

**INFLUENCE OF CULTURAL VALUES, BELIEFS AND PRACTICES ON
STUDENTS' ACADEMIC PERFORMANCE IN COUNTY SCHOOLS IN KILIFI
COUNTY, KENYA**

DENNIS ODHIAMBO NYAKADO

E55/CTY/PT/30616/2015

**A RESEARCH PROJECT REPORT SUBMITTED TO THE SCHOOL OF
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION OF KENYATTA UNIVERSITY**

OCTOBER, 2019

DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and by anti-plagiarism regulations.

Signature 

Date: 2nd September 2019

NYAKADO DENNIS ODHIAMBO

E55/CTY/PT/30616 /2016

SUPERVISORS' DECLARATION

This research project has been submitted with my approval as University Supervisor.

Signature

Date:

DR. FRANCIS KIRIMI

Department of Educational Foundation

Kenyatta University

DEDICATION

I would like to dedicate my work to very special people in my work. First, to my parents, Mr. & Mrs. Erick Nyakado has been working tirelessly to support me financially and morally. Secondly to my siblings James Kajwang, Beatrice Ajwang, Ken Kajwang, Job Nyakado and Evans Nyakado for the financial support they have offered me during my study. Finally, I would like to dedicate this work to my lovely wife Mrs Dorine Odoyo Odhiambo for the relentless support and encouragement she accorded me during my study.

ACKNOWLEDGEMENT

I would wish to express my sincere gratitude to Dr Francis Kirimi who has been very instrumental in helping me to accomplish this study. I am so grateful once again for your resilience and time which have seen me this far. I would also take this opportunity to all my lecturers who have seen me through my course work. They have been a source of empowerment and vast knowledge for me.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	ix
LIST OF TABLES	x
ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	8
1.3.1 Purpose of the Study.....	8
1.3.2 Objectives of the Study	9
1.3.3 Research Questions	9
1.4 Significance of the Study.....	10
1.5 Limitations and Delimitations	11
1.5.1 Limitations of the Study	11
1.5.2 Delimitations of the Study.....	11
1.6 Assumptions of the Study.....	12
1.7 Theoretical Framework of the Study	13
1.7.1 Conceptual framework of the Study.....	15
1.8 Operational Definition of Terms	16
CHAPTER TWO: REVIEW OF RELATED LITERATURE	18
2.1 Introduction	18
2.2 School Value Statements and Students’ Academic Performance	18

2.3	School Routine Practices (Norms) and Students’ Academic Performance	21
2.4	Schools Beliefs and Students’ Academic Performance.....	24
2.5	Participatory School Leadership and Students’ Academic Performance	26
2.6	Strategies for Promoting Positive School Culture.....	30
2.7	Summary of Gaps of Knowledge that the Study Intends to Fill.....	34

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY 36

3.1	Introduction	36
3.2	Research Design	36
	3.2.1 Variables.....	37
	3.2.2 Study Locale.....	37
3.3	Target Population	38
3.4	Sampling techniques and sample size	38
	3.4.1 Sampling Techniques	38
	3.4.2 Sample Size	39
3.5	Research Instruments.....	40
	3.5.1 Questionnaires for Teachers and Students	40
	3.5.2 Interview Schedules for Principals.....	40
3.6	Pre-testing/Piloting Study.....	41
	3.6.1 Validity of the Research Instruments	41
	3.6.2 Reliability of the Research Instruments	42
3.7	Data Collection Procedure.....	42
3.8	Data Analysis.....	43
3.9	Logistical and Ethical Considerations	43
	3.9.1 Logistical Considerations	43
	3.9.2 Ethical Considerations.....	43

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION..... 45

4.1	Introduction	45
4.2	Instruments Return Rate	46

4.3	Demographic Information	46
4.3.1	Gender Distribution of Principals.....	46
4.3.1.1	Gender Distributions of Teachers and Students	47
4.3.2	Level of Education of Principals	48
4.3.2.1	Level of Education of BoM Members and Teachers.....	49
4.3.2.2	Grade of Students	50
4.3.3	Teaching experience of Principals and Teachers	50
4.3.3.1	Years Served as BoM Member.....	51
4.4	Attendance of Training by Principal and BoM Members	52
4.5	Schools' Performance in KCSE for the Last Five Years	53
4.6	School Value Statements and Students' Performance.....	54
4.7	School Routine Practices and Students' Performance.....	61
4.8	Contribution of School Beliefs on Students' Academic Performance	66
4.9	School Leadership and Students' Academic Performance.....	72
4.10	Strategies of Promoting Positive School Culture to Improve Performance	79
4.10.1	Challenges in Promoting Positive School Culture to Improve Performance	83
CHAPTER FIVE		86
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....		86
5.1	Introduction	86
5.2	Summary of the Study	86
5.2.1	The first objective was to investigate how school value statements namely vision, mission and motto affect students' performance.....	87
5.2.2	The second objective was to examine how school routine practices which are embedded in school curriculum, instruction and organizational characteristics influence the students' academic achievements.	87
5.2.3	The third was to determine the contributions of school beliefs such as high expectation for students' success, believes in every students' potential and assessment of success and feedbacks on students' academic performance.	88
5.2.4	The fourth objective was to establish contributions of participatory school leadership in promoting positive school culture.....	88

5.2.5	The fifth objective was to determine the most effective strategies that could be used to develop a strong school culture of high academic excellence in schools	90
5.3	Conclusions of the Study	91
5.4	Recommendations	92
5.4.1	Policy Recommendations	92
5.4.1.1	The Ministry of Education	92
5.4.1.2	The Teachers Service Commission (TSC)	92
5.4.1.3	School Principals	93
5.4.1.4	The Board of Management	94
5.4.1.5	The Parents	94
5.4.1.6	The Teachers	94
5.4.1.7	The students	95
5.4.2	Suggestions for Further Research	95

REFERENCES 96

APPENDICES..... 103

Appendix I:	Questionnaire For Teachers	103
Appendix II:	Questionnaire For Students	109
Appendix III:	Interview Guide For Principals	116
Appendix IV:	Questionnaire Or Members Of Bom	121
Appendix V:	Work Plan	125
Appendix VI:	Map Of Kilifi County	126
Appendix VII:	Research Authorization Etter	127
Appendix VIII:	Approval Letter	128
Appendix X:	Nacosti Research Permit	129
Appendix XI:	Research Permit	130

LIST OF FIGURES

Figure 1.1:	Influence of school culture on KCSE performance	15
Figure 4.1:	Years Served as BoM Member	51
Figure 4.2:	Attendance of Training by Principal and BoM Members	52
Figure 4.3	Principals' and BoM Members' Responses on Mission and Vision	59
Figure 4.4:	Principals' and BoM members' Responses on Aspects of School Culture which affects Performance in Academics	60
Figure 4.5:	Students' Responses on Ceremonies	78
Figure 4.6:	Principals' and BoM Members Response Challenges in Promoting Positive School Culture	83

LIST OF TABLES

Table 3.1	Sample size	39
Table 4.1:	Genders distributions of the Principals and BoM Members respectively	47
Table 4.2:	Gender distributions of Teachers and Students respectively	47
Table 4.3:	Level of Education of Principals	48
Table 4.4:	Level of Education of BoM Members and Teachers	49
Table 4.5:	Grade of Students	50
Table 4.6:	Teaching Experience of and Teachers	50
Table 4.7:	Responses by the Principals on Performance	53
Table 4.8:	Responses of Students on Effects of School Value Statements of Performance in KCSE	55
Table 4.9:	Responses of teachers on effects of values statements on students' Academic Performances	57
Table 4.10:	Students' Responses on School Routine Practices	62
Table 4.11:	Responses of Teachers on Effects of School Routine Practices on Academic Performance	65
Table 4.12:	Students Responses on Values as Expressed in School Beliefs	67
Table 4.13:	Teachers responses on effects of school believes on performance	70
Table 4.14:	Students responses on school leadership	72
Table 4.15:	Teachers responses on school leadership and performance	75
Table 4.16:	Strategies of Promoting Positive Culture to Enhance Performance	79

ABBREVIATIONS AND ACRONYMS

ASAL :	Arid and Semi- Arid Lands
BoM :	Board of Management
CPD :	Continuous Professional Development
FPE :	Free Primary Education
IBM :	International Business Machines
KCSE :	Kenya Certificate of Secondary Education
MoEST :	Ministry of Education Science and Technology
PLC :	Professional Learning Communities
SDSSE:	Subsidized Day Secondary School Education
SPSS :	Statistical Package for Social Sciences
TMI :	Total Member Involvement

ABSTRACT

Society is in constant change as a result of innovation in science and technology across the world. These changes have spilt over to the education sector and other fields which demand effective skilled labour force. The school organizations have a challenge to produce graduates who can meet the socio-economic and political demands of the dynamic society. The schools' ability to adjust to these changes is measured by the students' academic output in the national examinations. Schools have been facing the challenge of posting good academic results across the country. Kilifi County have been posting poor results in national examinations and this triggered the current study. The purpose of this study was to investigate the influence of school cultural values, beliefs and practices on students' academic performance in county secondary schools in Kilifi County. The objectives of this study were to; investigate how school value statements influenced students' academic achievement, examine how school routine practices influence the students' academic achievements, determine the contribution of school beliefs on the students' academic achievements, establish contribution of school practices in promoting the students' academic achievements and find out strategies that could be used to promote the students' academic achievements in county secondary schools Kilifi County, Kenya. Schein's Model of Organizational Culture and Edmond's effective school theories were used to form the theoretical frameworks of the study. This study used descriptive research design and was carried out in county secondary schools in Kilifi County. The study targeted 31 county secondary schools, 17 principals, 17 BoM members, 80 teachers and 3060 students. Stratified and simple random sampling was used to sample schools, teachers and students. Krejcie and Morgan table was used to select a sample of 10 principals, 10 BoM members, 20 teachers, and 341 students. Interview and questionnaires were used to collect data. Two county secondary schools, two principals, 10 teachers and 20 students from the neighbouring Tana River County were chosen for piloting of research instruments. Validity was ensured through data triangulation and using field test. Reliability was determined using Cronbach alpha correlation coefficient. The tools were considered reliable if a correlation coefficient of 0.80 and above was attained. Data was presented using charts, frequency tables, the Statistical Package for Social Sciences version 22 programmes was used to organize data and descriptive statistics were used to analyse descriptive data. Based on the findings of the study, it was observed that, the value statements had limited influence on the students' achievement contrary to the work of other scholars, school beliefs and expectations were not often communicated to the learners and most principals did not exercise collaborative leadership style. As a result of the study the following recommendations were made; The findings of the study might be of significance to the Government of Kenya in that the MoEST might use them to formulate policies at both national and county levels respectively, these findings may be used in organizing managerial trainings to inculcate aspects of school culture in management of educational institutions. It was also recommended that, the TSC may periodically organize for in-service trainings for principals and teachers to keep them abreast with the changing needs of the students in line with the continually changing global demands, the school principals should practice a collaborative approach in decision making. The parents may be aware of the school ethos and work collaboratively with an aim of promoting a strong positive school culture of high academic excellence for their children. The teachers as the curriculum implementers may play their roles effectively by ensuring they understand the school expectations and traditions and communicating the same to the learners. The school ceremonies should be well commemorated and heroes and heroines honoured for exemplary achievements.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter looked into the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definitions of terms.

1.2 Background to the Study

Schein, (2010) defined school culture as a communicatively, constructed, historically based system of assumptions, values, and interpretive frameworks that guide and constrain organizational members as they perform their organizational roles and confront the challenges with their environment. Culture is about what people value, either individually or collectively, whether in a school or as a community. It consists of the deep patterns of values, beliefs, rituals, symbols and traditions that have formed over time in the course of the school's history. School culture contributes a lot to the morale of the place (Peterson and Deal, 2002), the emotional content of relationships and the tone of the school. Influence on a schools' culture like the expected behaviour, school values, routines and traditions may be less obvious whereas others are more obvious like the school curriculum and code of conduct (Calarco, 2014). Many social scientists have noted that organizational culture has a major effect on the success of the organization (Denison, 2004). This was confirmed by an examination of biographies, speeches, and documents from giants in American business and industry which abound

with examples of how visionary leaders saw their role as creating an environment or 'culture' within their companies in which employees felt secure and dedicated, and consequently, were motivated to put in the effort necessary to make the business a success. Individuals such as Thomas Watson of IBM, Will Durant of General Motors, and William Kellogg of Kellogg's all worked obsessively to create strong cultures and beliefs within their organizations, which they felt paid off regarding company performance (Denison, 2004). This study therefore found it paramount to study the place of culture in schools.

Having an education is having a key to social change (Cleckley, 2006). School's culture provides a better avenue for students and staff to feel empowered and realize that they are part of the school organization. This can only be achieved by understanding the school's culture as it remarkably inspires and influences the students' achievement. The future of our world, our nations; communities depends in large part, on the kind of education with which we endow our youth and children today. School culture more often reflects on the aspects that the school community cares about, what they celebrate and what they talk about. The former USA President George W. Bush signed into law the No Child Left behind Act of 2001 (2002). The basic focus of this landmark education act, which is an amendment to the original Elementary and Secondary Education Act of 1965, was to provide a framework by which American public school systems could accurately determine students' competency and school effectiveness. The focus was to reform the schools as a result of the piling pressure on the academic achievements and school improvement. It was in this perspective that the current study

sought to study the place of culture in schools so as to make informed decisions on how to reform non performing schools in Kilifi County.

In a study conducted by Barnes, (2012) titled “The Influence of School Culture on Violence in Schools of the Eastern Cape Town; South Africa” completed by 900 grade 10-12 learners shows that better school cultures lower level of violence in schools. Education has long been recognized as the key to addressing social and intergenerational disadvantages across the nations and the world as a whole. Education remains the only major path to upward social mobility (Amutabi, 2003). Unprecedented demand has been put on school improvement and students' academic achievements in the recent past as education is the primary avenue for a socio-economic advancement of the society at large. Kenya as a nation has since independence put strategic measures to reform her education system. Kenya is endowed with various cultural differences, but this has been streamlined in the national education goals for the prosperity of the nation. These goals have continually defined the culture of the education system that the nation has adopted since the inception of the 8-4-4 system of education. School as a social organization provides a platform for which the youth and children can acquire knowledge, skills and the right attitude for social change and development. Culture, on the other hand, is described as the shared values, norms and a system of common orientations that holds a unit together and gives it a distinct identity. According to Schein (2004), school culture is the deeper level of basic assumptions, values, and beliefs that become shared and taken for granted as the organization continues to be

successful. Empirically, it was not yet known what schools perceived as their culture hence the rationale for this study.

Deal and Peterson (2004) defined that school cultures as a collection of practices and traditions that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments. Jelagat (2014) in her study entitled Influence of School Culture on Kenya Certificate of Secondary Education Performance of Public Schools in Makadara District, Nairobi County refers to school culture as the kind of the underlying set of values, norms, beliefs, practices and traditions that make up the unwritten rules of think, feel and act in an organization that affects performance in schools. The academic achievement of students is important in every society as it's believed that academic performance leads to a successful life in future. Culture is crucial to every institution as it virtually affects every aspect of the organization; this study therefore found it worthwhile to study it in schools set up.

Hoy and Dipaola (2008) outlined three aspects of organizational culture which includes values, assumptions and norms. Value aspect of organizational culture comprise of commitment to the school, commitment to teaching, cooperation and teamwork, trust and group loyalty, egalitarianism, service to students and High academic achievement. According to Schein (2010), fundamental assumptions reflect the basic questions people face, such as the way the organizational environment is perceived, the nature of reality and truth, the nature of human activity and the nature of human relationships. Organizational norms include support to colleagues, open criticism, handling one's own

problems, supporting students and being available to get your students for extra help.

The indicators of culture in this study were values, norms and beliefs/assumptions.

This study divulged any determination of particular culture based on assumptions, values, and interpretive frameworks of a school on students' academic achievements.

School cultures are very influential as they tend to shape and re-shape what people think, do, feel and behave within the institution. School improvement and students' academic achievements have been positively connected to positive culture (Vislocky, 2005).

During the fabrication of school culture, school leaders have some fundamental duties, such as setting mission, vision, goals and objectives for the school. The leaders equally derive the desired values, norms and assumptions. These takes place at the school level guiding the members of the school community to implement goals and targets, hence creating and sustaining a school culture based on mutual trust. The current study therefore sought to establish if values expressed in schools' motto, mission, vision, goals and objectives had influence on students' academic achievements.

The school principals in the execution of their duties strengthen these values and standards of the schools through their statements and discourse with others. Brown (2004), argues that a school culture that supports hard work and high achievement needs leadership that encourages and protects the on-the-job learning, flexibility, risk-taking, innovation and adaptation to change. Deal and Peterson (2016) argues that even though school culture is built on the history and deep values of the school society, replacing

and renovating the school culture is contributed to through the basic function of the leader. This aspect of the relationship between school culture and leadership is associated with changing the culture in a positive or negative way. The most important role of the school leader is to make the shared values, assumptions and norms congruent and coherent with the school culture and attainable (Durukan, 2006). It was in this perspective that the researcher found it worthwhile to establish school leaders' involvement in promoting positive culture in their schools.

The society is rapidly changing as a result of innovation in science and technology which has in turn caused changes in the education sector and other fields. Educational organizations have to keep pace with these changes in order to achieve their main aims. Bursalıoğlu (2015), argues that the system of education, which affects and is affected by social-economic and political systems, fulfils the function of ensuring the continuance of a nation socially, economically and culturally through educational organizations, and that schools have a special position obliged to ensure the socialization of children, transfer the culture of society to them, enable the generation which it cultivates to accommodate to the political structure of the society, bring to light the young people who have leadership abilities, and cultivate qualified work force. Values expressed in school culture should therefore not be taken for granted, hence the rationale of this study.

In Kenya, Schools are termed as performing or non-performing depending on the schools' mean scores in National Examinations, whereby C+ and above which is a

mean score of 7.0 is a good performance. Kenya National Council of Examinations report (2018) revealed that Kilifi County is among the counties which have persistently posted poor results. Moreover, Kilifi County has 51 county schools. Above 85% of these schools have never attained a mean score above 7 and also their performance has been varying ranging from 1.7-5.9 despite the fact that they are provided with similar resources. According to Deal and Peterson (2011), the secret of high performance of students in examinations found in each school is embedded in values, routine/practices, beliefs/assumptions and participatory leadership. Further, Makewa, Role and Yegoh (2011 p. 97) commented that focusing on the culture of a school as a learning environment is fundamental for “components of a school culture can support or impede learning.” More over Fullan, (2007) argued that when a school runs into survival difficulties and begins to drop in performance, what needs to be improved about the school is the culture. Focusing on school culture has been identified by Kytle and Bogotch, 2000; Maslowski, (2006) as a more effective way of improving academic performance of students than changing the structure of the way the school operates and functions; hence the rationale of this study.

Though many social scientists have noted that organizational culture has a major effect on the success of the organization, many scholars have emphasized on other factors such as organizational leadership, teacher and learner characteristics and availability of resources. This study therefore deemed it appropriate to establish the place of values expressed in school culture on academic performance in Kilifi County, Kenya.

1.3 Statement of the Problem

Culture is the art and manifestations of human intellectual achievement regarded either individually or collectively, whether in a school or as a community. It consists of the deep patterns of values, beliefs, rituals, symbols and practices that have formed over time in the course of the school's history. Social scientists have noted that cultural values, beliefs and practices have major effect on the success of the organization and that the secret of high performance of students in academics found in each school is embedded in values expressed in routine/practices, beliefs/assumptions and participatory leadership.

Academic performance in Kilifi County has over a long period been consistently low. This had been a great concern for students, parents, teachers and school managers. Despite the effort made by education stakeholders in trying to improve the academic performance, it remains low. Scholars have argued that when a school runs into survival difficulties and begins to drop in academic performance, what need to be improved about the school are values contained in the culture. It was from this perspective that this study sought to establish influence of cultural values, beliefs and practices on academic performance in their examinations.

1.3.1 Purpose of the Study

The purpose of this study was to investigate the influence of values expressed in the school culture on students' academic performance in county secondary schools in Kilifi County.

1.3.2 Objectives of the Study

The objectives of this study were to:

1. Investigate how school value statements effect on students' academic achievement in county secondary schools in Kilifi County, Kenya.
2. Examine how school routine practices influence the students' academic achievements in the county secondary schools in Kilifi County, Kenya.
3. Determine the contribution of school beliefs on students' academic achievement in county secondary schools Kilifi County, Kenya.
4. Establish contribution of participatory school leadership in promoting positive school cultural values on students' academic performance.
5. Find out strategies that could be used to promote positive school culture to improve academic achievement in county secondary schools Kilifi County, Kenya.

1.3.3 Research Questions

The following were the specific research questions that the study sought to answer;

1. What are the roles of school value statements on students' academic achievement in in county secondary schools Kilifi County, Kenya?
2. What are the effects of school routine practices on students' academic achievement in county secondary schools Kilifi County, Kenya?
3. What are the contributions of school belief in students' academic achievement in Kilifi County Kenya?
4. What are the contributions of participatory school leadership in promoting positive school cultural values in county secondary schools Kilifi County, Kenya?

5. Which strategies are put in place to promote positive school culture to improve academic achievement in county secondary schools Kilifi County, Kenya?

1.4 Significance of the Study

The findings of the study might benefit Ministry of Education, universities and teacher training colleges for it would enable them recognize place of culture in shaping school performance. Therefore, when organizing managerial trainings, they inculcate aspects of school culture in their trainings. The findings from the study would also enable the ministry of education to come up with policies that would help improve students' academic achievement in KCSE in secondary schools. It would enable the ministry to ensure that their policies capture issues related to school cultural values.

The findings of the study might benefit school leaders by enabling them appraise their contribution in promoting positive school culture. The principal might therefore strive to enhance a positive school culture so as to enhance cogent teaching and improving the better academic performance of their students.

The findings of the study might enable teachers appraise that school cultures are distinct and therefore they would play a role in shaping and sustaining an active or healthy culture in their schools.

Findings of the study might also enable learners to appreciate importance of school culture and strive towards promoting strong positive culture thereby increasing effectiveness of the school.

1.5 Limitations and Delimitations

1.5.1 Limitations of the Study

The study faced time limitations whereby the researcher applied for three months' study leave from the employer to conduct the research.

Another limitation was access to the participants as the participants could only be available during their free time that is lunch break and during games time. The researcher sought the assistance of cooperating teachers from the sampled institutions to assist in administering the research tools during their free time.

Another limitation was unwillingness of respondents in some schools. This limitation was overcome by assuring respondents confidentiality of their identity.

The limitations of this research was that, the researcher was not able to control the perception of the respondents about their schools as they responded to the questionnaire. Personal and sensitive information of the respondents could affect the data gathering process since some respondents would not give honest answers due to fear of victimization. This sensitive information was sorted through anonymity so that identity of the person was not disclosed.

1.5.2 Delimitations of the Study

The study was delimited to investigate the influence of values expressed in the school culture on students' academic performance in county secondary schools in Kilifi County.

Study locale for this study was coast region, Kilifi County which seats on both the urban setup and semi-arid setting and also it had posted consistently low performance in the national examinations.

Literature related to school value statements, routine practices (norms), beliefs/assumption and leadership were reviewed as the only aspects of school culture in this study. The study targeted principals, Board of Management, teachers and students to provide data on the influence of school culture on students' academic achievement.

The study focused on County schools and therefore findings of the study might not be generalized to other categories of schools and also other counties.

1.6 Assumptions of the Study

The assumptions of the study were that:

- i. The respondents would read, understand and answer the questions honestly without bias or preference. This was because they loved development in education and they appreciated good performance hence they gave their views to improve standards of education.
- ii. Organization have different leaders who may use different styles of leadership and also interactive with the students and teachers differently. Further variations in catchment areas reflected different culture, beliefs and practices which form part of school routines and culture.

- iii. Every school had a distinctive culture that affected performance of students in KCSE. This was informed by the fact that there were variations in size of school populations and gender issues that might reflect variations in school ethos

1.7 Theoretical Framework of the Study

The study would be guided by the Schein's Model of Organizational Culture (Schein, 2010) and Edmonds' effective school theory (Edmond, 1979; Kirk, & Jones, (2004). According to Schien's model there are three interrelated Levels of Culture namely: artefacts and creations (value statements). Creations involve tangible, physical, or things heard in the environment of the organization (slogans). Values statements involve sense of what ought to be, as distinct from what is Common basis for operating together cognitive constructions and finally basic assumptions.

On the other hand, Edmond effective school theory outlines the characteristics of effective schools. This model supports the current study because it advocates for the role of organizational culture in realization of organizational goals. According to this theory; norms, values and beliefs are the aspects of organizational culture.

The organizational culture theory fits well with school culture and performance since values expressed in the school vision, mission and motto that are held by the members of a school influence various aspects of the school life. The way people relate to each other in a school and the traditions of a school are direct results of their values. On the other hand, the kind of beliefs held by the people in authority will determine the kind of

leadership exercised in a school which will go a long way in determining the kind of outcomes concerning performance that the school will have.

It is notable that culture is to a school while personality is to an individual. However, as much as schools are unique and different from individuals, it is important to note that in their uniqueness the schools' main concern is to ensure that it looks for a way of mitigating its threats in its environment. It is equally fundamental for schools to make the best of the opportunities available in their individual environment to bring out the best in their students.

The effective school theory fits well with this study as it would be used to describe the desirable features that school leadership might adopt to promote positive school culture that would in turn promote students' academic achievements in the national examination in sub-county schools.

1.7.1 Conceptual framework of the Study

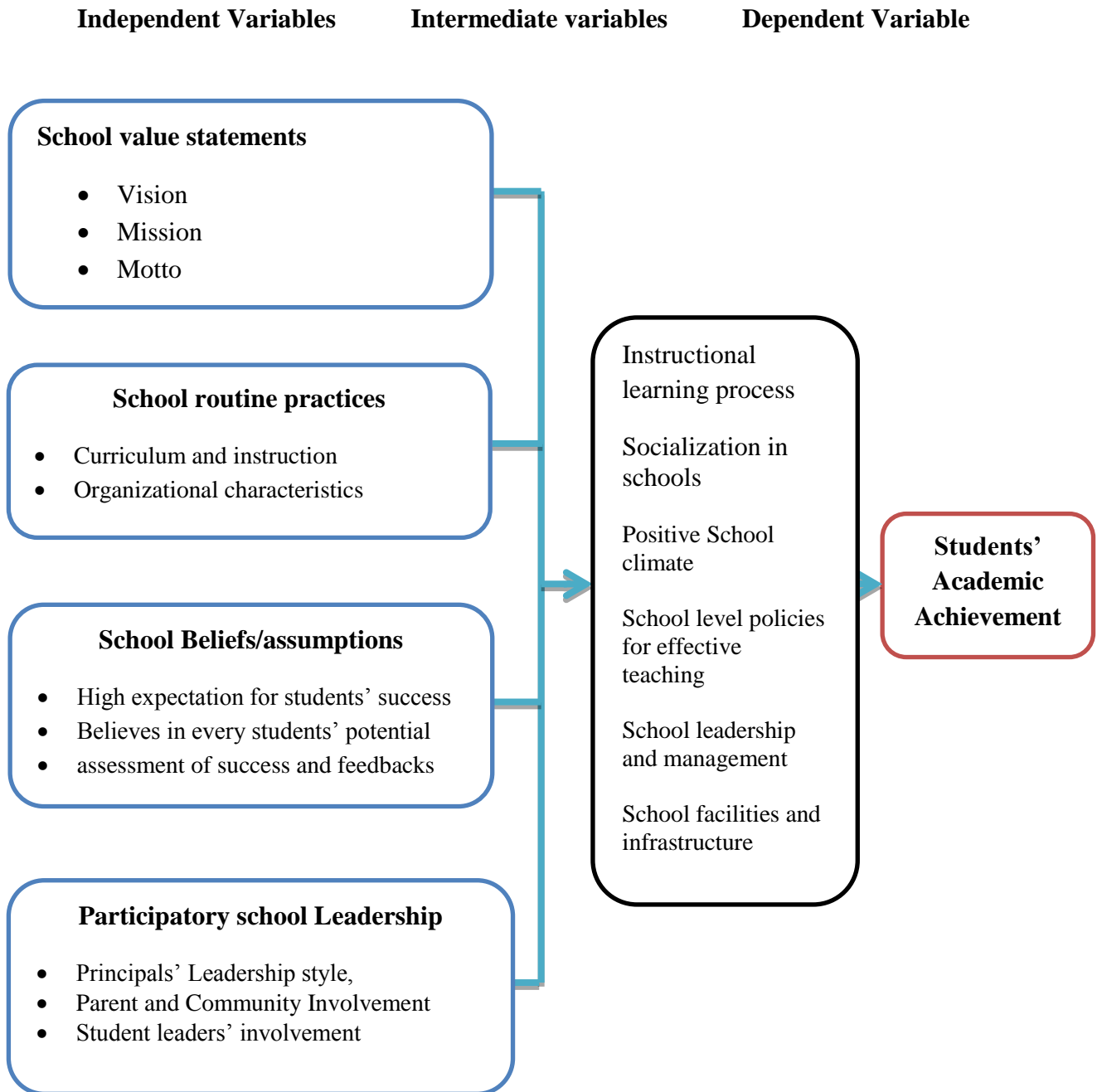


Figure 1.1: Influence of school culture on KCSE performance

Values as expressed in school value statements namely vision, mission, motto; school routine practices which includes curriculum and instruction, and organizational characteristics; school beliefs/assumptions in high expectation for students success, every students' potential and assessment of success and feedbacks; and Participatory school Leadership which is guided by Principals' Leadership style, parent and Community Involvement and student leaders' involvement enables instructional learning process, socialization in schools and Positive School climate which promote students' academic achievement.

1.8 Operational Definition of Terms

Values - Refer to beliefs about what is right and wrong way for people to behave; moral principles.

Ceremonies - Refer to complex culturally sanctioned events in which organizations celebrate success, communicate values, and recognize the special contributions of employees.

The school leadership - Refer to a person(s) vision for the school, focus on its improvement and his /her ability to motivate and involve others in decision making.

Value statement - Refer to the statements such as vision, mission and motto which in them are inscribed the school values.

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

Vision statement - Refer to both the values and purpose of the organization.

Student performance -in the context of this study is used to refer to the grades posted by students in the national Examination

School Cultures - Refer to kind of the underlying set of values, norms, beliefs and traditions that form the unwritten rules of how to think, feel and act in an organization that affect performance in schools.

Routines practices- Refer to a given structure or format or programs that are to be followed by all members to ensure consistency and uniformity in conducting school affairs.

Teachers' Continuous Professional Development - Refer to the process of tracking and documenting the skills, knowledge and experience gained both formally and informally as you work preceding the initial training as a teacher.

Sponsor - Refer to a person or institution that makes a significant contribution and impact on the academic, financial, infrastructural and spiritual development of an institution of basic education.

Stakeholder - Refer to a person, public or private institution or organization involved in an education institution and with vested interests for the benefit of such an institution.

Academic Achievement - Refer to the student's academic outcomes measured as the overall school mean with C⁺ and above will be considered good, C plain average and below C as low achievement.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed the relevant literature on the effects of school culture on students' KCSE performance. The review was organized under the following: sub-headings school values and students' performance, school norms and students' performance, school beliefs and students' performance, school leadership students' performance, strategies of promoting positive school cultures and summary of literature review. The review was concluded with the summary of gaps of knowledge that the study intended to fill.

2.2 School Value Statements and Students' Academic Performance

According to Maslowski (2001), school which strives towards continuous improvement in academic performance must have a better understanding of its culture. The culture is inherent with the school values, believes, assumptions and norms of the school. The culture will either block change or enhance it. Oxford Learners Dictionary 8th edition 2008 defines values as what people believe is good, right or desirable in life. Values, therefore, can be termed as standards of desirability. School cultural values reflect what is deemed to be important to pursue or worth striving for in school. Values are translated into norms for behaviour. Such behavioural norms are unwritten rules according to which others are expected to behave. According to Odongo (2013), values espoused by the school are highly enduring, have a powerful impact on academic performance, and shape the ways people, think, act and feel. County schools in Kilifi

County have been posting poor grades in KCSE and hence, the study sought to establish influence of values on students' academic performance.

Odongo, (2013) echoed the findings of Levine & Lezotte, (1995) in their book "*Effective Schools*" which emphasized that values are significant in building strong cultural principals. Both authors identified interpersonal relationship values such as commitment, faculty cohesion, collaboration, consensus, communication and collegiality as crucial features of effective school cultures. They also emphasized that staff members have to work as a team to ensure a sense of unity and consistency in their relation with students. School cultural values outline the aspirations of the school organization which all the occupants adhere to. Values should be congruent with the underlying assumptions and articulated into the philosophy of operation that can help in bringing the group together, serving as an identity and core mission. Values are beliefs that members of an institution may be having in defining the desirable from undesirable behaviours. The beliefs and ideals of a school may affect students' academic performance in several ways. School vision was therefore, considered to be a standard of desirability; it reflects what is conceived to be important to pursue or worth striving for in school. There has been no study on how school vision affect academic performance in County schools in Kilifi, hence the rationale of the current study.

A well-defined set of goals demonstrates high standards of academic achievements in a school that forms the major component of the school values. The leadership is therefore obliged to communicate these set goals to the members both within and without the

school premises. The principal should spell out clearly these goals to the students, teachers and parents to enhance their commitments towards academic success of the school. It is in this perspective that this study sought to determine if school leaders in Kilifi County regularly communicated set goals their members.

Mission and vision of a school outlines what an ideal school should look like as they give directions towards what all the participants aspire to achieve and can identify with. This is an indication of the schools' intended direction as it identifies the intentions regarding the curriculum implementation processes in the school. According to Njoroge (2008), the basis of school mission is to provide direction towards realization of institutional goals. These value statements should be articulated to well-defined goals which teachers and students believe in and communicated through rituals, ceremonies, symbols and everyday behaviour and policies within the school. The vision and mission of the school is among the first things that one is able to see as one enters the school (Tjivikua, 2006). The current study would therefore seek to establish if County schools in Kilifi County have mission statements and if they were well articulated to school goals. Further, this study sought to determine if mission statement is communicated through school rituals, ceremonies, symbols and everyday behaviour and policies within the school and the impact they have to academic performance.

Odongo, (2013) conducted a study on influence of positive school culture on performance at Kenya Certificate of Secondary Education in Public Secondary Schools in Rongo District, Kenya. The findings of the study indicated that majority of the

schools had a mission statement, vision and goals. However, this was majorly attributed to increased government requirements, need to maintain standards by the public schools, and possibly increased competition from private schools. The study established that majority of the principals indicated that core values are communicated. This was an indication that the principals believe that the core value statements are adequately communicated in their schools. On the part of teachers, only few indicated that core value statements were being communicated by the administration and themselves adequately. The current study therefore found it worthwhile to establish if school motto has any influence on the learner academic performance among the county secondary schools in Kilifi County.

A school value statement demonstrates various activities performed in the school by each role players. These value statements can be relayed through different mediums such as school publications, speeches, anthems, motto, policy statements and personal actions. These value statements provide a framework for improving the quality of learning and standards of achievements. It also provides the principals the opportunity to routinely express what they value and what the teachers can contribute towards building an effective culture. This study therefore sought to establish the contribution of teachers towards building effective school cultural values.

2.3 School Routine Practices (Norms) and Students' Academic Performance

School is a social organization that has different part working in harmony to meet the predetermined goals and objectives. These goals and objectives are inherent with the

societal expectations and aspirations. Social norms are the unwritten rules, perceptions that govern the behaviour of a given group of people. Norms are sub-divided into two, that is, injunctive and descriptive norms. Injunctive norms illustrate what an ideal behaviour is, that need to be adhered to or not to uphold. The ideal perceptions of how organizational members should behave. These routine practices help the members to determine what is acceptable or unacceptable. On the other hand, descriptive norms outline how people behave within the society. These routine practices determine behaviours which are typically performed by the group members. These practices may be negative or positive depending on what the organization believes in. According to Schwartz (2007), cultural values form the basis of social routine practices. This study would determine which values that were actually expressed in routine practices among County schools in Kilifi.

The systematic and programmed routines within cultures are made up of the rituals and ceremonies of the cultures; they are significant symbols of belonging to a culture and also a sign of power and order (Luckman, 2013). These rituals and ceremonies come at certain times of the schools' calendar and timetable and the schools' cultural values and beliefs are communicated through them. According to MacNeil, Prater & Busch (2009), rituals bring meaning to daily actions and bring order to chaos while on the other hand, ceremonies within organizations celebrate the culture and its memorable experiences; they are used as symbols of milestones and serve as a reminder of the deep structure that exists. In the absence of expressive events like ceremonies, which reflect the humanness and celebration of the relationships and events within the school, the culture

will die and important values will have no impact. The current study would seek to determine if Kilifi County schools use expressive events such as ceremonies to maintain their culture.

Most public schools have common routines and procedures which may include things like having the students stand or walk in lines, ringing bells to move children from one place to another and systematically rewarding or punishing students for behaviour or academics (Hattie, 2009) all of which play a part in defining a schools' culture. These ways of manipulating time and activity may be traditional and may have some variations from one school to another in the methods of performing them the results are the same: they relegate the staff and students to their prescribed positions and activities by subtle and not so subtle procedures and rituals (Raywid, 2001). Core cultural values can be reinforced through routines and ceremonies, stories that celebrate successes and recognize heroines and heroes all of which contribute to a school culture by interacting uniquely with students, teachers, administrators, parents, and everyone else involved with the school in particular. This interaction is unique to each school and sets the foundation for whether or not reform efforts will be successful (Fullan, 2001). This study deemed it worthwhile to establish how schools in Kilifi County reinforce values expressed in their schools.

Established school routines help create consistency and avoid confusion and chaos and ensure that every member of the school community knows what is to be done when. When these routines are well established it enables smooth running of the school and

saves on time. A Well-established school program ensure that the management can use the time that would have been spent on supervision to attend to other pressing issues and even go out and bench mark. Individuals become self-driven and focused as a result of a well outlined school program. Peterson (2002) says that no community can sustain itself without ceremony. Regardless of their background, when students enter a culture that demands and supports quality work and moral character they tend to work to fit into that culture. When time is set aside to celebrate, relax and reflect on the core values and beliefs of the school members the same will be easily passed on from generation to generation. As new members join the organization it becomes easy for them to adjust and fit in when there are established routines. It makes them attain a sense of belonging faster and therefore be able to settle and concentrate on the more important things, that is academic performance. However, it was not known how well new members adjust to school culture in Kilifi County hence the rationale of the study.

2.4 Schools Beliefs and Students' Academic Performance

Beliefs are described as the underlying, unconscious always taken for granted assumptions and values that are shared by members of a given organization. Schein (2004) describe beliefs as internal knowledge structures, tacit assumptions that exist in long-term memory and guide information processing and behaviour in various domains. These are shared patterns of behaviour discovered, invented and developed by a group of people as they try to cope with the external adaptation and internal integration. Variations in schools' culture results to the differences in their beliefs as there are no schools which share in entirety such beliefs, since they face varied challenges in their

internal integration. Beliefs which have been proven to bare positive influence in the school organization are preserved and passed to the next crop of generation for its continuity. When educators believe in every learner's potential to learn it results in developing self confidence among the learner and this in turn promotes students' achievement. Educators believe that having a strong commitment to educational excellence for all students and a record of progress in sustaining the school's best features and solving its problems results to high academic achievement (US Department of Education, 1999). However, academic achievement in Kilifi County schools has been low. This study therefore would seek to establish if educators in Kilifi County have strong commitment to educational excellence for all students and a record of progress.

Beliefs define what goals to pursue and what kind of behaviours to adopt. According to (Schien, 2004) he argued that beliefs in an organization tries to outline the organizational framework about nature of human nature, nature of human activities, nature of time and space, nature of human relationships and nature of reality and truth within the organization. School organizations that have beliefs which value change will be willing to initiate reforms in order to attain success unlike institutions which do not value change hinder any reforms as they believe that such changes may not create any impact on the school progress as a result of the previous unsuccessful attempts to initiate change. Since beliefs held by county schools in Kilifi County are not known, the current study found it worthwhile to establish them.

According to Schein (2010), some beliefs include learned responses to problems of survival in the external environment or responses to problems of internal integration.

The primary external issue is the school values, that is, mission, vision, motto among others. Douglas McGregor's theory X and Y provides belief that people do not naturally like work and therefore should be motivated and controlled and that people are self-motivated generally and should be challenged to like work respectively. The school leadership have the responsibility of communicating their expectations to the employees guided by the school goals and objectives. It was not yet known how well schools in Kilifi County applied McGregor's theory X and Y.

2.5 Participatory School Leadership and Students' Academic Performance

Principals and other school leaders can and should shape school culture. They do this through three key processes. First, they read the culture, understanding the culture's historical source as well as analysing current norms and values. Second, they assess the culture, determining which elements of the culture support the school's core purposes and the mission, and which hinder achieving valued ends. Finally, they actively shape the culture by reinforcing positive aspects and working to transform negative aspects of the culture (Peterson & Deal, 2002). However, scholars seem to put more emphasis on the role of school principals in school culture development. For instance, Waldron and McLeskey, (2010) emphasized that Positive school culture can only exist within a school if the principal understands what is a positive culture its importance in a learning institution and actively supports the development and maintenance of such a culture. The current study therefore sought to establish how well principals understand positive school culture.

Waldron and McLeskey, (2010) in their article, *Establishing a Collaborative School Culture through Comprehensive School Reform* emphasized that a principals actions must model and support a collaborative culture in many ways, both large and small, if such a culture is to develop and flourish. For example, a critical action a principal engages in to support a positive culture is to model collaboration in working with other professionals in the school. An excellent opportunity to model this collaboration occurs when goals for school improvement are being determined. As these goals are being addressed, a principal might present data regarding the extent to which students are included in general education classrooms and academic outcomes for these students. After discussing these data with teachers, the principal then empowers teachers to work collaboratively to identify goals for increasing inclusive placements and improving student outcomes and determine how this will be achieved (McLeskey & Waldron, 2010). By working collaboratively with the school staff to determine these goals, the principal not only models collaboration but also empowers other school personnel to make decisions and ensures that a large proportion of the school staff buys in to the school improvement plan. Through these and other similar activities, principals who successfully support positive cultures ensure that their active support for such a culture is obvious to all. The current study sought to investigate the influence of school principals in building positive school culture.

The school cannot flourish on the leadership of the top leader alone, but this can be achieved by the involvement of other personnel within the organization. The task of attending to the multiplicity of duties is quite complex for one person to handle single-

handedly. This argument is also supported by Harris, (2013) who asserts that students' academic outcomes are more likely to improve where leadership sources are distributed throughout the school community, and where teachers are empowered in areas of importance to them. Harris, (2013) suggests that distributed leadership is relevant and much applicable in today's society because schools now operate in complex, data-rich environments as never before. It is further argued that distributed leadership enables organizations to capitalize on a range of strengths, individuals to strengthen their skills, attributes, and aids bonding. These advantages amount to an overall widening of the net of intelligence and organizational resourcefulness which apply to schools as organization. Given the advantages of distributed leadership, the study sought to determine if County schools in Kilifi County distribute leadership roles.

School organization is made up of contours of expertise that need a suitable climate provided by the school leadership to be exercised to their full potentials. When teachers, parents, students and other stakeholders are involved in the school related activities they improve on their commitment towards the attainment of the overall objectives of the school and in turn influence the overall performance of the school. These performances are reflected majorly by the students' leaning outcomes measured by their performance in the national examinations. Tuytens, and Devos, (2010) noted that, total amount of leadership found in schools would be positively related to their performance and that the leadership of principals, teachers, staff members and parents would contribute to school performance. They noted that leadership affects school performance by shaping the organization of work, developing solidarity among organizational members,

managing schools' relations with their external environments, and building members commitment to their schools. It was in this perspective that the study found it worthwhile to establish if low performance in County schools in Kilifi County can be attributed to school leadership.

Participatory leadership enhances collegiality and collaboration among the school community and this promotes effective relations and in turn results to an improved school performance. Harris, (2003) pinpointed that; collaboration is at the heart of distributed leadership, as it is premised upon change that is undertaken collectively. A collegial spirit is among the factors that may make an individual want to work in one station and be part of such a team. A group working together can achieve more than individuals working separately. Therefore, team spirit can positively influence the students' performance in the national examinations and hence this study sought to establish how well team spirit is cultivated in County schools.

Njeri, (2015) defines school climate as the feel, atmosphere, tone, ideology of a school that affect everything that happens within a school setting. It has great influence on the success of the teachers as well as students' achievement. The school leadership plays a key role in promoting positive school climate that influences the school operations. Conducive school climate enhances job satisfaction among the employees including teachers and promotes the learners' achievements in their studies. The leadership style of the school leaders is solely inherent to the school climate that results in fulfilment of

both task and peoples' need yet it was not known how County school leaders create a good school climate.

2.6 Strategies for Promoting Positive School Culture

A strategy is a blue print or an action plan that need to be executed to achieve a desirable outcome. Several strategies of promoting school culture have been identified. For instance, Drysdale and Gurr, (2016) identified that, one; the school leadership should develop a collaborative vision for the school. The development of the school vision should not be left in the hands of the principals alone, but should be conducted collectively by involving all the stake holders which include the teaching and non-teaching staffs, parent representatives and board members which supports the school values. A shared vision help member to make sense of their work and enable them feel a sense of identity for themselves within their work environment. The school vision should be based on focus and scope. Focus is on the child while the scope is on all operations that are geared towards the development of the child which may include social, affective, cognitive and psycho-motor domains through academic and non-academic programmes. The shared vision must be cascaded to all the stakeholders within the community for them to develop a common understanding of what the school aspires to be and develop strategies of how to accomplish the vision. The vision developed must be inherent to the school values as aspirations and well communicated to the members in simple language for better understanding and acceptance. Thus this study would strive to unearth how well schools developed a collaborative vision of schools.

The principal must embrace the collaborative culture among the students, teachers, parents BOM, and other members both within and outside the school community. The principals should work with the deputy principals and the middle managers to build a strong senior leadership team (Notman and Henry, 2011) to provide effective instructional leadership. A united and committed school leadership team working together has the clout and power to make things happen (Ng, & Chan, 2014). The decision making should be devolved to the lower managerial positions. The staffs are encouraged to participate in the decision making processes to enhance commitment and productivity. The school leadership should be friendly to the students and be ready to listen to their voices. They school should provide a caring and safe environment that would promote the students' participation in constructive learning. This study would seek to determine if school leadership adopted collaborative culture in developing and nurturing a positive school culture.

The school leadership should create Professional Learning Communities (PLC) among its staff to enhance "collective efficiency", defined Voelkel, & Chrispeels, (2017). As school staff's beliefs that they can work collaboratively to bring about change. When teachers come together and discuss their experiences they become motivated and translate the new ideas into practice thus increased performance. Hargreaves, (2013) noted that successful school encourages teachers in risk-taking, learning by errors and sharing of good ideas in manner likely to promote self-efficiency and improved learning. The school beliefs and assumptions emanate from such professional leaning communities as a result of shared perceptions of teachers that shape the normative

learning environment of the school. This community promotes teachers' collaborative working by setting out priorities for the school improvement as the focus is on the instructional improvement. This study would investigate if school leaders created PLC among its staff.

According to Deal and Kennedy (2016), school leadership such as School Principals can help in building strong school culture by first getting to know the content of their school culture, then determine whether the culture is encouraging or undermining educational performance and finally plan how teachers will come to grips with cultural patterns that need to be changed. In addition, teacher professional development programs on school culture should be developed and be offered at all levels of teacher education and training to develop and improve their knowledge on school culture so that they can grow in it and engineer it to improve performance of students in national examinations.

Continuous Professional Development (CPD) of the staff is fundamental to academic improvement of the learner. This has been of great importance today as challenges the teachers face intensifies and the expectations for quality education increases. CPD helps the teachers to increase their effectiveness as they promote students' achievement. This will ensure the teacher gains new skill and perspectives as they unlearn the beliefs and practices that have dominated the work for years (Darling-Hammond, 2013). Webb, (2012) describe staff development in terms of content, process, and context. The content here is geared toward equipping the teacher with requisite knowledge and skills that

will focus on curriculum implementations processes. This will ensure the learning outcomes are directly related to the high standards of achievement of the student. The content here describes the ‘*what*’ whereas the process describes the ‘*how*’ which is more directed to the methodology of carrying out the procedure and finally the context outlines the ‘*why?*’ it indicates the reasons for which the CPD is to be carried out to meet certain demands. When these three stages are well programmed the CPD will be able to attain its core objective therein promoting the academic achievement of the learners. This study will focus on CPD in improving learner performance.

Peterson and Deal, (2016) described school culture as the key to productivity, noting that teachers and students are more likely to succeed in a culture that fosters hard work, commitment to valued ends, an attention to problem solving, and a focus on learning for all students.” The school should promote goal setting and promote an environment of high expectation and hard work among its members. Goal oriented environment assists the teachers and students to work hard and enhances their commitments to the academic improvement of the school. Marphy, (2010) argues that schools with strong cultures of learning actively work together to foster a student culture that celebrates learning and successes. Students in such schools are encouraged to adopt an academic focus on their learning. They view academic achievement as an individual responsibility and thus they put in adequate effort to attain high achievements. Such students are engaged, fully participate in their classes, and express high expectations for their own performance (Fredricks, Blumenfeld, & Paris, 2004). These behaviours are not only manifested in an individual behaviour but also in the way they collaborate with one another and in

groups. The students and teachers alike tend to focus on the practices that will drive them towards achieving the ultimate set goals for the school. The collaborative learning groups will enable the teachers to articulate goals which are then cascaded to the students and the school community at large for their accomplishment. This study would seek to establish how well schools used collaborative learning.

2.7 Summary of Gaps of Knowledge that the Study Intends to Fill

First, the studies review showed that school culture has significant contributions to academic performance which informs this study to establish the situation in school in Kilifi and to find documentary evidence based on empirical research since no study had been done there before.

Secondly, reviewed studies showed that school values such as team work, responsibility, discipline, integrity, hard work, excellence, among others possess positive influence on the members of the school community as they are infused in the school mission vision, motto, anthem and school rules and regulations among other value statements. It was in this perspective that the current study sought to investigate how school values affected students' performance in County secondary schools KCSE in Kilifi County, Kenya.

Thirdly, studies revealed that school norms might shape the behaviour; decision-making and attention of the members and were considered important and might in turn influence the performance of students. This informed the current study to examine how

school norms influenced the students' academic achievements in KCSE in the County secondary schools in Kilifi County.

Fourthly, studies have shown that beliefs are the most critical element of a school culture as it governs and moulds the values, the leadership style, the way people think, paradigms and approaches in a school. Beliefs can either hinder or propel the school performance hence the current study seeks to determine the contribution of school beliefs on students' performance in KCSE in County secondary schools Kilifi County.

Finally, review of related literature has demonstrated that principals and other school leaders could and should shape school culture this informed the current study to establish contribution of school leaders in promoting positive school culture.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discussed the processes that have been undertaken to achieve the objectives of the study by considering the research design, variables of the study, research methodology, location of the study, target population and sample techniques and sample size selection. Research instruments and their administration have also been described during piloting and actual data collection. Finally, data analysis techniques and logistical and ethical considerations that have been used were outlined.

3.2 Research Design

Descriptive survey research design was used in this study. This research design allowed the researcher to obtain information about the status of a phenomenon as it describes what existed. A survey is an attempt to collect data from a sample of a population in order to establish the current status of that population with respect to one or more variables (Mugenda and Mugenda, 2003). According to Orodho (2003), descriptive survey is appropriate when researcher intends to gather information about people's attitudes, beliefs, habits, perceptions or any variety of educational issues. This design was considered appropriate for this study as it would enable the researcher establish opinions of the respondents on the social aspects of the school and allow the use of standardized instruments such as questionnaire and interviews which are suitable for use in surveys and examination of existing records.

3.2.1 Variables

Independent variable for this study included: school value statements, school beliefs/assumptions, school routine practices and participatory school leadership. School value statements entails school vision, mission and motto; school routine practices includes curriculum and instruction, and organizational characteristics; school beliefs/assumptions in high expectation for students' success, every students' potential and assessment of success and feedbacks; and Participatory School Leadership which is guided by Principals' Leadership style, parent and Community Involvement and student leaders' involvement. Intervening variables are instructional learning process, socialization in schools and Positive School climate while dependent variable was Students' academic achievements.

3.2.2 Study Locale

The study was carried out among County secondary schools in Kilifi County. Kilifi is located in the former Coast Province, 420Km from Nairobi and 60Km north of Mombasa and covers an area of 12,609.74 square kilometres. Kilifi County shares its boarders with four Counties from the region; Mombasa County and Kwale County to the south, Tana River County to the north, Taita Taveta County to the west and Indian Ocean to the east. Kilifi County was chosen because it is among the Counties which have consistently posted low performance in the last five years in KCSE examinations, Kenya National Council of Examinations report (2018).

3.3 Target Population

According to the data received from the Teacher Service Commission (TSC) and the Ministry of Education, there are 17 County public secondary schools in Kilifi County. The target population of this study was from County secondary schools which have presented students for KCSE examinations for the last 5 years. Target population of 17 principals were targeted by the study. Principals were involved in the study as they act as the fulcrum of the school leadership and oversee the entire curriculum implementation and inculcation of a desired culture in the schools. 17 BoM members were also targeted for the study as BoM formed the fundamental unit of school management. 80 of the target population were teachers in schools in Kilifi County. Teachers play a key role in implementing the curriculum and cascading the predetermined objectives among the learners. Finally, 3060 students obtained by an average population of 45 students per class will be targeted for the study as per the guidelines of the Ministry of Education, 2018.

3.4 Sampling techniques and sample size

3.4.1 Sampling Techniques

The researcher employed of both stratified and simple random sampling techniques. According to Orodho (2009), Stratified sampling is a method of sampling whereby population is divided into sub-groups known as strata based on shared characteristics. The respondents making up the sample were then selected from the stratum. There were 17 County secondary schools in Kilifi County. The BoM members and principals of these schools were stratified randomly. A simple random sampling technique was

employed to select 25 teachers out of targeted sample of 80 teachers. The students were sampled as using Krejcie and Morgan sampling technique to obtain a small sample size:

$$s = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level $(1.99)^2 = (3.841)$.

N = the population size.

P = the population proportion -

(Assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

$$s = \frac{3.8416 \times 3060 \times 0.5(1 - 0.5)}{0.0025(3060 - 1) + 3.8416 \times 0.5(1 - 0.5)}$$

$$s = \frac{2938.824}{8.6079}$$

$$S = 341$$

3.4.2 Sample Size

Table 3.1 sample size

Categories	Target population	Sample size	Percentages (%)
Principals	17	10	58.8
BOM members	17	10	58.8
Teachers	80	25	25.0
Students	3060	341	11.1
Total	3174	359	11.3

3.5 Research Instruments

This study employed the use of questionnaires and interview guides to collect data from the respondents. Questionnaires were used on teachers and students while interview guides were used for principals and BoM members. The use of this multiple data collection tool would enhance data validation (Oluwatayo, 2012).

3.5.1 Questionnaires for Teachers and Students

Rotich, and Mutisya, (2013) defines a questionnaire is a written set of questions to which subjects respond in writing. A questionnaire with both open ended and closed ended questions was used for both the teachers and the students. The questionnaire had five sections: where Section A; consisted of bio data of the respondents, Section B; school vision and performance, Section C; school norms and performance, Section D: school assumptions and performance and Section E; school leadership and performance. The closed ended questions were used to measure respondents' perception towards school culture and was measured using a 5- point Likert scale with response options ranging from strongly agree to strongly disagree. Likert scales are a non-comparative scaling technique and are one-dimensional in nature (measure only a single trait) Boone & Boone, (2012).

3.5.2 Interview Schedules for Principals

The researcher used the interview schedules for the principals since the principals are the leaders of the schools and they play a pivotal role in formulation and implementation of policies to be taken on every aspect of the school. An interview

schedule is a very useful instrument in the collection of classified information and according to Saunders (2011), it provides an avenue to what is in someone's mind and it helps measure how much an individual knows, their value and preference.

3.6 Pre-testing/Piloting Study

A pilot study was used to pre-test research instruments in order to validate and ascertain their reliability. The piloting was conducted in two schools in the neighbouring Tana River County that would not be involved in the actual study in which two principals, 10 teachers and 40 students were used in the pilot. This would enable the researcher test beforehand whether the instruments and the items used would be able to yield the required outcomes.

3.6.1 Validity of the Research Instruments

Validity is the degree to which a test measures what is supposed to measure (Caruth, 2013). The researcher used content and face related validity to test for the validity of the instrument, which applies to how representative of the total defined domain that instrument is, it tests whether the instrument contains adequate traits expected to measure the domain. It was also used to determine comprehensiveness, relevance and completeness of research instrument. Validity was ensured through data triangulation and field tests (Esposito & Pulvirenti, 2010). In order to improve clarity, the researcher made the instructions as clear as possible and any ambiguity was sorted after the results of the pilot study.

3.6.2 Reliability of the Research Instruments

Mugenda and Mugenda (2003) define reliability as the measure of the degree to which a research instrument yields consistent results after repeated trial. Cronbach alpha was used to calculate reliability and if it was greater than 0.8, then the instruments would be adopted (Mugenda, 2003).

3.7 Data Collection Procedure

The researcher sought for a research authorization letter from the university that helped him apply for the permit from the National Council for Science and Technology and the letter from the County office of education was obtained to authorize visit to the schools. The researcher developed a work plan of various tasks to be done throughout the data collection process, and budgeted to cater for research expenses. The researcher individually paid a pre-visit to the selected schools to seek the consent of the school administration and made an appointment with the school principal for the interview. Once the dates were agreed upon the researcher personally collect the data by administering the questionnaires to the teachers and students and interviewing the principal on the same day. The questionnaires were collected soon after the interview with the principal and BoM members so that once this was concluded the researcher needed not go back to the school to save on time. Once the data had been collected the researcher assembled and coded them in readiness for analysis.

3.8 Data Analysis

Qualitative data from both interviews and questionnaires were analysed thematically guided by study objectives and represented in narrative form. Quantitative data from questionnaires were organized, cleaned, coded and entered into the Statistical Package for Social Sciences (SPSS version 22.0) programme to organize data since it has more improved features and options of analysing and presenting data. Data was analysed using descriptive statistics, multiple correlation and regression analysis and was presented using frequencies, percentages, tables and charts.

3.9 Logistical and Ethical Considerations

3.9.1 Logistical Considerations

A letter of approval from the university was obtained by the researcher to carry out the research. Suitable arrangements were made to obtain a research permit from the National Council of Science and Technology. The researcher sought for permission from county education office where the schools selected were located and from heads of schools that were selected to take part of the study.

3.9.2 Ethical Considerations

An informed consent for the teachers was sought from the teachers themselves and for under age students; informed consent was sought from the students' parents/guardian (Graham, Powell, Anderson, Fitzgerald, & Taylor, 2013). The researcher explained to them clearly so as to make them understand and appreciate the facts and implications of their involvement. The researcher exercised high level of integrity in assuring the

participants that the information given would be treated with utmost confidentiality by ensuring that confidential records would be stored in a secure area with limited access and considered stripping them of identifying information if feasible and only be used for the purpose for which it was collected. The personal identity of the participants was concealed and a code that is only identifiable by the researcher was used.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presented the findings, interpretations and discussion of the information obtained from the participants from the selected county schools in Kilifi County. It begins with instrument return rate, demographic data of the respondents, followed by the results of the first, second, third, and fourth research questions respectively. The data collected was tabulated as per the research objectives which were to;

- i. Investigate how values expressed in school value statements namely vision, mission and motto affected students' achievement in county secondary schools Kilifi County, Kenya.
- ii. Examine how values expressed in school routine practices which are embedded in school curriculum, instruction and organizational characteristics influenced the students' academic achievements in academics in county secondary schools Kilifi County, Kenya.
- iii. Determine the contribution of values expressed in school beliefs on students' performance in academics in county secondary schools Kilifi County, Kenya.
- iv. Establish contribution of values expressed in participatory school leadership in promoting positive school culture and to find out strategies that could be used to promote positive school culture to improve achievements in academics in county secondary schools Kilifi County, Kenya.

4.2 Instruments Return Rate

Data was collected from a sample of 8 principals, 8 BoM members, 21 teachers and 300 students out of the total population of 10 principals, 10 BoM members, 25 teachers and 341 students (347 Respondents). This implies that the return rate was 88.0%. According to Mugenda and Mugenda (2003), a response rate above 50 percentages is satisfactory and one should proceed to data analysis. Interview schedules and questionnaires were used to collect data from the principal, BoM members, teachers, student leaders and students.

4.3 Demographic Information

This section presented background information on the demographic data of the principals, BoM members, teachers and students highlighting their basic characteristics of the target population in the study. It provided a summary concerning gender of the respondents, their level of education, teaching experience, the number of years served by the head teachers and teachers. Below were their responses.

4.3.1 Gender Distribution of Principals

The head teachers and the BoM members were requested to state their gender and they gave the results as presented in Table 4.1

Table 4.1: Genders distributions of the Principals and BoM Members respectively

<i>Principals' responses</i>			<i>BoM responses</i>	
Gender	Frequency	Percentage	Frequency	Percentage
Male	6	75.0	5	62.5
Female	2	25.0	3	37.5
Total	8	100.0	8	100

The gender distribution in Table 4.1 among principals 75% was male and BoM members 62.5% were male while 37.5% of the BoM members were female and 25% of the principals were female. This implies that in Kilifi County more male teachers were in the administrative positions than their female counterparts. This implied that the one third gender rule as per the Kenyan constitution had not been attained in administrative positions among the principals in Kilifi county. On the other hand, the government policy on gender equality had been attained in the composition of the BoM committees in public secondary schools in Kilifi County.

4. 3.1.1 Gender Distributions of Teachers and Students

Table 4.2: Gender distributions of Teachers and Students respectively

Teachers		Responses	Students'		Responses
Gender	Frequency	Percentage	Frequency	Percentage	
Male	12	57.1	160	53.3	
Female	9	42.9	140	46.7	
Total	21	100	300	100.0	

Table 4.2 showed that the male teachers who were the respondents' represented 57.1% and 53.3% of the male students participated in the study. On the other hand, the gender distribution showed that 46.7% represented the female students and 42.9% of the female teachers participated in the study. The findings conform to the findings by MOEST (2003) which concluded that more girls were enrolling in primary schools which was also reflected in both secondary and tertiary education in Kenya.

4.3.2 Level of Education of Principals

Table 4.3: Level of Education of Principals

Qualification	Frequency	Percentage
Diploma	2	25
Degree	6	75
Masters	0	0
PhD	0	0
Total	8	100

The observation from the results obtained in Table 4.3 indicated that 75% of the principals have degree qualifications and 25% have diploma qualifications. This indicated that majority of the principals had prerequisite competencies necessary to inculcate a positive culture geared towards academic excellence of learners. Table 4.3 showed that none of the principals had acquired higher level of academic qualifications such as masters and PhD. The Teachers Service Commission should therefore encourage its employees to acquire higher academic qualifications to add more value,

understand and influence the school culture. Nyambuoro (2012), found that the principals' leadership style correlates significantly with the student academic achievement and that the leadership style is positively correlated to the principals' level of education.

4.3.2.1 Level of Education of BoM Members and Teachers

Table 4.4: Level of Education of BoM Members and Teachers

Qualification	BoM Members		Teachers		responses
	Frequency	Percentage	Frequency	Percentage	
Diploma	2	25.0	0		0
Degree	5	62.5	18		85.7
Masters	1	12.5	3		14.3
Total	8	100.0	21		100

The findings in Table 4.4 indicated that 85.7% of teachers had degree qualifications, 62.5 % of the BoM members had degree qualifications, 25% of BoM members had diploma qualifications 14.3% of teachers had masters' degree qualifications and 12.0% of BoM members had master's degree. This implied that all the teachers and majority of the BoM members had at least graduate qualifications and are competent enough to handle issues of organizational cultures and performance.

4.3.2.2 Grade of Students

Table 4.5: Grade of Students

Form	Frequency	Percentage
Two	84	27.1
Three	90	29.0
Four	136	43.9
Total	310	100.0

Table 4.5 above shows that 43.9% of the students were in form four, 29.0% were in form three and 27.1% were in form two. The form ones were conspicuously missing from the data as at the time of data collection the latter were barely one month old in their various schools and could not give any meaningful information. The senior students formed the majority of the respondents since they had taken significant time in the school as they shaped, reshaped, developed and understood their own culture.

4.3.3 Teaching experience of Principals and Teachers

Table 4.6: Teaching Experience of and Teachers

	Principals	Responses	Teachers	responses
Years	Frequency	Percentage	Frequency	Percentage
Less than 2 years	0	0	4	19.0
2-5 years	0	0	9	42.9
5-10 years	0	0	5	23.8
More than 10 years	8	100	3	14.3
Total	8	100	21	100.0

Table 4.6 shows that all the principals had served in the same position for more than 10 years which was enough time to develop school culture which directly affects performance in their schools. A combined percentage of 61.9% of teachers had taught for 5 years and below which is insufficient time to be assimilated to the school culture well. This indicated that most teachers had not stayed in particular school long enough to understand relevant elements that constituted their school culture. According to Gresham (2018), teachers teaching experience was significant with the student learning outcomes. The results also showed that 42.9% of teachers had taught for 25 years in their current stations and 23.8% of teachers had taught for between 5-10 years, which was relatively adequate time to familiarize with the school culture in their schools. Sufficient number of teachers had posted 14.3% to have taught for more than 10 years. As elaborated by Harris (2013), once a culture is established, strong culture acts as a powerful socialization of thought and programme of behaviours.

4.3.3.1 Years Served as BoM Member

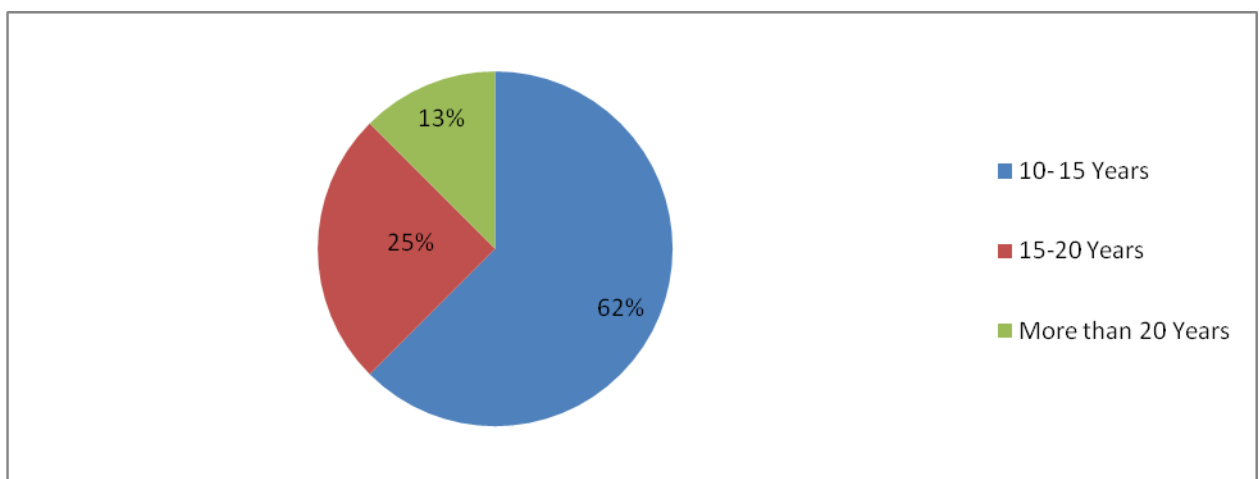


Figure 4.1: Years Served as BoM Member

Figure 4.1 gave the distribution of years of experience of BoM members in various schools. The findings showed that 62% of the BoM membership had served between 10-15 years, 25% of the BoM membership had served between 15-20 years and 13% membership had served for more than 20 years. This wide range of experience was found to be sufficient enough to develop and shape a desired culture and provided the most admirable behaviours to sustain high academic achievements among students.

4.4 Attendance of Training by Principal and BoM Members

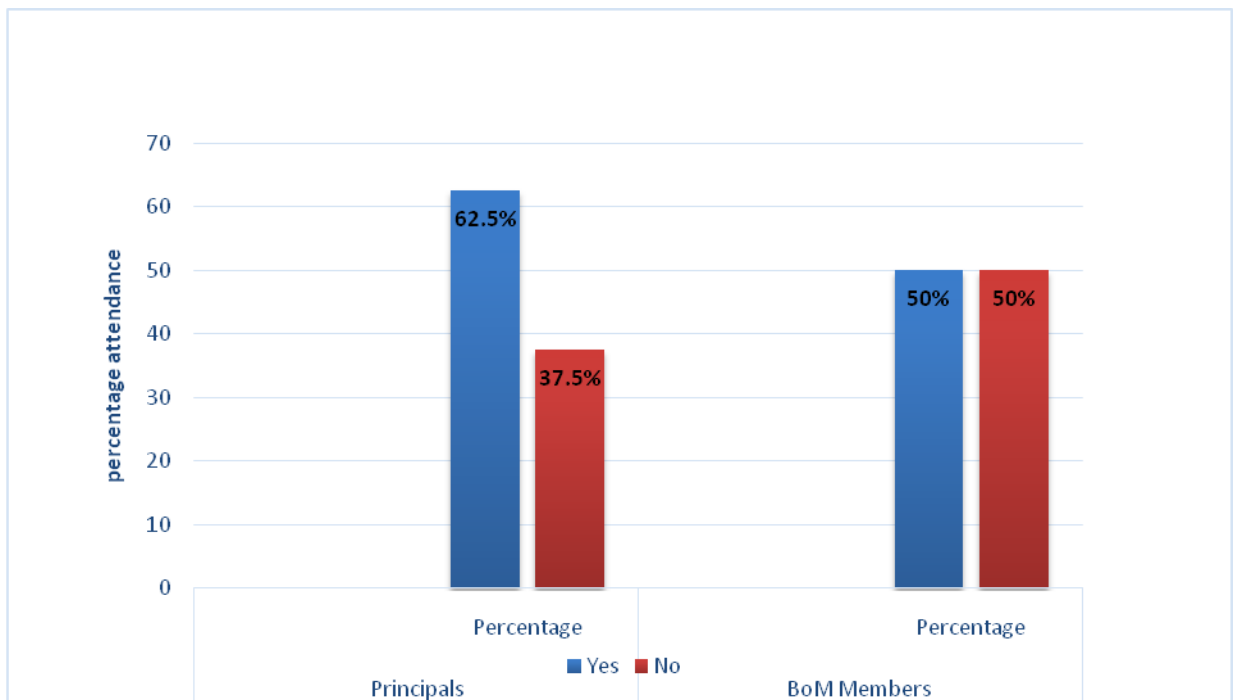


Figure 4.2: Attendance of Training by Principal and BoM Members

The bar graph above showed that the 62.5% of principals had actually gone for training of culture and leadership while a similar survey on the BoM members showed that 50% had gone for the training on culture and leadership. On the other hand, 50% of the BoM

members had not attended any training on culture and leadership while 37.5% of the principals indicated that they had not gone for any training on culture and leadership. The data above showed that most principals were well equipped with the necessary knowledge and skills required to cultivate a desirable culture that enhances performance in their schools. On the other hand, half of the BoM members were equally well versed with knowledge and skills that were needed to promote good leadership and the right attitude for better performance.

4.5 Schools' Performance in KCSE for the Last Five Years

Table 4.7: Responses by the Principals on Performance

MEAN	PERCENTAGE OF KCSE PERFORMANCE IN 5 YEARS									
	2014		2015		2016		2017		2018	
GRADES	F	%	F	%	F	%	F	%	F	%
B-	1	12.50								
C+			1	12.5						
C							1	12.5	1	12.5
C-					1	12.5				
D+	6	75.0	4	50.0					1	12.5
D			3	37.5	5	62.5	3	37.5	3	37.5
D-	1	12.5			2	25.0	4	50.0	3	37.5
E										
AVERAGE										
MG	D+		D+		D		D		D	

The findings in Table 4.7 showed that there was a consistent decrease in performance in KCSE for the last five years. The findings displayed that 75% of the students scored a

mean grade of D+ in 2014 and the results in the same grade deteriorated across the years. Only 12.5% of the students had cultivated the positive culture for high academic excellence in their schools and attained a mean grade of C+ and above. A mean grade of C+ was set to be the average score in the national examinations, but it was clearly evident that majority of the school had consistently attain below average performance for the last five years. The period between 2016 -2018 showed no student attaining a mean grade of C+ and above as the performance continued to deteriorate. Most of the school had not yet attained the academic excellence as expected as recorded in Table 4.7 above.

4.6 School Value Statements and Students' Performance

The first objective of this study was to establish the effects of values as expressed in school value statements on the academic performance of the students in KCSE. To achieve this several questions were posed to students and teachers on elements of school value statements and the results were presented as in the Table 4.8.

Table 4.8: Responses of Students on Effects of School Value Statements of Performance in KCSE

	SA	A	U	D	SD
	F	F	F	F	F
Test items	%	%	%	%	%
	58	55	13	85	74
School vision affects academic performance	20.4	19.3	4.6	29.8	26.0
	57	59	10	65	97
School motto affects academic performance	19.8	20.5	3.5	22.6	33.7
Mission statement affects academic performance	59	60	20	74	70
	20.8	21.2	7.1	26.1	24.7
School song/anthem affects academic performance	27	46	40	80	89
	9.6	16.3	14.2	28.4	31.6
Rules and regulations in school affect academic performance	109	49	9	53	65
	38.2	17.2	3.2	18.6	22.8
School goals affect academic performance	75	72	10	53	79
	26.0	24.9	3.5	18.3	27.3
School value statements are always communicated to the learners	48	78	22	72	62
	17.0	27.7	7.8	25.5	22.0
OVERALL	62	60	18	69	68
MEANS	21.9	21.0	6.0	24.2	26.9

The findings from Table 4.8 showed that 29.8% and 26.0% of the students disagreed and strongly disagreed respectively that school vision affected their academic performance. Majority of the students did not subscribe to the school vision; neither have an idea of what it entailed nor its purpose thus any influence on their performance. A significant number of students acknowledged that school vision had positive effects to their performance.

The school motto was examined and the responses showed that 56.2% of the learners disagreed that school motto had effects on their academic performance. Most of the students did not appreciate the importance of the school motto and its role in shaping the academic excellence among the students. Table 4.8 showed the finding on the school mission that 26.1% and 24.7% of the respondents disagreed and strongly disagreed respectively that school mission had effects on the students' performance. This contradicted the findings by other researchers like Kiambati, (2012), Kiniaru, (2014) which outlined that school vision, mission and motto affects academic achievements of learners by providing a roadmap of activities which were geared towards enhancing academic excellence if well-articulated by the stakeholders in the school.

The findings showed that 21.9% of the students strongly agreed that the school value statements affect the KCSE performance of the students. A mean average of 21% of the students agreed that the school value statements affect their performances in the KCSE while only 6% of the students acknowledged that the school value statements affect performance neither positively nor negatively. A good number of students of 26.9% strongly disagreed that the school value statements affect the student performance in KCSE while a higher percentage of students of 24.2% disagreed that the school value statements affects the students' performance in the KCSE. This finding conversely related to what Ahmadi (2012), stated that the school culture had a stronger impact on both the student and the teachers. A school culture had strong influence on the life and learning in the school which in turn affects academic performance of the learners.

Most students believed that school mission, vision and motto inspired them to work hard towards achieving their academic excellence. Based on this finding, school values had little or no significant influence on the students' performance in the KCSE. This finding did not resonate with the views of Jelagat, (2014) who expressed the same view. The school value statements when shared in the school organization improve performance.

A similar survey was carried out on teachers and the following responses were posed in Table 4.9 below.

Table 4.9: Responses of teachers on effects of values statements on students' Academic Performances

Test items	SA F %	A F %	U F %	D F %	SD F %
School vision affects academic performance	6 28.6	7 33.3	1 4.8	5 23.8	2 9.5
School motto affects academic performance	5 23.8	7 33.3	2 9.5	4 19.0	3 14.3
Mission statement affects academic performance	3 14.3	8 38.1	3 14.3	5 23.8	2 9.5
School song/anthem affects academic performance	2 10.0	7 35.0	2 10.0	7 35.0	2 10.0
Rules and regulations in school affect academic performance	8 38.1	6 28.6	3 14.3	2 9.5	2 9.5
School goals affect academic performance	5 23.8	10 47.6	2 9.5	1 4.8	3 14.3
School value statements are always communicated to the learners	3 14.3	5 23.8	2 9.5	7 33.3	4 19.0
OVERALL MEANS	4 21.8	7 34.3	2 10.3	4 21.3	3 12.3

The finding from Table 4.9 on teachers' survey recorded that 23.8% agreed that the school value statements affect the student performance in the KCSE. The results indicated that 21.3% of the teachers disagreed that school value statements affected students' performance. The results indicated that 14.3% of the teachers strongly agreed that the school value statements affect the student academic performance in the national exams while 12.3% of the teachers strongly disagreed that school value statements affect students' academic performance. The results showed that 10.3% of the teacher neither agreed nor disagreed that the school value statements affect students' performance in KCSE. The teachers highlighted that most students did not understand nor know the school value statements and it had therefore lead to the continuous academic decline for the last five years. It was also notable that most teachers believed that the school value statements had positive influence on academic performance of students. They acknowledged that they help create positive thinking within the students to perform better in their academics.

The principals and the BoM members were asked their knowledge of the school mission and vision and their responses were as displayed in the Figure 4.3 below.

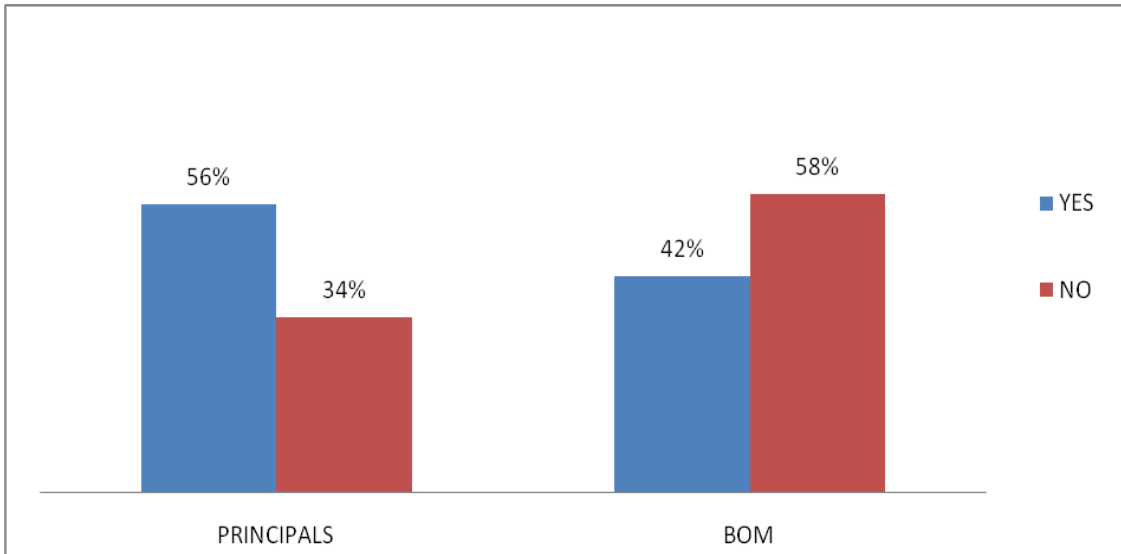


Figure 4.3 Principals’ and BoM Members’ Responses on Mission and Vision

The principals were asked whether their staff had any knowledge of the school mission and vision, the results in the Figure 4.3 above indicated that 58% of the BoM members had no prior knowledge of the school mission and vision, 56% of the principals agreed that their members had a clear mastery of the schools vision and mission while 42% of the BoM acknowledged that their staffs had sufficient knowledge of the school mission and vision and 34% of the principals admitted that not all of the staff members had the knowledge of the school vision and mission as by the time of the study. The school mission and vision provides the road map of how and where we want the school to be, therefore it is ideal for all the stakeholders to share the same ideology in order to realize this goal. Shared values make the entire community to feel a sense of belonging improves the proper communication and promotes problem solving within the school thus improving their efficiency. Consequently, when such values were not commonly

conceptualized among the stakeholders, there existed conflicts which results to time wastage and ultimately decline in performance.

The findings from the principals' and BoM members' interview were coded and represented as shown in Figure 4.4.

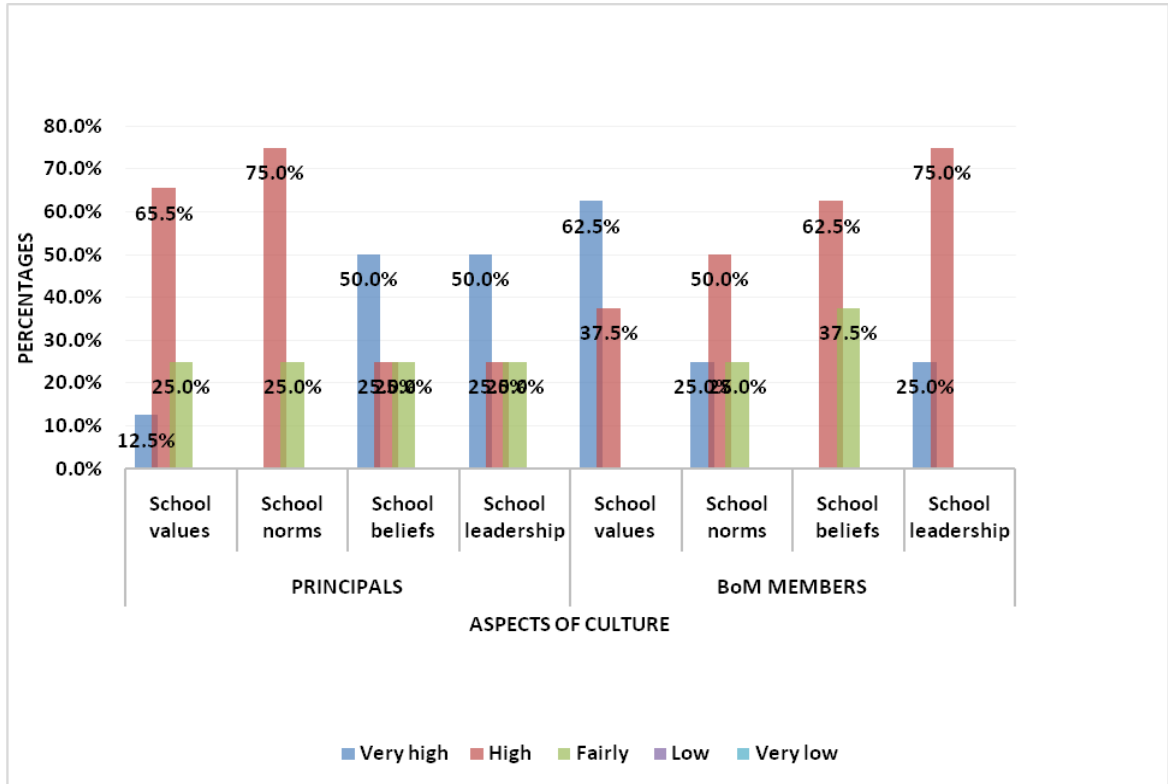


Figure 4.4: Principals' and BoM members' Responses on Aspects of School Culture which affects Performance in Academics

The results from Figure 4.4 show that all the four aspects of school culture namely school values, norms, beliefs and leadership of the school greatly affects the students' performance in the national examination. The principals as well as the BoM members acknowledged the importance of emphasizing on these aspects in developing a positive school culture within the school community.

4.7 School Routine Practices and Students' Performance

The second objective of this study was to examine how values expressed in school routine practices which are embedded in school curriculum, instruction and organizational characteristics influence the students' academic achievements in KCSE in the county secondary schools in Kilifi County, Kenya. A set of ten questions were presented to the students and teachers to establish how these routine practices influenced academic achievement in schools. The mean score for all the statements were computed and summarized using frequency tables. The specific statements were as stated in Table 4.10 below.

Table 4.10: Students' Responses on School Routine Practices

	SA	A	U	D	SD
	F	F	F	F	F
Test items	%	%	%	%	%
	129	69	7	42	36
Timely syllabus coverage affects performance	45.6	24.4	2.5	14.8	12.7
Structured revision across all departments affects performance	77	98	9	60	33
Special program for subjects where students have difficulties affects performance	17.8	35.4	3.2	21.7	11.9
Systems for intervening with students who are at risk of academic failure affects performance	96	59	9	56	60
Activities that provide students who experience academic difficulty with additional time and support for learning affects performance	34.3	21.1	3.2	20.0	21.4
There are no organized orientation program for new students to brief them on expected behaviour and classroom and school routines	62	82	14	69	50
In this school the additional time and support for learning provided to students who experience academic difficulty is developed in a systematic way rather than being left to the discretion of a teacher	22.4	29.6	5.1	24.9	18.1
There are many interruptions to classroom learning	79	11	10	40	34
There is no school wide approach to improving students' performance.	28.5	41.2	3.6	14.4	12.3
Teachers always hold class meetings with students	62	82	14	69	50
	22.4	29.6	5.1	24.9	18.1
	73	85	25	53	44
	26.1	30.4	8.9	18.9	15.7
	56	57	7	74	84
	20.1	20.5	2.5	26.6	30.2
	45	66	13	77	79
	16.1	23.6	4.6	27.5	28.2
	57	75	22	46	86
	19.9	26.2	7.7	16.1	30.1
	74	68	13	59	56
OVERALL MEAN	27.4	25.2	4.8	21.9	20.7

The finding of this study from Table 4.10 established that higher percentage of students 45.6% strongly agreed that early syllabus coverage helped them to perform better in their examinations as it gave them ample time to revise effectively in preparation for the exams. The finding also posted that 24.4% of the students agreed that early syllabus coverage helped them improve in their academic achievements. However, the study determined that 14.8% of the students disagreed while 12.7% of the students strongly disagreed with the statement that early syllabus coverage influences their academic performance. It was notable that 2.5% of the students neither agreed nor disagreed with the statements as posed by the researcher.

Table 4.10 indicated that 35.4% of the students agreed 21.7% disagreed and 17.8% strongly agreed that there were structured revision across all the departments in their school and this intern helped improve academic performance. It was also evident that 11.9% strongly disagreed that such activities existed in their schools and did not affect performance. Most students (34.3%) strongly agreed that special program for subjects where students had difficulties affects performance. The findings also showed that 21.4% of the students disagreed with statement. On the other hand, 21.1% and 20.0% strongly agreed and disagreed respectively that there were special programmes on subjects where students experienced difficulties and affected academic performance.

Table 4.10 shows that a higher percentage of 41.2% of the students agreed that there are activities that provided students who experienced academic difficulty with additional time and support for learning affected performance. Significant number of students strongly agreed with the statement. It was noted that a few students 14.4% and 12.3%

disagreed and strongly disagreed with the statement that there were activities that provided students who experienced academic difficulty with additional time and support for learning which affects performance.

It was worth noting that only a few schools carried out organized orientation programs for new students to brief them on expected behaviour and classroom and school routines. A combined percentage of 52% of the students agreed that there were no organized orientations to brief them on the school expected behaviours and classroom routines to new students and this had negatively impacted on the students' performance in examinations. The findings showed that 30.1% of the students strongly disagreed that teachers always attended class meetings, 26.2% agreed with the statement 19.9% of the students strongly agreed that teachers always attended class meetings with the students while 16.1% disagreed with the statement. The overall mean on the school routines indicated that 27.4% of the students strongly agreed that these routine practices did affect their performance, 25.2% agreed with the statements posed. On the other hand, 21.9% disagreed while 20.7% strongly disagreed that these routine practice influenced their academic achievements. However, 4.8% of the students neither agreed nor disagreed with the statements presented by the researcher.

The researcher administered similar questions to the teachers and posted the following findings as shown in Table 4.11.

Table 4.11: Responses of Teachers on Effects of School Routine Practices on Academic Performance

Test items	SA F %	A F %	U F %	D F %	SD F %
	17	4	0	0	0
Timely syllabus coverage affects performance	81.0	19.0	0.0	0.0	0.0
Structured revision across all departments affects performance	13	8	0	0	0
	61.9	38.1	0.0	0.0	0.0
Special program for subjects where students have difficulties affects performance	9	6	3	3	0
	42.9	28.6	14.3	14.3	0.0
Systems for intervening with students who are at risk of academic failure affects performance	7	6	6	2	0
	33.3	28.6	28.6	9.5	0.0
Activities that provide students who experience academic difficulty with additional time and support for learning affects performance	9	7	3	2	0
	42.9	33.3	14.3	9.5	0.0
There are no organized orientation program for new students to brief them on expected behaviour and classroom and school routines	9	6	2	3	1
	42.9	28.6	9.5	14.3	4.8
In this school the additional time and support for learning provided to students who experience academic difficulty is developed in a systematic way rather than being left to the discretion of a teacher	5	6	2	4	4
	23.8	28.6	9.5	19.0	19.0
There are many interruptions to classroom learning	3	8	3	6	1
	14.3	38.1	14.3	28.6	4.8
There is no school wide approach to improving students' performance.	2	4	1	10	3
	10.0	20.0	5.0	50.0	15.0
Teachers always hold class meetings with students	2	4	2	8	5
	9.5	19.0	9.5	38.1	23.8
Overall	8	6	3	4	2
Mean	35.6	29.5	11.4	15.8	7.7

Table 4.11 showed that all the teachers agreed that early syllabus coverage did affect students' performance in the national examinations with 81% of the teachers strongly agreed while 19% agreed that timely syllabus coverage positively influenced the students' performance in KCSE. Table 4.11 indicated that teachers acknowledged that structured revision a cross all departments helped the students to perform better in examinations. The findings showed that a higher percentage 35.6% of teacher strongly agreed with the school routine practices had positive effects on students' academic achievements while 29.5% of the teachers agreed that the school routine practices had greatly influenced the students' performance. It is also important to note that there was a significant percentage of teachers of 15.8% who disagreed with the statements on school routine practices while 7.7% strongly disagreed that school routine practices did not influence students' performance in the KCSE.

4.8 Contribution of School Beliefs on Students' Academic Performance

The third objective of this study was to determine the contribution of values expressed in school beliefs such as high expectation for students' success, believes in every students' potential and assessment of success and feedbacks on students' performance in KCSE in County secondary schools Kilifi County, as illustrated in Table 4.12 below. The researcher presented the students with a set of ten questions to give their responses on the effects of the school believes on students' performance and the following findings of the study were as recorded in Table 4.12.

Table 4.12: Students Responses on Values as Expressed in School Beliefs

Test items	SA F %	A F %	U F %	D F %	DA F %
Principal communicate their expectations to the teachers as guided by the goals and objectives of the school	122 43.4	99 35.2	14 5.0	18 6.4	28 10.0
The principal is more concerned with the academic excellence of the students	74 26.1	38 13.4	2 0.7	41 14.5	128 5.2
Teachers believe in commitment to educational excellence for all students and record their progress in sustaining schools' best features	108 38.7	101 36.2	24 8.6	2810 .0	18 6.5
Teachers believe in students potential to learn by problem solving thus instilling confidence among the learners	91 33.0	109 39.5	19 6.9	34 12.3	23 8.3
Teachers always communicate the school expectations to the learners	49 17.4	58 20.6	15 5.3	74 26.3	85 30.2
The school provides the students with opportunities to various pathways to future success	124 44.8	106 38.3	14 5.1	18 6.5	15 5.4
The school offers opportunities to students to develop in areas they are gifted and encourage the pursuit of needed occupations.	101 36.6	92 33.3	15 5.4	27 9.8	41 14.9
The school has a powerful assessment tool which is carried out in the context of learning within the classroom	45 16.3	56 20.3	25 9.1	86 31.2	64 23.2
The school has a community of learners which help improve performance and close the achievement gap	57 21.1	76 28.1	24 8.9	63 23.3	50 18.5
The school has a community of learners which help improve performance and close the achievement gap	127 46.0	76 27.5	4 1.4	28 8.1	41 14.9
Overall mean	90 32.1	81 28.9	16 5.7	42 15.0	51 18.3

Table 4.12 showed that a higher percentage of 43.4% of the students strongly agreed that principals always communicated their expectations to the learners and 35.2% agreed with the statement. It was also clear from the findings that only 10.0% and 6.4% of the students strongly disagreed and agreed respectively to the statement that principals always communicated their expectations to the students. Shared expectations makes all the stakeholders own the idea and work towards its realization hence better outcome. Contrary to this finding the students noted that most of the principals did not show much focus on the academic excellence of the students as 45.2 % of the students strongly disagreed that principals were more concerned with their academic excellence, 26.1% strongly agreed, 14.5% disagreed with the statement. On the other hand, 14.4% agreed and 0.7% are undecided whether principals were concerned with their academic excellence or not. It was also notable that most of the teachers did not communicate the school expectations to the learners as 56.7% of the students disagreed that teachers communicated the school expectations to the learners, 38.0% of the students agreed that teachers communicated school expectations to the learners 5.3% undecided.

The results in Table 4.12 showed that 39.5% and 33.0% strongly agreed and agreed respectively that teacher believed in their potential to learn by problem solving thus instilling confidence in them. It was worth noting that 12.3% and 8.3% of the learners disagreed and strongly disagreed respectively with the statement that teachers believed in their potential to learn by problem solving hence instilling confidence in the learner. This method of learning helped the students to acquire sufficient knowledge and skills to improve their academic performance.

Majority of the students' (31.2% disagreed and 23.2% strongly disagreed) responses showed that the school had a powerful assessment tool which was carried out in the context of learning within the classroom. The study established that 20.3% agreed and 16.3% strongly agreed that there was a powerful assessment tool which was carried out in the context of classroom learning. Assessment, evaluation and timely feedback motivated the learner to put more emphasis in their studies, this therefore correlated well with the students' academic performance. In an event that there was inadequate assessment and untimely feedback, the learners lost their sense of commitment towards academic excellence. The findings outlined that Kilifi county schools did not have timely feedback on assessments and evaluations which in turn demotivated the learners towards their academic achievements.

An overall mean of the values expressed in the school believes in Table 4.12 above showed that 32.1% of the students strongly agreed, 28.9% of the students agreed, 18.3% strongly disagreed 15.0% disagreed and 5.7% undecided whether school believes had positive effects on their academic performance.

Table 4.13: Teachers responses on effects of school believes on performance

	SA	A	U	D	SD
	F	F	F	F	F
Test items	%	%	%	%	%
Principal communicate their expectations to the teachers as guided by the goals and objectives of the school	11 55.0	8 40.0	0 0.0	1 5.0	0 0.0
The principal is more concerned with the academic excellence of the students	9 42.9	8 38.1	3 14.3	1 4.8	0 0.0
Teachers believe in commitment to educational excellence for all students and record their progress in sustaining schools' best features	7 33.3	13 61.9	1 4.8	0 0.0	0 0.0
Teachers believe in students potential to learn by problem solving thus instilling confidence among the learners	11 52.4	8 38.1	2 9.5	0 0.0	0 0.0
Teachers always communicate the school expectations to the learners	12 57.1	6 28.6	0 0.0	3 14.3	0 0.0
The school provides the students with opportunities to various pathways to future success	9 42.9	8 38.1	2 9.5	1 4.8	1 4.8
The school offers opportunities to students to develop in areas they are gifted and encourage the pursuit of needed occupations.	8 38.1	6 28.6	4 19.0	0 0.0	3 14.3
The school has a powerful assessment tool which is carried out in the context of learning within the classroom	6 28.6	5 23.8	4 19.0	4 19.0	2 9.5
The school has a community of learners which help improve performance and close the achievement gap	8 38.1	8 38.1	2 9.5	2 9.5	1 4.8
The school has a community of learners which help improve performance and close the achievement gap	4 19.0	8 38.1	5 23.8	2 9.5	2 9.5
Overall mean	9 42.8	7 33.3	3 14.3	1 4.8	1 4.8

Table 4.13 showed that cumulatively 95% of the teachers agreed that principals always communicated the school expectations to the teachers as well as the learners with only 5% disagreeing with the statement. The school believes were well articulated among the teachers and they needed to disseminate them down to others recipients like the students for full realization of the school goals and objectives. The responses in Table 4.13 indicated that a bigger percentage of 81.0% of the teachers believed that principals were more concerned with the academic excellence of the learners and only 14.3% of the teachers were of the contrary opinion. The results showed that almost all the teachers believed in the commitment to educational excellence for all students and recorded their progress in sustaining schools' best features.

The findings in Table 4.13 showed that 90.5% of teachers believed in the students' potential to learn by problem solving thereby instilling confidence in the learners with only 9.5% undecided. These were best practices aimed at improving the academic achievements of the learners. This could only show that the students did not take these practices seriously to improve their performance and ultimately resulted to poor grades in the academics. It was clear from Table 4.13 that most teachers (85.7%) always communicate their expectations to the learners which acted as a road map to the academic excellence and only 14.3% of the teachers disagreed with the statement.

Overall mean showed that 42.8% of the teachers strongly agreed, 33.3% agreed, 14.3% undecided, 4.8% disagreed and 4.8% strongly disagreed that school beliefs affected the students' performance in academics.

4.9 School Leadership and Students' Academic Performance

The fourth objective of this study was to establish the contributions of values expressed in participatory school leadership in promoting positive school culture. The researcher asked students and teachers to indicate their opinion on the aspects of school leadership and their responses were as outlined in Table 4.14 below.

Table 4.14: Students responses on school leadership

Test items	SA F %	A F %	U F %	D F %	SD F %
The school leaders were focused on the schools strategic direction on improving students' performance.	72 26.4	98 35.9	6 2.2	39 14.3	58 21.2
Leaders contributed to a sense of crisis rather than focusing on efforts	32 11.7	49 17.9	21 7.7	105 38.5	66 24.2
The school leaders' vision for the school had helped create conditions that promoted students' performance	66 23.9	114 41.3	25 9.1	40 14.5	31 11.2
Few members of the school community knew where they were going and why.	32 11.5	46 16.5	13 4.7	81 29.0	107 38.4
The school leadership involved students in making school wide decisions that relate to teaching and learning.	55 19.8	45 16.2	16 5.8	91 32.7	71 25.5
There was clear process for decision making	38 13.9	46 16.8	25 9.1	96 35.0	69 25.2
My principal had helped to create environmental conditions that promote teaching and learning	158 57.7	74 27.0	8 2.0	15 5.5	19 6.9
The school leadership motivated the students to work towards achieving set goals and really encourage the heart.	82 30.0	91 33.3	19 7.0	40 14.7	41 15.0
Students were involved in decision making on matters pertaining to teaching and learning	60 21.9	70 25.5	7 2.6	70 25.5	67 24.5
Parents always attended academic clinics in the school to discuss students' progress	16 5.9	82 30.0	3 1.1	11 4.0	161 59.0
Overall mean	77 28.2	76 27.7	14 5.1	55 20.0	52 19.0

The findings in Table 4.14 above showed that 35.9% agreed, 26.4% of the students strongly agreed, 21.2% strongly disagreed, 14.3% disagreed and 2.2% undecided whether the statement that school leadership is more focused with school strategic direction towards improving students' performance. Most (62.3%) of the students indicated that school leaders are focused in improving their academic excellence while 35.5% of the learners disagreed with the statement. This information was very important to the study because the principal played a significant role in shaping the school culture. In addition, the principal should have admirable characteristics and qualities so that all participants in the school would look unto him or her for guidance.

The findings in Table 4.14 showed that most members of the school community did not have a sense of direction as 38.4% strongly disagreed, 29.0% disagreed, 4.7% undecided, 16.5% agreed and 11.5% strongly agreed that the school community knew where they were going and why. It indicated that most members of the school community pulled in different directions. Effective and efficient schools had a great sense of direction and the entire school community work in harmony towards realization of the predetermined objectives.

The responses showed that 58.2% of the students disagreed that they were involved in school wide decision making. On the other hand, only 36% of the students agreed that they were involved in school wide decision making on matters pertaining to their academic excellence. Ndiati (2015), stated that performance in schools depend on the head teacher's contribution and involvement of teachers and students. The principals, the teacher and the students in school are the key players in a school culture. It is the

duty of the leader to keep everyone abreast of their expectations and allowed to contribute their opinion on matters of academics. All the decisions made should be communal and to enable every member of the school community to pull towards the same direction of academic excellence. The students' opinion could be sorted through organized students "*Baraza*" where they gave opinion without victimization. Teachers as the key curriculum implementers should be constantly consulted on matters of academic excellence of the learners.

The responses showed that most principals strived to create conducive environment for teaching and learning. The finding showed that 84.7% of the students agreed that the principal played an integral role in maintaining a suitable environment for both teaching and learning thus ensuring high academic attainment.

Muguna, (2012) reported that majority of school administrators cited three policies that effectively improved morale and motivated their staff. They include shared governance, in-service education and systematic supportive evaluation. They argued that shared governance gave teachers a vested interest in school performance and also promoted harmony and trust among administrators and teachers.

The finding showed that majority (59.0%) of the student strongly disagreed that parents always attend academic clinics to discuss students' academic progress while 4.0% disagreed with the statement. This lack of participation of the parents on such academic functions could lead to the learner not putting in necessary efforts in towards their academic improvement. Consequently, only 35.9% of the students agreed that parents

always attend academic clinics to discuss students' academic progress. The parents need to be in the forefront in monitoring the students' academic progress and in the event that this is not practised, the learners take advantage and put little effort in improving their academic performance. It is a collective responsibility of school leaders, teachers, parents and students to realize better performance in the school.

A similar questionnaire was administered to teachers and the following responses were posted in Table 4.15.

Table 4.15: Teachers responses on school leadership and performance

Test items	SA F %	A F %	U F %	D F %	SD F %
The school leaders were focused on the schools strategic direction on improving students' performance.	5 23.8	13 61.9	2 9.5	1 4.8	0 0.0
Leaders contributed to a sense of crisis rather than focusing on efforts	3 15.0	5 25.0	4 20.0	5 25.0	3 15.0
The school leaders' vision for the school had helped create conditions that promoted students' performance	6 28.6	11 52.4	2 9.5	2 9.5	0 0.0
Few members of the school community knew where they were going and why.	5 25.0	7 35.0	3 15.0	4 19.0	1 5.0
The school leadership involved students in making school wide decisions that relate to teaching and learning.	2 9.5	11 52.4	2 9.5	5 23.8	1 4.8
There was clear process for decision making	4 20.0	4 20.0	2 10.0	6 30.0	4 20.0
My principal had helped to create conditions environment that promote teaching and learning	10 50.0	4 20.0	2 10.0	2 10.0	2 10.0
The school leadership motivated the students to work towards achieving set goals and really encourage the heart.	9 42.9	6 28.6	2 9.5	3 14.3	1 4.8
Students were involved in decision making on matters pertaining to teaching and learning	11 52.4	3 14.3	2 9.5	4 19.0	1 4.8
Parents always attended academic clinics in the school to discuss students' progress	6 30.0	7 35.0	2 10.0	2 10.0	3 15.0
Overall mean	6 29.7	7 32.5	2 11.3	3 16.5	2 10.0

The finding in Table 4.15 posed by the teachers' responses indicated that majority of the teachers (61.9%) agreed that the school leadership was focused on the school strategic direction towards improving the students' performance, 23.8% strongly agreed with the statement. It was also notable that only 4.8% disagreed that school leadership is focused on the strategic direction towards improving academic achievement of students. When school leaders' effort is geared toward one given direction without conflict of interest, more resources especially time will be fully utilised to enhance academic performance in their schools. The results in Table 4.15 indicated that a total of 81% of teachers believed that the school leader's vision for the school has contributed in creating conducive environment that promote teaching and learning. The kind of leadership exhibited in any social organizations is directly linked to its success. The leaders must have a better understanding of the school culture and be able to promote the desirable features of the school. Harris, (2013) argues that leaders need to gain some understanding of the culture if they are to try to manage.

Table 4.15 displayed that a total of 52.4% of teachers strongly disagreed that they were involved in school wide decision making process in their schools that relate to teaching and learning, 23.8% of teacher disagreed, 9.5% of the teachers strongly agree to the same statement. The findings also showed that 4.8% of the teacher agreed that they were involved in the school wide decision regarding teaching and learning. Teachers are key curriculum implementers of a school and therefore determine the students' level of academic achievement. Fullan, (1992: 2012) in his book "*What's Worth Fighting for in Your School*" explains that teachers are among the most important influences on the life

and development of many young children. In explaining the leadership role of a principal, Mutuku (2016) asserts that what seems to be emerging is the need for leaders, at any level, to combine clear aspirations of what organization is trying to become, with skills and dispositions to energize a productive staff and constant attention on meeting or exceeding of the students and the parents /community.

The results from Table 4.15 showed that 42.9% of teachers strongly agreed that motivation has positive influence on performance, 28.6% of teachers agreed with the same statement. The results also showed that 14.3% and 4.8% of teachers disagreed and strongly disagreed respectively that school leadership motivated teachers towards achieving the set goals. Motivation is the desire that fuels a person to do certain things or accomplish something. Motivation can persuade someone to think in a certain way too (Gardner, 2012). An atmosphere or environment that nurtures the motivation to learn could be cultivated in the classroom or throughout an entire school. Attaining high academic excellence is much easier in a school culture where both students' and teachers' academic success is rewarded and respected.

Table 4.15 showed that most teachers acknowledged parental involvement in school activities towards improving the academic achievements of their children. About 65% of the teachers disagreed that parents always attend academic clinics in school to discuss the performance of the students. It also indicated that 25% of the teachers agreed with the statement. Parental involvement in the students' academics is very significant as it improves the students' attitude and achievements as it promotes

cooperation between the school and parents. It also allows parents and teachers to combine efforts to help the children succeed in school. Parental involvement can positively influence the students' achievements. Based on the finding lack/ inadequate parental involvement in the issues pertaining to the academic excellence of their kids was directly linked to the dismal academic performance in County schools in Kilifi County.

When students were asked whether they hold ceremonies to recognise the heroes and heroines, the following chart showed the responses by the students.

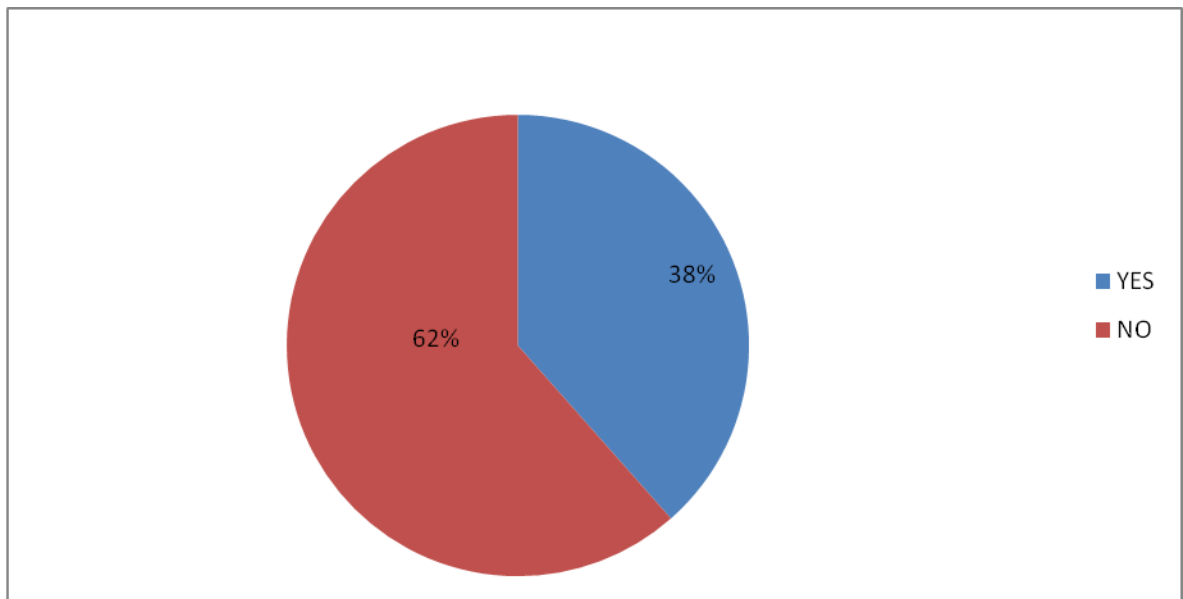


Figure 4.5: Students' Responses on Ceremonies

The responses from Figure 4.5 indicated that majority of the school did not hold ceremonies to recognise the heroes and the heroines of the school. Figure 4.5 showed that 62% of the students were of the opinion that their school did not hold ceremonies to

celebrate the heroes and heroines while 38% of the students agreed that such ceremonies were held in their schools. School ceremonies as described by Peterson (2016) are complex culturally sanctioned events in which organizations celebrate success, communicate values, and recognize the special contributions of its members. The principals and the BoM members acknowledged that leadership style had great influence on the work environment and the total performance of the institution. Effective leadership is a key to the school outcome.

4.10 Strategies of Promoting Positive School Culture to Improve Performance

Finally, the researcher sought the opinion of principals, BoM members, teachers and students' opinion on the best strategies that can be employed to sustain a positive school culture that enhances students' academic achievement in the national examination. Some of their responses were as highlighted below.

Table 4.16: Strategies of Promoting Positive Culture to Enhance Performance

Respondents	Students	Percentage	Teachers	Percentage
Guidance and counselling	285	95.0%	19	90.5%
Discipline	234	78.0%	19	90.5%
Strong in-school relationships	210	70.0%	18	85.7%
Collaborative leadership	195	65.0%	16	76.2%
ICT integration	260	87.0%	17	81.0%

All of the teachers 100% and 95% of the students identified guidance and counselling as key strategy of enhancing positive school culture as outlined in table 4.16 above.

Guidance provides useful information to who needs to know which direction to take (Penttinen, & Vesisenaho, 2013). Counselling on the other hand enables the counselee to understand more about him or herself through professional facilitation by a counsellor Penttinen, & Vesisenaho, (2013). Guidance and counselling is very important to the students' life as it helps them to handle interpersonal relationship, develop the holistic student and contribute towards their academic performance. The earlier a student understands his worth and purpose in the school the better as it will enable him/ her to settle fast for academic work. Students in Kenya come from different socio-economic and family backgrounds. Some from broken families, single parents extremely rich and extremely poverty stricken homes where basic need is a problem. Unhappy parents are unlikely to have positive energy to direct towards their children, therefore the teachers are required to give guidance and counselling to the students as an essential tool towards academic excellence.

Table 4.16 showed that 90.5% of teachers and 78.0% of students believed that discipline is a fundamental requirement for any successful student. Discipline restoration techniques to be adopted in schools with the aim of developing a positive school culture to enhance academic excellence among the students across all the schools in the region. Developing mediation and peer conflict resolution programme in the school enhance academic excellence among learners. Here peer leaders talk with their advisees about how to deal with conflicts that may arise among friends. This programme will put more emphasis on “*why*” a student misbehaved and identifying the necessary support they need to get back on track. The school leaders to adopt a new

mind-set about student discipline where the focus is to prevent unnecessary suspensions and to provide opportunities to repair the harm to relationships. This will enable the learners to be more accountable for their school work and pose a greater awareness of behavioural expectations. The old ways of using suspensions and removing students out of class is cited to have promoted indiscipline among the students as they tend to rebel against the school. Building relationships is a sure way of managing students behaviour. Promoting strong in-school relationships is one key aspect that need to be developed with the aim of developing a strong positive culture in schools to embrace academic excellence among learners. The findings in tables 4.16 showed that 85.7% of the teachers and 70% of the students acknowledged that strong in-school relationships help in development of a strong school culture. Studies showed that strong positive in-school relationships contribute immensely to academic success among learners. Relationship building help create an opportunity for the learners to spend more time with each other and the teachers to get to know them better both inside and out of class. Mentorship programme give an explicit focus on nurturing strong and supportive relationships that promotes teaching and learning. Leaders to execute advisory services in their schools to cover topics such as goal setting, drug and substance abuse, communication skills, bullying, conflict resolution and career requirements. This will inspire the students to be more accountable for his academic excellence.

School leaders should adopt a collaborative style of leadership to bring on board all the stakeholders to participate towards realization of school academic excellence. Parent, teachers, students and all the school management should work together with an aim of

promoting strong institutional culture. Providing academic support programme to students will keep them on track toward realization of their academic success. Students leadership has been accused by fellow student of high-handedness towards the students, bullying of the junior students and corporal punishment among other things. It is therefore in the best interest of the learners that they undergo training on the leadership skills that will enable them work well with their peers. The school leadership should embrace collegial relationship among teachers, students and other stakeholders to achieve predetermined set goals and objectives.

Embracing ICT integration in education can be one way of diversifying the students' knowledge and understanding of the global market. The data in table 4.16 outlined that 81% of teachers and 87% of students believed that ICT integration in education facilitate teaching and learning. Audio visual teaching aids improves the learners level of attentiveness in the class and will improve the mastery of concepts and interest in learning. Studies outlines that visual sense contributes to 80% of learning and thus when such aids are used the learners would be able to grasps and remember most of the content learnt hence increase in performance of the learners. Breaking the monotony of the usual lecture method to participatory and interactive learning improves the learners' attitude towards the subject and in turn improve the learners' achievement in class. The ICT aided materials are well structured by the teachers before they are given to the learners for a self-directed learning, this will enable the student to interact well with the content. The emphasis of ICT in instruction is well captured in numerous official documents including Kenya Vision 2030, Poverty Reduction Strategy, and National

Information and Communication Technologies for Development Policy (NICT4D), Kenya Education Sector Support Programme (KESSP) Sessional Paper No. I of 2005 and National ICT Strategy for Education and Training (Sekwat, 2015). The use of technologies enhances and transforms teaching and learning to improve the instructional progress in education with a soul aim of promoting a strong positive culture of high academic excellence among learners.

4.10.1 Challenges in Promoting Positive School Culture to Improve Performance

This study sought to find out some of the challenges faced by school management in promoting positive school culture and some of the responses displayed by the respondents are as outlined.

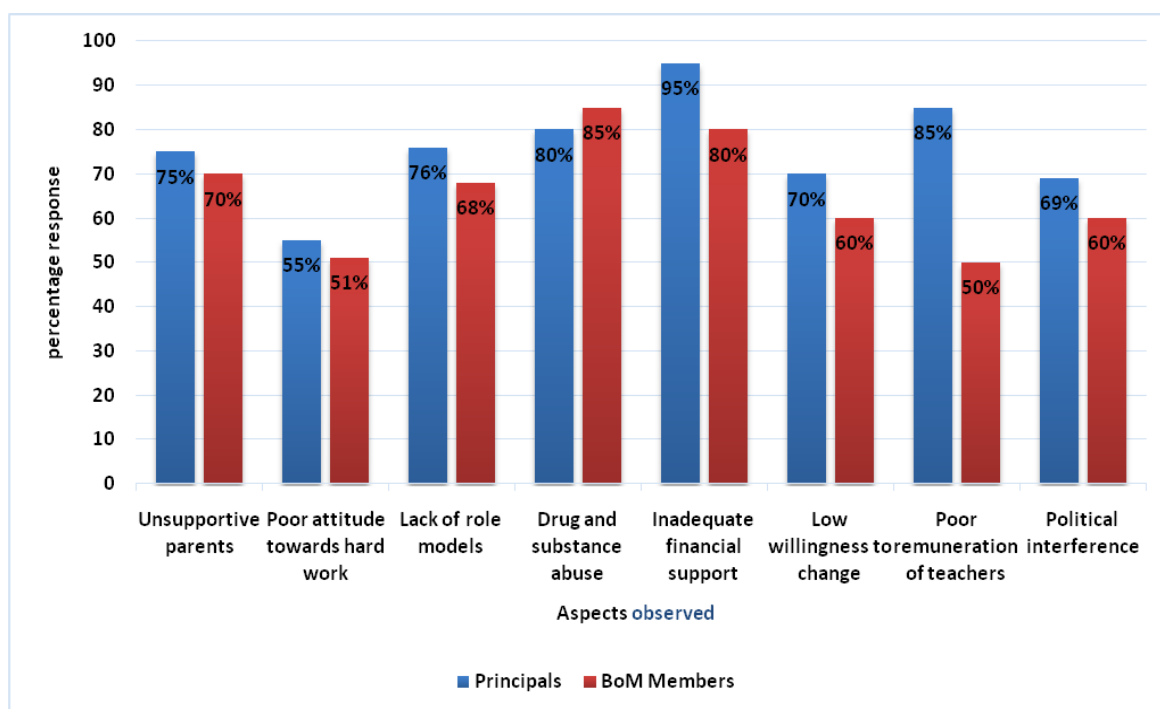


Figure 4.6: Principals’ and BoM Members Response Challenges in Promoting Positive School Culture

Figure 4.6 showed that 75% of principals and 70% of BoM members cited unsupportive parents as one major challenge they were facing in enhancing positive school culture. Parental involvement was cited to be the most important way of improving secondary school performance as it has an enormous impact on the learners' attitude, attendance and academic achievement. It also enables the teachers and parents to combine effort to help the students succeed in academics. Parental involvement stimulates the students' interest in the school and positively influences academic achievements. The learners' achievement is directly related to amount of pressure parents put and not the level of economic income of the parents. Therefore, lack of parental involvement would results to poor academic achievements among the learners. Most parents' failure to attend the academic programmes organized by the school to monitor their children's progress was a sign of disinterest in the child's academic work.

Poor attitude towards hard work among student recorded as in Table 4.6 55% of principals and 51% of BoM member posed a challenge towards a strong positive culture for academic excellence. The learners had poor attitude towards hard work and this had reflected on their performance academically. Most educators and psychologists all agreed that attitude plays an important role in the learning process. According to Osman and Ongeti (2013), he asserts that," there is significant positive correlation between students' attitude and learning of physics. It is the attitudes that our students develop which are likely to stimulate or stop further study of physics. It is often the attitudes one build that are the basis for their rank as successful students." It is therefore expected that

if the student had positive attitude towards hard work and learning then his/her chances of loving what he/she does would increase and ultimately increase in performance.

It was noted that negative cultural activities were influencing the students' behaviour which in turn was reflected in the academic achievements of the learners. Some of these practices are night disco (*disco matanga*), an outright laziness from both the parents and students, ignorance from both the parents and the students among others were said to have so much influence on the students' behaviour and performance.

The school leaders' also highlighted lack of role models in the society whom the learners could live up to motivates them to strive towards educational excellence. Other challenges included and not limited to drugs and substance abuse, inadequate funding from the government, low willingness to change, resistance to bring change about extra learning activities by the students, poor teacher remunerations and political interference. Drug and substance abuse increased impaired judgement among learners, slowed down the mental processes, interfered with the psycho-motor skills of the learners, absenteeism and school dropout thus leading to poor academic performance among the students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the whole research process. It provided summary, conclusions, recommendations of the study and suggestions for further studies.

5.2 Summary of the Study

The purpose of this study was to investigate the influence of school cultural values, beliefs and practices on students' academic performance in County Secondary schools in Kilifi County, Kenya. The objectives of this study were to investigate how school value statements namely vision, mission and motto affect students' academic performance in County secondary schools in Kilifi County, to examine how school routine practices which are embedded in school curriculum, instruction and organizational characteristics influence the students' academic achievements in the County secondary schools, to determine the contribution of school beliefs such as high expectation for students success, believes in every students' potential and assessment of success and feed backs on students' academic performance in County secondary schools, to establish contribution of participatory school leadership in promoting positive school culture and finally to find out strategies that can be used to promote positive school culture to improve academic performance in County secondary schools Kilifi County, Kenya.

5.2.1 The first objective was to investigate how school value statements namely vision, mission and motto affect students' performance

The findings of this objective were as follows;

Firstly, the findings showed that most students do not believe in the school value statements as they did not own these statements. Majority of students of 51.1% disagreed that the school value statements influenced their academic performance.

Secondly, most teachers (56.1%) agreed that school value statements had positive influence in the students' academic achievements especially when their meanings are well communicated to the learner to make some sense. These value statements helped create a positive thinking among the learners towards their academic excellence.

Lastly, the principals' and the BoM members' responses indicated that they strongly believed that the school value statements provided the school with sense of direction on why, where and how to meet the predetermined objectives which in turn helped improve academic performance.

5.2.2 The second objective was to examine how school routine practices which are embedded in school curriculum, instruction and organizational characteristics influence the students' academic achievements.

First, most of the participants in the school should showed disinterest in what goes on within the school which was geared towards better academic performance. It was notable that most students had little regards for such school practices due to lack of interest and unwillingness to work hard.

Secondly, the study found out that there were poor channels of communication among different levels of administration. This in turn affected the delivery of the school wide objectives aimed at improving the learners' achievements in their academics.

5.2.3 The third was to determine the contributions of school beliefs such as high expectation for students' success, believes in every students' potential and assessment of success and feedbacks on students' academic performance.

First, the research analysis revealed that majority of the teachers; principals and BoM members acknowledged that school beliefs had positive influence on the students' academic performance in the national examinations.

Secondly, the study noted that majority of the students were ignorant of such school beliefs and they had little or no impact in their academic life leading to poor academic performance.

Lastly, the findings showed that most schools did not have such positive and strong school cultures that would inspire the students to attain high academic achievements. Schools which had developed strong cultures of excellence always performed better.

5.2.4 The fourth objective was to establish contributions of participatory school leadership in promoting positive school culture.

First, the data analysis and interpretation of questionnaire responses from the head teachers and teachers revealed that participatory leadership directly affects academic performance.

Second, the responses indicated that 58.2% of the students disagreed that they were involved in school wide decision making. On the other hand, only 36% of the students agreed that they were involved in school wide decision making on matters pertaining to their academic excellence.

Third, the study revealed that majority (59.0%) of the students strongly disagreed that parents always attended academic clinics to discuss students' academic progress while 4.0% disagreed with the statement. This lack of participation of the parents on such academic functions could be attributed to the low level of academic performance among students.

Forth, the study outlined that school leadership contributed significantly towards the development and inculcation of a strong positive culture of high academic excellence and the principals' leadership style was both directly and indirectly related to the school performance.

Fifth, the study revealed that most school did not hold ceremonies to celebrate and recognise the heroes and heroines. This could be viewed as lack of motivation among the teachers and students from the school leadership to inspire the teachers and learners to achieve their full potentials.

5.2.5 The fifth objective was to determine the most effective strategies that could be used to develop a strong school culture of high academic excellence in schools

First, the findings revealed that guidance and counselling was used as one way of nurturing students' attitude, behaviour and perception towards high academic achievements.

Second, the study outlined that discipline among students was not well handled as most school adhered to the traditional method of suspensions which did not bear so much fruits towards improving the students' discipline.

Third, most schools did not promote strong in-school relationships as one key aspect that needed to be developed with the aim of developing a strong positive culture in schools to embrace academic excellence among learners. The schools which acted as a second home to the students provided little effort to restore good relationships among the students' teachers and the administration.

Fourth, a few school leaders adopted a collaborative style of leadership to bring on board all the stakeholders to participate towards realization of school academic excellence. Fifth, a handful of schools embraced ICT integration in education as it is the most suitable way of promoting a stronger school culture with the aim of promoting high academic excellence and diversifying the students' knowledge and understanding of the global market.

5.3 Conclusions of the Study

In the light of the results of this research, the following conclusions were drawn:

- i. The presence of a strong organizational culture in a school accounts for academic success. The study showed that the school values statements had little influence in the academic achievement of the learners. This therefore needed to be more often communicated to all the participants so that they can inculcate them within their structures so that they can act such labels to produce better results.
- ii. The study findings registered that school routine practices were not well adhered to in most schools in Kilifi county and this had little or no impact on the students' academic performance and therefore all the stakeholders should help in the administration and implementation of such practices. Negative cultural values, beliefs and practices impacted negatively on the academic performance of learners.
- iii. The study findings acknowledged that communication is a very important segment of the school and if effectively applied would ensure that different departments in the school work in harmony towards the realization of the school mission and vision.
- iv. The findings showed indicated that teachers' belief in the students' potential to learn through problem solving raised their level of confidence in their work. This method of learning helped the students to acquire sufficient knowledge and skills to improve their academic performance.

- v. The research findings showed that the county schools had very weak leadership styles that had impacted so much in the students' academic achievement leading to poor school cultural values, beliefs and practices. This could be attributed to the poor academic outcome in the national examinations among the students in the county.

5.4 Recommendations

The following recommendations based on the findings of this study were meant for all the stakeholders in education sector. These were;

5.4.1 Policy Recommendations

5.4.1.1 The Ministry of Education

The government through the ministry of education and Kenya management institute (KEMI) to organize in-service training for the principals, BoM members and the teachers on issues to do with school culture. The ministry should encourage principals and teachers to further their education in order to improve academic performance among the learners. The university and college curriculum for student teachers should incorporate the study of school culture in preparation of teachers for the on the job expectations.

5.4.1.2 The Teachers Service Commission (TSC)

The TSC should periodically organize in-service trainings for principals and teachers to keep them abreast with the changing needs of the students in line with the continually changing global demands. This will help in the reconstruction of the school cultures

towards attaining high academic achievements. It should also design a strategy of recognizing and acknowledging the teachers' effort through motivation of their employees. The TSC in collaboration with the MoEST should design a proper discipline handling technique to help in the discipline management in our schools as this has posed a great challenge to many administrators.

5.4.1.3 School Principals

The principal should induct the new teacher on the culture of the school for the teacher to embrace the school values and norms necessary for working in school. The principal should be in the forefront of learning and interpreting the school culture. He/she should be seen as the symbol and centre of the school culture. He/she should mobilize everybody else in the institution. The principal in conjunction with the school management committee should understand the school's culture before they embark on the management and leadership in the school.

The school principals should practice a collaborative approach in decision making and students as the key recipients of every decision in school should form part of the decision making team. This will enhance collective responsibility toward promoting a positive school culture that enhances academic excellence. This would diminish resistance to changes and eventually shape their discipline positively. This would in turn translate into good KCSE performance.

5.4.1.4 The Board of Management

The school leadership should promote the culture of motivations among teacher and students. This will lead to job satisfaction through appreciation, recognition and inclusion in decision making as they perform a pivotal role of curriculum implementations. Motivated teachers will help in the administration in and the implementation of the school routines, school value statements. The BoM members should undergo training on the issues of school culture and administration to help in the development of positive school culture. BoM members should take its role of ensuring that the school has a culture or climate created by its purpose, goals, strategies and policies and shaped by management.

5.4.1.5 The Parents

The parents who are key stakeholders in the school should be aware of the school ethos and work collaboratively with an aim of promoting a strong positive school culture of high academic excellence for their children. Their participations are key ensuring a better performance of their kids.

5.4.1.6 The Teachers

The teachers as the curriculum implementers should play their roles effectively by ensuring they understand the school expectations and traditions and communicating the same to the learners. They should embrace beliefs of high achievements and provide conducive environments for teaching and learning. They should enhance better classroom management techniques to ensure learning takes place.

5.4.1.7 The students

The students on the other hand should be made aware of the school ethos upon their arrival in their respective schools and internalise the expectations of the school to help promote a strong school culture of high academic achievements.

5.4.2 Suggestions for Further Research

The researcher suggests further research on various aspects such as;

- i) A comparative study on the effect of school culture in Kenya Certificate of Secondary Education performance need to be undertaken in arid and semi-arid counties in Kenya
- ii) School climate and its influence on academic performance of learners in the national examinations among extra-county schools in Kenya.

REFERENCES

- Act, N. C. (2002). No child left behind act of 2001. *Publ. L*, 107-110.
- Ahmadi, E. (2012). The Role of organizational Culture in the School Improvement. *The International Journal of Knowledge, Culture and Change Management*, 7(4), 43-50.
- Amutabi, M. N. (2003). Political interference in the running of education in post-independence Kenya: A critical retrospection. *International Journal of Educational Development*, 23(2), 127-144.
- Barth, R. (2002). The Culture Builder. *Educational Leadership*, 59 (8), 6-11.
- Baumann, C., & Krskova, H. (2016). School Discipline, School Uniforms and Academic Performance. *International Journal of Educational Management*, 30(6), 1003 - 1029.
- Berger, R. (2003). *An Ethic of Excellence: Building a Culture of Craftsmanship With Students*. Plymouth: Heinemann.
- Bernhardt, V. L. (2017). *Data analysis for continuous school improvement*, Routledge.
- Boone, H. N.-5. (2012). *Analyzing likert data*. *Journal of extension*, 50(2), 1-5.
- Brown, R. (2004). School culture and organization: Lessons from research and experience. . *A background paper for the Denver Commission on Secondary School Reform*, 1-17.
- Bursalıoğlu, Z. (2015). Okul yönetiminde yeni yapı ve davranış, PegemA Yayıncılık. Ankara, Turkey.
- Calarco, J. M. (2014). Coached for the classroom: Parents' cultural transmission and children's reproduction of educational inequalities. *American Sociological Review*, 79(5), 1015-1037.
- Caruth, G. D. (2013). Demystifying Mixed Methods Research Design: A Review of the Literature. *Online Submission*.
- Character Education Partnership. (2012). Developing and Assessing School Culture. *A New Level of Accountability for Schools*.
- Charland, W. (August 2011). Art Intergration as School Culture Change. *International Journal of Education & The Art*, Vol. 12 No. 8.
- Cowie, A. P., Gimson, A. C., & Hornby, A. S. (1979:2008). *Oxford advanced learner's dictionary of current English*, (Vol. 1428). Oxford: Oxford university press.

- Darling-Hammond, L. (2013). Building a profession of teaching. *In Back to the Future*, (pp. 1-27). Brill Sense.
- Darling-Hammond, L., & McLaughlin, M. W. (2011). *Policies that support professional development in an era of reform*, Phi delta kappan, 92(6), 81-92.
- Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture*, John Wiley & Sons.
- Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture.*, John Wiley & Sons.
- Denison, D. R., Haaland, S., & Goelzer, P. (2004). Corporate culture and organizational effectiveness: Is Asia different from the rest of the world? *Organizational dynamics*, 33(1), 98-109.
- Drysdale, L., & Gurr, D. (2016). Reflections on successful school leadership from the International Successful School Principalship Project. Questioning Leadership. *Questioning Leadership: New directions for educational organisations*, 187-204.
- Dutta, Vartika, & Sahney, S. (2016). School Leadership and its Impact on Student Achievement The mediating role of school climate and teacher job satisfaction. *International Journal of Educational Management*, Vol. 30 Iss 6 pp. 941 – 958.
- Esposito, R., & Pulvirenti, M. (2010). Rigorous validity of the Boltzmann equation for a thin layer of a rarefied gas. *Kinetic & Related Models*, 3(2), 281-297.
- Farra, S. A. (2012). *The Culture of Learning. IB Africa, Europe & Middle East* (pp. 3-7). Madrid: IB.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research*, 74(1), 59-109.
- Fullan, M. (2001). *The new meaning of educational change*, Routledge.
- Fullan, M. (2001). *Leading a Culture of Change*. San Francisco: Jossey-Bass.
- Fullan, M. (2007). *Leading in a culture of change*, John Wiley & Sons.
- Fullan, M. (2012). *Change forces: Probing the depths of educational reform*, Routledge.
- Gardner, H. K. (2012). Performance pressure as a double-edged sword: Enhancing team motivation but undermining the use of team knowledge. *Administrative Science Quarterly*, 57(1), 1-46.

- Graham, A., Powell, M. A., Anderson, D., Fitzgerald, R., & Taylor, N. J. (2013). *Ethical research involving children*, Florence: UNICEF Office of Rese.
- Hargreaves, E. (2013). Assessment for learning and teacher learning communities: UK teachers' experiences. *Teaching Education*, 24(3), 327-344.
- Harris, A. (2013). *School Improvement: What's in it for Schools?*, Routledge.
- Harris, A. (2013). *Distributed school leadership: Developing tomorrow's leaders*, Routledge.
- Harris, A. (2013). Teacher leadership and school improvement. *In Effective leadership for school improvement*, (pp. 82-93). Routledge.
- Harris, A. (2014). Distributed Leadership and School Improvement: Leading or Misleading? *Educational Management*.
- Harris, S. (2003). Inter-agency practice and professional collaboration: the case of drug education and prevention. *Journal of Education Policy*, 18(3), 303-314.
- Hattie, J. (2009). The contributions from teaching approaches-part 1. *J. Hattie.(Eds.), Visible learning: A synthesis of over, 800*, 161-199.
- Hongboontri, C., & Keawkhong, N. (2014). School Culture: Teachers' Beliefs, Behaviors and Instructional Practices. *TeaAustralianJournal of Teacher Education*, 39(5).
- Hoy, W. K. (2008). Improving school. *Studies in leadership and culture*, (Vol. 7). IAP.
- Hoy, W. K., & DiPaola, M. (. (2008). *Improving schools: Studies in leadership and culture.*, IAP.
- Jelagat, B. (2014). Influence Of School Culture On Kenya Certificate Of Secondary Education Performance Of Public Schools In Makadara District, Nairobi County-Kenya. *Unpublished Master's Dissertation, University of Nairobi*.
- Jr, R. H., & Chrispeels, J. H. (2017). Understanding the link between professional learning communities and teacher collective efficacy. *School Effectiveness and School Improvement*, 28(4), 505-526.
- Kiambati, F. M. (2012). *Effects of Selected Elements of Organizational Culture on Students' Performance in Kenya Cercitificate Secondary Education in Maara Disrict, Kenya*, Unpublished Thesis:University of Nairobi.
- Kiniaru, M. W. (2014). *Influence of School Culture on Students' Performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Limuru District, Kenya*, University of Nairobi.

- Kirk, D. J., & Jones, T. L. (2004). Effective schools. *Tersedia: www. pearsonasses.com*, [22 Juli 2013].
- Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Journal of Educational Administration. *Journal of Educational Administration*, Vol. 48 Iss 1 pp. 7 - 30.
- Kytle, A. W., & Bogotch, I. E. (2000). Measuring reculturing in national reform models. *Journal of School Leadership*, 10(2), 131-157.
- Luckman, S. (2013). The aura of the analogue in a digital age: Women's crafts, creative markets and home-based labour after Etsy. *Cultural Studies Review*, 19(1), 249-70.
- MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73-84.
- Makewa, L. N., Role, J., & Yegoh, E. (2011). School climate and academic performance in high and low achieving schools: Nandi Central District, Kenya. *International Journal of Scientific Research in Education*, 4(2), 93-104.
- Maslowski, R. (2001). School culture and school performance. *Unpublished PhD thesis. Enschede, The Netherlands: University of Twente. Available at <http://citeseerx.ist.psu.edu/viewdoc/download>.*
- Maslowski, R. (2006). A review of inventories for diagnosing school culture. *Journal of Educational Administration*, Vol. 44 Iss 1 pp. 6 - 35.
- McLaughlin, M. W., & Talbert, J. E. (2001). *Professional communities and the world of high school teaching*. Chicago, IL: University of Chicago Press.
- Mendels, P. (February 2012). The Effective Principal. *Feature Leadership*, Vol. 33 No. 1.
- Mugenda, O. M. (2003). *Research Methods; Quantitative and Qualitative Approaches. Nairobi, ACTS Press.*
- Muguna, N. M. (2012). *Influence of Job factors on the level of motivation of public primary school Head Teachers In Ndoleli Division Meru County*, (Doctoral dissertation, University of Nairobi).
- Murphy, J. (2010). *The educator's handbook for understanding and closing achievement gaps*, Corwin Press.
- Murphy, J. (2010). *The educator's handbook for understanding and closing achievement gaps*. Thousand Oaks, CA: Corwin.

- Mutua, M. N. (2014). *Effects of School Culture on Students' Performance in Kenya Certificate of Secondary Education (KCSE) Examination in Matungulu District, Machakos County, Kenya*, University of Nairobi.
- Mutuku, P. M. (2016). Institutional factors influencing pupils performance in Mathematics at Kenya certificate of primary education in Kathonzwani Sub county, Makueni County, Kenya.
- Mwenzwa, E. M., & Misati, J. A. (2014). Kenya's Social Development Proposals and Challenges. *Review of Kenya Vision 2030 First Medium-Term Plan, 2008-2012*.
- Ndaita, J. S. (2015). *Influence of principals' instructional quality assurance role on students' academic performance in Kitui West District, Kenya*, (Doctoral dissertation).
- Needle, D. (2010). Business in context: *An introduction to business and its environment*, Cengage Learning EMEA.
- Ng, S. W., & Chan, T. M. (2014). Continuing professional development for middle leaders in primary schools in Hong Kong. *Journal of Educational Administration*, 52(6), 869-886.
- Njeri, M. M. (2015). influence of principals' leadership styles on school climate in secondary schools in ganze district, Kenya. (Doctoral dissertation, University of Nairobi).
- Njoroge, J. N. (2013). *The influence of School Culture on Kenya Certificate of Primary Education Performance in Kasarani District, Kenya*, University of Nairobi.
- Njoroge, P. M. (January 2014). Discipline as a Factor in Academic Performance in Kenya. *Journal of Education Research Vol. 4 No. 1*.
- Notman, R., & Henry, D. A. (2011). Building and sustaining successful school leadership in New Zealand. *Leadership and Policy in Schools*, 10(4), 375-394.
- Nyambuoro, M. O. (2012). *Influence of School Culture on students' Performance at Kenya Certificate of Secondary Education in Homa-Bay District, Kenya*, Unpublished Thesis: University of Nairobi, Kenya.
- Odongo, D. A. (2013). Leadership Styles of Headteachers and Their Impact on Students' Academic Performance in Secondary Schools in Nyamira District. *Journal of Education and Social Research Vol. 3 No. 3*.
- Odongo, Z. O. (2013). Influence of positive school culture on performance At Kenya Certificate of Secondary Education in Public Secondary Schools in Rongo District, Kenya. *Unpublished Masters Thesis*). Kenya: University of Nairobi.

- Oluwatayo, J. A. (2012). Validity and reliability issues in educational research. *Journal of Educational and Social Research*, 2(2), 391-400.
- Orodho, J. A., & Nzoka, J. T. (July 2014). School Management and Students' Academic Performance: How Effective are Strategies being Employed by School Managers in Secondary Schools in Embu North District, Embu County. *International Journal of Humanities and Social Science Vol. 4 No. 9*.
- Osman, A., & Ongeti, K. (2013). School culture: implications to school improvement and performance in national examinations in Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(1), 94-99.
- Ouma, C. A. (2011). *Effects of school culture on pupil's performance in Kenya certificate of primary education in public schools in Teso South District, Kenya*, Unpublished M ED. report: University of Nairobi.
- Penttinen, L., & Vesisenaho, M. (2013). PenttinCareer repertoires of IT students: A group counselling case study in higher education. *International Journal for Educational and Vocational Guidance*, 13(3), 203-215.
- Peterson, K. (2002). The professional development of principals: Innovations and opportunities. *Educational administration quarterly*, 38(2), 213-232.
- Peterson, K. D., & Deal, E. (2002). *The shaping school culture fieldbook*. San Francisco: Jossey- Bass.
- Peterson, K. D., & Deal, T. E. (2011). *The shaping school culture fieldbook.*, John Wiley & Sons.
- Raywid, M. A. (2001). What to do with students who are not succeeding. *Phi Delta Kappan*, 82(8), 582-584.
- Rotich, S. K., & Mutisya, S. (2013). Evaluation of capacity development programs in Kenya: a case of SMASSE INSET for science teachers.
- Saunders, M. N. (2011). *Research methods for business students, 5/e.*, Pearson Education India.
- Schein, E. H. (2004). Henry Schein Enters Growing Dental Implant Category through Strategic Partnership with Camlog. *Business Wire, press release*.
- Schein, E. H. (2010). *Organizational culture and leadership*, (Vol. 2). John Wiley & Sons.
- Schein, E. H. (2010). *Organizational culture and leadership*, (Vol. 2). John Wiley & Sons.

- Schein, H. E. (2010). *Organizational culture and leadership (Vol. 2)*, John Wiley & Sons.
- Schwartz, S. H. (2007). Cultural and individual value correlates of capitalism. A comparative analysis. *Psychological Inquiry*, 18(1), 52-57.
- Sekwat, A. (2015). ICT Integration and Application in Kenya's Education System: An Assessment of Policies, Strategies and Challenges. *Information Communication Technology (ICT) Integration to Educational Curricula: A New Direction for Africa*, 172.
- Sinha, S., Priyadarshi, P., & Kumar, P. (2016). Journal of Workplace Learning. *Journal of Workplace Learning*, Vol. 28 Iss 8 pp. 519 - 535.
- Strahan, D. (2003). *Achieving success in the North Carolina Lighthouse Schools: Creating cultures of accomplishment in elementary schools that have beaten the odds*. Chapel Hill: NC: Principals Executive Program.
- Tjivikua, U. C. (2006). *An Investigation of the Principal's Leadership Role in a Successful Rural School in Namibia*, (Doctoral dissertation, Rhodes University).
- Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 52, 155-168.
- Tuytens, M., & Devos, G. (2010). The influence of school leadership on teachers' perception of teacher evaluation policy. *Educational Studies*, 36(5), 521-536.
- Vislocky, L. K. (2005). *The relationship between school culture and student achievement in middle schools*. Florida: University of Central Florida Orlando.
- Waldron, N. L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74.
- Watson, N. (2001). Promising practices. *What does it really take to make a difference?* *Education Canada*, 40(4), 4-6.
- Webb, G. (2012). *Understanding staff development*. Routledge.
- Yeadon-Lee, & Annie. (2013). Action learning: understanding interpersonal relationships within learning sets. *Journal of Management Development*, Vol. 32 Iss 9 pp. 984 - 994.
- Zorlu-Durukan, S. A. (2006). *The Ideological Pillars of Turkish Education: Emergent Kemalism and the Zenith of Single-Party Rule*, University of Wisconsin--Madison.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

The aim of this study is to investigate the influence of school culture on students' academic performance in County secondary schools in Kilifi County Kenya. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose. Please do not indicate your name anywhere on the questionnaire.

Please tick against your most appropriate choice and fill the spaces provided.

Section A: General Information

1. Gender

Male () Female ()

2. Level of education

Diploma () Degree () Master's Degree ()

3. Teaching experience

Less than 2 years () 2-5 years () 5-10 years () More than 10 years ()

4. How long have you taught in this school? 0-2 () 3-5 () 5-10 () more than 10 ()

Section B: School Values

A. The table below presents the aspects of school culture that influence academic performance. The boxes are named SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. Please tick the appropriate box.

	School values influence on students’ performance	SA	A	U	D	SD
	Test items	5	4	3	2	1
1	Values in School vision affects academic performance					
2	Values in School motto affects academic performance					
3	Values in Mission statement affects academic performance					
4	Values in School song/anthem affects academic performance					
5	Values in Rules and regulations in school affect academic performance					
6	Values in School goals affect academic performance					
7	School value statements are always communicated to the learners					

B. How do the above aspects of values influence students’ performance in KCSE in your school?

- i) School mission
-
- ii) School vision
-

iii) School motto.....

Section C: School Norms (Routines)

A. The table below presents the aspects of school norms that influence academic Performance. The boxes are named SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. Please tick the appropriate box.

	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Timely syllabus coverage					
2	Structured revision across all departments					
3	Special program for subjects where students have difficulties					
4	Systems for intervening with students who are at risk of academic failure					
5	Activities that provide students who experience academic difficulty with additional time and support for learning					
6	There are no organized orientation program for new students to brief them on expected behaviour and classroom and school routines					
7	Teachers new to our school are provided with mentoring in a systematic way					
8	In this school the additional time and support for learning provided to students who experience academic difficulty is developed in a systematic way rather than being left to the discretion of a teacher					
9	There are many interruptions to classroom learning					
10	There is no school wide approach to improving students' performance.					
11	Teachers always hold class meetings with students					

B. How do the above norms/routines influence students' performance in KCSE in your school?

i) Syllabus coverage

ii) Structured revision

iii) Special academic programmes

Section D: School Beliefs and students' Performance

The table below presents the aspects of school Beliefs that influence academic Performance. Rate the extent to which you agree with the following statements on the school Beliefs and its influence on students' performance in KCSE. The boxes are named SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. Please tick the appropriate box.

	Test Item	SA	A	U	D	SD
1	Principal communicate their expectations to the teachers as guided by the goals and objectives of the school	5	4	3	2	1
2	The principal is more concerned with the academic excellence of the students					
3	Teachers believe in commitment to educational excellence for all students and record their progress in sustaining schools' best features					
4	Teachers believe in students potential to learn by problem solving thus instilling confidence among the learners					
5	Teachers always communicate the school expectations to the learners					
6	The school provides the students with opportunities to various pathways to future success					
7	The school offers opportunities to students to develop in areas they are gifted and encourage the pursuit of needed occupations.					
8	The school retain and develop the capacity of the best teachers and transform them in into leaders of strong collaborative communities where best practices are developed and shared					
9	The school has a powerful assessment tool which is carried out in the context of learning within the classroom					
10	Parents always attend academic clinics in the school to discuss students' progress					

Section E: School Leadership and students' Performance

A. The table below presents the aspects of school leadership that influence academic Performance. Rate the extent to which you agree with the following statements on the school leadership and its influence on students' performance in KCSE. The boxes are named SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. Please tick the appropriate box.

	Test Item	SA	A	U	D	SD
		5	4	3	2	1
1.	The school leaders are focused on the schools strategic direction on improving students' performance.					
2.	Leaders contribute to a sense of crisis rather than focusing efforts					
3.	The school leaders' vision for the school has helped create conditions that promote students' performance.					
4.	Few members of the school community know where they are going and why.					
5.	The school leadership involves teachers in making school wide decisions that relate to teaching and learning.					
6.	There is no clear process for decision making					
7.	My principal has helped to create conditions that promote learning					
8.	The school leadership motivates the teachers to work towards achieving set goals and really encourage the heart.					
9.	I am involved in decision making on matters pertaining to teaching and learning					
10.	I feel very motivated and encouraged to work towards achieving set goals on students' performance.					

B. How do the above aspects of leadership influence students' performance in KCSE in your school?

i) Focus

.....

ii) Vision

.....

iii) Involvement

.....

iv) Motivation

.....

.....

v) Any other

.....

.....

C. What challenges do you face in building strong institutional culture.....

.....

.....

Thank you for your cooperation.

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

The aim of this study is to investigate the influence of school culture on students' academic performance in County secondary schools in Kilifi County Kenya. I kindly request you to fill the questionnaire below to the best of your knowledge. The information provided will be treated with utmost confidentiality and will only be used for the intended purpose. Please do not indicate your name anywhere on the questionnaire.

Please tick against your most appropriate choice and fill the spaces provided.

Section A: General Information

1. Gender

Male () Female ()

2. Form

One () Two () Three () Four ()

Section B: School Values and students' Performance

A. The table below presents the aspects of school culture that influence academic Performance. The boxes are named SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. Please tick the appropriate box.

	School values influence on students' performance	SA	A	U	D	SD
	Test items	5	4	3	2	1
1.	Values in School vision affects academic performance					
2.	Values in School motto affects academic performance					
3.	Values in Mission statement affects academic performance					
4.	Values in School song/anthem affects academic performance					
5.	Values in Rules and regulations in school affect academic performance					
6.	Values in School goals affect academic performance					
7.	School value statements are always communicated to the learners					

B. How do the above aspects of values influence students' performance in KCSE in your school?

i) School mission

.....

.....

.....

ii) School vision

.....

.....

.....

iii) School motto

.....

.....

.....

Section C: School Norms (Routines)

The table below presents the aspects of school norms that influence academic Performance. The boxes are named SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. Please tick the appropriate box.

	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Timely syllabus coverage					
2	Structured revision across all departments					
3	Special program for subjects where students have difficulties					
4	Systems for intervening with students who are at risk of academic failure					
5	Activities that provide students who experience academic difficulty with additional time and support for learning					
6	Organized orientation program for new students to brief them on expected behaviour and classroom and school routines					
7	In this school the additional time and support for learning provided to students who experience academic difficulty is developed in a systematic way rather than being left to the discretion of a teacher					
8	There are many interruptions to classroom learning					
9	There is no school wide approach to improving students' performance.					
10	Teachers always hold class meetings with students					

B. How do the above norms/routines influence students' performance in KCSE in your school?

i) Syllabus coverage

.....
.....

ii) Structured revision

.....
.....

iii) Special academic program

.....
.....

iv) Orientation of new students

.....
.....

Section D: School Beliefs and students' Performance

The table below presents the aspects of school Beliefs that influence academic Performance. Rate the extent to which you agree with the following statements on the school Beliefs and its influence on students' performance in KCSE. The boxes are named SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, SD=Strongly Disagree. Please tick the appropriate box.

	Test Item	SA	A	U	D	SD
1	Principal communicate their expectations to the teachers as guided by the goals and objectives of the school	5	4	3	2	1
2	The principal is more concerned with the academic excellence of the students					
3	Teachers believe in commitment to educational excellence for all students and record their progress in sustaining schools' best features					
4	Teachers believe in students potential to learn by problem solving thus instilling confidence among the learners					
5	Teachers always communicate the school expectations to the learners					
6	The school provides the students with opportunities to various pathways to future success					
7	The school offers opportunities to students to develop in areas they are gifted and encourage the pursuit of needed occupations.					
8	The school has a powerful assessment tool which is carried out in the context of learning within the classroom					
9	The school has a community of learners which help improve performance and close the achievement gap					
10	I feel very motivated and encouraged to work towards achieving set goals on students' performance.					

Section E: School Leadership and students' Performance

A. Rate the extent to which you agree with the following statements on the school leadership and its influence on students' academic performance in KCSE in your school

Key: SA –Strongly Agree A-Agree U-Undecided D-Disagree SD-Strongly Disagree

	Test Item	SA	A	U	D	SD
		5	4	3	2	1
1.	The school leaders are focused on the schools strategic direction on improving students' performance.					
2.	Leaders contribute to a sense of crisis rather than focusing on efforts					
3.	The school leaders' vision for the school has helped create conditions that promote students' performance.					
4.	Few members of the school community know where they are going and why.					
5.	The school leadership involves students in making school wide decisions that relate to teaching and learning.					
6.	There is no clear process for decision making					
7.	My principal has helped to create conditions environment that promote teaching and learning					
8.	The school leadership motivates the students to work towards achieving set goals and really encourage the heart.					
9.	Students are involved in decision making on matters pertaining to teaching and learning					
10.	Parents always attend academic clinics in the school to discuss students' progress					

B. How do the above aspects of leadership influence students' performance in KCSE in your school?

i) Focus on students' performance in KCSE

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

ii) Vision for what the school should achieve in the future

.....
.....

iii) Involvement

.....
.....

iv) Motivation

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

v) Any other

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

C. In this school do you have ceremonies to recognise the heroes and heroines?

Yes () No ()

Thank you for your cooperation.

APPENDIX III

INTERVIEW GUIDE FOR PRINCIPALS

Section A: General Information

1. Gender male() female ()
- 2.
3. Teaching experience
 10-15 years () 15-20 years () more than 20 years ()
4. Experience as a principal
 1-5 years () 5-10years () more than 10 years ()
5. What is your highest level of qualifications
 Diploma () Degree () Masters () PhD ()
6. Have you gone for any other training on school culture and leadership?
 Yes () No ()

Section B: School values and Students' Performance

- i. What has been this school's performance for the last five years?

Year	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	MS	MD
2014														
2015														
2016														
2017														
2018														

ii. Do your staffs have the knowledge of the schools' vision statement?

Yes () No ()

If yes, can they state the vision of your school?

.....
.....

Do your staffs have the knowledge of the schools' mission statement?

Yes () No ()

If yes, can they state the mission of your school?

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

iii. In your opinion, what aspects of school culture influence the performance in your school the most? Rate appropriately

Aspects of culture	Very high	High	Fairly	Low	Very low
School values					
School norms					
School beliefs					
School leadership					

V. How often do you communicate the school vision/mission to the teachers/learners on assembly?

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

Section C: School Routines and Students' Performance

1. What are some of the schools routines that you would attribute to improving students' performance in KCSE?

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

2. How do these routine practices influence KCSE performance of the students in your school?

.....
.....

3. What are some of the practices that your teachers employ for effective classroom management?

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

4. Do your teachers carry out regular assessment of learners and give timely feedback?

.....
.....

Section D: School beliefs and Students Performance

1. What is your observation on the interpersonal relationships in your school in terms of teacher collaboration, collegiality and knowing students?

.....
.....

2. Do the students participate in goal setting in your school?

Yes () No ()

If yes, how does this influence their performance in academic?

.....
.....

3. How has setting high expectations on both teachers and students influenced performance?

.....
.....

4. Do you believe in the students' potential to learn?

Yes () No ()

If yes how has this affected their performance?

.....
.....

Section E: School Leadership and Students Performance

1. What has the school leadership put in place in terms of strategy on improving students' performance in KCSE?

.....
.....

2. What is your vision for the school in terms of students' performance in KCSE in the coming years?

.....
.....

3. My leadership involves teachers in decision making on matters pertaining to teaching and learning

.....
.....

4. Can you say that your teachers are motivated by you and encouraged to work towards achieving the set targets? How?

.....
.....

5. How does your focused and visionary leadership inclusivity and motivation of teachers influence students' performance in KCSE in your school?

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

6. What is your role in shaping positive school culture?

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

7. What challenges do you face in building strong institutional culture?

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

8. In this school do you have ceremonies to recognise the heroes and heroines?

Yes () No ()

Thank you for your cooperation

APPENDIX IV

QUESTIONNAIRE OR MEMBERS OF BoM

Section A: General Information

1. Gender male () female ()
2. Experience as a BoM member
1-5 years () 5-10years () more than 10 years ()
3. What is your highest level of qualifications
Diploma () Degree () Masters () PhD ()
4. Have you gone for any other training on school culture and leadership?
Yes () No ()

Section B: School values and Students' Performance

1. Do you have the knowledge of the schools' vision statement?
Yes () No ()
If yes, what is the vision of your school?

2. Do you have the knowledge of the schools' mission statement?
Yes () No ()
If yes, what is the mission of your school?

3. In your opinion, what aspects of school culture influence the performance in your school the most? Rate appropriately

Aspects of culture	Very high	High	Fairly	Low	Very low
School values					
School norms					
School beliefs					
School leadership					

4. How often do you communicate the school vision/mission to the teachers/learners on assembly?.....
.....
.....

Section C: School Routines and Students' Performance

1. What are some of the schools routines that you would attribute to improving students' performance in KCSE?.....
.....
2. How do these routine practices influence KCSE performance of the students in your school?.....
.....
3. What are some of the practices that your teachers employ for effective classroom management?.....
.....
4. Do your teachers carry out regular assessment of learners and give timely feedback?.....
.....

Section D: School beliefs and Students Performance

1. What is your observation on the interpersonal relationships in your school in terms of teacher collaboration, collegiality and knowing students?.....
.....
2. Do the students participate in goal setting in your school?
Yes () No ()

If yes, how does this influence their performance in academic?.....
.....
.....

3. How has setting high expectations on both teachers and students influenced performance?.....
.....

4. Do you believe in the students' potential to learn?
Yes () No ()

If yes how has this affected their performance?.....
.....
.....

Section E: School Leadership and Students Performance

1. What has the school leadership put in place in terms of strategy on improving students' performance in KCSE?.....
.....
.....

2. What is your vision for the school in terms of students' performance in KCSE in the coming years?.....
.....
.....

3. My leadership involves teachers in decision making on matters pertaining to teaching and learning.....
.....

4. Can you say that your teachers are motivated by you and encouraged to work towards achieving the set targets? How?.....
.....
5. How do BoM's focus, visionary leadership inclusivity and motivation of teachers influence students' performance in KCSE in your school?.....
.....
.....
6. What is your role in shaping positive school culture?.....
.....
.....
7. What challenges do you face in building strong institutional culture
.....
.....
8. In this school do you have ceremonies to recognise the heroes and heroines?
Yes () No ()

Thank you for your cooperation

APPENDIX V

WORK PLAN

JANUARY 2017-JULY 2018	DEVELOPING THE PROPOSAL
AUGUST 2018- JANUARY 2019	FIELD WORK
FEBRUARY 2019- APRIL 2019	ANALYSIS AND REPORT WRITING
JUNE 2019	PROJECT EXAMINATION
AUGUST 2019	CORRECTIONS
OCTOBER 2019	SUBMIT FINAL REPORT
DECEMBER 2019	GRADUATION

APPENDIX VII

RESEARCH AUTHORIZATION ETTER



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CTY/PT/30616/2015

DATE: 21st September, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR DENNIS ODHIAMBO NYAKADO – REG.
NO. E55/CTY/PT/30616/2015.**

I write to introduce **Dennis Odhiambo Nyakado** who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the **Department of Education Management Policy and Curriculum Studies**.

Dennis intends to conduct research for a M.Ed Project Proposal entitled, “**Influence of Values Expressed in School Culture on Students’ Academic Performance in County Schools in Kilifi County, Kenya**”.

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'Paul Okemo', written over a light-colored background.

PROF. PAUL OKEMO
DEAN, GRADUATE SCHOOL

EM/ku

APPENDIX VIII
APPROVAL LETTER



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

**P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150**

Internal Memo

FROM: Dean, Graduate School

DATE: 21st September, 2018

TO: Dennis Odhiambo Nyakado
C/o Ed. Mgt. Pol & Curriculum Studies Dept.

REF: E55/CTY/PT/30616/2015

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 19th September, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, **“Influence of Values Expressed in School Culture on Students’ Academic Performance in County Schools in Kilifi County, Kenya”**.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

**ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL**

c.c. Chairman, Education Management Policy and Curriculum Studies Department.

Supervisors:

1. Dr. Francis Kirimi
C/o Department of Edu. Mgt Policy & Curriculum Studies
Kenyatta University

EM/aa

APPENDIX X

NACOSTI RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/89302/25980**

Date: **2nd November, 2018**

Dennis Odhiambo Nyakado
Kenyatta University
P.O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of values expressed in school culture on students’ academic performance in County Schools in Kilifi County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kilifi County** for the period ending **30th October, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.

APPENDIX XI

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. DENNIS ODHIAMBO NYAKADO
of KENYATTA UNIVERSITY, 0-80202
WATAMU, has been permitted to conduct
research in Kilifi County

Permit No : NACOSTI/P/18/89302/25980
Date Of Issue : 2nd November,2018
Fee Received :Ksh 1000

on the topic: INFLUENCE OF VALUES
EXPRESSED IN SCHOOL CULTURE ON
STUDENTS' ACADEMIC PERFORMANCE
IN COUNTY SCHOOLS IN KILIFI COUNTY,
KENYA

for the period ending:
30th October,2019



Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH LICENSE

Serial No.A 21651

CONDITIONS: see back page