

**THE RELATIONSHIP BETWEEN ORGANIZATIONAL
CULTURE AND THE PERFORMANCE OF SECONDARY
SCHOOLS IN GUCHA DISTRICT.**

BY

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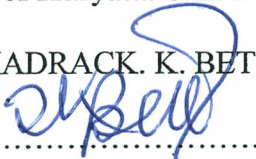
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DEDICATION

Dedicated to the memory of my late father, Mzee Elizaphan Aberi Nyakwara, whose values of decency and dignity will always be an inspiration to me, and to my loving wife Jane, and children: Ian Aberi, Danton Munene and Michelle Biyaki, not forgetting my mother, Priscillah Kwamboka.

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I am grateful to my supervisors, Ms Caroline Nderi and Mrs. Mwende Mutuvi for their guidance, direction and moral support while writing this research proposal. I am also very thankful to my colleague friend, Mr. Murumba Kiveu, for his encouragement and insights that kept me on track while writing this research proposal.

ABSTRACT

Organizational culture means a set of shared values, beliefs, standards of behaviour and common expectations that control the ways in which individuals and groups in an organization interact with each other to achieve organizational goals and also influence the effectiveness of strategy formulation and implementation. It is a pattern of basic assumptions that are taught to new personnel as the correct way to perceive, think and act on a day-to-day basis. The importance of organizational culture for implementing strategy is that it influences the behaviour of employees and motivates them to achieve or surpass organizational objectives. The purpose of this study was to investigate and establish the relationship between organizational culture and the performance of secondary schools in Gucha district. Specifically, the study sought to identify the set of core values, beliefs and practices and the extent to which they were upheld by members, to establish the level of performance of secondary schools in national examinations and to determine the relationship between the cultural components and the performance of the schools. It was hoped that this study would provide useful information to education stakeholders on how to develop appropriate cultures of their organizations that would allow effective implementation of organizational strategies, provide additional literature on already existing literature on culture development in organizations and therefore benefit other researchers interested in this area of study who would borrow ideas and use it as a point of reference, help the stakeholders of Gucha District including teachers, parents, school principals and the Ministry of Education staff who would understand where Gucha District was in terms of culture development, maintenance and implementation, and also help the government especially the Ministry of Education on policy formulation related to culture development and maintenance. The study adopted

a descriptive survey design. The population was all head teachers of secondary schools in Gucha district, their deputies and academic heads of department. Stratified sampling of schools was done to get the sample of schools. Respondents were sampled purposively. The researcher used questionnaires and observation schedules to collect both qualitative and quantitative data. Qualitative data was analyzed in narration form while quantitative data was analyzed by use of frequencies and percentages. Tables were used to present data for easy interpretation. Regression analysis and Pearson's correlation coefficient methods were used.

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OPERATIONAL DEFINITION OF TERMS.

- Culture** – The way things are done in the organization.
- Development** – Coming up with strategies.
- Logo** – A printed design or symbol that an organization uses as its special sign
- Maintenance** – Sustaining and improving on the culture that there is.
- Mission** - The purpose for which or why an organization exists.
- Motto** – A short sentence or phrase that expresses the aims and beliefs of an organization that is also used as a rule of behaviour.
- Norms** - Are unwritten, informal rules or guidelines that prescribe appropriate behaviour in particular situations.
- Strategy** – A plan or a tactic of getting things done effectively and efficiently.
- Technology** – Scientific knowledge used in practical ways in industries.
- Values** - Are beliefs and ideas about the kinds of goals members of a society should pursue and about the kinds of modes of behaviour people should use to achieve these goals.
- Vision** - A desired future state, or an attempt by an organization to articulate that desired future state

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LIST OF ABBREVIATIONS

C.E.O	-	Chief Executive Officer.
H.O.D	-	Head of Department.
H.R	-	Human Resource.
I.T	-	Information Technology.
K.C.S.E	-	Kenya certificate of secondary education.
M.S.S	-	Mean Standard Score.
R & D	-	Research and Development.
U.S	-	United States.

CHAPTER ONE

INTRODUCTION

This section focused on the following: Background information to the study, statement of the problem, purpose of the study, objectives, research questions, significance, scope, limitations and assumptions of the study.

1.1: Background to the Study

Organizational culture means a set of shared values and beliefs that influence the effectiveness of strategy formulation and implementation. The importance of organizational culture for implementing strategy is that it influences the behaviour of employees and motivates them to achieve or surpass organization objectives. Barley as cited in Russell (1998) argues that organizations exist to achieve a particular purpose and as such they come up with mission statements. According to Harvey (1982) organization mission is the purpose for which or why an organization exists. A firm's mission contains information as to what types of products or services the organization produces, who the customers are and what important values it holds. He further states that it has the philosophy, i.e. the shared beliefs and values that the organization holds. A mission statement according to Russell (1998) helps focus human efforts in a common direction, serves as a general rationale for the allocation of organizational resources, ensures that the organization does not pursue conflicting purposes, acts as a basis for the development of organizational objectives and also establishes broad areas of job responsibilities within the organization. People in the organization work specific tasks in order to produce goods and services. Also, broad guidance concerning the types of jobs that should exist within the organization are found in the mission statement.

A mission statement contains the values and beliefs that the organization upholds. It needs to be internalized and be part of the organization members because it guides and controls the behaviour of each individual in the organization and also guides the organization leadership to navigate it to the desired direction.

In most organizations, specifically schools, there are mission statements posted in the offices and even buildings. However, according to Gareth (2010) most members of the organization including managers do not know the mission statement of the organization and if they can say it, they have not internalized what is in it.

Many researches have shown that most organizations develop mission statements because it is a requirement as far as legislation is concerned, but they do not live or act as per those statements (Guy 2008). This may explain why many organizations do not seem to improve in anything for so many years. Many organizations in Kenya are collapsing. Schools that used to perform well such as Bishop Gatimu Ngandu Girls High school in Central Province, Shimo La Tewa High School in Coast Province, St. Patrick's Boys High School in Rift Valley Province, Njiris Boys High school in Central Province and Cardinal Otunga Boys High School in Nyanza, among others, are no longer performing (Daily Nation, 5th March 2010).

The question that people are asking is whether these organizations have got values that they aspire to accomplish. The other question is whether the leadership of these organizations conditions their members to adhere to the culture of these organizations and influence people to understand and value the values and beliefs of the organizations.

Walker (1992) defines leadership as the ability of a person to influence people to willingly undertake their duties and responsibilities so that the organization can achieve its objectives. Kanter (1984) asserts that strong leaders articulate direction and save the organization from change by drift. They see a vision of the future that allows them to see more clearly what step to take, building on the present capacities and strengths. A leader

in the organization should develop a culture that will support the implementation of strategies in the organization units to facilitate formulation and implementation of strategies.

Barley as cited in Russell (1998) states that organizational cultures are developed and reinforced in a variety of ways. These ways include what leaders pay attention to, measure and control. Leaders can communicate very effectively what their vision of the organization is and what they want by consistently emphasizing the same issues in meetings, in causal remarks and questions and in strategy discussions. The other way of developing and reinforcing culture is through the reactions of leaders to critical incidents and organizational crises whereby the manner in which leaders deal with crises can create new beliefs and values and underlying organizational assumptions. Besides this, culture can also be developed through deliberate role modeling, teaching and coaching. The behaviour that leaders show in both formal and informal settings have an important effect on employee beliefs, values and behaviours. For example, if a CEO regularly works for very long hours and on weekends, other managers may respond by spending more of their time at work too.

Culture can also be developed and maintained through the criteria that is followed to allocate rewards and status in the organization. Here leaders can quickly communicate their priorities and values by consistently linking rewards and punishments to the behaviours that they are concerned with. A good criterion for recruitment, promotion and retirement of employees should be followed. The types of people who are hired and who succeed in an organization are those who accept the organization's values and behave accordingly. Any one who has spent time with any organization must have been struck by the differing atmospheres, the differing way of doing things, the differing level of energy, freedom and kinds of personality.

Culture shapes the behavior and expectations of every member of the organization. It influences both the managers' and employees' approaches to the organizational problems in determining what behavior is appropriate for employees and the issues that should take priority. Culture is as a result of action of organizational members and the relationship which they sustain over time. Culture is born, grows and dies.

Organizational culture is a set of important norms, values, attitudes and beliefs shared by the organizational members. These values and beliefs influence the effectiveness of strategy formulation and implementation of any typical business organization.

A business organization is one unit of control which is busy in the production or distribution of products and services. A business organization is owned by one person or group of persons. In any organization, there are many people working, ranging from top management to the subordinates. In their working there may be striking differences within themselves, but also there must be a shared understanding within them. The culture does not become established until this shared understanding achieves dominance in the collective thinking of the members of the organization.

Just as individuals can have different personalities while sharing much in common, so too is with groups and organizations. Culture helps one to know how power and/or control are handled by an organization. That is, power and/or control may be centralized or diffused throughout the organization. In today's markets, where there is a high degree of competition between suppliers of goods and services, the customers' wishes are seen as paramount by many organizations, thus they will adapt their cultural norms to meet their customers' requirements.

Depending on their relative power in particular situations, the behavior of stakeholders such as suppliers, creditors e.g. banks and competitors may also influence organizational cultures. Competitors in particular can introduce changes into their own culture, but also

contribute to changes in others, who may be forced to follow their lead in order to retain market shares.

When all has been said and done about culture, the practical questions remain; where and how do managers come to recognize the dominant culture in their organizations? There are several factors that are both a source of culture and a manifestation of it. Some of these ways are: Organizational mission statement, corporate aims, policy statements, organizational rituals, organization logo procedures/ rules, management attitudes, training staff attitudes, organization structure and technology.

A mission is the purpose for which or why an organization exists. An example of a mission is, "to be the best and most successful company in the airline industry" (British Airways). On the other hand, corporate aims are the more finely focused statements of intent directed at those aspects of the organization's operations which are critical to success. For example, "to provide overall superior services and good value for money in the market segment in which we compete," (British Airways): "Simplicity, frugality and avoidance of waste will be elements in our corporate lifestyle," (Oxfam).

A policy statement is concerned with the manner in which organizations conduct their businesses or operations. It helps to maintain desired behavior. For example, we should not discriminate against anyone on any ground. The sole criterion for selection for promotion is the suitability of any applicant for jobs (Marks et al as cited in Mullins (2005). Equally, organizational rituals are formal events that recognize incidents of importance to the organization as a whole and to specific employees. For instance, formal address to staff by managing directors or any other senior managers, functional programmes for newcomers, etc. The other factor that is a source and a manifestation of culture is the organization's logo which is a printed design or symbol that an organization uses as its special sign, e.g., British standards institutions kite-mark Company logos (Brand names e.g. Mars, coke, Ms-Dos). Besides the logo, procedures/ rules are also key elements. These are systematic guidelines on how work is done, standards of

operating procedures and rules about dress, hairstyles and jewelry. They typically detail the various activities that must be carried out to complete an organization programme and must also operate within a premise with all alternatives like programmes. Also, management attitudes such as the extent to which informed cultures are permitted and the level to which the middle management reinforce or perhaps contract official organization policy practices matters.

On the other hand, training staff attitude are an important source of culture. An attitude is a persistent tendency to feel and behave in a particular way towards some objects. For example, how far do training staff attitudes reflect official company policies, styles and procedures in their inductions and other training courses/ activities. The structure of an organization is also important. This is the division of responsibilities and tasks to employees in an organization. It is the formal system of task and authority relationships that an organization establishes to control its activities: For example, the messages given out by the way work is organized and how responsibilities are shared out. Finally, the level of technology is also crucial. This is the scientific knowledge used in practical ways in industries, e.g. in designing new machines, etc. Thus, the status of technology in the organization and how employees are expected to deal with it affects culture.

The manager should use the above strategies for development and maintenance of organizational culture that will enable the organization to achieve its goals. It is in this view that the researcher wished to find out the relationship between organizational culture and the performance of secondary schools in Gucha district. The study was conducted in Gucha district which is located in Nyanza province.

1.2: Statement of the Problem

Culture is the way of doing things in the organizations. It entails the values, beliefs, attitudes and norms that guide organization members in conducting the business of the organization. The way members of the organization internalize and act depends on how

they have been socialized in the culture of the organization. Effective culture development and maintenance will enhance organizational performance. Despite this, no study has been done to establish the influence of organizational culture on the performance of secondary schools in Kenya (Mullins 2005). It is in this view that the researcher wished to investigate and find out the relationship between organizational culture and the performance of secondary schools in Gucha district.

1.3: Purpose of the Study

The purpose of this study was to investigate and establish the relationship between organizational culture and the performance of secondary schools in Gucha district.

1.4: Objectives of the Study

- (i) To identify the set of core values, beliefs and practices and the extent to which they are upheld by the school members.
- (ii) To establish the level of performance of secondary schools in National Examinations.
- (iii) To determine the relationship between the organizational cultural components and the performance of the schools.

1.5: Research Questions

- (i) What are the core values, beliefs and practices of the schools and to what extent are they upheld by the members?
- (ii) What is the level of performance of secondary schools in National Examinations?
- (iii) What is the relationship between organizational cultural components and the performance of the secondary schools?

1.6: Significance of the Study

- (i) It was hoped that this study would provide useful information to education stakeholders on how to develop appropriate cultures of their organizations that would allow for effective implementation of organizational strategies.
- (ii) This study would provide additional literature on already existing literature on culture development in organizations and therefore benefit other researchers interested in this area who would borrow ideas and use it as a point of reference.
- (iii) It would help the stakeholders of Gucha District including teachers, parents, school principals and Ministry of Education Staff who would understand where Gucha District was in terms of school culture development, maintenance and implementation.
- (iv) It would help the government especially the Ministry of Education on policy formulation related to culture development and maintenance.

1.7: Scope of the Study

This study was mainly concerned with the relationship between organizational culture and the performance of secondary schools in Kenya. The study was limited to only Gucha district of Nyanza province.

1.8: Limitations of the Study

The study was likely to be limited by the following factors:-

1. Due to limited time the researcher only concentrated in Gucha district. Therefore generalization to other districts in the country should be done with caution.
2. There were limited empirical studies that had been done in the same area of the study; therefore the researcher majorly used secondary data.

1.9: Assumptions of the Study

This study was based on the following assumptions:-

- (i) The respondents would give honest and true answers.
- (ii) There is a relationship between organizational culture and the performance of secondary schools in National K.C.S.E Examinations.
- (iii) Organizational culture can be developed and maintained.

CHAPTER TWO

LITERATURE REVIEW

2.1: Introduction

This chapter focused on researches done/conducted. It was a review of the literature related to the study. It also showed the theoretical review, critical review and the conceptual framework.

2.2: Theoretical Review

According to Gareth (2010), organizational culture refers to the set of shared values and norms that control organizational members' interactions with each other and with suppliers, customers, and other people outside the organization. He argues that just as an organization's structure can be used to achieve competitive advantage and promote stakeholder interests, an organization's culture can be used to increase organizational effectiveness. This in his view is because organizational culture controls the way members make decisions, the way they interpret and manage the organizational environment, what they do with information and how they behave.

On the other hand, Richard (2009) defines organizational culture as the set of values, norms, standards of behaviour and common expectations that control the ways in which individuals and groups in an organization interact with each other and work to achieve organizational goals. He observes that organizational culture is not an externally – imposed system of constraints, such as direct supervision or rules and procedures, but rather, employees internalize organizational values and norms, and then let these values and norms guide their decisions and actions. He notes that just as people in society at large generally behave in accordance with socially acceptable values and norms, such as the norm that people should line up at the checkout counters in supermarkets, so are individuals in an organizational setting mindful of force of organizational values and norms.

He further argues that organizational culture is an important source of control for two reasons: First, that it makes control possible in situations where managers cannot use output or behaviour control, and Secondly, that when a strong and cohesive set of organizational values and norms is in place, employees focus on thinking about what is best for the organizations and in the long run, all their decisions and actions become oriented towards helping the organization perform well. For example, he argues that a teacher spends personal time after school coaching and counseling students; an R & D scientist works 80 hours a week, evenings and weekends, to help speed up a late project; a sales clerk at a department store runs after a customer who left a credit card at the cash register, etc. In his view, many researchers and managers believe that employees of some organizations go out of their way to help their organizations because the organization has a strong and cohesive organizational culture, a culture that controls employee attitudes and behaviours. He observes that values are beliefs and ideas about the kinds of goals members of a society should pursue and about the kinds or modes of behaviour people should use to achieve these goals.

On the other hand, he describes norms as unwritten informal rules or guidelines that prescribe appropriate behaviour in particular situations. Norms, he says emerge from values and in an organization, values and norms inform organizational members about what goals they should pursue and how they should behave to reach those goals.

Thus values and norms in his perception perform the same function as formal goals, written rules, or direct supervision and that managers can influence the kinds of values and norms that are developed in an organization. He points out that some managers might cultivate values and norms that let subordinates know that they are welcome to perform their roles in innovative and entrepreneurial, willing to experiment and go out on a limb even if there is a significant chance of failure. He notes that top managers at organizations such as Intel, Microsoft, and Sun Microsystems encourage employees to

adopt such values to support their commitment to innovation as a source of competitive advantage.

Other managers, he however says, might cultivate values and norms that let employees know that they should always be conservative and cautious in their dealings with others and should always consult with their superiors before making important decisions and should always put their actions in writing so that they can be held accountable for whatever happens. He further observes that managers of different kinds of organizations may deliberately cultivate and develop organizational values and norms that are best suited to their tasks and general environments, strategy, or technology. He concludes by noting that organizational culture is transmitted to organizational members through the values of the founder, the process of socialization, ceremonies and rites, and stories and language.

Although most of us will understand in our own ways/minds what is meant by organizational culture, it is a general concept which is difficult to define or explain precisely. The concept of culture has developed from anthropology. Although people may not be aware consciously of culture, it still has an influence over their behavior and actions.

A popular and simple way of defining culture is; how things are done around here. For example, Atkinson (1984) explains organizational culture as reflecting the underlying assumption about the way work is performed; what is acceptable and not acceptable; and what behavior and actions are encouraged and discouraged.

A more detailed definition is:- Context for everything we do and think in an organization. According to Cole (2004), culture and communication cannot be separated. For us to communicate and operate, we must share common standards by which to judge our own and each other's actions.

It is difficult to escape from the influence of culture of organizations in any consideration of how they work. There are many factors that contribute to, and are influenced by organization structures; the issue of culture has to be taken into account. In essence the culture of an organization is its dominant pattern of shared beliefs and values. Culture has been defined as follows:

According to Morgan (1986), culture is a “shared meaning, shared understanding and sense-making...” Handy (1993) points out that: ‘...anyone who has spent time with any variety of organizations... will have been struck by the differing atmospheres, the differing way of doing things, the differing levels of energy, of individual freedom and of kinds of personality.’ Culture does not become established until a shared understanding achieves dominance in the collective thinking of the members of the organization. Having said this, it also has to be accepted that within any single (dominant) culture, there are usually subcultures which operate at a lower level of influence. As Morgan puts it: Just as individuals, culture can have different personalities while sharing much in common, so too with groups and organizations... Organizations are mini-societies that have their own distinctive patterns of culture and subculture. Such patterns of belief or shared meaning can exert a decisive influence on the overall ability of this organization to deal with the challenges that it faces.

He also built a key interrelationship between culture and other aspects of an organization, that is, those that produce, and are affected by the organization’s culture. The way organizations achieve culture depends as much on their own leadership, that is; External environment and internal environment. The external environment plays a significant role since customers, competitors, suppliers and other external stakeholders exert influence on what the organization chooses to do, and how it will do it. On the other hand, The internal environment is also crucial since the abilities and attitudes of employees especially managers will be critical. The nature of the technology available and the way it is implemented in the organization will also play a part in the development of culture.

Handy (1993) describes culture as something that can't be precisely defined for it is something that is perceived, something felt. He identifies four main types of culture which help to illustrate his point as shown on the table below:

Table: 2.1: Types of Culture

Type	Metaphor	Characteristics
power	A web	Depends on a central power source with rays of influence from the central figure throughout the organization .Control power emanate from the centre; very political and entrepreneurial; resource power and person power predominates. This culture serves the figure-head and the leader.
Role	The Greek temple	Role or job description is more important to the individual. Classical structure; bureaucratic nature; roles are more important than the people who fill them; position power predominates, and expert power tolerated. This culture serves the cause of structure.
Task	A net	The focus is on completing the job; it seeks to bring together the right resources and people, and utilizes power; the unifying power to the group. Expertise and contribution are highly valued. Expert power predominates, but both personal and position power are important. The unifying force of the group is manifested in high levels of collaboration.
Person	A cluster or galaxy	A loose collection of individuals usually professionals-sharing common facilities but pursuing own goals separately; power is not really an issue, Since members are experts in their own rights. This type of culture serves the individuals.

Source: (Handy 1993)

Nevertheless, Handy raises some key aspects of culture which are very significant such as: How power is handled by the organization (i.e., centralized or diffused through), the way employees fit into the structure and the way it serves them, the type of power that is respected in the organization and the working methods that are preferred (e.g., individualistic, collaborative, competitive, etc).

According to Schein (1992) culture is the most difficult organizational attribute to change, outlasting organizational products, services, founders and leadership and all other physical attributes of the organization. His organizational model eliminates culture from the standpoint of the observer, described by three cognitive levels of organizational culture.

The first level of Schein's model is organizational attributes that can be seen, felt and heard by the initiated observer. They include facilities, offices, furnishings, visible awards and recognition, the way that its members dress and how each person visibly interacts with each other and with organization's outsiders.

The next level deals with the professed culture of an organization's members. Here the company slogans, mission statements and other operational creeds are often expressed, and local personal values are widely expressed within the organization. Organizational behavior at this level usually can be studied by Intern Ewing, the organization's membership and using questionnaires to gather attitudes about organizational membership.

The third level is where the organization's tacit assumptions are found. These are the elements of culture that are unseen and not cognitively identified in everyday interactions between organizational members. Additionally, these are the elements of culture which are often taboos to discuss inside the organization. Many of these unspoken rules exist

without the conscious knowledge of the membership. Those with sufficient experience do understand this deepest level of organizational culture.

Culture usually becomes acclimatized to its attributes over time, thus reinforcing the invisibility of their existence, surveys and casual interviews with organizational members if they consistently draw out these attributes. However, in-depth means is required to first identify them and understand organizational culture at this level. Culture at this level is the underlying and driving element often missed by organizational behaviorists.

He also argues that superficial models of culture should be avoided in favour of deeper and more complex anthropological models, since culture is the result of a complex group learning process in which leaders play a key role. He extends our understanding on culture when he comments that it is generated not only by sharing values and tradition, but even more by sharing assumptions that emerge about the best way of handling problems.

He says that culture is: A pattern of shared basic assumptions that the group learns as it solves its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and fit in relation to the problems.

Many commentators would stop there and say that the underlying values are the basis of culture. Schein goes further and argues that this second tier level of the values is still being put to test. They are what he described as *espoused values* and therefore may not be practiced throughout the organization. Attention to customer care for example, may be a value that is proclaimed in mission statement and departmental objectives yet may be put on one side when the organization is busy or when some other operational factors demand manager's attention.

According to Schein's perception of culture, it is only when these second tier values become absorbed into the organization's subconscious and become implicit assumptions about behavior that they truly deserve to be deemed its culture. Thus, for example, attraction to customer care becomes so much a way of behaving that no one would compromise it, even when operational difficulties occurred.

Hofstede (1997) describes culture as a form of mental programming pattern of thinking, feeling and doing learned things from childhood. He sees culture as a collective phenomenon derived from shared experiences in the same social environment and which distinguishes one group of people (or organization) from another organization or group of people. Culture can modify the way we express our basic human nature, our physical and psychological functions, for example, in the way we show anger and/ fear. It can also modify our own personality, which derives partly from inherited factors and partly from what we learn and experience in childhood.

Hofstede reminds us that a group's culture manifests itself in a variety of ways through symbols, heroes, rituals and values. These are commonly known as components of culture.

Symbols are external signs of things that have a special meaning for those who share the culture. They may be pictures, objects, styles of dress or such things as particular words or gestures. Hofstede considers symbols to be the outer layer of culture, for which he uses the analogue of an onion –a multi-layered vegetable. Heroes represent the next layer. These are people (dead or alive) who are looked up to in the culture, and who serve as models for acceptable behavior.

Rituals, according to Hofstede (1997), are collective activities that are considered as socially essential. They include; Ways of greeting strangers, public and religious ceremonies and also many business meetings. Symbols, heroes and rituals are visible and essentially are the cultural practices. What they do not show, but only imply, are the

meanings attached to these practices. It is these meanings which lead us to the core of the 'onion', which is formed by the group's values.

2.2.1: Organizational values and how they affect behaviour

According to Gareth (2010), values refers to general criteria, standards or guiding principles that people use to determine which types of behaviours, events, situations and outcomes are desirable or undesirable. He gives two kinds of values namely terminal and instrumental. He defines a terminal value as a desired end state or outcome that people seek to achieve, and notes that organizations might adopt any of the following as terminal values, that is, as guiding principles: excellence, responsibility, reliability, profitability, innovativeness, economy, morality and quality. According to him, large insurance companies, for example may value excellence, but their terminal values are often stability and predictability because the company must be there to pay off policy holder's claims. On the other hand, he has defined an instrumental value as a desired mode of behaviour. Modes of behaviour that organizations advocate for according to him include working hard, respecting traditions and authority, being conservative and cautious, being frugal, being creative and courageous, being honest, taking risks, and maintaining high standards. He thus concludes that an organization's culture consists of the end states that the organization seeks to achieve (its terminal values) and the modes of behaviour that the organization encourages (its instrumental values).

Hofstede (1979) sees values as broad tendencies to prefer certain things over others. Values, he argues, have a plus and things over others. Values, he argues, have a plus and a minus side, such as evil verses good, ugly verses beautiful and abnormal verses normal. They are acquired early in life, tend to become hidden in the person's unconscious mind and can only be inferred from the way the person acts. He looked for national differences of employees in different parts of the world, in an attempt to find aspects of culture that might influence business behavior.

2.2.2: Organizational Rituals / Ceremonies and Rites

Derek (2008) describes organizational rituals / ceremonies as formal events that recognize incidents of importance to the organization as a whole and to specific employees. He observes that the most common rites that employees use to transmit cultural norms and values to their members are rites of passage, of integration and of enhancement. He elaborates the above by use of the table below:

Table: 2.2: Types of Rites

Type of Rite	Example of Rite	Purpose of Rite
Rite of passage	Induction and basic training	Learn and internalize norms and values
Rite of integration	Office Christmas party	Build common norms and values
Rite of enhancement	Presentation of annual awards.	Motivate commitment to norms and values

a) Rites of Passage

In his view, rites of passage determine how individuals enter, advance within, or leave the organization. For example, he says, the ways in which an organization prepares people for promotion or retirement are rites of passage and, in addition to this, the socialization programs developed by military organizations (such as the U.S Army), or by large accountancy firms, etc, are rites of passage.

b) Rites of Integration:

He observes that rites of integration such as shared announcements of organizational successes, office parties and company cookouts, build and reinforce common bonds among organizational members. He also argues that a company's annual meeting may also be used as a ritual of integration, offering an opportunity to communicate organizational values to managers, other employees and shareholders.

c) Rites of Enhancement

According to him, rites of enhancement such as awards, dinners, newspaper releases, and employee promotions, etc, let organizations publicly recognize and reward employees' contributions and thus strengthen their commitment to organizational values. He points out that by bonding members within the organization, rites of enhancement help promote clan control.

2.3: Organizational Policies

Thomas et-al (2002) defines a policy as a broad guideline for decision making that links the formulation of strategy with its implementation. They argue that companies use policies to make sure that employees throughout the firm make decisions and take actions that support the corporation's mission, objectives and strategies.

On the other hand, Chandan (1991) defines a policy as a statement and a pre-determined guideline that provides direction for decision making and taking action. He contends that policies are usually general enough to give the manager sufficient freedom to make judgments, while at the same time they are specific enough to establish constraining boundaries. He gives an example regarding employment where he asserts that a company policy may be to employ personnel without regard to race, religion, sex, or age and within the bounds of this policy, a manager can make decisions. He further points out that policies must be based upon a thorough analysis of objectives and should be consistent with the company's mission and philosophy. He notes that policies, being formal statements, serve as ready guides for answering numerous questions, and making many routine day – to – day decisions, especially about recurring problems, thus freeing management's time for more important and unique decisions. This helps improve the efficiency of operations.

He further argues that if the policies are clearly understood and adhered to by all, there will be fewer complaints in organizations, and that there may be separate policies for

separate functions but they must all be co-ordinated around a common theme, serving a consistency of purpose.

Oakland (2004) points out that appropriate policy guidance enables managers to anticipate and predict action for a given set of situation variables and that there are organizational policies formulated for all types of situations and functions which include sales policies, production policies, personnel policies, accounting policies, etc. He says that these policies cover all aspects of these functions and gives an example where HR policies would specify decisions regarding selection, training, remuneration, labour relations, firing and promotion of personnel, among others. He further contends that a policy may be specific or broad in nature, deal with one or many aspects of a problem or situation, place wider or narrow limits within which action is to be taken or specify the steps to be taken when a decision is to be made.

In his observation, Williams (2008) argues that sound policies should be clearly prescribed and understandable by all, and should be subject to one interpretation and their intents and contents clearly expressed, preferably in writing. That they should also be stable but sufficiently flexible. Stability implies that no changes in the policies are to be made except in response to fundamental and basic identifiable changes in the conditions. Flexibility provides enough room for the manager to use his own discretion within the broad boundaries of the policy. Policies should also in his view be comprehensive in scope. That they should be capable of being applied to different situations in a given area, so that most cases can be handled at lower levels of the management, and only some exceptional cases which are unique and are not covered by the policy, are referred to the higher management. For example, personnel policies should cover guidance for answering all questions that may arise in that area. These may be in reference to hiring, firing, promotion, transfers, training, remuneration, etc.

Williams also continues to argue that sound policies should be related to the objectives of the company and be in harmony with the economic, political and social environment of the company. Policies are instruments for moving towards the objectives. Sound policies, understood by all, will leave little room for discontent and grievance, hence assisting in smooth operations necessary for achieving objectives. Additionally, if the law demands equal opportunities for all and the society expects it, then the policies should be consistent with these requirements. Further, sound policies should help coordinate multiple activities. Even though different work groups and divisions will have different functional policies, they must be bonded together with the common theme of the organizational goals. These sub-policies should not contradict each other. He continues to posit that sound policies not only prescribe general guidelines for conduct, but also establishes criteria for current and future actions for given sets of circumstances and given decision variables, and methods and procedures for accomplishment.

In addition to the above, Williams also observes that sound policies must be based on known principles, facts and truth. For example, a policy, "The customer is always right," may be a good policy, but it is not based on truth. Similarly, a policy based on an assumption that older people are less efficient, may not be based on facts and hence will not be a sound one. Finally, he notes that sound policies should establish the desired images of companies. Policies are useful indicators of the conduct and philosophy of the company and about what the company stands for. These policies being formal statements can easily be communicated to the organizational members as well as the outside public.

Sababu (2007) argues that organizational policies have several advantages to the organization, the key ones being directing management to think through the policy meaning, content and intended use, reducing misunderstandings among the organizational stakeholders, ensuring equitable and consistent treatment of problems by managers, communicating the authorizations and sanctions or decisions more clearly, supplying convenient and authoritative references, systematic enhancement of

organizational coordination and control of the key activities, reduction of conflicts arising from favoritism such as nepotism, tribalism, and racism, promotion of uniform handling of similar activities to facilitate coordination of work tasks, and the control of decisions and conducting activities without direct intervention by the top management.

2.4: Organizational Goals

According to Cole (2004), goals are the more finely focused statements of intent directed at those aspects of the organization's operations which are critical to success. He argues that such statements usually encompass product – market or (service) intentions, resourcing (people, plant, materials, funding etc), the use of technology, quality standards and financial parameters. In his view, such statements are usually intended to have a life which extends beyond the immediate future and at the very best will be reviewed thoroughly every three to five years. He indicates that the primary responsibility for fulfilling these intentions lies with senior line and functional management.

On the other hand, Sababu (2007) defines a goal as a desired future state that an organization attempts to realize. He points out that a goal is therefore an open-ended statement of what one wishes to accomplish with no quantification of what is to be achieved and no time criteria for completion. In his view, goals are important because organizations exist for certain purposes, the main purpose of which is the realization of their missions. He thus concludes that the key goals in most organizations are survival, profit and growth.

Mullins (2005) asserts that organizational goals provide standards of performance, provide a basis for planning and management control related to the activities of the organization, provide guidelines for decision making and justification for actions taken, reduce uncertainty and give a defense against possible criticism. He also contends that goals influence the structure of the organization and help determine the nature of

technology employed. Goals also influence the culture of the organization besides acting as the basis upon which objectives are derived.

2.5: Procedures and Rules

a) **Procedures:** Sababu (2007) defines procedures as systems of sequential steps or techniques that describe in details how to perform a particular task or job. He notes that procedures typically details the various activities that must be carried out to complete an organization's programme and must also operate within a premise with all alternatives like programmes.

On the other hand, Chandan (1991) defines procedures as a series of steps established to accomplish a specific project. He intimates that procedures generally indicate how a policy is to be implemented and carried out and that they are more precise guidelines permitting little or no individual discretion.

Terry as cited in Chandan (1991) has defined a procedure as a series of related tasks that make up the chronological sequence and the established way of performing the work to be accomplished. He gives an example where he argues that for instance if a company's policy is to promote from within whenever possible, then such a company must lay down procedures for such promotion as to the type of position to be filled, credentials required, method of interviewing, among others.

b) Rules

Gareth (2010) defines a rule as a specific and narrow guide to action. He claims that rules are meant to be strictly followed and are generally reinforced by invoking penalties. He further gives an example where he says that if it is a rule to report on duty at 8.00 a.m., then any person who consistently breaks this rule can be fired. He concludes by saying that rules and regulations are designed to support and implement the planning process so that the aims, goals and objectives of the organization are achieved in an

orderly way. He observes that rules are very important and critical ingredients of organizational operations and decision making.

2.6: Organizational Structure

Richard (2009) describes organizational structure as the formal system of task and authority relationships that an organization establishes to control its activities. He further elaborates that organizational structure is a formal arrangement of rules and relationships of departments, sections and concerned individuals so that the work is directed towards meeting the goals and accomplishing the mission of the organization. In his view, change in strategy often requires changes in the way an organization is structured because structure dictates how objectives and policies will be established and how resources will be allocated.

In his perception, Sandra (1995) notes that because different structures give rise to different cultures, managers need to design a certain kind of organizational structure to create a certain kind of organizational culture. He observes that mechanistic structures and organic structures for example, give rise to totally different sets of cultural values. He argues that the values, rules and norms in a mechanistic structure are different from those in an organic structure. This in his view is because mechanistic structures are tall, highly centralized and standardized, and organic structures are flat and decentralized and rely on mutual adjustment. He further indicates that in a tall, centralized organization, people have relatively little personal autonomy where desirable behaviours include being cautious obeying superior authority, and respecting traditions. Thus, he says that mechanistic structure is likely to give rise to a culture in which predictability and stability are desired end states.

On the other hand, he observes that in a flat, decentralized structure, people have more freedom to choose and control their own activities and desirable behaviours include being

creative or courageous and taking risks. Thus, in his view, an organistic structure is likely to give rise to a culture in which innovation and flexibility are desired end states.

Luthan (1995) argues that an organization's structure can promote cultural values that foster integration and coordination. He gives an example where he posits that out of stable, task and role relationships, there emerge shared norms and rules that help reduce communication problems, prevent the distortion of information, and speed the flow of information. Moreover, he observes that norms, values, and a common organizational language can improve the performance of teams and task forces, and that it is relatively easy for different functions to share information and trust one another when they share similar cultural values.

In his perception, Sababu (2007) observes that whether a company is centralized or decentralized also leads to the development of different kinds of cultural values. He notes that in some organizations, it is important that employees do not make decisions on their own and their actions be open to the scrutiny of superiors. He argues that in such cases, centralization can be used to create cultural values that reinforce obedience and accountability. He further gives an example whereby he says that in nuclear power plants, values that promote stability, predictability and obedience to superior authority are deliberately fostered to prevent disasters. He observes that through norms and rules, employees are taught the importance of behaving consistently and honestly, and they learn that sharing information with superiors, especially information about mistakes or errors, is the only acceptable form of behaviour.

Conversely, he on the other hand argues that by decentralizing authority, an organization can establish values that encourage and reward creativity or innovation. By doing this, he says that the resulting organizational structure produces cultural values that tell members that it is all right to be innovative and to do things in their own way, as long as their actions are consistent with the good of the organization.

Mullins (2005) defines organizational structure as the pattern of relationships among positions in the organization and among members of the organization. He posits that structure makes possible the application of the process of management and creates a framework of order and command through which the activities of the organization can be planned, organized, directed and controlled, define tasks and responsibilities, work roles and relationships, and channels of communication.

He further observes that there is need for a formal organizational structure irrespective of the organization's size because the structure of an organization affects not only productivity and economic efficiency but also the morale and job satisfaction of the workforce. He continues to argue that getting the structure right is the first step in organizational change and therefore, structure should be designed so as to encourage the willing participation of members of the organization and effective organizational performance. In his view, the actual operation of the organization and success in meeting its objectives will depend upon the behavior of people who work within the structure and who give shape and personality to the framework.

Lord Forte as cited in Mullins (2005) for example has drawn attention to the importance of the human element in organizational structure whereby he asserts that the human aspect in a business is vital because one can keep drawing squares and lines, but within these squares, there should be people who must be deeply involved with the business and if this does not happen, then the lines and squares and diagrams mean nothing. He thus argues in favour of a structure in which there is increased participation from people at all levels of the organization, greater freedom for the individual, and more meaningful work organization and relationships. He claims that the formal but bureaucratic organizational structure restricts individual growth and self-fulfillment and, in the psychologically healthy person, causes a feeling of failure, frustration and conflict. In his observation, an organization's structure should provide a more authentic' relationship for its members.

On the other hand, Meyer (2007) posits that the overall effectiveness of the organization will be affected both by sound structural design and by the individuals filling the various positions within the structure. He observes that building an organization involves more than concern for structure, methods of work and technical efficiency, and that the hallmark of many successful business organizations is the human element to the development of a culture which helps to create a feeling of belonging, commitment and satisfaction. He therefore claims that structures of organizations must be designed so as to maintain the balance of the socio-technical system and the effectiveness of the organization as a whole, and that attention must be given to the interactions between both the structural and technological requirements of the organization, and social factors and the needs and demands of the human part of the organization.

2.7: Organizational Mission

According to Hunger (2002), an organization's mission is the purpose or reason for which, or why an organization exists. He says that it is a statement of the reasons for being whereby it tells what the organization is providing to society, either a service like teaching or a product like automobiles. In his view, a well conceived mission statement defines the fundamental unique purpose that sets an organization apart from other organizations of its type and identifies the scope of the organization's operations in terms of products (including services) offered and markets served. Further, Hunger argues that a good mission statement must have a staying power, should communicate what has to be done to contribute to the vision and should give a sense of identity to the organization in terms of what the organization wants to be known for.

On the other hand, Sababu (2007) observes that an organization's mission is a statement that defines the current and the future business activities of that organization and is the focal point of the organization's success. According to him, an organization's mission should include broad descriptions of the goods, services, values, markets and environments of the present and the future businesses. He continues to argue that a clear

organizational mission is essential for effectively establishing the objectives and formulating strategies, and is thus the foundation for priorities, strategies, plans and work assignments. He further asserts that it is the starting point for the design of managerial structures and that it is the central focus for achievements, besides all structures, strategies, objectives, policies, programmes, budgets, procedures and evaluations following it. Sababu concludes by observing that an organizational mission has several merits which include provision of unifying force for the whole organization, provision of a guide to decision making for all levels of management, bridging of all the stakeholders and the public at large with the organization, and the environment.

In addition to Sababu's merits, Hunger equally intimates that a mission is important because it ensures that there is unanimity of purpose within the organization, i.e. helps focus human efforts in a common direction and makes explicit the major target that the organization is trying to reach. Through these targets, management can ensure that all organization members work together in a concerted effort to reach them. A mission according to him also serves as a general rationale for allocating organizational resources. Organizations use various resources to produce goods and services and avail them to customers. These resources include monetary resources, human resources, raw materials and equipment. On the other hand, he observes that a mission ensures that the organization does not pursue conflicting purposes. Purposes that are inconsistent with one another imply that the organization is moving in different incompatible directions. Sound mission statements ensure that the organization is built on a foundation of clear, compatible purposes and avoids waste and conflict.

Hunger continues to argue that missions establish broad areas of job responsibilities within the organization. That people work specific jobs within organizations in order to produce goods and services. Broad guidance concerning the types of jobs that should exist within an organization are found in a statement of organization mission. He further notes that a mission acts as a basis for the development of organizational objectives.

Organizational objectives should reflect organizational missions because a mission statement outlines the general purpose of the organization and more so serves as the point of departure for the more specific organizational objectives. That it serves as a focal point for those who can identify with the organization's purpose and direction and deter those who cannot do so from participating further in its activities.

In another view, he notes that missions specify organizational purposes and translates these purposes into goals in such a way that cost and performance parameters can be assessed and controlled, and that they facilitate the translation of organizational objectives and goals into a work structure involving the assignment of tasks to responsible elements within the organization, besides promoting a sense of shared expectations in employees and communicating a public image to important stakeholder groups in the company's task environment.

In conclusion, Hunger argues that while an organization must continually adapt to its competitive environment, there are certain core ideals that remain relatively steady and provide guidance in the process of strategic decision making. These unchanging ideals according to him are indirectly expressed in organizational mission statements and they include:

- a) Vision statement
- b) Core values
- c) Strategic goals
- d) Organizational philosophy
- e) Organizational motto.

a) Vision Statement

Sababu (2007) defines a vision as a desired future state, or an attempt by an organization to articulate that desired future state. He describes it as a statement that presents a firm's strategic intent designed to focus the energies and resources of the company on achieving a desirable future. He further asserts that it is a long term frame of horizon developed to

set forth the organization's mission and objectives and that presents an image of what success will look like. He notes that a vision is a pivotal focus for all organizational objectives, and hence it is concerned with the future point of time. In his observation, a strategic manager must make decisions 'now' because it is unlikely that the rest of the competitors will wait until there is a level of certainty before making their own decisions. He therefore notes that the purpose of a vision statement is to stimulate action towards the mission. Sababu has further claimed that a tool that can help in making decisions in the midst of these uncertainties is scenario planning which is a what to do plan, if certain things happen or don't. According to him, scenario planning highlights the major driving forces that push the future in different directions, i.e. describes alternative pathways into the future. He thus contends that scenarios can be used to make better decisions and identify what has to be done in order to secure a desired future outcome. He advises that to develop a good scenario however, one has to focus on the mission of the organization and bring out his expertise with the help of planning tools such as environmental trend analysis, critical path analysis, regression analysis and correlation analysis, among others. He concludes by saying that in creating a good vision, one should synthesize the mission statement, let other team members participate, identify organizational strengths and weaknesses, incorporate all organizational values and communicate the vision to all stakeholders.

b) Core values

Harvey (1982) observes that core values are the primary or dominant values that are accepted throughout the organization. He further observes that they are a few values that are central and deeply held by an organization and that they are independent of the current industry environment and management fads. In his view, one way to determine whether a value is a core value is to ask whether it would continue to be supported if circumstances changed and caused it to be seen as a liability and if the answer is that it would be kept, then it is a core value. In addition to this, he further observes that another way to determine which values are core is to imagine the firm moving into a totally

different industry whereby the values that would be carried with it into the new industry are the core values of the organization. He thus concludes by saying that core values will not change even if the industry in which the company operates changes.

On the other hand, Guy (2008) asserts that core values are the most important beliefs of a person or group that glue or hold an institution together. In his observation, they are an integral part of any organization's culture, which in turn creates a sense of identity, belonging, direction and purpose. He gives the following variables as examples of core values that can be applicable in a school setting: i.e., integrity, reliability, team spirit /team work, meritocracy, fairness, confidentiality, excellence, due diligence, hard work, accountability, consistency, transparency, honesty, creativity and innovation, social responsibility, professionalism, etc.

c) Organizational Philosophy

Derek (2009) argues that an organization's guiding philosophy establishes the values and beliefs of the organization in both life and business, how business should be conducted, its view of humanity, its role in society, the way the world works, and what is to be held inviolate. He further notes that an organization's philosophy establishes the relationship between the organization and its stakeholders, suppliers, government and the public at large. In his view, the guiding philosophy of an organization should normally be a rather permanent statement and is usually articulated by the chief executive officer.

Sababu (2007) found out that the philosophies of excellent companies had certain basic beliefs such as the belief in being the best, doing the job well, importance of people as individuals, superior quality and service, most members of the organization being innovators, importance of informality to enhance communication and recognition of the importance of economic growth and profits.

In conclusion, Sababu notes that it is extremely important to remember that, if an organization's philosophy is to have meaning, it must be adhered to in all situations and that ignoring the organizational philosophy in crisis situations is a major mistake for management. He thus asserts that it is through the day-to-day decisions and actions of management that philosophies are confirmed and strengthened or become meaningless words on a piece of paper.

d) Organizational motto

Guy (2008) notes that an organization's motto is a short statement that expresses a principle or an aim often used as a statement of belief by an organization or individual. He claims that an organization motto expresses the aims and beliefs of an organization and is used as a rule of behaviour, e.g., Christ is the answer, committed to excellence, in pursuit of excellence, like eagles we ascend, excellence with godliness, arise and shine, etc.

e) Strategic goals

Harvey (1982) describes strategic goals as the key result areas where the institution wants to perform and be measured. He notes that a good strategic plan should have between three to five strategic goals such as discipline, good institutional culture, extra-curricular activities, spiritual growth and nourishment, return on investment, physical facilities, academic excellence and staff development.

2.8: How Can Leaders Detect Desirable and Undesirable Characteristics of Organizational Culture?

Productive cultural change will occur if leaders correctly analyze the organization's existing culture, and evaluate it against the cultural attributes needed to achieve strategic objectives. Consequently, leaders must first possess a clear understanding of the strategic objectives for their organizations and identify the actions needed to reach those objectives. These two tasks by themselves are difficult, particularly for the federal agencies that are experiencing volatile rates of change and reorientation. Nevertheless,

without these specifications, any cultural transformation is a blind exercise. Next, conduct an analysis of the organization's existing ideologies, values and norms. Two critical questions that leaders should ask are: (1) Are existing explanations of cause and effect relationships, and acceptable beliefs and behaviors applicable to the organization's achievement of strategic objectives? (2) Are organizational members facing ambiguities about the external environment and internal work processes that can only be clarified by organizational leadership?

2.8.1: Formulating Strategies for Transforming Cultures in Organizations

Strategic leadership needs to be transformational if it is to serve the organization. Transformational leaders must operate from a foundation of high morality and ethical practices and have a fundamental understanding of the highly complex factors that support and make possible collective effort in an organization. They must personally act in accord with productive values and beliefs, and they must teach others to do the same. They must promulgate the culture. The key method strategy leaders should follow to transform cultures is to teach symbolically. This type of strategy involves the artful crafting of new stories, new symbols, new traditions, and even new humour so that the ambiguities surrounding organizational life can be productively managed by all members of the organization. Without collective understanding and shared networks of revised meaning, the new ways of acting and thinking cannot be internalized by organizational members. Culture is deep seated and difficult to change, but leaders can influence or manage an organization's culture. It isn't easy, and it cannot be done rapidly, but leaders can have an effect on culture. Schein outlines some specific steps leaders can employ as follows:

a) What leaders pay attention to, measure and control?

Something as simple as what is emphasized or measured, over time, can have an effect on an organization's culture. One example of this is an emphasis on form over substance. If leaders pay more attention to form, an organizational culture can develop where people

start to believe that the substance of a recommendation is less important than the way it is presented. One can recall when more attention was paid to the format of viewgraphs used in a briefing than what was said; what we characterize as "eyewash." For instance, where do you think people will focus their efforts once it becomes accepted that a slick presentation is what the leaders are looking for? How could you go about changing that aspect of the organization's culture? Consider cultural assumptions and beliefs underlying a "zero defects" organizational mentality. "You must always be perfect; mistakes aren't allowed." If this assumption reflects a dysfunctional aspect of an organization's culture, how would you go about changing that perception?

b) Leaders' reactions to critical incidents and organizational crises.

The way leaders react to crises says a lot about the organization's values, norms and culture. Crises, by their nature, bring out the organization's underlying core values. Often, this is where rhetoric becomes apparent. Reactions to crises are normally highly visible, because everyone's attention is focused on the incident or situation. Disconnects between actions and words will usually be apparent, and actions always speak louder than words. Additionally, a crisis not only brings a great deal of attention, it also generates a great deal of emotional involvement on the part of those associated with the organization, particularly if the crisis threatens the organization's survival. This increases the potential for either reinforcing the existing culture, or leading to a change in the culture. Such a crisis can provide an opportunity for a leader to influence the organization's culture in either a positive or a negative way.

c) Deliberate role modeling, teaching, and coaching.

Nothing can take the place of leaders "walking their talk." The personal example of a strategic leader can send a powerful message to the members of an organization, particularly if it is ethical and consistent. Reinforcing that example, together with teaching and coaching will help others to internalize the desired values.

d) Criteria for allocation of rewards and status.

The consequences of behavior; what behavior is rewarded and what is punished, can significantly influence culture. If the organization reacts to new ideas by ridiculing the ideas and those who propose them, it won't take long before people believe that new ideas are not welcomed or desired. One belief of perceived organizational culture is reflected in the statement: "Don't raise questions or suggest improvements, because nothing will come of it and you will just get in trouble." If you were an organization's strategic leader, what steps could you take to alter the reward system to change this aspect of the culture? The criteria for recruitment, selection, promotion, retirement and excommunication are crucial. One of the powerful ways of changing an organization's culture is through the type of people brought into, retained, and advanced in the organization. You should be able to establish a desired culture base in an organization by bringing in and advancing individuals with the values you want, and eliminating those with undesired value bases.

That was what organizations were attempting when they proposed tightening up admission standards to screen out undesirables. This strategy is consistent with the belief that the problems experienced by the organization result from a few, "bad apples" and do not reflect systemic problems. However, if a strong culture bias exists, it may be too strong to be changed by selection alone. The military academies are organizations which change over one fourth of their membership every year, which should provide an opportunity for changes to the organizational culture as new members are brought in. The catch, however, is that the socialization of those new members rests in the hands of those who are already part of the existing culture. How could the military academies make systemic culture changes not negated by the socialization process that new members go through?

e) Organizational design and structure.

Modifying the organization's basic structure may be a way of changing the existing norms, and hence the culture. For example, a culture of mistrust between the leaders and the members of an organization may be exacerbated by a "line" structure that discourages vertical communication.

f) Organizational systems and procedures.

The simplest definition of culture is "that is the way we do things around here." Routines or procedures can become so embedded that they become part of the culture, and changing the culture necessitates changing those routines. We can all think of organizations where a weekly or monthly meeting takes on a life of its own, becomes more formalized, lengthy, and elaborate, and becomes the only way information moves within the organization. Changing the culture to improve communication may only be possible by changing the meeting procedures or eliminating the meetings altogether.

g) Design of physical space, facades, and buildings.

The impact of the design of buildings on culture can easily be illustrated by considering the executive perks in an organization. Which organization do you think will have a more open and participative culture, one where top executives have reserved parking spaces, top floor offices, a special elevator and an executive dining room, or one where the executive offices are not separated from the rest of the company and executives park and eat in the same place as their employees?

h) Stories about important events and people.

This is a way that culture is perpetuated in an organization, in that it helps define and solidify the organization's identity. By what events and stories they emphasize, leaders influence that identity.

i) Formal statements of organizational philosophy, creeds, and charts.

This is the way leaders most often try and influence their organizations, and encompasses the vision or mission statement and statements of the organization's (or the leader's) values and philosophy. By themselves, however, formal statements will have little effect on the organization's culture. They must be linked to actions to affect culture.

2.9: Importance of Culture.

At the heart of organizational development and improved performance is the need for effective management to act as an integrating activity and to co-ordinate, guide and direct the efforts of members towards the achievement of goals and objectives. In the process of management, however culture does not take place in a vacuum but within the context of the organizational setting.

Harrison and Stokes maintain that organizational culture influences the behavior of all individuals and groups within the organization. Culture impacts most aspects of organizational life, such as how decisions are made, who makes them, how rewards are distributed, who is promoted, how people are treated and how the organization responds to its environment.

A similar point is made by Richard (2009) who refers to culture as an important factor in successful technology implementation, innovation, mergers, acquisition, job satisfaction, organizational success and team effectiveness.

The importance of culture raises interesting questions relating to its nature and influence in 'short-life' organizations, that is, organizations created to run for only a short period of time such as arts festivals or national garden festivals.

Culture can help reduce complexity and uncertainty. It provides consistency in outlook and values, and makes possible the process of decision making, co-ordinates and

controls. Culture is clearly an important ingredient of effective organizational performance.

Culture helps to account for variation among organizations and managers both nationally and internationally. It helps to explain why different groups of people perceive things in their own way and perform things differently from other group.

There are suggestions that every company has a culture –good or bad. However, there's more to a good culture than happy staff. In order to aid long term performance, there are three main criteria needed to develop a suitable culture; it must be strategically relevant, it needs to be strong in order that people care about what is important and it must have an intrinsic ability to adapt to changing circumstances.

Developing and maintaining organizational culture is done through various ways such as;

- 1) Recruitment and selection –Hire people who fit the company's culture even if this may involve overlooking some technical skills for a better cultural fit. Look carefully at the character of your recruiters and consider your selection decision in light of culture.
- 2) Social tools and training –develop practices that enable new people to understand the values, ability, expected behavior and social knowledge in order to participate fully as an employee and to create strong bonds among members.
- 3) Reward system- culture is an organization's informed reward system but it needs to be connected to formal rewards. Examples include staff meetings where the seating arrangement is in accordance with level of sales, name badges that include inventory losses and payment of large commissions in form of customers and other staff.
- 4) Production of mission statement –That is why we are in business ;our interactions towards our holders (customers, community, employees e.t.c)

- 5) Installation of organizational procedures and rules-that is; the way things are to be done here. This also promotes cultural interaction by setting standards for members to follow.
- 6) Assisting learning throughout the organization –Such activities include the induction of new employees/members, group meetings, training sessions etc.
- 7) Introduction of appropriate communication system and decision making –i.e. The organizational structure. These are designed to assist internal integration and structural stability (the essence of culture).

2.10: Critical Review

From the studies which have already been carried out and renewed in this context, it is revealed that culture is very common both in big and small organizations. This culture is reinforced through the system of rites and rituals, patterns of communication, the informal organization, expected patterns of behavior and perception of the psychological contract. The studies indicate that factors influencing the development and maintenance of organizational culture are; technology, organizational structure, group attitudes, policy statement, managerial styles and attitudes, organizational rituals, corporate aims, organizational missions statement, external environmental factors, procedures and rules, organizational logos, organizational mottos and brand names and training staff attitudes. Therefore an organization adopting one of the types of organizational cultures identified in the study is likely to hold on to it for ever. Many of the assumptions of those putting forward theories of organizational culture are not new. They reflect a long standing tension between cultural and structural (or informal and formal) versions of what organizations are. Further, it is perfectly reasonable to suggest that complex organizations might have many cultures and that such sub-cultures might overlap and contrast each other. Organizations are the product of organizational culture. We are unaware of how it shapes behavior and interaction, and so it should be categorized, its influential factors and proper definition identified.

2.11: Conceptual Framework

Intervening variables

Independent Variables

- School culture.
- Organization mission statement
 - Corporate goals
 - Organizational structure
 - Organizational philosophy
 - Organizational values
 - Organizational motto
 - Policy statements
 - Procedures and rules
 - Organizational rituals

- School work climate
- Promotions are based on Qualification.
 - Students/teachers motivation programs.
 - Mentoring programs.
 - Regular Staff Meetings.
 - School rituals /ceremonies
 - Seminars and Workshops.
 - Disciplinary process of members
 - Spiritual activities

Dependent variable

Better school performance level in K.C.S.E mean grades.

Mission statement; a mission statement in an organization is very crucial. It helps members to know the way forward. If employees are not aware of the culture of an organization, they may not keep up with its trends.

Organizational philosophy; articulates the basic beliefs that guide members of the organization in conducting business activities. When these beliefs are internalized and practiced by all members, organizational performance is enhanced.

Organizational rituals; lead organizations to publicly recognize and reward employees' contributions and thus strengthen their commitment to organizational values.

Organizational goals; provide standards of performance and a basis for effective planning that enhances organizational performance.

Organizational design and structure; modifying the organization's basic structure may be a way of changing the existing norms, and hence the culture. For example, a culture of

mistrust between the leaders and the members of an organization may be exacerbated by a "line" structure that discourages vertical communication.

Organizational procedures and Rules; the simplest definition of culture is "the way we do things around here." Routines or procedures can become so embedded that they become part of the culture, and changing the culture necessitates changing those routines. We can all think of organizations where a weekly or monthly meeting takes on a life of its own, becomes more formalized, lengthy, and elaborate, and becomes the only way information moves within the organization. Changing the culture to improve communication may only be possible by changing the meeting procedures or eliminating the meetings altogether.

Organizational motto; this expresses a principal or an aim often used as a statement of belief by an organization or individual, thus giving the direction where organizational efforts should be targeted.

Organizational values; they indicate the modes of behaviour that organizations advocates for (e.g. Working hard, respecting traditions and authority, being conservative and cautious, being creative and courageous, etc.), and the desired end state or outcome that people seek to achieve in the organization, e.g. stability and predictability.

Organizational policies; they are used by organizations to make sure that employees throughout the organization make decisions and take actions that support the organization's mission, objectives and strategies, hence meeting organizational goals.

Corporate goals: Are important because they provide standards of performance, provide a basis for planning and management control related to the activities of the organization, provide guidelines for decision making and justification for actions taken, reduce uncertainty and give a defense against possible criticism.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This chapter focused on: The research design, target population, the sampling strategy, data collection process and instruments, piloting of the instruments and data analysis techniques.

3.2: Research Design

A descriptive survey research design was used to conduct this study. This design was appropriate because it involved collecting data in order to answer questions concerning the current status of the subject under study (Kothari, 1995).

3.3: Target Population

The study targeted all secondary schools in Gucha District. There were 126 secondary schools in the district; 11 provincial schools and 115 district schools. Therefore, there were 126 principals, deputy principals and academic heads of department in those schools.

3.4: Sampling Strategy

The researcher took a census of all provincial schools because they were only 11 in the entire district. The provincial and 30% of district schools formed the sample. According to Mugenda (2004), a sample size of between 10% and 30% was appropriate for descriptive studies. All the principals, their deputies and academic heads of departments of the sampled schools constituted the sample of the study. Therefore, the total respondents were 45 principals, 45 deputy principals and 45 academic heads of departments.

3.5: Data Collection Process and Instruments

The researcher obtained a letter of introduction from the department of business, Kenyatta University. He then travelled to the study area and introduced himself to the school authorities and talked to the head teachers of each school to seek permission before conducting the research. After getting permission, he issued questionnaires to the head teachers, their deputies and academic H.O.Ds, and agreed on when to pick them at a later date. He then carried out the observation on the same day. The data collection instruments were questionnaires and the observation schedule. The researcher observed whether mission statements were explicitly written. The items on the questionnaire were both open ended and closed ended.

3.6: Piloting of the Instruments

The validity of the instruments was determined through expert judgment, Gay (1993). Therefore, the researchers' supervisors were relied upon on the validity of the instruments. The instruments' reliability was determined by test-retest methods. Pre testing was done in one of the schools which was not part of the sample of the study.

3.7: Data Analysis.

Analysis of data involved the analysis of responses from filled - in questionnaires and informal interviews. The filled - in questionnaires were thoroughly checked for relevance and completeness. The raw data so collected was refined and broken down into parts that were categorized in line with the research questions. In this regard, the respondents' words and statements (in filled - in questionnaires) were isolated, categorized, ranked and converted to percentages to give the over - riding opinion regarding the view that there was a relationship between organizational culture and the performance of secondary schools in national examinations. Quantitative methods of data analysis like regression analysis and Pearson's correlation coefficient were used to analyze data. In the same vein, simple descriptive statistics like frequencies and tables were also used to present the findings for easy interpretation. On the other hand, qualitative data was analyzed in narration form to obtain the research findings according to the objectives. Content analysis was used to determine school mean standard scores.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1: Introduction

This chapter contains the summaries of data collected and presentation of findings of the study. It shows how the data collected was analyzed and presented with regard to the research objectives which were:

- (i) To identify the set of core values, beliefs and practices and the extent to which they are upheld by the school members.
- (ii) To establish the level of performance of secondary schools in national examinations.
- (iii) To determine the relationship between the organizational cultural components and the performance of the schools.

Simple descriptive statistics, correlation analysis and Pearson's correlation coefficient methods of analysis were used to analyze and present the data. The analyzed data was presented in this chapter in percentages and frequencies. Results obtained from the filled-in questionnaires and interviews were used as informative evidence in explaining some findings. It was on the basis of this approach that the findings were reached and conclusions drawn.

4.2: Response Return Ratio

To ensure that the response rate was good, the researcher discussed the questionnaires with the respondents in a friendly atmosphere to iron out any ambiguities that may have come up. The researcher further explained the importance of the research study to the respondents and assured them of the confidentiality of the information that was being sought for. He made appointments with the respondents to avoid absenteeism or non

promptly after one week as agreed earlier with the respondents. The researcher distributed a total of 135 questionnaires and all of them were received back as shown on table 4.1 below:

Table 4.1: Response Rates

Response	Frequency	Percentage
Returned	135	100
Not returned	0	0
Total	135	100

Source: Field Data (2010)

As shown on the above table, a total of 135 Questionnaires were issued to the respondents whereby 45 copies were each distributed to the Principals, deputy principals and academic heads of department respectively. All the questionnaires issued were received back in time and were used in this analysis. Thus the response rate was 100%.

4:3: Personal Information

4.3.1: Gender

The researcher sought to establish the gender of the respondents and their distribution within the targeted schools as shown on table 4.2 below.

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
Male	101	74.8
Female	34	25.2
Total	135	100

Source: Field Data (2010)

Source: Field Data (2010)

The table shows that more male teachers 74.8% (101) participated in this study compared to female teachers whose participation percentage rate was 25.2 (34). This state of affairs was due to the fact that there were more male teachers than female teachers in secondary schools in Gucha district.

4.3.2: Respondents' Ages

The researcher sought to establish the ages of the respondents and table 4.3 below gives those ages.

Table 4.3: Ages of Respondents

Gender	Frequency	Percentage
Below 25 years	04	2.96
26 – 35 years	69	51.11
36 – 44 years	30	22.22
Above 45 years	32	23.70
Total	135	100

Source: Field Data (2010)

The research revealed that respondents below 25 years of age were 2.96% (4), 51.11% (69) were aged between 26 and 35 years, 22.22% (30) were aged between 36-44 years whereas those aged above 45 years were 23.70% (32).

4.3.3: Qualifications of Respondents

The researcher sought to establish the educational level of the respondents to this study. The table below shows the information obtained from the field.

Table 4.4: Qualifications of Respondents

Qualification	Frequency	Percentage
Diploma	13	9.63
Degree (Bachelors)	101	74.81
Masters and above	21	15.56
Total	135	100

Source: Field Data (2010)

The research findings from the table above revealed that 74.81% (101) of the respondents had a Bachelors degree, 9.63% (13) had a diploma whereas 15.56 (21) had a masters degree as their highest educational qualification. This was an indication that all the respondents were professionally qualified as teachers. The number of respondents with masters degree and above as shown on the table was steadily increasing whereas those with diploma were declining.

4.4: Core values upheld in schools.

The researcher sought to establish the kind of core values that are upheld in schools in Gucha district and the extent to which they are upheld. Table 4.5 below shows the response rate obtained from the field.

Table 4.5: Core values upheld in schools and the extent to which they are upheld

	Core values	5	4	3	2	1	Σf	Σwf	$\frac{\Sigma wf}{\Sigma f}$
7	Hardworking employees here are valued and rewarded.	19	87	8	16	5	135	504	3.73
8	Employees here attend to their duties under minimal supervision (Reliability)	7	93	5	19	11	135	471	3.49
9	Excellence is emphasized here as a value	17	64	7	35	12	135	444	3.29
10	Professionalism is upheld in this school	21	53	31	19	11	135	459	3.40
11	Employees here are treated with integrity	13	71	14	23	14	135	451	3.34
12	Team work is encouraged hereby the school management	26	61	19	14	15	135	474	3.51
13	Employees here are treated fairly	19	68	21	17	10	135	474	3.51
14	Employees here are honest	7	21	63	27	17	135	379	2.81
15	Confidentiality here is upheld	6	17	32	61	19	135	335	2.48
16	Employees here have a strong sense of being creative and innovative	18	60	29	19	09	135	464	3.44

Source: Field Data (2010)

Key

5 = To a very great extent

4 = To great extent

3 = To moderate extent

2 = To a little extent

1 = To no extent

Σf = Summation of frequency

Σwf = Summation of weights

$\frac{\Sigma wf}{\Sigma f}$ = weight average

From the responses given as shown on table 4.5 above, it was revealed that the core values upheld by the school members include hardwork, reliability, excellence, professionalism, integrity, teamwork, fairness, honesty, confidentiality, creativity and innovation. Hardwork, teamwork and fairness were rated respectively as being upheld by members to a great extent (3.73, 3.51, 3.51), whereas confidentiality (2.48) and honesty (2.81) were rated as being held to a little extent. This means that the respective school managements need to address the significance of those core values and nurture an environment that will induce them since they have a positive relationship with performance. The other remaining core values were rated by respondents as being upheld to a moderate extent, meaning some mechanisms should equally be put in place to improve their presence further if meaningful performance is to be achieved.

4.5: Beliefs upheld in schools and the extent to which they are upheld.

The researcher sought to establish the kind of beliefs upheld in schools in Gucha district and the extent to which they are upheld by the members. Table 4.6 below shows the response rates obtained from the field.

Table 4.6: Beliefs upheld in schools and the extent to which they are upheld

	Beliefs	5	4	3	2	1	Σf	Σwf	$\frac{\Sigma wf}{\Sigma f}$
17	Employees here are able to retain a sense of their own individuality	6	13	73	31	12	135	375	2.78
18	Most employees here consider themselves to be loyal members of the school	14	61	38	18	4	135	468	4.47
19	The school's mission and vision were established to ensure that there is unanimity of purpose within the school.	23	74	24	11	3	135	508	3.76
20	There is a philosophy of the school and each member upholds it.	38	56	19	4	18	135	497	3.68
21	Employees here believe that the existing policies, rules and procedures encourage good performance.	11	81	17	16	10	135	472	3.49
22	Employees here believe that organizational rituals and ceremonies strengthen their commitment to organizational values and school mission.	14	77	21	17	06	135	481	3.56

Source: Field Data (2010)

From the table above, most respondents (4.7) rate loyalty to school as the belief that is most greatly upheld by members. Also, the belief that the school's mission and vision were established to uphold unanimity of purpose and that the philosophy of the school was being upheld by members were rated as being upheld to great extent respectively,

that is, 3.76 and 3.68. on the other hand, the belief that employees in schools are able to retain a sense of their own individuality was rated lowest at 2.78, meaning that the importance of employees as individuals was not being adequately observed. This means that their confidence in performing their duties was being upheld to a little extent. Generally, most practices were upheld to great extent, thus affecting the performance of the said schools positively.

4.6: Practices upheld in schools and the extent to which they are upheld.

The researcher sought to establish the practices that are upheld in the schools in Gucha District and the extent to which they are upheld. Table 4.7 below shows the response rate obtained from the field.

Table 4.7: Practices upheld in schools and the extent to which they are upheld.

	Practices	5	4	3	2	1	Σf	Σwf	$\frac{\Sigma wf}{\Sigma f}$
23	Employees here understand the core values of the school and practice them	13	59	18	22	23	135	422	3.13
24	The school management here practice what they want subordinates to do.	5	31	24	56	19	135	352	2.61
25	Staff meetings are regularly conducted in this school.	4	92	3	25	11	135	458	3.39
26	Employees here are appraised and valued in terms of qualification and their future potential.	7	43	18	51	16	135	379	2.81
27	Departments in this school are well structured and tend to work together without rivalry.	19	57	21	18	20	135	442	3.27
28	Employees are allowed and sponsored for seminars and workshops in this school.	10	54	38	27	06	135	440	3.26

Source: Field Data, (2010)

From the findings revealed on table 4.7 above, most practices were rated as being held by members to a moderate extent. Those practices as shown above include conducting staff meetings regularly (3.39), structuring departments well (3.27) allowing employees to attend seminars (3.26) and practicing the core values of the schools (3.13). This however indicates that these practices should still be enhanced to attract more participation and in turn improve the performance of the said schools. The practice of the school

management doing what they want subordinates to do was rated as being upheld to a little extent (2.61).

This means that there is need for the school managements to regularly practice what they want their subordinates to do if good performance is to be achieved.

4.7 Level of Performance of Secondary Schools in National Examinations

The researcher sought to establish the level of performance of secondary schools in national examinations (K.C.S.E) in Gucha District. The information obtained from the field is represented as shown on table 4.8 in appendix IV.

The findings obtained indicate that since the year 2004 up to 2009, the highest performance realized was averaged at a mean standard score (M.S.S) of 7.522, and this was observed in a boys high school as shown on the table. Disparity in performance reflects varying use and practice of the organizational cultural components. The lowest performance observed was averaged at 3.413 and this was from a mixed secondary school as shown on table 4.8 in appendix IV.

4.8 Organizational Cultural Components and Performance of Secondary Schools in National Examinations.

The researcher sought to determine the relationship between the organizational cultural components and the performance of secondary schools in Gucha district. The performance rate of the said schools was summarized on table 4.8 in appendix IV which was also used to construct the class intervals of the said dependent variables. On the other hand, the organizational cultural components used to construct the class intervals (independent variables) were summarized on table 4.9 as shown below:

Table 4.9: Organizational Cultural Components.

	Cultural Components	5	4	3	2	1	Σf	Σwf	$\frac{\Sigma wf}{\Sigma f}$
1.	Most employees consider themselves to be loyal members of the school.	14	61	38	18	4	135	468	4.47
2.	The school's mission and vision ensure unanimity of purpose within the school.	23	74	24	11	3	135	508	3.76
3.	Hardworking employees are valued and rewarded.	19	87	8	16	5	135	504	3.73
4.	The school has a philosophy and members uphold it.	38	56	19	4	18	135	497	3.68
5.	Employees believe that organizational rituals and ceremonies strengthen their commitment to organizational values and the school mission.	14	77	21	17	06	135	481	3.56
6.	Teamwork is encouraged by the school management.	26	61	19	14	15	135	474	3.51
7.	Employees are treated fairly.	19	68	21	17	10	135	474	3.51
8.	Employees attend to their duties under minimal supervision.	7	93	5	19	11	135	471	3.49
9.	Employees believe that the existing policies, rules and procedures encourage good performance.	11	81	17	16	10	135	472	3.49
10.	Employees are creative and innovative.	18	60	29	19	09	135	464	3.44
11.	Professionalism is upheld in the	21	53	31	19	11	135	459	3.40

	school.								
12.	Staff meetings are regularly conducted in the school.	4	92	3	25	11	135	458	3.39
13.	Employees are treated with integrity.	13	71	14	23	14	135	451	3.34
14.	Excellence is emphasized as a value.	17	64	7	35	12	135	444	3.29
15.	Departments are well structured and work together without rivalry.	19	57	21	18	20	135	442	3.27
16.	Employees are allowed and sponsored for seminars and workshops.	10	54	38	27	06	135	440	3.26
17.	Employees understand the core values of the school and practice them.	13	59	18	22	23	135	422	3.13
18.	Employees are appraised and valued in terms of qualification and their future potential.	7	43	18	51	16	135	379	2.81
19.	Employees are honest.	7	21	63	27	17	135	379	2.81
20.	Employees are able to retain a sense of their own individuality.	6	13	73	31	12	135	375	2.78
21.	The school management practice what they want subordinates to do.	5	31	24	56	19	135	352	2.61
22.	Confidentiality is upheld in schools.	6	17	32	61	19	135	335	2.48

Source: Field Data (2010)

Key

5 = To a very great extent

4 = To great extent

3 = To moderate extent

2 = To a little extent

1 = To no extent

Σf = Summation of frequency

Σwf = Summation of weights

Σwf = weight average

The researcher used the regression model $y = a + bx$, where; y is the dependent variable (performance of the schools) which was pegged on the national examination results for the last six years since 2004 to 2009. a in the model is the regression parameter or coefficient (constant); b is the regression coefficient that determines the relationship between the dependent variable and the independent variable(s); that is, the organizational cultural components. Table 4.10 below summarizes the regression analysis of the variables in this study.

Table 4.10: Development of Regression Variables

Class Interval Dependent variable (y)	Mid-point y_i	Class Interval Independent variable(s) x_i	Mid-point x_i	xy	y^2	x^2
3.413 – 4.440	3.926	2.480 - 2.977	2.728	10.710	15.413	7.441
4.441 - 5.467	4.954	2.978 - 3.475	3.226	15.981	24.542	10.407
5.468 - 6.6495	5.981	3.476 - 3.973	3.724	22.273	35.772	13.868
6.496 - 7.523	7.009	3.974 - 4.471	4.222	29.591	49.126	17.825
	$\Sigma y_i = 21.87$		$\Sigma x_i = 13.9$	$\Sigma xy =$ 78.555	$\Sigma y^2 =$ 124.853	$\Sigma x^2 =$ 49.541

Source: Field Data, (2010).

The regression line $y = a + bx$:

Where,

$$b = \frac{n\Sigma xy - \Sigma x \Sigma y}{n\Sigma x^2 - (\Sigma x)^2}$$

$$b = \frac{(4 \times 78.555) - (13.9 \times 21.87)}{(4 \times 49.541) - (13.9)^2}$$

$$b = \frac{10.227}{4.954}$$

$$b = \underline{\underline{+2.063}}$$

$$\text{But, } a = \left\{ \frac{\sum y}{n} \right\} - b \left\{ \frac{\sum x}{n} \right\}$$

$$b = \left\{ \frac{21.87}{4} \right\} - 2.0643 \left\{ \frac{13.9}{4} \right\}$$

$$a = 5.4675 - 2.0643 \times 3.475$$

$$a = 5.4675 - 7.1734$$

$$a = \underline{\underline{-1.7059}}$$

Therefore, the regression equation is given by $y = -1.7059 + 2.0643x$

This indicates that the two variables, that is, the organizational cultural components and the performance of public secondary schools in national examinations have a positive relationship; the level of performance increases as the cultural components are applied. The implication here is that the cultural components do influence the performance of secondary schools in national Examinations.

The researcher further analyzed the limits of the regression coefficients. The variables **a** and **b** in the regression equation are derived from a sample and are only estimates of the true population coefficients denoted by α (alpha) and β (beta). To estimate the true interval of the parameters and set the confidence limit, the researcher used the equations below:

$$\alpha \text{ (alpha)} = a + ts_a$$

$$\beta \text{ (beta)} = b + ts_b$$

Where S_a is the standard error of the intercepts, whereas t is the table value at 95% confidence level at $(n - 2)$ degrees of freedom.

S_a (standard error of the intercept) is given by the equation below:

$$S_a = \sqrt{\frac{S_e \Sigma X^2}{n \Sigma X^2 - (\Sigma X)^2}}$$

Where S_e is the standard error of the intercept a .

It's equation is:

$$S_e = \frac{\Sigma y^2 - a \Sigma y - b \Sigma xy}{n - 2}$$

$$S_e = \frac{(124.853 - (1.7059 \times 21.87) - 2.0643 \times 78.555)}{4 - 2}$$

$$S_e = \frac{124.853 - 37.308033 - 162.161}{2}$$

$$S_e = \frac{162.161033 - 162.161000}{2}$$

$$S_e = \frac{0.000033}{2}$$

$$S_e = \frac{0.0000165}{2}$$

$$\text{Therefore } S_a = \frac{\sqrt{0.0000165 \times 49.541}}{(4 \times 49.541) - (13.9)^2}$$

$$S_a = \frac{0.028590671}{4.954}$$

$$S_a = \underline{0.005771229}$$

$$S_b = \frac{S_e}{\sqrt{(n-2) \Sigma x^2}}$$

$$S_b = \frac{0.0000165}{\sqrt{(4-2) \times 49.541}}$$

$$S_b = \frac{0.0000165}{2 \times 49.541}$$

$$S_b = \frac{0.0000165}{9.953994}$$

$$S_b = \underline{0.000001657626}$$

The researcher subjected the above findings to a two tail t-test. Using the table values at 95% confidence level based upon n-2 degrees of freedom. Therefore,

$$\alpha = a + t_{s_a} \text{ or}$$

$$\alpha = a - t_{s_a}$$

$$\alpha = 1.7059 + 4.303 \times 0.005771229$$

$$= 1.7059 + 0.024833$$

$$= 1.681067$$

Or

$$= 1.730733$$

Therefore, the regression constant **a** lies within the limit of:

$$-1.730733 \leq a \leq -1.681067$$

For the β (beta) $= b + ts_b$ or $b - ts_b$

$$\beta = +2.0643 + (4.303 \times 0.000001657626)$$

$$\beta = +2.064307133$$

Or

$$\beta = +2.064292867$$

Therefore the regression constant **b** for the independent variables lies between:

$$+2.064292867 \leq b \leq +2.64307133$$

This gives the gradient of best line of fit.

The researcher recommends that the regression model $y_i = -1.7059 + 2.0643 x_i$ can be used to predict the variations in the organizational cultural components and the performance of schools in national examinations.

The researcher further sought to establish the correlation between the variables in this study. The formula for the calculation of the Pearson's correlation coefficient was used as below:

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

$$r = \frac{(4 \times 78.555) - (13.9 \times 21.87)}{\sqrt{4 \times 49.541 - (13.9)^2} \times \sqrt{4 \times 124.853 - (21.87)^2}}$$

$$r = \frac{314.22 - 303.993}{\sqrt{198.164 - 193.21} \times \sqrt{499.42 - 478.2969}}$$

$$r = \frac{10.227}{\sqrt{4.954} \times \sqrt{21.1231}}$$

$$r = \frac{10.227}{2.22575 \times 4.59598}$$

$$r = \frac{10.227}{10.22950}$$

$$r = \underline{\underline{+0.999755}}$$

The correlation coefficient suggests that the degree of association between the two variables, that is, organizational cultural components and performance in national examinations is strong.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on summary of the research findings, conclusions, recommendations from the findings of the study and recommendations for further research.

5.2: Summary of the Findings

5.2.1: School Cultural Components

This was the first objective of the study and the findings were that there were a set of core values, beliefs and practices that were upheld by the school members. The researcher found out that the core values that were upheld by the school members included hardwork, reliability, excellence, professionalism, integrity, teamwork, fairness, honesty, confidentiality, creativity and innovation. From the findings, it was revealed that hardwork, teamwork and fairness were the values that were upheld to a great extent by the members whereas confidentiality and honesty were upheld to a little extent. This indicated that the respective school managements had a challenge of addressing the significance of those core values in their respective schools and thus come up with appropriate strategies of nurturing an environment that will induce them since they have a positive relationship with performance in national examinations. The other remaining core values as indicated from the research were upheld by members to a moderate extent, meaning that some mechanisms should equally be put in place to improve their presence further if meaningful performance is to be realized.

On the other hand, the research conducted revealed that schools embraced certain beliefs that had some bearing to performance. According to the findings, most employees consider themselves to be loyal members of their respective schools. Also, the beliefs that members upheld their school philosophies and that school missions and visions were

established to uphold unanimity of purpose were upheld to great extent. This means that commitment to these values will translate into good performance. From the research, employees are able to retain a sense of their own individuality to a little extent, meaning that the importance of employees as individuals was not being adequately observed. This meant that their confidence in performing their duties was not adequate enough. The research also found out that the existing organizational policies, rules and procedures in the said schools encourage good performance.

In the research, it was found out that most schools conduct staff meetings regularly and that most employees understand the core values of their schools and actually practice them. It was also found out that departments in the respective schools are well structured and work together without any rivalry and that employees are regularly allowed and sponsored for seminars and workshops in their relevant fields. However, the research revealed that most school managements do not practice regularly what they want their subordinates to do, and that employees are appraised and valued in terms of qualification to a little extent. This means that there is need for the school managements to regularly practice what they want their subordinates to do in order to serve as good examples to them. Employees should also be appraised and valued in terms of their qualifications.

5.2.2: The Level of Performance of Secondary Schools in National Examinations.

The researcher conducted content analysis of the documents obtained from the district education officer's office to establish the level of performance of secondary schools in national K.C.S.E examinations.

The findings obtained indicate that since the year 2004 up to 2009, the highest performance realized was averaged at a mean standard score of 7.522, and this was observed in a boys high school as shown on table 4.8 in appendix IV. The disparity nature in performance seen here reflects the varying use and practice of the various organizational cultural components. The lowest performance observed was averaged at a

mean standard score (M.S.S) of 3.413 and this was from a mixed secondary school as shown on the same table. The findings indicate that the general performance level of secondary schools in national examinations in Gucha District was not good.

5.2.3: Organizational Cultural Components and the Performance of Schools in National Examinations.

The research conducted found out that organizational cultural components and the performance of public secondary schools in national examinations have a positive relationship, whereby the level of performance increases as the cultural components are applied. The implication here according to the research is that the cultural components do influence the performance of secondary schools in national examinations. These findings were arrived at by use of the regression analysis of the variables used in this study, whereby the regression model used was: $y = a + bx$, Where: y is the dependent variable (performance of the schools), a is the regression parameter (constant), and b is the regression coefficient that determines the relationship between the dependent variable and the independent variable(s).

From the findings obtained, the regression constant b for the independent variable lied between:

$$+2.064292867 \leq b \leq +2.64307133,$$

Whereas the regression constant a lied within the limit of:

$$-1.730733 \leq a \leq -1.681067.$$

These findings gave the gradient of best line of fit, indicating that organizational cultural components influence the performance of secondary schools in national examinations.

The researcher further established the correlation between the variables in this study using the formula:

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

The correlation coefficient obtained was $+0.999755$. This coefficient suggests that the degree of association between the two variables, that is, organizational cultural components and performance in national examinations is strong.

5.3: Conclusion of the Study

From the discussions of this study, it is notable that there is a relationship between organizational culture and the performance of secondary schools. The research found out that organizational cultural components and the performance of secondary schools in national examinations have a positive relationship whereby the level of performance increases as the cultural components are applied.

5.4: Recommendations for the Study

Based on the findings of this study, the researcher recommended that for any organization to achieve its set strategic goals, organizational culture which is a key ingredient in the production process should be observed and enhanced so that expected roles and duties can be executed diligently and with requisite expertise so as to perform as expected.

In addition to this, the researcher recommended that schools should adjust their missions, visions and philosophy statements to conform to the current academic challenges facing their schools and in doing this, they should involve all stakeholders concerned.

Finally, the researcher recommended that school employees should be appraised and promoted in terms of qualification and that the various school managements should regularly practice what they want their subordinates to do.

5.5 Recommendations for Further Study

The researcher recommended that a replication of this study be undertaken in other institutions to help confirm the extent to which the findings of this study are generalizable to other research findings on the same issues.

The researcher further recommended that an examination of the various forms of cultural components be done to ascertain the degree to which they are related with the performance of organizations.

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APPENDICES.

APPENDIX 1: LETTER OF TRANSMITAL TO THE SCHOOL PRINCIPALS, DEPUTY PRINCIPALS AND THE ACADEMIC HEADS OF DEPARTMNET, GUCHA DISTRICT.

Dear Sir/Madam,

RE : THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE
AND THE PERFORMANCE OF SECONDARY SCHOOLS IN
GUCHA DISTRICT.

I am a post graduate student in Kenyatta University, pursuing a masters degree course in Business Administration (strategic management option). I am conducting a study regarding the relationship between organizational culture and the performance of secondary schools in Gucha district. My objectives are to identify the set of core values, beliefs and practices and the extent to which they are upheld by the school members, to establish the level of performance of secondary schools in National Examinations and to determine the relationship between the cultural components and the performance of the said schools.

I am hereby seeking your permission to obtain data from you to enable me conduct this study. No name shall be required from any respondent and the information gathered shall be kept confidential.

Thank you in advance.

Yours sincerely,

Aberi Moberet

APPENDIX II: QUESTIONNAIRE FOR THE RESPONDENTS

Please respond to all questions. Do not write your name on the questionnaire. Answer all the questions as honestly as possible. In section B, C and D, respond to questions by either ticking to a very great extent, to great extent, to moderate extent, to a little extent and to no extent as specified.

SECTION A: PERSONAL INFORMATION

1. Name of school _____
2. Gender: (a) Female () (b) Male ()
(Tick where applicable)
3. Age bracket: (Tick where applicable)
 - (a) Below 25 years ()
 - (b) Between 26 – 35 years ()
 - (c) Between 36- 44 years ()
 - (d) Above 45 years ()
4. What is your highest academic qualification? (Trick where applicable).
 - (a) College diploma ()
 - (b) University degree ()
 - (c) Any other; specify (e.g masters and above) ()
5. What is your current job title (designation) _____
6. How long have you work in your current institution? _____

SECTION B: CORE VALUES UPHELD IN SCHOOLS

		5	4	3	2	1
	Core Values	To a very great extent	To great extent	To moderate extent	To a little extent	To no extent
7.	Hard working employees here are valued and rewarded.					
8.	Employees here are treated fairly.					
9.	Employees here attend to their duties under minimal supervision (Reliability).					
10.	Excellence is emphasized here as a value.					
11.	Professionalism is upheld in this school.					
12.	Employees here are treated with integrity.					
13.	Teamwork is encouraged here by the school management.					
14.	Employees here are honest.					
15.	Confidentiality here is upheld.					
16.	Employees here have a strong sense of being creative and innovative.					

SECTION C: BELIEFS UPHELD IN SCHOOLS

		5	4	3	2	1
	Beliefs upheld	To a very great extent	To great extent	To moderate extent	To a little extent	To no extent
17.	Employees here are able to retain a sense of their own individuality.					
18.	Most employees here consider themselves to be loyal members of the school.					
19.	The school's mission and vision were established to ensure that there is unanimity of purpose within the school.					
20.	There is a school philosophy and each member upholds it.					
21.	Employees here believe that the existing school policies, rules and procedures encourage good performance.					
22.	Employees here believe that organizational rituals and ceremonies strengthen their commitment to organizational values and school mission.					

SECTION D: PRACTICES UPHELD IN SCHOOLS

		5	4	3	2	1
Practices upheld		To a very great extent	To great extent	To moderate extent	To a little extent	To no extent
23.	Employees here understand the core values of the school and practices them.					
24.	The school management here practice what they want subordinates to do.					
25.	Staff meetings are regularly conducted in this school					
26.	Employees here are appraised and valued in terms of qualification and their future potential.					
27.	Departments in this school are well structured and tend to work together without rivalry.					
28.	Employees are allowed and sponsored for seminars and workshops in this school.					

APPENDIX III

OBSERVATION SCHEDULE

The following activities and facilities will be observed in each of the sampled schools:

1. Students' response to bells, (e.g., how soon do they respond)
2. Students' dressing system (e.g., do they put on school uniform)
3. Movement of students (e.g., during class hours except break, lunch and games time)
4. Presence of:
 - a) Mission statements.
 - b) Vision statements.
 - c) Policy statements.
 - d) Philosophy statements.
5. How students conduct themselves during lunch time.
6. How teachers respond to bells to attend their lessons.
7. Dressing system of teachers.
8. When the teachers report and leave school.
9. Structure of the organization, i.e., office space, whether offices are locked or not etc.
10. Whether there is any communication in the staff room.
11. Presence of trophies won in previous K.C.S.E results performance.
12. Presence of K.C.S.E results mean grades and other results posted on the school notice boards.

**APPENDIX IV: LIST OF SECONDARY SCHOOLS WITH THEIR K.C.S.E
PERFORMANCE ANALYSIS FOR THE LAST 6 YEARS (2004 – 2009)**

Table 4.8: Analysis of KCSE Performance (2004 – 2009)

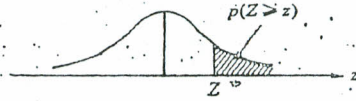
	NAME OF SCHOOL	School M.S.S 2004	School M.S.S 2005	School M.S.S 2006	School M.S.S 2007	School M.S.S 2008	School M.S.S 2009	Average M.S.S for the last 6 yrs
1.	Nyamagwa Boys High School.	7.184	5.874	6.982	8.864	7.967	8.263	7.522
2.	Nyakoiba Mixed Sec. School.	6.783	7.385	6.041	7.013	6.506	7.010	6.789
3.	Sameta Boys High School.	6.329	5.663	6.216	7.352	6.905	7.211	6.613
4.	Bishop Mugendi Mixed Sec School.	6.865	5.980	5.990	7.650	6.337	5.036	6.310
5.	Magena Mixed Sec School.	6.700	5.354	7.037	6.612	5.915	5.286	6.151
6.	St. Theresa's Girls Nyangusu Sec School.	6.410	5.202	6.790	6.868	5.615	5.492	6.063
7.	Kerongorori Mixed Sec School.	6.361	6.340	6.951	5.963	4.780	5.369	5.961
8.	Mosora Mixed Sec School.	6.113	5.185	5.894	6.755	6.100	5.479	5.921
9.	Sengera Girls High School.	5.507	5.284	6.152	6.432	5.513	5.990	5.813
10.	Mariwa Mixed Sec School.	6.674	4.917	5.916	6.017	4.961	5.209	5.616
11.	Riokindo Boys High School.	5.811	6.240	5.125	5.389	5.828	5.253	5.608
12.	Nyamache Mixed Sec School.	6.327	5.750	6.609	5.452	4.204	4.964	5.551
13.	St. Mary's Nyamagwa Girls High School.	5.653	4.738	5.787	6.526	4.897	4.438	5.339
14.	Tendere Mixed Sec School.	4.879	4.852	5.746	5.851	5.491	5.114	5.322
15.	Nduru Boys High School.	5.727	5.615	5.241	5.023	5.311	5.010	5.321
16.	Nyangweta SDA Mixed Sec School.	5.285	4.226	5.818	5.608	5.116	4.918	5.162
17.	Borangi PAG Sec. School.	4.812	4.083	5.833	6.148	5.011	4.320	5.035
18.	Rigena Mixed Sec. School.	5.333	4.414	4.729	5.490	5.372	4.545	4.981
19.	Gionseri Mixed Sec School.	5.025	4.319	4.771	5.303	5.146	5.304	4.978
20.	Nyabigena Mixed Sec School.	4.925	5.095	4.291	5.932	4.812	4.716	4.962

21.	Bombaba Mixed Sec. School.	5.520	4.718	4.981	5.010	5.183	4.194	4.934
22.	Igorera Mixed High School.	5.157	4.316	5.797	4.288	4.906	4.574	4.839
23.	Moteiribe Mixed Sec. School.	4.846	4.054	3.623	5.855	4.855	5.361	4.766
24.	Tabaka Mixed Sec. School.	5.530	4.011	4.350	4.410	4.966	4.810	4.679
25.	Mokubo Mixed Sec. School.	4.842	4.000	3.950	5.706	4.148	5.068	4.619
26.	Omobera SDA Girls High School.	4.850	4.184	4.154	5.938	4.731	3.301	4.527
27.	St. Linus Girls Sec. School.	5.277	4.258	4.536	4.281	4.318	4.441	4.519
28.	Sengera SDA Mixed Sec School.	4.949	5.195	3.981	4.630	4.044	4.283	4.514
29.	Rogongo Mixed Sec. School.	4.947	4.891	5.022	4.510	3.549	4.017	4.489
30.	Riokindo Mixed Sec School.	5.276	4.110	4.601	4.182	3.840	4.582	4.432
31.	Mesabakwa Mixed Sec School.	5.390	4.610	4.793	3.901	3.645	4.100	4.407
32.	Mochengo PAG Sec School.	4.553	3.568	3.544	5.475	4.500	4.289	4.322
33.	Nyamonyo Mixed Sec School.	4.517	5.136	3.981	4.166	3.661	3.941	4.234
34.	Emenwa Mixed Sec School.	4.451	3.383	4.302	4.620	4.514	3.797	4.178
35.	Nyabonge Mixed Sec School.	4.565	3.518	3.961	4.101	4.412	3.981	4.089
36.	Kenyoro PAG Sec School.	4.901	3.972	3.810	4.112	4.010	3.797	4.085
37.	Nyamesocho Mixed Sec School.	4.414	3.819	3.161	4.131	4.196	4.500	4.037
38.	Mokomoni Mixed Sec School.	4.500	4.121	3.134	4.314	3.645	3.718	3.905
39.	Boitang'are Mixed Sec School.	4.401	3.102	3.121	3.677	4.706	4.169	3.863
40.	Machongo Mixed Sec School.	4.448	3.990	3.100	3.957	3.500	4.039	3.839
41.	Matagaro Mixed Sec School.	4.531	4.200	3.711	3.900	3.441	3.216	3.833
42.	Gakero E.L.C.K Sec School.	4.340	3.181	3.210	3.761	4.405	3.864	3.794
43.	Kenyenya Mixed Sec School.	4.800	3.891	3.900	4.222	2.919	3.011	3.791
44.	Eberege Girls Sec School.	4.482	3.891	3.130	3.821	3.500	3.800	3.771
45.	Ibencho Mixed Sec School.	4.731	3.966	2.918	3.000	2.871	2.990	3.413

Source: District Education Office, Gucha District (2010).

T - TEST TABLE

$$Z = \frac{X - \mu}{\sigma} \text{ (standardized normal)}$$



Z	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
.0	.5000	.4960	.4920	.4880	.4840	.4801	.4761	.4721	.4681	.4641
.1	.4602	.4562	.4522	.4483	.4443	.4404	.4364	.4325	.4286	.4247
.2	.4207	.4168	.4129	.4090	.4052	.4013	.3974	.3936	.3897	.3859
.3	.3821	.3783	.3745	.3707	.3669	.3632	.3594	.3557	.3520	.3483
.4	.3446	.3409	.3372	.3336	.3300	.3264	.3228	.3192	.3156	.3121
.5	.3085	.3050	.3015	.2981	.2945	.2912	.2877	.2843	.2810	.2776
.6	.2743	.2700	.2676	.2643	.2611	.2578	.2546	.2514	.2483	.2451
.7	.2420	.2389	.2358	.2327	.2296	.2266	.2236	.2206	.2177	.2148
.8	.2119	.2090	.2061	.2033	.2005	.1977	.1949	.1922	.1894	.1867
.9	.1841	.1814	.1788	.1762	.1736	.1711	.1685	.1660	.1635	.1611
1.0	.1587	.1562	.1539	.1515	.1492	.1469	.1446	.1423	.1401	.1379
1.1	.1357	.1335	.1314	.1292	.1271	.1251	.1230	.1210	.1190	.1170
1.2	.1151	.1131	.1112	.1093	.1075	.1056	.1038	.1020	.1003	.0985
1.3	.0968	.0951	.0934	.0918	.0901	.0885	.0869	.0853	.0838	.0823
1.4	.0808	.0793	.0778	.0764	.0749	.0735	.0721	.0708	.0694	.0681
1.5	.0668	.0655	.0643	.0630	.0618	.0606	.0594	.0582	.0571	.0559
1.6	.0548	.0537	.0526	.0516	.0505	.0495	.0485	.0475	.0465	.0455
1.7	.0446	.0436	.0427	.0418	.0409	.0401	.0392	.0384	.0375	.0367
1.8	.0359	.0351	.0344	.0336	.0329	.0322	.0314	.0307	.0301	.0294
1.9	.0287	.0281	.0274	.0268	.0262	.0256	.0250	.0244	.0239	.0233
2.0	.0228	.0222	.0217	.0212	.0207	.0202	.0197	.0192	.0188	.0183
2.1	.0179	.0174	.0170	.0166	.0162	.0158	.0154	.0150	.0146	.0143
2.2	.0139	.0136	.0132	.0129	.0125	.0122	.0119	.0116	.0113	.0110
2.3	.0107	.0104	.0102	.0099	.0096	.0094	.0091	.0089	.0087	.0084
2.4	.0082	.0080	.0078	.0075	.0073	.0071	.0069	.0068	.0066	.0064
2.5	.0062	.0060	.0059	.0057	.0055	.0054	.0052	.0051	.0049	.0048
2.6	.0047	.0045	.0044	.0043	.0041	.0040	.0039	.0038	.0037	.0036
2.7	.0035	.0034	.0033	.0032	.0031	.0030	.0029	.0028	.0027	.0026
2.8	.0026	.0025	.0024	.0023	.0023	.0022	.0021	.0021	.0020	.0019
2.9	.0019	.0018	.0018	.0017	.0016	.0016	.0015	.0015	.0014	.0014
3.0	.0013	.0013	.0013	.0012	.0012	.0011	.0011	.0011	.0010	.0010

Note: The table plots the cumulative probability $Z \leq z$.
 Source: Based on *Biometrika Tables for Statisticians*, Vol. 1, 3rd ed. (1966) with the permission of the Biometrika trustees.

Degrees of Freedom	Probability of a Value at Least as Large as the Table Entry*					
	$\alpha: \alpha/2:$.1 .2	.05 .10	.025 .05	.01 .02	.005 .01
1		3.078	6.314	12.706	31.821	63.657
2		1.886	2.920	4.303	6.965	9.005
3		1.638	2.353	3.182 *	4.541	5.841
4		1.533	2.132	2.776	3.747	4.753
5		1.476	2.015	2.571	3.365	4.032
6		1.440	1.943	2.447	3.143	3.707
7		1.415	1.895	2.365	2.998	3.499
8		1.397	1.860	2.306	2.896	3.355
9		1.383	1.833	2.262	2.821	3.250
10		1.372	1.812	2.228	2.764	3.169
11		1.363	1.796	2.201	2.718	3.106
12		1.356	1.782	2.179	2.681	3.005
13		1.350	1.771	2.160	2.650	3.012
14		1.345	1.761	2.145	2.624	2.977
15		1.341	1.753	2.131	2.602	2.947
16		1.337	1.746	2.120	2.583	2.921
17		1.333	1.740	2.110	2.567	2.898
18		1.330	1.734	2.101	2.552	2.878
19		1.328	1.729	2.093	2.539	2.861
20		1.325	1.725	2.086	2.528	2.845
21		1.323	1.721	2.080	2.518	2.831
22		1.321	1.717	2.074	2.508	2.819
23		1.319	1.714	2.069	2.500	2.809
24		1.318	1.711	2.064	2.492	2.797
25		1.316	1.708	2.060	2.485	2.787
26		1.315	1.706	2.056	2.479	2.779
27		1.314	1.703	2.052	2.473	2.771
28		1.313	1.701	2.048	2.467	2.763
29		1.311	1.699	2.045	2.462	2.756
30		1.310	1.697	2.042	2.457	2.750
40		1.303	1.684	2.021	2.423	2.704
60		1.296	1.671	2.000	2.390	2.660
120		1.289	1.658	1.980	2.358	2.617
Normal ∞		1.282	1.645	1.960	2.326	2.576

* The first probability at the head of each column (the smaller number) is the probability for a one-tailed test. The second (larger) probability is the probability for a two-tailed test.
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APPENDIX VI

WORKPLAN

March – June 2010	:	Proposal writing
July – August 2010	:	Data collection and analysis
September – October 2010	:	Report compilation and subsequent submission for assessment and presentation.

APPENDIX VII

RESEARCH BUDGET

Typing and printing	16,500
Travelling expenses	15,000
Binding	4,000
Photocopying	7,000
Stationeries and books	18,000
Internet services	2,800
Consultation charges	4,000
Total	67,300