INFLUENCE OF SCHOOL CULTURE ON STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATION IN PUBLIC SECONDARY SCHOOLS LIMURU DISTRICT, KENYA

Margaret W. Kiniaru

A Research Project Submitted in Partial Fulfillment for the Degree of

Master of Education in Educational Administration

University of Nairobi

2014

DECLARATION

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

…………………..………………………

Margaret W. Kiniaru

E55/71763/2011

This research project has been submitted for examination with our approval as university supervisors

……………………………………………………….

Mr. Edward Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi

…………………………………………………………..

Dr. Ursulla Okoth

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This research project is dedicated to my children Maureen Wangari and Lena Njeri. May you have the same urge to further your education to greater heights

ACKNOWLEDGMENT

TABLE OF CONTENTS

Content   **Page**

CHAPTER ONE
INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

ABBREVIATIONS AND ACRONYMS

ACE   Advanced Certificate of Education

BOG   Board of Governors

BOM   Board of Managements

DEO   District Education Officer

GoK   Government of Kenya

MoE   Ministry of Education

PTA   Parents-Teachers Association

SPSS   Statistical Packages for Social Sciences.

TSC   Teacher Service Commission

ABSTRACT

The purpose of the study was to investigate the influence of school culture on student's performance in Kenya Certificate of Secondary Education examination in Limuru District, Kenya. The research objectives developed were: to examine how schools' mission and vision influence students' performance, to establish the extent to which induction of teachers influences students' performance, to determine how reward system to teachers influences students' performance, and to examine the extent to which teamwork among teachers influences students' performance in KCSE examinations. The study was based on systems theory propounded by Ludwing Von Bertalanffy in 1977. The study targeted all the 17 public secondary schools in the district. Survey sampling was adopted to get all the 17 headteachers in the district and purposive proportional sampling to get 136 teachers as the respondents. Two questionnaires were used to collect the required information. A return rate of 100% was achieved for both tools. The split half Spearman's Brown coefficient of reliability was 0.79 and 0.81 for the headteachers' and the teachers' questionnaires respectively. Data was analyzed using frequencies, percentages and descriptive statistics which were generated by the use of the Statistical Package for Social Sciences (SPSS), and presented in tables, charts and graphs. It was established that schools' vision and mission statements positively influence students' academic performance, that schools with well structured induction programmes perform better in KCSE than those without, that teachers in school where reward systems exist are more dedicated to their students and that the schools with motivating reward systems perform better in KCSE than those without. It was recommended that the Ministry of Education Science and Technology ensures adequate training of headteachers on matters of strategic management of schools to enable them translate their vision and mission statements into results, That the Kenya Institute Of Curriculum Development develops a curriculum to guide the training of headteacher and teachers on issues surrounding the school culture including vision and mission statements, That universities and colleges that train teachers incorporate aspects of school culture in their curricullas and that the Teachers Service Commission ensures induction programmes for teachers joining new schools are established and structure in all the schools in the district. Further research was suggested on the involvement and commitment of the school boards and management committees in the formulation and realization of schools' vision and mission statements, and on the steps and the methodologies adopted by secondary schools to formulate their vision and mission statements.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The concept of culture has a long history in the exploration of human behavior across human group. Anthropologist first developed the concept to explain differences among the all encompassing life pattern of tribes, societies and national or ethnic groups. Later, other social scientist applied the aspects of patterns of behavior within formal work organization. The concept of culture helps in understanding these varied patterns, what they are, how they come to be, and how they affect performance (DeWalt, DeWalt & Wayland, 2011).

Baere, Brain, Caldwell and Ross (2000), assert that culture is that system of shared meanings, cognition, symbols and experiences which are expressed in the behavior and practices of the members of an affiliated group and which gives them both social definition and a sense of association. Culture gives meaning and order to the particular group, community or organization. It is not static but is in a continual state of influx. Indeed of development, it is subject to perpetual testing, evaluation, modification and refinement by the members both as individuals and collectively.

Harris and Bennet (2001) note that organizational culture is not just the norms which are supposed to govern members' actions but also the concept of what the organization is about which gives rise to them. Whitaker (2008) asserts that

culture is that aspect of organization to do with the ways in which individuals participates in organizational life both individually and collectively, work to serve planned objectives and create achievements. Deal and Peterson (2002), noted that culture consists of the stable, underlying social meanings that shape beliefs and behavior overtime. Reilly, (1995) explains that the literature on school culture makes it clear that effective schools have a culture characterized by a well defined set of goals that all members of the school value and promote. If a principal can establish and clearly communicate goals that define the expectation of the school with regard to academic achievement and relay those goals, then the motivation to achieve goals is likely to follow.

School culture is the existence of interplay between three factors; the attitudes and beliefs of persons, both inside the school and in the external environment, the culture norms of the school and the relationship between persons in the school. School culture is created and is unique and thus can be manipulated by people within the school. Whatever their commonalities no two schools would be exactly alike. Since culture provides focus and clear purpose for the school, it becomes the cohesion that bonds the school together as it goes about its mission and vision (Fullani, 2001).

Students' performance has been seen as the ability of the students to do well in their examinations. It depicts the action or manner in which the students carry out an activity of being examined or assessed on what they have learnt through

schooling. Student performance has been the subject of ongoing debate among educators, academicians and policy makers. Good performance has been associated with hard work, previous schooling, family income among others as factors that have a significant effect on the student. Success in education institution is measured by the performance of students in external examination. Examinations are used to measure the level of candidates' achievements and clarify the candidates' level of education, training and development. Examinations also provide a basis of evaluating the curriculum both at local and national level. Examination can when used properly, improve the quality of teaching and learning. A well defined reward system within the school can also boost students' performance. Teachers need to be motivation to work by giving then incentives on achievements.

A relationship exists between culture and performance; school culture being a totality of what goes on in a school, in terms of beliefs, norms, values have impact on performance. According to Oyetunji (2009) school culture is asset of measurable properties of the work environment based on the collective perception of people who live and work in the environment and how that environment influences their behavior. School culture plays a very important role in academic achievement since school climate has been described as the 'heart' and 'soul' of organization (Maslowski, 2001). In other words it is the quality of a school that helps individuals feel personal worth dignity and importance. A positive school climate has been associated with fewer behavioural and emotion problems for

members of the school community. Workers with a given motive, work at their best when organizational climate is conducive for that motive, through team building, both teaching and non-teaching staff should work in a close neat relationship with each other to form smooth working environment (Gunbayi, 2007).Characteristics of school culture include; preventing bullying and harassment among students, premier awards for achievements, progressive discipline, holding teacher-parent-students academic progress discussion, development of classroom rules collaborating with students among others, therefore, creating a conducive school environment (Maslowski, 2001).

Howard et. al (2008) points out that schools which demonstrate high standards of achievements in academics have a culture characterized by a well defined set of goals that all members of the school value and promote. Most reviews of effective school literature points to the consensus that school culture and climate are central to academic success. School culture accompanied by the principals ability to spell out clear goals with regards to academic achievements, mobilize students and teachers to support is likely to achieve success.

Sergon (2005) asserts that school's success depends on the principal, as it has often been said that schools are as good as their principals. Thus, culture is passed on to new members through the process of socialization. Culture operates in three fundamental layers which are distinguished by the outward visibility and their resistance to change. Observable artifacts which are the physical manifestation of

the organization such as acronym, manner of dress, ceremonies and rituals people have like sports-day express school organizational culture. A dominant culture is a set of co-values shared by majority of the school members.

Sergon (2005) further argues that members of the good performing schools seem to subscribe to values like hard work, excellence, honesty, discipline, responsibility and commitment. Values transcend situations and guide the selection or evaluation of behavior and events. They are organized according to their importance. They are either espoused or enacted. People within the organization ascribe to these values based on their observation of what actually happens; Basic assumptions are at the core of the organizations which are unobservable. They constitute to organizational values and beliefs and have become so-taken-for-granted overtime that they become assumptions. They guide organization behavior.

Goodland (1975) found out that activities like community services and debates enhanced the learning environment by providing students opportunities to actively participate in the learning process and construct their own knowledge. When such activities are presented in a supportive, collaborative environment they encourage students to build upon one another's ideas and project. Doramola (1994), identified the failure of some schools to transmit the values and cultural patterns necessary for the students to reach optimal academic performance by retaliating that the factors affecting a child's educational achievements include the culture of

the school a child attends, the attitude of the principal and teachers to their students' motivations and the values transmitted by the school in general.

Goodland (1975) further asserts that an examination of school culture is important because, 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 approaches to making it a better school. Watkins (2002) asserts that considering positive school culture like adopting reading trends in equipped libraries, setting of merit attainment goals, setting high standard when admitting new students, active interaction through extra curricula activities and educative exchange visit program is important. This provides guidelines on how school can most optionally promote important learning activities even beyond the classroom environment. Whitaker, Whitaker & Lumpa (2008) explain that in a school, organizational culture is important at two levels. First there is management culture within which plans are made, decision taken, and the work of the school organized. Second there is the culture of the classroom. The climate of values and behavior which so affects the capacity of pupils to learn successfully. There is need to have a comparison between the two.

Moloi (2007) observes that South Africa is faced with many challenges in transforming education from the segregated and divisive legacy of its apartheid past. These challenges require skilled leaders with training, as qualification is an explicit recognition that school principals, cannot be expected to play their roles

in transformation without specific and extended training, hence the recommendation of the new Advanced Certificate of Education (ACE). In South Africa there is a drive to improve the culture of teaching and learning particularly in secondary schools. Moloi (2007) further argues that principals in South African schools are faced with two major challenges namely; handling a greater variety of school based decisions than before and creating a sound culture of teaching and learning in which effective education can take place.

According to Garson (2004) the South African government embarked on curriculum reform and general drive to enhance the culture of teaching and learning in the schools. The restoration of the culture of teaching and learning was one of the most important factors to improve the quality of education in South African schools then. The poor matrix results of the past number of years, the lack of learner discipline, the low teacher morale as well as other educational problems in some of the schools in South Africa has led to a general drive to improve the culture of teaching and learning and the rural quality of school in the country. Armstrong, (2009) and Okoye (2011), noted that different aspects of school environment influence student's achievement in Nigeria. Nsubuga (2009) further reinforces that unless head teachers in Uganda are well equipped with knowledge and skills in management and leadership, they would not improve school performance significantly.

In Kenya various efforts have been made to make education system more responsive to country's needs and aspiration. Such efforts include those by The Kenya National Education Commission (Republic of Kenya, 1964), that proposed an education system that would foster national unity and development, The National Committee on Educational objectives and Policies (Republic of Kenya, 1967) which focused on reforming the structure of education. Ndaiti (2007) indicated that the school management should ensure a strong school culture is in place to achieve its goals. One of the keys to understanding why the schools perform as they do is to study cultural factors. Interest in the study of school culture is prompted by the recognition that there is a link between a school's culture and its performance. By assessing school culture and its effects on educational achievement, the researcher hopes to gain insight on how the organization works and learns. This knowledge might then be used to manipulate the culture in some way either to manage or change it (Njoroge, 2008).

Koech (1998), established that the subject of school culture has not received any attention, while Kimani (2002) found out that some aspects of school culture such as leadership style, teacher student relationship needed to be improved. These have necessitated the researcher to carry out a study on the influence of school culture on student performance on Kenya Certificate of Secondary Education in Limuru District, Kiambu County. The vision and mission of the school is among the first things that one is able to see as one enters the school. Scheins (1985) classifies indicators of culture. He identifies the symbols that are visible as the

8

first indicators of the culture that is in place. From the symbol, the values expected to be imparted on the pupils are gotten. The values and basic assumptions are invisible aspects of culture. An observer might be able to realise them through observing the staff members of the school interacting among themselves and with pupils. Kreitler and Kinicki (1993) Asserts that reward system is an important factor is shaping organizational, values and behaviour that comprise organizational culture. Lawler and Jenkins (1992) supports this view by noting behaviour that reward systems reinforces becomes the dominant behaviour in the organisation thus influencing perception of organizational culture and values.

Martin (2004) explains that induction focuses on getting new teachers acclimated to the new school procedures and culture. Induction helps the new teacher settle into their environment and understand their responsibilities Fullan and Hargreaves (1999) explains that schools requires frameworks which allows the development of a culture of collaboration where individuals can learn from each other within the environment they exist in (Smith and Scotts, 1990) asserts that collaboration raises morale, enthusiasm of the teachers, sense of efficacy and makes teachers more receptive to new ideas. Pashiard (2000), observed that school principal should see to it that he school has mechanisms to enhance collaboration and harmonize seemingly incompatible interests. Caldwell and Spinks (1988) argue that the most successful school, like the most successful business corporations involve the use of collaboration styles of managements.

1.2 Statement of the problem

The Limuru District QASO report (2009) indicates that for the last few years Limuru District performance in KCSE has been poor compared to neighboring districts like Kikuyu and Lari. The trend persisted consecutively for three years as summarized in Table 1.1

Table 1.1 KCSE Analysis 2012, Limuru District

District	Mean scores		
	2010	**2011**	**2012**
Limuru	4.762	5.104	4.532
Kikuyu	5.671	5.819	5.014
Lari	4.968	5.126	4.917

Source: DEO Limuru District 2013

As seen from Table 1.1, Limuru has persistently lagged behind Kikuyu and Lari districts. The Limuru District QASO report (2009) further indicates that students' performance in KCSE was low in spite of the existence of good infrastructure, student discipline, qualified teachers and enough resources. The issues of Performance in Limuru are therefore an issue that requires urgent attention from educators and researchers. This observation begs to ask the question does school culture influence students' performance? Factors such as poor rewarding system, lack of teacher commitment, and teacher absenteeism among others (Schein 1985, Malowski, 2001) could influence performance in KCSE. The study therefore sought to study the elements of school culture in Limuru District and the extent to which they contribute to KCSE performance.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of school culture on the student's performance in Kenya Certificate of Secondary Education examination in Limuru District, Kenya.

1.4 Research objectives

The study was guided by the following objectives:

i) To examine how schools' mission and vision influence students' performance in KCSE in public secondary schools in Limuru District.

ii) To establish the extent to which induction of teachers influences students' performance in KCSE in public secondary schools in Limuru District.

iii) To determine how reward system to teachers influences students' performance in KCSE in public secondary schools in Limuru District.

iv) To examine the extent to which teamwork of the teachers influences students' performance in KCSE in public secondary schools in Limuru District.

1.5 Research questions

The study was guided by the following research questions:

i) How does the schools' mission and vision influence students' performance in KCSE in public secondary schools in Limuru District?

ii) To what extent does teacher induction influence students' performance in KCSE public secondary school in Limuru District?

iii) How does the reward system of the teachers influence students' performance in KCSE in public secondary schools in Limuru?

iv) To what extent does teamwork among teachers influence students' performance in KCSE in public secondary schools in Limuru District?

1.6 Significance of the study

It was hoped that the findings would provide policy makers with useful information on what could be done to cultivate positive school culture. Also the study would provide insight to headteachers, teachers and students on positive attitudes and relations geared towards achieving good results in KCSE examination. The study would be an additional literature on school culture in public secondary schools. Other researchers would use data from the study as a point of reference for further research.

1.7 Limitations of the study

According to Mugenda and Mugenda (2003), limitations are some aspects of the study that the researcher knows may negatively impact on the research that he/she has no control over. The limitations of this research was that, the researcher was not able to control the attitude of the respondents as they responded to the questionnaire. Personal and sensitive information of the respondents could affect the data gathering process since some respondents would not give honest answers due to fear of victimization.

1.8 Delimitation of the study

According to Mugenda and Mugenda (2003), delimitation is setting boundaries of the study to make it manageable. This study was delimited to Limuru District, Kiambu County where it focused on how school culture influenced students' performance in Kenya Certificate of Secondary Education examination in public secondary schools. This study did not apply to private secondary schools due to their differences in performance. The study was delimited to all school principals and selected sample of teachers in public secondary schools in Limuru district. As such the findings would only be generalized to other parts of the country with caution.

1.9 Basic assumptions of the study

This study assumed that;

    i.   That headteachers would co-operate with the researcher and give honest information

    ii.   That the respondents would understand vision and mission statements, teachers induction and teamwork as contained in the data collection instrument.

1.10   Definition of significant terms

Culture refers to beliefs, perceptions, relationships, attitudes, written and unwritten rules that shape and influence every aspect of how a school functions.

Induction refers to the orientation of new teachers into the school practices

Influence refers to the capacity of principals to compel force to produce effects on the actions, behavior and opinions of the teachers

Mission refers to an institutions fundamental inspiration

Principal refers to an officer or a teacher appointed by the Teachers' Service Commission as the administrative head of a school being responsible for its administration

Reward system refers to analysing and controlling employee remuneration, compensation and all of the other benefits for the employees. Reward system aims to create and efficiently operate a reward structure for an organisation. Reward structure usually consists of pay policy and practices, salary and payroll administration, total reward, minimum wage, executive pay and team reward.

School culture refers to that totality of all goes on within the school system which includes values, norms, morals, customs, beliefs knowledge and other capabilities and habits acquires by people as members of the school

School stakeholders refers to parents, teachers, community members, churches, education officials and non-governmental organisations who sponsor and have interest in education such as parents,

Students' performances refer to learners' academic achievement in Kenya Certificate of Secondary Education. The performance is measured through the national grading system as moderated by the Kenya National Examinations Council

Team work refers to members of staff working together to accomplish specific goals of the school.

Values refer to the beliefs about what is generally accepted within the school community. It encompasses excellence, cohesion, honesty, integrity, hard work and teamwork.

Vision refers to an inspirational description of what an organizational would like to achieve or accomplish in the midterm or long term future.

1.11 Organization of the study

The study was organized in five chapters. Chapter one deals with the introduction of the research topics and will consist of the background to the study, statement of the problem, research objectives, research questions, significance of the study, limitations and delimitations of the study, basic assumptions, definition of significant terms and organization of the study. Chapter two contains literature related to the study objectives, summary of the literature review, theoretical and conceptual framework of the study. Chapter three consists of the research methodology that discuss the research design, target population, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four presents the data analysis, interpretation, discussions and presentations supported by tables. Chapter five presents the summary of the study findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focuses on mission and vision as component of school culture, effects of teachers' induction on students' performance; reward systems and students' performance and team work among teachers on students' performance all which are believed to influence academic achievement of learners.

2.2 School mission and vision on students' academic performance

Tjivikua (2006) describes school vision as a picture of the school in its ideal form towards which all the role players in the school can aspire and identify with. The creation of a shared vision in a school may not only give a clear indication of that school's intended direction, but it may also serve to identify that school's intentions regarding the implementation of the curriculum. The head teacher needs to understand the culture of the school in order to influence it in the right direction (Kilman, Saxton & Serpa, 1995). He should clearly articulate the vision for the school performance that teachers and students can believe in, communicating the vision through everyday behavior, rituals, ceremonies and symbols as well as through school systems and policies. Leaders must remember that every statement and action has impact on culture and values, perhaps without even realizing it.

The school mission expresses the will and intent of the school. It is the visible what, how and why the vision. This is what we believe in, or stand for, or building towards and this is how we intend to accomplish our aims. The vision and mission of the school is among the first things that one is able to see as one enters the school (Tjivikua 2006). Kelchtermans (2007b) asserts that a variety of sub cultures are required to effectively accomplish the organization missions. The leader must design mechanisms to integrate them in an organizational wide culture, so that they accomplish a common goal rather than spend resources to create personal chiefdoms. Effective school leaders should recognize and encourage functional departments.

According to Njoroge, (2008), the basis of school mission is to provide direction towards realization of institutional goals. Issues of 'quality' in education have been a matter of interest and concern for sometime in different institutions, systems and countries. Different countries around the world have therefore in their various ways been attempting to address the concept of 'quality' and determine the ways and means by which it can be created, fostered and increased in institutions. 'Mission statement', for what is internally and externally regarded as a cooperate enterprise have come to occupy a prominent place in the discourse by which institutions promote themselves to their 'client' and seek to involve their stakeholders. Performance indicators' have been recommended and in some cases developed and applied to every aspect of institutions activities.

Njoroge (2008) further argues that school leaders are responsible for creating and sustaining a culture that emphasizes the importance of ethical behaviour, hard work and academic focus for all members of the school. Principals must therefore be committed to specific values. Values can be communicated in a number of ways; speeches, school publications, policy statements and especially personal actions. The principal can assign responsibility to promote academic focus to a specific position. This not only allocates the school time and energy to the problem but symbolizes to everyone, the importance of academic achievements. One example is the creation of the post of Dean of students and assigning it to a senior teacher who oversees all matters concerning academics.

Harris et al. (2003) asserts that training is a primary vehicle for introducing new, quality ideas that are consistent with personal schemes of the organizations. Thus the principal can encourage training programs for teachers to keep them abreast with what is happening in academic circles. Zins et al (2004) emphasise that schools statements like aims or mission policies of different areas can be seen as expression of school ethos and values. The statements and policies have been accused of being worthless statements which means little to staff or students, and have only a passing connection with what happens in school. But at best they give a sense of purpose to the school and provide a framework for improving the quality of learning and standards of achievement. Additionally, Weissberg et al. (2002) say that Mission and vision statements provide routine opportunities for

heads to express what they value and what teachers can contribute towards building a dominant culture.

2.3 Effect of teachers' induction on students' academic performance

The National Educational Change Forum, (2001) notes that since their inception in the early 1980s, teacher induction programmes have continued to evolve. Early teacher induction programs concentrated on getting teachers familiar with the "nuts and bolts" of first teaching assignments. Now they are becoming a critical component of most schools' strategy to ensure teacher quality. Traditionally induction programs were targeted only for new teachers. The National Educational Change Forum, (2001) further notes that unlike the earlier programs, current leading induction programs are designed for a wider audience. Today's ideal induction program addresses both the needs of new teachers and the needs of veteran teachers who have changed grade levels or disciplines, or moved to a new school, district, or state. Other candidates for induction are those emergency teachers hired to ease teacher shortages. Many schools now require teachers new to the school to undergo induction regardless of the length of their teaching experience.

When teachers join a school, they bring with them the values and beliefs they have been taught. Quite often these values and beliefs are insufficient for helping the teacher to succeed in the school. The teacher needs to learn how the particular school does things. Martin (2004) emphasizes the differing perspectives of

cultures in organizations. She notes that as individuals come into contacts with dress, norm stories people tell about what goes on in the organization, formal rules and procedures, its formal codes of behavior, rituals, tasks, pay system, jargon and jokes only understood by insiders. These elements are some of the manifestation of organizational culture. Induction focuses on getting new teachers and veteran teachers who are new to a school acclimated to the school's procedures and culture. The purpose of induction is to help new teachers settle into their environment and understand their responsibilities. The content usually deals with issues of classroom management, school policies, and procedures. Usually structured around individual participation in a series of departmental activities, the program provides teachers with information about the school and gives them an opportunity to meet their colleagues (Martin, 2004).

Induction which is components of school culture can have a positive influence or it can seriously inhibit the functioning of the teacher. Schools that have appealing induction program provides environment where teachers are able to connect with students and to understand the differences that arise from culture, family experiences, developed intelligences, and varied approaches to learning. They need to be able to inquire sensitively, listen carefully, and look thoughtfully at student work. They need to know how to structure meaningful learning experiences for low-performing students who traditionally have not been successful (Hanson & Childs, 1998).

Hinde (2002) states that the induction programmes may start before the beginning of the school year and continue during specific school-designated professional development days throughout the year. The programmes focus on explaining to new teachers how the school wants them to handle issues such as parent conferences, holidays, and report cards. Traditionally little attention is given to the teacher's instructional skills or professional development plan. An inductee may or may not be appointed a mentor for the first academic year. Usually a mentor serves as a point of contact when issues arise rather than as a role model for instructional practice. Mentoring is often an informal, one-on-one relationship between a new teacher and a veteran teacher at the same school site.

Teachers are key participants members of a school and therefore determine the students' level of academic achievement. Fullan and Hargreaves (1996) suggest that teachers are among the most important influence on the life and development of many young children. They play a key role in creating the generation of future. With diminishing contact between children and their parents, and the breakdown of traditional community morals, the role and importance of today's teacher is probably greater than it has been for a long time.

Fullan and Hargreaves (1996) further argue that teachers in carrying out their duties are believed to shape the culture of a school and are part of what makes one school unique as compared to others. Schools with appealing induction process make teachers have high expectations of their students and they are willing to

design new strategies to move towards such goals. They frequently give assignments which they mark, give positive feedback to students, identify students with problems and help them out. In such schools there is a culture of hard work among the teachers and teachers coming in must 'fit in' or go.

Fullan and Hargreaves (1996), also assert that empowerment comes with taking control rather than being controlled. The total schools they advocate are created by frameworks which allow the development of a culture of collaboration where individuals can learn from each other and the social and professional environment in which they exist. As teachers join a school, they bring their perspectives, opinions, skills and enthusiasms which are used over a time and in interactions with others to construct understanding about the way the school is.

2.4 Reward system and students' academic performance

Looking at the component of reward as part of the school culture, reward plays an important role to facilitate performance. Furman (2002) asserts that reward system reinforces certain dominant behaviours in that organization by influencing perceptions of organizational values and cultures. Both the staff members and the students should be rewarded for good behavior and performance in different areas in the school and particularly for academic achievement. Thompson, (2005) established that rewards and recognition for good performance serve to reinforce cultural values of quality while at the same time motivate the members to commit themselves to a culture of good performance.

The concept of positive organizational support is also relevant here. In essence an individual develops a positive personification of the organization. This is if he or she has encountered a positive history of organizational support in the form of salary raise, promotions, interesting and challenging assignments (Wayne & Collier, 1997). Indeed the degree to which individual 'personifies' the organizational culture at personal level depends upon the experience that individuals has encountered over time with various organizational rewards dispensed by powerful organizational members

In addition, school heads are viewed as models of quality in their schools. Teachers look to them to display the values of customer orientation and continuous improvement in their statements and actions. Olembo, Wanga, & Karagu (1992) assert that as a model, the head teacher is expected to be an example whose professional and academic integrity are admired in all areas and of all teachers he should be the most competent.

According to Gitonga (2012), there is a strong relationship between reward to teachers and students and school performance. School administration improves the intrinsic motivation of teachers by recognizing the teachers for their achievement, writing commendation and recommendation letters, inclusion in decision making that affect them and, providing opportunities for professional growth. There should be a promotion procedure with an aim of shortening promotion period but pegging on students performance in KCSE.

Students are as interested as any other person involved in educational development to find out why they do not perform well. They would give constructive comments when asked to do so of helping to identify what it is about their schools that get in the way of learning. Ballet, Kelchtermans, & Loughran (2006), suggested that most pupils want to succeed from the pupils responses. The researchers identified some principles that make a significant difference to pupils learning and would lead them not to respond constructively in school, among them: fairness to all students irrespective of their academic status; intellectual challenges that helps people in engagement and empowerment activities; social support in relation to both academic and emotional concerns.

2.5 Teamwork among teachers and students' academic performance

Ballet, Kelchtermans, & Loughran (2006), defines collegiality as a norm exhibited through four specific behaviour. Adults in schools who have a collegial relationship talk about practice. They also observe each other engage in the practice of teaching and administration. Teachers engage together in work on curriculum by planning designing research and evaluating it. Collegiality is exhibited when adults teach each other what they know about teaching, learning and leading. Developing collaborative work culture helps reduce the professional isolation of teachers, allows the sharing of successful practices and provide support. Collaboration raises morale, enthusiasm of the teachers, sense of efficacy and makes teachers more receptive to new ideas (Smith & Scotts, 1990).

Kundle (2007) found out that principals should ensure that a conducive organizational culture is maintained by managing conflict constructively and developing effective conflict resolution procedures encourages the development of virtues and right attitude in the organization. As observed by Pashiard (2000), a principal should see to it that the school has mechanisms to enhance collaboration and harmonize seemingly incompatible interests.

The role played by the head teacher to bring collegiality which is a component of the school culture is one of the most important factors that determine performance. Lack of strong school community partnership inhibits high performance. Schools where parents and teachers are supportive of each other and have a close relationship acquire a more cohesive community atmosphere Furman (2002). 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 Pollack, Chrispeels, & Watson (1987).

Njoroge (2008) noted that the quality of a head teacher in a school matter in student performance. She points out that the way the head teacher structures and administers the school; his or her relationship with the school's subsystem, teachers and students has a strong effect on the students' performance. Eshiwani (1983), had similar findings that school administration is closely related to the students performance. Olembo, Wanga, & Karagu (1992) support this view that head teachers are considered the instructional leaders of the school programme.

Caldwell and Spinks (1988), in one of their most influential texts in the field of 'self managing school' argue that the most successful school, like the most successful business corporations involve the use of collaboration styles of managements. Greenfield (1986) in his study argues that organizations are built on the unification of people around values. The responsibilities of educational leadership are to build educational institutions around central values.

Michieka (1983) identified parents involvement in students' work as a factor that affects students' performance. A positive association between parents participation in the child's school work and academic performance exists. Students learn better, learn more and remember more if they find pleasure in learning experience. It is therefore important to bring about desirable change in students attitude for, when learning is associated with a pleasurable experience it becomes a lifelong endeavour.

Parents may be involved in various activities that touch on students' work. This may be through Parents-Teacher Association, school open days and visiting days and as members of Board of Governors among others. There is a general feeling among Kenyan population that 'good' education carries with it many social economic benefits. This belief has been supported by the Ministry of Education Strategic Plan (2006 – 2010), which states that providing educational opportunities to all Kenyans is central to the government's economic strategy.

Fullan and Hargreaves (1996) identify two kinds of existing cultures among teachers which work against collaboration. One is the 'culture of individualism', where teachers are not used to sharing ideas and resources; they work largely in isolation with perhaps the occasional foray into joint planning. Secondly, in 'balkanised cultures' teachers work in 'self contained sub groups', like subject departments that are relatively insulated. The role of the head is to reserve this situation by creating contexts in which people can work together and build relationships. Teachers should bring their perspectives, opinions, skills, enthusiasm and interactions with others to construct, understanding about the way the school is.

2.6 School performance

According to Goldring and Sims (2005), School performance reflects the effectiveness and efficiency of the schooling process. Effectiveness, in general sense refers to the accomplishment of the school objectives, while efficiency indicates whether these objectives were accomplished in a timely and costly manner. In many parts of the world, schools have been under considerable pressure to improve what they do and school principals are increasingly expected to ensure that this happens. Goldring and Sims (2005) further assert that in many education systems there has emerged recognition that school based decision making and management practices has potential to bring improvement in the quality of education.

Success in educational institution is measured by the performance of students in external examinations. Examinations are used to measure the level of candidate's achievements and clarify the candidate's level of education training and developments. Exams are also used as a basis for evaluating curriculum both at local and National level. Maslowski (2001) explains that effectiveness and efficiency are judged according to the school "objectives". The concept 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 aspect than other schools.

Sammons and Moutimore (1997) explain that the core of performance definition is the term "progress" which implies that students achievement is corrected for prior knowledge of students or other student characteristics. Studies on performance include Gaziel (1997) and the findings indicated that academic emphasis norms of orderliness, continued school improvement, teamwork and adaptation of customers demand were relevant to the mean score of students. Cheng (1993) established that school culture was much related to perceived school effectiveness. Schools with strong cultures were highly effective in terms of productivity, adaptability and flexibility. He further established a significant relationship between cultural strength and pass rates of student in subjects tested. Head teachers should demonstrate leadership which should harness positive relationship. This is because the school organization is likely to have conflict due to differences in opinions regarding school management activities.

This may affect institutional performance if the head teacher does not show the way. Eshiwani (1983) stated that, pupils' learning is the main purpose of the school, if students do not perform well in their final examination, then their school is not to be perceived as effective. Schools' effectiveness is measured by what contribution a school makes to improve the learning of children. Consequently, effectiveness can be measured in terms of student's performance especially in National examinations. Passing the KCSE determines whether one will be admitted for tertiary education or not (Eshiwani 1983). It is therefore not surprising that examinations have become a matter of either life or death in Kenya (Anyango 2001). Eshiwani, (1993) and Muchira (1980) established that the need for education is acute among majority of the societies or individuals who are poor.

2.7 Summary of literature reviewed

Senge (1990) asserts that attitudes and believes of a person in the school shapes that culture. These definitions go beyond the business of creating an efficient learning environment. School culture is seen to play a critical role in many aspects of students' life and learning. Though the study have focused itself on the school improvement efforts. Adeyami (2008), in his study related to teachers teaching experience and students outcome findings reveals that teachers' experience was significant with students outcome.

Studies carried out include Okumbe (1987) that deals with supervision of teachers. Numerous studies have also been conducted on factors affecting for example homework, tuition, student discipline among others, very little have been done on school culture. Koech (1998) in his study explains that the subject of school culture has not received any attention. Studies that touch on school culture include Pittorino (2008) who carried out a study to determine whether there was a significant relationship between the organizational culture, organizational commitment and employee performance. He established that the dominant culture in the organization was power culture yet the preferred was organizational culture. The study established that different cultures such as power orientation, achievement orientation, role orientation and support orientation make one organization different from another. The school culture in place therefore vary from one school to another and play a role in the academic performance in the school. It is the culture that motivates teachers and students in a school thereby bringing the best out of them. The headteacher of a school as a leader has the capacity to influence the school culture.

Studies carried out by different scholars include Maslowski (2001) who carried out a case study on school culture and academic performance in secondary schools which makes it not possible to generalize his findings. Karu (2005) did his study on organizational climate and its effects on staff performance Ndaiti (2007) did a study on effects of school culture on the discipline of secondary school students. The scholars have compared culture with elements such as

discipline, academic performance and employees' commitment. This shows that no study has been done to link school culture with elements such as vision and mission, team work and reward system in secondary schools which is the gap that this study intends to fill.

2.8 Theoretical framework

The study was based on systems theory propounded by Ludwing Von Bertalanffy (1977) who adopted a system perspective in analyzing organizations. The feature of the theory is based on inter-relationship between internal components, structure of management, inputs and outputs. The theory is relevant to this study because schools, like other organizations may in this way be viewed as goal directed systems through interaction of people and resources available within a given context. Schools are also structured as open system and are continuously in contact with their environments and the boundaries of the school systems are neither rigid. Schools operate within a wider society that impinges on their freedom to behave as they would like (through laws, and undertake exchanges of information and resources) with the outside world.

The researcher will choose the theory because it is holistic in that all aspects of organization's activities are considered. The effects of changes in one element of a system can be traced through to changes in others. Again environment influences are explicitly recognized. The theory despite its advantages has a major

problem in that it suggests few tangible proposition about how exactly managers should behave. Since organization systems consist of and are run by people, interpersonal relations might be more important than particular input. Different members of the same system may have entirely different interpretation of its structure and aims. An understanding of interrelationships between input/output and structure may help provide a context for improving school effectiveness and schools as organizations. Structure refers to how the responsibilities towards achievement of goals are distributed within the organization. Input refers to human resources, physical resources equipment, raw materials, land and building and other monetary assets. Output refers to improved services, good enhanced efficiency of the system all three elements affect and are affected by each other.

2.9 Conceptual framework

The elements of school culture in this study are present in all schools in one form or another. Most important is the degree to which: their respective significance is apparent to and is acted upon by members of the school community; the nature of the relationship between these elements; the effects each has upon the development and maintenance of the school's culture and the impact that culture has on individual students. They can be conceptualized as shown in Figure 2.1.
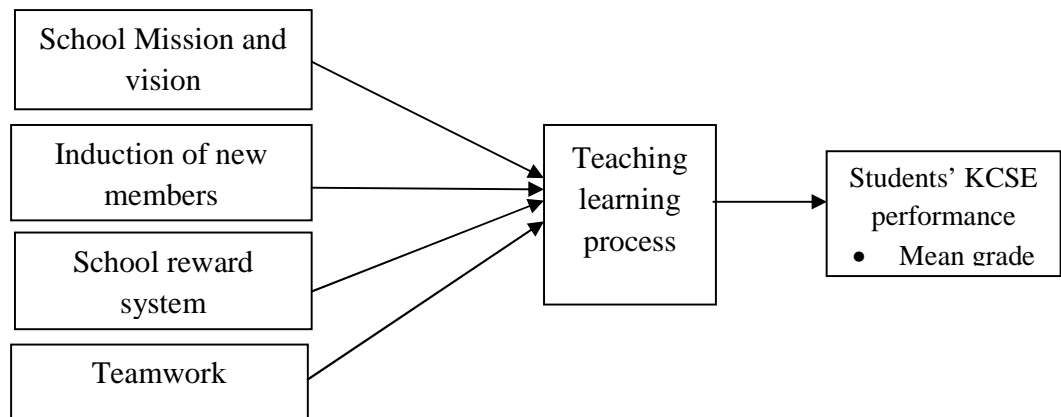
Figure 2.1 Components of school culture affecting students' performance

The conceptual framework provided in Figure 2.1 gives a means of understanding and how components of school culture bring about a holistic picture of the school. The model rest on the notion of relationships between individuals within organizational settings. Thus, although it is concerned with organizations it sees all organizations as collections of individual members.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures and strategies that was used in conducting the study. It focused on: research design, target population, sample size and sampling procedure, research instrument, instrument validity and instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

The study employed descriptive survey design. According to Lokesh (1984), descriptive research studies are designed to obtain pertinent information concerning the state of phenomena and whenever possible to draw valid general conclusions from the facts discovered. The researcher choose the design because of its appropriateness in collecting original data on this important topic and possibilities it might offer in making descriptive assertions about a large population. The aim was to collect data on the effects of school culture on student's academic achievement in the KCSE examination.

3.3 Target population

The study area consisted of all the 17 public secondary schools in the district. The target population consisted of 17 principals and 518 teachers.

3.4 Sample size and sampling procedure

According to Best and Kahn (2004), 30 percent of the target population is enough for the study to sample participants in the study. However the number of schools within the district presented a small population. The researcher therefore adopted a survey approach where all the 17 schools were sampled. The headteacher in each school was automatically selected as a respondent. Proportional sampling technique was used to select the teachers where two class teachers at every level in each school were selected as respondents. The choice of two class teachers was arrived at because most of the schools in the district had two streams of form one to form four. This therefore translated to eight teachers in every school. The total sample therefore was 17 headteachers and 136 class teachers.

3.5 Research instrument

This study used questionnaires as the data collection instrument. Questionnaires were preferred because descriptive data are typically collected through questionnaires (Gay, 1981). The instrument is also preferred because it is a straight forward and less time consuming for the respondents. Two sets of questionnaires; were prepared; the principal's questionnaire and the teachers' questionnaire. The principal's questionnaire consisted of two sections A and B. Section A elicited the principal's demographic characteristics while section B elicited their participation in the development of the school culture on study objectives.

The teachers' questionnaire also consisted of two sections A and B. Section A elicited the teacher's demographic characteristics while Section B elicited information on teachers view on their school mission and vision, induction, teamwork and school reward systems. A pilot study was carried out in one school within the study area which was not part of the main study to validate items on the research instruments. The purpose of the pilot study was to pre-test the research instrument in order to validate it and ascertain its reliability. Through the pilot study, major problems and instrument deficiencies were identified and improvement made. The pilot study was also used to check the appropriateness of the language used.

3.6 Instrument validity

Mugenda and Mugenda (2003), defines validity as the accuracy and meaningfulness of inferences which are based on the research results. The University supervisors who are experts in the field scrutinized the instruments for logical content validity of the instruments and to help improve on clarity and items of how effective they sampled significant aspects of the purpose of the study. A questionnaire is said to be valid if it actually measures the intended parameters. In this research, validity was taken to mean the extent to which the instrument covers the objectives. To enhance the content validity of the research instrument, the researcher carried out a pilot study. The essence of piloting was to remove any ambiguity in the instrument so as to ascertain that it elicited what it was intended for.

3.7 Reliability of the instrument

Reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To ensure reliability of the instrument, the researcher used the split half reliability. This involved randomly splitting the instrument responses into two halves, one containing odd numbers and the other even numbers. The scores were computed and correlated by use of Statistical Package for Social Scientists (SPSS) computer program Version 17.0. The reliability analysis scale split yielded an equal length Spearman's – Brown coefficient of 0.79 for the headteachers' questionnaire and 0.81 for the teachers returned a coefficient of Orodho, (2010) suggests a coefficient of greater than 0.75 as adequate, thus confirming that the instruments were reliable.

3.8 Data collection procedure

The researcher sought permission to conduct the study from the National Council of Science, Technology and Innovation and the DEO Limuru. Once the permit was received, the researcher personally visited the selected public secondary schools to make appointments for administration of questionnaires. During the day of administration of questionnaires, the researcher explained to the respondents the intention of the study and made necessary clarification. The respondents were assured of utmost confidentiality which would be maintained when dealing with their responses the questionnaires were collected as the respondents filled them to ensure that as many of them were completed.

3.9 Data analysis techniques

The data obtained from the field was edited, coded and interpreted according to themes which emanated from the research objectives and questions. Mugenda and Mugenda (2003) say that such data must be cleansed, coded, key punched into a computer and analyzed. Both qualitative and quantitative approaches of data analysis were used for the study.

Quantitative approach of data analysis was first done by organizing data into themes corresponding to study objectives which were analyzed using Statistics Package for Social Sciences (SPSS) which was used to generate frequencies, percentages and descriptive statistics that were used to answer the research questions. Qualitative data was sorted and transcribed to identify the themes using the research questions. A narrative and interpretive report on the themes was written to depict the influence of school culture on students' performance in Kenya Certificate of Secondary Education Examination in Public Secondary Schools Limuru District, Kenya.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis, interpretation and discussions. It begins with instrument return rate, demographic data of the respondents, then followed by an examination of the influence schools' mission and vision on students' performance; the extent to which induction of teachers influences students' performance; how teachers' reward system influences students' performance and the extent to which teamwork of the teachers influences students' performance in KCSE in public secondary schools in Limuru District.

4.2 Instrument return rate

Two questionnaires were used to collect data among 17 headteachers and 136 teachers. A total of 153 questionnaires were returned giving a response rate of 100 percent which was deemed to be very good and sufficient for data analysis. The respondents were quite cooperative and the data collected was taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection.

4.3 Demographic information of respondents

The study sought to find out the demographic information of the headteachers and teachers in respect to their gender, academic and professional qualifications, administrative and teaching experience. The purpose of this information was to

establish the general characteristics of the teachers and headteachers, and their understanding of their school culture and students' performance.

4.3.1 Distribution of respondents by gender

To determine the distribution of the respondents' characteristics, the headteachers and teachers were asked to indicate their gender. Their responses were as shown in Table 4.1 and 4.2.

Table 4.1

Distribution of headteachers by gender

Gender	Frequency	Percent
Male	6	35
Female	11	65
Total	**17**	**100**

As shown in Table 4.1, the study established that 65 percent of the school heads were females while 35 percent were males. This suggested that administrative experience positions within the district were dominated by females. However it was noted that the government policy on gender mainstreaming has been implemented in the district and as a result the male gender representation has already met the required basic minimum of 30 percent. Findings on gender implied that the questionnaire items on school culture and students' performance in public secondary schools in the district were interrogated from the perspective

of both genders. As such a more balanced approach to findings on school culture in terms was adopted by the study. The gender distribution for the teachers is as shown in Table 4.2.

Table 4.2

Distribution of teachers by gender

Gender	Frequency	Percent
Male	57	41.9
Female	79	58.1
Total	**136**	**100**

Data in Table 4.2 indicates that majority of the teachers (58.1%) were females while the male population was 41.9 percent. An observation is therefore made that the government policy on gender mainstreaming which requires a 30% gender representation is seen to have worked for teachers in this district. Information on the gender of both headteachers and teachers in this district leads to the conclusion that secondary school teaching career is dominated by females.

4.3.2Academic qualifications of the respondents

The study sought to find out the highest academic qualification of the respondents. This was necessary because it equips the headteachers with adequate knowledge on academic matters and especially the school culture.

The headteachers and the teachers were therefore asked to indicate their respective academic qualifications and the findings are as shown in Tables 4.3 and 4.4.

Table 4.3

Academic qualifications of headteachers

Qualification	Frequency	Percent
M. Ed	0	0
B. Ed	17	100
Total	**17**	**100**

Data in Table 4.3 indicates that all of the headteachers held a Bachelor's degree in education, a basic requirement for position of headship in secondary schools. This implies that all the headteachers had met the basic requirement and were well equipped to head their respective institutions. This shows that all the headteachers in the district are qualified and thus able to translate and implement issues of education management with professionalism. Muchira (1988) found that the principal's leadership style positively correlated significantly with the student achievement and that the leadership style is significantly correlated positively to the principal's level of education.

The academic qualifications of the teachers were as tabulated in Table 4.4.

Table 4.4

Academic qualifications of teachers

Qualification	Frequency	Percent
M. Ed	3	2.2
B.Ed	105	77.2
Diploma in education	23	16.9
Non response	6	4.4
Total	**136**	**100**

Data on teachers indicates that the majority of teachers (77.2%) held Bachelors degree of education while a further 2.2 percent had attained Masters Degree certification. This suggests that teachers in the district were adequately equipped with knowledge on academic matters. The findings in Table 4.4 reflect a positive attribute of the teachers in the district because teacher's academic and professional qualifications have significant influence on students' achievement (Heyneman 1976). The quality of teachers is a very important aspect. According to ROK (1976), the qualitative attributes of the teachers are of paramount importance in determining the quality of education on which intellectual development of the child is based. Ochanda (1983) reaffirmed that the quality of teachers is an important aspect in determining the level of educational performance and achievement in examination.

As such, the quality of teaching staff can be said to be the main determinant factor in the achievement of good students in examinations results. Ong'uti (1987) concurs that a trained teacher has learnt the risks of handling individual differences in the classroom situation, and hence confident and able to impact the same confidence in learners. Nguvu (1987) further reaffirms that credentials of teachers both in pre-service educational attainment and the type of professional training given may be major determinants of the quality of Kenya's schools.

4.3.3 Teaching and administrative experience of the respondents

The headteachers were asked to indicate their administrative experience. The aim of this information was to find out if the headteachers were exposed to institutional culture and management in their respective schools long enough to enable them assess performance of their students. On their teaching experience, all of them indicated having taught for at least 20 years. On their headship experience, the results are as shown in Table 4.5.

Table 4.5

Distribution of headteachers by administrative experience

Duration	Frequency	Percent
1 -5 years	11	64.7
6 - 10 years	3	17.65
Non response	3	17.65
Total	**17**	**100**

Table 4.5 indicates that majority of the headteachers (64.7%) had served in headship position between one and five years with another 17.65 percent having served between six and 10 years. Given that all of them had over 20 years of teaching experience aside from headship, the finding shows that headteachers in public secondary schools in the district have adequate experience that would enable them monitor effectively, the influence of school culture which can enhance students' performance in KCSE.

The leadership provided by the head teacher in a school has been identified as an influencing factor in examination performance. Duignan (1986), while reviewing research on effective schooling, identified school leadership as a crucial factor in the success of the school. The school principal sets an atmosphere of order, discipline and purpose, while creating a climate of high expectations for staff and students, encouraging collegial and collaborative relationship and building commitment among staff and student to the school goals. Ogawa and Heint (1985) reaffirm that the principal has a significant influence on the instructional performance of pupils.

The study further sought the teaching experience of the teachers in the district. The aim of seeking this information was to find out if teachers in the district were exposed to activities of institutional culture, management and students performance long enough to enable them appreciate supervision as done by their headteachers and to be able to replicate such activities when they become headteachers. The results were as shown in Table 4.6.

Table 4.6

Distribution of teachers by teaching experience

Duration	Frequency	Percent
1 - 5 years	43	31.3
6 - 10 years	34	25.0
11 - 15 years	17	12.5
16 - 20 years	23	16.7
above 20 Years	20	14.6
Total	**136**	**100.0**

Table 4.6 indicated that the majority of teachers had taught for more than 5 years confirming that the teachers clearly understood the activities of institutional culture, strategic management and students' performance long enough to enable them provide the information required for this study. Only a small proportion of teachers (31.3%) had taught for less than 5 years.

4.3.4 Respondents' duration of stay at current schools

The study sought to find out how long teachers had served in their current stations. This is tabulated in Table 4.7.

Table 4.7

Teachers duration of service in current school

Duration	Frequency	Percent
1 - 5 years	82	60.0
6 - 10 years	18	13.0
11 - 15 years	11	8.0
15 - 20 years	18	13.0
above 21 - 25 Years	5	4.0
Did not respond	3	2.0
Total	**136**	**100.0**

Findings in Table 4.7 show that majority of the teachers had been at their current working station for less than five years, indicating a high staff turnover within the schools in the district. Giniger et al (1983) argue that staying in one school may have a telling effect on the achievement of pupils. Ideally a teacher should guide a particular class in the full four years secondary school cycle. This will enable the teacher to effectively help learners by maintaining continuity from one level to the next. It will also enable him to develop a logical sequence, hence facilitating better learning. When a teacher is transferred or leaves employment in the middle of the cycle, the sequence development is interrupted.

4.4 Schools' mission and vision; it's on students' performance

The first objective of the study was to examine how schools' mission and vision influence students' performance in KCSE in public secondary schools. To achieve this several questions were posed to both the headteachers and teachers on the schools' mission and vision statements and on students' performance. On the existence of vision statements within the schools in the district, the results were as shown in Table 4.8.

Table 4.8

Existence of school vision statements

	Headteachers		Teachers	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	17	100	130	95.6
No	0	0	6	4.4
Total	**17**	**100**	**136**	**100**

Data in Table 4.8 indicates that all the schools in the district have vision statements as confirmed by all the headteachers. Responses from the teachers however indicate that some of the teachers (4.4%) were not aware, if their schools had vision statements raising doubt as to the extent of teachers' understanding of their vision statement. Their responses were then compared to their headteachers response. This information was collated with the secondary sources (school stationery) which confirmed that indeed all the schools had vision statements.

To assess whether the teachers and headteachers were acquainted with their respective schools' vision statements, the respondents were required to indicate the vision statements of their respective schools. Their responses were then compared with the secondary sources. The results were as shown in Table 4.9.

Table 4.9

Acquaintance with school's vision statements

Response	Headteachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Know the vision statement	11	64.7	106	77.9
Don't know the vision statement	6	35.3	30	22.1
Total	**17**	**1**	**136**	**100**

Information in Table 4.9 indicates that in 35 percent of the schools (six out of the seventeen schools) the headteachers were not acquainted with their schools' vision statements as they could not match what the source documents indicated. Only 77.9% of teachers correctly matched the source documents of their schools' vision statements. This is the only proportion of teachers that were well oriented and acquainted with their schools vision as shown in Appendix IV. On the existence of mission statements, the responses were as shown in Table 4.10

Table 4.10

Existence of school mission statements

	Headteachers		Teachers	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	17	100	127	93.4%
No	0	0	6	4.4%
Non response	0	0	3	2.2%
Total	**17**	**100**	**136**	**100**

Data in Table 4.10 shows that all the schools in the district have mission statements as confirmed by the headteachers, however a small proportion of the teachers (6.8%) were not sure that the mission statement existed in their respective schools. The mission statements include; To produce self reliant responsible and disciplined citizens; To conduct teaching and provide knowledge for sustainable development of secondary school teenage girls , to mould the students into a well equipped modern lady who is a role model worthy of emulation in our society; To instill diligence in the learners enabling them realize their full potential to become persons of high integrity; To provide wholistic quality education that produces responsible citizens; Provision of high quality education through wholistic growth and the girl child in order to nurture the women of integrity and intellect who will be agents of positive charge; united in

peace and love. Information was sought from the headteachers and teachers on where the vision and mission statement were placed within the school compound. The responses were as shown in Table 4.11

Table 4.11

Placement of the vision and mission statement

	Headteachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Gate	6	35.3	73	53.7
Administration block	11	64.7	42	30.9
Report cards	-	-	3	2.2
School stationery	-	-	2	1.5
Nowhere	-	-	11	8.1
Non response	-	-	3	2.2
Total	**17**	**100**	**136**	**100**

Findings in Table 4.11 indicate that the vision and mission statements are displayed at the administration block for 64.7 percent of the schools and at the Gate for 35.3 percent of the schools as confirmed by their headteachers. It was also observed that in some instances, the vision statement was displayed on the report cards and school stationery as reported by a few teachers (3.7%). Information was further sought on how regular the schools held their morning assemblies. The purpose of this information was to establish if headteachers used the morning assembly platform to reinforce the vision and mission statements to the staff and students. The results are as shown in Table 4.12

Table 4.12

Schools' frequency of holding a morning assembly in a week

	Head teachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Once	3	17.6	20	14.7
Twice	11	64.7	79	58.1
Thrice	3	17.6	14	10.3
Four times	-	-	11	8.1
Five times	-	-	8	5.9
Non response	-	-	3	2.2
Total	**17**	**100**	**136**	**100**

Findings show that majority of the schools (64.7%) hold their assemblies twice a week as confirmed by the head teachers. In 17.6 percent of the schools the morning assembly is held once a week while in another 17.6 percent of the schools the assembly ids conducted thrice a week. This finding implied that the headteachers have the opportunity of addressing the school community on the vision and mission statements at least once every week.

To establish how frequently the headteachers referred to the statements, the headteachers and teachers were asked to indicate the frequency of the headteacher's mention of the vision and mission statements in the assemblies. The results were as shown in Table 4.13

Table 4.13

Headteachers' insistence of vision and mission statements in assemblies

	Headteachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Yes	17	100	82	60.3
No	-	-	48	35.3
Non response	-	-	5	3.7
Total	**17**	**100**	**136**	**100**

Whereas all the headteachers indicated making reference to mission and vision statements regularly, only 60.3 percent of the teachers concurred. A small proportion of the teachers (35.3%) were of the opinion that the headteachers never made reference to the vision and mission statements in the morning assemblies. Further enquires on the number of times the headteachers made this reference on weekly basis yielded the results shown in Table 4.14

Table 4.14

Number of times the headteachers mention the vision in the assembly

	Headteachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Always	17	100	20	14.7
Sometimes	-	-	62	45.6
Rarely	-	-	18	13.2
Never	-	-	26	19.1
Non response	-	-	11	8.1
Total	**17**	**100**	**136**	**100**

Whereas the headteachers indicated having made reference to the mission statements always, a greater proportion of the teachers (45.6%) indicated the headteachers made the reference sometimes. Only 14.7 percent of the teachers confirmed the head having referred to the vision and mission of their school regularly. This finding implied that the heads referred to the vision and mission statements only when it was convenient to do so. Information was therefore sought on whether the students adhered to their schools vision and mission statement. The results whereas shown in Table 4.15

Table 4.15

Students adherence to the mission and vision of their school

	Frequency Percent		Frequency	Percent
Yes	6	33.3	79	58.1
No	9	50.0	54	39.7
Non response	3	16.7	3	2.2
Total	**17**	**100**	**136**	**100**

Information in Table 4.15 reveals that half of the headteachers (50%) believed that students never adhered to the vision and the mission statements of their respective schools. The main reason given by the headteachers as to why they thought the students never adhered to the mission statements was that majority of the students have no vision of what they want to do after form four. However a third of the headteachers and 58.1 percent of the teachers believed their students adhered to the vision and mission statements. The reasons given by the teachers in support of the students were as summarized in Figure 4.1.

Figure 4.1 Effect of vision and mission statements on students
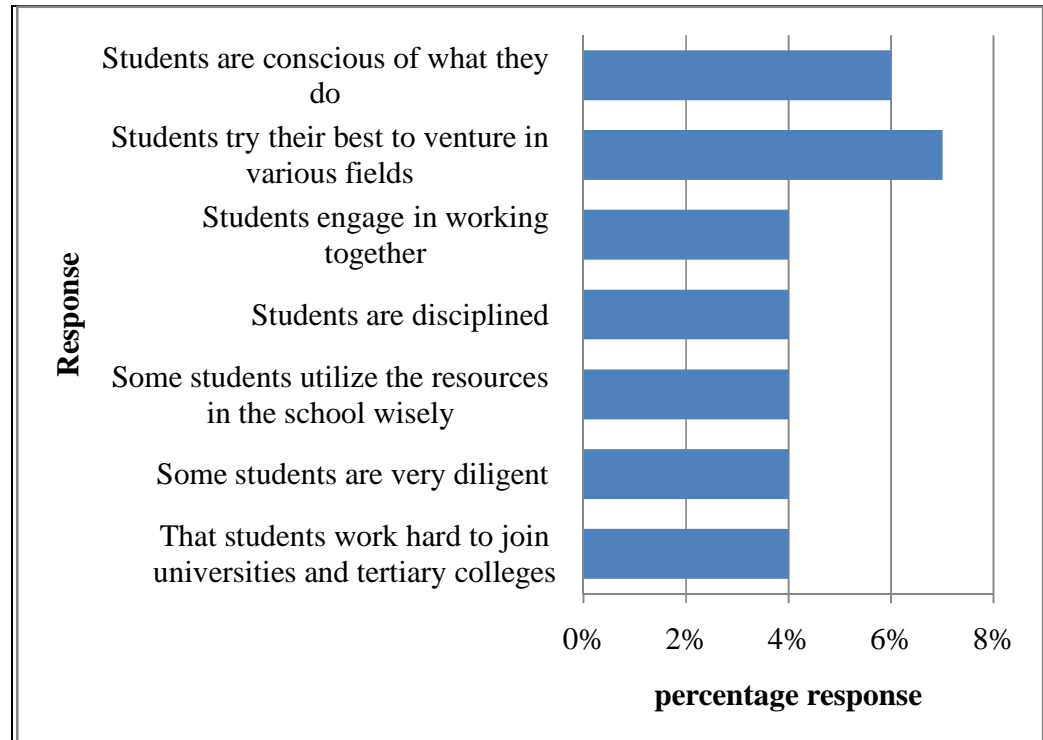
According to Figure 4.1 the vision and mission statements encourage students to work diligently and in discipline in order to attain good grades to enable them translate to tertiary colleges. On whether the vision and mission statements influenced the academic performance of the students, the results were as shown in Table 4.16.

Table 4.16

Effect of the vision and mission statements on students' performance

Response	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	9	50.0	73	53.7
No	6	33.3	63	46.3
Non response	3	16.7	-	-
Total	**17**	**100**	**136**	**100**

Findings in Table 4.16 show that half of the headteachers said that the vision and mission statement of the schools positively influenced the students' academic performance. This position was also held by 53.7 percent of the teachers. Only 46.3 percent of the teachers and 33.3 percent of the headteachers indicate that the vision and mission statements never influenced students' performance. On how the school missions influenced academic performance, the teachers thought that the vision and mission: make students focus on their academic and in co-curriculum, Make student focused on their goals and work hard to achieve them and reminded them to work for the good and keep focused and disciplined, The academic and extra curriculum activities are geared towards the vision and mission of the school and that There is quite a number of students who perform exemplary well. Results on whether the vision and mission statements influenced the teachers were as shown in Table 4.17

Table 4.17

Effect of the mission and vision statement on the teachers

	Headteachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Yes	7	41.2	88	65.0
No	7	41.2	42	30.9
Non response	3	17.6	5	3.7
Total	**17**	**100**	**136**	**100**

Findings in table 4.17 show that half of the head teachers believed that the vision and mission statement of the schools positively influenced the teachers' performance, a position that was confirmed by 65 percent of the teachers. Kilman, Saxton & Serpa, (1995) argues that the headteacher needs to understand the culture of the school in order to influence it in the right direction. He/she should clearly articulate the vision for the school in a way that teachers and students can believe in by communicating the vision through everyday behavior, rituals, ceremonies and symbols as well as through school systems and policies. Njoroge (2008) affirms that the basis of school mission is to provide direction towards realization of institutional goals. Reger, Gustafson, Demarie and Mullane, (2002), argues that training on vision and mission is a primary vehicle for introducing new, quality ideas that are consistent with the institutional goals.

Thus the headteacher can encourage training programs for teachers on the schools' vision and mission to keep them abreast with what is happening in academic institutions.

4.5 Influence of induction of teachers on students' performance

To establish the extent to which induction of teachers influences students' performance in KCSE in public secondary schools in Limuru District. Several questions were posed to both the headteachers and teachers on the induction process. On whether induction existed in the schools the results were as shown in Table 4.18

Table 4.18

Existence of induction programme teachers joining the school

	Headteachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Yes	17	100	91	67.0
No	-	-	42	30.9
Non response	-	-	3	2.2
Total	**17**	**100**	**136**	**100**

Data in Table 4.18 reveals induction programmes existed in all schools as reported by the headteachers. However only 67 percent of the teachers confirmed the programme as being present in their schools, suggesting that in some of the schools induction only existed as a policy but never implemented.

Further information was sought on who conducts the induction and the results were a shown in Table 4.19.

Table 4.19

Responsibility of induction process in schools

Person responsible	Headteachers		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Headteacher	3	17.6	29	21.0
Deputy headteacher	-	-	8	5.9
Senior teacher	-	-	3	2.2
Head of department	14	82.4	45	33.1
Non response	-	-	52	38.2
Total	**17**	**100**	**136**	**100**

As shown in Table 4.19, induction was the responsibility of the headteacher and the heads of departments to conduct as confirmed by the headteacher response. It was however observed that the function was delegated to the senior teacher or deputy headteacher in some circumstances as confirmed by the teachers responses. It was also observed that 38.2 percent of the respondents did not respond to the question suggesting that induction process was never implemented in their schools. On the duration taken for the induction programme, the results were as shown in Table 4.20.

Table 4.20

Duration of the induction process

Duration	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
1week	14	82.4	63	46.5
2week	-	-	5	3.7
3weeks	-	-	3	2.2
1Month	-	-	14	10.3
3Months	-	-	8	5.9
6months	-	-	3	2.2
Non response	3	17.6	40	29.4
Total	**17**	**100**	**136**	**100**

Information in Table 4.20 shows that the induction process is designed to take place for one week as confirmed by all he head teachers. Data from the teachers however reveals that the process takes between one week and six months. This finding implies that the induction process is not coordinated in most of the schools and as such the officials in charge of induction took different periods of time as it suited them. Further analysis indicated that the teachers got induction on Introduction to students, exams policy, filing documents, Curriculum rules, students- teacher interaction, Maintenance of records of work schemes, setting of exam, Mission, vision, School rules, Staff welfare and classroom allocation.

Information was sought on the effect of induction on various activities, their results were as summarized in Table 4.21.The head teachers and teachers were required to respond to a set of questions that determined the influence of induction process on the students' performance. They were to indicate the extent to which they agreed with the statements where; strongly agree was coded as 1, agree was coded as 2, disagree was coded as 3 and strongly disagree was coded as 4). Descriptive statistics were used to analyze the data using the codes to establish the means of the respective responses. A mean of 1 identifies the particular response as strongly agreed, with 2 signifying agree, 3 signifying disagree and 4 signifying strongly disagree. The results were as summarized in Table 4.21

Table 4.21

Effects induction process on performance

	N	Min	Max	Mean	Std. Dev
Teachers who have gone through induction settle faster in the new environment	136	1	2	1.2708	.44909
Induction helps new teachers understand the expectations of the school management	136	1	3	1.3542	.52550
Induction helps new teachers relate well with the students	136	1	3	1.5833	.57735
Induction helps new teachers build a good relationship with other members of the staff	136	1	3	1.4167	.53924
School with induction programme performs better than those without	136	1	4	1.7917	.74258

From Table 4.21, it is observed that all the responses had means of less than 2 indicating that the teachers agreed with the statements concluding that : Teachers who have gone through induction settle faster in the new environment, Induction helps new teachers understand the expectations of the school management, Induction helps new teachers relate well with the students, Induction helps new teachers build a good relationship with other members of the staff, and that schools with induction programmes perform better than those without.

Martin (2004) argues that the purpose of induction is to help new teachers settle into their environment and understand their responsibilities, and should be structured around individual participation in a series of departmental activities. That way, teachers acquire information about the school and give them an opportunity to meet their colleagues. Hanson and Childs (1998) argue that induction can either have a positive influence or can seriously inhibit the functioning of the teacher. They further argue that schools that have appealing induction programs provide environment where teachers are able to connect with students and are able to understand the differences that arise from culture, family experiences, developed intelligences, and varied approaches to learning.

4.6   Influence of reward system to teachers on students' performance

To determine how influences students' performance in KCSE in public secondary schools in Limuru District. A set of questions was posed to the teachers on the

reward system to teachers and students' performance. They were to indicate the extent to which they agreed with the statements where; strongly agree was coded as 1, agree was coded as 2, disagree was coded as 3 and strongly disagree was coded as 4. Descriptive statistics were used to analyze the data using the codes to establish the means of the respective responses. A mean of 1 identifies the particular response as strongly agreed, with 2 signifying agree, 3 signifying disagree and 4 signifying strongly disagree. The information was processed as shown in Table 4.22.

Table 4.22

Teachers responses on the effects induction on performance

	N	Min	Max	Mean	Std. Dev
Teachers in school where prizes are awarded during prize giving days are more dedicated to their students than those without provision	136	1.00	3.00	1.3958	.57388
Teachers in school where recommendations for further education and training is regularly done are more dedicated to their students than those without provision	136	1.00	3.00	1.5625	.68125
Teachers in school where retreats are provided are more dedicated to their students than those without provision the provision	136	1.00	4.00	1.6042	.73628
Teachers in schools where special services such as free lunch and tea are provided are more dedicated to their students than those without the provision	136	1.00	3.00	1.6458	.63546
Teachers' efforts when appreciated during assemblies boost academic performance	136	1.00	3.00	1.6458	.63546
Teachers in school where transport for teachers is provided are more dedicated to their student than those without the provision	136	1.00	3.00	1.8125	.76231
Teachers in schools where staff houses are provided are more dedicated to their students than those without the provision	136	1.00	4.00	1.9167	.91868

From Table 4.22, it is observed that all the teachers' responses had means of less than 2 indicating that the teachers agreed with most of the statements concluding that Teachers in school where prizes are awarded during prize giving days are more dedicated to their students than those without provision, Teachers in school where recommendations for further education and training is regularly done are more dedicated to their students than those without provision, Teachers in school where retreats are provided are more dedicated to their students than those without provision the provision, Teachers in schools where special services such as free lunch and tea are provided are more dedicated to their students than those without the provision, Teachers' efforts when appreciated during assemblies boost academic performance, Teachers in school where transport for teachers is provided are more dedicated to their student than those without the provision and that Teachers in schools where staff houses are provided are more dedicated to their students than those without the provision.

Okumbe (1992) argues that teachers job satisfaction is driven by remuneration, promotion, recognition, working condition and work environment. Republic of Kenya (1985) established that new graduate teachers has no high hopes of getting promoted and thus did not work hard because only a small number hoped to be appointed as Head Teachers. In response to this the Ramtu Committee 1985 recommended that government should offer promotion opportunities of senior administrative grades within the education service. The Committee also found out that the problem as compounded by lack of adequate monetary reward.

Mutia (1993) pointed out that qualified teachers left teaching because they were dissatisfied with poor remuneration and compensation and poor public image. He concluded his study by saying that like other employees in other sectors, teachers, needed decent salaries and benefits, recognition opportunities for career advancement, suitable working conditions autonomy and appropriate responsibility.

4.7   Influence of teamwork of the teachers on students' performance

To examine the extent to which influences students' performance in KCSE in public secondary schools in Limuru District, another set of questions was posed to the headteachers and teachers on teamwork and students' performance. They were to indicate the extent to which they agreed with the statements where; strongly agree was coded as 1, agree was coded as 2, disagree was coded as 3 and strongly disagree was coded as 4. Descriptive statistics were used to analyze the data using the codes to establish the means of the respective responses. A mean of 1 identifies the particular response as strongly agreed, with 2 signifying agree, 3 signifying disagree and 4 signifying strongly disagree. The information was processed as shown in Table 4.23.

Table 4.23

Teachers responses on the effects teamwork on performance

Statement	N	Min	Max	Mean	Std. Dev
Schools where teachers set common exam achieve better academic results than school without	136	1	4	1.5625	.64926
Schools where vertical teaching is practiced achieve better academic results than schools without	136	1	3	1.7292	.64378
School where team teaching is practiced achieve better academic results than school without	136	1	3	1.4792	.54537
School where headteacher 's social interaction is high among teachers achieve better academic results than schools without	136	1	3	1.4167	.57735
Schools where teachers set common academic targets for the students achieve better academic results than school without	136	1	2	1.4167	.49822

From Table 4.23, all the teachers' responses had means of less than 2 indicating that the teachers agreed with most of the statements concluding that schools where teachers set common examination achieve better academic results than school without, schools where vertical teaching is practiced achieve better academic results than schools without, school where team teaching is practiced achieve better academic results than school without, school where headteacher 's

social interaction is high among teachers achieve better academic results than schools without, and that schools where teachers set common academic targets for the students achieve better academic results than school without.

Work group is a very important job factor contribution to a teacher's job satisfaction. Fernald et al, (2012) found that people working on isolated jobs were more apt to express irritation, dissatisfaction or feelings of depression on the job. This shows that, opportunity for pleasurable interaction with co-workers is very important. The nature of the work group has an important effect on job performance and satisfaction friendly- co-operative coworkers are a modest source of job satisfaction to individual employee. Work group serves as a source of support, comfort, advice and assistance to the individual workers. However, if people are difficult to get along with, this may have a negative effect on performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The study was on the influence of school culture on students' performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Limuru District, Kenya.

5.2   Summary of the study

The purpose of this study was to establish the influence of school culture on the student's performance in Kenya Certificate of Secondary Education in Limuru District, Kiambu County. The researcher developed four research objectives from which the four research questions were drawn. The objectives were; to examine how schools' mission and vision influence students' performance; to establish the extent to which induction of teachers influences students' performance; to determine how reward system to teachers influences students' performance; and to examine the extent to which teamwork of the teachers influences students' performance. Related literature to school culture, vision and mission statements was reviewed. The theoretical framework was based on the systems theory and a conceptual framework was also provided.

The study targeted the 17 public secondary schools in the district. The study employed survey sampling where all the schools were selected as the representative sample of the study. Proportional sampling method was then adopted to get 1 headteacher and 8 teachers from each school to get 153 respondents. Two questionnaire tools were used to collect the required information. The number of questionnaires was 153 and the return rate was 100% for both the headteachers and teachers. Data was analyzed using charts, frequency tables and descriptive statistics the Statistical Package for Social Sciences (SPSS) to process the frequencies, percentages and descriptive statistics which were used to discuss the findings. The following were the findings of the study.

Schools' mission and vision influence on students' performance

it was established that the headteachers believed that the vision and mission statement of the schools positively influenced the students' academic performance because the vision and mission statements make students focus on their academic and in co- curriculum, Make student focused on their goals and work hard to achieve them and reminded them to work for the good and keep focused and disciplined, The academic and extra curriculum activities are geared towards the vision and mission of the school and that There is quite a number of students who perform exemplary well.

All the schools in the district have vision and mission statements however some of the headteachers and teachers could not accurately recall them. . The statements were displayed at the gate (for 33 percent of the schools) and at the administration block (for 67 percent of the schools). In some instances, the statements were displayed on the report cards and school stationery.

The headteachers regularly made reference to the mission and vision statements in the morning assemblies since they had the opportunity of addressing the school community on the vision and mission statements at least once every week. However half of the teachers were of the opinion that the heads referred to the vision and mission statements only when it was convenient to do so.

Extent to which induction of teachers influences students' performance

It was established that teachers who have gone through induction settle faster in the new environment, induction helps new teachers understand the expectations of the school management, induction helps new teachers relate well with the students, induction helps new teachers build a good relationship with other members of the staff, and that schools with induction programmes perform better than those without. It was also established that induction programmes existed in all schools. However only 67 percent of the teachers seemed to have benefit's from such programmes in their schools. As such induction was not structured well in some of the schools. The induction was found to be the responsibility of the

headteacher and the heads of departments. The function was delegated to the senior teacher or deputy headteacher in some circumstances. The induction process in most schools was designed to last for one week. Teachers got induction on introduction to students, exams policy, filing documents, curriculum rules, students- teacher interaction, maintenance of records of work schemes, setting of exam, mission, vision, school rules, staff welfare and classroom allocation.

How reward systems for teachers influence students' performance

It was established that teachers in school where prizes are awarded during prize giving days are more dedicated to their students than those without provision, teachers in school where recommendations for further education and training is regularly done are more dedicated to their students than those without provision, teachers in school where retreats are provided are more dedicated to their students than those without provision the provision, teachers in schools where special services such as free lunch and tea are provided are more dedicated to their students than those without the provision, teachers' efforts when appreciated during assemblies boost academic performance, teachers in school where transport for teachers is provided are more dedicated to their student than those without the provision and that teachers in schools where staff houses are provided are more dedicated to their students than those without the provision.

Extent to which teamwork among teachers influences students' performance

It was established that schools where teachers set common academic targets for the students achieve better academic results than school without, schools where teachers set common exam achieve better academic results than school without, schools where vertical teaching is practiced achieve better academic results than schools without, school where team teaching is practiced achieve better academic results than school without, and that school where headteachers social interaction is high among teachers achieve better academic results than schools without.

5.3 Conclusion

i. Vision and mission statement of the schools positively influence students' academic performance in KCSE because the vision and mission statements make students focus on their academic and in co- curriculum activities. As such, quite a number of students perform exemplary well.

ii. Teachers who have gone through induction settle faster in the new environment, thus making them understand the expectations of the school management, and students' relations. Schools with induction programmes therefore perform better in KCSE than those without.

iii. Teachers in school where reward systems exist are more dedicated to their students and the schools with motivating reward systems perform better in KCSE than those without. On the other hand, teachers in school where strong teamwork exist perform better than those without.

5.4   Recommendations

Based on the findings of the study, it is recommended that

1. That the Ministry of Education Science and Technology ensures adequate training of headteachers on matters of strategic management of schools to enable them translate their vision and mission statements into results.

2. That the Kenya Education Management Institute ensures availability of in-service courses on the role of the vision and mission statement in management of schools.

3. That the Kenya Institute of Curriculum Development develops a curriculum to guide the training of headteacher and teachers on issues surrounding the school culture including vision and mission statements.

4. That universities and colleges that train teachers incorporate aspects of school culture in their curricula and how headteachers and teachers can modify behavior by use of vision and mission statements.

5. That the headteachers and teachers ensure they are acquainted with the Vision and Mission statements of their respective schools.

6. That the Teachers Service Commission ensures induction programmes for teachers joining new schools are established and structure in all the schools in the district.

5.5   Suggested areas of further research

Based on the findings of the study further research is recommended on

1. The involvement and commitment of the school boards and management
    committees in the formulation and realization of schools' vision and
    mission statements.

2. The steps and the methodologies adopted by secondary schools to
    formulate their vision and mission statements.

REFERENCES

Adeyemi, T.O. (2008). Organisational Climate and Teachers' Job Performance in Primary Schools in Ondo State, Nigeria: An Analytical Survey. *Asian Journal of information Technology, 7(4), 138-145.*

Alverson, M. (1993).*Culture Perspectives on Organizations.* Cambridge: Cambridge University Press.

Alverson, M. (1993).*Culture Perspectives on Organizations.* Cambridge: Cambridge University Press

Anyango, H.O. (2001). *The Influence of Headteachers' Leadership Styles on Academic Performance in Mombasa's Public Secondary Schools.* M.Ed. Thesis, Kenyatta University.

Armstrong, S. & Oomen-Early, J. (2009). Social Connectedness, Self-Esteem, and Depression; Symptomatology among Collegiate Athletes Versus Non-Athletes, *Journal of American College Health.* 57,(5), *521-26.*

Ballet , K. , Kelchtermans , G. , & Loughran , J. (2006). Beyond Intensification Towards a Scholarship of Practice: Analysing Changes in Teachers' Work Lives . *Teachers and Teaching: Theory and Practice,* 12, 209 – 229.

Beare, H. Brain J, & Ross H.M; (2000).*Creating an Excellent School; Some New Management Techniques*, London: Routledge publishers.

Beare, H., Brain J, & Ross H.M; (1994).*Creating an Excellent school*; *Some New Management Techniques.* London: Routledge publishers.

Caldwell, B.J. and Spinks, J.M. (1988).*The Self-Managing School.* London: Falmer Available at: http ://www.metanexus . net/spiritual%5 Fcapital/pdf/malloch.pdf on 5 June 2007.

Cheng, Yin Cheong. (1993): Profiles of Organizational Culture and Effective Schools. *School Effectiveness and School Improvement* .4,(2), 85-110

Daramola, C. O. (1994). *Introduction to the Sociology of Education.* Ilorin: Success Education Services.

Davis, J. R. (2003). *Change: Moving forward gracefully. In J. Davis (Ed.), Learning to lead: ' handbook for postsecondary administrators (pp. 151-174).* Westport, CT: American Council on Education and Praeger Publishers.

Deal, T. & Peterson, K, (2002). *Elements of School Culture*. Berkeley CA: MC Clutching

Deal, T. & Peterson, K. (1993).*Strategy for Building School Culture Principals as Symbolic Leaders.* Berkeley CA: MC Clutching

DeWalt, K. M., DeWalt, B. R., & Wayland, C. B. (2011).*"Participant Observation."*In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology.* Pp: 259-299. Walnut Creek, CA: AltaMira Press.

Duignan, R. (1987). Research on Effective Schooling; Some Implications for Improvement, *Educational Management Administration Leadership,* 15,(1) 49-62.

Eshiwani, G.S., (1983). *Factors Influencing Performance among Primary and Secondary Pupils in Western Province. A policy study.* Nairobi: Kenyatta University.

Fernald DH, Coombs L, DeAlleaume L, West D, & Parnes B. (2012).*An Assessment of the Hawthorne Effect in Practice-Based Research,* Department of Family Medicine, Denver: University of Colorado

Fullan, M., & Hargreaves, A. (1996). *What's Worth Fighting for in Your School?* New York: Teachers College Press.

Fullani, M. G. (2001). *The New Meaning of Educational Change 2nd Ed.* New York: Open University Press.

Furman, G. (2002). *School as Community: From Promise to Practice*. Albany: State University of New York Press.

Garson (Eds.)(2004). *Digital Government Principles and Best Practices* (pp. *2-15).* Hershey, PA: Idea Group Publishing.

Garson, *G. D.* (*2004*). *The Promise of Digital Government. In A. Pavlichev*, & G. *Garson* (Eds.) Digital Government: Principles and Best Practices (pp. 2-15).

Gaziel, H. H. (1997). Impact of School Culture One Effectiveness of Secondary School With Disadvantaged Children: *Journal of Educational Research*: 90(5), 310-318

Gitonga D. W. (2012). *Influence of Teachers' Motivation on Students' Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Imenti South District Kenya* , Unpublished M.Ed Project, Nairobi: University Of Nairobi.

Goddard, I.& Emerson, C. (1992).*School Management; Appraisal and Your School*. Oxford: Heinemann Educational

Goldring, E., & Sims, P. (2005). Modeling Creative and Courageous School Leadership through District Community University Partnerships. *Educational Policy,* 19 (1), 223 -249.

Goodland, J. I. (1975). *The Dynamic of Educational Change; Towards Responsive Schools*, New York: McGraw Hill.

Grean, G.B & Scandura (1987). T*owards a Psychology of Dyadic Organizing. Research in Organizational Behaviour;* New York: NCPEA

Greenfield, J. B. (1981).The Role of the Elementary School Principal in Program Improvement, *Review of Educational Research Fall 198252: 309-339*,

Gunbayi, I. (2007). School Climate and Teachers' Perceptions on Climate Factors: Research into Nine Urban High Schools. *The Turkish Online Journal of Educational Technology, 6(3),* 70- 78.

Harris, A and Bennett, N. (eds) (2001). *School Effectiveness and School Improvements: Alternative Perspectives*. London: Cassell

Harris, R., Simons, M, Meyers, D and Blom, K (2003). *Implementing Innovative Approaches to Learning and Assessment through Training Packages,* Adelaide: National Centre for Vocational Education Research,

Hinde, E. R. (2002). *Switching classes: Teachers' conceptualizations of change in their professional lives*. Unpublished doctoral dissertation. Arizona State University.

Howard, E., I-lowell, B. & Brainard, E. (2008). *Handbook for Conducting School Climate Improvement Projects*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation.

Kelchtermans, G. (2007b). Professional Commitment Beyond Contract. Teachers' Self Understanding, Vulnerability and Reflection. In J. Butcher and L. Macdonalds (Eds.). *Making A Difference; Challenges For Teachers Teaching And Teacher Education, (pp35 -53)*. Rotterdam: Sense Publishers

Kilman, R., Saxton, M., & Serpa, R. (1995). *Issues in Understanding and Changing Culture*. California Management Review, 28(2), 87-94.

Kimani, W. (2002). *An Investigation of the Relationship between Management of Curriculum and Institutions by Principal's Academic Performance in Secondary schools in Embu District*. Unpublished M.E.D Thesis University of Nairobi.

Koech, A. (1994). *Assessing Professional* and *Development needs of Secondary* schools Education and training (TIQET), (*Koech* Report), Nairobi: Government Printer.

Kreitler, R. & Kinicki, A. (1996). *Organizational Behaviour* 2nd Edition, Homewood: Irwin

Lawler, E. E. and Jenkins, D. G. (1992). Strategic reward systems in MD Dunnette and L. M. Houghs (Eds) Handbook of Industrial and Organizational Psychology. 2nd edition.

Martin, J. (2004). *Management & Leadership Cultures in Organizations:* Amazon: New York University

Maslowski, R. (2001). *School Culture and School Performance: An Explorative Study into the Organizational Culture of Secondary Schools and their Effects*, Endschede, Netherlands: Twente University Press.

McLoughlin M. &Jalbers J. (1993).*How the World Of Students; and Teachers Challenges Policy Coherence.* In S. Fuhrmad (Ed) *Designing Coherent Educational Policy*. San Francisco; Jossey-Bass publishers.

Michieka, E. (1983). An Investigation of the Causes of Pupils Drop-Out in Primary Schools in Kisii Districts. Unpublished PGDE Project University Nairobi.

Moloi, K. (2007). An overview of Education Management in South Africa, *South African journal of Education*. 27(3), 436 — 476 Retrieved from www.ajol.info/index.php/saje/article/download/25 112/4326

Muchira, M. F (1988). *Leadership Effectiveness in Primary Teacher Colleges in Kenya: A Study of Leadership style, Job satisfaction and student Achievement.* Doctoral Dissertation, Dalhousie University, Halfax Novascotia.

Muchira, M.F. (1980). *A Study of Leadership Behaviour of Primary School Headteachers in Nairobi*. M.Ed. Thesis, University of Nairobi.

Mutie, K.E (1995). *Facet and Overall Satisfaction of Secondary School Administrations and Teachers in Kitui District Kenya*. M.Ed Thesis University of Sasketchwan, Saskataon.

Ndaiti, J.S. (2007). *Effects of School Culture on the Discipline of Secondary School Students*. Unpublished M.Ed Project, Nairobi: University of Nairobi.

Nsubuga, Y. Y. K. (2008). *Analysis of Leadership Styles and School Performance of Secondary Schools in Uganda*. Doctor of Education Dissertation, Faculty of Education, Nelson Mandela Metropolitan University.

Okoye, N.S (2011). The Effect of Gender Social Economic Status and School Location on Students' Performance in Nigeria, *Integrated Science Education,* 28th April, 6, 225 – 236

Okumbe, J.A, (1992). *Levels of Job Satisfaction among Graduate Teachers in Secondary Schools, in Siaya District*, PhD. Thesis University of Nairobi.

Olembo, J.O., Wanga P.E., & Karagu N.M (1992). *Management in Education.* Nairobi Educational research and Publications

Ong'uti, J (1987). *An Examination of the Poor Performance of Harambee Secondary Schools In Lwaden Sub-Location of Kakamega District; A Case Study of Mixed Harambee Secondary Schools*, University of Nairobi, (unpublished thesis)

Pashiardis, P. (2000). School Climate in Elementary and Schools Views of Cypriot Principals and Teachers, *International Journal of Education Management*. 14(5), 224-237.

Pittorino L.A. (2008). *The Relationship Between Culture, Commitment and Performance in A South African Electricity Utility* .MBA Thesis Rhodes University.

Pollack, Chrispeels, & Watson (1987). *A Description of Factors and Implementation Strategies Used by Schools in Becoming Effective for All Students*, Paper for American Educational Research Association.

Reger, R. K.; Gustafsong, L. T; Demarie, S. M. and Mullane, J. R. (2002). *Refraining the organization; why implementing Total Quality is Easier said than Done. Academy of Management Review*, 19, 564-584.

Reilly, D. H. (1995). *How to have Successful Schools: What parents and Teachers Need to Know to Improve Children's Learning.* New York, University Press of America.

Republic of Kenya (GOK), (1999). *Report of the Inquiry into the Education System of Kenya (TI QET)* Koech Report, Nairobi: Government Printer.

Republic of Kenya, (1986). *Report of Civil Service Salaries Review Committee*, (Ramtu Report), Nairobi, Government Printer.

Sammons, P., Hillman, J and Mortimore, P. (1997). *Key Characteristics of Effective Schools*, London; London University Institute of Education, ISEIC for OFFSTED.

Sammons, P., Thomas, S., & Mortimore, P. (1997). *Forging Links: Effective Schools and Effective Departments* London: Paul Chapman Publishing.

Schein, E. H. (1985). *Organizational Culture and Leadership: A Dynamic View.* London, Jossey – Bass publishers.

Senge, P. & Lannon (1990) *The Leaders' New Work Building Learning Organizations.* Sloan Management Review.

Sergon, D. (2005, October 6). *School Success Depends on the Head Teacher's Ability*. Nairobi: The Standard Group.

Smith, S. C., & Scott, J. L.(1990). *The Collaborative Schoo*l. Eugene: University of Oregon, ERIC Clearinghouse on Educational Management.

Thompson, M.D. (2005). Organizational Climate Perception and Job Element Satisfaction: A Multi-Frame Application in a Higher Education Setting. *E-Journal of Organizational Learning and Leadership*, 4(1).

Tjivikua, U.C. (2006). *An Investigation of the Principal's Leadership Role in a Successful Rural School in Namibia.* Unpublished M.Ed Thesis; Rhodes University, Accessed November 2013

Von Bertalanffy, L. (1977). *General System Theory: Essays On Its Foundation and Development*, revised edition. New York: George Braziller.

Watkins, K.E (2002). *Educational Administration.*USA; University of Georgia. McGraw Hill.

Wayne P. T. & Collier V. (1997). *School Effectiveness for Language Minority Students National Clearinghouse for Bilingual Education,* Washington: The George Washington University

Weissberg, R., Durlak, J.A. Taylor, R.D. and Dymnicki, A.B.(2002). *Promoting Social and Emotional Learning Enhances School Success: Results and Implications of a Meta-Analysis.* New York: Teachers College Press.

Whitaker, T., Whitaker, B., Lumpa, D. (2008). *Motivating & Inspiring Teachers: The Educational Leaders' Guide for Building Staff Morale.* Larchmont, New York: Eye on Education

Zins J., Weissberg, R., Wang, M. and. Walberg, H.J., (2004). *Building School Success on Social Emotional Learning: What Does the Research Say?* New York: Teachers College Press.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

<div align="right">

University of Nairobi,

P.O. Box 30197,

Nairobi

11thOctober 2013

</div>

The Headteacher

………….. Secondary Schools,

Limuru District, Kiambu.

Dear Sir/ Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

I am a post graduate student at the University of Nairobi pursuing a Master of Education Degree in the Department of Educational Administration and Planning. I am conducting a research on the: **Influence of school culture on students' performance in Kenya Certificate of Secondary Education in public secondary schools Limuru district, Kenya**

I Kindly request to be allowed to collect data in your school. The information provided will be used for the purpose of this study only and the identity of the respondents will be treated with utmost confidentiality.

Thank you

Yours faithfully,

Margaret W. Kiniaru.

HEADTEACHERS' QUESTIONNAIRE

You have been selected to participate in a study on influence of school culture on students' performance in for a master's degree thesis. You are requested to respond to each question thoughtfully and truthfully. There are no wrong or right answers. Your independent view or perception is required and your cooperation is highly appreciated.

Part 1: Background information

1. What is your gender   Male   [ ]   Female [ ]

2. What is your age bracket?

    21-30 [ ]   31-40 [ ]   41- 50yrs [ ]   51-60 [ ] 51-60 [ ]   over 60 [ ]

3. For how long have you been in the teaching profession?

    1-5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [ ] Over 20yrs [ ]

4. For how long have you been a teacher at your current station?

    1-5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [ ] Over 20yrs [ ]

5. What is your education qualification

    O level [ ]   A-Level [ ]   P1 [ ]   P2 [ ]Diploma [ ] B.Ed [ ] M.Ed [ ]

Part 2: influence of Mission and vision on students' performance

6. Does your school have a vision statement

    If yes what is the vision of your school? _____

    _____

    _____

7. Does your school have a mission statement

    If yes what is the mission of your school? _____

_____

_____

8. Where is the mission statement of your school displayed?*(Tick all that apply)*

   Gate[ ]   Administration Block [ ]   Classroom Walls [ ]

   Dormitories [ ] Dining Hall [ ]   Report Cards[ ]   School Stationery[ ]

9. How many times does your school hold a morning assembly in a week?

   Once [ ]   twice [ ] thrice [ ]   four times [ ]   five times [ ]   never [ ]

10. Does the head teacher remind the assembly about the vision and mission of the school?

                    Yes [ ]   No [ ]

    If yes, how many times in a month does the head teacher mention the vision in the assembly?

    Every assembly [ ]   once a week [ ]   once in two weeks [ ]

    once in three weeks [   ] once a month [   ]   never [ ]

11. Do you think that students in you school adhere to the mission and vision of the school?

                    Yes [ ]   No [ ]

12. Do you think the performance of your school is influenced by your mission and vision statement?

                    Yes [ ]   No [ ]

    If yes how does the mission of your school influence academic performance?

    _____

_____

_____

13. Do you think the teachers in your school are influenced by the mission and vision

statement of the school?

<div align="center">Yes [ ]   No [ ]</div>

Part 3: Induction of teachers and students' performance

14. Is there an induction programme for new teachers joining our school?

Yes [ ]   No [ ]

If yes, who inducts the new teachers?

Head teacher[ ]   Deputy Headteacher [ ] Senior Teacher [ ]

Head of Department [   ] Other (Please Indicate) _____

If yes, how long is the induction programme?

1week [ ] 2weeks [ ] 3weeks [ ] 1 month[ ]

3 months [ ] 6 months[ ] 1 year [ ]

15. By use of a tick, please indicate the extent to which you agree with the following

statements on induction.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
i. Teaches who have gone through induction settle in the new environment				
ii. Induction helps new teachers understand the expectations of the school management				

		Strongly agree	agree	Disagree	Strongly disagree
iii.	Induction helps new teachers understand the expectations of the students				
iv.	Induction helps new teachers get mentors within the school				
v.	Schools with induction programmes perform better than those without				

Part 4: influence of reward systems on students' performance

16. By use of a tick, please indicate the extent to which you agree with the following statements on reward systems

Statements	Strongly agree	agree	Disagree	Strongly disagree
i. My teachers easily manage their weekly teaching load allocated to them				
ii. Teachers in schools where staff houses are provided in the school are more dedicated to their students than those without the provision				
iii. Teachers in schools where special services such as free lunch and tea are provided are more dedicated to their students than those without the provision				

iv.	Teachers in schools where transport for teachers is provided are more dedicated to their students than those without the provision				
v.	Teachers in schools where are recommendation for further education and training is regularly done are more dedicated to their students than those without the provision				
vi.	Teachers in schools where availability training opportunities is regularly communicated to them are more dedicated to their students than those without the provision				
vii.	Schools where teachers are adequately rewarded and motivated achieve better academic results than schools without reward and motivation systems.				

Part 5: Influence of teamwork on students' performance

17. By use of a tick, please indicate the extent to which you agree with the following statements on teamwork

	Strongly agree	agree	Disagree	Strongly disagree
i. Schools where the headteacher's social interaction with teachers is high achieve better academic results than schools without reward and motivation systems.				
ii. Schools where the school management handles teachers' problems achieve better academic results than schools without reward and motivation systems				
iii. The ability of the headteacher to encourage team-work in the school better academic results than schools without reward and motivation systems				

Thank you

APPENDIX III

TEACHERS' QUESTIONNAIRE

You have been selected to participate in a study on influence of school culture on students' performance in for a master's degree thesis. You are requested to respond to each question thoughtfully and truthfully. There are no wrong or right answers. Your independent view or perception is required and your cooperation is highly appreciated.

Part 1: Background information

1. Gender   Male   [ ]   Female [ ]

2. Please tick your age bracket?

    21-30 [ ]   31-40 [ ]   41- 50yrs [ ]   51-60 [ ] 51-60 [ ]   over 60 [ ]

3. For how long have you been in the teaching profession?

    1-5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [ ] Over 20yrs [ ]

4. For how long have you been a teacher at your current station?

    1-5yrs [ ]   6-10yrs [ ]   11-15yrs [ ]   15-20yrs [ ] Over 20yrs [ ]

5. Please indicate your education qualification

    O level [ ]   A-Level [ ]   P1 [ ]   P2 [ ]Diploma [ ] B.Ed [ ] M.Ed [ ]

Part 2: influence of schools' Mission and vision on students' performance

6. Does your school have a vision statement

    If yes what is the vision of your school? _____

    _____

    _____

7. Does your school have a mission statement

    If yes what is the mission of your school? _____

_____

_____

8. Where is the mission statement of your school displayed?*(Tick all that apply)*

    Gate[ ]   Administration Block [ ]   Classroom Walls [ ]

    Dormitories [ ] Dining Hall [ ]   Report Cards[ ]School Stationery[ ]

9. How many times does your school hold a morning assembly in a week?

    Once [ ]   twice [ ]   thrice [ ]four times [ ] five times [ ]   never [ ]

10. Does your head teacher remind the assembly about the vision and mission of the school?

                    Yes [ ]   No [ ]

    If yes, How many times in a month does the head teacher mention the vision in the assembly

    Every assembly [ ]   once a week [ ]   once in two weeks [ ]

    once in three weeks [ ] once a month [ ]   never [ ]

11. Do you think that students in you school adhere to the mission and vision of the school?

                    Yes [ ]   No [ ]

12. Do you think the performance of your school is influenced by your mission and vision statement?

                    Yes [ ]   No [ ]

    If yes how does the mission of your school influence academic performance?

    _____

    _____

    _____

13. Do you think the teachers in your school are influenced by the mission and vision statement of the school?　Yes [ ]　No [ ]

Part 3: Induction of teachers and students' performance

14. Is there an induction programme for new teachers joining our school?

Yes [ ]　No [ ]

If yes, who inducts the new teachers?

Head teacher[ ]　Deputy Headteacher [ ]　Senior Teacher [ ]

Head of Department [ ]　Other (Please Indicate) _____

If yes, how long is the induction programme?

1week [ ]　2weeks [ ]　3weeks [ ]　1 month[ ]

3 months [ ]　6 months[ ]　1 year [ ]

15. By use of a tick, please indicate the extent to which you agree with the following statements on induction.

Statements	Strongly agree	agree	Disagree	Strongly disagree
i. Teaches who have gone through induction settle in the new environment				
ii. Induction helps new teachers understand the expectations of the school management				
iii. Induction helps new teachers understand the expectations of the students				
iv. Induction helps new teachers get mentors within the school				
v. Schools with induction programmes perform better than those without				

Part 4: Influence of reward systems on students' performance

16. By use of a tick, please indicate the extent to which you agree with the following statements on reward systems

Statements	Strongly agree	agree	Disagree	Strongly disagree
i. I can easily manage Teaching load allocated to me per week				
ii. Teachers in schools where Staff houses are provided in the school are more dedicated to their students than those without the provision				
iii. Teachers in schools where Special services such as free lunch and tea are provided are more dedicated to their students than those without the provision				
iv. Teachers in schools where Transport for teachers is provided are more dedicated to their students than those without the provision				
v. Teachers in schools where are recommendation for further education and training is regularly done are more dedicated to their students than those without the provision				
vi. Teachers in schools where availability training opportunities is regularly communicated to them are more dedicated to their students than those without the provision				

Statements				
vii. Schools where teachers are adequately rewarded and motivated achieve better academic results than schools without reward and motivation systems.				

Part 5: Influence of teamwork on students' performance

17. By use of a tick, please indicate the extent to which you agree with the following statements on team work

Statements	Strongly agree	agree	Disagree	Strongly disagree
i. Schools where the headteacher's social interaction with teachers is high achieve better academic results than schools without reward and motivation systems.				
ii. Schools where the school management handles teachers' problems better academic results than schools without reward and motivation systems				
iii. The ability of the headteacher to encourage team-work in the school better academic results than schools without reward and motivation systems				

Thank you

APPENDIX IV

ACQUAINTANCE WITH SCHOOL'S VISION STATEMENTS

	Responses that matched the source documents			
	Teachers		**Headteachers**	
Vision statements	**F**	**%**	**F**	**%**
To be a centre of instilling positive values and attaining high academic results.	6	75	1	100
To be a quality learning institution	4	50	0	0
To be the leading producer of holistic citizen for a dynamic society	8	100	1	100
To have our student filter into university and middle level colleges	6	75	1	100
To provide quality education for better citizens	8	100	1	100
To mould girls into well rounded model citizens through quality and efficient service delivery	6	75	0	0
to bring forth individuals who are responsible and productive citizens	7	87.5	1	100
To develop the learners academically, spiritually, and morally for self reliance	6	75	1	100
To emerge the leading girls school in the country	7	87.5	1	100
To be the centre of academic excellence	8	100	1	100
To be a centre of academic excellence in provision of quality education and training for development	4	50	0	0
Enlighten and initiate potential positive character formation needed in the society.	3	37.5	0	0
To be the best high school in the country	4	50	0	0
To Provide quality education	8	100	1	100
To impact knowledge and attitude skills and values to learners	8	100	1	100
Education is light	8	100	1	100
To be a quality learning institution	5	50	0	0
	n=136		n=17	

APPENDIX V

AUTHORIZATION LETTER

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

30th October, 2013

NACOSTI/RCD/14/013/1745

Margaret W. Kinairu
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application dated *23rd October, 2013* for authority to carry out research on *"Influence of school culture on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Limuru District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31st December, 2013.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.
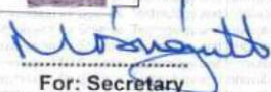
DR. M. K. RUGUTT, PHD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kiambu County.

National Commission for Science, Technology and Innovation is ISO 2008: 9001 Certified

96

APPENDIX VI

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Margaret W. Kinairu
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

	Location
	District
Kiambu	County

On the topic: Influence of School culture on
Students' performance in Kenya Certificate of
Secondary Education in public secondary
Schools in Limuru District, Kenya.

for a period ending: 31ˢᵗ December, 2013.

PAGE 3

Research Permit No. *NACOSTI/RCD/14/013/1745*
Date of issue   *30ᵗʰOctober, 2013*
Fee received   **KSHS. 1000**

....
Applicant's   For: Secretary
Signature   National Commission for Science
Technology & Innovation