EFFECT OF SELECTED ELEMENTS OF ORGANIZATIONAL CULTURE ON STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN MAARA DISTRICT, KENYA

A Research Project submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education in Educational Administration

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DECLARATION

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

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DEDICATION

In a special way, I wish to dedicate my work to the memory of my Late mother Mrs. Jenifer Igoki who made me the person I am today. My husband Mr. Stanley Nkonge and my wonderful children Linet Gakii, Sheila Mwende, Victor Murimi and Joy Kendi.
I thank my God, my savior for the healthy mind and body throughout the time of this study. I would like to thank my supervisors Dr. Grace Nyagah Senior Lecturer and Chairperson Department of Educational Administration and Planning, University of Nairobi and Dr. Jeremiah M. Kalai Lecturer University of Nairobi for their guidance and concern throughout the study. Also I wish to thank all my lecturers in the Department of Educational Administration and Planning who took me through my course work.

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God bless you all.
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LIST OF ABBREVIATIONS AND ACRONYMS

D.E.O District Education Officer
G.O.K Government of Kenya
K.C.P.E Kenya Certificate of Primary Education
K.C.S.E Kenya Certificate of Secondary Education
K.N.E.C Kenya National Examination Council
N.C.S.T National Council of Science and Technology
N.G.O Non Governmental Organization
S.M.A.S.S.E Strengthening Mathematics and Sciences in Secondary Education
S.P.S.S Statistical Package for Social Sciences
UNESCO United Nations of Educational Scientific and Cultural Organization
ABSTRACT

The purpose of this study was to investigate the influence of school culture on performance of Kenya certificate of Secondary Education examinations in schools in Maara District by establishing the extent to which element of school culture influence students KCSE performance; analyzing decision making on students’ academic performance examining the effects or reward systems on students performance, determining the extent to which principal’s leadership skills influence students performance as well as establishing the extent to which students perception of culture influence their academic achievements. Culture includes deep patterns of values, beliefs and traditions that have been formed over the course of history. In the study, the school culture is defined as the element of school environment that is developed over time. The study was based on the assumption that the respondents would be honest in their responses, the records would be available in selected schools in the district to confirm students’ performance and the headteachers would allow the researcher to access students academic records on Kenya Certificate of Secondary Education (KCSE). The study was guided by Victor Vroom’s expectance theory of motivation which shows motivation as a product of valence, expectancy and instrumentality. The study used descriptive study design to collect data from a large population in order to determine the correlation between variables. The population consisted of 600 teachers and 42 headteachers in Maara District. Thirty secondary schools were selected from the 42 across categories and type which includes: day, boarding, single sex, and mixed schools. The researcher applied stratified sampling to select a total of 229 respondents. The analysis of data was aided by the Statistical Package for Social Sciences (SPSS) computer software. Processed data was represented in the form of percentages and tables upon which data could be interpreted easily. According to the study, majority of the teachers indicated that principals leadership skills highly influence students’ performance. In addition most of headteachers used leadership style that involved teachers and students in decision making. The study findings indicated that the three selected elements of culture had a positive influence on students’ performance in KCSE. For example schools where parents are involved in decision making, students’ performance was improved. Likewise when both teachers and students are motivated, a culture of hardwork and team spirit is enhanced which in turn affect performance positively. The study established that a number of schools in the district have embraced respect, team work and hardwork as their cultural aspects and this has influenced students' academic performance positively. The researcher suggests that other studies on the same should be carried out in other districts, to investigate whether schools in these districts are experiencing the same cultural challenges. The researcher recommends that headteachers should create a culture that acts as standard or a rule book for teachers and students and should also adopt a leadership style that includes major stakeholders in decision making and teachers should be motivated to enhance a good culture within their schools.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Organisational research originally focused strongly on the surveying of corporate climates, but in 1980s the organisational climate concepts were to some extent replaced by concept of organisational culture (Deal & Peterson, 1999). Mackenzie (1983), notes that organisational culture is the beliefs, attitudes and behaviour which characterize a school. It is the shared experiences both in school and out of school (traditions and celebrations), a sense of community of family and team staff stability and common goals permeate the school. Culture includes a total range of activities and ideas of a group with shared traditions, which are transmitted and reinforced by members of the group that is artistic and social pursuits, expression and tastes valued by the organisation such as its accepted and practiced manners and dress (Sagimo, 2002).

Mbiti (2007), observe that schools are social organizations with defined rules and procedures that determine the degree of activities and behaviour of each member. The system of education in Kenya is highly selective even in primary level, while access to schooling is limited and advancement is solely based on students’ performance in examination. Most governments view education as a vital investment and, therefore
spend large sums of the tax payers money each year for provision of education at all levels. Thus, there is a serious concern on the part of the government to ensure that the money provided for education is spent wisely. In Kenya, KCSE examinations are used as basis to access performance level of different schools in the country. Examinations are used among others to measure the level of candidate achievement and clarify the candidates’ level of education, training and employment. The outcome of the results is affected by various factors facing the students in the region. School culture is the key predictor of the performance in the schools as observed by Mackenzie (1983) who points out that the literature on school cultures makes it clear that effective schools, that is, schools that demonstrate high standards of achievements in academic have a culture characterized by a well defined set of goals that all members of the school administration, faculty and students’ values and promotes. He further reiterates that if a principal can establish and clear communicate goals that defines the expectation of the school with regard to academic achievements, and if the principal rallies a constituency of teachers and students to support those goals, then the motivation to achieve the goals is likely to follow.

Writing from a sociological perspective, Nieto (1992), argues that factors affecting a child’s emotional achievement includes the attitude of the principal and teachers to their students’ motivation, and the values
transmitted by the school in general. Internationally, different theorists have tried to give answers to what they thought was the cause of students' low performance. More educators have started considering the culture of a school as the answer to the question about what could enhance students' academic achievement Sergiovanni (2001); Deal (1990). Delisio (2006), disagrees with older theory of school improvements which held that it is a result of properly implemented "research-based" educational programs; he argues that if the people in the school do not improve, nothing will.

A considerable number of educators believe that schools have cultures with them (Deal, 1990) which is why the suggestion that schools are cultures themselves (Sergiovanni, 2001). Deal and Peterson (1999), reported that "culture takes form, overtime, as people cope with problems, stumble into routines and rituals, and create traditions and ceremonies to reinforce underlying values and belief" (PP,49). Maslowski (2001), defines school culture as "the basic assumptions, norms and values and cultural artifacts that are shared by school members, which influence their function at school" (PP.8-9). In an effort to prove the importance of school culture Fyans, Jr. and Maehr (1990) examined the effects of five aspects of school culture: school community, comparative achievements, academic challenges, recognition for achievement and perception of school goals. In a survey of 16,310 fourth, sixth, eighth and tenth grade students from 820
public schools in Illinois, they found support for the proposition that students are more motivated to learn in schools with strong cultures. Evidence has shown that school culture also correlates with teachers' attitude towards their work. In an environment with strong organizational ideology shared participation, charismatic leadership, and intimacy, teachers experienced high job satisfaction and increased productivity.

Obviously, the literature on school culture makes clear that effective school, that is, schools that demonstrate high standards of achievement in academics, have a culture characterized by a well defined set of goals that all members of the school administration, faculty, and students value and promote. This may be the central issues in the schools in Maara district and the result of downward trend in academic performance. This made the case for this study.

Ndanuko (1997), in his research on relationship between school organisational climate and pupils’ academic performance among public primary schools in Nairobi province, discussed two types of climates in a school (closed and open climates). He observed that majority of schools in Nairobi province approaching an open climate had pupils exhibiting high academic performance compared to the schools approaching a closed climate where majority had pupil’s exhibiting low academic performance. There are many elements of school culture that jointly contribute to
determining students' achievements. A survey done by SMASSE and reported by Kibe, Ogwel and Odhiambo (2008) came up with elements such as adequate facilities in schools, partnership between school and home (For example home chores competing for the time that otherwise could be used for learning for day scholars in particular), leadership and reward systems in a school. Efforts have been made by the schools administration in order to improve the KCSE performance in the district such as intensify guidance and counseling programmes, remedial teaching and availing learning materials but not much has been achieved. Wagner and Penelope (2002), supports the view that schools have tried various improvements to create more effective schools but reiterate that many educationists and researchers are discovering a “missing link”. He further suggest that missing link would be more to do with school culture than with elaborate curriculum alignment projects, scrimmage tests and reform efforts. This will warrant the researcher therefore to investigate the effect of selected elements of school culture on KCSE performance in Maara District.

1.2 Statement of the problem

According to Kibe, Adhiambo and Ogwel (2008), improving quality of education depends on improvement of quality of classroom practices. There are cases where there are qualified teachers and adequate equipment and materials, yet students' achievement is not high. However, there are
poorly endowed schools in terms of facilities and scholarly materials, yet they post relatively better examination results owing it to effective teaching and management of learning environment. Data obtained from DEO’s office (2011) indicates that academic performance in secondary schools in Maara district has been dismal in most schools though some have been performing fairly. However, the poor perpetuated performance is as shown below;

Table 1.1

<table>
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<tr>
<th>Year</th>
<th>2007</th>
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<th>2009</th>
<th>2010</th>
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<tr>
<td>Mean</td>
<td>4.65</td>
<td>4.61</td>
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Source; KNEC 2010

A study by SMASSE as reported by Kibe, Odhiambo and Ogwel (2008) found consistently high levels of influence of various factors affecting the KCSE performance in the school performance such as inadequate facilities in schools, unafavourable parents’ attitude towards school and the teacher’s attitude towards teaching profession. The researcher noted a limited effort in studying school culture and its influence on KCSE result in Maara district, thus the researcher’s interest in examining the influence of select elements of school culture on students’ KCSE performance in Maara District.
1.3 Purpose of the study

The purpose of the study was to analyse the effect of various elements of organisational culture on students' performance in Kenya Certificate of Secondary Education in Maara District, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives;

i) To analyse the influence of parent involvement in decision making on students' performance in Kenya Certificate of Secondary Education in Maara district.

ii) To examine the effects of reward systems on students' performance in Kenya Certificate of Secondary Education in Maara district.

iii) To determine the extent to which principals' leadership influence students' performance in Kenya Certificate of Secondary School in Maara district.

iv) To establish the extent to which students' perception of culture influence their academic achievements.

1.5 Research questions

i. What is the influence of parents involvement in decision making on students' performance in Kenya Certificate of Secondary Education?
ii. To what extent do the reward systems affect students’ performance in Kenya Certificate of Secondary Education?

iii. To what extent do the principal’s leadership influence students’ performance in Kenya Certificate of Secondary School?

iv. To what extent do students’ perception of culture influence their academic achievements?

1.6 Significance of the study

The findings of the study are useful to the DEOs office, principals, teachers, Ministry of Education, Non Governmental Organizations (NGOs), Kenya Education Staff Instituté (KESI) and other research scholars. It is of help to the principals to create conducive school culture to enhance good performance. KESI, Teachers training colleges and other education institution also find the study useful in the review of their curriculum and programmes affecting their institutions. Non-Governmental Organizations (NGO’s) such as United Nations Educational and Scientific Cultural Organizations (UNESCO), who have invested heavily in education in Kenya, will have a better understanding of the influence of school culture on academic performance in schools.

The findings will also encourage constant professional development for teachers in Maara district. Other research scholars will use the findings as a point of reference for their further research. It is an additional literature
on school culture in secondary schools. The study therefore focused on in
depth understanding of effects of elements of school culture on KCSE
performance in Maara district, Kenya.

1.7 Limitation of the study

Students' performance is affected by various elements of organisational
culture. It may not be possible to investigate all these elements because
they are not conventional and one cannot hold them constant in the study.
These limitations were minimized through randomization of various
elements of school culture and categorization of secondary schools in
Maara district, so that those schools that were assumed to be similar in all
aspects which affect Kenya Certificate of Secondary Education
performance in the district were put in one category. Another limitation
was unwillingness of respondents in some schools. This limitation was
overcome by assuring respondents confidentiality of their identity.

1.8 Delimitation of the study

The study was based on a sample of secondary schools in Maara district
that presented candidates for the Kenya Certificate of Secondary
Education for the period between 2007 -2010. The study focused on
headteachers and teachers. The findings were generalized to all secondary
schools in the District.
1.9 Basic assumptions

The study was based on the following assumptions;

i. The respondents would be honest and truthful in their responses.

ii. The records would be available in selected secondary schools in the district to confirm students' performance in Kenya Certificate of Secondary Education.

iii. The headteachers would allow the researcher to access student academic records on Kenya Certificate of Secondary Education.

1.10 Operational Definition of significant terms

Organisation refers to a group of people whose efforts are deliberately co-ordinated for the achievement of specific goals. In the study the organisation will be a secondary school.

Organisational Culture refers to the pattern of values, norms, beliefs, attitudes and assumptions that may not have articulated but shape the ways in which people behave and things get done. In the study it will imply school culture.

Principal refers to any person appointed by teachers service commission as the administrative head in the day to day management of secondary school.

Reward system refers to the process of measuring operational results and rewarding individual performance of teachers after Kenya Certificate of Secondary Education examination results.
Student refers to a person who is studying at school especially in a secondary school

Students’ Performance refers to students’ academic achievement scores in Kenya Certificate of Secondary Education inform of grades A – E

1.11 Organization of the study

The study is organized in five chapters. Chapter one focuses on background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, basic assumptions and definition of significant terms. Chapter two includes; introduction, the concept of culture, leadership and performance, parents involvements in decision making and performance, reward system and students’ performance, summary of literature review, theoretical framework, conceptual framework. Chapter three explores; introduction, research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four includes: data presentation, analysis and interpretation. Chapter five presents summary, conclusions and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. It begins with the concept of culture, school culture and performance, parents involvements in decision making and performance, leadership and performance, rewards systems and performance and summary of literature review. After the review on literature related to the study there is the theoretical perspectives and conceptual framework.

2.2 Concept of culture

Terrence and Peterson (1990), note that the definition of culture includes deep patterns of values, beliefs and traditions that have been formed over the course of [the school's] history. Stolp and Smith (1994) went further to say that it is the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths which may be understood, in varying degrees, by members of the school community. For the purpose of this study school culture will be defined as the element of school environment that is developed over time. School culture involves the beliefs and values of its members and guided behavior, it accounts for the underlying assumptions that are present with culture. It can be predicted with confidence that organizational
performance will be higher when the organizational culture helps in determining organizational success. The knowledge of culture prevailing in an organization as a whole help in better harnessing of human resources, enabling their effective development and utilization (Thompson & Luthans, 1990).

2.3 School culture and academic performance

Cheng (1993), in addressing the relationship between school culture and school effectiveness, performed a cross-sectional survey of Hong Kong secondary schools. He noted that school culture was very much related to perceived organizational effectiveness. In schools with strong cultures, members expressed that their school was highly effective in terms of productivity, adaptability and flexibility. In order to relate this perceived effectiveness with the actual performance of schools, Cheng further analysed the effects of cultural strength on the pass rates of final examination. The analysis revealed significant relationship between cultural strength and pass rates of students in the subjects tested (Cheng, 1993). This relates to this study which seeks to establish the effects of school culture on a students' academic performance in Maara District, whereby there are schools with a strong cultures and others weak cultures.

Gaziel (1997), studied the impact of culture on the effectiveness of secondary school with disadvantaged state in Israel. The aim of the study
was to determine to what extent the culture of effective schools differed from average schools and what the contribution of each cultural variable was in explaining these differences in performance. His findings indicate that academic emphases, norms of orderliness, continued school improvement, team work and adaption to customers’ demand were relevant to the mean score of students in mathematics, English and Hebrew over two subsequent years.

Another study on school culture and performance was done by Marcoulides (1996) who studied organization values in Singapore secondary schools. They found that in schools where positive social and professional relations among staff members were developed higher student achievement was reported. Furthermore, his findings indicate that organizational norms and values were only indirectly related to higher students outcomes and more specifically, schools that foster innovation and risk taking encourage to participation in decision making and provide time for collaboration were more effective.

2.4 Parents involvement in decision making and performance

Hixson (2006); explained that involvement of parent and families is often cited as one of the most important ways to improve secondary schools parental involvement makes an enormous impact on the student’s attitude, attendance and academic achievement and it promotes better cooperation
between parents and schools. It also allows parents and teachers to combine efforts to help the children succeed in school. Epstein (1995), identified six areas of parental involvement in their children academic activities: Parenting, communicating, volunteering, learning at home, and decision making and collaborating with the community. It can be argued that if parents are actively involved in these areas, no doubt it will stimulate children’s interests in school and positively influence academic achievement. Based on the result of sixty-six studies, Henderson and Berta (1994) were of the opinion that the most accurate predictor of student achievement is the extent to which the parent is involved in the child’s education and not the family’s level of income. This assertion is corroborated by Mc Millan (2000) finding that parental pressure has a positive and significant effect on secondary school performance. It is important to note that parent involvement improves facets of children’s education such as daily attendance and student achievement (Epstein, 1995).

The foregoing, have shown that one of the greatest barrier to high academic achievement for a good number of students is lack of parental involvement in children’s education. Creating a partnership between school and parents can have a significant impact on student achievement (Epstein 1995). Parental involvement cannot work a lone to influence school outcomes. The co-operation of students with their parents and
teachers can be very valuable. A student should be willing to learn, take interest and participate fully in academic activities before he/she can benefit from school. Students' interest in terms of their homework and assignment, time allocation, reading and note-taking, study period procedure, concentration, written work, examination and teacher consultation play important roles in their academic achievement (McC Millan, 2000)

Poor academic achievement of students in Kenya has been to some extent linked to parental behaviour. This is because parents are in the position to help, counsel and support their children socially, academically and emotionally to achieve better grades in examination. This study sought to establish the relationship between home and school partnership and students' academic performance in Maara district.

2.5 Leadership and performance

The quality of leadership makes the difference between the success and failure of a school (Griffin, 1994). He further explains that research and inspection clarify the extent to which the quality of leadership is crucial to improvement.

In explaining the leadership role of a principal, Redalen (2007) asserts that what seems to be emerging is the need for leaders, at any level, to combine clear aspirations of what organization is trying to become, with skills and
dispositions to energize a productive staff and constant attention on meeting or exceeding of the students and the parents/community.

According to Mingat (cited in Chitavi, 2002), the inputs like effective teaching, adequate materials and good physical facilities are crucial in the academic performance of a school, this is applicable when the headteacher is keen on academic achievement and is prepared to provide effective leadership. It is therefore evident that a headteacher who properly exercises his/her leadership responsibility will enable his/her school to realize good academic performance.

Chitavi (2002), states that changing a toxic school culture into a healthy school culture that inspires lifelong learning among students is the greatest challenges of instructional leadership. High commitment and high performance among students seem to be distinguishing features of schools with a healthy organizational culture and high staff well-being (Sergiovanni, 2008). Leadership in schools is defined largely in terms of instruction. Therefore, the principal needs to know a lot about how children learn; about instructional practice and curriculum; and how he/she can assess outcome data, monitor instruction, study the research, and network with instructional leaders outside of the school.

Redalen (2007), observe that shaping school culture provides an action blueprint for school leaders committed to transforming their schools for success. Deal & Peterson (1991), exposed common leadership practices of
successful leaders. They posited that leaders must inspire a shared vision. Leaders live their lives backwards because they have a clear image of the future. Deal, (1990) argues that the principal is not only an administrator making sure that buses run on schedule and that substitutes are found for absent teachers, the principal is also; a symbol who models values in routines, dress and behavior, a potter who shapes the school’s heroes, rituals, ceremonies and symbols, and who is shaped by them, a poet who uses languages to reinforce value and sustain the school’s be image of itself and a healer who oversees transitions and changes in school life. Several studies demonstrate the crucial influence of school principals on school culture and through school culture on teacher’s functioning and well being. The principal involvement in framing, conveying and sustaining school goals represents an important domain of influence on student outcomes (Griffin, 1994). Lack of vision in management of school often leads to imbalance in the allocation and use of resources. It is therefore evident that a head teacher who properly exercises his/her leadership responsibility will enable his/her school to realize good academic performance. Principals are therefore in advantageous position to strongly influence the outcome of a strong culture. However, it is observable that while there is great deal of theory on how organization can be led, there is little discussion on the relationship between leadership and students performance. Therefore the study analysed the effects of
leadership as one element of school culture on students' performance in KCSE in Maara district.

2.6 Reward systems and students' performance

Reward system is a process of measuring operational results and rewarding individual performance (Luthans, 2005). Just as reward systems motivate performance, they can motivate the learning of skills and development of knowledge. Reward systems are one organizational feature that contribute to the overall culture and climate of the organization (Whyte, 1955). This study focused on performance-based reward system for teachers in secondary schools in Maara district. The distinguishing feature of a performance-based reward system is that it rewards or sanctions teachers based upon some form of performance evaluation. Most of schools in Maara district have recently started performance-based reward scheme for teacher to improve students' academic performance which has been on the downward trend, thus the necessity of carrying out this research to find out the relationship between reward system as an element of culture and students' academic performance in KCSE.

Several analysts have agreed that performance-based reward system improves the administration of schools. Principal must know the quality of teachers in all classrooms (Hoerr, 1998). It is argued that principals must summatively evaluate teachers rather than formatively evaluate. As a
safety precaution, Solomon and Podgursky (2001) advocate principals becoming recipients of school wide performance-based rewards, to ensure they remain objective in their evaluation. Performance based rewards is about motivating people and developing performance oriented cultures. Ballou and Podgursky (1993), conducted a study of teachers, attitudes towards performance-based rewards in united states of America. They found out that most teachers surveyed were in favour of additional pay for additional duties, and as part of a career ladder where performance dictated the speed of advancement.

According to a study conducted by Hanushek and Rivkin (1999), that examined the relationship between teachers salaries and student outcomes in Texas, found out that increased salaries are correlated with improved students outcomes. The largest salary effects were found in schools with no staff turnover and no probationary teachers. Muola (2010), in her research on a study of the relationship between academic motivation and home environment among standard eight pupils in Machakos district observed that more favourable home environment motivates a child to excel in school and teachers are intrinsically motivated. A well grafted reward system serves to improve performance, to meet the needs of the teachers and motivate them as well as uphold organizational culture (Hoerr, 1998).
2.7 Students' perceptions of their school culture

Like other cultures, the school culture consists of a dominant culture and subcultures of various groups. The student culture is one of those subcultures. Attention must be paid to the peer culture of students especially in secondary schools. The extent to which the student culture values academic success or willingly complies with the school rules, will affect their achievement, since student peer culture influences students performance therefore teaching staff must know whether the dominant peer culture adds or distracts from the school mission and vision (Marcoulides, 1996).

In a related study, Adeyemi (2008) reported a study of perceptions of factors influencing success in Mathematics and emphasized the role of motivation whereby students and teachers agreed on the importance of motivation; however their opinions diverged in relation to factors such as importance of active learning, help seeking and student effort. Teachers on the other hand emphasized controllable student characteristics, while students were more prone to blame failure on course design and teaching quality. The perceptions that students have of school culture is therefore important because they are indication of their determination to achieve high academic excellence. Marcoulides, (1996) assert that in schools where there is positive social and professional relations between teachers
and students, students performs better. Collaboration is important in the process of fostering a better relationship between teachers and students in schools. Sergiovanni (1994) advocated a “community of mind” in which students are workers and teachers are coaches.

2.8 Summary of literature review

Strong school culture, as indicated in the literature review is enhanced by commitment of teachers and student to school culture, appropriate leadership and parent involvement in decision making (Cheng 1993). All this translates to high achievement in examinations.

Though the studies above have concentrated on school culture as determinant factor on school improvement effort, Adeyemi (2008) examined teachers’ teaching experience and students’ learning outcomes in secondary schools in Ondo state, Nigeria, his findings however revealed that teachers teaching experience was significant with students learning outcomes. According to Adeyemi, teachers experience and competent were seen to be prime predictors of students performance in all subjects. As a school administrator, the researcher has observed the need to study the effects of selected elements of organizational culture on students performance in Kenya certificate of secondary education in Maara District.
2.9 Theoretical framework

The study was based on Victor Vroom’s expectancy theory of motivation of 1964 (Okumbe, 2007). This theory rest on the assumptions that motivation is a conscious process in which decisions lawfully relate to psychologically events that occur contemporaneously with behaviour, and that forces in the individual and environment combine to determine behaviour. Vroom explained that motivation is a product of three factors namely; valence, expectancy and instrumentality. According to Vroom valence is the strength of a person’s performance for a particular outcome such as reward. For instance if a teacher strongly wants the student to perform well then good performance has a high valence for that teacher. An outcome is positively valent when a person prefers attaining it to not attaining it. An outcome has a negative valence when a person prefers that not attaining it to attaining it.

In this study it was assumed that the kind of valence that teachers attach to outcomes (performance) is influenced by parents involvement in decision making leadership skills, and reward systems in the school. Expectancy is the probability (ranging from 0 to 1) that a particular action or effect will lead to a particular performance. Expectancy is an effort or performance probability. Instrumentality is the probability (ranging from 0 to 1) that performance will lead to a desired reward. That is a reward will be received once the task is accomplished. Expectancy theory relates how a
person perceives the relationship between effort performance and rewards. The three factors in the expectancy theory exist in an infinite number of combination. The combination that produces the strongest motivation is high positive valence, high expectancy and high instrumentality. Vroom’s theory suggests that the individuals (employee) will consider outcomes associated with various levels of performance and choose to pursue the level that generates the greatest reward for him or her. Performance is therefore a vital component of expectancy theory as it is concerned with the linkage between effort, performance and rewards. In essence of this study, Vroom’s (1964), expectancy theory underscores the importance of performance not focusing on only one element of evaluation but rather a combination of elements that best evaluates an individual. Vroom underestimated the fact that employees should feel confident in the process of evaluation in that they perform as required of them, they will achieve the rewards they value.

2.10 Conceptual framework

The conceptual framework below shows a diagrammatic representation of the inter-relationship between independent, intervening (extraneous) and dependent variables of the study.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of research methodology to be used in the study. Methodology focuses on description of research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

3.2 Research design

Research design is the pattern that the research intends to follow, the plan or strategy for conducting the research (Oso & Onen, 2009). The study was conducted through descriptive survey design. According to Mugenda and Mugenda (2003), a descriptive study research helps the researcher to determine and report the ways things are, possible behaviour, attitudes and values. This means that the researcher was able to examine and describe the characteristics of the variables of performance in secondary schools in Maara district that are affected by school culture. The research sought information from the respondents regarding their opinion of the performance and how it has been influenced by the school cultural practices.
The conceptual framework provides a means of understanding how schools draw from different participants and how the exchanges of the different participants bring a holistic picture of the school. Culture of the school is seen as being influenced by principal's leadership skills, parents involvement in decision making, and reward systems. The school culture as estimated from the variables related to school leadership styles, parents, teachers and students will be treated as the independent variables while students' performance will be dependent variable. Items in the questionnaires will collect data directed to estimating these variables.
3.3 Target population

Mugenda and Mugenda (2003), describe target population as that population which a researcher wants to generalize the results of a study to. Target population of the study comprised of 30 headteachers and 420 teachers in Maara district.

3.4 Sample size and sampling procedure

The target population was 30 secondary schools in the district. The schools comprised of 12 provincial, 10 district and 8 private secondary schools. The target population was 450 respondents that is 30 headteachers and 420 teachers.

The sample size comprised of the following categories of respondents as indicated below:

| Table 3.1 |

<table>
<thead>
<tr>
<th>Category of respondents and their numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category respondents</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Head teachers</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
The above table shows how the researcher will come up with the total population based on the different categories of respondents. Also, it is from the total population the researcher came up with the sample size.

Stratified sampling technique was used to select schools. Stratified sampling technique is a technique that identifies the sub-groups in the population and their proportions and select each subgroup to form a sample (Gay, 1987 as quoted by Oso & Onen, 2009). In the study the target population is not uniform. This is because mixed and single sex, day and boarding, public and private secondary schools may not necessarily have similar characteristics since even the teachers in different departments within the same school may not always think similarly over a given issue. Stratified sampling techniques was therefore be used to ensure that the target population is divided into different homogenous strata, and each subgroup (strata) is represented in the sample in a proportion equivalent to its size in the population.

3.5 Research Instruments

A research instrument is a device or tool used for gathering and collecting data with the view to answering stated research questions (Oso & Onen 2009). The overall aim of this study was to determine the relationship between selected elements of organisational culture and students’ performance in Kenya certificate of Secondary Education. The researcher was mainly concerned with views, opinions, perceptions and attitudes and
such information can be collected through use of questionnaires. Document analysis technique was used to obtain data on students' performance in Kenya Certificate of Secondary Education. The questionnaire for both headteachers and teachers comprised of close-ended items. This helped the researcher to get both quantitative and qualitative data. Likert Scale items was developed and used to get views, opinions and perceptions of headteachers and teachers on the principal’s leadership, parents involvement in decision making and reward systems in enhancing academic performance among students in secondary schools in Maara district. The questions were self administered to headteachers and teachers in 30 secondary schools in the district. The target population was largely literate and unlikely to have difficulties responding to questionnaire items.

3.6 Instrument Validity

Validity is the degree to which a test measures the variables it claims to measure, (Kathuri & Pals, 1993). The instruments were rated in terms of how effective it would sample significant aspects of the purpose of the study. The validity of the research tools was done by presentation to an expert including my supervisors who ascertained their face validity.

3.7 Instrument reliability

According to Mugenda and Mugenda (2003), the reliability of an instrument is the measure of the degree to which a research instrument
yields consistent results or data after repeated trials. To establish the reliability of the questionnaires pre-testing through piloting was done. The reliability of the items was based on estimates of the variability of the headteacher and teachers responding to the items. The reliability coefficient was determined by test-retest technique. The instruments were then administered to the same subjects after an intervening period of one week. This technique was used because it determines the stability of the research instruments.

3.8 Data collection procedure

The researcher developed a project over a period of about four months under the guidance of the supervisor. Once the project was ready the researcher first obtained permit from the National Council of science and technology (NCST). Upon being granted permission, the researcher reported to district education officer (DEO), then proceed to the schools with a letter of introduction explaining the purpose of the study and research permit. The researcher further obtained permission from the headteachers in order to access the respondents. The researcher visited the selected secondary schools in the district and personally administered the questionnaire to teachers and headteachers and assured them of confidentiality. The heads of examination departments in the selected secondary schools provided the researcher with the Kenya Certificate of
Secondary Education results for the period of five years that is between 2007 to 2010.

3.9 Data analysis techniques

Data analysis entails separation of data into consistent parts or elements and examination of the data to distinguish its component parts or elements separately and in relation to the whole. Data collected in the study was analysed using descriptive statistics. The data collected from the field was cleaned, organised, coded and recorded. The data collected by use of questionnaires, closed ended questions was coded and analysed using the Statistical package for social sciences (SPSS) by use descriptive statistics. Open-ended items from each questionnaire were arranged and grouped according to research questions. The responses received were arranged to generate data which was organized to address the research questions. Qualitative data was analysed by similar responses being tallied to generate frequency counts in form of frequency tables. The most common response was therefore considered to be the most prevalent in determining how school culture affects academic performance in the locale of the study. The processed data was presented in form of percentages and tables, upon which the data finding could be interpreted easily without strain. All this was done along the specific objectives of the study.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction
This chapter presents data analysis, findings, interpretation and presentations. The purpose of this study was to investigate the effect of selected elements of culture on students' performance in K.C.S.E; investigating the influence of parents involvement in decision making on students' performance, determining the extent to which reward systems affect students' performance, principals leadership influence on student's performance as well as examining the students perception towards their school culture.

4.2 Demographic information
This section presents data on general information, questionnaire return rate and respondents as concerns the age, gender, highest level of education, years of service as a teacher or a headteacher. The teaching subjects, type of school and KCSE grades.

4.2.1 Questionnaire return rate
Target respondents were the head teachers and teachers. Details are presented in table 4.1
Table 4.1:

Questionnaire return rate

<table>
<thead>
<tr>
<th>Target respondents</th>
<th>Samples</th>
<th>Response</th>
<th>Return rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>28</td>
<td>25</td>
<td>90</td>
</tr>
<tr>
<td>Teachers</td>
<td>201</td>
<td>170</td>
<td>85</td>
</tr>
</tbody>
</table>

N = 195 headteachers and teachers

This implies that response rate was good for all the targeted respondents since it was more than 50 percent (that is return rate for all instruments was close to 100%). According to Mugenda and Mugenda (2003), a response rate above 50 percent is satisfactory and one should proceed to date analysis.

4.2.2 Age of teachers
It was desired to establish the age of the respondents, to explore if age is a contributing factor in enhancing school culture and performance.

Table 4.2

Age of teachers

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>34</td>
<td>20.0</td>
</tr>
<tr>
<td>31-40</td>
<td>63</td>
<td>37.1</td>
</tr>
<tr>
<td>41-50</td>
<td>73</td>
<td>42.9</td>
</tr>
<tr>
<td>Above 50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N = 170 teachers
This is an indication that most of the respondent (teachers) were in their productive years and this translate to creation of a positive school culture which enhances performance.

4.2.3 Gender of teachers and headteachers

It was desired to establish the gender of the respondents. Below are their responses

Table 4.3

Gender of teachers and headteachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers responses</th>
<th>Head-teachers responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Male</td>
<td>136</td>
<td>80</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>20</td>
</tr>
</tbody>
</table>

N=170 teachers  
N=25 headteachers

This implies that in Maara district there is no gender equity which is emphasized by the Ministry of Education in Kenya. This may be the cause of decline in performance in the districts because girl’s students lack role models in their schools and this in turn affects the culture of the schools.

4.2.4 Highest level of education

The respondents were requested to indicate their highest level of education. Below are their responses.
Table 4.4

Highest level of education

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers responses</th>
<th>Head-teachers responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Diploma</td>
<td>25</td>
<td>14.7</td>
</tr>
<tr>
<td>Degree</td>
<td>127</td>
<td>74.7</td>
</tr>
<tr>
<td>Masters</td>
<td>18</td>
<td>10.6</td>
</tr>
</tbody>
</table>

N=170 teachers  N =25 headteachers

This is an indication that majority of the teachers and principals have undergraduate degrees while a substantial number have a masters degree. This implies that majority of the teachers and principals are competent to handle issues of organizational culture influencing performance of students. This shows that there is need for the school leadership to encourage teachers to further their education to enhance academic performance. This is an agreement with (Griffin, 1994) that quality of leadership makes the difference between the success and failure of a school.

4.2.5 Years of service as a teacher or a headteacher

The respondents were requested to indicate the years they had served as a teacher or headteacher. Below are their responses.
Table 4.5

Years of service as a teacher or a head teacher

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers responses</th>
<th>Head-teachers responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>1-5</td>
<td>68</td>
<td>40</td>
</tr>
<tr>
<td>6-10</td>
<td>68</td>
<td>40</td>
</tr>
<tr>
<td>Above 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ N=170 \text{ teachers} \quad , \quad N=25 \text{ Headteachers} \]

As shown in table 4.5 majority of the teachers and principals have been serving as a teacher or a head teacher for period ranging between 1-5 and 6-10 years. This is an indication that majority of the teachers are experienced by the virtue of the time taken as a teacher. As elaborated by Sergiovanni (2001), once a culture is established, strong culture acts as a powerful socialize of thought and programme of behavior. Headteachers in Maara district should see to it that they facilitate the establishment of a strong culture tailored towards academic excellence.
4.2.6 Years served as a teacher in a particular school

Table 4.6

Years served as a teacher in a particular school

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers responses</th>
<th>Head-teachers responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>1-5</td>
<td>102</td>
<td>60</td>
</tr>
<tr>
<td>6-10</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>Above 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=170 teachers

N=25 Headteachers

It was established that majority of the teachers have served as a teacher in particular school for a period of between 1-5 years and all principals have been in a particular school for a period of between 1-5 years. This is an indication that both the teachers and headteachers have been in a particular school for a good time and they understand relevant elements that constitute the culture of their schools. The longer the teacher stays in a certain school, the more they become used to its culture and thus extend the same to the new teachers. This in turn reflects on the students' academic performance. As indicated by Adeyemi (2008), teachers teaching experience was significant with the student learning outcomes. At the same time, experience and competence are seen to be the prime predictors of students' performance.
4.2.7. Teaching subjects

The respondents were requested to indicate their teaching subject to establish whether teachers at any influence on the performance of students in their subjects.

Table 4.7

Teaching subjects

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers responses</th>
<th>Head-teachers responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Computer</td>
<td>34</td>
<td>20.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87</td>
<td>51.2</td>
</tr>
<tr>
<td>C.R.E</td>
<td>49</td>
<td>28.8</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>34</td>
<td>20.0</td>
</tr>
<tr>
<td>Geography</td>
<td>23</td>
<td>13.5</td>
</tr>
<tr>
<td>History</td>
<td>18</td>
<td>10.6</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
<td>8.8</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>27</td>
<td>15.9</td>
</tr>
</tbody>
</table>

N=170 teachers

It was established that majority of teachers took mathematics as a major subjects while sciences and languages were taken as minor subject. This is an indication that teachers are able to influence students attitude toward performance in these subjects hence building a school culture of academic excellence.
4.2.8. Type of school

It was desired to establish the type of schools where the teachers taught so as to ascertain if school type may have an influence on the culture which in turn affect academic performance.

Table 4.8

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls boarding</td>
<td>77</td>
<td>45.3</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>54</td>
<td>31.7</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>23</td>
<td>13.5</td>
</tr>
<tr>
<td>Mixed day</td>
<td>16</td>
<td>9.4</td>
</tr>
</tbody>
</table>

N = 170 teachers

It was established that majority of the schools are girls boarding schools followed closely by boys boarding school. This is an indication that girls have expanded tremendously in the district. Also it is an indication people have embraced the day schools in the respective district as compared to the time they were introduced hence change of attitude and perception towards day schools.

4.2.9 KCSE Mean grade for four consecutive years (2007-2010)

The respondents were requested to indicate their mean grade for four consecutive years. Below are their responses.
Table 4.9

KCSE mean grade for years (2007-2010)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2007-10</th>
<th>Teachers response</th>
<th>Headteachers response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>A</td>
<td>41</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>A-</td>
<td>68</td>
<td>40.1</td>
<td>10</td>
</tr>
<tr>
<td>B+</td>
<td>27</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>34</td>
<td>20</td>
<td>5</td>
</tr>
</tbody>
</table>

N = 170 teachers  N=25 headteachers

It was found that K.C.S.E results in the district have been declining year after year. Basically the schools had almost combined mean of C for the four years. This implies that most of the schools in the district have not yet embraced a culture of academic excellence.

4.2.10 Reasons for performance

The respondents were requested to indicate the reasons for the academic performance. Below are their responses.
Table 4.10

Reasons for performance

<table>
<thead>
<tr>
<th>Reasons for performance</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and revision</td>
<td>51</td>
<td>30</td>
</tr>
<tr>
<td>Holiday tuition</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Teachers cooperation</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>68</td>
<td>40</td>
</tr>
</tbody>
</table>

N=170 teachers

It was established that there are several reasons that have contributed to this kind of academic performance. The reasons range from; preparation and revision, holiday tuition, teachers cooperation and indiscipline. Where the headteachers were asked to comment on results, the headteachers opined that the results are steady development and opined that the results had declined. It was discovered that all the headteachers have undertaken leadership training. This training has equipped them with the necessary skills required for leadership. They have been able to learn new skills like teamwork and motivation which are likely to have a positive impact on students' performance.

4.3 Reward systems implementation in school

The respondents were requested to indicate the kind of rewards system implemented in their school. This was necessary to establish if different
systems of reward had different impact on students’ performance and teachers job satisfaction.

Table 4.11

Reward system in schools

<table>
<thead>
<tr>
<th>Type of reward system</th>
<th>Teachers response</th>
<th>Headteachers response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Formal</td>
<td>117</td>
<td>68.2%</td>
</tr>
<tr>
<td>Informal</td>
<td>53</td>
<td>31.8%</td>
</tr>
</tbody>
</table>

N=170 teachers, N=25 headteachers

It was established that the greatest form of reward system applied in schools is the formal reward system. A formal reward system is highly motivating to subject teachers because it allows them to set their own targets. Schools which employed formal reward systems posted good performance compared to schools which have embraced informal reward system. This was in agreement with Hoer (1998), arguments that reward system serves to improve performance and meets the needs of teachers.

4.4 Frequency of rewarding teachers in schools

The respondents were requested to indicate the frequency of rewarding teachers in schools. Below are their responses.
Table 4.12

Frequency of rewarding teachers in schools

<table>
<thead>
<tr>
<th>Frequency of rewarding</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Quarterly</td>
<td>34</td>
<td>17.2</td>
</tr>
<tr>
<td>Half yearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td>157</td>
<td>79.3</td>
</tr>
</tbody>
</table>

N=170 teachers

It was established that majority of the schools reward their teachers annually. This is an indication that majority of the schools peg their reward system to K.C.S.E. results especially in February every year. This enables the schools to prepare well in order to reward the teachers handsomely and also to ensure the reward time fits into the K.C.S.E. cycle.

4.5 Kind of the reward system in your school

The respondents were asked to indicate the kind of the reward in their school.
Table 4.13

Kind of the reward system

<table>
<thead>
<tr>
<th>Frequency of rewarding teachers</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary</td>
<td>38</td>
<td>19.2</td>
</tr>
<tr>
<td>Non-monetary</td>
<td>4</td>
<td>2.02</td>
</tr>
<tr>
<td>Both</td>
<td>154</td>
<td>77.8</td>
</tr>
</tbody>
</table>

N=195 headteachers and teachers

Majority of the school utilize both monetary and non-monetary rewards to motivate their staff. This is indication that apart from pegging the rewards on monetary aspects alone other factors come into play. Where both methods are applied then teachers needs are catered for because monetary rewards alone may push the school to limits. Also monetary rewards alone may not satisfy teachers fully because financial needs are enormous and hence one may not be given the right amount of money to satisfy oneself fully.

4.6 Selection of teachers for rewards

The respondents were asked to indicate how teachers are selected for rewards
Table 4.14

Selection of teachers for rewards

<table>
<thead>
<tr>
<th>Selection of teachers</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision from the principal</td>
<td>24</td>
<td>12.1</td>
</tr>
<tr>
<td>Group vote</td>
<td>45</td>
<td>22.7</td>
</tr>
<tr>
<td>Merit</td>
<td>119</td>
<td>60.1</td>
</tr>
</tbody>
</table>

Table 4.14 indicates that majority of the schools reward teachers based on merit. This is an indication that the reward system is open and transparent and not open to abuse or manipulation because each will be rewarded according to one’s effort implying that a culture of hard work will be created.

4.7 Benefits of rewarding teachers

The respondents were requested to indicate the benefits of rewarding teachers. Below are their responses.

Table 4.15

Benefits of rewarding teachers

<table>
<thead>
<tr>
<th>Benefits of rewards</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve performance</td>
<td>190</td>
<td>96</td>
</tr>
<tr>
<td>Reduced absenteeism</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>None of the above</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

N=195 headteachers and teachers
It was established that reward system is very important in any system. Rewarding teachers has led to improved academic performance. The findings concur with Hoer (1998), argument that a well grafted reward system serves to improve performance, to meet the needs of teachers and motivate them as well as upholding organisational culture.

4.8 Development and implementation of parent involvement in decision making

The respondents were requested to indicate how they develop and implement parent involvement in decision making in school.

Table 4.16 Development and implementation of parent involvement

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic clinic day</td>
<td>79</td>
<td>39.9</td>
</tr>
<tr>
<td>Inviting parents incase of indiscipline</td>
<td>58</td>
<td>29.3</td>
</tr>
<tr>
<td>Annual general meetings</td>
<td>20</td>
<td>10.1</td>
</tr>
</tbody>
</table>

Majority of the schools involve parents during academic or clinic days and also dealing with indiscipline cases. This is an indication that parents understand the performance of their children and also are involved in any discipline case touching them. This means that parents are involved in making decision on these two key areas that affect the performance of
their children. This creates a culture of teamwork between school and parents hence improving students academic performance.

4.9 Strategies used in involvements of parents in decision making

The respondents were asked to indicate the strategies used to develop and involve parents in decision making.

| Table 4.17 |
|---|---|---|
| Strategies used in development of parents in decision making | Frequency | Percentage (%) |
| Opinion voting | 51 | 25.8 |
| Project planning | 80 | 40.4 |
| Holding education days | 11 | 5.5 |
| Clubs and societies | 20 | 10.1 |
| Handling indiscipline | 27 | 13.6 |

N = 195 headteachers and teachers

It was established that the main strategy used in development of parents in decision making is project planning and execution. This is an indication parents understand the kind of development activities which affect the performance and hence funding is not a difficult issue. When parents plan for projects they are executed expeditiously and hence K.C.S.E. performance is greatly enhanced.
4.10 The role of teachers and principals in enhancing positive parental involvement in decision making.

The respondents were requested to indicate the role of teachers and principals in enhancing positive parental involvement in decision making.

Table 4.18
The role of teachers and principals in enhancing positive parental involvement in decision making

<table>
<thead>
<tr>
<th>Teacher and principals roles</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling</td>
<td>85</td>
<td>42.9</td>
</tr>
<tr>
<td>Facilitating meetings</td>
<td>17</td>
<td>8.5</td>
</tr>
<tr>
<td>Communication</td>
<td>69</td>
<td>34.8</td>
</tr>
<tr>
<td>Linking</td>
<td>28</td>
<td>14.14</td>
</tr>
</tbody>
</table>

N=195 headteachers and teachers

Teachers and principals play a critical role in the enhancing positive parental involvement in decision making. Their roles include; guidance and counseling, facilitating meetings, communication and linking all the parties involved. It was established that the involvement of parents in decision making ensures; improvement of academic performance, creates harmony in school management and enhances revenue collection. The findings were in the line with Epstien (1995), that family involvement
improves facets of children’s education such as daily attendance and students’ achievement.

### 4.11 Elements of school culture

The respondents were asked to indicate the elements of culture that are evident in their respective schools.

**Table 4.19**

<table>
<thead>
<tr>
<th>Elements of school culture evident in school</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>87</td>
<td>43.9</td>
</tr>
<tr>
<td>Involving students in decision making</td>
<td>76</td>
<td>38.4</td>
</tr>
<tr>
<td>Students taking leadership roles</td>
<td>65</td>
<td>32.8</td>
</tr>
<tr>
<td>Team work</td>
<td>95</td>
<td>48.0</td>
</tr>
<tr>
<td>Involving parents in disciplinary issues</td>
<td>83</td>
<td>41.9</td>
</tr>
</tbody>
</table>

N=195 headteachers and teachers

It was established that there are several elements of school culture that are evident in schools in Maara district. These elements of school culture include: Respect for both teachers and students, involving students in decision making, ensuring students take leadership roles, teamwork and involving parents in disciplinary issues. It was established that respect and teamwork are the most prevalent elements of school culture that are evident in most schools. Also involving parents in disciplinary matters was cited as one of the most evident element of school culture in most of
the schools. These elements of school culture evident here are the ones that greatly enhance academic performance. They both cover what must be exhibited by students, teachers and academic performance.

4.12 Roles of principals in enhancing performance in schools

The respondents were requested to indicate the roles of principals in enhancing performance in school.

Table 4.20

<table>
<thead>
<tr>
<th>Roles of principals</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivating students and teachers</td>
<td>68</td>
<td>34.3</td>
</tr>
<tr>
<td>Role modeling</td>
<td>34</td>
<td>17.1</td>
</tr>
<tr>
<td>Provision of resources</td>
<td>76</td>
<td>38.3</td>
</tr>
<tr>
<td>Ensuring discipline</td>
<td>51</td>
<td>25.7</td>
</tr>
<tr>
<td>Providing leadership</td>
<td>87</td>
<td>43.9</td>
</tr>
</tbody>
</table>

It was established that principals play a major role in enhancing performance in schools. This means that without them K.C.S.E performance would go down considerably. Also from the above roles it was evident that for any school to perform well then the principal should be at the forefront in encouraging good academic performance in school by providing competent leadership. The findings are in congruent with
griffin (1994), assertion that principals as schools executives are charged with the task of managing teachers and students among other resources.

4.13 School aspects influencing the performance

The respondents were requested to indicate aspects that influence performance in schools. Below are their responses.

Table 4.21

Aspects influencing the performance in schools

<table>
<thead>
<tr>
<th>Aspects influencing performance</th>
<th>Very high influence</th>
<th>High influence</th>
<th>Fairly high influencing</th>
<th>Low influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of teaching</td>
<td>Frequency 45</td>
<td>34</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage 22.7</td>
<td>17.2</td>
<td>64.1</td>
<td></td>
</tr>
<tr>
<td>Perception of teachers of school culture</td>
<td>Frequency 48</td>
<td>68</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage 24.2</td>
<td>34.3</td>
<td>39.9</td>
<td></td>
</tr>
<tr>
<td>Perception of students to obey school rules and regulations</td>
<td>Frequency 41</td>
<td>75</td>
<td>68</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Percentage 20.7</td>
<td>37.9</td>
<td>34.3</td>
<td>5.5</td>
</tr>
<tr>
<td>Involvement of parents in decision making</td>
<td>Frequency 7</td>
<td>45</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percentage 3.5</td>
<td>22.7</td>
<td>72.2</td>
<td></td>
</tr>
<tr>
<td>Principals leadership</td>
<td>Frequency 41</td>
<td>34</td>
<td>85</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Percentage 20.7</td>
<td>17.2</td>
<td>42.9</td>
<td>17.2</td>
</tr>
<tr>
<td>Teachers</td>
<td>Frequency 41</td>
<td>75</td>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Percentage 20.7</td>
<td>37.9</td>
<td>20.7</td>
<td>19.2</td>
</tr>
<tr>
<td>Reward system scheme</td>
<td>Frequency 82</td>
<td>38</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Commitment of students and teachers to school tradition</td>
<td>Percentage 41.4</td>
<td>19.2</td>
<td>37.9</td>
<td></td>
</tr>
</tbody>
</table>

51
It was established that methods of teaching, principal’s leadership, perception of students to obey school rules and regulations and commitment of students and teaches to school tradition all have a very high influence to the academic performance in various schools in the district.

### 4.14 Factors making learning a challenge to students in secondary schools

The respondents were requested to indicate factors that have made learning a challenge to secondary school students.

**Table 4.22**

Factors making learning a challenge to students in secondary schools

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate staffing</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Inadequate facilities</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Imbalance on school work and core curricular</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Fees</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Attitude</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

N=25 headteachers
It was established that there are several factors that have made learning a great challenge to both students and teachers. Among the perennial factors are inadequate staffing, inadequate facilities and fees challenges. This means that culture of good performance to be enhanced and be sustained all the parties involved must cooperate to handle them.

4.15 Student behavior affecting performance

The respondents were requested to indicate how student behavior makes performance less promising in their schools.

Table 4.23 Student behavior affecting performance

<table>
<thead>
<tr>
<th>Student behavior</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>14</td>
<td>68</td>
</tr>
<tr>
<td>Laziness</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>

N=25 headteachers

It was established that attitude was the greatest factor affecting students performance while other factors included laziness and absenteeism. This means that the intellectual potentialities can be fully realized if the above factors can be addressed. It also means attitude is the main demining factor to academic performance compared to other peripheral factors.
4.16 Involving students in decision making

The respondents were requested to indicate the frequency of involving students in decision making.

Table 4.24

Involving students in decision making

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>All times</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Never</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

N=25 headteachers

It was discovered that majority of the schools sometimes involve student in decision making, involve students in decision making all times and another rarely involve students in decision making. The respondents opined that the reasons for engaging students in decision making is because, it make implementation easy, reduces tensions in schools and mostly academic performance is improved.
CHAPTER FIVE
SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of this study was to investigate the influence of selected elements of organizational culture on students’ performance in K.C.S.E. in Maara district. The findings addressed the objectives and research questions as highlighted earlier. The objectives of the study were to analyse the influence of parental involvement in decision making on students performance in KCSE, to examine the effects of reward systems on students’ performance, to determine the extent to which principal’s leadership skills influence students’ performance in KCSE and to establish the extent to which students perception of culture in their school influence their academic performance.

Past studies, for example, Adeyemi (2008) examined teachers’ teaching experience and students learning outcomes in Secondary schools in Ondo State, Nigeria. His findings, however revealed that teachers teaching experience was significant with students learning outcome. As an
administrator, the researcher has observed the need to study the influence of school culture on students' performance since it is important for leaders (head teacher) in our schools to see the need of creating positive cultures to enhance and improve academic performance. The study employed a descriptive study research to collect data from a large population in order to establish the relationship between variables where the population consisted of head teachers and teachers in Maara District. The estimated number of teacher and head teacher is 450 and 30 respectively in the District. Twenty five schools were purposefully selected from 30 across categories and type which includes day, boarding single sex and mixed schools. Twenty eight head teachers and 201 teachers were selected as respondents to the study.

The researcher applied stratified sampling methods to select a total number of 229 respondents (201 teachers and 28 head teachers) taking into account the different departments in secondary schools. Two self administered set of questionnaires one for teachers and one for headteachers were employed. The instruments were rated on how effective it would sample significant aspects of the purpose of the study. To determine reliability of the questionnaire, pre-testing through piloting was done while the ratability co-efficient was determined by test technique. Permission to carry out the research was obtained from the National Council of Science and Technology. The researcher had a
courtesy call to the District Education Officer, Maara. After collection of the questionnaires, the researcher read through to ascertain their numbers and to see whether all the items have been responded to. This analysis was aided by the statistical package for social sciences (SPSS) computer software. The processed data was presented inform of percentages and tables upon which the data findings could be interpreted easily.

5.3 Summary of findings of the study

5.3.1. Parents involvement in decision making

Parent involvement in decision making has very high influence in the performance of K.C.S.E. It was established that parents are involved in decision making through academic days or what is popularly known as clinic day where they discuss the results of their children. They are to set targets for the students and provide resources that are required. Other areas where parents are involved in decision making include issues of handling discipline and during annual general meetings where major decisions are made.

Involving parents in decision making allows parents and teachers to combine efforts to help the children succeed in schools in this study these findings are in line with Epstein (1985) who identified five areas of parental involvement in their children academic activities: parenting,
communicating, learning at home and decision making and collaborating with the community. Involving parents in such areas makes them understand how a school learns and also enables them to understanding their roles in academic performance. It also enables them to ensure that their children work hard to achieve their goals and this enhances K.C.S.E. performance.

5.3.2 Effects of reward system on students performance

Majority of the schools in Maara district have a formal reward system for both teachers and students. Mostly teachers are formally rewarded once in a year especially after the K.C.S.E. results have been released. It is true a reward system enhances the performance of any employee. These study findings concur with Luthan’s (2005) arguments that a reward systems is a process of measuring operational results and rewarding individual performance. It motivates teachers to put more efforts. It enables them to cover syllabuses in good time and ensure revision has started quite early. Most schools have a extended times like very early lessons of evening lessons where teachers are paid to attend and this enhances the performance. Also the yearly rewards are hefty and this makes teachers work very hard because they know that they will reap handsomely.
5.3.3. Principal’s leadership influence on the performance

It was found out that principal’s leadership has a very high influence on the success or failure of a school and especially in academic performance. In fact, one can argue that the academic performance is directly linked to the leadership of the principal.

These study findings also concur with Mingat (cited in Chitavi 2002), who argued that the inputs like effective teaching, adequate materials, and good physical facilities are crucial in academic performance of a school. This is applicable when the headteacher is keen on academic achievement and is prepared to provide effective leadership. It is therefore evident that a headteacher who properly exercises his/her leadership responsibility will make his or her school to achieve good academic performance.

5.3.4 Students perception of school culture

There are several elements of culture that were found in schools. These elements include: respect, involving parents in decision making, students taking leadership roles, teamwork, and involving parents in disciplinary issues. Over and above, good relationship between students and other stakeholders is ultimate end product of a culture of good performance. This is in line with assertion by Marcoulides (1996), whose study found that schools where there are positive social and professional relations between teachers and students, students performed better.
School culture is very important in academic performance; if students perceive themselves as performers they will labour to maintain this. Actually, the school culture forms the basis for performance. It is this culture that is inculcated to students when they join the school first in form one and they go along with it. It involves beliefs and values of its members and guided behaviour, and it accounts for the underlying assumptions that are present with the culture. Perception also builds confidence and will to perform hence it has a very high influence in K.C.S.E. performance.

5.4 Conclusions

It can be concluded that organisational culture has a very high influence on student performance in K.C.S.E. Generally culture like earlier cited includes a range of activities and ideas of a group with shared traditions, which are transmitted and reinforces by members of the group that is artistic and social pursuits, expression and tastes valued by the organization such as its accepted and practiced manners and dress. It can therefore be concluded from the findings that the schools in Maara district are performing the way they are doing due to their school cultures. Findings revealed that attitude of both teachers, headteachers and parents have a very high influence on students' performance. Availability of learning resources also influences performance to a great extent. Students' do not like learning because it is compulsory, but they like schooling
because it leads to good jobs. To achieve this schools in Maara District have been involving parents in decision making in regard to their children performance, rewarding teachers as per KCSE results and also involving students in decision making particularly on issues touching on their academic progress. Some schools have embraced respect, teamwork and hard work as their cultural aspect and hence they are really doing well compared to others without any defined culture in their school.

5.5 Recommendations

Following the findings and conclusions of the study, the researcher makes the following recommendations based on the research objectives:

i. Headteacher should create a culture that acts as standards or rule book for teachers and students to follow. There should be a good rapport among all the stakeholders, including the headteacher, board of governors teachers, parents, students as well as the support staff.

ii. Headteachers should adopt a leadership style that includes all major stakeholders in decision making. Among the major stakeholders should be the students, who should be given chances to express their opinions and suggestions before a decision that will directly affect them is arrived at. This would diminish resistance to changes and eventually shape their discipline positively. This would in turn translate into good KCSE performance.
iii. Teachers by the virtue of their roles should be motivated to enhance a good culture within schools. This would include creation of jobs satisfaction through appreciation, recognition as well as inclusion in decision making that affects them.

iv. Since students indicate the major subject for KCSE performance, they should be taken through guidance and counseling session for culture enhancement and also be allowed to express their sentiments effectively where upon permanent solutions should be instilled and further developed into a culture.

5.6 Suggestions for further research

Based on scope and limitations of this study, the following areas for further studies are suggested.

i. A replica of the study should be carried out in districts other than Maara District, to explore whether secondary schools in different districts are exposed to the same cultural challenges.

ii. A study on relationship between school culture and KCSE performance should also be investigated for comparative purpose.
REFERENCES


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Wagner C. & Penelope, M. (2002). Elementary secondary education; school culture; self evaluation(Groups); teaching condition journal of staff development, V23 n3 P42-53 Sum.

APPENDICES

APPENDIX I: TRANSMITTAL LETTER

Dear Respondent

RE: REQUEST TO PARTICIPATE IN RESEARCH

I am a University of Nairobi student, undertaking Masters of education degree in Administration. This questionnaire is designed to gather information on the influence of school culture on KCSE performance in secondary schools in Maara District. Information collected would be kept confidential. This is an academic research and the information you give would go along way in helping me realize the study objectives.

Thank you in advance for your cooperation and assistance.

Yours faithfully,

Kiambati Floridah Mwanya
APPENDIX II:

QUESTIONNAIRE FOR TEACHERS

SECTION A

Instructions

i. Respond to all the items

ii. Please tick ( √ ) where applicable

Background Information

1. Please tick ( √ ) against the age category that applies to you

- 21-30 years
- 31-40 years
- 41-50 years
- 50 years and above

2. Please indicate your gender

- Male
- Female

3. What is your highest level of education?

- Diploma
- Degree
- Masters
- Any other specify

4. How many years have you served as a teacher?

- Less than 1 year
- 1-5 years
- 6-10 years
- Above 10 years

5. How many years have you served in this school?

6. What are your teaching subjects? Major ______ Minor ______

7. What is your school type?

- Girls boarding
- Boys boarding
- Mixed boarding
- Mixed day
8. a) What has been your school mean grade in KCSE in four consecutive years

2007 _____  2008 _____  2009 _____  2010 _____

b) What two reasons contribute to the performance you have rated above?

i) _________________________________________________________

ii) _________________________________________________________

SECTION B

9. What kind of reward is implemented in your school?

Formal [ ] Informal [ ]

10. How often are the teachers rewarded in your school?

Monthly [ ] Quarterly [ ] Half yearly [ ] Yearly [ ]

11. a) How is the reward system in your school?

Monetary [ ] Non monetary [ ] Both [ ]

b) What are the various non-monetary rewards practiced in your school?

12. How are teachers selected for rewards? Is it through;

Decision from the principal [ ] Group vote [ ] Any other [ ]

13. How does the school benefit from rewards and recognition of teachers?

Improve performance [ ] Reduce Absenteeism [ ] None of the above [ ]
14. How do you develop and implement parent involvement in decision making in your school?

15. Which are some of the strategies you use to develop involvement of parents in decision making?

16. What strategies have you found out to be most successful in parents involvement in decision making?

17. What role do teachers/principal play in enhancing a positive parent involvement in decision making?

b) How is this involvement affecting academic performance?

SECTION C

18. What elements of school culture are evident in your school and in what areas in particular

19. What is the unique culture of your school?
20. Briefly state two roles of principal in shaping the culture of your school?

i) __________________________________________________________

ii) ______________________________________________________

21. In your own opinion, what school aspects influence the performance in this school most? Kindly rate the influence below.

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Thank you for time and cooperation in answering this questionnaire.
APPENDIX III:

QUESTIONNAIRE FOR HEADTEACHERS

Instructions
i. Respond to all the items
ii. Please tick ( √ ) where applicable

SECTION A

Background Information

1. a) Please indicate your gender Male ☐ Female ☐

b) How many years have you served as a headteacher?

c) How many years have you served as a headteacher in this school?

d) Have you undertaken a leadership training seminar since your appointment as headteacher?
Yes ☐ No ☐

2. a) What has been the mean grade in KCSE in this school for four consecutive years?

2007 ☐ 2008 ☐ 2009 ☐ 2010 ☐

b) What is your highest level of education?
Diploma ☐ Degree ☐ Masters ☐ Any other specify ☐

2. a) What has been the mean grade in KCSE in this school for four consecutive years?

2007 ☐ 2008 ☐ 2009 ☐ 2010 ☐

b) Comment on the grades above?
SECTION B

3. What kind of reward is implemented in your school?
- Formal □  - Informal □

4. How often are the teachers rewarded in your school?
- Monthly □  - Quarterly □  - Half yearly □  - Yearly □

5. a) How is the reward system in your school?
- Monetary □  - Non monetary □  - Both □

b) What are the various non-monetary rewards practiced in your school?
____________________________L_!_____________________________

6. How are teachers selected for rewards? Is it through;
- Decision from the principal □  - Group vote □  - Any other □

7. How does the school benefit from rewards and recognition of teachers?
- Improve performance □  - Reduce Absenteeism □  - None of the above □

8. How do you develop and implement parent involvement in decision making in your school?
____________________________

9. Which are some of the strategies you use to develop parent involvement in decision making in your school?
____________________________

10. What strategies have you found out to be most successful in involving parents in decision making?
____________________________
11. What role do teachers/principal play in enhancing a positive involvement of parents in decision making in your school?

b) How is this involvement affecting academic performance?

SECTION C

12. What elements of school culture are evident in your school and in what areas in particular?

13. What is the unique culture of your school?

14. Briefly state two roles of principal in shaping the culture of your school?
   i) _____________________________________________________________________
   ii) _____________________________________________________________________
15. In your own opinion, what school aspects influence the performance in this school most? Kindly rate the influence below

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16. In your opinion, what two schools related factors make learning a challenge to students' in secondary school?
   i) ______________________________________________________
   ii) ______________________________________________________

17. In your opinion, what is the perception of teachers in your school academic excellence

75
18. In your opinion, what student behaviour makes performance less promising in this school?

19. a) How much are students involved in decision making especially in matters of academics in this school?

   Sometimes □  All times □  Rarely □  Never □

Give reasons for the response above.

Thank you for time and cooperation in answering this questionnaire
APPENDIX IV

LIST OF SCHOOLS IN MAARA DISTRICT

1. Our Lady Of Mercy Girls
2. Ruguta Secondary School
3. Ndumbini Day Secondary School
4. Muthambi Girls
5. Muthambi Boys
7. Karigini Secondary School
8. Kajiunduthi Secondary School
9. Itara Day Secondary School
10. Gituja Secondary School
11. Kalewa Secondary School
12. Muraga Technical Secondary School
13. Kiriani Boys Secondary School
14. Kiriani Day Secondary School
15. Munga Day Secondary School
17. Kiamaogo Secondary School
18. Mukui Secondary School
20. Rwvanjau Secondary School
22. Ikumbo Secondary School
23. Kianjagi Secondary School
24. Mutindwa Day Secondary School
25. Chief Mbogori Secondary School
26. Gianchuku Secondary School
27. Makuri Girls Secondary School
28. Thigaa Secondary School
29. Kimuchia Secondary School
30. Chogoria Girls Secondary School
31. Chogoria Boys Secondary School
32. Wiru Secondary School
33. Nturiri Boys Secondary School
34. Nturiri Girls Secondary School
35. Kiraro Secondary School
36. Iruma Girls Secondary School
37. Iruma Day Secondary School
38. Kabui Day Secondary School
39. Ndintuune Secondary School
40. Kiurani Secondary School
41. Kaare Secondary School
42. Kieni Secondary School
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Effects of selected elements of organizational culture on students' performance in Kenya Certificate of Secondary Education in Maara District, Kenya" I am pleased to inform you that you have been authorized to undertake research in Maara District for a period ending 31st August, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Maara District before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

District Commissioner
District Education Officer
Maara District.
APPENDIX VI
RESEARCH PERMIT

PAGE 2

his is to certify that

of Dr. Mr. Mrs. Miss/Institution

ambu Florida Mwanya

(Address): University of Nairobi

O.Box 50197-00100, Nairobi,
as been permitted to conduct research in

Location

Maara

District

Eastern

Province

the topic: Effects of selected elements of
organizational culture on students' performance
in Kenya Certificate of Secondary Education in
Maara District, Kenya.

Applicant's Signature


Date of issue

22nd June, 2012

KSh. 1,000

Secretary

National Council for Science & Technology