illustrates in table 4.35. This indicates that coordination was important for other teachers even though the perception of teacher to other teachers varies with the degree of importance.

4.6 Innovation tendencies culture and students performance in KCSE.

This section presents influence of innovation tendencies culture on KCSE performance. It depicts the following innovation aspects; teachers in school are expected to try something new, whether teachers have a positive attitude towards educational innovations, whether school tries to be at the forefront of implementing new technologies for educational purposes, whether teachers in school are expected to take extra care over students who

perform below their ability, whether school teachers are expected to have an innovative attitude, whether school try to tackle problems in a systematic way, whether schools tries to automate school processes, whether every employee is expected to have a flexible attitude.

Teachers' opinions on whether teachers expected to try something new is presented in table 4.36.

Table 4. 36:

Teachers' opinions on whether teachers are expected to try something new

Teachers at our school are expected to try something new

	Frequency	Valid percent
Strongly disagree	9	12.0
Disagree	10	13.3
Moderate	14	18.7
Agree	23	30.7
Strongly agree	19	25.3
Total	75	100.0

The researcher wanted to know teachers' opinions on teachers expectation to try out something new, approximately thirty one percent agreed that teachers were expected to try out something new while twenty five percent stated that they were expected to try out something new. others nineteen percent moderately agreed. This indicates that most teachers were expected to try out something new hence it was important for innovation purposes as many times innovations are not put into practice because they conflict with deeply held

internal images of how the world works, image that limit persons to familiar ways of thinking and acting Senge and Lannon & Kim (1991).

Table 4.37 presents teachers' opinions on whether teachers have a positive attitude towards educational innovations.

Table 4. 37:

Teachers' opinions on positive attitude towards educational innovations

At our school teachers have a positive attitude towards educational innovations

	Frequency	Valid percent
Strongly disagree	4	5.3
Disagree	4	5.3
Moderate	10	13.3
Agree	25	33.3
Strongly agree	32	42.7
Total	75	100.0

Concerning teachers' opinions on whether teachers have a positive attitude towards educational innovations, forty three percent strongly agreed that teachers have a positive attitude towards educational innovations while thirty three percent agreed that teachers have a positive attitude towards educational innovations. Others thirteen percent moderately agreed that teachers have a positive attitude towards educational innovations. This indicates that most teachers were of the opinion that positive attitude towards education innovation was very important. This implies that innovation culture contributes to successful performance to KCSE performance. Louis and Miles (1990) points out that toxic cultures

that support mediocrity, inertia, and apathy are not likely to be innovative. The attitudes and beliefs of person in the school shape that culture (Senge, 1990). The attitude and beliefs of those in the school create mental models of what schooling is and how others in the school should and will respond to events and actions.

Table 4.38 presents teachers' opinions on implementation of new technologies for educational purposes.

Table 4. 38:
Teachers' opinions on implementation of new technologies

	Frequency	Valid percent
Strongly disagree	10	13.3
Disagree	12	16.0
Moderate	18	24.0
Agree	17	22.7
Strongly agree	18	24.0
Total	75	100.0

Concerning teachers opinion on implemetation of new technologies for educational purposes, twenty four percent moderately agreed that school tries to be at the forefront of implementing new technologies for educational purposes, twenty percent strongly agreed that school tries to be at the forefront of implementing new technologies for educational purposes while about twenty three percent agreed that school tries to be at the forefront of implementing new technologies for educational purposes. This indicates that most teachers

agree that that school tries to be at the forefront of implementing new technologies for educational purposes though the response are quite spread signifying underlying difficulties in implementing new technologies.

Teachers' opinions on whether teachers are expected to have an innovative attitude is presented in table 4.39.

Table 4. 39:

Teachers' opinions on innovative attitude

At our school teachers are expected to have an innovative attitude

	Frequency	Valid percent
Strongly disagree	6	8.0
Disagree	5	6.7
Moderate	16	21.3
Agree	17	22.7
Strongly agree	31	41.3
Total	75	100.0

The researcher wanted to know teachers' opinions on whether school teachers are expected to have an innovative attitude, about forty one percent strongly agreed that school teachers are expected to have an innovative attitude and about twenty three percent agreed that school teachers were expected to have an innovative attitude while twenty percent moderately agreed that school teachers were expected to have an innovative attitude. This indicates that most teachers were expected to have an innovative attitude as shown by table

4.47. Barth (1991) believes, based on his experience, that the most important change to bring to schools is a cultural norm of continuous adaptability, experimentation, and invention.

Teachers' opinions on whether the schools tackle problems in a systematic way is presented in table 4.40.

Table 4. 40:

Teachers' opinions on tackling problems in a systematic way

At out school we try to tackle problems in a systematic way

	Frequency	Valid percent
Strongly disagree	9	12.0
Disagree	5	6.7
Moderate	19	25.3
Agree	20	26.7
Strongly agree	22	29.3
Total	75	100.0

Regarding teachers' opinions on whether the school tackle problems in a systematic way, twenty nine percent strongly agreed that school tackle problems in a systematic way, twenty seven percent agreed that school tackle problems in a systematic way while twenty five percent moderately agreed that school tackle problems in a systematic way. This indicates that most teachers agreed that schools tackled their problems in a systematic way. As school systems are important as they could facilitate school improvement by helping to restore a sense of efficacy to educators guided by multiple and sometimes competing sets of goals. Parsons (1951), in particular, has further elaborated structural functionalist theory for

the study of culture. He identified four system types: biological organic systems, psychological systems, social systems and cultural systems. Parsons further assumes that each action system is subject to four major functions: adaptation, goal achievement, integration and latency.

Teachers' opinions on flexible attitude presents 4.41.

Table 4. 41:

Teachers' opinions on flexible attitude

At our school we expect every employee to have a flexible attitude

	Frequency	Valid percent
Strongly disagree	8	10.7
Disagree	8	10.7
Moderate	11	14.7
Agree	21	28.0
Strongly agree	27	36.0
Total	75	100.0

Regarding teachers' opinions on flexible attitude, thirty six percent strongly agreed that every teacher was expected to have a flexible attitude, twenty eight percent agreed that they were expected to have flexible attitude while about fifteen percent moderately agreed that they were expected to have a flexible attitude. This indicates that most teachers agreed that they were expected to have flexible attitude, as flexibility allowed an institution adapt to changes and innovate to suit a situation as illustrated by table 4.48.

How the teacher feels versus how others feel about the following values

This subsection presents respondents opinions and other teachers opinions regarding innovation culture aspects. It is depicted by innovation orientation and ability to do many things at school.

Table 4.42 presents teachers' opinions on innovation orientation

Table 4. 42:

Teachers' opinions on innovation orientation

Innovation orientation - introduction of new things		
	Frequency	Valid percent
Of no importance or hardly important	3	4.0
Somewhat important	3	4.0
Relatively important	8	10.7
Important	27	36.0
Of utmost important	34	45.3
Total	75	100.0

Concerning teachers' opinions on innovation orientation, forty five percent stated it was very important to have innovation orientation, thirty six percent stated that innovation orientation was important while eleven percent stated that innovation orientation was relatively important. This indicates that most teachers felt introduction of new things for educational purposes was important as shown by table 4.49. Teachers want their students to be successful, in part, because they want their own ideas and efforts to be successful

(Wehlage and Rutter,1987).In addition by providing the opportunity for participants to discuss and plan changes leaders help to assure a higher quality innovation, along with greater commitment to and ownership of the innovation.

Teachers' opinions on versatility is presented in table 4.43.

Table 4. 43:

Teachers' opinions on versatility

Versatility		
	Frequency	Valid percent
Of no importance or hardly important	3	4.0
Somewhat important	4	5.3
Relatively important	13	17.3
Important	30	40.0
Of utmost important	25	33.3
Total	75	100.0

The researcher was interested to know teachers' opinions on versatility, forty percent stated that it was important while thirty three percent stated that it was of utmost importance. This indicates that most teachers ability to do many things was very important as it helped them to cope with challenges and innovate so as to enhance KCSE performance.

4.7 Head teachers decision making role culture and students performance in KCSE.

This section presents influence of leadership role on KCSE performance. It is depicted by measures of objective, school stability, planning activities, evaluation of policy.

Table 4.44 presents teachers' opinions on whether there are measures taken to reach objectives.

Table 4. 44:

Teachers' opinions on whether there are measures taken to reach objectives

At our school we constantly search for measures appropriate to reach the objectives

	Frequency	Valid percent
Strongly disagree	2	2.7
Disagree	12	16.0
Moderate	11	14.7
Agree	24	32.0
Strongly agree	26	34.7
Total	75	100.0

The researcher wanted to know teachers' opinions on whether the school constantly search for measures that are most appropriate to reach the objectives, thirty five percent strongly agreed that the school constantly search for measures that are most appropriate to reach the objectives, thirty two percent agreed that the school constantly search for measures that are most appropriate to reach the objectives while fifteen percent moderately agreed that the school constantly search for measures that are most appropriate to reach the objectives. This

indicates that most teachers agree that there are appropriate measures to reach objectives. This means that the school leadership have been constantly searching for measures that are most appropriate to reach the goals. Since school systems are guided by multiple and sometimes competing sets of goals (Patterson, Purkey, and Parker, 1986).

Teachers' opinions on school stability is presented in table 4.45.

Table 4. 45:

Teachers' opinions on school stability

At our school stability is highly valued		
	Frequency	Valid percent
Strongly disagree	4	5.3
Disagree	10	13.3
Moderate	9	12.0
Agree	18	24.0
Strongly agree	34	45.3
Total	75	100.0

The researcher was interested to find out whether school stability was highly valued, about forty five percent strongly agreed that stability was highly valued while twenty four percent agreed that school stability was highly valued. Others twelve percent moderately agreed school stability was highly valued. This implies that most teachers agree that school stability was highly valued this is because constant staff movement causes unnecessary disruption to education this concurs with Conklin and Oslon (1988) who stated that instability of teachers in urban schools presents a problem for programme continuity.

Teachers' opinions on whether it is of utmost importance that new proposals are accompanied by an explicit planning of activities is presented in table 4.46.

Table 4. 46:

Teachers' opinions on explicit planning of activities.

It is of utmost importance that new proposals are accompanied by an explicit planning

	Frequency	Valid percent
Strongly disagree	4	5.3
Disagree	11	14.7
Moderate	14	18.7
Agree	18	24.0
Strongly agree	28	37.3
Total	75	100.0

Concerning Teachers' opinions on whether it is of utmost importance that new proposals are accompanied by an explicit planning of activities, thirty seven percent strongly agreed that it is of utmost importance that new proposals are accompanied by an explicit planning of activities, twenty four percent agreed that it is of utmost importance that new proposals are accompanied by an explicit planning of activities while nineteen percent it is of utmost importance that new proposals are accompanied by an explicit planning of activities. This indicates that most teachers agree that its impotent that new proposals are accompanied by an explicit planning of activities.

Table 4.47 presents teachers' opinions on whether in our school it is important to evaluate and, if necessary, adjust our school's policy regularly.

Table 4. 10:

Teachers' opinions on whether they evaluate, adjust our school's policy regularly.

In our school is it important to evaluate, adjust our school's policy regularly.

	Frequency	Valid percent
Strongly disagree	11	14.7
Disagree	8	10.7
Moderate	10	13.3
Agree	21	28.0
Strongly agree	25	33.3
Total	75	100.0

Regarding teachers' opinions on whether in our school it is important to evaluate and, if necessary, adjust our school's policy regularly, thirty three percent strongly agreed that it is important to evaluate and, if necessary, adjust our school's policy regularly, twenty eight percent agreed it was important to evaluate and, if necessary, adjust our school's policy regularly while thirteen percent moderately agreed that it is important to evaluate and, if necessary, adjust our school's policy regularly. This indicates that most teachers agreed that its important to to evaluate and, if necessary, adjust our school's policy regularly. This will result in strengthened leadership and systems alike. Further is important to make it include all the stakeholders in policy formulation to make it conclusive. Since educators who are denied serious involvement in policy settings and decision making cannot be fully effective with students Giroux (1988). Cited in Fine (1991). Giroux's data suggests that educators who feel that they can influence institutional policy and practice also feel that these

adolescents can be helped. Educators who feel they cannot influence policy or practice consider the students to be beyond help Fine (1991).

How the teacher feels versus how others feel about the following values

This subsection presents respondents opinions and other teachers opinion regarding school leadership roles aspects. It is depicted by control or power, and regulations.

Teachers' opinions on control is presented in table 4.48.

Table 4. 48:

Teachers' opinions on control

Control- power to make decision on how the school is run

	Frequency	Valid percent
Of no importance or hardly important	3	4.0
Somewhat important	3	4.0
Relatively important	13	17.3
Important	28	37.3
Of utmost important	28	37.3
Total	75	100.0

The researcher was interested to know teachers' opinions on power to make decision on how the school is run, thirty seven percent of teachers stated that it was of utmost importance for the school to have a headteacher who has power to make decision on how the school is run. thirty seven percent stated that it was important to have a headteacher who has power to make decision on how the school is run while seventeen percent stated that it was relatively important to have a headteacher who has power to make decision on how the school is run. This indicates that most teachers Find it important to have control since it will

enable the leader to steer the school in positive direction guided by goals and objectives. This view is supported by Patterson, Purkey, and Parker (1986) who stated that power in school systems is distributed throughout the organization so as to support decision making in school system since it is a bargaining process in order to arrive at solutions that satisfy a number of constituencies.

Table 4.49 presents teachers' opinions on regulation.

Table 4. 49:

Teachers' opinions on regulation

Regulation- thing must be done according to rules

	Frequency	Valid percent
Of no importance or hardly important	2	2.7
Somewhat important	1	1.3
Relatively important	14	18.7
Important	27	36.0
Of utmost important	31	41.3
Total	75	100.0

Regarding teachers' opinions on regulations, forty one percent of teachers stated that regulations were of utmost importance while thirty six percent stated that its important that thing must be done according to rules. This indicates that that most teachers feel that regulations are important for the attainment of KCSE excellence.

4.8 Performance of High schools in Kikuyu District

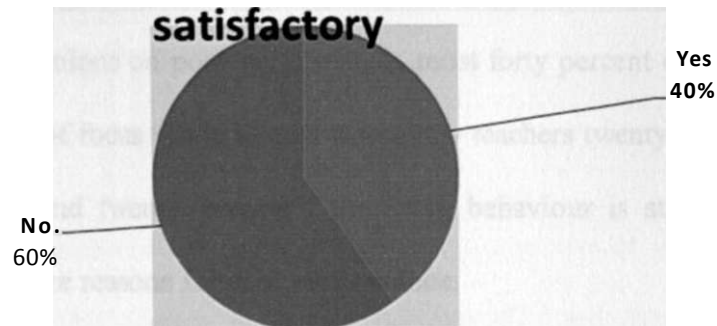
This sections provides an overview of performance from the headteachers perspective. It is depicted by performance satisfaction, reasons for poor performance, reasons why parent / students chose school and head teachers opinion on how the school had changed.

Headteachers opinions on whether the performance had been satisfactory is presented in figure 4.6.

Figure 4. 6:

Headteachers' opinions on whether the performance had been satisfactory

Whether performance of school has been satisfactory



Concerning headteachers' opinions on whether the school performance had been satisfactory. Majority stated that they were not satisfied with the performance. This indicates that teachers were aware that there was room for improvement and that they needed to do more.

Table 4.50 presents headteachers opinions on poor performance

Table 4. 50:

Headteachers opinions on poor performance

Reasons for poor performance

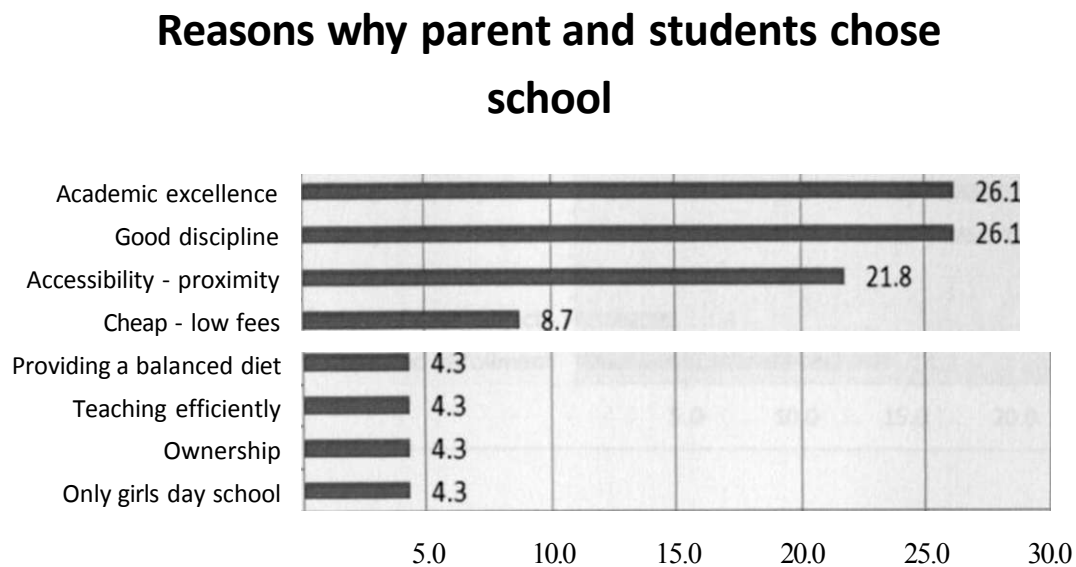
	Frequency	Valid percent
Limited resources- teachers	2	20.0
Mean score has stagnated at around	2	20.0
The entry behaviour is still low due to influence	2	20.0
Lack of focus	4	40.0
Total	10	100.0

Concerning headteachers opinions on poor performance, most forty percent of students and schools fail because of lack of focus while limited resources- teachers twenty percent, mean score has stagnated at around twenty percent , the entry behaviour is still low due to influence twenty percent were reasons for poor performance.

Figure 4.7 presents reasons why parents or students chose the school.

Figure 4. 7:

Reasons why parents or students chose school

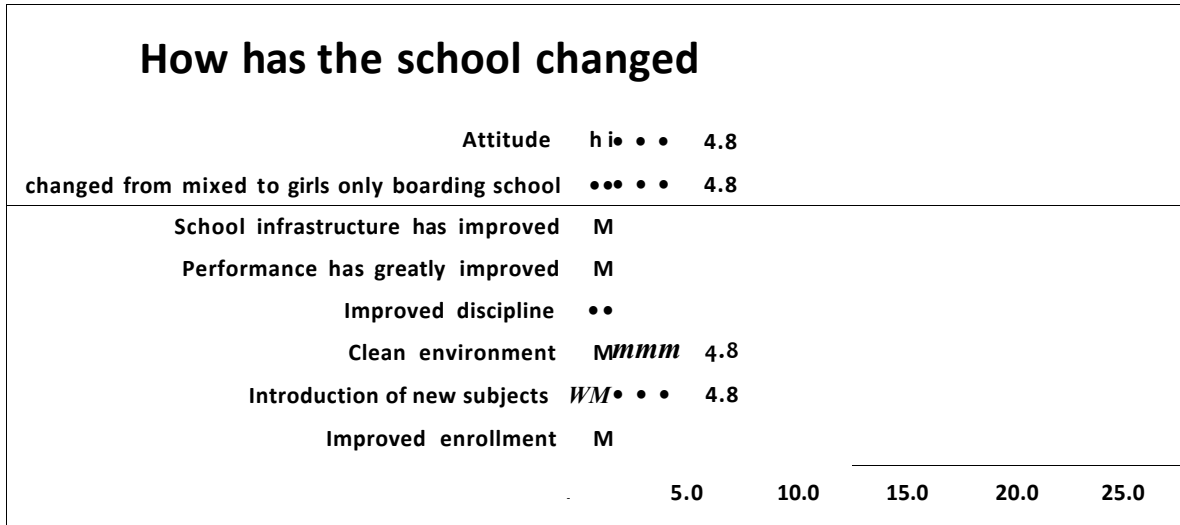


The researcher wanted to know from the headteachers why parents or students chose the school, most of the parents chose the school because of good discipline, academic excellence, and accessibility/proximity. In contrast only a few parents chose school based on providing balanced diet, teaching efficiency, ownership, and lack of any other school. This indicates that good discipline, academic excellence, and accessibility were the main reason parents or students chose a particular school.

Table 4.67 presents headteachers' opinions on how the school had changed

Figure 4. 8:

Head teachers' opinions on how the school had changed



The researcher wanted to know headteachers' opinions on how the school had changed, majority of schools had improved discipline, mean score, infrastructure and enrollment. This indicated that most schools had enhanced their disciplined, their mean score as well school infrastructure.

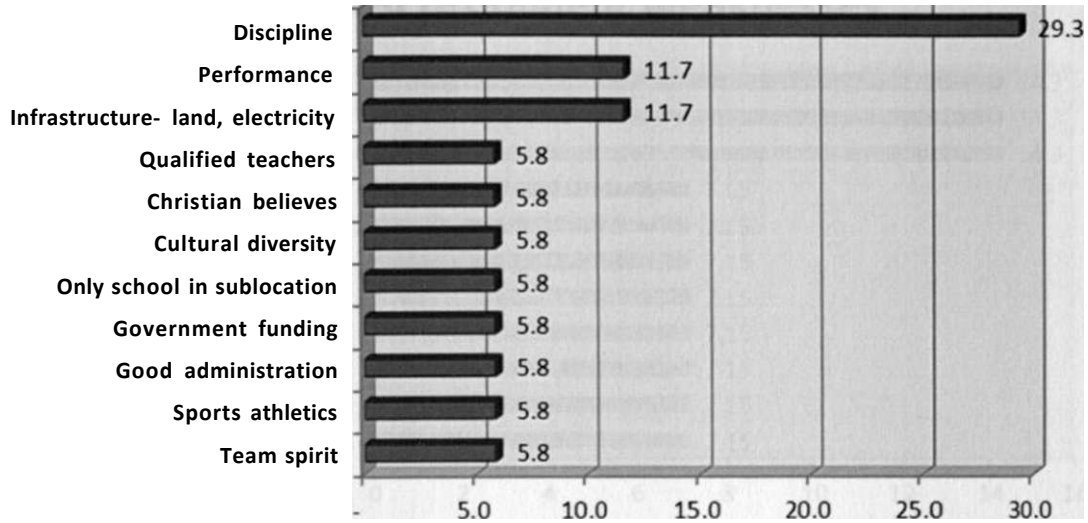
4.9 Strengths and weakness of Schools in Kikuyu district

This sections presents headteachers assessment on their schools strengths and weaknesses.

Figure 4.9 presents headteachers opinions on the school strengths

Figure 4. 9: Headteachers' opinions on the school strengths

Two most important strengths of school

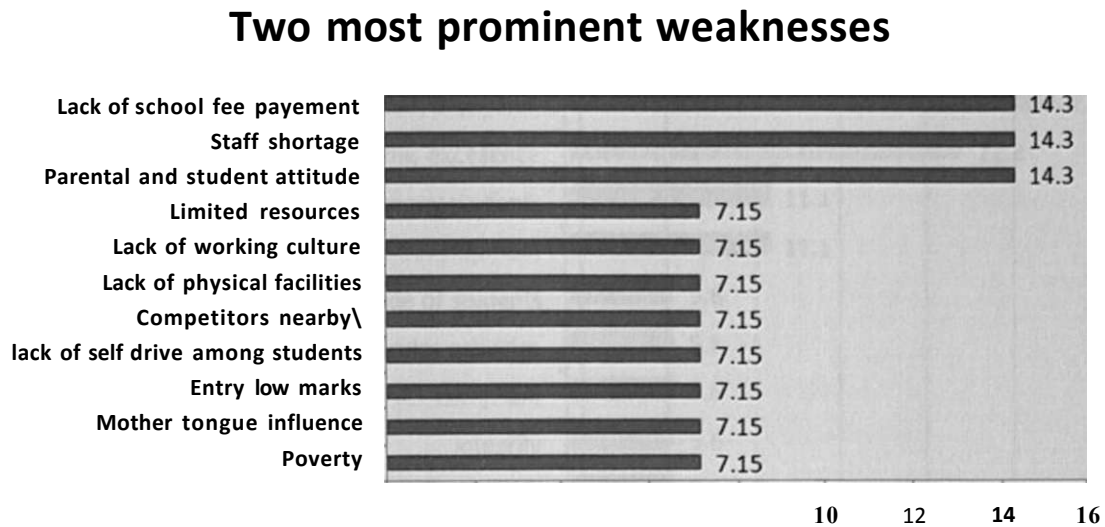


Majority of headteachers stated that discipline performance and infrastructure as the two most important strengths. This indicates that discipline, performance and infrastructure were the most prominent strength among schools.

Headteachers' opinions on the prominent weaknesses is presented in figure 4.10.

Figure 4. 10:

Headteachers' opinions on the prominent weaknesses



Concerning headteachers' opinions on the most prominent weaknesses, parental and student attitude, staff shortage and Lack of school fee payment, were the most prominent weakness with twenty nine percent each respectively. Mother tongue, poverty, lack of working culture were among others were some of the least prominent weaknesses.

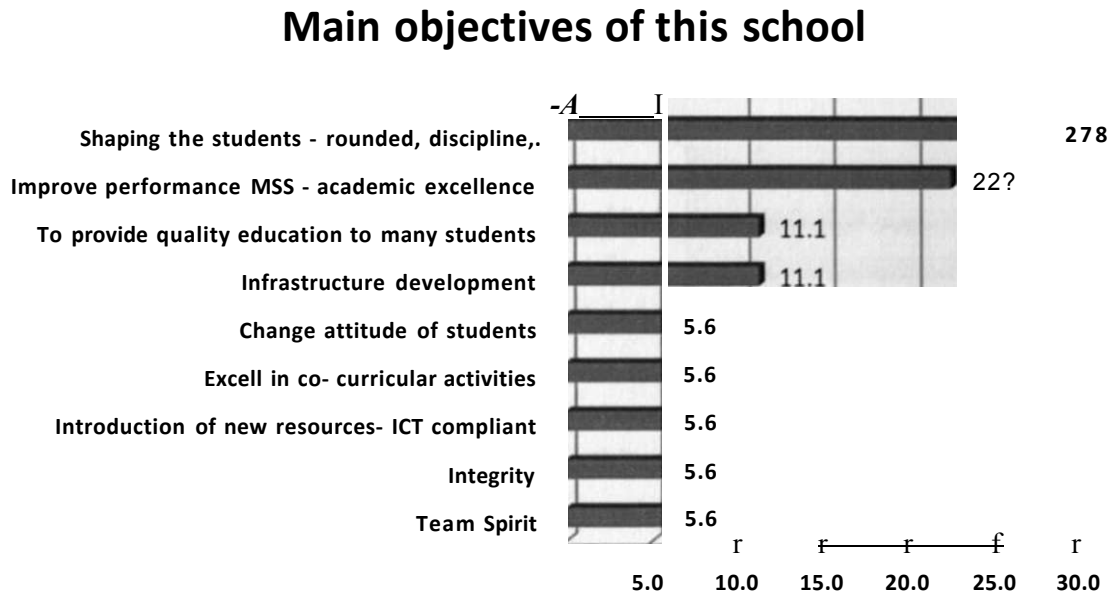
4.10 Objectives and realization of school objectives

This section presents headteachers' opinions on the schools objectives and their realizations.

Figure 4.11 presents schools objectives.

Figure 4.11:

School objectives

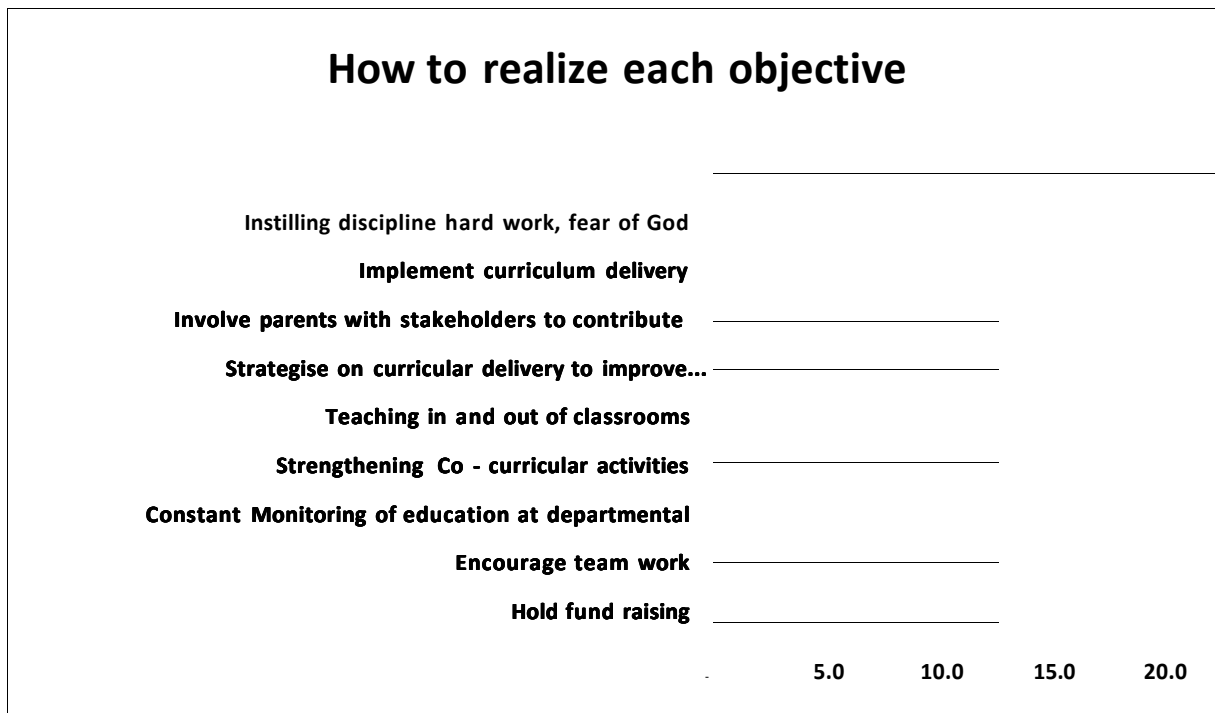


Concerning schools objectives, the most common objective was shaping the students to be rounded persons - discipline, responsibility and integrity and improve performance MSS - academic excellence, provide quality education and infrastructure. Others include introduction of new resources- ICT compliant, excell in co- curricular activities. Change attitude of students, Team Spirit and Integrity.

Figure 4.12 presents head teachers' opinions on how to realize objective

Figure 4. 10:

Headteachers' opinions on how to realize objective



Concerning headteachers' opinions on how to realize objectives most head teachers indicated that empowering students through guidance and counselling, implement curriculum delivery, and instilling discipline hard work, fear of God. Others include holding fundraising for infrastructure development, involving parents and strengthening co curricular activities.

Table 4.51 presents objectives and how to fulfill each objective.

Table 4. 51:

Headteachers' opinions on how to realize each objective qualitative

		Objectives							
		Improve performance MSS - academic excellence	Infrastructure development	Shaping the students to be rounded persons, discipline, responsibility	Team Spirit	Integrity	To provide quality education to many students	Introduction of new resources- ICT compliant	Change attitude of itudenti
1		Implement curriculum delivery	Implement curriculum delivery	Implement curriculum delivery	Implement curriculum delivery	Implement curriculum delivery	Instilling discipline hard wotk, fear of God	Constant Monitoring of education at departmental level	Strategise on cumcular delivery to improve performance
2		Constant Monitoring of education at departmental level	Hold fund raising	Encourage team work	Encourage team work	Encourage team work	Constant Monitoring of education at departmental level	Strengthening Co-curricular activities	Involve parents with stakeholders to contribute to development fund
3		Strengthening Co-curricular activities	Strategise on curricular delivery to improve performance	Instilling discipline hard work, fear of God			Strengthening Co-curricular activities	Empowering students through guidance and counselling	
4		Empowering students through guidance and counseling	Involve parents with stakeholders to contribute to development fund	Empowering students through guidance and counseling			Empowering students through guidance and counselling		
5		Strategise on cunicular delivery to improve performance		Teaching in and out of classrooms			Teaching in and out of classrooms		
6		Involve parents with stakeholders to contribute to development fund							

4.11 Strategies to improve performance

This section presents headteachers' strategies on how to improve performance.

Table 4. 52:

Schools performance

Year	School performance - mean score									
	SCI	SC2	SC3	SC4	SC5	SC6	SC7	SC8	SC9	SC10
2011	3.1	11.1	3.0	11.1	No response	3.5	3.6	.	No response	7.3
2010	3.6	11.3	3.0	10.6	2.3	3.2	2.8	3.9	No response	7.2
2009	2.6	11.1	3.0	10.2	2.7	3.0	2.8	4.1	No response	7.0
2008	2.8	10.6	3.2	10.0	2.7	2.9	3.0	4.1	No response	6.6
2007	3.5	10.4	3.9	9.1	No response	3.3	2.9	5.2	No response	6.4
2006	2.4	10.4	3.2	No response	No response	2.9	2.8	4.0	No response	5.6

The head teachers were asked to give school mean scores for the last five years. The schools were given serial number from SCI to SC10. SC7 SC6 and SC10 had improved their performance by 0.8, 0.3 and 0.1 respectively from year 2010 to 2011. However only SC10 was consistent in performance as their mean had gradually increased from 5.6 in year 2006 to 7.3 in year 2011. SC2 and SC3 had the highest mean score overall.

Headteachers strategies to be adopted to improve KCSE performance is presented in table 4.53.

Table 4. 10:

Headteachers' strategies to be adopted to improve student performance in KCSE

Strategies intended to ensure that school continue to improve in KCSE examinations		
Strategies	Multiple responses	Percent
A lot of revision / remedial work - past papers, evaluate exams.	4	18.2
Creation of more contact hours.	3	13.6
Completion of syllabus early enough to create time for revision.	3	13.6
Creation of subject symposium on curriculum delivery.	2	9.1
Motivation of both students and teachers	2	9.1
Provision of required resources.	2	9.1
More parental involvement to provide educational needs.	1	4.5
Team work - teaching.	1	4.5
Increase the retention of students.	1	4.5
Ensure absenteeism is reduced.	1	4.5
Creating / improving reading culture.	1	4.5
Maintain high standards of discipline.	1	4.5
Total		100

Concerning headteachers' suggestion on how to improve performance, most fifty percent indicated a lot of revision / remedial work - past papers, evaluate exams will help to continue improving performance, while others indicated that creation of more contact hours thirty eight percent, completion of syllabus early enough to create time for revision thirty eight percent, Creation of subject symposium on curriculum delivery twenty five percent,

Motivation of both students and teachers and provision of required resources twenty five percent and provision of required resources twenty five percent were suitable for improving students K.CSE performance. This indicates that alot of revision / remedial work - past papers, evaluation of exams, creation of more contact hours, completion of syllabus early enough to create time for revision, creation of subject symposium on curriculum delivery, motivation of both students and teachers and provision of required resources and provision of required resources were the most suitable for improving students K.CSE performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the results, conclusions drawn from the study, recommendations and areas for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of school culture on students performance in the Kenya certificate of secondary education (K.C.S.E) Kikuyu District. The objectives of the study included determining how focused culture performance of KCSE in Kikuyu district; To establish whether power and leadership influence students performance in Kenya Certificate of Secondary Examination in Kikuyu district; to investigate the impact of collaboration and collegiality of teachers on students performance of Kenya Certificate of Secondary Examinations in Kikuyu district; to determine how attitudes and beliefs towards innovation influences students performance of Kenya Certificate of Secondary Examination in Kikuyu district.

The study descriptive research design will be used for this study. The target population was 497 teachers in the district from and 24 out of 26 secondary schools headteachers in Kikuyu District.

The head teachers were purposely included because they of their leadership roles. The researcher took all the 24 headteacher by census while purposively sampling 104 form three form four class teachers. Teachers were sampled using stratified random sampling.

To collect data, a set of semi-structured questionnaires was used where structured questions were used in order to get specific information by providing a list of possible alternatives from which the responders select the answer that best describe their opinion while unstructured questionnaires were used in order to allow respondents to express their feeling and opinion. Before the actual data collection, piloting of questionnaires and the interview guide were done on six secondary schools in Kikuyu district, 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.

The researcher sought authorization to conduct the research from the National Council of Science and Technology. She then sought the consent of the District Commissioner Kikuyu District to conduct research in Kikuyu District. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages and averages. The qualitative data was first organized into themes corresponding to the study objectives.

5.3 Discussion of study findings

Focused culture on student performance in KCSE

Findings on school focused culture majority (53.3 percent) of the teachers strongly agreed that the school was achievement oriented. Majority (54.7 percent) of teachers strongly

agreed they were expected to act in conformity to the rules of the school. Majority (57.3 percent) of teachers strongly agreed that they were expected to plan their day as efficient as possible. Majority (64 percent) of teachers strongly agreed that high scores on final exams were highly valued by teachers. Concerning teachers opinion regarding goal orientation, majority (56 percent) of teachers felt that aiming at goal achievement was of utmost importance.

Collaboration and collegiality culture on students performance in KCSE

Concerning collaboration majority (54.7 percent) stated that working with other teachers was of utmost importance. Regarding teachers opinion on coordination, majority (62.7 percent) of teachers stated that working together in an efficient and organized way was very important. Concerning teachers opinion on whether the school tries to involve parents as much as possible in school affairs, 41.3 percent of teachers strongly agreed that they try to involve parents as much as possible, 32 percent agreed.

Teachers Innovation tendencies culture on students performance in KCSE

Concerning teacher opinion on whether teachers have a positive attitude towards educational innovations, 42.7 percent strongly agreed that teachers have a positive attitude towards educational innovations while 33.3 percent agreed that teachers have a positive attitude towards educational innovations. Concerning teachers innovative attitude an innovative attitude, 41.3 percent strongly agreed that school teachers are expected to have an innovative attitude, 22.7 percent agreed that school teachers were expected to have an innovative attitude while 21.3 percent moderately agreed that school teachers were expected to have an innovative attitude. Concerning teachers opinion on innovation orientation, 45.3 percent

stated it was very important to have innovation orientation, 36 percent stated that innovation orientation was important.

Head teacher decision making role culture on students performance in KCSE

Findings on decision making role, 34.7 percent strongly agreed that the school constantly search for measures that are most appropriate to reach the objectives, 32 percent agreed that the school constantly search for measures that are most appropriate to reach the objectives. Concerning stability 45.3 percent strongly agreed that stability was highly valued while 24 percent agreed that school stability was highly valued. Concerning control, 37.3 percent of teachers stated that it was of utmost importance for the school to have a headteacher who has power to make decision on how the school is run. 37.3 percent stated that it was important to have a headteacher with power. Concerning other teachers opinion on control, 34.7 percent indicated that it was important to have power to make decision on how the school is run, 29.3 percent stated that it was very important to have power to make decision on how the school is run.

5.4 Conclusions

Focused culture on students performance in KCSE

This study indicated that, most schools were achievement oriented hence most schools were very focused this concurs as an achievement orientation and an academic emphasis are related to performance. Most teachers agreed that schools try to formalize what needs to be done as much as possible, hence by giving a school a fixed structure or form by introducing rules this allows schools school to be focused in making sure all elements that will

contribute to performance are formalized so as to make them part of school policies and culture.

Collaboration and collegiality culture on students performance in KCSE

Concerning collaboration respect among teachers was important as most members agreed that they respect one another, this is because respect is an important value that fosters collaboration in school. Most teachers viewed it important to enhance close cooperation as it increased team spirit, most teachers moderately agreed that school teachers were loyal to their colleagues even though there was a significant number of teachers who disagreed that school teachers loyalty to one another did not contribute to successful performance in KCSE. Most teachers strongly agreed that mutual understanding was very important among teachers while others teachers felt mutual understanding was important, this is in contrast to the fact that levels of importance was different. Overall collaboration was very important among teachers as it led to the successful performance of KCSE.

Innovation tendencies culture on students performance in KCSE

Most teachers were expected to try out something new hence it was important for innovation purposes as many times innovations are not put into practice because they conflict with deeply held internal images of how the world works. Most teachers were of the opinion that positive attitude towards education innovation was very important, most teachers agree that that school tries to be at the forefront of implementing new technologies for educational purposes though the response are quite spread signifying underlying difficulties in implementing new technologies. Most teachers were expected to have an innovative attitude. Most teachers felt introduction of new things for educational purposes was important.

Head teachers' decision making role culture on students performance in KCSE

Findings headteachers role indicate that most teachers agree that there are appropriate measures to reach objectives. Most teachers agree that school stability was highly valued this is because constant staff movement causes unnecessary disruption to education. Most teachers agree that its important that new proposals are accompanied by an explicit planning of activities. Most teachers agreed that its important to to evaluate and, if necessary, adjust our school's policy regularly. Overall most teachers find it important to have control since it will enable the leader to steer the school in positive direction guided by goals and objectives.

5.5 Recommendations

Based on the findings of this study the researcher makes the following recommendations:

Focused culture on students performance in KCSE

Secondary schools should maintain and improve focus on achieve excellence and meeting their goals. Schools should try to control risks as taking risks is important for positive change in the school performance.

Collaboration and collegiality culture on students performance in KCSE

Schools should enhance collaboration and collegiality as it enhanced their understanding and creating effective working relationships. This in advance help teachers to overcome problems in carrying out their duties.

Innovation tendencies culture on students performance in KCSE

Innovation is important in finding ways to make students understand their course work better hence school teachers should be given the ability to innovate on curriculum delivery.

Innovation is important as it encourages creativity and helps solve problems overall.

Headteachers decisionmaking role culture on students performance in KCSE

Schools leadership should look for ways to maintain stability as instability affects students performance. It is also important for headteachers to involve teachers in decision making and policy formulation as it will create feeling of ownership.

5.6 Suggestions for further research

Based on the findings and the scope of this study, the researcher suggests the following areas for further studies

- i. A replica of the same study should be done but directed towards private school for comparison purposes;
- ii. Further investigation should be carried out to explore effects of culture performance of Kenya Certificate of Primary Education among public primary school teachers;
- iii. The same study should also be carried out in neighbouring districts so as to find out whether the same cultural complexity affects the whole regional county and hence create county policies that address the problem.

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APPENDICES

Appendix I: Letter of the respondents.

Njogu Rosemary Waithira,

University of Nairobi,

March 2012

Dear respondent,

REF: FILLING IN OF QUESTIONNAIRE

I am a student pursuing Masters of Educational Administration at the University of Nairobi.

As part of fulfillment of the requirements of the course, I am carrying out a research entitled "Influence of school culture on KCSE performance in Kikuyu District"

Attached hereby is a questionnaire on the same. Kindly read the instructions and fill in the questionnaire as may be applicable to you.

Your response will highly be appreciated and it will be treated with a lot of confidentiality.

The findings of this study will not be used for any other purpose other than the research.

Thank you for your cooperation.

Yours sincerely

N'jogu Roselmary Waithira

Appendix II: Headteacher questionnaire

Demographic data

1. What is your gender? Tick appropriately

(a). Male [] Female []

2. What is your age in years

a. Below 20 years

b. 21-30 years

c. 31-40 years

d. Above 40 years

3. Indicate the highest professional qualification

a. M.Ed. Degree []

b. B.A/PGDE []

c. B.SC./PGDE []

d. B.ED Degree []

e. Diploma in Education []

f. PhD. []

g. Others please specify.

4. List down the management course and workshops you have attended

1

2. _

5. How many years did you serve as a classroom teacher before your appointment as a headteacher?

a. Below 10 years

- b. 11-15 years
- c. 16-20 years
- d. Above 20 years.

What position did you hold prior to becoming a headteacher and for how long?

- a. Deputy head _____ years
- b. Departmental head _____ years
- c. Class teacher _____ years

6. For how many years have you been working at this school? _____ years

7. What were your main reasons for coming to this school?

1,

2,

8. What was the M.S.S of the school when started headed the school?

Yes [] No []

b. In what ways has the school changed?

1._

2._

School history

9. By use of a tick () indicate the type of school that you head from these.

a). Girls Boarding []

b). Boys Boarding []

c). Mixed day []

d). Boy's Day []

e). Mixed Boarding/Day []

0. Mixed Boarding []

g). Girls Day []

10. What is the total number of students in your school_____?

11. What is the current population of teachers in your school according to gender?

a). male b)._____female

12. How many of your teachers are employed by/

a). T.S.C.

b). B.O.G.

c). Sponsor.

d). Others specify.

13. Do you think the performance of your school has been satisfactory

a) Yes [] b). No []

b. If no give reasons

14. In which year did the school starts.

15. What are the most important reasons of students or their parents for choosing this school?

1.

2.

3.

16. What are the two most prominent strengths of your school?

1.

2.

What are two most prominent weaknesses of your school?

1.

2.

17. a). State the mission of this school

B. Explain why the mission aspect is stressed.

18. What are the main objectives of this school?

1.

2.

3.

4.

b. For each objective how is it realized in a concrete manner?

1.

2.

3.

19. What was your **K.C.S.E** mean standard scores (M.S.S) for the last five years

2011

2009

2008

2007

20. What strategies do you intend to use to ensure that your school continue to improve in K.C.S.E examinations?

1.

2.

3.

21. As the headteacher of this school, what are your plans for the next five years?

1.

2.

3.

Appendix III: Teacher Questionnaire

Dear respondents

You are kindly requested to supply information on influence of school culture on Kenya Certificate of Secondary Education performance. All the information supplied will be kept strictly confidential, therefore freely express your opinions.

Part A

- a) Gender of teachers: Male Female
- b) Level of education: Certificate! Diploma f Degree I PHD f
- c) Teachers age: Below 30 vears! 30 - 40 40- 50 I over 50 years

Part B

Using the five point scale given below rate the following aspects of school culture in terms of their contribution to successful performance in K.C.S.E.

Focused and unfocused culture

		Strongly disagree				Strongly agree
1.	At out school we try to develop timesaving procedures	1	2	3	4	5
2.	At our school risks are excluded as much as possible	1	2	3	4	5

3.	Our school is very achievement oriented	1	2	3	4	5
4.	At our school we try as much as possible to formalize what needs to be done	1	2	3	4	5
5.	At our school every teacher is expected to act in conformity to the rules at school	1	2	3	4	5
6.	At our school teachers are expected to plan their day as efficient as possible	1	2	3	4	5
7.	At our school teachers are expected to pay close attention to the progress of their students	1	2	3	4	5
8.	At our school high student scores on the final exams are highly valued by teachers	1	2	3	4	5

Leadership Roles

		Strongly disagree				Strongly agree
9.	Teachers at our school think it is of utmost importance that new proposals are accompanied by an explicit planning of activities	1	2	3	4	5
10.	At our school we constantly search for measures that are most appropriate to reach the objectives	1	2	3	4	5
11.	At our school stability is highly valued	1	2	3	4	5

12.	At our school we think it is important to evaluate and, if necessary, adjust our school's policy regularly.	1	2	3	4	5

Collaboration and collegiality

		Strongly disagree				Strongly agree
13.	At our school we respect each other	1	2	3	4	5
14.	At our school we try to involve parents as much as possible in what happens at our school.	1	2	3	4	5
15.	At our school teachers are highly loyal to their colleagues	1	2	3	4	5
16.	Teachers at this school think it is important to keep in touch with social groupings	1	2	3	4	5
17.	At our school we think it is very important that teachers who have problems get help from their colleagues	1	2	3	4	5

Innovation tendencies

		Strongly disagree				Strongly agree
18.	At our school teachers have a positive attitude towards educational innovations	1	2	3	4	5
19.	Our school tries to be at the forefront of implementing new technologies for educational purposes	1	2	3	4	5
20.	At our school teachers are expected to have an innovative attitude	1	2	3	4	5
21.	At our school we expect every employee to have a flexible attitude	1	2	3	4	5
22.	At our school we try to tackle problems in a systematic way	1	2	3	4	5
23.	Teachers at our school are expected to try something new	1	2	3	4	5

PartC

Using the five point scale given below rate the importance of the given values to you and to others in their contribution to successful performance in K.C.S.E.

Focused or unfocused culture

To what degree do you think of these values as important?						
		of no importa	Somewh	it Relativel	Importa	0
1.	Results orientation - aiming at results	1	2	3	4	5
2.	Goal orientation- aim at goal achievement	1	2	3	4	5
3.	Consistency- quality of always behaving the same way	1	2	3	4	5
4.	Efficacy- ability of a teacher to produce wanted results.	1	2	3	4	5
5.	Change orientation- aim at making things different at school	1	2	3	4	5
To what degree do others at your school think of these values as important?						
6.	Results orientation - aiming at results	1	2	3	4	5
7.	Goal orientation- aim at goal achievement	1	2	3	4	5
8.	Consistency- quality of always behaving the same way	1	2	3	4	5
9.	Efficacy- ability of a teacher to produce wanted results.	1	2	3	4	5
10	Change orientation- aim at making things different at school	1	2	3	4	5

Collaboration / collegiality

To what degree do you think of these values as important?						
		of no	Somewh	Relativ	Importa	nt
		1	2	3	4	5
24.	Mutual understanding- among teachers	1	2	3	4	5
25.	Collaboration- working with other teachers	1	2	3	4	5
26.	High morale- high enthusiasm/ confidence	1	2	3	4	5
27.	Solidarity- support for others, share feelings, opinions or aims.	1	2	3	4	5
28.	Coordination- working together in an efficient and organized way	1	2	3	4	5
To what degree do others at your school think of these values as important?						
29.	Mutual understanding- among teachers	1	2	3	4	5
30.	Collaboration- working with other teachers	1	2	3	4	5
31.	Loyalty- being faithful in your support of the school	1	2	3	4	5
32.	High morale- high enthusiasm/ confidence	1	2	3	4	5
33.	Solidarity- support for others, share feelings, opinions or aims.	1	2	3	4	5
34.	Coordination- working together in an	1	2	3	4	5

	efficient and organized way					
35.	Support from others- help and encouragement from others	1	2	3	4	5

Leadership roles

		To what degree do you think of these values as important?				
		of no importance	Somewhat	Relatively important	Important	Of utmost important
36.	Control- power to make decision on how the school is run	1	2	3	4	5
37.	Regulation- thing must be done according to rules	1	2	3	4	5
		To what degree do others at your school think of these values as important?				
38.	Control- power to make decision on how the school is run	1	2	3	4	5
39.	Regulation- thing must be done according to rules	1	2	3	4	5

Innovation

		To what degree do you think of these values as important?				
		Of no importance	Somewhat	Relatively important	Important	Of utmost importance
40.	Innovation orientation - introduction of new things	1	2	3	4	5
41.	Versatility- ability to do many things at school	1	2	3	4	5
		To what degree do others at your school think of these values as important?				
42.	Innovation orientation - introduction of new things	1	2	3	4	5
43.	Versatility- ability to do many things at school	1	2	3	4	5

Appendix IV: List of Schools in Kikuyu District

List of Schools in Kikuyu District	
1	Alliance high
2	Alliance girls
3	Mary leaky
4	Kirangari Boys
5	Uthiru girls
6	kamangu girls
7	Kikuyu day Mixed
8	Kahuho Mixed
9	St kevins mixed
10	Karai mixed
11	Kanyariri Mixed
12	Kabete mixed
13	Wagatonye mixed
14	Muhu mixed
15	Rungiri mixed
16	Gathiga mixed
17	Gichuru memorial mixed
18	Kerwa mixed
19	Musa gitau mixed
20	Renguti mixed
21	Kanjeru girls
22	Kabiciku mixed
23	Mai a ihii mixed
24	Nyathuna mixed

Appendix V: Research permit

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020 2213471, 2241349
254-020-310571, 2213123, ^219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

OurRef NCST/RCD/14/012/199

Date: 7. h March > 2012

Rosemary Waithera Njogu
University of Nairobi
P.O BOX 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of school culture on Kenya Certificate of Secondary-Education performance. Kikuyu District. Kenya*" I a— rleased to inform you that you have been authorized to undertake : c>c;r-h Kikuyu District for a period ending 3(^hJuly, 2012.

You are advised to report to **The District Commissioner** and the **District Education Officer Kikuyu District** before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office.

Sf^L-^uiceiiU. •
SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Kikuyu District

The District Education Officer
Kikuyu District