

**INFLUENCE OF CORPORATE CULTURE ON PERFORMANCE OF  
STUDENTS AT KENYA CERTIFICATE OF SECONDARY EDUCATION  
AT MANGA SUB COUNTY, NYAMIRA COUNTY, KENYA**

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

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## **DECLARATION**

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

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## **DEDICATION**

I dedicate this research project to my father Fredrick Obara, my mother Teresa Kwamboka, my husband Gilbert Riober and our children Tiffany Brenda, Tracie Gesare and Ty Nyagwaya and my siblings Irene Mokeira, Glenah Nyaboke, Ednah Moraa, Clement Mokaya and Joash Oriki.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CAT</b>	Continuous Assessment Test
<b>CDE</b>	county director of education
<b>DEO</b>	district education officer
<b>HOD</b>	Head of Department
<b>MoE</b>	Ministry of Education.
<b>KCSE</b>	Kenyan Certificate of Secondary Education
<b>KNEC</b>	Kenya National Examination Council
<b>SPSS</b>	Statistical Package of Social Sciences
<b>TSC</b>	Teachers Service Commission

## ABSTRACT

The purpose of the study was to investigate the influence of corporate culture on performance of students in Kenya Certificate of Secondary Education. The study sought to determine the influence of school leadership, assessment tests, community involvement and supportive learning environment on performance of students in KCSE. The study employed a descriptive survey design and used structured questionnaires for teachers to collect data. The study targeted 250 teachers in 50 sampled secondary school teachers within Manga district, Nyamira County. The researcher obtained 182 completed questionnaires hence the study attained 72.8 percent return rate. The obtained results were organized in excel and analyzed using excel spread sheets and SPSS. The analysis included use of comparative statistics such as percentages. Regarding school leadership, the study established that the prevalent leadership style in the sampled schools was both participative and transformational. Schools with higher rating for extent to which its leadership was participative had higher KCSE mean scores in the year 2013 and 2014 as compared to those having lower rating of school leadership consistency with participative style. Regarding influence of assessment tests on student performance in KCSE, the study established that the schools held an average of 5 tests each term, vetted by Head of Departments or/and examination committee. The schools with higher rating as regards quality and sufficiency of assessments had higher KCSE mean score for the years 2013 and 2014 as compared to those with lower ratings. Regarding community involvement, the schools with higher rating on the extent of parent involvement had higher KCSE mean score compared to schools with lower ratings. Regarding the influence of school environment on student performance in KCSE the sampled teachers felt that student supportive environment in schools has a positive impact on student performance. The schools with average lower Likert scale rating in relation to; extent of participative style of leadership, extent of assessment quality, extent of parent/guardian involvement in school affairs, and extent of student supportive school environment had lower KCSE mean scores compared to those with higher ratings. The study concludes that Student Performance can be influenced by; School Leadership, Administered Assessment Tests, Community Involvement and Student support Environment in schools. To this end, the study recommends that Kenyan secondary school leadership should apply participative leadership style, administer relatively more exams consistent with national exams, increase community participation and ensure good student support environment within schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Luthans and Doh-Jonathan (2015) defines corporate culture as the beliefs and behaviors that determine how a company's employees and management interact and handle business transactions. Often, corporate culture is implied, not expressly defined, and develops organically over time from the cumulative traits of the people the company hires (Hartnell, 2011). However, corporate culture may be written as a mission statement, spoken or merely understood. Whichever the case, corporate culture of an organization describes and governs the way in which stakeholders in an organization including; owners, managers and employees think, feel and act (Salin and Helge, 2010). Luthans and Doh-Jonathan (2015) notes that corporate culture plays a big role in determining how well a business will do.

Notably, corporate culture is shaped by the stakeholders in an organization. In education, the term Henry (2013) notes that stakeholders typically refers to anyone who has invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, community members, local business leaders, and elected officials such as school board members. However, Laurie (2012) notes that it is the persons involved in the day-

to-day running of the school that determine the culture of a school and hence its performance.

Banks (2005) enumerated characteristics of a high-performing school as; clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction, and assessments aligned with national standards, frequent monitoring of learning and teaching, focused professional development, supportive learning environment, and high levels of family and community involvement.

In Kenya the performance of various secondary schools has varied over the years. Of course, several factors do impact on the performance of students in their Kenya Certificate of Secondary Education (KCSE). In his article, “Building a School Culture of High Standards,” Berger (2012) notes that schools should shift from quantity to quality, distinguish between school life and outside life, concentrate on art, modify modes of support and assessment in the classroom. Kelsey (2012) posits that culture modification, not curriculum can resurrect a struggling high school. He notes that schools should be places where teachers are trusted, students are challenged, and parents are engaged.

To this end, school culture is to a great extent a key contributor to school success. Taylor and Williams (2001) argued that as accountability through tests has become a threat, head teachers need to work on long-term cultural goals in order to strengthen the learning environment. Taylor (1987) defines culture as an

integrated system of learned behavior patterns created and possessed by people. Organizational culture is further defined as the basic pattern shared assumptions, values and beliefs considered the correct way of thinking about and acting on problems and opportunities facing the organization (Luthans and Doh-Jonathan, 2015). Moreover, School culture refers to the kind of underlying set norms, values, beliefs, rituals and traditions that make up the unwritten rules of think, feel and act in an organization that affect performance within the organization. In the Kenyan societies, the performance of a student at KCSE is important for most people believe that academic performance leads to success in life (Awiti, 1999).

While several literatures agree that corporate culture of a school can enhance performance of students, there is no clear evidence of the relationship between the two variables. Mortimore (2001) posited that more research on the interactions between culture and education is essential more so leading all the variables that interact together for academic excellence. Fullani (2001) notes that the instructional leader is too limited to sustain school improvement and promoted the idea that the school head teachers be the change agents to transform the teaching and learning culture of the school. This researcher agrees with the sentiments expressed by the author by exploring such issues such as evidence of high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, assessments in the school aligned with

national standards, frequent monitoring of learning and teaching, supportive learning environment, family and community involvement (Laurie, 2012).

Bath (2008) identifies that the school culture is very important because it has a strong impact on students and adults. It has more influence in life and learning in the school than at the home setting. School culture guides the day to day activities whereby members have a pattern of doing things that they follow and becomes part of them without knowing thus gives the employees a sense of belonging and identity in the school and the members become committed to the values and ways of doing things (Luthans and Doh-Jonathan, 2015). In the end, the best results are achieved. It helps enhance good relationship among the members and the organization adapts to the external environment.

However, it should be noted that cultures can have both negative and positive influences on the education of individuals (Kelsey 2012). Moreover, it may be biased towards one particular gender in as far gender and education is concerned. It is therefore relevant to ensure that the impact is identified in order to put in place the appropriate measures and strategies so that the negative impacts can be controlled or eliminated.

This study is geared towards investigating the influence of corporate culture on school performance in KCSE in secondary schools in Manga District.



**Table 1.1: Performance of schools in Kisii and Nyamira Counties from 2008-2010**

<b>County</b>	<b>District</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Kisii</b>	Kisii Central	4.266	3.832	4.798
	Gucha South	3.691	4.102	4.488
	Gucha	3.962	3.953	4.292
<b>Nyamira</b>	Manga	4.387	4.653	4.978
	Nyamira	3.832	3.702	4.464
	Masaba North	3.909	3.368	4.094

Manga is the focus point to this study. Although it is annual mean scale score in the KCSE exam is higher than other districts such as Nyamira and Masaba North (Nyamongo, 2014), its performance is lower than that of other schools in the country. Overall Manga district has had higher performance than other districts in Nyamira which includes; Nyamira and Masaba North as well as secondary schools in Kisii County. The study seeks to explain what cultural aspects the schools in the district have embraced to influence performance in their schools high above schools facing similar environmental, social and economic variables. Identifying the influencing factors of students' performance from a school cultural standpoint will allow the stakeholders to make the relevant changes in order to improve their cultures, hence schools' performances. Furthermore, the results can

act as guide to other schools in the neighboring districts to enhance the performance of their schools.

## **1.2 Statement of the problem**

The student's performance indicates how well the school is managed and the effectiveness of learning in the school (Griffins, 1994). Duignam (1986) noted that the school head teacher and the leadership play an important role in the success of the school. Students achieve higher scores on standardized tests in schools with healthy learning environments. The study conducted on schools in southeast Texas by Bell et al. (2003) identified that a school's success was highly dependent on the leadership of the school.

In their study on students' performance in Bungoma, Achoka, Nafula and Oyoo (2013) identified that negative cultural practices in the communities had a negative impact on the performance of female students. However, these researchers never established whether the school's positive cultural practices counteracting these negative practices to impact on the performance of students. It is not clear how corporate culture of a school could enhance performance of students. This study sought to investigate the influence of corporate culture of a school on performance in KCSE in secondary schools located in Manga District. The district has always experienced better performance in KCSE when compared to other schools in Nyamira, Masaba North, and those in Kisii county including; Kisii Central, Gucha, and Gucha South, yet the schools has some of the poorly

performing schools in the region. The schools receive students from the same location and most other factors including economic endowment, local cultures, and social factors are similar. Since students also come from same society with similar societal variables, it indicates that secondary schools in Manga district may have some distinct corporate culture in relation to leadership, teaching, examining, and student support structures which makes its students to excel in KCSE. This study investigates the effect of corporate culture of schools on performance of the schools with Manga district in Nyamira District the case of the study.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the influence of corporate culture of a school on student performance in KCSE with a focus on Manga District.

### **1.4 Objectives of the study**

The following objectives guided the study:

- i. To assess the influence of participatory leadership on students' performance in KCSE in Manga district.
- ii. To determine the influence of assessments tests quality in the school on the students' performance in KCSE in Manga District.
- iii. To assess the influence of community involvement on student performance in KCSE in Manga District.

- iv. To determine the influence of supportive learning environment in schools on student performance in KCSE in Manga District.

### **1.5 Research questions**

The study was guided by the following questions

- i. What is the influence of participatory leadership on students' performance in KCSE in Manga district?
- ii. What is the influence of assessments tests quality in the school on the students' performance in KCSE in Manga District?
- iii. What is the influence of community involvement on student performance in KCSE in Manga District?
- iv. What is the influence of supportive learning environment in schools on student performance in KCSE in Manga District?

### **1.6 Significance of the study**

The findings of this study showed that school culture influences academic performance. These findings will improve the practice of head teachers, teachers, policy makers and other researchers. The head teachers may ensure that they shape culture by creating an enabling environment in the school therefore improving performance. He/she could strive to enhance a positive school culture as it enhances effective teaching, therefore better academic performance of the students. They may strive to be effective in carrying their duties or responsibilities to improve school culture.

Teachers may play a role in shaping and sustaining a positive or strong culture in schools. They will be committed and faithful to see to the success of the students they teach.

Policy makers-Ministry of education officers, Teachers' services commission may assess the contents of courses for student teachers and prospective head teachers, appraise head teachers yearly and review existing practices in schools. Other researchers in the university may benefit from the findings and recommendations of this study.

### **1.7 Limitations of the study**

Mugenda and mugenda (2003) indicate that limitations are aspects of research that may influence the research negatively but which the researcher has got no control over. In this study, the respondents feared giving out information as some of them considered it confidential. However the researcher assured the respondents that their identity will be confidential. A limitation of resources was also evident. This mainly entailed financial resources. The resources available could not allow the researcher to study a larger sample than the one in the study.

### **1.8 Delimitation of the study**

The research delimited itself to only one district in Nyamira County and the other five were not studied. The district is Manga due to the fact that its performance is better than the other districts within the county. The study took place by

administering questionnaires to the secondary school teachers at Manga District in Nyamira County.

### **1.9 Assumptions of the study**

When conducting the study, the researcher assumed that:

- i. The participants respond to the questions asked in the questionnaire
- ii. The participants respond to the questions truthfully
- iii. Participatory leadership of principals, school values, discipline and motivational practices influence students' performance in their secondary school education

### **1.10 Definition of the significant terms**

**Assessment** refers to the wide variety of methods that educators use to measure the academic readiness, learning progress and skill acquisition of students. They are also used to identify academic weaknesses and strengths so that teachers can provide specialized academic support to the learners.

**Discipline** refers to the manner in which the stakeholders in a school will adhere to what is expected of them (Agbegenya, 2012).

**Motivational Practices** refer to the actions carried out by the school in order to motivate or inspire the students so that they are in a position to achieve the desired outcomes (Wong, 2008).

**Participatory Leadership** refers to a leader's action of consulting the subordinates on proposed actions and decisions and encouraging participation from them (Wehrich, 2008).

**School Culture** refers to the kind of underlying set norms, values, beliefs, rituals and traditions that make up the unwritten rules of think, feel and act in a school, hence affecting performance within the organization (Awiti, 1999).

**School Values** refer to the guidelines or factors that guide stakeholders in a school in the manner they will conduct themselves. It also refers to how the stakeholders conduct themselves when faced by situations (Celbort and Rulton, 2008).

### **1.11 Organization of the study**

This study is organized into five chapters. Chapter one presents the background of the study, statement of the problem, objectives of the study, purpose of the study, research questions of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two on the literature review. Chapter three presents the research methodology which describes the research

design, the target population, sampling techniques and sample size, research instruments, instruments' validity, data collection procedure and data analysis techniques. Chapter four presents data obtained from the field, its analysis and interpretations and chapter five the summary of the study, conclusions and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter provides a succinct literature review from past researchers and scholars on the influence of corporate culture of a school on student performance. The chapter examines the concept of school culture effects on student performance in secondary schools in relation to the study objectives which includes; influence of school leadership on students' performance in KCSE, influence of assessments in the school on the students' performance in KCSE, influence of family and community involvement on student performance in KCSE, and influence of supportive learning environment in schools on student performance in KCSE in Manga District. By reviewing several literatures, this session forms the conceptual and theoretical basis of this study.

#### **2.2 Concept of school corporate culture**

A school is a complex organization. It is not just a building with people inside. A school is composed of diverse and interrelated variables. Each part is dependent upon the other parts. Ahmadi (2012) notes that a school is part of a larger "system," and there are boundaries of varying strength and permeability, although fuzzy ones at best, between these parts. He further posits that school culture is one

of the most complex and important concepts in education. Stoll (2002) considers the basic essence of an organization's culture to be the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic 'taken for granted' fashion an organization's view of itself and its environment.

It is the above aspects that are at the heart of school culture that makes it so hard to grasp and change. Culture describes how things are and acts as a screen or lens through which the world is viewed. In essence it defines reality for those within a social organization, gives them support and identity and creates a framework for occupational learning. Each school has a different reality or mindset of school life, often captured in the simple phrase, "the way we do things around here" (Ahmadi, 2012). It also has its own mindset in relation to what occurs in its external environment. Culture is, thus, "situationally unique" (Chapman, 1999).

A school's culture is shaped by its history, context and the people in it. Also, culture is positive if it positively influences the performance in the school. Banks et al. (2005) identified several cultural elements characterized in highly performing schools. These include; high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, assessments in the school aligned with national standards, frequent monitoring of learning and teaching, supportive learning environment, family and community involvement.

### **2.3 The influence of school leadership on students' performance**

While quoting John C. Maxwell, Mayfield (2013) posited that “everything starts and ends with leadership” and noted secondary school leadership vests on the principal and board of directors. Barber, Whelan and Clark (2010) notes that leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need.

In a research conducted by Macneil, Prater and Busch (2009) in the schools in southeast Texas, it was identified that Exemplary, Recognized and Acceptable schools varied with regard to organizational health. In their research on UK students, Bell et al. (2003) identified that Effective leadership was confirmed as probably being an important factor in a school's success. The evidence relating to the effect of head teachers on student outcomes indicates that such an effect is largely indirect. It is mediated through key intermediate factors, these being the work of teachers, the organisation of the school, and relationship with parents and the wider community.

In a research conducted by Emunemu, Adu and Yusufu (2014) on Nigerian students, it was identified that valuing teachers' collaboration contributed significantly to students' academic performance. Additionally, valuing achievement goal orientation also contributed significantly to students' academic performance. Moreover, valuing teachers' self-efficiency contributed insignificantly to students' academic performance. In their study, Kariyana,

Mephosa and Mapuranga (2012) found that educators held positive views about the participation of learners in co-curricular activities as they felt the participation was beneficial in numerous ways. Educators were also of the view that values imparted through participation in co-curricular were important in learners' academic performance. However, learners' involvement in co-curricular activities did not always guarantee learners' success in academic studies.

To this end, participatory leadership has several merits on performance. In participatory leadership style, Wehrich (2008) indicates that the leader consults the subordinates on proposed actions and decisions and encourages participation from them. In accordance to Kontz and Wehrich (1986), participatory, recognized as democratic style, decentralizes force and power style. Leaders make decisions by consulting. Aldag (2001) watched that the participatory leadership style depicted by school principals has been prescribed in the administration writing going back to the mid-1950s.

Numerous associations today are attaining to great results with participatory leadership. As a few organizations have indicated, participatory administration does make some issues. One official has noticed that a few directors feel loss of force when participatory administration is executed. An alternate issue is that participatory leadership obliges representatives who need to take part what's more who have advantageous info. A portion of the initiative attributes connected with this style incorporate the leader: making himself/herself accessible to the group

members, implementing suggestions made by the subordinates, being friendly and approachable, letting members know what is expected of them, giving support, encouragement and appreciation to the subordinates

#### **2.4 The influence of student assessments on the students' performance**

Student assessment influences different factors in the setting of a school. Student values are key in education. The logic of formative assessment – identify learning goals, assess where students are with respect to those goals, and use effective teaching strategies to close the gap – is compelling and has led to the expectation that formative assessment would improve students' learning and achievement (Sadler, 1989). Moreover, substantial empirical evidence has supported the effectiveness of formative assessment (Black and Wiliam, 1998). However, the evidence mainly comes from either laboratory studies or on anecdotal records. As Black and Wiliam (1998) pointed out, studies conducted in laboratory contexts may suffer “ecological validity” problems and encounter reality obstacles when applied in classrooms. The effects of formative assessments have rarely been examined experimentally in regular education settings.

But key to assessments is the values of hard work inculcated on students. These values mainly relate to values instilled by the teachers or those values that are inherent to the general state of the school, whether deliberately or not deliberately. Many people emphasize the importance of good teachers, and many local, state,

and federal policies are designed to promote teacher quality (Celbort and Rulton, 2008). Research using student scores on standardized tests confirms the common perception that some teachers are more effective than others and reveals that being taught by an effective teacher has important consequences for student achievement.

Nevertheless, there seems to be no precise literature indicating the relationship between school values and student performance. It is however, as indicated above, relevant to understand that the values of a school guide students into how they will conduct themselves. Celbort and Rulton (2008) identify that teachers' character are highly influential on students' character. The teachers are the bacons of character as they are the schools' representatives. If the teachers are undisciplined, for example, or rude, the students will likely depict the same.

## **2.5 Effect of community involvement on student performance**

Student hard work and obedience of school rules is mainly associated with discipline. Notably, the behavior of a student is shaped in the community of a society. Furthermore, it takes a village to raise a child is a popular proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a

responsibility to assure high-quality education for all students (NEA policy brief, 2012).

In a study conducted by Salifu and Agbenyega (2012), it was identified that senior high school administrators perceived indiscipline as an issue affecting their administration, and prevented the provision of congenial atmosphere for effective teaching and learning. In addition, it tarnished the image of the schools before the outside world, thus discouraging donors, parents and other interest groups from having interest in the schools.

In another research carried out by Stanley (2014) the findings of the study clearly showed that effective school discipline should be encouraged in controlling students' behavior thus affects students' general academic performance. In her book entitled "School Rules: Obedience, Discipline, and Elusive Democracy" Raby (2012) reveals what rules mean to different participants, and where it is that they becoming a challenge. Raby investigates students' acceptance or contestation of disciplinary regulations, and examines how school rules reflect and perpetuate existing inequalities and students' beliefs about young people. Illustrating the practical challenges and political and theoretical concerns of involving students in rule-making, School Rules can help teachers and administrators facilitate more meaningful rules and student participation in their own schools. It is therefore relevant how such rules impact on the performance of students when followed or not followed.

Using 278 students, 8 head teachers and 8 heads of guidance and counseling department from 8 secondary schools in Bungoma County, Achoka, Nafula and Oyoo (2013) it was found that stereotypic gender role dispositions, early marriages and female genital mutilation were among the traditional and cultural beliefs which eventually made girls to perform dismally in their academic endeavors. However, it was not indicated whether the school culture had an impact on the external culture so that there was a change in student performance.

Omusonga, Kazadi and Indoshi (2012) used 327 French learning students and 16 teachers from 16 schools in the western part of Kenya. They identified that school culture and students' performance in French in Kenya Certificate of Secondary Education (KCSE) examination have a strong positive correlation. Therefore, developing a French culture within a school improves students' scores in French.

## **2.6 Influence of supportive learning environment on student performance**

Wong (2008) identifies that comprehensive school counseling programs exhibit a positive relationship with student performance. A report by Washington School Research Center (2003) indicates that academic achievement can be realised if a systematic approach to guidance and counseling is initiated. Beale (2004) and Schmidt (2003) indicate that student counseling improves school attendance, school behavior, increases student achievement and increases students' levels of self-esteem and attitudes toward school.



Using the mean ratings of 103 teachers in four high performing and four low performing high schools in Nandi-Central District, Makewa (2011) identified that high performing schools recorded a more favorable ecology, milieu, and school culture than the low performing schools. School climate was found to have a significant influence on academic performance of students in provincial secondary schools in Nandi-central district. Using 180 students 108 teachers and 18 principals from 18 public schools in Homa-Bay District, Nyamburo (2012) identified that students perform best in schools with a “participatory” climate at all levels and where high but realistic expectations for students are held.

## **2.7 Summary of Literature Review**

Regarding the influence of school leadership on students’ performance Mayfield (2013) and Barber, Whelan and Clark (2010) agreed that leadership does influence student performance. However, Bell et al. (2003) noted that only effective leadership can influence performance. Also, Emunemu, Adu and Yusufu (2014) noted that only collaborative leadership can influence performance positively in the context of a school. To this end, there is no consensus on the effect of leadership on student performance. Regarding the influence of assessments in the school aligned with national standards on the students’ performance, Sadler (1989) noted that student assessment is compelling and has led to the expectation that formative assessment would improve students’ learning and achievement. Celbort and Rulton (2008) noted that other factors such as

quality of teaching and student ability not just the assessments do influence student performance. Therefore, there is no consensus on the effect of student assessment on student performance.

Regarding the effects of family and community involvement on student performance (NEA policy brief (2012) noted that the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students. Also, Omusonga, Kazadi and Indoshi (2012) identified that school culture and students' performance in French in Kenya Certificate of Secondary Education (KCSE). However, Raby (2012) reveals that parents and community involvement may have negative effects in situations of counseling where students view it as a means of escalation. Raby investigates students' acceptance or contestation of disciplinary regulations, and examines how school rules reflect and perpetuate existing inequalities and students' beliefs about young people. To this end, it is not clear how family and community involvement influences student performance.

Regarding the effect of supportive learning environment in schools on student performance Wong (2008) identified that student support through comprehensive school counseling programs exhibit a positive relationship with student performance. Also, Makewa (2011) identified that High performing schools

recorded a more favorable ecology, milieu, and school culture than the low performing schools. However, Nyamburo (2012) identified that students perform best in schools with a “participatory” climate at all levels and where high but realistic expectations for students are held. He also adds that some students in expensive schools with all facility perform poorly than some students in poor schools all because of their diligence. To this end, there is no clear consensus on how supportive learning environment in schools on student performance

## **2.8 Theoretical framework**

The root culture metaphor theory as advanced by Hofstede (1991) the theory views organizations as “cultured” bodies through communication and symbols, or through competing representative metaphors. According to this theory, each organization represents a culture. According to Modaff et al. (2011) the theory holds since culture is built by way of individual experiences bound by different perspectives. As such, different organizations are simply different cultures with their own way of understanding and interpreting their world, and hence different operational modes (Hofstede, 2001). According to the theory that culture is same as the organization, Modaff et al. (2011) advances that the culture upheld by an organization is actually the organization and hence its communication symbols. Hofstede (2001) advanced that this is the reason why organizations are different in many dimensions and their performance is not the same.

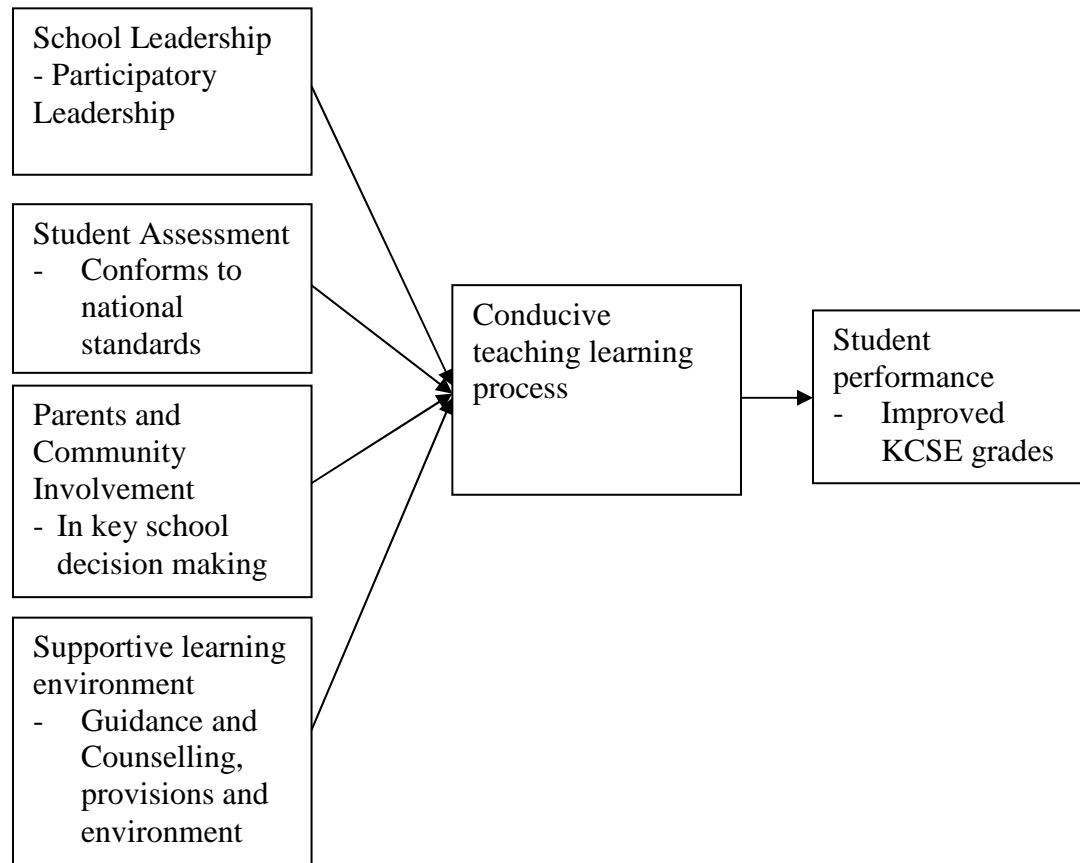
The theory that organization culture is part of a large organization advances that culture is not the organization by is one amongst many variables that influence organizations (Modaff, et al. 2011). They noted that this theory takes on the perspective that culture is something that is possessed by organizations. Therefore, the theory suggests that the organizational culture is just one of the many variables in the big entity which participates in influencing the organization as a whole (Hofstede, 2001).

Importantly, this theory views organizational culture as a variable that can be altered and manipulated depending to suit the interests and objectives of the leadership and other influential members of the organization. As an important variable in organizations, (Hofstede, 2001) notes that a good culture should be one that accommodates all stakeholders and channels their efforts towards attainment of the objectives of the individual and organization at large (Modaff, et al., 2011).

## **2.9 Conceptual framework**

The figure below demonstrates how institutional components connect with the environment to impact the connection of school culture to student performance in Manga District. Figure 2.1 below shows the conceptual framework.

**Figure 2.1: Conceptual Framework**



Theory and literatures agree that all begins and ends with leadership. Better leadership especially one that involves all the staffs and that they perform their roles appropriately may lead to better performance. Student assessment can make students to work hard so as to pass in the short-term assessments this in return will make them pass in their national exam because they will be used to exam and thus worked towards better performance. Involving the community may help the school to have more support financially and socially which may up-lift the discipline in schools hence easy running of the school for the environment will be

conducive with disciplined students thus better results at the national examination level. Supportive learning environment including guidance and counseling, provisions and ample environment makes the situation conducive for the students to work hard hence better examination results.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the methodology of the study. It includes; procedure and research techniques, target population, sampling, amongst others, are all part of this chapter.

#### **3.2 Research design**

Research design is the arrangement, structure and methodology of researching proposal for acquiring responses to research questions (Orodho, 2005). This study followed a descriptive research design where the inquiries were made on optional teachers to explore the effect of school culture as a learning institution on the performance of students in KCSE with Manga District as the region of focus.

#### **3.3 Target population**

Here information was gathered in order to test the theory on the impact of school culture on student performance in secondary education in Kenya, specifically in Manga District in Nyamira County. In total there were 350 teachers and 2500 high school students in Nyamira district as of the July 1<sup>st</sup> 2014. The population of the study was therefore 350 secondary school educators. Teachers were deemed

relevant study objects since teachers can more easily comprehend the elements of school culture in their schools and past schools due to their education background and experience with learning institutions.

### 3.4 Sample size and sampling procedure

The researcher aimed to reach 250 secondary school teachers in Manga District. This makes a sample of 250 respondents of the total population of 350 which is 71% of the total population.

**Table 3.1: Sample Size**

<b>Manga District Secondary Schools Teachers</b>	<b>Number</b>	<b>Sample Size</b>
Secondary School Teachers	350	250
<b>Target Population</b>	<b>350</b>	<b>250</b>

The teachers were involved in the study as the researcher felt that teachers could give more relevant information due to their experience in teaching since the study focused on culture of learning institutions and its effect on student performance in KCSE. The sample of 250 was deemed appropriate to provide sufficient information for the study as well as easing data collection while saving the limited time and financial resource incurred in the study.



### **3.5 Research instruments**

The researcher collected data by use of semi-structured questionnaire. The questionnaires had both open and closed ended questions. Section A contained questions to about demographic data of the respondents. The demographic data sought was on gender, age and qualification of the respondents. Section B contained questions on perception of the respondents on various variables on school culture that influence student performance. The respondents were specifically required rate the effect of their institutional culture on the student's performance in KCSE.

### **3.6 Validity of instruments**

The researcher used random sampling design in order to make sure that the instruments were able to cover the broad range of areas within the topic on the impact of school culture on students' performance in Manga District. Therefore, after designing the questionnaires, the researcher consulted her supervisors on the appropriateness of the research instruments to ensure that correct questions were asked. This way the supervisors, who are experts in this area of study, gave recommendations on areas that needed improvement and the researcher did the adjustments accordingly.

Secondly, the researcher consulted a number of teachers and students who gave their feedback on the coverage of issues they consider important to them as

pertains school culture in the district. This was done to help limit “expert bias”, to avoid the instruments reflecting what an individual, in this case the researcher felt are the most important or relevant areas. Therefore, validity of instruments can be improved by the researcher making sure that the objectives of the study are defined and operationalized in order to be comprehended by the respondents. In this regard, the expectations of the secondary school teachers and students were put into consideration while revising the questionnaires.

### **3.7 Reliability of instruments**

The research incorporated the test-retest reliability. This is a measure of reliability obtained by administering the same test tool twice or over a period of time to a group of individuals. Before the actual study, the researcher administered the 5 questionnaires to 5 colleagues to complete it. They were requested to suggest where sentences or words could not easily communicate to them. The researcher recorded the responses and made corrections where necessary. Then, 5 different colleagues were issued with modified questionnaire and requested to complete it with request to indicate where words or sentences were not easily comprehensible. The researcher again recorded their responses and incorporates suggested changes into the questionnaire. It is until the questionnaires were thoroughly revised that the researcher went to the field.

### **3.8 Data collection procedures**

Before collecting data, the researcher obtained a permit from the National commission for Science, Technology and Innovation (NACOSTI). The researcher also got an introductory letter from the University of Nairobi. This would enable the heads of institutions and other respondents to allow the researcher to collect data. The researcher visited all the schools sampled for research in Manga District armed with these letters of introduction. The researcher then introduced the topic and explained to her 10 research assistants what she needed from them.

The questionnaires were then distributed to the teachers to fill after a brief explanation by the researcher or the assistant. The researcher or assistant agreed with the respondents about time limits for filling the questionnaire. The researcher and assistants gave consistent explanation in all the schools visited. Once the time limit reached, the researcher went and collected the questionnaires from all the selected schools for the purpose of data analysis.

### **3.9 Data analysis techniques**

After collection of the data, it was coded and organized according to themes. It is the qualitative data that were organized into themes. Together with the quantitative data, it was organized in excel spread sheets and analyzed. The results were presented in tables and figures and used to answer the study

objectives and to complete the report and make conclusion and recommendations of the study.

### **3.10 Ethical considerations**

The researcher ensured that the study upheld quality and also sought the consent of the authorities to go to the field. The confidentiality and anonymity of the respondents was observed and the participants were not forced but did it voluntarily.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter provides the results of the analyzed data presented in tables and figures. It also contains the findings of the study as per the research questions. In addition, the chapter contains a succinct discussion of the findings to establish the link with past theories.

#### **4.2 Questionnaire return rate**

This study sought to establish the influence of corporate culture of a school on student performance in KCSE with a focus on Manga District. The study aimed to reach 250 secondary school educators using semi-structured questionnaire as the data collection instrument, administered by the researcher in support of 10 well-trained research assistants. The study managed to collect 182 fully completed research questionnaires that were used to complete the study report. This represented 73.6 percent response rate based on the targeted sample. Baruch (1999) suggests that a response rate of 55 percent is sufficient for social science studies. Therefore, 73.6 percent is considered as a reasonable return rate to make generalizable conclusions.

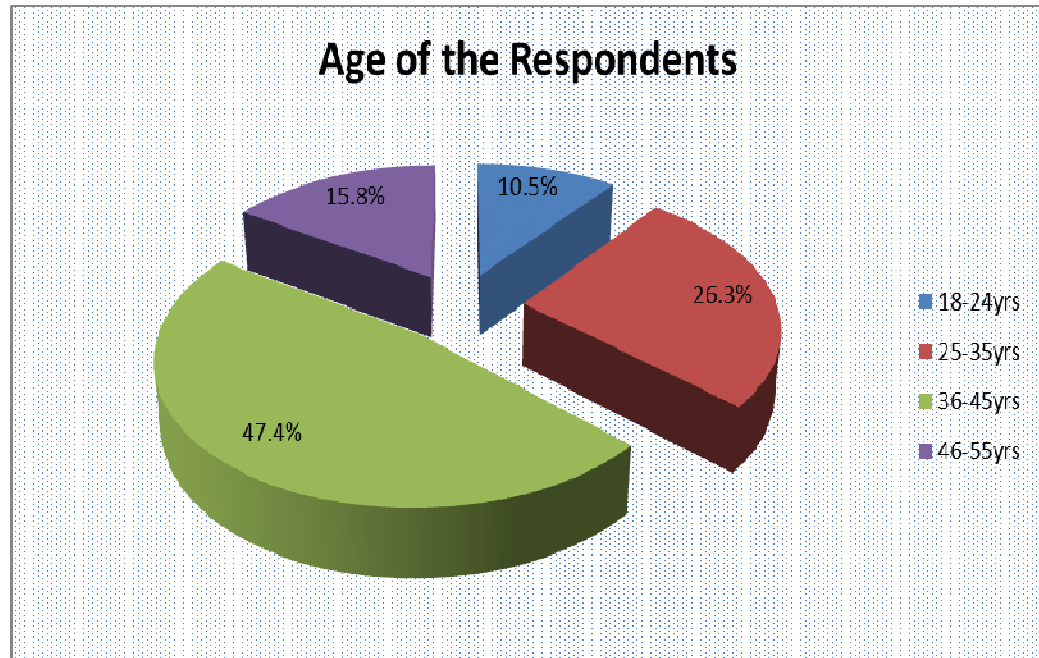
The researcher sought to establish general information about the respondents which would help reveal the relevancy of their assertions in the study. The average experience of the respondents in teaching was 5.2years and 56 percent were males while 44 percent were females as shown in table 4.1 below.

**Table 4.1: Gender of the teachers**

<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	102	56.0%
Female	80	44.0%
<b>Total</b>	<b>182</b>	<b>100%</b>

The results shown above revealed that both gender were well represented in the study which ensured that the findings were gender inclusive and were not gender biased findings. The researcher also established age of the respondents. The findings were as shown in the figure 4.1 below.

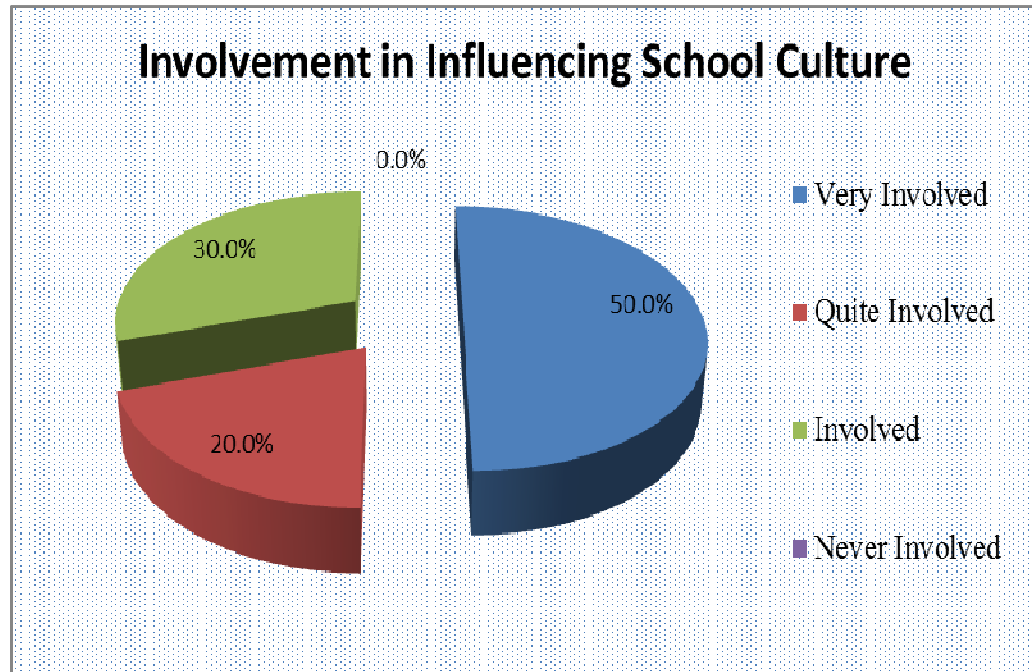
**Figure 4.1: Age bracket of the teachers**



The findings revealed not only that age balance was adhered to but also that matured educators gave insights to the study as per the percentages indicated in the chart above.

Further, the researcher sought to establish the feeling of the respondents in relation to their involvement in influencing the culture of their school. The findings were as shown in figure 4.2 below.

**Figure 4.2: Involvement of teachers in Influencing the Culture of the School**



It is evident that the teachers were involved in influencing the culture of their school. To this end, they felt that they were responsible for the culture of their school, at least to some extent; and therefore were the appropriate subjects of the study.

### **4.3 Influence of principal leadership on students' performance in KCSE**

As one of this study's objectives, the researcher sought to establish the effect of the school leadership on student's performance. Firstly, the study specifically sought to establish the prevalent style of leadership in the Kenyan secondary schools. The respondents were asked to rate the extent to which they felt that the style of leadership had characteristics of; Laissez-Faire leadership, Autocratic



leadership, Participative/Democratic, Transactional and Transformational in a scale between 1-4 where 1.0 was Not at all, 2.0 Some extent, 3.0 Great extent, 4.0 Very great extent respectively.

The average rating for all the respondents were obtained and recorded as in table 4.2 below.

**Table 4.2: Leadership style profiles in the sampled secondary schools**

<b>Style of Leadership</b>	<b>Average Rating in a Likert Scale 1≤4</b>	<b>Rating</b>
Laissez-Faire leadership	1.4	Not at all
Autocratic leadership	.3	Some Extent
Participative/Democratic	2.9	Large Extent
Transactional	2.2	Some Extent
Transformational	3.2	Large Extent

The study findings in table 4.2 above indicates that to a large extent, the style of leadership in the sampled schools is both participative and transformational with ratings 2.9 and 3.2 respectively but have to some extent some characteristics of transactional and autocratic leadership with average ratings of 2.2 and 2.3 respectively. To this end, sampled secondary schools have to greater extent leaders who motivate their subjects and enhance productivity and efficiency through communication and high visibility (transformational leadership) and do invite the opinion of their subordinates (participative). The respondents favored

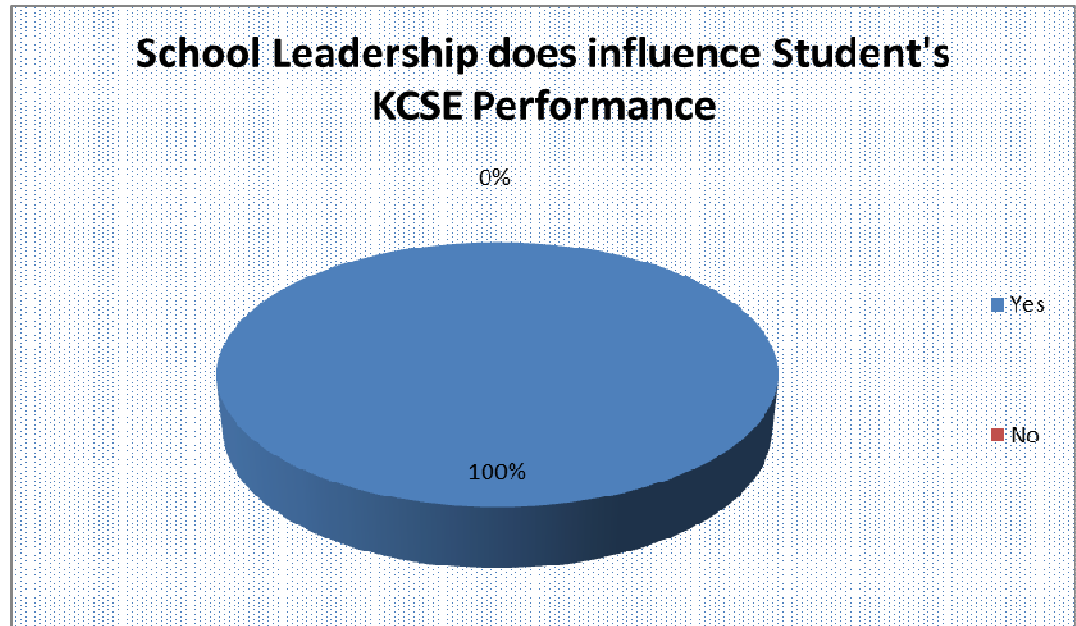
participative and transformational leadership citing that it encourages good governance, influences co-operation and team-work, which improves teachers' and students' morale hence better performance.

While all elements of diverse styles of leadership apart from Laissez-Faire leadership style are visible in the sampled secondary schools, the domination of transformational and democratic styles of leadership is a good thing since Monika (2009) noted that good governance is associated with the two styles of leadership. Also, the results concur with the findings of Kibet, et al. (2012) who noted that Kenyan principals frequently or sometimes involve other stakeholders, particularly teachers, students and to some extent parents, in the management of their schools. They also noted that the Principals communicate clearly to students but frequently retain the final authority over most issues. They also established existence of a significant relationship between leadership approach and student discipline.

#### **4.3.1 Influence of principal leadership on KCSE performance**

In determining the influence of school leadership on student's KCSE performance, the respondents were asked to give their opinion on whether their school leadership does affect students' KCSE performance and results were as shown in figure 4.3 below.

**Figure 4.3: Principal Leadership Influences Student KCSE Performance**



The findings as shown in figure 4.3 above revealed that all the respondents were in agreement that school leadership does influence school performance. This finding was in agreement with the views of Barber, Whelan & Clark (2010) who noted that leadership is second only to teaching among the influencers to student performance. It also concurs with the statement of John C. Maxwell (2013) who posited that “everything starts and ends with leadership”. Also, secondary school leadership rests on the principal and board of directors who must safeguard ethics and uphold codes of good governance (Macneil, Prater and Busch, 2009).

Also, the averages of the Likert ratings for the sampled schools were obtained. Table 4.3 below shows the mean scores and average Likert scale rating for the top 5 and last 5 schools (arranged as per mean schools).

**Table 4.3: Comparison of extent of Participative Leadership style and KCSE Performance for the top 5 and bottom 5 sampled schools**

No.	Secondary School	2014 Mean Score	2013 Mean Score	Average Likert Scale 1≤4 rating on extent of participative leadership
<b>Top 5 Sampled Schools</b>				
1	MAKAIRO	4.500	4.137	3.91
2	NYAMUSI GIRLS	4.468	5.143	3.00
3	RIOMEGO SDA	4.413	4.935	2.96
4	NYAKENIMO	4.400	3.985	3.61
5	KIANGINDA	4.364	3.621	3.24
<b>Bottom last Sampled Schools</b>				
	ST FRANCIS			
46	NYATIEKO	2.657	2.536	2.33
47	EMBONGA	2.605	3.220	2.16
48	NYAGACHI	2.561	2.454	2.24
49	ERONGE	2.518	2.782	2.02
50	MOGONGO	2.450	2.353	2.37

The factual figures shown above reveal that the sampled schools with higher mean score for the year 2013 and 2014 had higher ratings for the extent of application of participative leadership style. For example Makairo whose average Likert scale rating was 3.91 had higher mean scores (4.5 and 4.137) than St Francis Nyatieko (2.657 and 2.536) whose average Likert scale rating was 2.33.

Also, the teachers were asked to rate the extent to which they would associate the leadership of their school with KCSE performance of its students. The results were as shown in table 4.4 below.

**Table 4.4: Extent to which School Leadership is associated with KCSE**

**Performance**

<b>Extent of Association</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Not at all	0	0.0%
Some extent	18	9.9%
Great extent	109	59.9%
Very great extent	55	30.2%
<b>Total</b>	<b>182</b>	<b>100.00%</b>

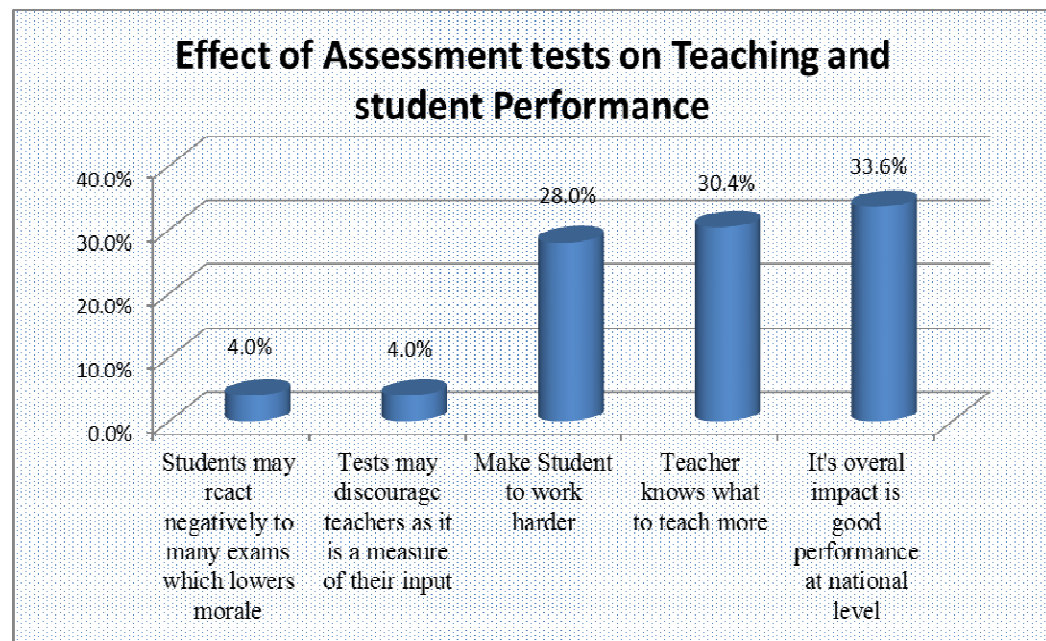
The finding revealed that all sampled educators associated leadership with student performance in KCSE.

The finding showed that education does influence student performance in KCSE. The finding agreed with results of Bell et al. (2003) who identified that effective leadership as a direct and among the most important factor in a school's success and is mediated through key intermediate factors such as the hard work of teachers and students as well as the organization of the school, and relationship with parents and the wider community. The finding agreed with Kariyana, Mephosa and Mapuranga (2012) who found that educators held positive views about the participation of learners in co-curricular activities. It also to some extent concurred with the views of Aldag (2001) who held that the participatory leadership style was depicted by school principals and has been prescribed in the administration writing going back to the mid-1950s.

#### 4.4 Influence of assessment tests on students' performance in KCSE

The study investigated the effect of assessment tests on student performance in KCSE. Firstly, the results noted that the schools held between 3-8 assessments tests each term. Also, the respondents indicated that their exams were to a great extent replica to national examinations since they were set using KCSE format and vetted by HODs or/and examination committee. Also, the respondents rated the effect of assessment tests on teaching, learning and student performance. The results are as shown in figure 4.4 below.

**Figure 4.4: Effect of Assessment tests on Teaching and Performance**



The study results revealed that positive attributes about assessment tests received more rating. The more the tests the better the performance. To this end majority of

the sampled educators recommended relatively more exams which must be consistent to the quality of national exams.

Also, the Likert scale rating for quality of student assessment for each school alongside its mean score for the years 2013 and 2014 were as tabulated in table 4.7 below.

**Table 4.5: Comparison of extent of community involvement and KCSE Performance for the top 5 and bottom 5 sampled schools**

No.	Secondary School	2014 Mean Score	2013 Mean Score	Average Likert Scale 1≤4 rating on extent of quality and sufficiency of assessment
<b>Top 5 Sampled Schools</b>				
1	MAKAIRO	4.500	4.137	3.95
2	NYAMUSI GIRLS	4.468	5.143	3.84
3	RIOMEGO SDA	4.413	4.935	3.26
4	NYAKENIMO	4.400	3.985	3.64
5	KIANGINDA	4.364	3.621	3.27
<b>Bottom last Sampled Schools</b>				
	ST FRANCIS			
46	NYATIEKO	2.657	2.536	1.99
47	EMBONGA	2.605	3.220	2.97
48	NYAGACHI	2.561	2.454	2.37
49	ERONGE	2.518	2.782	2.37
50	MOGONGO	2.450	2.353	2.37

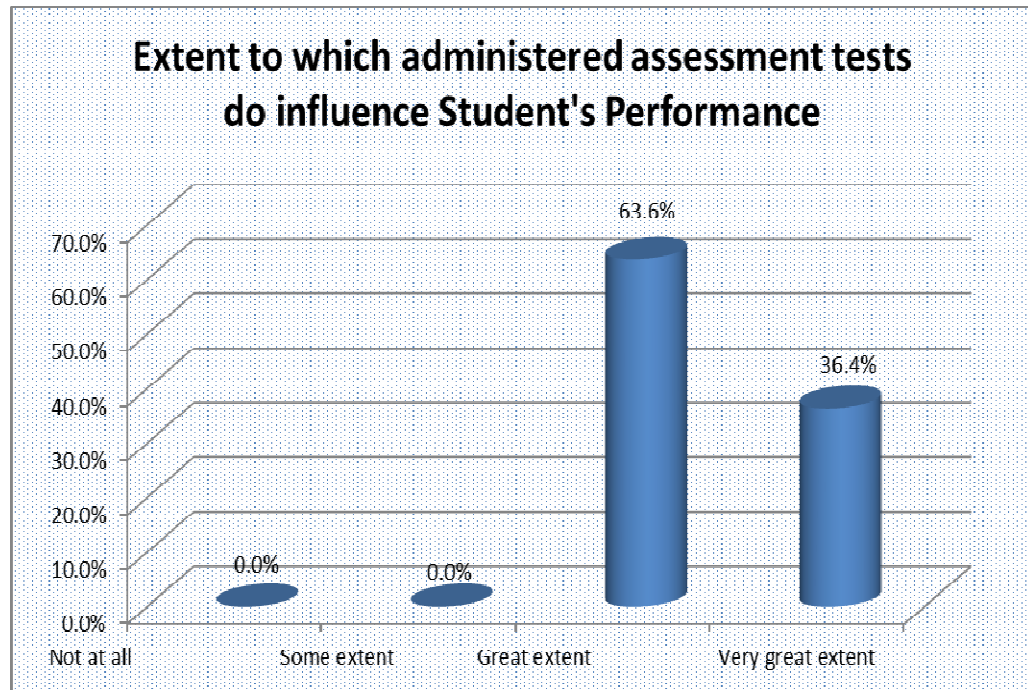
Also, the comparison of the Likert scale ratings alongside the respective mean scores for the year 2013 and 2014 as shown above indicate that the schools with higher rating on assessment quality and sufficiency have higher KCSE mean

scores as compared to those with lower rating on sufficiency and quality of assessments. To this view, the findings revealed that quality of assessment in a school does influence student performance in KCSE. These findings agree with the finding of Sadler (1989) who noted that formative assessment would improve students' learning and achievement. Also, Reina-Paz (2014) noted that the design of a CAT that is both suitable and rigorous in terms of characteristics such as the time allotted for its completion, systems for preventing data transfer, and the difficulty level of the questions is a key factor affecting the overall results obtained in the course. Relatively more assessment tests keep the learner abreast with syllabus content in broad sense. It also motivates a learner to work harder (Nyamburo, 2011).

To assess the extent to which assessment tests do influence student's performance, the sampled were asked to choose the extent to which they agreed that assessment tests do influence performance. Figure 4.5 below shows the results of the analysis.



**Figure 4.5: Administered test and student academic performance**



The findings revealed that the frequency of administered assessment tests do influence student's performance to a great extent and very great extent respectively. The results of the analysis therefore revealed that the sampled teachers believed that assessment tests do influence students' performance in KCSE. Therefore a school culture where exams are upheld can enhance student's performance.

However, Makori and Onderi (2013) noted that students should review the results of the assessment tests with support of their teachers and only then does the assessment test do make the student to know more and helps the learner identify

where they erred. Furthermore, assessment tests serve as a measure of achievement of work covered and makes the learner to capture content and style of answering questions hence better performance in final exams (Reina-Paz, 2014).

#### **4.5 Influence of community involvement on student performance in KCSE**

The researcher also sought to establish the influence of community involvement on student performance in KCSE. In assessing how often the schools invited the parents/guardians to participate in school matters, the researcher established the findings shown in table 4.5 below.

**Table 4.6: How often are Parents/Guardians invited to participate in School Matters?**

<b>How Often</b>	<b>Number of Respondents in favor of the Rating</b>	<b>Percentage</b>
Never	0	0.0%
Rarely	36	19.8%
Often	128	70.3%
Very Often	18	9.9%
<b>Total</b>	<b>182</b>	<b>100%</b>

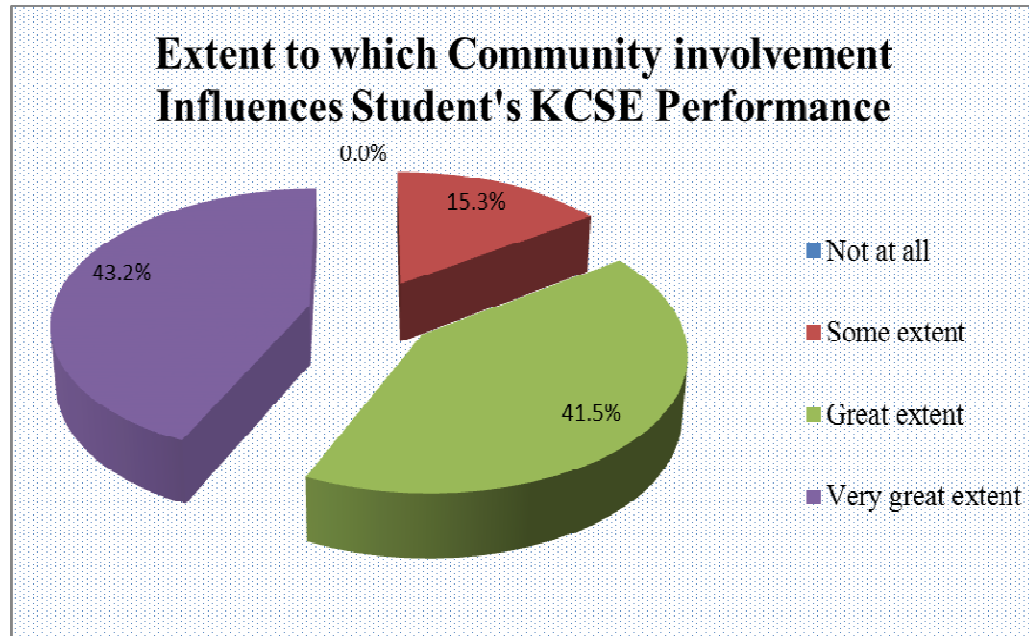
The results of the analysis established that the parents/guardians are invited rarely, often and very often to participate in the affairs of the school. Therefore, most

schools – over 80 percent, do invite the community in the affairs of running their school. The study also noted that parents visit on invitation especially during academic days and class conferences. Also, their involvement enhances student and teacher's morale especially in rewarding performance. A (UNESCO, 2014) report based on case studies of community's role in transparency and accountability of educational initiatives highlights the important role communities can play in the ownership of schools and in ensuring accountable practices, transparency, and compliance with policies. It adds that there is need for much more involvement of parents in school affairs.

#### **4.5.1 Extent to which community involvement influences student performance**

In assessing the extent to which community involvement affects student performance in final exams, the sampled educationist were requested to rate the extent to which they felt involvement of parents or guardians do influence student performance. The results of the analysis are as shown in figure 4.5 below.

**Figure 4.6: Extent of involvement of Community on Student Performance in KCSE**



The findings as shown in figure 4.5 concurred that involvement of the community does influence student performance to some extent, great extent and very great extent. Therefore, all the involved teachers believed that involvement of the community does influence student's performance in final exams. This finding agreed with the conclusions of Mestry and Grobler (2007) who affirmed that input from parents and community at large was crucial in student performance both in co-curricular and extra-curricular programs of a school.

Also, the respondents were asked to rate the extent to which they agreed that the following benefits accrue to schools that involve their community in affairs of

their school in a Likert scale 1-4 where 1.0 was Not at all, 2.0 Some extent, 3.0 Great extent, 4.0 Very great extent respectively. The findings were as shown in table 4.7 below.

**Table 4.7: Benefits of Community Involvement in KCSE performance**

<b>Benefits of Community Involvement</b>	<b>Average Rating in a Likert Scale 1≤4</b>	<b>Rating</b>
Improved School reputation	3.1	Great Extent
Well-behaved Students	3.0	Great Extent
Improved education	2.9	Great Extent
Increased confidence	2.8	Great Extent
Better morale for student and teachers	2.8	Great Extent
Parents benefit as well	2.8	Great Extent
Gains support from community	3.1	Great Extent

The results as shown in table 4.6 the sampled educationists rated the various benefits of community involvement at nearly 3.0 which was ranked at great extent in the chosen Likert scale. Therefore, community involvement leads to; improved school reputation, well-behaved students, improved education, increased confidence, better morale for student and teachers, and parents and the school gains support from community.

Also, the Likert scale rating for extent of parent involvement for each school alongside its mean score for the years 2013 and 2014 were as tabulated in table 4.8 below.

**Table 4.8: Comparison of extent of community involvement and KCSE Performance for the top 5 and bottom 5 sampled schools**

No.	Secondary School	2014 Mean Score	2013 Mean Score	Average Likert Scale 1≤4 rating on extent of Parent/ Guardian involvement
<b>Top 5 Sampled Schools</b>				
1	MAKAIRO	4.500	4.137	3.37
2	NYAMUSI GIRLS	4.468	5.143	3.85
3	RIOMEGO SDA	4.413	4.935	3.65
4	NYAKENIMO	4.400	3.985	3.98
5	KIANGINDA	4.364	3.621	3.97
<b>Bottom last Sampled Schools</b>				
	ST FRANCIS			
46	NYATIEKO	2.657	2.536	1.30
47	EMBONGA	2.605	3.220	2.25
48	NYAGACHI	2.561	2.454	3.29
49	ERONGE	2.518	2.782	3.13
50	MOGONGO	2.450	2.353	1.24

Also, comparison of the Likert scale ratings alongside the respective mean scores for the year 2013 and 2014 as shown above indicate that the schools with higher rating on parent/guardian involvement have higher KCSE mean scores as compared to those with lower rating on parent/guardian involvement. To this end, parent/guardian involvement does influence student performance in KCSE. This

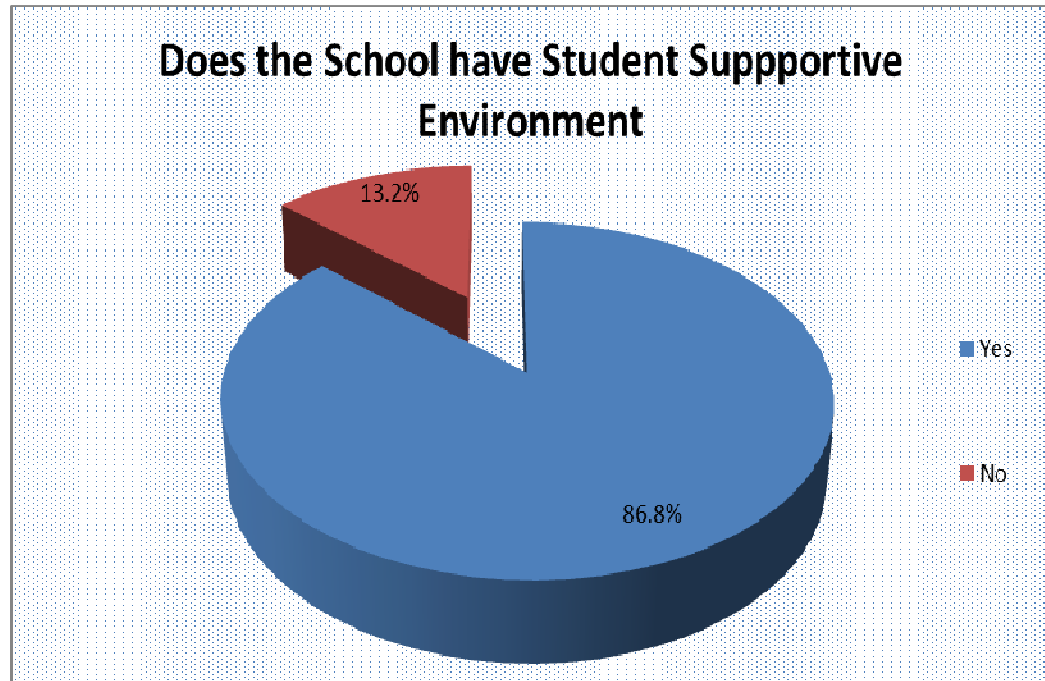
finding agrees with the views of Dixon 1992 who stated that "Parental involvement, in almost any form, produces measurable gains in student achievement" (p. 16). The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned (Vandergrift and Greene, 1992).

#### **4.6 Influence of supportive learning environment in school on student**

##### **Performance**

To assess whether the sampled schools had student supportive environment, the educationists were asked whether their schools has student supportive environment and findings are shown in figure 4.6 below.

**Figure 4.7: Assessment of Student Support Environment in Schools**



In evaluating the effects of school environment on student performance in KCSE 86.8 percent were of the view that their school has reasonable student support 13.2 percent felt that their school environment was not student supportive.

This finding concurs with the finding of Cohen et al. (2009) who posits that supportive school environments have a meaningful influence on student outcomes. Also, Eccles and Midgley (1989) adds that indicators of poor school environment are strongly linked to poor test scores, low graduation rates, low attendance rates, and student disengagement.

Also, the Likert scale rating for each school alongside its mean score for the years 2013 and 2014 were as tabulated in table 4.8 below



**Table 4.9: Comparison of supportive environment and KCSE Mean Score in top 5 and bottom 5 sampled schools**

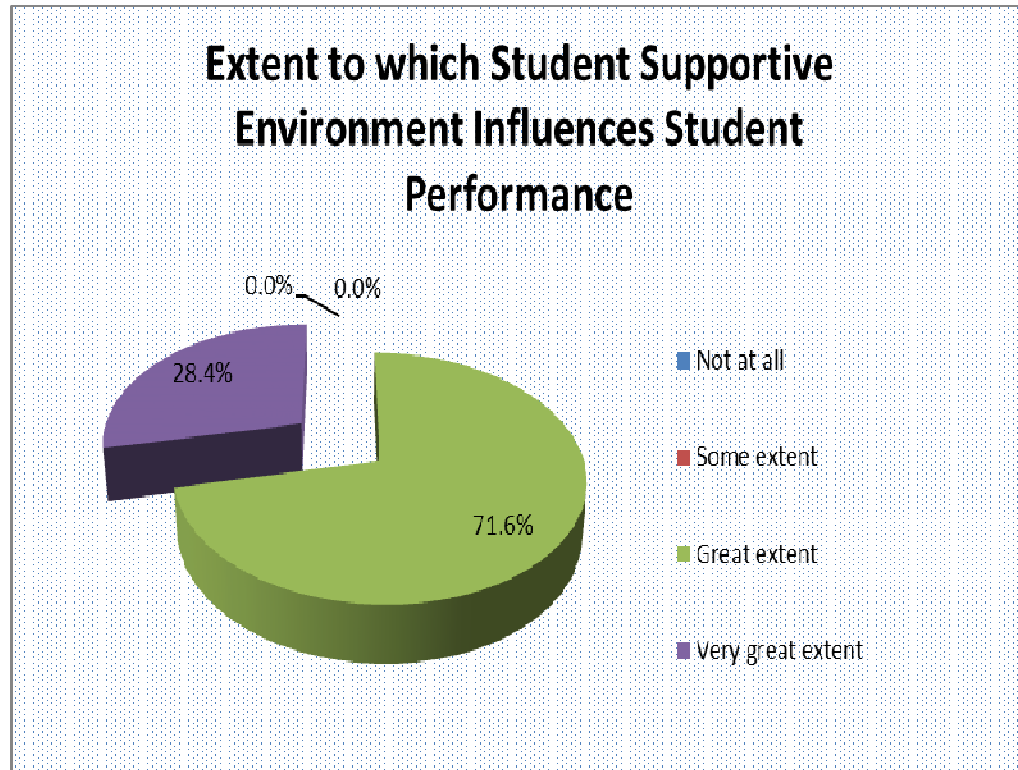
No.	Secondary School	2014 Mean Score	2013 Mean Score	Average Likert Scale 1≤4 rating on extent of student supportive environment
<b>Top 5 Sampled Schools</b>				
1	MAKAIRO	4.500	4.137	3.69
2	NYAMUSI GIRLS	4.468	5.143	3.66
3	RIOMEGO SDA	4.413	4.935	3.60
4	NYAKENIMO	4.400	3.985	3.97
5	KIANGINDA	4.364	3.621	3.99
<b>Bottom last Sampled Schools</b>				
	ST FRANCIS			
46	NYATIEKO	2.657	2.536	2.39
47	EMBONGA	2.605	3.220	1.25
48	NYAGACHI	2.561	2.454	1.96
49	ERONGE	2.518	2.782	1.63
50	MOGONGO	2.450	2.353	1.57

A comparison of the Likert scale ratings alongside the respective mean scores for the year 2013 and 2014 as shown above indicate that the schools with higher rating on the fact that the school has good student support structures had higher KCSE mean scores as compared to those with lower rating on parent/guardian involvement. This concurs with the findings of Cohen et al. (2009) who posits that a school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the

stage for the external factors that affect students. A good school environment is characterized by having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. Davis et al. (1994) adds that there are many hallmarks of the academic, disciplinary and physical environments of schools with a positive climate.

To assess the influence of school environment on student performance in KCSE, the respondents were asked to rate the extent to which they believed that student supportive school environment does influence student performance in KCSE. The results were as shown in figure 4.8 below.

**Figure 4.8: Extent to Which School Environment Influences Student Performance**



Further, the sampled teachers felt that student supportive environment in schools has a positive impact on student performance since the effect of student support as having influenced student performance by great extent and very great extent respectively.

This finding concurs with the finding of Cohen et al. (2009) who posits that supportive school environments have a meaningful influence on student outcomes. Also, Eccles and Midgley (1989) adds that indicators of poor school

environment are strongly linked to poor test scores, low graduation rates, low attendance rates, and student disengagement.

Also, the study results established that schools with average lower Likert scale rating in relation to; extent of participative style of leadership, extent of exams conformity to national exam level, extent of parent/guardian involvement in school affairs, and extent of student supportive school environment were associated with lower KCSE mean scores while those with higher ratings had slightly higher KCSE mean scores as shown in appendix D. To this end, the study concurs with the finding of Campbell (1992) and Cohen et al. (2009) who both agree that there is a positive relationship between good school leadership, assessment tests, student support, and community involvement and student performance. Duncan (1992, p. 13) states that "emphasis should be on effective ways of helping children, families, and schools work together to provide students with the opportunity to put their best efforts forward".

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a succinct summary of the study and the conclusions as per the study objectives. It also contains the recommendations of the study.

#### **5.2 Summary**

This study sought to establish the influence of corporate culture on performance of students in Kenya Certificate Secondary Education. The study was guided by four objectives; to assess the influence of school leadership on students' performance in KCSE, to evaluate the influence of administered assessment tests on the students' performance in KCSE, to assess the effects of family and community involvement on student performance in KCSE, and to evaluate the effect of supportive learning environment in schools on student performance.

The study followed a descriptive study design and administered semi-structured questionnaires were used as instrument of data collection. The target population was the 350 secondary school teachers in Manga district in Nyamira County in Kenya. The target sample was 250 secondary school teachers. With the aid of 10 research assistants, the researcher obtained 182 fully completed questionnaires hence the study attained 72.8% return rate. The obtained results were organized in

excels and analyzed using excel spread sheets. The analysis included establishing the comparative statistics such as percentages. On average, the sampled educationists had 5.2 years' experience in Secondary school teaching and 56 percent of them were male and 44 percent of them female.

Regarding school leadership, the study established that the prevalent leadership style in the sampled schools was both participative and transformational. The finding revealed that all the sampled educators associated leadership with student performance with 59.9 percent, 30.2 percent and 9.9 percent of the respondents stating that they greatly, very greatly and to some extent respectively associated school leadership with student's performance in KCSE. They all insisted on good corporate governance in their schools. Also, schools with higher likert scale rating on participative leadership style had higher KCSE mean scores.

Regarding influence of assessment tests, the study established that the schools held an average of 5 tests each term which adhered to national examinations since they were set using KCSE format and vetted by HODs or/and examination committee. The findings revealed that 63.6 percent and 36.4 percent of the sampled educationists believed that administered assessment tests do influence student's performance to a great extent and very great extent respectively. Further, schools with higher rating on the extent of quality of assessment were associated with higher KCSE mean scores.

In assessing the influence of community involvement in school matters, 19.8percent, 70.3 percent and 9.9 percent of the respondents said that the parents/guardians are invited rarely, often and very often respectively to participate in the affairs of their school. Also, 15.3percent, 41.5 percent and 43.2 percent respectively concurred that involvement of the community does influence student performance to some extent, great extent and very great extent. Moreover, schools with higher rating of extent of parent involvement had higher KCSE mean scores.

In evaluating the effects of school environment on student performance in KCSE 86.8 percent were of the view that their school has reasonable student support 13.2 percent felt that their school environment was not student supportive. Further, the sampled teachers felt that student supportive environment in schools has a positive impact on student performance since 71.6 percent and 28.4 percent of them rated the effect of student support as having influenced student performance by great extent and very great extent respectively. Also, schools with higher rating on having student support structures were associated with higher KCSE mean scores.

### **5.3 Conclusions**

The following are the conclusions drawn from the research conducted guided by the study objectives.

Regarding effect of school leadership style in Kenyan secondary schools, this study concludes that the prevalent leadership style is both democratic and transformational. A study by Monika (2009) noted that good governance is associated with both the democratic and transformational styles of leadership. Also, it agrees with the findings of Kibet, et al. (2012) noted that Kenyan principals frequently or sometimes involve other stakeholders, particularly teachers, students and to some extent parents, in the management of schools. They also noted that the Principals communicate clearly to students but frequently retain the final authority over most issues. Also, studies reveal a significant relationship between leadership approach and student discipline (Cohen, et al., 2009).

Regarding the influence of style of leadership on student performance in KCSE this study concludes that there is a weak positive correlation between school leadership and student performance in KCSE. Also, since the correlation between the two is weak, this study concludes that some other factors do influence student performance. This concurs with the views of Bell et al. (2003) who identified that effective leadership as a direct and among the most important factor in a school's success but is mediated through key intermediate factors such as the hard work of teachers and students as well as the organization of the school, and relationship with parents and the wider community. Furthermore, Aldag (2001) concurs that



participatory leadership style was depicted by school principals and has been prescribed in the administration writing going back to the mid-1950s.

This study concludes that relatively more assessment tests set in the format of national exams do influence student performance in national exams. However, the students should revise the exams with their teachers so that they develop better techniques of answering exams as well as detect where they went wrong. This is congruent with findings of Sadler (1989) who noted that formative assessment would improve students' learning and achievement.

Also, Reina-Paz (2014) noted that the design of a CAT that is both suitable and rigorous in terms of characteristics such as the time allotted for its completion, systems for preventing data transfer, and the difficulty level of the questions is a key factor affecting the overall results obtained in the course. Relatively more assessment tests keep the learner abreast with syllabus content in broad sense and motivate a learner to work harder (Nyamburo, 2011). However, Makori and Onderi (2013) noted that students should review the results of the assessment tests with support of their teachers and only then does the assessment test do make the student to know more and helps the learner identify where they erred.

This study concludes that community involvement – parents, guardians, and community at large, can influence student performance in KCSE positively. This study concurs with the findings of UNESCO report (2014) based on case studies

of community's role in transparency and accountability of educational initiatives which highlights the important role communities can play in the ownership of schools and in ensuring accountable practices, transparency, and compliance with policies. Also, Mestry and Grobler (2007) affirm that input from parents and community at large is crucial in student performance both in co-curricular and extra-curricular programs of a school. Also, Dixon 1992 stated that "Parental involvement, in almost any form, produces measurable gains in student achievement" (p. 16). Similarly, Vandergrift and Greene (1992) posits that the concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned.

This study concludes that student supportive environment in school positively influences student performance in KCSE but some other factors do influence student achievements since the correlation is very weak. Cohen et al. (2009) describes school environment broadly as characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices which sets the stage for the external factors that affect students. A good school environment is characterized by having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.

The study finding concurs with the views of Cohen et al. (2009) who posits that supportive school environments have a meaningful influence on student

outcomes. On the other hand, Eccles and Midgley (1989) indicated poor school environment are strongly linked to poor test scores, low graduation rates, low attendance rates, and student disengagement. Campbell (1992) and Cohen et al. (2009) both agree that there is a positive relationship between good school leadership, assessment tests, student support, and community involvement and student performance.

#### **5.4 Recommendations**

This study recommends that principals of Kenyan secondary schools should embrace participative and transformative styles of leadership all year around. This will help to uphold principles of good governance in schools. Participative and transformative styles of leadership have been linked with better student performance and development of the school at large. To this end, the ministry of education should ensure that practice of good governance is upheld in the schools to ensure its success.

This study further recommends that Kenyan secondary schools should administer relatively more assessment tests. The tests should be consistent with the national exams as much as possible. In this regard, the exams should be vetted by an examination board/committee within schools. Examination board should be formal and can be drawn from teachers within a sub-county or a sub-region.

Schools should hold more common exams to ensure adherence to national standards.

The study also recommends that Kenyan secondary schools should involve the community – parents/guardians and society much more. School principals and boards should ensure that parents are invited to school for important functions like prize giving days, and other relevant academic days. By involving the parents/guardians students are most likely to become more motivated to work hard to attain better results.

In conclusion, the study recommends that Kenyan secondary schools through principal and its management should attain relevant student support systems in their schools including; appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy a robust counseling program. These are essential ingredients for learning hence better performance.

### **5.5 Suggestions for further research**

Further readings should be conducted specifically on factors that influence better student performance in KCSE. This should be done as a review of better performing schools in the country over a long period. The findings can help other schools to better their performance.

Also, a study on specific factors that lead to poor performance in KCSE should be established. This can be established by conducting a study on the schools which are often at the bottom in the national exams over long-period. The findings can be used as a lesson to educate schools so as to avoid pit-falls such as poor performance in national exams.

Also, further studies should focus on factors that can specifically motivate teachers and students so as to put more effort to attain success in national exams.

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## APPENDICES

### Appendix A: Introduction Letter

**Emily Kwamboka Obara  
P.O. Box 649-00518  
Nairobi.**

Dear Respondent,

My name is Emily, and I am pursuing a post graduate degree at the University of Nairobi on **Corporate governance**.

I thank you for finding time to participate in this survey on influence of corporate culture on performance of students in KCSE. The questionnaire is divided into sections and I would be happy to have all the sections completed. Guidelines on filling out the questionnaire have been provided for your ease and convenience.

The information you provide will be treated as confidential and will only be used for academic purposes. This will take you 15-30 minutes. Again, thank you for your time. Please feel free to supply all relevant information. Ones again, many thanks!

Emily Kwamboka Obara

## **Appendix B: Data collection instrument questionnaire**

### **Section A: Personal profile**

2. How many years have you worked for this organization?  
..... years.

3. Please indicate your Gender                      Male ( )      Female ( )

4. Age bracket

18-24 years ( )      25-35 years ( )      36-45 years ( )

46-55 years ( )      56 years and above ( )

5. In your current role, how would you rate your involvement or participation in influencing/ affecting your school culture?

Very Involved ( )                      Quite Involved ( )                      Involved ( )  
Never Involved ( )                      Not at all ( )

### **Section B: Influence of School Leadership on Students' Performance in KCSE**

#### **Working Definitions; Styles of leadership**

**Laissez-Faire leadership** - A laissez-faire leader lacks direct supervision of employees and fails to provide regular feedback to those under his supervision.

**Autocratic leadership** - The autocratic leadership style allows managers to make decisions alone without the input of others. Managers possess total authority and

impose their will on employees and their decisions are never challenged by those under him.

**Participative** - Often called the democratic leadership style, participative leadership values the input of team members and peers, but the responsibility of making the final decision rests with the participative leader. It boosts morale for the members since they feel important.

**Transactional** - Managers using the transactional leadership style receive certain tasks to perform and provide rewards or punishments to team members based on performance results.

**Transformational** - The transformational leadership style depends on high levels of communication from management to meet goals. Leaders motivate employees and enhance productivity and efficiency through communication and high visibility.

6. Do you think the leadership of a school can improve or lower students' performance in KCSE?                      Yes [  ]                      No [  ]

(b) Please explain your answer above

.....  
.....

7. To what extent do you think that your organization has the characteristics of the following styles? Please rate all in a scale of 1-4 as shown below by ticking appropriate box.

Leadership style	1. Not at all	2. Some Extent	3. Great Extent	4. V. Great Extent
Laissez-Faire leadership				
Autocratic leadership				
Participative/ Democratic				
Transactional				
Transformational				

8. To what extent do you feel that the **style of leadership** in your school is the major reason why your KCSE performance is as it is?

Not at all [ ]

Some extent [ ]

Great extent [ ]

Very great extent [ ]

(b) Please explain your answer above

.....  
 .....

**Section C: Influence of assessments on the students' performance in KCSE**

9. How often does your school hold assessment tests per term? Please tick appropriately.

Ones to Twice per term [ ] Ones to twice a Month [ ] Ones per Week [ ]

10. About how many assessments tests does your school hold each term? Please tick appropriately.

1-2 tests [ ] 3-5 tests [ ] 6-8 tests [ ] 9-10 tests [ ] Over 10 tests [ ]

11. To what extent do you feel tests administered by most teachers in Manga district are up to national standards? Please tick appropriately.

Not at all [ ]

Some extent [ ]

Great extent [ ]

Very great extent [ ]

(b) Please explain your answer above

.....  
 .....

12. What do you think about assessments in relation to student performance in KCSE? Please rate all in a scale of 1-4 as shown below by ticking appropriate box.

<b>Effect of assessment tests</b>	<b>1. Not at all</b>	<b>2. Some Extent</b>	<b>3. Great Extent</b>	<b>4. V. Great Extent</b>
Makes student to work harder				
Teacher gets to know what to teach more				
Makes students to react negatively and lowers their morale hence poor grades				
It discourages teachers because it seems to measure their input on				

students				
It's overall impact is good performance in national exams				

13. What do you think about assessment tests? Please rate both in a scale of 1-4 as shown below by ticking appropriate box.

<b>More of few assessment tests</b>	<b>1. Not at all</b>	<b>2. Some Extent</b>	<b>3. Great Extent</b>	<b>4. V. Great Extent</b>
Secondary schools should administer fewer assessment tests				
Secondary Schools should administer more assessment tests				

(b) Please explain your answer above

.....

14. To what extent do you feel that assessment tests do influence students' performance in KCSE

Not at all [ ]

Some extent [ ]

Great extent [ ]

Very great extent [ ]

(b) Please explain your answer above

.....



**Section D: Influence of community involvement on student performance in KCSE**

15. How often does your school invite parents/guardians to participate in school matters?

Never [ ]

Rarely [ ]

Often [ ]

Very Often [ ]

(b) Please explain your answer above

.....  
.....  
.....

16. To what extent do you community involvement do influence students' performance in KCSE

Not at all [ ]

Some extent [ ]

Great extent [ ]

Very great extent [ ]

(b) Please explain your answer above

.....

17. To what extent do you rate the following benefits of community involvement? Please rate all in a scale of 1-4 as shown below by ticking appropriate box.

<b>Benefits of community involvement</b>	<b>1. Not at all</b>	<b>2. Some Extent</b>	<b>3. Great Extent</b>	<b>4. V. Great Extent</b>
Improved School reputation				
Well-behaved Students				
Improved education				
Increased confidence				
Better morale for student and teachers				
Parents benefit as well				
Gains support from community				
Others .....				

**Section E: Influence of supportive learning environment in School on performance**

18. In your opinion, does your school have a student supportive environment?

Yes [  ]                      No [  ]

(b) Please explain your answer above

.....  
.....  
.....

19. Do you agree that your school has a robust student counselling program?

Yes [  ]                      No [  ]

(b) Please explain your answer above

.....  
 .....

20. Please rate the extent to which you agree that your school environment has the following attributes. Please rate all in a scale of 1-4 as shown below by ticking appropriate box.

<b>School environment attributes</b>	<b>1. Not at all</b>	<b>2. Some Extent</b>	<b>3. Great Extent</b>	<b>4. V. Great Extent</b>
Our School environment is safe				
It is supportive				
Students are disciplined				
Teachers are Dedicated				

21. To what extent do you feel that a robust student supportive counselling school environment can enhance student performance? Please tick appropriately.

Not at all            [   ]

Some extent        [   ]

Great extent        [   ]

Very great extent [   ]

(b) Please explain your answer above

.....

22. In a scale of 1-4, rate the extent to which you agree with the following statements. (Where 4 is verily agree, 3 is quite agree, 2 is agree and 1 don't agree) Please tick appropriately.

<b>Aspect of School Culture Component</b>	<b>Verily Agree</b>	<b>Quite Agree</b>	<b>Agree</b>	<b>Don't Agree</b>
Participative style of leadership positively affects student's performance in KCSE				
Assessments tests positively affects students' performance in KCSE				
Community involvement positively affects student' performance in KCSE				
School Environment positively affects student's performance in KCSE				

### Appendix C: Mean scores of schools 2013-2014

No.	Secondary School	2014 Mean Score	2013 Mean Score
1	Makairo	4.500	4.137
2	Nyamusi girls	4.468	5.143
3	Riomego SDA	4.413	4.935
4	NYAKENIMO	4.400	3.985
5	KIANGINDA	4.364	3.621
6	BONDEKA GIRLS	4.333	-
7	RATETI GIRLS	4.284	5.127
8	IKAMU	4.200	4.676
9	IKONYORO	4.166	3.866
10	NYANGOYE	4.143	5.063
11	NYAGOKIANI	4.133	4.833
12	MARANI	4.098	4.685
13	ST FRANCIS KEREMA	4.089	2.813
14	EGENTUMBI	4.077	4.083
15	GETA	4.000	3.500
16	MAANGONI	3.978	3.342
17	SENGERA MANGA	3.929	4.898
18	MOCHENWA FPFK	3.929	4.400
19	GIANCHORE	3.884	4.500
20	KENG'USO	3.875	3.933
21	BOSIANGO	3.833	5.076
22	ST ANDREWS NYAMWANGA	3.808	4.158
23	ST PETERS NYAKENYOMISIA	3.786	-
24	IKONGE SDA SEC	3.765	4.361
25	KENYENYA	3.724	3.509
26	MONGORISI	3.718	4.704
27	ST MARYS EKERUBO	3.706	4.560
28	NYACHURURU	3.563	4.375
29	GESORE	3.552	3.700
30	RIOOGA	3.538	3.713
31	BOMORITO	3.500	3.000
32	NYAMBIRI	3.500	4.475
33	MIRIRI SEC SCH	3.422	3.976
34	ETONO	3.415	3.187
35	NYACHOGOCHOGO	3.405	6.750
36	KEMASARE	3.378	3.415
37	NYAMAURO	3.375	3.300
38	NYAISA	3.340	4.423
39	KIANUNGU	3.226	3.776

40	ST JOHN NYAKWEREMA	3.150	3.789
41	OMARAR MXD PAG	2.808	-
42	MISAMBI	2.800	3.154
43	ST UVINALIS	2.769	3.000
44	NYAMOTENTEMI	2.729	-
45	NYAMWANCHANIA	2.692	2.875
46	ST FRANCIS NYATIEKO	2.657	2.536
47	EMBONGA	2.605	3.220
48	NYAGACHI	2.561	2.454
49	ERONGE	2.518	2.782
50	MOGONGO	2.450	2.353

## Appendix D: Average Likert Scale Rating and Mean Score of Sampled

### Schools

No.	Secondary school	2014 mean score	2013 mean score	Average Likert scale 1≤4 rating on extent of participative leadership	Average Likert scale 1≤4 rating on extent of exams conformity to national exam level	Average Likert scale 1≤4 rating on extent of parent/guardian involvement	Average Likert scale 1≤4 rating on extent of supportive environment
1	MAKAIRO	4.500	4.137	3.91	3.95	3.37	3.69
2	NYAMUSI GIRLS	4.468	5.143	3.00	3.84	3.85	3.66
3	RIOMEGO SDA	4.413	4.935	2.96	3.26	3.65	3.60
4	NYAKENIMO	4.400	3.985	3.61	3.64	3.98	3.97
5	KIANGINDA	4.364	3.621	3.24	3.27	3.97	3.99
6	BONDEKA GIRLS	4.333	-	3.96	3.26	3.70	3.27
7	RATETI GIRLS	4.284	5.127	3.35	3.95	3.99	3.25
8	IKAMU	4.200	4.676	3.56	3.59	3.96	3.27
9	IKONYORO	4.166	3.866	2.69	2.90	3.26	3.25
10	NYANGOYE	4.143	5.063	3.16	3.49	3.27	3.27
11	NYAGOKIANI	4.133	4.833	3.68	3.95	2.96	3.60
12	MARANI	4.098	4.685	3.93	3.81	2.99	3.25
13	ST FRANCIS KEREMA	4.089	2.813	3.62	3.26	2.96	3.25
14	EGENTUMBI	4.077	4.083	3.96	3.33	3.69	3.25
15	GETA	4.000	3.500	3.52	3.69	3.26	2.00
16	MAANGONI	3.978	3.342	3.27	3.13	3.16	2.37
17	SENGERA MANGA	3.929	4.898	3.16	3.25	3.25	3.26
18	MOCHENWA FPFK	3.929	4.400	3.26	3.26	3.37	3.25
19	GIANCHORE	3.884	4.500	2.96	2.75	3.26	3.22
20	KENG'USO	3.875	3.933	3.79	3.63	3.66	2.35
21	BOSIANGO	3.833	5.076	3.76	3.52	3.27	2.37
22	ST ANDREWS NYAMWANGA	3.808	4.158	3.27	3.25	3.25	2.99

23	ST PETERS NYAKENYOMIS IA	3.786	-	3.01	3.65	3.70	2.66
24	IKONGE SDA SEC	3.765	4.361	3.06	3.02	3.26	3.27
25	KENYENYA	3.724	3.509	2.20	3.08	3.25	2.99
26	MONGORISI	3.718	4.704	2.90	2.96	2.32	2.70
27	ST MARYS EKERUBO	3.706	4.560	2.69	3.49	2.96	2.37
28	NYACHURURU	3.563	4.375	2.95	2.66	2.66	2.16
29	GESORE	3.552	3.700	2.73	2.99	2.37	2.35
30	RIOOGA	3.538	3.713	2.73	2.16	2.88	2.37
31	BOMORITO	3.500	3.000	2.72	2.35	2.96	2.99
32	NYAMBIRI	3.500	4.475	2.69	2.95	2.36	3.97
33	MIRIRI SEC SCH	3.422	3.976	2.67	2.36	2.16	3.96
34	ETONO	3.415	3.187	2.53	2.60	2.33	3.97
35	NYACHOGOCH OGO	3.405	6.750	2.54	2.95	1.30	3.99
36	KEMASARE	3.378	3.415	2.51	2.90	1.99	3.97
37	NYAMAURO	3.375	3.300	2.55	2.37	2.40	3.99
38	NYAISA	3.340	4.423	2.46	2.24	2.20	3.69
39	KIANUNGU	3.226	3.776	2.44	2.15	2.27	2.37
40	ST JOHN NYAKWEREMA	3.150	3.789	2.95	1.27	1.99	1.27
41	OMARAR MXD PAG	2.808	-	2.46	1.33	1.63	2.35
42	MISAMBI	2.800	3.154	2.42	2.62	2.36	2.70
43	ST UVINALIS	2.769	3.000	2.32	1.25	3.25	2.37
44	NYAMOTENTE MI	2.729	-	2.36	2.37	2.16	2.45
45	NYAMWANCHA NIA	2.692	2.875	2.92	1.25	1.25	2.37
46	ST FRANCIS NYATIEKO	2.657	2.536	2.33	1.99	1.30	2.39
47	EMBONGA	2.605	3.220	2.16	2.97	2.25	1.25
48	NYAGACHI	2.561	2.454	2.24	2.37	3.29	1.96
49	ERONGE	2.518	2.782	2.02	2.37	3.13	1.63
50	MOGONGO	2.450	2.353	2.37	2.37	1.24	1.57



## Appendix E: Research authorization letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
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Website: www.nacosti.go.ke  
When replying please quote

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

Ref: No.

Date:

29<sup>th</sup> July, 2015

**NACOSTI/P/15/2123/6883**

Obara Emily Kwamboka  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of corporate culture on performance of students in Kenya Certificate of Secondary Education in Manga District, Nyamira County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for a period ending **4<sup>th</sup> December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyamira 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. S. K. LANGAT, OGW**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nyamira County.

The County Director of Education  
Nyamira County.



**Appendix F: Research permit**

**THIS IS TO CERTIFY THAT:**  
**MS. OBARA EMILY KWAMBOKA**  
**of UNIVERSITY OF NAIROBI , 649-518**  
**Nairobi ,has been permitted to conduct**  
**research in Nairobi County**

**on the topic: INFLUENCE OF**  
**CORPORATE CULTURE ON**  
**PERFORMANCE OF STUDENTS IN KENYA**  
**CERTIFICATE OF SECONDARY**  
**EDUCATION IN MANGA**  
**DISTRICT,NYAMIRA COUNTY,KENYA.**

**for the period ending:**  
**4th December,2015**

*[Signature]*  
**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/15/2123/6883**  
**Date Of Issue : 29th July,2015**  
**Fee Received :Ksh. 1000**

*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice *[Signature]*

**REPUBLIC OF KENYA**

**NACOSTI**

**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

Serial No. A **5999**

**CONDITIONS: see back page**

