

**EFFECTS OF SCHOOL CULTURE ON STUDENTS' PERFORMANCE IN
KENYA CERTIFICATE OF SECONDARY EDUCATION (KCSE)
EXAMINATION IN MATUNGULU DISTRICT, MACHAKOS COUNTY,
KENYA.**

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Award of a Degree of Master of Education in Corporate Governance**

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DECLARATION

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

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DEDICATION

I dedicate this work to my husband Patrick Kimeu and my children Michelle and Annette.

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LIST OF ABBREVIATIONS AND ACRONYMS

BoM	Board of Members
DEO	District Education Officer
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
Km	Kilometers
KUCCPS	Kenya Universities and Colleges Placement Service
MoE	Ministry of Education
PTA	Parents Teachers Association
USA	United States of America.

ABSTRACT

School culture is related to students' achievement in that if school culture is not hospitable to learning, then students' achievement can suffer. School culture therefore has a more powerful effect on students' achievement than any other variable (Watson, 2001). The purpose of this study was to investigate the effects of school culture on students' performance in Kenya Certificate of Secondary Education (KCSE) examination in Matungulu district, Machakos County, Kenya. Four research objectives were formulated to guide the study. The objectives sought to establish how school vision, mission and values, frequent communication through school assemblies, motivation through prize giving and continuous assessment tests influence students' KCSE performance. This study used descriptive survey design. The target population for this study was 35 head teachers, 336 teachers and the 8571 students in the district totaling about 8,945 respondents. Stratified and random sampling technique was used to select the sample for the study. The sample size comprised of 333 respondents, categorized as all 9 head teachers in the nine sampled schools, 67 teachers (20% of the 336 teachers) and 257 students (3% of the 8571 students). Data was collected by use of questionnaires and was analysed by use of descriptive and inferential statistics. Findings revealed that there was a positive relationship between mission, vision and values and students' performance as indicated by a correlation of 0.63. Findings also revealed that there was a positive relationship between communications through school assemblies and students' KCSE performance as indicated by a coefficient of 0.69 which implied that communication through school assemblies had a strong influence on KCSE performance. Findings also revealed that there was strong positive (0.72) correlation between motivation through prize giving and students' KCSE performance. Findings further revealed that there was a positive relationship between continuous assessment tests on students' KCSE performance as shown by a coefficient of 0.65. The data implied that continuous assessment tests contributed 65 percent to students' KCSE performance. Based on the findings of the study, it was concluded that elements of school culture affect the performance of students in KCSE examination in Matungulu District. Head teachers visit class rooms during administration of continuous assessment tests. Both students and teachers were not fully motivated to achieve their best performance. The study recommended that the school administration should support holding of more frequent assemblies so that head teachers, teachers and students can be able to share and discuss how to improve their academic performance; that teachers should offer more frequent continuous assessment tests to their students to enable them to be more confident and ready for the final KCSE examination. That the school administration should create various student and teacher motivation methods that will fully motivate and challenge them to do their best. Taking the limitations and delimitations of the study into consideration, it was suggested that a study on the extent at which financial constraints,

indiscipline among students and students' low entry behaviour affect student performance in the district should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Organizational culture has assumed considerable importance in the 21st century because of its impact on employee performance and job satisfaction. For example, Lunenburg and Ornstein (2012) in their research of factors influencing teacher's job satisfaction revealed that school structure had an influence of teacher's job commitment. Teachers in the sampled schools were committed to their work due to how the school structure was organized (Chang, 2009). It is the imperative of every organisation to understand its own dynamic culture so that managers can capitalize on the insights generated by the cultural perspective to wield greater control over their organizations (Donaldson, 2008). The culture of an organisation such as how communication was structured and how the employees identified themselves with the schools affected how they were committed to their work which was measured by how the schools performed.

School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths understood by members of the school community (Slocum & Hellriegel, 2009). People in a particular culture may or may not be conscious of its influence and may or may not be able to

articulate its elements. They do what they do and say what they say because that is the way things are commonly done or said (Brown, 2004).

Simpson (1990) in his study highlighted the notable elements of culture at DeKeyser Elementary School, Belgium. First, the school held meetings on Tuesdays. During these meetings, teachers planned the next week based on the results of the current week and would reflect on the proceedings of the current week. The second element was student assemblies. The first thing on each Monday, Wednesday and Friday, students were called to homegrown assemblies by various musical means. This was a time for greetings and sharing by students and staff for the purpose of bonding and communication. Students and teachers reflected on achievement of academic targets among other aspects which helped them to stay focused.

Thacker, Jerry and McInerney (1992) looked at the effects of school culture on student achievement in Elementary schools in Belgium. The study focused on creating a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with those goals and building level decision-making. The results were significant, the number of students who failed an annual statewide test dropped by as much as 10 percent.

In a study by Valentine (2006) in Columbia, a school with effective learning culture, first maintains the image of a “professional community”, similar to the fields of law or

medicine. Teachers pursue a clear, shared purpose, engage in collaborative activity and accept a collective responsibility for student learning. Secondly, the school has a clear mission. Teachers value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment. There are high expectations of everyone, including teachers. Third, the school encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more.

MacNeil, Prater and Busch (2009) supported that schools with good culture have motivated teachers in Texas. They added that highly motivated teachers have greater success in terms of student performance and student outcomes. School head teachers seeking to improve student performance should focus on improving the schools' culture by getting the relationship right between themselves, their teachers, students and parents. The head teachers should measure school climate and use these assessments to focus the schools' goals on learning for the purpose of improving academic performance.

In Mwebaza (2010) study in Masaka District, Uganda, teachers' and students' perceptions showed that there are many continuous assessment strategies to be used and the strategies have a positive relationship to students' performance in the final examinations. This was because through assessment tests, teachers tended to realize their own weaknesses in teaching and those of their students and strived to ameliorate them. Good application of these assessments using different strategies would help in moving towards accomplishing learning objectives and restoring greater confidence in the class

and school systems. The purposes of school based testing were: to provide feedback to learners, determine learners' achievement, prepare learners for final examination, motivate learners and evaluate the effectiveness of teaching methods used (Ituma, 2012).

Omusonga, Kazadi and Indoshi (2008) in their study on the relationship between school culture and students' performance in French in selected secondary schools in Kenya concluded that, there was a strong correlation between the school culture and students' performance in French. The research established that, developing a culture in studying French such as French co-curricular activities such as observing French days, music and drama festivals among others, within a school improves students' scores in French. The culture can then be applied to all the other subjects in the school and the school's mean score can significantly improve.

Kisumo, Osman and Ongeti (2013) noted that the concept of school culture can offer a permanent solution to improved performance in national examinations in secondary schools in Kenya. They discussed the reengineering of school culture and presented an approach that can be effectively used to improve school performance in national examinations in Kenya. The approach which was grounded in effectiveness research identified school culture as a critical component to maintain, achieve and improve school performance.

1.2 Statement of the problem

According to Kisumo et al (2013) schools are termed as “performing” or “non-performing” depending on school mean scores in national examinations. With secondary education being a basic requirement for selection into tertiary institutions (MoE, 2005), poor performance undermines students’ chances of job placements and meaningful participation in development of the national economy. Matungulu District has failed to narrow the differences in performance in KCSE mean scores between it and the neighboring Mwala and Kangundo Districts in the past years and has consistently remained the last in terms of overall performance as illustrated in Table 1.1.

Table 1.1

KCSE performance in Matungulu and neighboring Districts

Year	Mean Scores per District		
	Matungulu	Kangundo	Mwala
2009	1.5	3.7	4.1
2010	3.8	4.3	4.4
2011	4.3	4.9	4.7
2012	4.2	4.6	4.5

Source: DEO’s Office, Matungulu (2014)

The poor performance in the district has persisted for a long time and most stakeholders in the district including parents, teachers and education officers were looking for answers to explain the state of affairs. Parents and other stakeholders solely blamed the head teachers of the schools for being unable to deliver good results. On the other hand, culture within these schools, has dominated the minds of management, the teachers and the students. The researcher has also noted limited effort in studying school culture and its effects on KCSE performance in Matungulu District, thus the need for the study.

1.3 Purpose of the study

The purpose of this study was to investigate the effects of school culture on students' KCSE performance in Matungulu district, Machakos County, Kenya.

1.4 Objectives of the study

The following were the objectives of the study:

- i. To identify the effects of school vision, mission and values on the students' KCSE performance in secondary schools in Matungulu District.
- ii. To establish the effects of frequent communication through school assemblies on students' KCSE performance in secondary schools in Matungulu District.
- iii. To identify the effects of motivation through prize giving in schools on students' KCSE performance in secondary schools in Matungulu District.

- iv. To determine the effects of continuous assessment tests on students' KCSE performance in secondary schools in Matungulu District.

1.5 Research questions

The following research questions were examined in this study:

- i. What is the effect of school vision, mission and values on students' KCSE performance in secondary schools in Matungulu District?
- ii. What is the effect of frequent communication through school assemblies on students' KCSE performance in secondary schools in Matungulu District?
- iii. What is the effect of motivation through prize giving on students' KCSE performance in secondary schools in Matungulu District?
- iv. What is the effect of continuous assessment tests on students' KCSE performance in secondary schools in Matungulu District?

1.6 Significance of the study

The identification of the effects of school culture on students' KCSE performance in Matungulu District, Kenya may aid the school head teachers to either abandon or stick to their school cultures, depending on the results, in order to improve the poor performance of their schools. It may assist teachers to understand the importance of a school culture and work towards maintaining and strengthening meaningful culture. The results from

this study may provide a strong foundation for further research, especially in the district, for other factors that may affect the students' poor performance and act as literature for further studies in the field of school culture. It may also be useful to Kenya Education Management Institute (KEMI) to identify the training needs of teachers and head teachers on development of effective school cultures. The findings of the study may also contribute to the advancement of theory and practice in the area of corporate governance such as, designing successful organizational cultures geared towards optimal performance.

1.7 Limitations of the study

A limitation of the study refers to the constraints or drawbacks both theoretical and practical that the researcher may find and has little or no control over (Orodho, 2004). The researcher acknowledged specific limitations of this study which included the reliance on individual respondents' willingness to complete the questionnaires provided with honesty in their responses. The researcher assured the respondents that the findings of the study were to be used for academic purpose only and that their identities would remain confidential.

1.8 Delimitations of the study

Delimitations are used to narrow the scope of the study (Creswell & Plano, 2007). First the study was delimited to public secondary schools in Matungulu District and not private

schools because private schools are run differently from public schools and the perspective of school culture for a public school may be different from that of a private school. Secondly, the study was conducted using samples of students and teachers in the selected schools within the district because of time and money constraints. All students and teachers in the selected schools and any other school fraternity such as the BOM and PTA were not included in the study. The BOM and PTA are not involved in day to day running of schools and may therefore not give valuable information on school culture. Thirdly, the study was delimited to school culture in relation to student performance as there are so many other factors that can affect the performance such as head teachers' leadership styles, school resources and students' behavior (Nyaboga, 2011) and finally only respondents who had a survey response rate of 50% or higher were included in the study.

1.9 Assumptions of the study

The study was carried out under the following assumptions:

- a) The KCSE examination is an acceptable instrument for evaluating the students' academic performance.
- b) Head teachers, teachers and students had the information that affects student performance.

- c) Respondents gave accurate, truthful and honest responses in the questionnaires to be provided.

1.10 Definitions of significant terms

The following were the significant terms used in the study

Culture refers to the substantive attitudes, beliefs, values and ways of life that members of an organization, or a subgroup within it, hold in common.

KCSE refers to Kenya Certificate of Secondary Education refers which is a national examination done after completion of four years in secondary education.

Mission statement refers to the statement of purpose of company, organization, institution or person, its reason for existing. It guides the actions of the institution, spells out its overall goal, provides a path and guides decision making.

Student performance refers to the grades posted by students in the national examination.

Values refer to the traits or qualities that are considered worthwhile, they represent ones highest priorities and deeply held driving forces.

Vision statement communicates both the values and purpose of the organization.

1.11 Organization of the study

This study is organized into five chapters. The first chapter is introduction which highlights the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definitions of significant terms used in the study. The second chapter is review of related literature based on the themes in the research objectives and also presents the theoretical and conceptual framework. Chapter three deals with research methodology which include research design, target population, sampling techniques and sample size, research instruments, validity of research instruments and reliability of the instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis and interpretation of the findings while Chapter five covers summary of the study, conclusions and recommendation and suggestions for further areas of research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the relevant literature on the effects of school culture on students' KCSE performance. The review was organized under the following: sub-headings meaning of school culture, school culture and students' performance, school mission, vision and values and students' performance, frequent communication through school assemblies and students' performance, motivation through prize giving and students' performance, continuous assessment tests and students' performance, summary of literature review, theoretical framework and conceptual framework. The literature review was done to establish what has been covered in the study area and establish research gaps which the research would fill.

2.2 Concept and meaning of school culture

Schein (2010) defined school culture as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, may be in varying degrees, by members of the school community. Mugoh (2011) defined culture as the element of the school environment that is developed over time. School culture involves the beliefs and values of its members and guided behaviour.

It accounts for the underlying assumptions that are present within the culture. Mugoh further states that school culture lies in commonly held beliefs of teachers, students and head teachers.

2.3 School culture and students' performance

Nyambuoro (2012) in a study done in selected secondary schools in Homa-bay district, Kenya, indicated that school culture was a totality of all that went on in a school. He noted that school climate, values, norms, beliefs, traditions, symbols were artifacts that were subsets of school culture which affected students' academic performance. Nyambuoro defined school climate as teachers' perception of the general work environment of the school, the formal organization, informal organization, personalities of participants and organizational leadership influence. It was the set of internal characteristics that distinguished one school from another and influenced the behavior of one another.

Kisumo, Osman and Ongeti (2013) noted that the concept of school culture can offer a permanent solution to improved performance in national examinations in secondary schools in Kenya. The findings were that, school culture and the roles played by head teachers, teachers, students and parents can determine the level of performance of each school in national examinations. School-based reforms geared towards improved academic performance in national examinations in secondary schools were likely to

succeed if they were meaningfully linked to school culture. In new schools, creating a unique school culture would be an important component of high performance. The culture of a school and inherent characteristics of performing schools could hence be considered as tools for improving schools and performance of students in national examinations.

2.4 School vision, mission and values

Many studies have been conducted which examine school vision, mission and values as part of school culture. Thacker, Jerry and McInerney (1992) looked at the effects of school culture on students' achievement in Elementary schools in Belgium and focused on creating a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with those goals. The results were significant, the number of students who failed an annual statewide test dropped by as much as 10 percent.

Stolp (1994) established that a coherent vision specified the particular values and beliefs that guided policy and practice within schools in USA. Ideally, the school board and superintendent set a broad vision for all schools in the district and within that context; the head teacher coordinated the process of arriving at a particular vision for each school. The creation of a vision is not a static event, because the vision must change as culture changes.

Brown (2004) identified school vision and mission as one of the key ingredients of school culture. He noted that a school that knew where it wanted to go and knew what it needed to do to get there would be more successful than a school that did not know. Most high schools had no vision of a future any different from the present. Their managers spoke of better results in the future, but they foresaw no changes in the structure of the institution that could bring about improvements. Lacking a vision of anything different, the schools tended also to lack specific missions. According to Valentine (2006) in his study in Columbia, a school with an effective learning culture has a clear mission. A clear mission would guide the school to better performance. Teachers pursued a clear, shared purpose, engage in collaborative activity and accepted a collective responsibility for student learning.

Kruse and Louis (2009) noted that changing the school's mission and vision is the key to changing behavior and beliefs. Missions can be motivating and introduce a new vocabulary and ideas to stimulate talk. When slogans about practice are adopted, rather than real changes in practice, very little changes will take place. People's behavior and beliefs changed when they engaged in sustained learning that challenges their assumptions and provided better avenues to achieve results. Dan (2013) in his study on Islamic education in Kenya observed that majority of the schools do not make reference to the secular and religious nature of their institutions in phrasing the mission and vision

statements. Many schools do not have vision and mission of what they would like to achieve and therefore end up not achieving it at all.

2.5 Frequent communication through school assemblies

Communication is an everyday process in all fields and between all people. It is an important tool of relating to different people. Hicks and Gullet (2007) have broadly stated that communication necessitates co-existence of people in the world. Hicks and Gullet further posit say that through communication, people shared knowledge and combined efforts and this enables them to develop and expand their store of knowledge, technology and culture. Communication serves as a linking process by which parts of a system are tied together.

The importance of communication to human life cannot be overemphasized, for without communication, no social structure can form or endure, since communication is the fundamental social process permeating all aspects of social life. Michael (2006) in his study on development and communication explained that without communication, no organized action is possible. Social systems could only form and endured if the participating persons were linked to each other by communication.

Simpson (1990) in his study highlighted the notable elements of culture which included school assemblies. The first thing on each Monday, Wednesday and Friday, students

were called to homegrown assemblies by various musical means. The schools used the assemblies for greetings and sharing by students, classes and staff. Poems were recited, songs were sung and successes celebrated. Individual students shared their writing efforts and classes reported on theme events. Assessment whether performance targets were met was also done.

Odhiambo (2005) in his study in Kenya came to a conclusion that, school assemblies, staff meetings, communication through heads of departments were popular in schools. The academic performance of students was directly proportional to the communication offered. Finally, students who performed better were those who were effectively communicated to by their head teachers and respective class and subject teachers.

2.6 Motivation through prize giving in schools

Motivation is the desire that fuels a person to do certain things or accomplish something. Motivation can persuade someone to think in a certain way too (Gardner, 2012). Renchler (1992) established that an atmosphere or environment that nurtured the motivation to learn could be cultivated in the classroom or throughout an entire school. Achieving the goal of making the individual classroom a place that naturally motivated students to learn, was much easier if students and teachers functioned in a school culture where academic success and the motivation to learn was expected, respected and rewarded. While there were a number of factors that affected performance in a school, one of the most influential was motivation (Brannigan, 2004). Students who were not motivated to

succeed would not work hard. Several researchers have suggested that only motivation directly affected academic achievement, all other factors affect achievement only through their effect on motivation (Tucker, 2002). School culture could facilitate change (Ouma, 2011). It can embrace new ideas and incorporate them into the values and beliefs of the school.

2.7 Continuous assessment tests in schools

In Mwebaza (2010) study, teachers' and students' perceptions showed that there were many continuous assessment strategies to be used which had a positive relationship to students' performance in the final examinations. This was because through assessments, teachers tended to realize their own weaknesses in teaching and those of their students and strived to ameliorate them. Good application of these assessment strategies would help in moving towards accomplishing learning objectives, restoring greater confidence in the class and school systems and enhanced student performance.

Ituma (2012) defined continuous assessment as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically took account of all their performances during a given period of schooling. It was also an assessment approach which involved the use of a variety of assessment instruments, assessing various components of learning, not only the thinking processes but including behaviors, personality traits and manual dexterity. The purposes of the

continuous assessments were: to provide feedback to learners, determine learners' achievement, prepare learners for final examination, motivate learners and evaluate the effectiveness of teaching methods used. Ituma (2012) found that, tests constructed by the teachers assessed various domains for learning but creativity and affective domains were rarely tested.

2.8 Summary of literature review

This chapter has discussed the relevant literature on the effects of school culture on students' KCSE performance. The review has focused on meaning of school culture, school culture and students' performance, school mission, vision and values and students' performance, frequent communication through school assemblies and students' performance, motivation through prize giving and students' performance and continuous assessment tests and students' performance.

Omusonga, Kazadi and Indoshi (2008) focused on the influence of school culture on French as a subject but did not consider the overall performance of the students. Ouma (2011) established a strong relationship between school culture and pupils' performance in Kenya Certificate of Primary Education which could not be generalized in the secondary level of education. Nyambuoro (2012) was conducted in a rural setup district which could not be applicable in Matungulu District which has a peri-urban setup. The

study had a different perspective of school culture with different objectives and therefore the need for this study.

2.9 Theoretical framework of the study

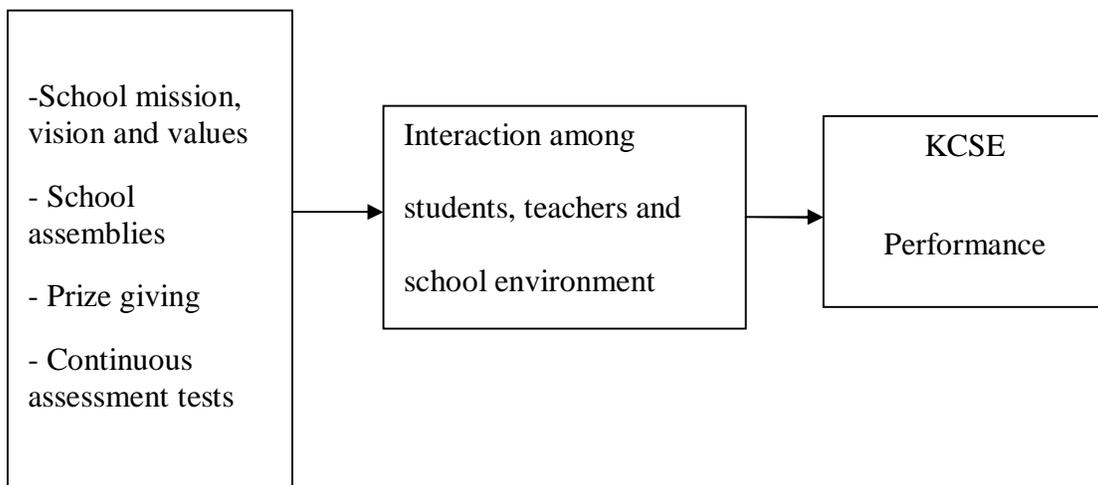
This study was grounded on administrative theory whose proponent was Fayol (1949). The study borrowed from some specific principles of the theory which included; Remuneration principle which stated that, workers effort should be rewarded with pay. Remuneration in this study represented 3.0 prize giving to well performing students and teachers. The principle borrowed by this study was unity of direction. Members of an organization should work towards the same goals in a common direction. This applied by having school vision, mission and values and common practices such as assessment tests. The last principle was unity of command which stated that workers should receive orders from one manager, that is, one central point. School assemblies attended by teachers and students reflected unity of command and helped to pass orders, give guidance and feedback between school administration and students.

2.10 Conceptual framework of the study

The conceptual framework of the study is presented in Figure 2.1

Figure 2.1

Interrelationship between variables in the effect of school culture on the academic achievement



According to Kimani, Kara and Njagi (2013), the components of an education system can be presented in an input – process – output model. The model is a productive system that has outputs. The outputs were generally defined in terms of the students’ performance in this case; KCSE which was the dependent variable. The process involved teaching and learning between the teachers and students. The inputs in this study were the independent variables which included school mission, vision and values, school assemblies, students’

prize giving and assessment tests. The study therefore investigated the effects of school culture on the academic achievement of secondary schools in Matungulu District, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, target population, sampling techniques and sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

Research design is the overall plan for obtaining answers to the questions being studied. It has also been defined as a blue print of a detailed plan of how the study was to be conducted. This study was an exploratory study that used a descriptive survey design to investigate the impact of school culture on the students' academic performance. Descriptive survey designs was used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2004). According to Mugenda and Mugenda (2003), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. By involving a broad category of head teachers, teachers and students, the study was within the cross-sectional

sub-types of descriptive survey study designs. The study determined the status without manipulating the variables.

3.3 Target population

A target population, according to Abdinoor (2012), is a full set of cases from which a sample is taken. He also defined it as the population of interest from which the individual participant or object for the measurement is taken. The target population for the study consisted of all the head teachers, teachers and students of all the public secondary schools in Matungulu District. Specifically, the target population was all the 35 head teachers, 336 teachers and the 8571 students in the District (DEO's office, Matungulu District, 2014).

3.4 Sample techniques and sample size

A sample is a small portion of a target population which will be used in the study as a representation of the population. Sampling means selecting a given number of subjects from a defined population as a representative of that population. Any statements made about the sample should also be true for the population (Nyaboga, 2011) and the larger the sample, the smaller the sampling error.

Mugenda and Mugenda (2003) commenting on sample size observed that, there were certain non-definite practices among social research workers that a beginner can adopt.

One such practice suggested that if the population is a few hundreds, a 40% or more sample will do, if many hundreds, a 20% will do, if a few thousands, a 10% sample will do, and if several thousands, a 5% or less sample will do. Therefore, the total target population being 8945, a sample size of 5% (500 respondents) or less would do. Stratified and simple sampling procedure was used to select the sample for the study. The schools were stratified into boys, girls and mixed schools, which was further stratified into District schools and County schools. The schools strata are shown in the Table 3.1.

Table 3.1

Distribution of schools per category

Category of Schools	Boys		Girls		Mixed		Total
	DS	CS	DS	CS	DS	CS	
Number of Target schools	4	5	6	4	16	0	35
Sample size of schools	1	1	2	1	4	0	9
Percentage	25%	20%	33%	25%	25%		25.7%

Key: DS – District school, and CS – County School

Source: DEO’s office, Matungulu District.

Table 3.1 shows that 9 schools were used as the sample size and random sampling was used to identify the particular schools in each category. All the head teachers of the selected schools were included in the study. Using the 336 teachers and the 8571 students

as the sample frame, the research used 20% of the teachers and 3% of the students as a good representation of the population. This gave a sample size of about 67 teachers and 257 students. The total sample size for the study was 333 respondents, as summarized in Table 3.2.

Table 3.2

Sampling frame

Category of respondents	Target Population	Sample Size	Percentage (%)
Head Teachers	35	9	25.7
Teachers	336	67	19.9
Students	8571	257	3.0
Total	8942	333	3.7

3.5. Research instruments

Three different structured and open ended questionnaires were developed for the students, teachers and head teachers to collect data on the variables for the study. According to Ogila (2002), a questionnaire is a carefully designed instrument, written and typed or printed for collecting data from people. The questions to be contained in the questionnaires followed a definite order. The respondents were expected to read and

understand the questions and write down the responses in the spaces meant for that purpose in the questionnaire itself. This method had a large coverage enabling the gathering of data from a large sample very inexpensively. It also had anonymity which helped to collect more accurate answers than was possible in an interview. There were three sets of questionnaires; for the head teachers, teachers and students.

Head teachers questionnaire

The head teachers questionnaire had 14 statements that sought to establish the effect of school culture on students' performance. The items had both close or structured and open or unstructured type of questions. The questionnaire sought both quantitative and qualitative data respectively.

Teachers' questionnaires

Teachers' had two major sections. Section one focused on the demographic data while section two had likert type items. The section had 4, 4 point likert type items which addressed school mission and vision, school assemblies, prize giving and assessment tests.

Students' questionnaire

The students' questionnaire had two sections. Section one focused on the demographic data while the second section comprised on 10 4 point likert type items that sought to establish the effects of school culture on performance.

3.5.1 Validity of research instruments

Validity can be defined as the degree to which a test or research tool actually measures what it is supposed to measure (Mugenda & Mugenda, 2012). In order to minimize the instrument error occurring from ambiguity in the research instrument, the researcher sought expert advice from the supervisors in the evaluation of the instrument. The feedback from the experts assisted in the development of a valid research instrument through expert judgment. Peer reviewing of the instrument was also done to help improve the instruments' validity.

3.5.2 Reliability of the research instruments

Reliability is concerned with the extent to which the instrument yielded the same results on repeated trials (Mugenda & Mugenda, 2003). To ensure reliability, the researcher made the research instrument as clear as possible by pretesting it using a group of students and teachers with characteristics similar to those of the study group, but did not participate in the actual study. Three secondary schools, a boys' school, a girls' school and a mixed

school, were used to carry out the pilot exercise. Split half method was used to test the reliability of the instruments. The split-half technique of assessing reliability requires only one testing session. This test involves splitting the test into two halves and finding the extent of reliability between the halves. In computing split-half reliability, the test items were divided into two halves, each half scored independently of the other with the items of the two halves matched on content and difficulty. If the test is reliable, the scores on the two halves have a high positive association (Orodho, 2010).

The Spearman Rank Order Correlation employed to compute the correlation co-efficient in order to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses when the instrument is administered using the following formula:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x^2)][N\sum(y)^2 - (\sum y)^2]}}$$

The instruments yielded a coefficient of 0.78 which implied a high degree of reliability of the data and thus suitability of the research instruments.

3.6 Data collection procedures

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NCOSTI) and permissions sought from the Deputy county

commissioner and the District Education Officer (DEO) Matungulu District and thereafter wrote letters to the head teachers to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The respondents were given two weeks to fill the questionnaires after which the researcher collected them.

3.7 Data analysis technique

The collected data was then gathered and quantified for ease of manipulation and analysis. The data was then edited, coded, classified, tabulated and presented in frequency and percentages. Piowski (2013) described the desired outcome of data analysis as “the process of making sense out of data. Making sense out of data involved consolidating, reducing and interpreting what people have said and what the researcher has seen and read-it is the process of making meaning”. The researcher analyzed the data and presented the findings of the research in percentages, frequency tables, pie charts, and bar graphs. The analysis was based on descriptive statistics. This was done through using computer software Statistical Package for Social Sciences (SPSS). Items on the questionnaire were assigned a score using Likert and Likert (1976) rating scale. The analytical procedures to be utilized included descriptive statistics (frequencies and percentages) and inferential statistics (correlations). Descriptive statistics were deemed as the most efficient means of summarising the characteristics of large sets of data.

Spearman's Moment Correlation Coefficient was used to establish the relationships between the independent and dependent variables. Data was presented in form of tables and figures.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, presentation, interpretation and discussion of findings. The presentations were done based on the research questions that is: what is the effect of school vision, mission and values on performance in KCSE?, what is the effect of frequent communication through school assemblies on students' performance in KCSE?, what is the effect of motivation through prize giving on students' performance in KCSE? And lastly, what is the effect of continuous assessment tests on students' performance in KCSE? The purpose of the study was to establish the effects of school culture on students' performance in KCSE examination.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. Out of the nine head teachers, all of them (100%) returned the questionnaires. Out of the 67 teachers, 59 (88.1%) returned the questionnaires. 100 percent of the students returned the questionnaires. These percent rates were hence deemed adequate for data analysis.

4.3 Demographic information of respondents

This section dealt with the demographic information of the respondents. The section presents the demographic data of the head teachers, teachers and students.

4.3.1 Demographic information of head teachers

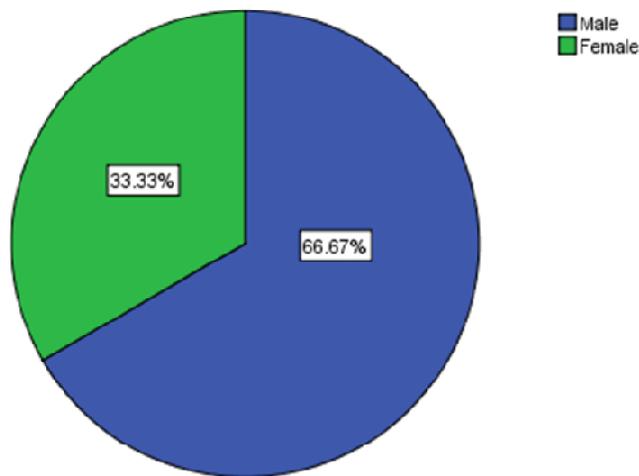
The demographic data of the head teachers was based on gender, age, academic qualification, years of service, classroom years of service, school category, school type, number of students and teacher population in their schools.

Gender of head teachers

The head teachers were requested to indicate their gender. Figure 4.1 presents the data.

Figure 4.1

Gender of Head teachers



Data in Figure 4.1 indicate that 6 head teacher respondents were male and 3 were female.

The data indicates that the policy on one third representation of leadership in public institutions has been heeded to in the district.

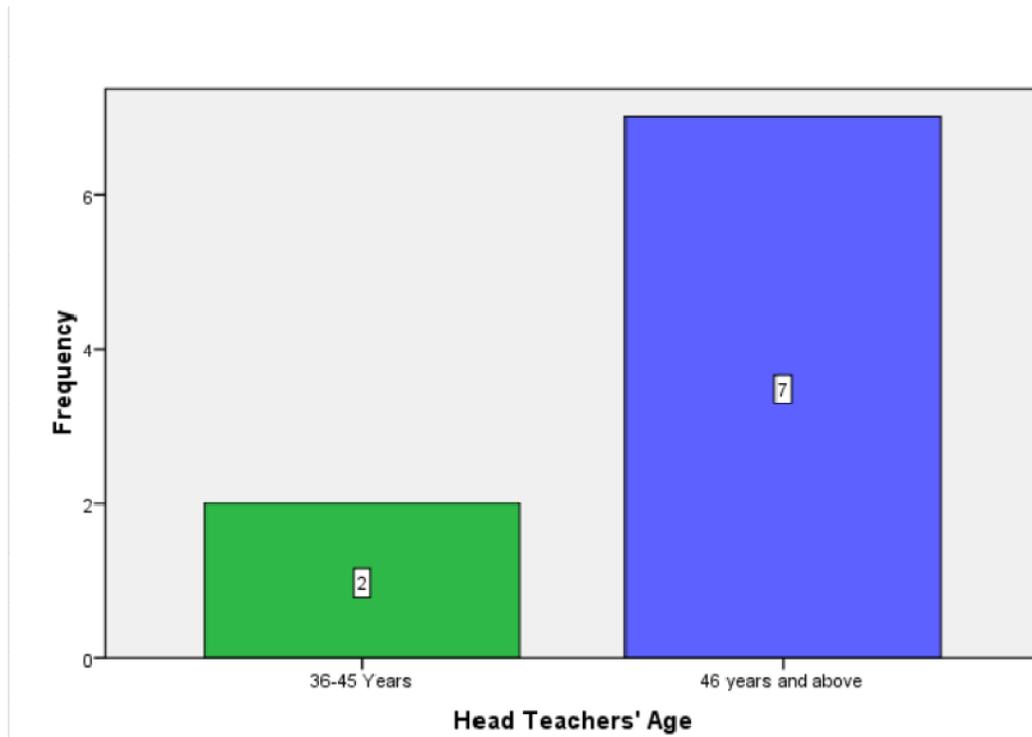
Age of the head teachers

The researcher found it necessary to establish the age of head teachers. The age of head teachers has a relationship with their experience in management of schools. Persons who are older are expected to be more wiser in decision making and their experience would

have an impact on school culture and performance.. The head teachers were therefore requested to indicate their age group. Figure 4.2 presents the data.

Figure 4.2

Age of the head teachers



Information in figure 4.2 revealed that, most of the head teachers (7) were 46 years and above as compared to only two (2) who were in the range 36 to 45 years. The data implied that majority of the head teachers were relatively aged and had considerable experience in the education sector and could make right decisions in the management of schools. The experience that they had would have an impact on influencing school culture hence performance.

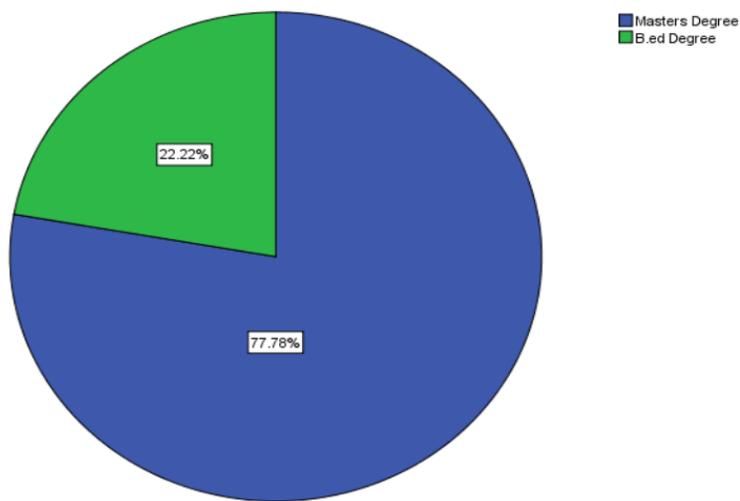
Head teachers' highest academic qualification

The head teachers were asked to indicate their highest level of academic qualifications.

Figure 4.3 presents the data.

Figure 4.3

Head teachers' highest academic qualification



The results showed that 7 of the head teachers had Master of education degree whereas 2 had Bachelor of Education degree. This indicated that they had the required academic qualifications to be administrators in their schools. The data further implied that, head teachers with such academic qualifications were able to understand and influence school culture. For example they were able to translate the school mission, vision values to the school community which had an impact on students' academic performance.

Head teachers' years of service

It was important to establish the duration of service of head teachers. This is because; years of service or the duration that head teachers have served has an great impact on school governance. This was because the headteachers were deemed to have served in several schools and hence had experience in school governance which was borrowed from different schools they had served. The head teachers were asked to indicate the duration in which they had been administrators in their current school. Table 4.1 presents the data.

Table 4.1

Head teachers' years of service

Years of Service	Frequency	Percent
0-4 Years	7	77.78
5-9 Years	2	22.22
Total	9	100

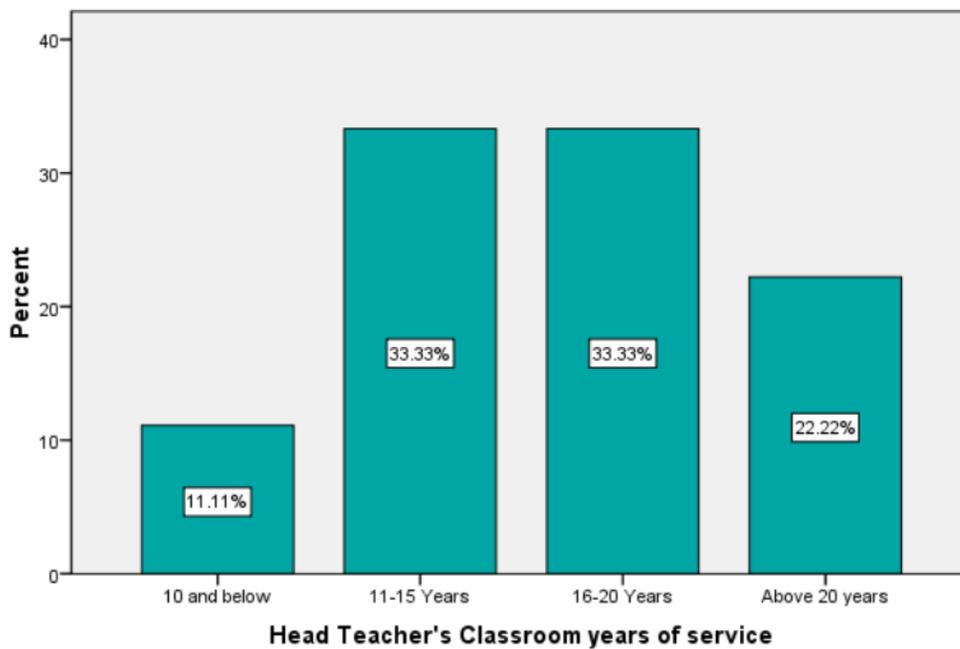
Data shows that majority (7) of the respondents had been head teachers in their current school for less than 4 years and only 2 had remained in their current school for five or more years. This showed that the district had frequent changes of administration. The fact that majority of the respondents had been head teachers for below 4 years indicated that they may not have had lots of experience and hence may not have had great influence on school governance.

Head teachers' classroom years of service

The head teachers were requested to indicate the duration in which they had been classroom teachers before they were appointed to be school heads. Figure 4.4 presents the data.

Figure 4.4

Head teachers' classroom years of service



As presented in Figure 4.4, 8 of the head teachers had a considerably high teaching experience in the classroom of more than 10 years. This shows that they had a chance to effectively learn on the effects of school culture on the academic performance before they were promoted to the administrative positions. Data further shows that teachers had a vast experience in schools as teachers and were able to compare different ways of school

governance. The experience as teachers had also an influence on them once appointed as head teachers.

School category

The head teachers were requested to indicate the category of the school they headed, either a county school or a district school. Table 4.2 presents the data.

Table 4.2

School category

School Category	Frequency	Percent
County	2	22.22
District	7	77.78
Total	9	100

Findings from table 4.2 shows that 2 of the schools were county schools where as 7 of the schools were district schools. The data implies that most of the schools in the district were district schools. With a few county schools, there was a possibility of getting a wider view of culture and its influence on students' performance.

School type

The head teachers were requested to indicate their school type. Table 4.3 presents the data.

Table 4.3

School type

School Type	Frequency	Percent
Girls only	3	33.33
Boys only	2	22.22
Mixed boys and girls	4	44.44
Total	9	100

Findings from table 4.3 shows that 4 of the sample schools were mixed schools, 3 were girls only schools and 2 were boy's only schools. Data implies that responses on the effect of school culture on students' performance were balanced in terms of the types of schools. This further validated the findings and increased chances of generalization of results.

Number of Students

The head teachers were requested to indicate the number of the student population in their schools. Table 4.4 presents the data.

Table 4.4

Number of students

Mean	445
Range	640
Minimum	160
Maximum	800
Sum	4002

The findings from the sample schools used in the study show that the minimum population was 160 students and the maximum 800 students. The population range was therefore 640 students. The average population of students was 445 and a total of 4002 students from the sample schools. The population indicated that it was a representative of the entire population in the district.

Teacher population

The head teachers were requested to indicate the population of teachers in their schools.

Table 4.5 presents the data.

Table 4.5

Teacher population in the schools

Mean	29
Range	53
Minimum	7
Maximum	60
Sum	264

The findings show that the average population of teachers in schools in the district was 29, a minimum of 7, a maximum of 60 which gave a teacher population range of 53 and a total of 264 in the sampled schools. This indicated that the district has considerable population of teachers necessary to influence school culture and performance of students. Teacher population was therefore not a constraint to performance.

4.3.2 Demographic information of teachers

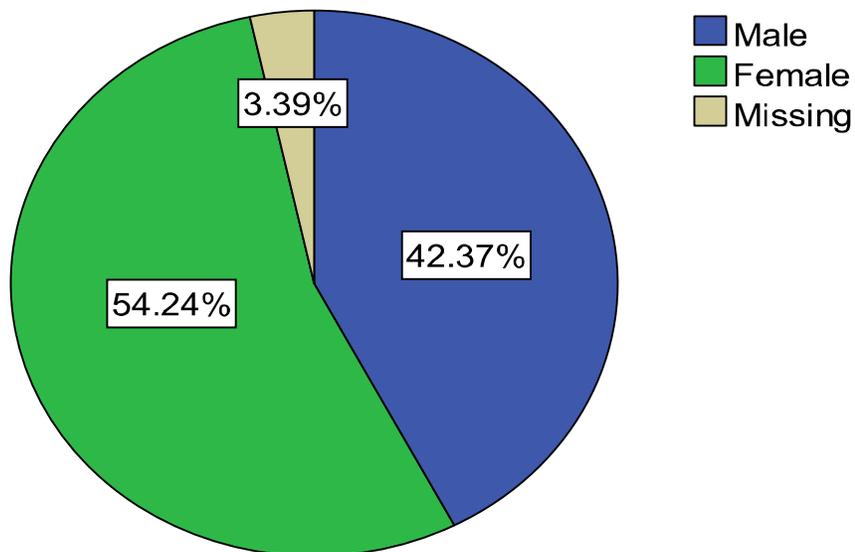
The demographic data of the teachers was based on their gender, age and level of education. This section presents the demographic data of the teachers.

Gender of teachers

The researcher asked the teachers to indicate their gender. Figure 4.5 presents the data.

Figure 4.5

Teachers' gender



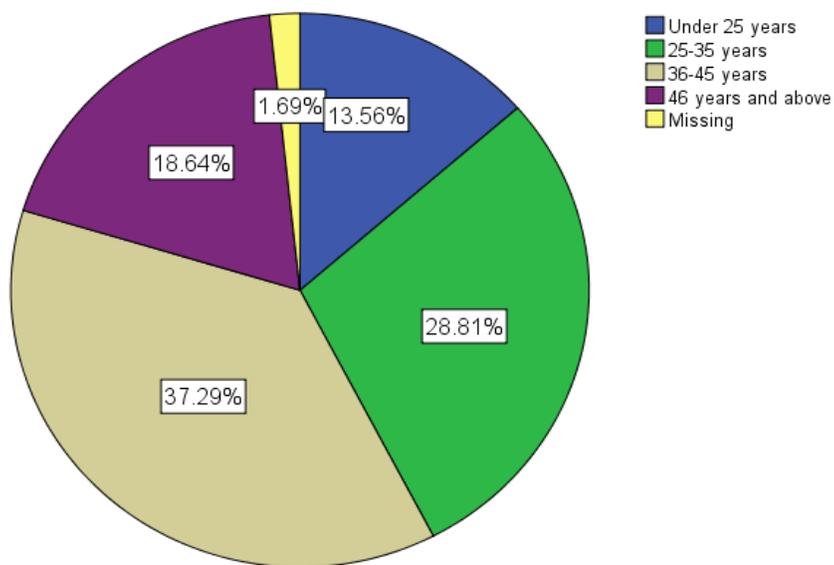
The findings indicate that 6 (42.4%) teachers were males, 36 (54.2%) teachers were females and 3 (3.39%) teachers did not provide information on their gender. This showed that the district has more female teachers than male teachers. This could be attributed to the fact that there were more female teachers than males in the district and in the county (DEO, Matungulu District, 2014).

The age of teachers

The researcher was also interested in establishing the demographic data of the teachers in terms of age. The teachers were therefore asked to indicate their age. Figure 4.6 presents the data.

Figure 4.6

Age of teachers



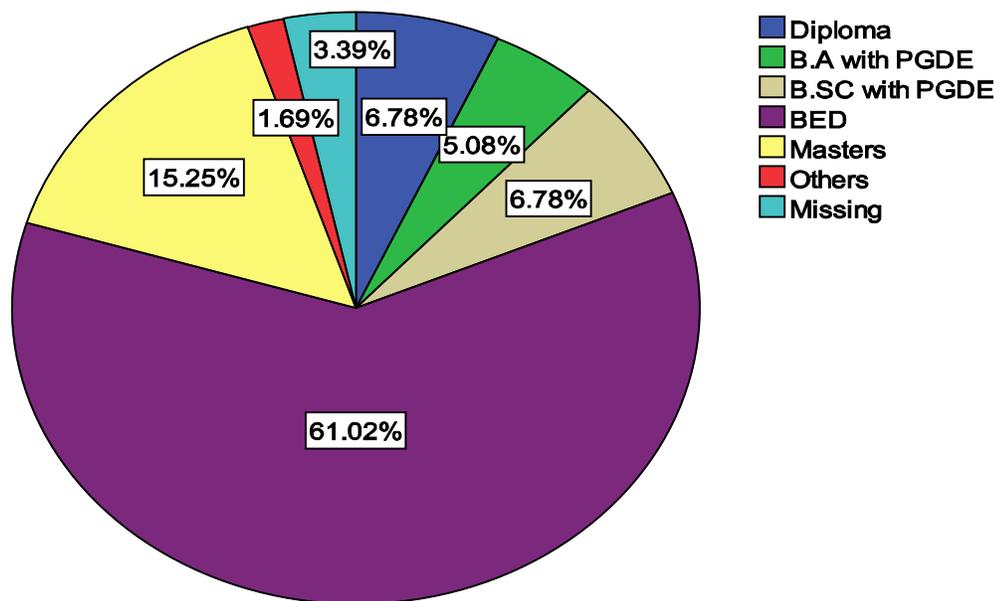
Data in Figure 4.6 Revealed that 25(37.29%) of the teacher respondents were aged between 36 to 45 years,19 (28.81%) teachers were aged between 25 and 35 years,12 (18.64%) teachers were aged above 45 years,9 (13.56%) teachers were aged less than 25 years and 2 (1.69%) teachers did not provide their age estimates. The data shows that the age of most of the teachers was reasonable to enable them relate school culture to students' performance.

Education level of teachers

The researcher asked the teachers to indicate their level of education. Figure 4.7 presents the data.

Figure 4.7

Education level of teachers



The data indicates that majority of teachers 40 (61.0%) had a Bachelor of Education degree,10 (15.25%) had a Master’s Degree,5 (6.78%) had a B. Sc with PGDE, another 5 (6.78%) had a diploma, 3 (5.08%) had a B. A with PGDE,2 (3.39%) did not provide

information on their education level and 2 (1.69%) had other qualifications indicated as certificate. The data shows that, majority of the teachers were adequately qualified to understand the relationship between school culture and students performance in final examination.

4.3.3 Demographic information of students

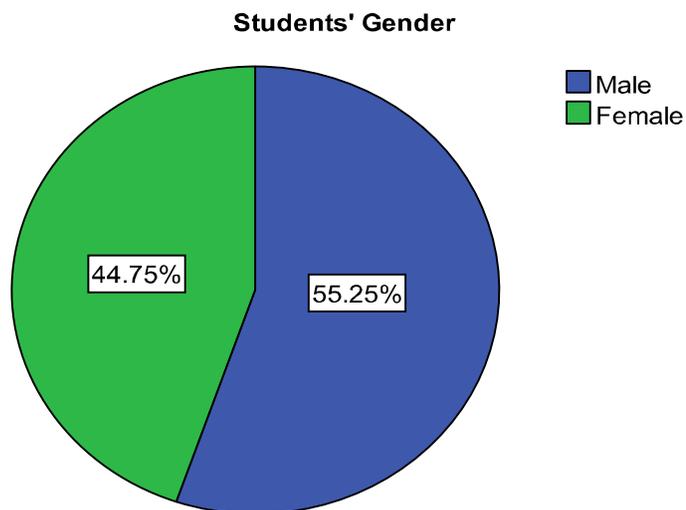
The demographic data of the students was based on their age, gender, age, religion, and students' years in school and students' expected grade.

Gender of students

The researcher asked the students to indicate their gender. Figure 4.8 presents the data.

Figure 4.8

Gender of students



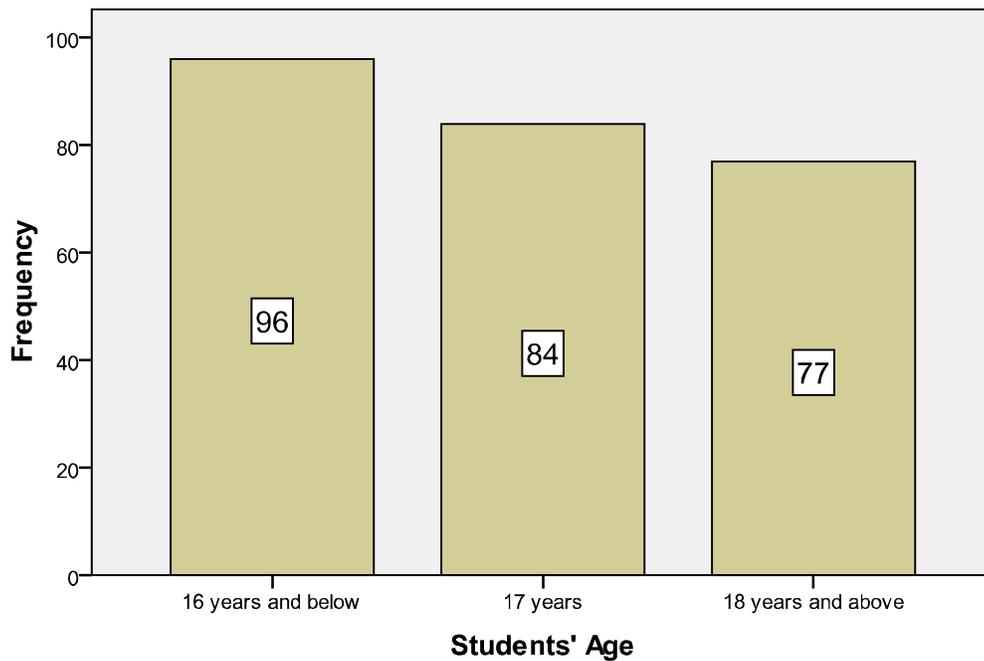
The findings indicate that 55.25% of the student respondents were male whereas 44.75% were female. This showed that the district had a higher proportion of boys than that of girls.

Students' age

The researcher asked the students to indicate their age group. Figure 4.9 presents the data.

Figure 4.9

Students' age



The findings indicate that majority of the student respondents (96) were aged 16 years and below, 84 were aged 17 years and the other 77 were aged 18 years and above.

Students' Religion

The researcher asked the students to indicate their religion. Table 4.6 presents the data.

Table 4.6

Students' religion

Religion	Frequency	Percent
Christian	236	91.8
Islamic	8	3.1
Others	3	1.2
Information not provided	10	3.9
Total	257	100.0

Data revealed that that more than half 135 (52.5%) of the student respondents were catholic,101 (39.3%) were protestant,8(3.1%) were Muslim,3(1.2%) indicated their denomination as others and specified as Hindu and10(3.9%) did not provide their information on religion. This implied that majority of the students were religious and since school culture and religion share similar values, it was easy for schools to use values to boost performance in KCSE as students already had internalized the values.

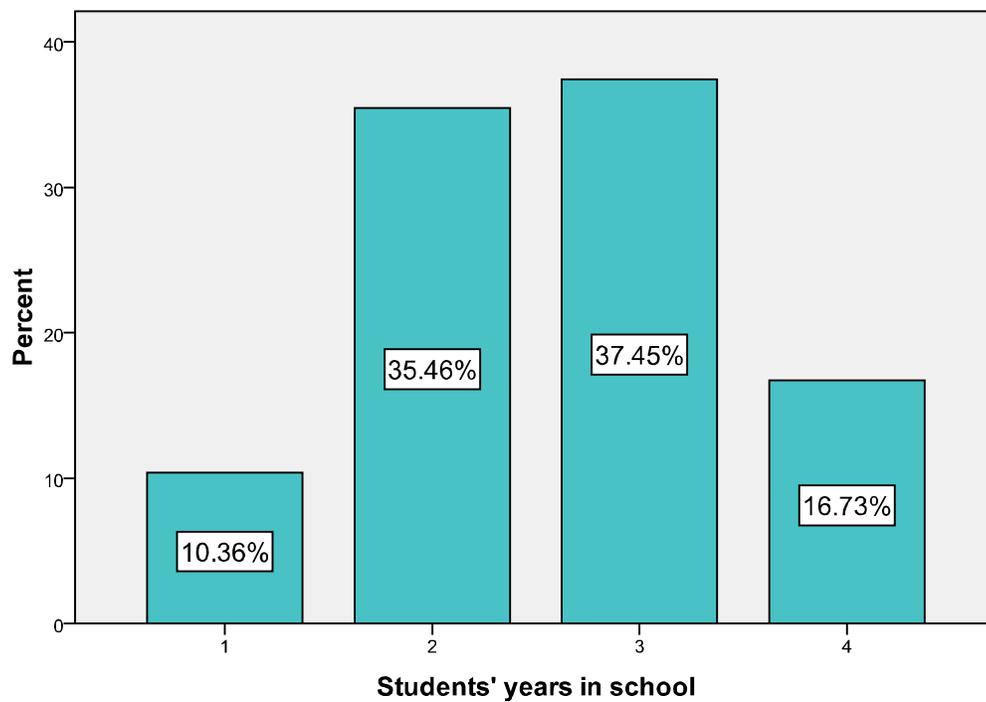
Students' years in school

The researcher asked the students to indicate the years in which they have been in school.

Figure 4.10 presents the data.

Figure 4.10

Students' years in school



The findings show that the majority of student respondents had been in school for 3 years (37.45%), 35.46% for 2 years, 16.73% for 4 years and 10.36% for 1 year. Those who had been in school for 2 and 3 years were highly preferred because they were able to provide informed views on school culture and were readily available to fill in the questionnaires.

Their reasonable duration in school implied that, they had understood the school culture and were able to respond to the questionnaires.

4.4 Effect of school vision, mission and values on students KCSE performance

To establish the effect of school vision, mission and values on students KCSE performance, the researcher asked the teachers to indicate their opinion on the below aspects of school mission, vision and values. The teachers were supposed to indicate the extent to which they agreed or disagreed with the statements presented. The data in table 4.7 was obtained.

Table 4.7

Teachers' views on school mission, vision and values

Question	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Our school has a clear vision, mission and values.	7	11.8	5	8.4	32	54.2	15	25.4
The school vision, mission and values are geared towards performance.	4	6.7	6	10.2	23	38.9	26	44.0
The teachers are sensitive to the school vision, mission and values.	30	50.8	17	28.8	4	6.7	8	13.5
The students embrace the school vision, mission and values.	38	64.4	15	25.4	5	8.4	1	1.6

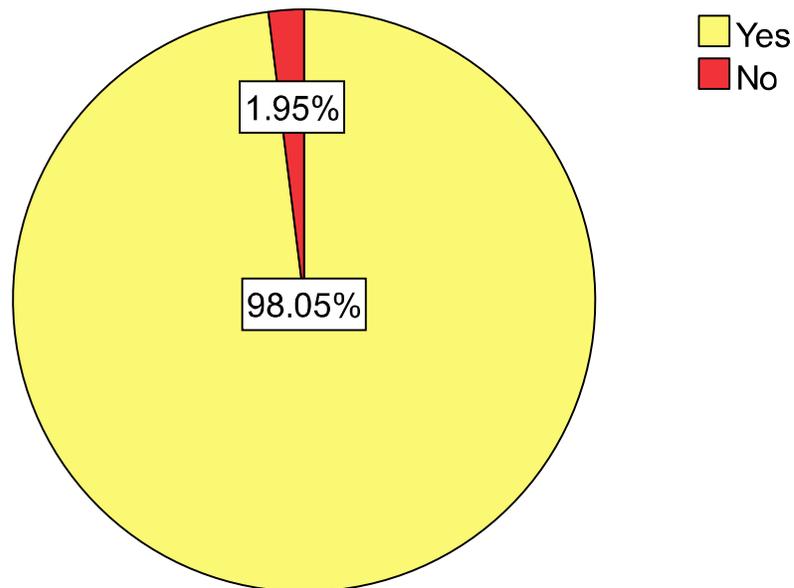
KEY: SD – Strongly Disagree, SA – Strongly Agree, F -Frequency

The data indicate that a total of 47(79.66%) of teachers were of the opinion that their school had a clear vision, mission and values.Majority49 (83.05%) were of the opinion that the mission, vision and values were geared towards performance. A further 47 (79.66%) of teachers agreed that they were not sensitive to the mission, vision and values of the school. It was also found that majority, 53 (89.83%) of teachers were of the opinion that students do not embrace the school mission, vision and values and only 6 (10.17%) were of contrary opinion. From the findings, it was clear that the schools had clear mission, vision and values which were geared towards performance but the teachers were not sensitive to them and the students did not embrace them.

The students were also asked to indicate whether they knew their school mission, vision and values off head. Figure 4.11 presents the data.

Figure 4.11

Students' responses on knowing school mission, vision and values off head

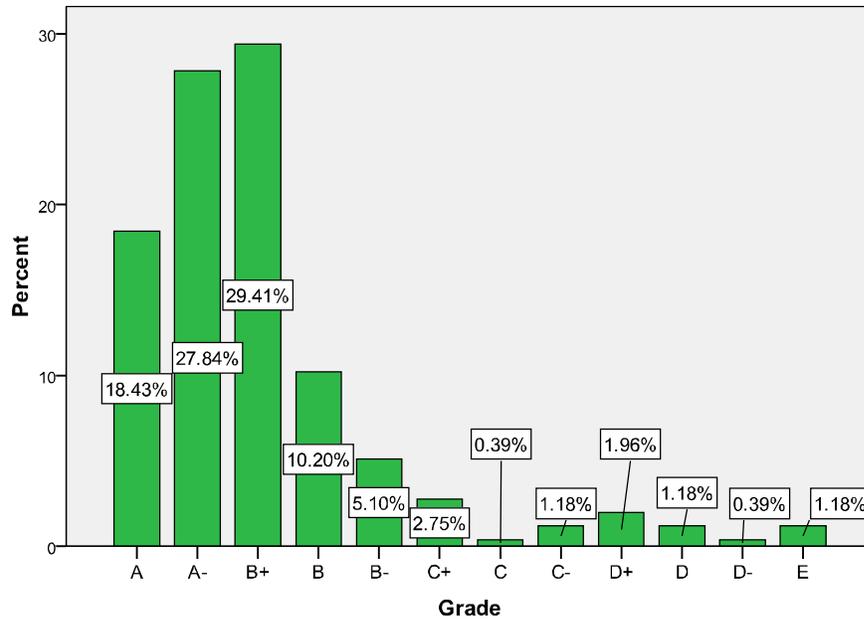


The students' responses as presented in Figure 4.11 indicated that almost all students 252 (98.05%) knew the mission, vision and values off head and only 5(1.95%) did not know. This showed that students were able to translate the school mission vision and values and apply the same to their life in schools hence affecting their academic performance.

The researcher asked the students to indicate the grades they expected to obtain in their final KCSE examination. Figure 4.12 presents the data.

Figure 4.12

Students' expected grades



The findings show that considerable number of students 47(18.43)expected grade of A,72(27.84) expected grade A- and 76(29.41) expected grade B+ but did not generally achieve their targets as indicated in performance records in DEO'S office Matungulu as shown by table 1.1.The responses implied that students had a vision and mission in their academic excellence. When students have an expectation they work towards it which can influence their academic performance. When the students were requested to indicate the reasons why they may not have achieved the expected grades, majority of students provided the following reasons presented in table 4.8.

Table 4.8

Students' reason for failure to achieve expected grades

Reason	Frequency	Percent
Lack of school fees	184	71.60%
Lack of focus	137	53.31%
Indiscipline	202	78.60%
Inadequate learning materials	157	61.09%

The findings indicate that majority of students 202 (78.60%) blamed indiscipline as the most likely reason why they did not achieve their expected grades. Lack of school fees was provided by 184 (71.60%) of students, inadequate materials provided by 157 students (61.09%) and finally lack of focus was provided by 137 (53.31%) students. From the findings, it can be deduced that indiscipline, lack of school fees, inadequate learning materials and lack of student focus were the reasons for poor performance from the students' perspective. Lack of focus among the other reasons given by students implied that though the students knew the school vision and mission off head, they still lacked focus. This meant that, they did not internalize and practice the vision and mission statements of their schools to positively influence their performance.

To establish the effect of school vision, mission and values on students KCSE performance, Pearson’s moment correlation coefficient was used. The researcher selected lack of focus as the independent variable that was deemed important among the items in the questionnaire that focused on the school mission, mission and values. Table 4.9 presents the data

Table 4.9

Correlations on school vision, mission and values and students academic performance

		Mission vision and values	KCSE performance
Pearson	Mission, vision and values	1.000	0.63
Si 1 - tailed	KCSE performance	0.63	1.000
N	59	20	

‘The scores obtained on the independent variable (Mission, vision and values) were correlated with the predicted variable KCSE performance. The results indicated that there was a positive relationship between the two variables as indicated by a correlation of 0.63. The results indicated that Mission, vision and values influenced students’ performance.

The findings are in line with Thacker, Jerry and McInerney (1992) who found that there was a significant relationship between school mission vision and values and students academic performance. Brown (2004) identified school vision and mission as one of the key ingredients of school culture. He noted that a school that knew where it wanted to go and knows what it needs to do to get there was more successful than a school that does not know.

4.5 Effect of frequent communication through school assemblies on students' KCSE performance

To establish the effect of frequent communication through school assemblies on students' KCSE performance, the researcher asked the teachers to indicate their opinion on the below aspects on school assemblies. The data in Table 4.10 below was obtained.

Table 4.10**Teachers' views on school assemblies**

Question	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Teachers are required to frequently attend school assemblies	4	6.78	3	5.08	17	28.81	35	59.32
Teachers at our school feel that attendance of school assemblies has a positive influence on students' performance	7	11.86	9	15.25	25	42.37	18	30.52
Students have a positive attitude towards attendance of school assemblies	32	54.24	10	16.95	8	13.56	9	15.25
The students embrace the school vision, mission and values.	4	6.78	0	0.00	21	35.59	34	57.63

KEY: SD – Strongly Disagree, SA – Strongly Agree, F Frequency

The data indicated that majority of teachers 35 (59.32%) strongly agreed with the sentiment that teachers were required to frequently attend school assemblies, 17(28.81) agreed and 4 (6.78%) strongly disagreed while 3 (5.08%) disagreed. 25 teachers(42.37%) agreed that attendance of school assemblies had a positive impact on students' performance and only 7(11.86%) strongly disagreed. On students having a positive attitude towards attendance of school assemblies, majority 32(54.24) strongly disagreed and only 8(13.56) agreed. The data further indicated that 34(57.63) of teachers were of the opinion that students did not embrace the school vision, mission and values .Only 4(6.78%) strongly disagreed.

From the findings, it was evident that the school administration required the teachers to frequently attend school assemblies, students were positive to the attendance of the school assemblies which had a positive impact on their performance, but the school administration did not support the attendance of those assemblies.

To examine the influence of communication through school assemblies on students' KCSE performance, Pearson Correlation Coefficient was used the data is presented in table below. The data is presented in Table 4.11.

Table 4.11

Correlations on communication through school assemblies and students' KCSE performance

		Communication aspect	KCSE performance
Pearson	Communication	1.000	0.69
Si 1 - tailed	KCSE performance	0.69	1.000
N	59	20	

As presented in Table 4.11, the scores obtained on communication and KCSE performance indicated that there was a positive relationship between the two variables as indicated by a correlation of 0.69. The results indicated that communication through school assemblies had a strong influence of KCSE performance. The findings were in line with Odhiambo (2005) who concluded that, school assemblies, staff meetings, communication through heads of departments were popular in schools. The academic performance of students was directly proportional to the communication offered.

Hicks and Gullet (2007) have broadly stated that communication necessitates co-existence of people in the world. Hicks and Gullet further posit that through communication, people shared knowledge and combined efforts and this enabled them to develop and expand their store of knowledge, technology and culture. Communication serves as a linking process by which parts of a system are tied together

4.6 Effect of motivation through prize giving in schools on students' KCSE

Performance

One of the ways of motivating teachers in school is by giving incentives during prize giving days. The researcher asked the teachers to indicate their opinion on the below aspects on prize giving. The data in table 4.12 below was obtained.

Table 4.12**Teachers' views on prize giving**

Statement	SD		D		A		SA	
	F	%	F	%	F	%	F	%
Prize giving is more significant to students than to teachers	31	52.5	18	30.5	6	10.1	4	6.7
The school administration fully supports prize giving.	35	59.3	16	27.1	2	3.3	6	10.1
Prize giving functions should be held more regularly	4	6.7	2	3.3	33	55.9	20	33.9
Students are adequately rewarded during prize giving functions	30	50.8	27	45.7	0	0.0	2	3.3
Teachers are fully motivated by the prizes given	47	79.6	10	16.9	1	1.6	1	1.6

KEY: SD – Strongly Disagree, SA – Strongly Agree, F – Frequency

Data presented in Table 4.10 shows that 31 teachers (52.5%) were of the opinion that prize giving was not more significant to students than to teachers, 35 teachers (59.3%) strongly disagreed that the school administration fully supported prize giving while 33 teachers (55.9%) agreed that prize giving functions should be held regularly. 30 teachers (50.8%) strongly disagreed that students were adequately rewarded during prize giving functions and lastly, 47 teachers (79.6%) strongly disagreed that teachers were fully motivated by the prizes given. These factors had high agreement rates.

To determine the influence of motivation through prize giving on students' KCSE performance analyses were performed using the Pearson Correlation Coefficient the data is presented in Table 4.13

Table 4.13

Correlations for motivation through prizing and KCSE performance

		Motivation through prize giving	KCSE performance
Pearson	Motivation through prize giving	1.000	0.72
Si 1 - tailed	KCSE performance	0.72	1.000
N	59	20	

Table 4.13. Shows that there was strong positive (0.72) between through prize giving on students' KCSE performance.

The findings were in line with Tucker (2002) and Ouma (2011) who found that only motivation directly affected academic achievement; all other factors affected achievement only through their effect on motivation. School culture can facilitate change It can embrace new ideas and incorporate them into the values and beliefs of the school. The findings were also in line with Renchler (1992) who established that an atmosphere or environment that nurtured the motivation to learn could be cultivated in the classroom or throughout an entire school.

4.7 To determine the effect of continuous assessment tests on students' KCSE performance

To determine the effect of continuous assessment tests on students' KCSE performance, the head teachers were asked to indicate whether they are satisfied with the performance in their schools. Data revealed that all the head teachers (100%) were not satisfied with the poor performance in their schools. This showed that research was required to find out the causes of the poor performance and put necessary measures that could improve the poor performance. When the researcher asked the head teachers to indicate the reasons why the performance was unsatisfactory, they provided the following responses in table 4.14.

Table 4.14

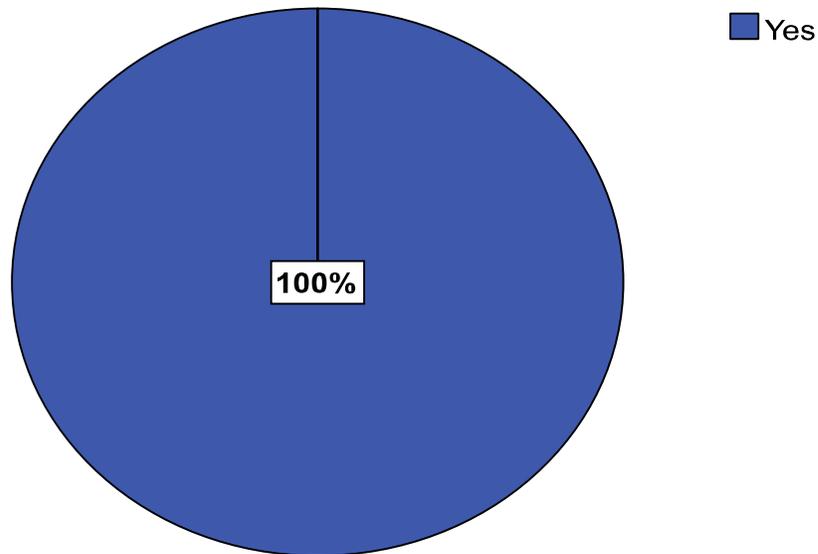
Head teacher responses on reasons why the performance was unsatisfactory

Response	Frequency	Percent
Indiscipline in students	6	66.67
Lack of culture of competition	7	77.78
Low entry behavior	3	33.33
Lack of students self drive.	9	100.0

Table 4.14 shows that all the headteachers felt that lack of self drive was the major reason why performance was poor in Matungulu district while 3 blamed it on low entry behavior. Indiscipline and lack of culture of competition among students were the other factors mentioned. This implied that a study on the influence of performance by these factors would be necessary. The researcher also sought to establish the extent to which head teachers visited classroom during continuous assessments. The head teachers were requested to indicate whether they visited classrooms when continuous assessments were ongoing. Figure 4.13 presents the data.

Figure 4.13

Head teachers' classroom visit during continuous assessments



The data show that all head teachers (100%) visited classrooms when continuous assessments were ongoing. Supervision during examinations is an important factor in ensuring that the results are valid. It is still one of the ways of ensuring that schools keep values of sincerity. Visits to classrooms by headteachers during examinations indicated that they were concerned with the performance of their students and made a follow up to understand what actually happened during those assessments and what could be done to improve the performance.

In order to examine the influence of continuous assessment tests on students' KCSE performance, Pearson Correlation Coefficient the data is presented in table 4.15.

Table 4.15

Pearson Correlation of continuous assessment tests on students' KCSE performance

		Continuous assessment tests	KCSE performance
Pearson	Continuous assessment tests	1.000	0.65
Si 1 - tailed	KCSE performance	0.65	1.000
N	59	20	

The data shows that there was a positive relationship (0.65) between continuous assessment tests on students' KCSE performance. The data implied that continuous assessment tests contributed 65 percent to students KCSE performance.

The findings agreed with Ituma (2012) who found that, continuous assessments were meant to determine learner's achievement and to prepare them for final examination. Mwebaza (2010) study, teachers' and students' perceptions showed that there were many continuous assessment strategies to be used which had a positive relationship with students' performance in the final examinations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The study sought to examine how school culture elements such as mission, vision and values, assemblies, prize giving and assessment tests affect academic performance in KCSE examination in Matungulu District secondary schools. The researcher collected views of respondents from public secondary schools in Matungulu District. This study adopted a descriptive survey design. The target population for this study was 35 head teachers, 336 teachers and the 8571 students in the District totaling to about 8945 respondents. Simple random sampling was used to identify the sample. The sample size comprised of 333 respondents, categorized as all 9 head teachers in the nine sampled schools, 67 teachers and 257 students. Data was collected by use of questionnaires and was analysed by use of descriptive and inferential statistics.

To identify the effect of school vision, mission and values on the performance of students in KCSE examination in secondary schools in Matungulu District.

The study revealed that 53(79.6%) of teachers said that the schools had clear mission, vision, values and 56(83.0%) were of the opinion that the mission, vision and values were geared towards performance but 53(79.6) of teachers had the view that the teachers were not sensitive to them and the students did not embrace them. Results of Pearson Correlation of continuous assessment tests on students' KCSE performance showed that there was a positive relationship between the two variables as indicated by a correlation of 0.63. The results indicated that mission, vision and values influenced students' performance.

To establish the effect of frequent communication through school assemblies on students' performance in KCSE examination in secondary schools in Matungulu District

The findings showed that 40(59.32%) of teachers were of the opinion that the school administration required the teachers to frequently attend school assemblies. Forty-eight (71%) of teachers said students were positive to the attendance of the school assemblies with 48(72%) agreeing that school assemblies had a positive impact on student performance. It was found that 62(93.2%) of teachers said that the school administration did not support the attendance of the assemblies. Fifty five (81.6%) of students agreed that school assemblies were beneficial for their

wellbeing. Results of correlations on communication through school assemblies and students' KCSE performance indicated that, there was a positive relationship between the two variables as indicated by a correlation of 0.69. The results indicated that communication through school assemblies had a strong influence on KCSE performance.

To identify the effect of motivation through prize giving in schools on students' performance in KCSE examination in secondary schools in Matungulu District

On prize giving, the findings indicated that majority of teachers 49 (83.00%) disagreed that prize giving was more significant to students than to teachers. A significant 51 (86.45%) of teachers said that school administration did not fully support prize giving. Majority 57 (96.61%) of teachers said that students were not fully rewarded during the prize giving functions and 57 (96.6%) of them disagreed that they were fully motivated by the prizes given. The data indicated that 215 (83.6%) of students said they were not fully motivated and challenged to achieve their best in school. Pearson's moment correlation coefficient used to establish the effect of school vision, mission and values on students' KCSE performance showed that there was a strong positive (0.72) correlation between motivation through prize giving and students' KCSE performance.

To determine the effect of continuous assessment tests on students' performance in KCSE examination in secondary schools in Matungulu District

The study revealed that 235(91.5%) of teachers agreed with the need for more frequent continuous assessment tests for their students. Majority 240(93.2%) of teachers did not believe that students took continuous assessment tests seriously. A reasonable number 213(83.0%) of teachers stated that continuous assessment test results were reflected in the students' end term examination results. Results of Pearson Correlation of continuous assessment tests on students' KCSE performance revealed that there was a positive relationship (0.65) between continuous assessment tests on students' KCSE performance. The data implied that continuous assessment tests contributed 65 percent to students' KCSE performance.

5.3 Conclusions

Based on the findings of the study, it was concluded that elements of school culture affected the performance of students in KCSE in Matungulu District. Almost all students in the study knew their mission; vision and values off head but only knowing the mission, vision and values did not guarantee the students good results. They needed to internalize the mission, vision and values of their schools. Teachers and students were positive about school assemblies. School administrations however did not fully support holding of school assemblies which

were beneficial to the wellbeing of the students. The school administrations should therefore begin to take school assemblies seriously. Continuous assessment tests were key in positively influencing students' performance and students should accord them more importance. Both students and teachers were not fully motivated to achieve their best performance. As Tucker(2002) put it, is only motivation that directly affects academic performance. Teachers and students in the district therefore need to be adequately motivated to improve final results.

5.4 Recommendations

Based on the findings, it was recommended that:

1. The school administration should support holding of more frequent assemblies so that head teachers, teachers and students can be able to share and discuss how to improve their academic performances.
2. Teachers should offer more frequent continuous assessment tests to their students to enable them to be more confident and ready for the final KCSE examination.
3. The school administration should create various student and teacher motivation methods that will fully motivate and challenge them to do their best.
4. Students with poor financial background should be identified and provided with financial support to help them achieve their academic potential.

5. Enough learning materials should be provided to public secondary schools within the District to facilitate learning.
6. Students should internalize and act according to the school vision and mission statements as knowing them only is not enough to improve their performance.

5.5 Suggestions for further study

Taking the limitations and delimitations of the study into consideration, the researcher makes the following suggestions for further research:

1. To which extend is lack of school fees affecting student performance in the District.
2. To investigate the extend at which indiscipline among students is influencing student performance in the district.
3. To determine how students' low entry behavior impacts on student's performance in the district.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational Administration
and Planning,
P. O. Box 30197 - 00100,
Nairobi.

The principal,
.....Secondary school,

Dear Sir/ Madam,

RE: PERMISSION TO PARTICIPATE IN RESEARCH

I am a post graduate student at the University of Nairobi's Department of Educational Administration and Planning. I am required to carry out research on "Effects of school culture on students' performance in Kenya Certificate of Secondary Education examination in Matungulu district, Machakos County, Kenya". In this regard, I kindly request for your permission to collect data in your school and wish to assure you and your staff that the responses you will provide will be used only for this study. Utmost confidentiality of the respondents will also be ensured.

Thanking you in advance.

Yours faithfully,

Mary Mutua.

E55/75594/2012

APPENDIX B

HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the effects of school culture on students' Kenya Certificate of Secondary Education (KCSE) performance in Matungulu District, Machakos County, Kenya. You are kindly requested to participate in this study by filling in this questionnaire. You are assured that your identity will be strictly confidential.

(Please indicate the correct option by ticking (√) or explaining where necessary)

1. What is your gender? a) Male () b) Female ()
2. How long have you served as the Head teacher in this school?
a) 0 – 4 years () b) 5 – 9 years () c) 10 years and above
3. What is your age bracket?
a) Under 25 years () b) 25-35 years () c) 36-45 years ()
d) 46 years and above ()
4. What is your highest academic qualification?
a) PhD () b) Master's Degree () c) B.A/PGDE ()
d) B.SC./PGDE () e) B.Ed Degree () f) Diploma in Education ()
g) Others specify _____
5. How many years did you serve as a classroom teacher before your appointment as a head teacher?
a) 10 and below () b) 11 – 15 () c) 16-20 () d) Above 20()
6. Please indicate the category of your school

a) County () b) District ()

7. Indicate the type of your school

a) Girls' only () b) Boys' only () c) Mixed boys' and girls' ()

8. What is the total number of students in your school? _____

If mixed, Boys _____ Girls _____

9. What is the current population of the teachers in your school?

a) Male _____ b) Female _____

10. Do you visit classrooms when students are taking continuous assessment

tests? a) Yes () b) No ()

11. Do you allow teachers to participate in decision making on how to

improve KCSE performance in your school? a) Yes () b) No ()

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

a) Yes () b) No ()

If No, give reasons

13. State the vision of the school.

14. State the mission of the school.

Thank you for your contribution.

APPENDIX C

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the effects of school culture on students' Kenya Certificate of Secondary Education (KCSE) performance in Matungulu District, Machakos County, Kenya. You are kindly requested to participate in this study by filling in this questionnaire. You are assured that your identity will be strictly confidential.

Please tick (✓) where appropriate or fill in the required information on the spaces provided

1. What is your age bracket?

- a) Under 25 years () b) 25-35 years () c) 36-45 years ()
d) 46 years and above ()

2. What is your Gender?

- (a) Male () (b) Female ()

3. Indicate your level of education

- a) Diploma () b) B.A with PGDE () c) B.SC with PGDE ()
a) BED () e) Masters () f) Others, specify _____

4. If you were a head teacher, give two ways in which you would improve the culture of your school?

- a) _____
b) _____

5. Using the scale given below, rate the following aspects of school culture in terms of their contribution to better performance in KCSE examination.

1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree

School mission, vision and values

	ITEM	1	2	3	4
1	Our school has a clear vision, mission and values.				
2	The school vision, mission and values are geared towards performance.				
3	The teachers are sensitive to the school vision, mission and values.				
4	The students embrace the school vision, mission and values				

School assemblies

	ITEM	1	2	3	4
1	Teachers are required to frequently attend school assemblies				
2	Teachers at our school feel that attendance of school assemblies has a positive influence on students' performance				
3	Students have a positive attitude towards attendance of school assemblies				

4	The school administration supports holding of school assemblies				
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Prize giving

	ITEM	1	2	3	4
1	Prize giving is more significant to students than to teachers.				
2	The school administration fully supports prize giving.				
3	Prize giving functions should be held more regularly				
4	Students are adequately rewarded during prize giving functions				
5	Teachers are fully motivated by the prizes given				

Assessment tests

	ITEM	1	2	3	4
1	Teachers should offer more frequent continuous assessment tests to their students.				
2	Students take seriously the assessment tests offered				
3	Teachers take seriously the continuous assessment tests offered to students.				
4	The Continuous assessment test results are reflected in the students' end term examination results				

Thank you for your contribution

APPENDIX D

STUDENTS' QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the effects of school culture on students' Kenya Certificate of Secondary Education (KCSE) performance in Matungulu District, Machakos County, Kenya. You are kindly requested to participate in this study by filling in this questionnaire. You are assured that your identity will be strictly confidential.

Please tick (✓) where appropriate or fill in the required information on the spaces provided

1. What is your gender?

(a) Boy () (b) Girl ()

2. Which age bracket are you in?

(a) 16 years and below () (b) 17 years () (c) 18 years and above ()

3. Which religion do you belong to?

(a) Christian () (b) Islam () (c) Hindu ()

(d) Others (specify) _____

4. How long have you been in this school? _____ Years.

5. Which grade do you expect to obtain in your final KCSE examination?

A () A- () B+ () B () B- () C+ ()

C () C- () D+ () D () D- () E ()

6. What are some of the challenges that may make you not to obtain the grade indicated in (5) above.

7. Do you know the school vision, mission and values off head?

a) Yes () b) No ()

8. Using the scale provided below, rate the following aspects of school culture.

1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strong Agree

	ITEM	1	2	3	4
1	All students in your class are motivated and feel challenged to do their very best in school				
2	All students adhere to the school rules and regulations				
3	The rules and regulations of our school are more of guidelines than punitive.				
4	Students who adhere to the rules and regulations perform better than those who do not.				
5	School assemblies are beneficial to our wellbeing.				
6	Continuous assessment tests enable me to revise from time to time				
7	The more I attempt continuous assessment tests, the more confident and ready I become for the final exam.				
8	When teachers give me quick feedback, I devise ways of improving				

	my academic performance.				
9	I learn answering techniques and question approach methods through assessments and get ready for the final exam				
10	Continuous assessments help me to interact with the teachers mainly when doing corrections.				

Thank you for your contribution

APPENDIX E

RESEARCH 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:

24th June, 2014

NACOSTI/P/14/4807/2032

Mary Nzisa Mutua
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of school culture on KCSE examination performance in Matungulu District, Machakos County,*" I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **31st July, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Machakos 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.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Machakos County.



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

