THE EFFECTS OF ORGANIZATIONAL CULTURE ON STUDENTS' PERFORMANCE IN NATIONAL EXAMS: "A CASE STUDY OF HILL SCHOOL PRIMARY, UASIN-GISHU. KENYA"

BY

BIWOTT JOHN KIPLIMO

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DECLARATION

DECLARATION BY THE CANDIDATE

I declare that this thesis is my original work and has not been presented for any other study programme of any institution. No part of this work may be reproduced without prior permission of the author and/or Moi University.

Sign …………………………………   DATE……………………

BIWOTT JOHN KIPLIMO

EDU/PGA/1018/08

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

Sign ……………………………….   ……………………………..

Dr. Catherine Kiprop   Date

 Department of Educational

Management and Policy Studies

Sign ………………………………..   ………………………..

Samwel Maritim   Date

 Department of Educational

Management and Policy Studies

DEDICATION

This thesis is dedicated to Almighty God, the Creator who enabled me to conduct this research. To my beloved wife, Dorcas and my children Jemutai, Kiprono and Chepkorir, for their love, unceasing support, encouragement and who endured my absence most of the days. Not forgetting my parents; mum Helen and Dad Benjamin Sawe who sacrificed a lot to educate me and insisted on higher levels of learning. May the almighty god bless them all.

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ABSTRACT

The purpose of this study was to determine the effects of organizational culture on students' academic performance in Kenya Certificate of primary Education (KCPE). This was carried out in Hill school primary, Uasin-Gishu district. This was a case study which examined various artifacts, values and cultural basic assumptions which constitute the school culture which. They were invented, discovered or developed by the school administration and how they continued to affect academic performance of the school in national examinations. The objective of this study was to examine Hill School culture and how it affects students' academic performance in K.C.P.E examinations. The study also examined various ways that the head teacher used to communicate school culture to its members, it also tries to find out artifacts, values and basic assumptions that exist in hill school and lastly assess the implications of this culture to the school, policy makers and to the researchers. The hill school basic cultural assumption deciphered was: students ought to be consistently coached in order to perform well in KCPE, ought to continuously motivate students and teachers, ought to work hard and ought to be guided by order and discipline in order to perform well in KCPE. Dependent variable of the study was students' performance while organizational culture was independent variable. The conceptual framework of this study was adopted from Ouchi (1981) style of management "Theory Z" which emphasis on people and environment in which they work. The data was obtained from several organizational people, who were identified through interested insiders. The respondents interviewed include the Hill school head teacher, deputy head teachers, Hill school secondary principal, seventeen students, one school management committee (SMC), three support staff, and three parents. These respondents were selected based upon Scheins (1985) join interactive as stated in appendix A.

The collection and Analysis of data was based upon Schein's (1985) join exploration through iterative interview schedule, observation and content analysis of archival materials to decipher Hill School culture. Descriptive form and discussions with the key insider informants that's; the head teacher, school academic officer and the school secretary were employed in the analysis and interpretation of the data collected. Tables, graphs and percentages were used to represent the data on students' academic performance. The findings of this study revealed that hill school had developed a hard working culture which has made the students to obtained high scores in KCPE. Students' performance was also determined by well prepared and used of schemes of work and lesson plans, syllabus coverage and evaluations of students' academic achievements. Other determinants include management, motivation, coaching and supervision of teachers and students. The recommendations made were; the managers should developed cultures that promote academic performance positively, communicate desired school culture positively and should aim at achieving high academic performance in their institutions. The significance of the study was that the researcher recommends to Education administration policy makers on areas that further research need to be done on how school culture can be developed by different schools in order to produce students who are morally upright, useful in the society and also possible improvements of students' achievement in national examinations. The researcher has further explained importance of cooperation between different stakeholders in educational sector in improving students' academic performance in K.C.P.E Examinations. The study therefore will be of significance to the head

teachers of schools, in development of school cultures in their institutions for better academic performance.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS USED

CAT — Continuous Assessment Test

CMS — Church Missionary Society

DEB — District Education Board

G4S — Group Four Securities

H O D —Head of Department

K.C.P.E. — Kenya Certificate of Primary Education

KIE — Kenya Institute of Education

KNEC — Kenya National Examination Council

MOEST —Ministry of Education Science and Technology

MSS — Mean Standard Score

REV — Reverend

TSC — Teachers Service Commission

UNESCO —United Nations Educational, Scientific and Cultural Organizations

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the objectives of the study, the research question, and significance of the study, the scope and the limitation of the study, the assumption and conceptual framework and definition of key terms.

1.1 Background of the study

In Kenya, the development of Education and training has been the main objective of the government since independence. Education has come to be regarded as a means that promote social, economic and political development, an investment and as a tool that provides and opens new horizons, and away to empower men and women and as a tool that provides for active participation in the development programmes and projects. Education is important because it instills knowledge skills and attitudes that are compatible with sustainable development. Education is viewed as a means to improve the quality of live because it alleviates poverty, ignorance and diseases. It is one of the objectives of Kenya system of education to provide full development of individual talents and personality (Ministry of Education EFA, 2001).

The Kenya Certificate of Primary School Education (K.C.P.E) is a very important examination in Kenya. It is used to determine the number of girls and boys who proceeds with higher education and into the job market in the country in future. Therefore, the issue of how students perform in the national examination is a subject of concern for many people charged with the responsibility of providing education, those who fund educational programmes and those who are interested in their children

performance in Kenyan schools today. The government of Kenya has set goals to achieve its educational objectives by the establishment of various education commissions and task force such as; Gachathi 1976, the presidential commission on development of education for the next decade and beyond (Kamunge report 1988). The government has also produced policy documents such as education master plan (1999) which aims at attaining the goals and objectives of Education. Shiundu and Omulando (1992) noted that the best results in national examinations can only come about if school systems, infrastructure, traditions, common assumptions and expectations, administrative set–up and authority as well as resources at it's disposal are known and best utilized.

According to (Macmillan and Tempoe 2000) the success of any strategy depends on the region with which those entrusted with its implementation carry it out. It is often a group effort one person may dream dreams but many are needed to give life to those dreams. As (Deal and Kennedy 1988) pointed out: we need to remember that people make business work and we need to relearn old lessons about how culture ties people together and give meaning and purpose to their day-to-day lives. It is clear from this evidence that, it is what the principal, deputy principal, teachers, students, support staff and other school stakeholders do in schools; that is how they interacted their time and pursue common objective that determines how well students perform in national examinations than the adequate learning facilities and teachers alone.

The Minister of Education, in 1987 pointed out that poor performance in some of our schools is not as a result of lack of learning resources, it's rather lack of commitment to the task, the school personnel have been called upon to perform,(Republic of Kenya …Report of Education Administration Conference,1988).Teachers are

therefore perceived as a major category of people who facilitated the acquisition of requisite, skills, knowledge and attitudes necessary for the fulfillment of the aims and objectives of Education (Paisey and Paisey1989).According to (Tempoe and Macmillan 2000) culture is made up of shared basic assumptions that are learned as the organization or society sources the problems it encounters in exploiting or reacting to internal or external threats and opportunities This collective learning result in creating the values, beliefs that sustains and governs the political contractual and social relationship between the organization and its employees, customers and suppliers. These values and beliefs help to combine their collective skills and capabilities towards the achievements of the stated goals through effective cooperation and collaboration. A shared sense of meaning for events objectives, words and people help organization members to achieve a sense of community experience. This in turn facilitates a sense of direction and coordinated action which lead to efficiency and effectiveness of production.

According to (Chepkong'a 2005) The organization's achievements in a dynamic and complex environment is not just determined by skills of its leaders, strategies, structure and reward system that make its visible features but also the organization itself has an invisible quality – a certain style a character a way of doing things that may be more powerful than documented system. He adds that to understand the essence or the driving force of the organization requires that we travel below the charts, rule books, machines and buildings into the underground.

According to (Deal 1985) the pathway to educational effectiveness is inside each school. That exist in traditions and symbols that make a school special to students,

teachers, administrators, parents and the community; and that although policy makers lay the ground work, the people in each school will dictate through words and deeds what happen next. Deal and Kennedy (1982) elaborated that effective schools are those that overtime have built a system of belief supported by cultural norms that give meaning to the process of education.

The researcher therefore intends to investigate the relationship between organizational culture and students' academic performance in Hill school primary, Uasin-Gishu district.

1.2 Statement of the Problem

The foreground background information reveals that the concept of organizational culture has been recognized by the contemporary management, scholars and practicing managers as a powerful tool influencing performance of an organization. This study sought to find out effects of organizational culture on students' performance in national exams in hill school primary. The school has been performing well in KCPE in Kapseret zone since 1991 to 2009 according to the school academic records the researcher studied in 2010. Kapseret zone had twenty five schools and hill school emerged first or second in its KCPE performance with a Mean Standard Score (MSS) of over 260 consecutively for the past eighteen years. This study therefore sought to decipher hill school's culture that has made it one of the best performing school in KCPE in Kapseret zone

1.3 Purpose of the Study

The purpose of the study was to find out the effects of organizational culture on student's performance in national exams (K.C.P.E)

1.4 Research Objectives

The specific objectives of the study are:

(i)   To decipher Hill school culture and how it affect students' academic performance.

(ii) To examine ways which the head teacher use to communicate school culture to its members.

(iii) To determine whether high performance of Hill school has anything to do with the culture of the school.

(iv) To identify the artifacts and values invented and developed and its effect on student's academic performance in national examinations KCPE.

(v)   To assess the implications of the effective school culture to hill school community, policy makers and educational researchers.

1.5 Research Questions

The research questions answered by the study were:

1. What is culture of Hill school primary?

2. What are the ways used by the school administration to communicate its culture to its members?

3. Does the culture of the Hill school contribute to high academic performance?

4. What are the artifacts and values invented, developed and its effects on academic performance?

5. What are the implications of the effective school culture to hill school community, policy makers and educational researchers?

1.6 Significance of the Study

The findings of this study are expected to increase understanding of organizational culture on students' academic performance in K.C.P.E. It is hoped that the findings of the study will be useful to teachers, parents and other educational stakeholders in enabling students improve on their academic performance in national examinations. The study will be of great significance to the head teachers of primary schools since it shade light on how they can develop school culture in their institutions for better academic performance in the national examinations. The importance of this culture is based on the fact that the school culture affects the school productivity, that's how teachers teach and how students learn (Orora 1998:6). Scholars and school managers will be able to find out the following in their individual schools : why and how cultures have emerged; why cultures persist, how culture influence constituents, role performance and implications of the operating cultures' on students achieving in K.C.P.E national examinations.

1.7 Variables of the Study

The variables of the study are categorized into two namely; the dependent and independent variables. The dependent variable (presumed effect) attempt to indicate the total influence arising from effects of the independent variables. While the independent variable (presumed cause) is one that a researcher manipulates in order to determine its effects or influence on another variable. The dependent variable in study is student's performance while organizational culture will be the independent variable.

1.8 Justification of the Study

The literature reviewed by the researchers' shows that there are limited studies that

had investigated the effect of organizational culture on academic performance. Studies carried out in developed countries according to (Ouchi 1981) have shown that the issue of organizational culture exists and it affects organization performance. The researcher was therefore motivated to carry out a case study on effects of organization culture on academic performance in national examination in Hill School Primary.

1.9 The Scope of the Study

The study was carried out in one school: that is Hill school primary in Kapsaret division, Uasin-Gishu district. It was a case study that was concerned with the effect of organizational culture on student's academic performance in national Examinations. The operative basic human assumption was examined to assess how it affect students' academic performance in K.C.P.E. Hill School was chosen for the study by the researcher because it was believed to have a well established school culture. The school was also among the highly performing schools in K.C.PE examinations in Kapsaret division, Uasin-Gishu district. The study will be carried out between January and November 2010.

1.10 Limitations of the Study

The following were the limitations of this study:

1. This was a case study of Hill school, study results may not be generalized to represent the cultures of all high performing public primary schools within Kapsaret division, Wareng District

2. The culture of an organization is studied focusing on its historical social dramas, to provide a transparent look at the growth, evaluation and transformation of organization overtime, sufficient information of the same

were lacking due to poor recording, keeping of documents and organizational administrative change that have taken place overtime.

3. The concept of organizational culture is complex to determine. The researcher had to study the school for six months to understand its language, how shared meanings are translated into behaviour and how these affected students' academic performance.

4. Consequently, deciphering an organizations culture involves elaborate and extensive data Collection and analysis, therefore takes along time and a lot of funds.

How limitation encountered were overcome.

According to definition of organizational culture, the outsider worked with the key insider identified by the researcher through Schein join exploration in deciphering the school culture. The key insiders understood and translated the shared meaning in the organization into behaviors. They had lived in the organization long enough and could objectively worked with the researcher in exploring adequately organizational basic assumptions taken for granted and assigning meaning. The researcher was therefore able to hastened the research period and was able to minimized the research cost.

1.11 Assumption of the Study

The following were the assumptions of this study:

(i) Hill school has an effective established culture that guides its functioning.

(ii) All subjects selected as respondents in the study were cooperative, provided required information, were well informed of the school and the information given was true.

(iii)   That Hill School had maintained genuine records of the past student's performance in KCPE.

(iv)   That the student's performance in K.C.P.E depends on organizational culture.

1.12 Theoretical Framework

Schein (1985) in his study of organization and school culture used a conceptual framework where the researcher should obtain data from several organizational people and learn the meaning of social action in an organization under study through the course of their interaction with people in the organization. The shared meanings are assigned to events by people who perceive and interpret them in their contexts and the researcher should be concerned with the shared meanings organizational people ascribe to their experience, this concept was helpful in this study in deciphering its culture. The theoretical framework guiding this study will be adopted from Ouchi style of management "Theory Z" Ouchi (1981) who identified a set of management practices which he calls a "Theory Z" style of management, the most significant distinguishing feature of this style of management is its holistic emphasis on people and environment, in which they work, employees are treated as integrals and central elements in the organization and are given an active role in decision-making and self-governance.

Ouchi (1985) explain this theory that:

> "Employees who developed a sense of ownership in and commitment to the organization in which they work will be more dedicated to the goals of the organization and thus will become more productive."

Other related studies by Ouchi on making schools work, he found that when

principals were given autonomy over their schools, the performance of those schools improve measurably. Drawing on Ouchi's study of 442 schools in eight urban school district, he demonstrated that there is a direct correlation between how much control a principal has over his or her budget and how much that school's student performance rises. According to Ouchi,(1981) he noted that School organization reform alone produces a more potent improvement in student performance than any other single factor .The school districts that Ouchi studied and analyzed school performance in each of these cities revealed why districts that wholeheartedly embraced organizational reform had outperform those that took more tentative steps. Ouchi studied many districts schools and indicated that school principals play an important part in improvement of schools. The researcher studied effects of organizational culture on student's performance. It is a case study in which the school principal is belief to play an important role in students performance as shown in the conceptual framework.

Figure 1. 1: Conceptual framework

INDEPENDENT   **VARIABLES**

DEPENDENT VARIABLES

CULTURE

ARTIFACTS
School motto
School mission
Rituals
Ceremonies

INTERVENING VARIABLES

Discipline

Environment

Social political factors

Student's performance in K.C.P.E

VALUES
Hard work
Co-curricular
Reading culture
Religious aspects

BASIC
ASSUMPTION
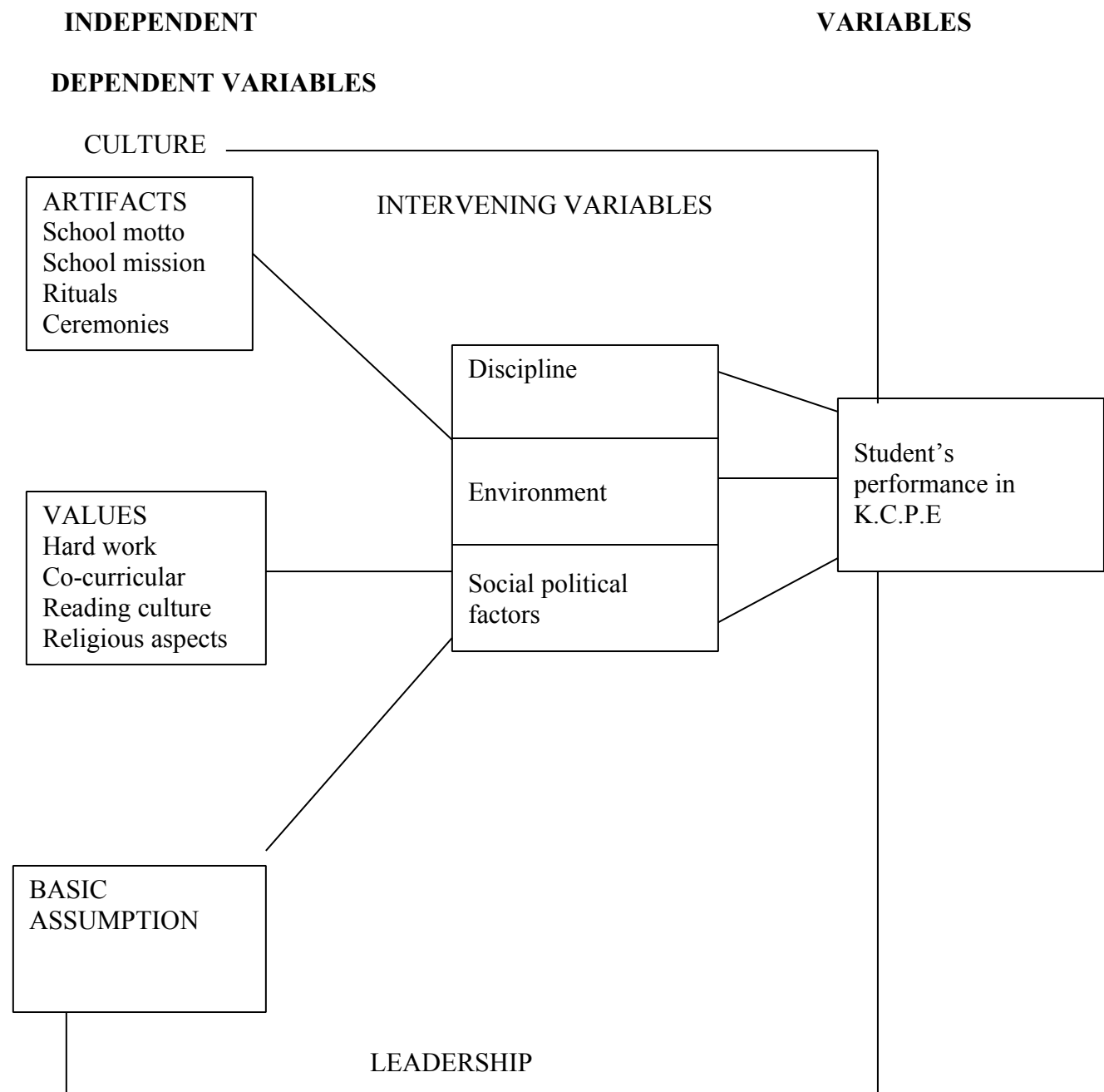
LEADERSHIP

Source: Author (2009)

The above conceptual framework illustrates that culture (independent variable) is a product of leadership which can be influenced by other intervening variables such as; discipline, environment, social political factors among others. This in turn affected student's performance (dependent variable) in the present study, high students'

performance reflects successful culture whereas low performance reflects inhibiting culture. Culture in this case means living positively, according to observable artifacts in the school such as school motto, mission, rituals in school and the ceremonies conducted in school. All these contribute to student's performance. Values observed in the school are also part of the school culture which contributes to a student's performance, these comprises of co-curricular activities, reading, hard work, religious aspects and performance in national exams. Basic cultural assumptions in the school also affect students academic performance.

1.13 Definitions of Terms/Operation Definition of Terms

This thesis has embraced some terms which were operationalized to suit the study as follows:

Academic Performance: This refers to the students' mean achievement score in KCPE standardized examinations.

Artifacts: Tangible aspects of culture a person hears, sees, or feels in an organization that's the overt expression or surface manifestation of organizations socially shared values, and assumptions

Communication: This refers to ways in which the head teacher used in demonstrating and relay to the school members the desired culture of the school.

Culture: Is a set of beliefs, values, ways of behaving and tools for living that are so common in a community (school).

Discipline: The action of the management to enforce school rules and regulations and their students upholding of these rules

Head teacher: Refers to an administrator heading a primary school.

National Examination: Standardized tests designed to measure students' academic and practical knowledge on various subjects taught in primary and secondary curriculum in Kenya system of education.

Organization: A school setup where all people in the school work with the common goal of achieving excellence in student's performance in national exams

Organizational culture: observed behavioral regularities when people interact they include; the language used, artifacts, values and the ritual around the school, it is also used to mean the norms that evolved in working groups in the school.

Public Primary School: An institution of learning catering for pupils under the age of 18 years and is partially or fully assisted by the government.

Pupil: It is defined as a child in primary school and one who is less than 18 years of age.

Support staff: These are workers in an institution who performed non teaching duties in the school.

The Kenya Certificate of Primary Education (KCPE): A National Examinations at the end of the eight year of Primary Education.

Values: These are the evaluations people make of situations, acts, objects and people which reflects an organizational general goals, ideals and standards.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of the literature related to the study under investigation. The purpose of this study is to present the contemporary literature of the cultures of high performing schools and methods of deciphering organizational culture has carried out by different scholars. The literature was reviewed under the following sub topics; organizational development, the concept of organizational culture, elements of organizational culture, cultural analysis, sub-cultures, organizational culture and leadership and school environment and academic performance, school culture and leadership, organizational culture and academic progress.

2.1.1 Organizational Development.

Pattanaya,(2003) observed that, Organizational development can be explained as a planned change brought about through the people processes in the organization with the help of the consultant. Organizational change is referred to as a significant difference between the past state of affairs and the present state of affairs in an organization. It may be planned or unplanned, continuous or discontinuous and incremental or decremented depending on how far it has affected the business process.

 Organization development encompasses the whole organization, which means that every individual group/teams and departments are covered in this massive change

programmes, according to the systems theory, every organization work on the basis of input throughout and output, Paltanayak (2003).

2.1.2 Characteristics of Organizational Development are:

 i) Organizational development and processes. It tries to inculcate an environment of trust openness, collaboration and productivity in the organization.

 ii) Organizational development ensures collaboration between superior and subordinate in managing the culture and processes with the organization.

 iii) Team formation and its effectiveness are targets of Organizational Development.

 iv) Organization Development emphasizes sharing of management power with employees.

 v) Organizational development targets each and every sub-system

Heresy, (2000) assert that, an organization senior leaders need to set directions and create a customer focus, clear and visible values, and high expectations. The directions values and expectations should balance the needs of all of your stakeholders. Leaders need to ensure the creation of strategies, systems and methods for achieving excellence, stimulating innovation and building knowledge and capabilities. The values and strategies should help guide all activities and decisions of the organization. Leaders should ensure and motivate the entire workforce and should encourage involvement, development and learning innovation and creativity by all employees. Through their ethical behaviour and personal roles in planning communicating, coaching developing future leaders, review of organizational

performance, and employee recognition. Leader should serve as a role model reinforcing values and expectations and building leadership, committed and initiative through and the organization.

2.2 The Concept of Organization Culture

In the past 25 years the concept of organizational culture has gained wide acceptance as a way to understand human systems. From an "open-systems" perspective, each aspect of organizational culture can be seen as an important environmental condition affecting the system and its subsystems. The examination of organizational culture is also a valuable analytical tool in its own right. This way of looking at organizations borrows heavily from anthropology and sociology and uses many of the same terms to define the building blocks of culture. Edgar Schein, one of the prominent theories of organizational culture, gave the following very general definition: The culture of a group can be defined as: "a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid an therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems." (Schein1985: 373-374).

In other words, as groups evolve over time, they face two basic challenges: integrating individuals into an effective whole, and adapting effectively to the external environment in order to survive. As groups find solutions to these problems over time, they engage in a kind of collective learning that creates the set of shared assumptions and belief we call "culture" Gareh Morgan describes culture as "an active living phenomenon through which people jointly create and recreate the worlds in which

they live." For Morgan, the three basic questions for cultural analysts are:

1. What are the shared frames of reference that make organization possible?

2. Where do they come from?

3. How are they created, communicated, and sustained?

2.2.1 Elements of organizational culture

1 Stated and understated values.

2 Over and implicit expectations for member behaviour

3 Custom and rituals

4 Stories and myths about the history of group.

5 Shop talk – typical language used and about the group

6 Climate – the feelings evoked by the way members interact with each other, with outsiders, and with their environment, including the physical space they occupy.

7 Metaphor and symbols – may be unconscious but can be found embodied in other cultural elements.

2.2.2 Morgan Proposed Four Essential Strengths of the Organizational Culture Approach

It focuses attention on the human side of organizational life, and finds significance and learning in even its most mundane aspects (for example, the setup in an empty meeting room).

1 It makes clear the importance of creating appropriate systems of shared meaning to help people work together towards desired outcomes.

2 It requires members – especially leaders – to acknowledge the impact of their

behaviour on the organization's culture. Morgan proposes that people should ask themselves: "What impact am I having on the social construction of reality in my organization?" What can I do to have a different and more positive impact?"

3   It encourages the view that the perceived relationship between an organization and environment is also affected by the organization's basic assumptions. Morgan posit:

> "We choose and operate in environmental domains according to how we construct conceptions of who we are and what we are trying to do…..and we act in relation to those domains through the definitions we impose on them…..The belief and ideas that organizations hold about who they are, what they are trying to do, and what their environment is like have a much greater tendency to realize themselves than is usually believed." (Morgan 149).

2.3 Cultural Analysis

According to Edgar Schein, cultural analysis is especially valuable for dealing with aspects of organization that seem irrational, frustrating, and intractable. He writes, "The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them. "(Schein 375) It is significant that Schein uses the plural "Cultures." Using open-systems concepts, we know that members of a group culture may also belong to subcultures within an organization. Since organizations do have a shared history, there will normally be at least a few values or assumptions common to the system as whole. But sometimes, as in many orchestra organizations, the subcultures have had different experiences over time, and their group learning has produced very different sets of basic assumptions. Organization members interpret the behaviour and language of others through their own cultural biases. Each member's (or subsystem's) set of belief, values, and assumptions become their unquestioned "reality"; they then perceive behaviour

inconsistent with their own biases as irrational, or even malevolent. The organizational culture model suggests reinterpreting such conflict as a product of different sets of experiences. Instead of looking at conflict as "right" versus "wrong" this approach suggests that subsystems examine the assumptions underlying their behavior, honor the experience and learning that led to those assumptions, and then investigate whether those assumptions still work well in the present. Because culture is so deeply rooted in an organization's history and collective experience, working to change it requires a major investment of time and resources. Help from a change agent outside the systems is often advisable. Without such help, it is difficult for insiders to view their "reality" as something they've constructed, and to see meaning in things they normally take for granted.

2.5 Sub-cultures

Distance between a sub culture and a main culture decreases organizational effectiveness, so organizations wide culture aims to reduce such distances and building harmony within the organization. (Hawsen and Kahnweiler, 1994) suggest that "occupational cultures form around the belief that members have the exclusive right to perform a given set of interrelated tasks and reject the idea of harmonic organizational culture. Sub-cultures can co-exist as "an integrated cultures confederation" only when an organization "acknowledges differences and builds upon similarities".

2.6 Organizational Culture and Leadership

Time leadership bring people stall background, interest, valves and cultural environments together, and provides them with opportunities in order to realize

potential and goal optimization (Hesselbein, Goldsmith & Backhand 1996). The qualities of the leader are not only the typical, demons ratable qualities of the leader, but will have to extent excelled in the "softer" side.

These are less measurable and focus on the "humanistic" areas such as personality and personally held values and organizational cultures (Hesselbein, Goldsmith & Beck hand 1996).

If the workforce function without a clear picture of what it is to do, then success will be possible to achieve. Shelton (1997) noted Leadership challenges will have little to do with managing tangible assets and everything to do managing intangible assets and relationship

Organizational culture has been argued as one of the most powerful and stable forces operating in organizations and can influence a firms leadership, decision making, performance, internal development, and strategic development for the twenty first century (Howard 1998; Quin et. al, 1991; Schein 1996). As such having knowledge and understanding the dynamic (tangible and intangible) of an organization's culture and sub-culture make up is critical for the twenty- first century and can be a guiding principle for what strategy, leadership theory or leadership style to enact for successful results.

2.7 School Environment and Academic Performance

Igaga (1990) asserts that a school is one of the agent of socialization and development. The school environment consists of teachers, students, and support staff among other members. It is in a school where an individual learns many things about his culture and society. This happens both in and outside classroom through

interaction with teachers and other students.

The school is a social organization with set rules, norms, standards and values whereby individuals interact and influence each other. The culture of a school impacts greatly on an individual's way of thinking and his general social behaviour. Igaga continuous to say that in a school setting children learn their teachers and pupils have certain obligations to respect the authoritative position of others. They also have certain rights that teachers will be concurred to teach the children while the heads are concerned with the organization of the school so as to facilitate the whole teaching and learning processes.

There is need in a school setting to ensure that learning atmosphere is conducive, related, pleasant and socially positive. This implies that students and teachers work, live and interact in a friendly and peaceful manner. It is in this environment that pupils grow socially and emotionally by the standards approved by his group. This is greatly influence by the quality and nature of teachers' leadership taking into consideration all individual differences. This study was carried out to investigate the effects of organizational culture on academic performance.

Follet (1968) in Okumba (1998) believe that a fundamental problem in all organizations was in developing and maintaining dynamic and harmonious relationship between its members. This has a bearing on how the members of school environment relate to each other and its influences on the academic performance of the students. Isaac (1984) supports toilets view by say that the school as a learning environment is a powerful arena in view of academic performance.

Adinda (2001) also concurs with Isaac's view by say that in academic performance, teachers and learners and low they relate to each other are vital factors. Lezzote (1989) stresses the need for a safe and orderly environment for good academic performance. In this view he occurs with Igaga it is only in an effective school, where there is an orderly purposeful business like atmosphere, free from threats and fears of any physical harm where academic performance flourish. Therefore there is need to have a conclusive school environment for teaching and learning in order to facilitate excellent academic performance.

Lowry (1978) an interactionist and researcher, agrees that after observing cases of students who performed well academically at a lower stages of their education but deteriorated with time, as well as poor performance who improved gradually with time, thereby indicate that environment has a big role to play in academic performance.

This study therefore will be carried to establish what effect the organizational culture has on academic performance.

Keller (1974) asserts that the school' social setting has norms, ideas and mores that guides the student behaviour. These guidelines on what are expected of him, and as he follows this pattern of behaviour, he constructs a self-concept. For each setting that he finds himself in, the child must construct a self concept and a pattern of behaviour consistent to other people's perception of him. It is in the school that a student is taught to be an effective member of society culture is transmitted, personality is formed, various roles are learnt through class lessons, voluntary projects, games and field trips to mention a few. In each of these activities and interactions, the student learns what others expect of him and this moulds his personality of self.

2.8 School Culture and Leadership

It is the principles role to promote and develop the school's culture in a given direction. Their influence is exercised through actions and deeds that express the vision of the school as well as through their management style and the values and symbols put forward.

In the United States, (Teddlie and Stringfied, 1993) portray their effective principles of offering stable and appropriate leadership using formal and non-formal structures, sharing their power and willing to respond to external school change. Their effective principals by contrast, exhibit unstable, changeable overtime leadership using formal structures more than informal, with a lack of staff involvement and a reluctance to relate either to parents and the community or to the external educational reform agenda.

In addition, Rutter et. al, (1979) in their study fifteen thousand hours noted that pupil outcomes in secondary schools were better when the head teacher showed both firm leadership and teacher involvement rather than either one or the other.

Furthermore, Martimore et. al, (1988) established that what matters was purpose leadership of staff, which occurred when the head teacher understood the school's needs and was actively involved in the school, but also good at sharing power, consulting widely especially on such matters as budget and curriculum planning. These three studies and others have shown that leadership of a school is key to effective schooling hence contributed to high pupils' academic performance.

Gray et al (1999) however observe that sometimes leadership can come from staff or senior management. In most cases, however, it comes from the head teacher the

following eight areas have been identified by Reyolds as critical in determining the quality of leadership: A sense of mission; involving others; concern with teaching; hand on monitoring; hands –on staffing; An academic orientation; High expectations; monitoring and evaluation. Haddad et al (1990) while summarizing empirical research findings on school effectiveness in relation to school process factors comments this on school management: We know that well managed, effective school share several characteristics; They display an orderly environment, emphasize academic achievement, set higher expectations for student achievement and run by teachers or principals who expand an enormous amount of effort to produce effective teaching and encourage pupils to learn no matter what their family background or gender is. (Haddad et al, 1990) emphasize research findings that established the most important schooling process factor that governs how well pupils do in school is in the school leadership and management. Several studies have identified head teacher (principal) education and experience as important variable that effect pupil's achievement.

This view is shared with (Pashiardis2006), who in a study conducted in Cyprus found out that in general, effective principals.

- Have great love and ambition for their profession which they regard as a sacred and a holy duty.

- Are deep thinkers and constant learners; they will read any journal related to their profession.

- Have deep conviction that they can influence much more from a position of leadership such as principal than any other position to school system are good bureaucrats are risk-takers are honest and truth lovers, they exhibit boldness and forthcoming as they want their schools to be compared with other schools

in Cyprus and abroad. They are good time managers. They are ambitious and have drive for constant improvement to position of authority or otherwise.

Riddel and Brown (1991) while giving a summary of recent research findings from industrialized countries cite specific factors which make primary schools effective. The most critical of the factors cited is leadership. They report that research shows that having a head teacher who is purposeful but neither too authoritarian nor too democratic and who is able to share ownership of the school and colleagues is important. The good qualities of leadership identified include the ability to delegate to a deputy without finding threatened and involve members of staff in planning and management of schools. This study assessed the effects of organizational culture on student's academic performance in K.C.P.E. In the study role played by the head teacher was briefly discussed. The head teacher is the leader of the institution and was believed to contribute a lot in developing school culture which enhance academic performance.

2.9 Organizational Culture and Academic Progress

Few studies have dealt with the relationship between organizational culture and the academic progress of students. This relationship can be understood at a theoretical level. In reality, if the culture creates strong links and a common vision, if it fosters greater support by members for academic goals, better academic results can be expected. To our knowledge, few studies have explored the link between culture and performance on a large scale. Authors who are interested in the culture of school rely on the observation, which is often made after the fact, that so called "effective" school have common cultural characteristics; high expectations; a strong, clear educational

project; strong leadership from the administration, etc. the literature dealing with organizational culture is still too recent and not sufficiently developed to draw out definitive conclusions. The present study attempts to increase our understanding of this issue. Therefore the researcher attempted to establish the effects of organizational culture on student's academic performance in national examinations (K.C.P.E.) in Hill school primary.

2.10 summary and critique

Academic goals, better academic results can be expected. To our knowledge, few studies have explored the link between culture and performance on a large scale. Authors who are interested in the culture of school rely on the observation, which is often made after the fact, that so called "effective" school have common cultural characteristics; high expectations; a strong, clear educational project; strong leadership from the administration, etc. the literature dealing with organizational culture is still too recent and not sufficiently developed to draw out definitive conclusions. The present study attempts to increase our understanding of this issue. Therefore the researcher attempted to establish the effects of organizational culture on student's academic performance in national examinations (K.C.P.E.) in Hill school primary.

2.11 Organizational Culture and Academic Achievement in Secondary Schools

A number of factors have been identified that affect academic achievement of learners. Among these factors, organizational culture seems to be a key factor. This is a complex factor characterized by many variables. The findings in this research indicate that a healthy and positive organizational culture exists in high achieving

schools whereas the same cannot be said for low achieving school. A positive organizational culture seems to exercise an exceptionally positive influence on members of a school and is instrumental in directing their behaviour in achieving the stated goals of the school. It is recommended that management strategies should be developed and put in place to improve the organizational culture of low-achieving schools with the aim of improving their academic achievement.

2.12 Cultures of High Performing and Exemplary Schools in Kenya

The success of an individual in life as well as that of the nation as a whole heavily depends on the provision of quality education. The quality of education has been the concern for many scholars, education officials, teachers, parents, and students. Therefore, the major aim for this study is within the framework of school culture and students academic performance. Recent literatures have shown that school culture has positive impact on student academic achievement. A study conducted in England by Chubb and Moe (1990:137) in their study of the economic characteristics of the high and low performing schools he stated that:

> When the effect of school tracking policy, an aspect of school organization are counted, then school organization (i.e. culture leadership, personnel and practice) are more important than either ability or socio-economic background in determining academic achievement.

Instructional processes are affected directly or indirectly by various management practices used by head teachers in the day-to-day management of schools.

Fuller (1986:4 1) noted that:

> In many settings the length of the school say, time spent on particular curriculum areas; the efficient use of instructional time within classrooms is more strongly determined by management practices than by materials parameters.

Orlosky et al (1984:114-115) agree with this fact when they observed that:

> From the perspective of school administration, leadership in promoting the essential features of effective school must come from those in positions of authority...teachers will not optimize schools without help. It is this collaborative and shared purpose that will bring about the achievements schools are currently striving to reach.

It is clear from Orlosky's observation that the main concern of school administrator is to improve school performance. Pupil performance is the base around which most administrative pivot.

Orora (1988), conducted a study on school culture and the role of the principal in Cohismo high school, where he study basic cultural assumptions and their influence on the principals role stated that:

> In Cohismo, high academic performance in KCE and KACE examinations is consistently sought by teachers and students because passing national examinations is the most important goal of education. Every school worth its salt strives towards academic excellence. To attract the best students from primary schools to choose Cohismo as their first choice... we have to portray ourselves as top performing secondary school in KCE.

The artifacts described in regard to Cohismo's assumption that students ought to be consistently coached for competition in national examinations include: teaching methods, daily evening studies, supervision of evening studies, marking, grading and ranking of home work Assignments Continuous Assessment Tests (CATs), display of national examination results, and persistent guest by Cohismo people for top performance in KCE and KACE examinations.

Chepkonga (2005), on the study he conducted on a school culture and its influence on academic performance in a high performing school, deciphered and analyzed Sacho High school culture and its basic cultural assumptions and showed how these basic cultural assumptions influence student performance in KCSE. He stated that:

Sacho's basic assumptions contributed to assisting students to obtained top scores in CSE examinations, and basic assumptions persisted in the school because performing highly in KCSE examinations was the core mission of the school.

Chepkonga therefore recommended that school have organizational cultures which are not alike and that basic cultural assumptions of a particular school cannot be generalized to other schools in Kenya. Organizational culture therefore provides a framework for investigating the shared earnings of the organizations reality and developing interpretations for their experiences.

2.13 Summary and critique

This chapter has presented literature reviewed related to the concept of organizational culture, contemporary literature on methods of deciphering organizational culture and contemporary literature of high performing schools in Kenya. The literature reviewed suggested that researchers studying organizations cultures have a common conceptualization on data collection methods. First, most scholars agree that in studying organizations as cultures, investigators should enter organizations with no predetermined hypothesis. Instead, they should learn about the meaning of social actions in the organizations under study through the course of their interaction with the people in these settings. Second data should be obtained from several organizational people. Third, researchers should be concerned with the shared meaning organizational people ascribe to their experience. Fourthly, because shared meaning are assigned to events by people who perceive and interpret them in their context, researchers must be close to must make a commitment to spend a significant period of time in the settings, observing and interacting directly from them.

Finally, the literature reviewed concurs that in studying organizations as cultures, analysis of data is an interpretive endeavors and a commitment process of data collection. According to the literature reviewed, investigators should note that, they should collaborate with the insiders and other key informants in deciphering organizational culture fully. It is further advised that the three levels of culture, that is artifacts, values and basic assumptions should be fully studied to understand organization culture. Further according to the reviewed literature it is evident that few studies in education sector in Kenya have explored the link between culture and performance on a large scale. The few studies were conducted in high schools. Orora (1988) conducted a case study in Cohismo secondary school on the school culture and the role of the principal. He studied basic cultural assumptions of a Kenyan secondary school in Kisii and their influence on the principal's role. Chepkonga (2005) on the other hand also conducted a study of school culture and its influence on academic performance in a high performing school. This case study was conducted in Sacho high school in Baring district in Kenya. This study therefore sought to decipher effects of school culture on students' performance KCPE examinations in Hill school primary school in Uasin Gishu district Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter gives information about the study area, target population or respondents interviewed and observe, data collection instruments, validity and reliability of research instruments, data collection and data analysis and research procedure.

3.1 Research Design

The study deals with qualitative phenomenon a case study research design was use. According to (Kothari 1990), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. A case study design is a descriptive study that is concerned with describing the characteristic of a particular individual or group. It attempts to identify variables that exist in a given situation and at times to describe the causal or functional relationships that exist among variables. It aims at tracing the factors back into the past so as to account for the present situations. According to Kerlinger (1983) describes case study research as a qualitative research which tends to provide an in depth information and intimate details about the particular case being studied. This is an excellent way to determine how policies have effect on society at the micro level and also to see if theories have the predicted outcome on the individual level. The researcher studied the effects of an organizational culture on student's performance in national exams.

3.2 Study Area

The study was carried out in Hill school primary in Kapsaret division, Wareng district, Rift valley province, Kenya. The school borders Eldoret west district to the north and Eldoret- east district to the East. Hill school primary is located along tarmac road between Eldoret and Kapsabet. The school has common characteristics with other schools within Kapsaret division, for example use common curriculum and moderate learning facilities. The school was chosen for the study because of its consistent students' performance in KCPE, for instance it has maintained position two from 2008 to 2010 with the mean score of 339.32, 342.82 and 342.66.This was achieved due to established positive culture that enhances high academic performances. Hill school was found to be also one of the oldest school in the division with developed culture, and the school had also produced successful personalities and had large population in the division (3 streams). The school was the only public day and boarding in Kapseret zone. The school is under District Educational Board (DEB), it was started in 1951by the European settlers who came and occupied the fertile highlands in Uasin-Gishu. The school is situated in a geographical area which receives high amount of rainfall between the month of April to August and dry spell between October to March. The respondents involved in this study had the willingness to cooperate with the researcher during his study.

3.3 Target Population

The target population included: stakeholders of Hill School, which include immediate Head teacher, Hill secondary principal, students, deputy head teacher, teachers and other interested parties.

3.4 Data Collection Procedures

The researcher sort permission from the ministry of education, science and technology (National Council of Research and Technology) to carry out the study. The permit was then taken to the district commissioner and then to the district education officer, Wareng district who issued an introductory letter that together with the permit given to Hill school Head teacher to facilitate research exercise ill school. These insiders were selected purposely for the study based on their knowledge on school culture and students' academic performance in K.C.P.E examinations.

3.5. Data Collection Instruments

The researcher used these three methods data collection observation, iterative schedule, and content analysis of documentary materials. The three were used simultaneously so that data collected by one method was cross checked with the data gathered by another method in order to ensure their accuracy, authenticity and consistency.

3.5.1 Observation

Observation means the use of all senses to perceive and understand the experiences of interest to the researcher. Observation was most convenient for this study. The researcher observed physical artifacts, physical layout, technology and accepted attire. The researcher also listened to conversations that is, verbal artifacts such as language, stories and myths. Behavioral artifacts were also observed such as rituals and ceremonies. Observation also allows the researcher to see for himself what people actually do rather than what they say they do. Observation also allows the researcher to gain firsthand experience without informants; record information as it occurs;

explore topics that may be uncomfortable to informants and notice unusual aspects. All these provided data to formulate and focus questions for interview, documenting content analysis in order to ascertained relationship that existed between organizational culture and pupils' performance in national exams.

3.5.2 Interview Schedules

There was an iterative interview with: the head teachers, teachers, students, support staff and other stake holders .Iterative interviews were conducted in accordance with Scheins (1985) join exploration through interviews. The key insider informants were able to give the origins and meanings ascribed to the artifacts, values and assumptions observed   an interview schedule is a set of questions that the interviewer asks when interviewing. Interview enabled the researcher to collect the information that could be directly observed or were difficult to put down in writing. It also allowed the researcher to obtained historical information and gain control over the line of questions. All these advantages enabled the researcher to obtained data required to meet specific objectives of the study. The ten steps on how to uncover cultural assumptions in an organization that's revealing the cultural paradigm (Schein 1985) guided in developing interview for the other identified respondents.

3.5.3 Content Analysis of Documentary Materials

Document analysis means critical examination of recorded information related to the issue under investigation. The researcher analyzed the content of correspondence files, timetables, newspapers cutting, reports, staff meeting agenda and, speeches, church sermons, curriculum guides, examinations results sheets, student records, ministry of education circulars and general government circulars among other documents was viewed. The data generated from these documents was further be used by a researcher to formulate and focus questions on issues and events that need

explanation and the people to be observed and interviewed. This technique was used to derive data on the effects of organizational culture on student's   performance in national exams.

3.6. Validity and Reliability of Research Instruments

3.6.1. Validity

According to (Cohen and Marion 1994) validity refers to the extent to which the instrument measures what it purports to measure. It is the degree to which results obtains from the analysis of the data actually represents the phenomenon under study. A valid instrument contains content that is relevant to study. The three instruments used to collect data in this study, were; interview, observation and content analysis of archival materials used simultaneously, so that data collected by one method would be cross-checked with data collected by the other instruments to ensure the validity of the methods and ensure their accuracy, authenticity and consistency. When the three methods were used simultaneously, they combined to support the research's ideas by adding depth and in tensing of the study.

3.6.2 Reliability

A data collection instrument must be reliable. As (Best and Kahn 1989) posit that reliability of an instrument is the degree of consistently that an instrument demonstrates i.e. the accuracy of the test scores which are free of choice errors. This research was ethnographic that was based on qualitative phenomenon (one school). A pilot study was not necessary because qualitative approach was used which was concerned with subjective assessment of opinions, attitudes and behaviour of people. According to Schein (1985) a culture of one school is different from the culture of another, such that it cannot be generalized. In this study the three instruments:

interview, observation and content analysis of archival materials were used simultaneously so that data collected by one method was cross-checked with the data gathered by another.

3.7. Data Analysis Procedures and Methods

The following procedures and methods were used to process the data analysis.

i) Descriptive format was used by the researcher to analyze the findings of the research. The researcher used diagrams and tables to explain and summarize the school daily routine, administration, curriculum activities, teaching reports and schools examination results for different years.

ii) While collecting the data in the field, the researcher continually analyzes the data by organizing the data, categorizing and sorting out the themes.

iii) The researcher wrote a tentative brief description of Hill School primary culture and its artifact and values that operated in the school and give it to the key insider informant to read to enable the researcher and key informant to redefine schools basic cultures together.

iv) The data was analyzed through cross-checking of patterns and themes generated through interview, observation and content analysis of archival methods. This enabled the researcher to build up data, extract common ideas and reflect upon them as the research progresses.

v) Using (Schein's 1985) categories of basic underlying assumptions around which culture paradigm floras, the researcher discussed the school's basic cultures, artifacts and values that affect students' academic performance in KCPE national examinations.

vi) The researcher observed what was going on in the school, collect data, then interpret what he saw, heard and felt and tested the interpretation by

discussing with the key insider informants for further clarification.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND

DISCUSSION

4.0. Introduction

This chapter presents data collected from the school under study. It dwells on the analysis and interpretation of the data. The chapter is divided into four main sections: Establishment of Hill School primary; Administration of the Hill school primary; Hill school administrative structure; School management and how it affects students high performance in national examination .The discussion on the mechanisms used by hill school head teacher to communicate school culture to its' members and the implication of Hill School culture to the head teacher, teachers, students, support staff, parents, educational policy makers and researchers in educational administration.

4.1. Administration of the Hill School

During the study period the researchers observed that Hill School administration was for long dominated by founders (Europeans) heads since1951 to 1991 translating to four decades in administration. This indicates that manifestation and establishment of the school culture as reflected in the school environment was greatly influence by these people. From the discussion conducted with the present school staff and other stakeholders points at founded cultures and some school artifacts, values and school rules observed dates to late 1950's and early 1960's describes early manifestation and establishment of Hill School culture which influence academic students performance. The Hill School administration structure serve as an example as illustrated below:

4.2. School management

The head teacher work with the school management committee in the general administration and school developments. The main duty is administration while the committee is concerned with developments. Under the SMC is the parent teacher association, this is the body of parents representatives and teachers who provides immensely In developing students performance, parents representatives are in charge in every class, this was noted during the study period. Class teachers worked together with the parents' representatives in improving and developing the general performance of the pupils that is in discipline and academic performance.

There was also an overall school principal who was in charge of both Hill School primary and Hill School Secondary. Her main function was management of the school finances. She was also concerned with the students' academic performance since through the finding she closely monitor primary school admission, where through the primary school head teacher she ensure that the right number of students are enrolled to coped and match with available facilities in school. The primary school head teacher was answerable to school principal, his main duties were: to monitor and supervised teaching in the primary and to collect levies through the school accountant.

4.3. Teaching Staff

The deputy head teacher assisted the head teacher in deployment of duties, she also monitor sports and games activities through the games teacher , she coordinated boarding programmes through senior boarding master, and also in charge of academic programmes in the school through academic master.

The senior boarding master on the other hand took care of gathering programme where he ensured that meals are prepared and served in time not to interrupt smooth running of other school programmes, through other boarding masters of different houses he ensured that pupils went to bed in time and woke up the following morning in time.

The academic master played central part in the running and coordination of all academic programmes in the school, he ensured that students were evaluated in their academic programmes in time, he did this by ensuring that continuous assessment tests are set and done in time in all classes, he arranges for mid and end term tests, he monitor through   the teachers invigilation and supervision of all tests.

The H.O.D'S of different subjects monitor teaching of all classes, they also ensured that teachers set CAT's in time and that teachers participated in invigilation and supervision of all CAT's and tests. H.O.D's also ensured that subject panels were active and that they participated in the analysis of CAT's and Tests so as to monitor academic progress of all students and provide the way forward for the improvement.

Teachers were placed bottom in the administrative structure they performed a vital role in the school administration, for instance, teaches students since they are trained and a assigned different subjects, they also contributed a lot in the general development of the students for instance physical and mental development through administering physical Education (PE), spiritual development through teaching of religious education, they were also in charge of their classes being the class teachers and hence contributed in the moral being of the students as they instilled discipline to

students. Teachers also monitor academic progress of the pupils as they set, invigilate and supervised different tests.

During the study period, the researcher observed TSC staff return File No. HSP/TSC/34 and noticed that there were 31 teachers all employed by the teachers service commission (TSC). Twenty five teachers had primary teacher certificate (PI) three teachers had university Bachelors Degrees in Education. There were two Diploma teachers and one approved teacher status (ATSI). Each teacher was allocated an average of 20 lessons per week.

4.4. Support staff

During the study period, the school had employed a total of 25 support staff. They include one bursar, one accounts clerk, a chaplain, and four matrons in charge of four hostels, two librarians, one secretary, four security men from group four company (G4S), two store keepers, one messenger, four drivers who picked pupils in the morning and return them back home in the evening using school buses and three grounds men. The researcher noted that all the support staff adhered to school rules and regulations as part of the instruments which shapes the school culture. For example they communicated to the students through English language, keep time in performance of their duties, they also sign arrival and departure register as they enter and leave the school compound. This was aimed at monitoring their performance of their duties. There were also very cooperative in their activities and with their school administration. They were hardworking honest and responsible.

The use of English language as a medium of communication in school by all was one of the school culture which was attributed to have contributed in good English performance by students as reflected in K.C.P.E results of subsequent years. Co-

operation, honest and being responsible were part of school cultures that had boosted students academic performance.

4.5. Students

During the study period pupils in standard eight were 152 in total and all were boarders they divided into 3 streams and were further grouped into three different groups. The available groups were samba who wore yellow t-shirts, Chui who wore blue t-shirts and Duma who wore red t-shirts, all students had navy blue games kit. These attires were worn only during physical Education (PE) lessons and during games time.

The purpose of this division was an organizational culture developed so as to boost students' academic performance. It was noted that healthy academic performance was registered as student of different groups aimed to excel both in the co-curricular and in academic (class). Students and teachers were rewarded in their areas of excellence. Teachers had a responsibility of mentioning these groups one in order to attain their achievements. Teachers were given commendation letters for the good work done in molding these pupils well.

School administration had a mechanism also which used to discourage a laxative and negative result that is adoption of a black marked board designed and placed on administration block wall. On the black marked board it was noted that all students who showed indiscipline behavior were recorded or listed on the black marked board indicating the name of a student and the group one along to. Therefore each an every member of a group enhances high standard of discipline to avoid this shame. This kind of culture enhances student academic performance.

4.6. Physical facilities

Hill school has got well planned and constructed physical facilities. The school has modern buildings which efficiently serve the needs of the school community. The physical facilities include 16 classroom, one library, one dining hall, 4 dormitories, ten staff houses and one sanitarium. Other physical facilities were one swimming pool, two basket ball courts, two football playing fields and all roads connecting these physical facilities were tarmac.

The school has one bus, one pickup and one minibus. During the study period, the researcher observed that all the physical activities were undertaken in the school. All the physical facilities were well utilized and there was none which was not fully used. According to the school organization it was noted that all the school facilities ought to be taken care of and that all students ought to utilize available school resources to enhance their academic performance. Standard eight pupils were given the first priority for instance every August they were taken for an educational trip where they would camp for one week. Standard eight pupils also were to remain in school after closing for two weeks to attend extra tuition. This kind of school culture was found to have yielded positive academic results in K.C.P.E.

4.7. Curriculum activities

During the study period, teachers taught the entire subjects developed by Kenya institute of education (KIE) and approved by the ministry of education science and technology (MOEST). Teachers were being guided by the syllabus. Subject taught in school calendar year were: Mathematic, Kiswahili, Science, social studies, Christian Religious Education, Physical education. The examinable subjects approved by Kenya National Examinational for KCPE examination were emphasized.

4.8. Academic performance analysis

Hill school primary has recorded remarkable performance in Kenya certificate of primary education (KCPE) since 1991.The students performance has been above average as shown in the table 4.0 below where the total averaged marks is above 250 marks which an average mark in Kenya Certificate of Primary Education

Table 4. 1: Analysis of KCPE Results 2008 and 2009 - Kapseret zone

Pos	SCHOOL	CAT	ENT	ENG	KISW	MATHS	SCI	SS	MSS 2008	MSS 2009	IMPR INDEX
1	DISNEYLAND PREP	PRIV	14	73.00	73.00	72.00	67.50	70.786	357.143	320.58	+36.563
2	**HILL SCHOOL**	**PUBL**	**152**	**76.80**	**64.697**	**69.49**	**65.66**	**67.17**	**343.83**	**399.32**	**+4.509**
3	DAISSTY VISION	PRIV	15	61.73	56.867	67.40	64.60	68.07	318.67	NEW	-
4	TARTAR ADV	PRIV	20	58.45	60.25	64.35	63.85	61.10	308.00	307.96	+0.04
5	PATRICIA	PRIV	27	68.22	64.48	61.93	54.85	59.26	306.741	314.09	-7.349
6	SAMETO	PRIV	16	53.56	58.31	58.31	68.44	67.56	306.188	NEW	-
7	NGARA FALLS	PUBL	53	55.87	56.17	60.34	59.49	61.57	293.43	286.54	+6.893
8	ST. GEORGE SINENDED	PUBL	20	52.60	53.00	63.20	58.00	54.95	281.75	251.83	+29.92
9	INDER	PUBL	23	58.478	54.52	52.39	57.35	57.96	280.696	234.50	+46.197
10	KIPSAMOO	PUBL	30	52.87	51.97	53.43	59.067	60.333	277.667	260.35	+17.317
11	KERMETIO ACADEMY	PRIV	13	53.46	60.385	55.31	57.23	50.85	277.23	282.88	-5.649
12	MUTWOL	PUBL	22	49.95	52.91	56.95	56.05	55.77	271.64	243.61	+28.03
13	KAPTINGA	PUBL	22	52.864	47.22	54.95	49.59	53.05	257.68	215.74	+41.94
14	KIMURI	PUBL	24	50.458	44.71	53.875	51.83	53.25	254.12	250.86	+3.265
15	KOIBASUI	PUBL	17	47.88	43.29	49.00	57.59	52.00	249.76	270.27	-20.51
16	SIMAT	PUBL	32	48.06	44.50	51.03	53.63	51.125	248.34	212.71	+35.64
17	TUIYO	PUBL	22	51.91	51.54	50.77	45.5	48.50	248.23	236.90	+11.33
18	KIAMBAA	PUBL	27	49.33	54.19	42.41	42.67	52.074	239.37	NEW	-
19	KORMAET PREP	PRIV	23	42.96	44.83	43.83	45.27	50.83	227.696	186.30	+41.396
20	ST. JOSEPH	PUBL	34	48.59	48.18	38.56	45.12	45.71	226.15	258.39	-32.243
21	CHEPYAKWAI	PUBL	19	44.47	42.95	43.26	46.21	48.53	225.42	205.66	+19.76
22	ATUREI	PUBL	37	44.95	43.62	41.54	46.73	47.05	223.89	214.47	+9.42
23	KAPSERET	PUBL	35	43.34	39.74	46.26	41.74	46.87	217.97	234.64	-16.67
24	LEMOOK	PUBL	38	46.29	43.158	39.92	42.82	44.00	216.18	207.12	+9.06
25	BORDERLANDS	PUBL	54	41.43	39.83	40.15	40.87	39.57	201.86	238.71	-36.85
	MSS		**789**	**53.102**	**51.77**	**53.23**	**53.67**	**54.72**	**266.387**	**253.337**	**+13.05**

Table 4. 2: Analysis of the KCPE Results- 2009 Kapseret zone

Pos	SCHOOL	ENT	BELOW 249	%	250-299	%	300-349	%	350-399	%	400	%
1	SAMETO ACADEMY	16	1	6.25	7	43.75	5	31.25	3	18.75	0	0
2	KORMAETPREP ACADEMY	23	15	65.217	7	30.435	1	4.348	0	0.00	0	0
3	TUIYO	22	10	45.454	9	40.909	2	9.09	1	4.545	0	0
4	ST JOSEPH	34	25	73.529	7	20.588	2	5.882	0	0.00	0	0
5	LEMOOK	38	30	78.947	8	21.05	0	0.00	0	0.00	0	0
6	DISNEYLAND	14	0	0.00	0	0.00	6	42.857	8	57.143	0	0
7	PATRICIAN	27	2	7.407	10	37.04	10	37.037	5	18.519	0	0
8	INDER	23	8	34.78	6	26.09	7	30.435	2	8.696	0	0
9	ST. GEORGES SINENDET	20	3	15.00	11	55.00	5	25.00	1	5.00	0	0
10	CHEPNYAKWAI	19	16	84.21	2	10.53	1	5.263	0	0.00	0	0
11	KOIBASUI	17	8	47.06	6	35.294	3	17.647	0	0.00	0	0
12	NGARA FALLS	53	6	11.32	23	43.396	18	33.962	5	9.434	0	1.887
13	TARTAR ADVENTIST	20	0	0.00	10	50.00	9	45.00	1	5.00	0	0
14	MUTWOT	22	7	31.818	10	45.455	4	18.181	1	4.545	0	0
15	SIMAT	32	16	50.0	12	37.50	4	12.50	0	0.00	0	0
16	KAPTINGA	22	10	45.455	12	54.545	0	0.00	0	0.00	0	0
17	KERMETIO	13	2	15.385	6	46.153	4	30.769	1	7.692	0	0
18	KIPSAMO	30	4	13.333	20	66.667	5	16.667	1	3.333	0	0
19	DAISSTY VISSION	15	0	0.00	3	20.00	10	66.667	2	13.333	0	0
20	KIAMBAA	27	16	59.259	8	29.629	1	3.704	2	7.407	0	0
21	KAPSERET	35	22	62.857	12	34.286	1	2.857	0	0.00	0	0
22	ATUREI	37	25	67.568	10	27.027	2	5.405	0	0.00	0	0
23	BORDERLANDS	54	46	85.185	6	11.111	2	3.704	0	0.00	7	0
24	HILL SCHOOL	152	2	1.316	18	11.842	51	33.553	74	48.684	0	4.605
25	KIMURI	24	11	45.833	12	50.00	0	0.00	1	4.167	0	0
	TOTAL	789	285	36.122	235	29.785	153	19.392	108	13.688	8	1.014

Source: Hill school examination File No. HSP/KCPE/71

The table indicated an overall academic performance of the school. The school was ranked with other primary schools found in Kapsaret zone. In both public and private schools, the findings showed that the school was ranked first with a mean score of 399.32 with an improvement of +4.38 compared to the previous year mean of 343.83. The school also was found to have the highest number of candidates enrolled compared to other candidates in the zone (Kapsaret) but still emerged position one. The analysis of the KCPE results of 2009 indicates that the school was ranked second in Kapsaret zone. It was also observed that the school had 152 candidates which was the highest number of candidates compared to other schools in Kapsaret zone. Subject performance shows that all scored above KCPE average mark 50. The overall mean score was 343.8289 with an improvement index of +4.5089 compared to the overall mean score of the year 2008 which was 339.32.

The analysis shows all twenty five primary school in Kapsaret zone. It shows that Hill school had the highest number of candidates (152). As shown in the table, two candidates scored 249 marks and below which represents performance index of 1.316% , 18 candidates scored 250 – 299 representing performance index of 11.842%, 51 candidates scored 300 – 349 marks representing performance index of 33.533% , 74 candidates scored 350 – 399 marks representing 48.684% and 7 candidates who scored 400 and above marks representing 4.605% performance index. Hill school therefore was the only school in Kapsaret zone which managed to send many students to both provincial and National secondary schools.

4.9.0. Surface Manifestation and establishment of Hill School Culture

During the study period, the researcher observed surface manifestations of hill school's culture from which he could be able to decipher Hill school's culture and its basic assumptions. These were components of the school culture which include: school rules,

4.9.1. School rules

The researcher observed that Hill school had well written rules for the students. These rules were meant to maintain order and discipline in the school. These school rules were communicated to students by students themselves through their positive conduct in the school with out necessarily referring to the written rules where older or senior students lead by guiding the younger students. Teachers also while in classes and during assemblies remind the students the need to abide by the school rules and regulations.

The school head teacher keeps reminding the students the school motto "in pursuit of excellence" this was to enables student work hard in the studies in order to excel and performance well in KCPE examinations. The school academic performance has been improving since the head teacher took over the leadership in the year 2000 as shown in table.

There is limited research that has been done in the school set-up that relates to various aspects of cultures such as; why school culture emerges, how school culture affects school operation activities, why culture changes, why should it be changed and how to decipher school culture for better educational school performance. This study therefore investigated hill school cultures, artifacts and values that have made it one

of the best performing schools in KCPE examination in Kapsaret division Wareng District. The study answered the question: Does culture of hill school have any effect on students' academic performance in KCPE?

As indicated from K.C.P.E results analysis of Kapsaret zone for the years 2008 and 2009. It was evident that out of twenty five primary schools in the zone, Hill School was the only one with highest number of pupils (152). The K.C.P.E results of Hill school as indicated by a mean standard score (MSS) shows that the school in year 2008 obtained a MSS of 339.32 out of the required MSS of 500, the school emerged the first overall. In the year 2009 Hill school had 152 candidates it emerged second school in the zone with MSS of 343.8289. The leading school (Disney land) a private school, had 14 candidates and it obtained MSS of 357.1428. Comparing Hill School its entry and performance of the other schools in the Kapsaret zone, Hill school was in its own bracket of 100 candidates and above, and despite the large number of the candidates in the Hill schools, it maintained a consistent high performance with an improvement of +4.505.l

Table 4.2 showed results analysis of Kapsaret zone. The entry of 25 schools in the zone are shown, number of candidates who scored MSS of 249 and below from every school are shown, number of candidates who scored MSS of 250 -299 are shown, candidates with MSS 300 -349 and candidates with mean score of 400 and above. Hill School had an entry of 152 candidates those who scored a MSS of 249 and below were 2 students, 250 -299 were 18 students , 300 -349 were 51 students, 350 -399 were 74 students and 400 and above were 7 students. Therefore from these results analysis it was evident that Hill school primary was the only school which sends

many students to national Schools (7). At the same time from the Analysis Hill School was the only school which had consistent high performance. This study determined the role of school culture on students' academic performance in national exams (K.C.P.E.) in Hill school primary. Many schools in this division had managed to send very few students to national schools in the last decade. This had not brought about dissatisfaction on parents and pupils but also to the education stakeholders in the division. This study will help other local schools to identify prohibiting school cultures on their schools in order to make them improve performance in KCPE examinations.

4.9.2. Christian principles

Christian principles of any institution depend on how the institution was developed. One of the major organization cultures of Hill school was adoption of Christian principles as the basis of success in student's academic performance. The school has employed school chaplain Rev. Joseph Samoei. He has come up with Christian principles which agree with the school motto in pursuit of excellence. His major duty is to strengthen spiritual growth in the school community. The school chaplain developed biblical themes for every term to guide the school in spiritual and academic growth. Some of the biblical themes which were developed include:

The 2006 term three, theme:

> "For we are fully persuaded that God has power to do what he has promised" (Romans 4:21), you will succeed, not by military might or by your own strength but by God's spirit (Zachaeus 4:6)"

The 2007 term three theme was;

> "For we are all called to fight the good fight, (worthy, honorable and noble).
> That we may finish the full race as to arise and shine"(2 Timothy4:7-8)

The 2008 tern three themes were:

> "Remain in Christ, and you will bear much fruits .For the wisdom from above is first of all, pure, peace, loving, considerate, submissive, and full of compassion and good fruit ….(James 3:17).For a man reaps what he/she sows (Galatians 6:7). Whoever sows sparingly will also reap sparingly" (2 Corinthians 9:6).

The 2009 term three theme was:

> "For we are all called to fight the Good fight (working, honourable and noble) that we may finish the full race by keeping on faith firmly" for us to arise and shine" (2 Timothy 4:7,8)

The 2010 themes were:

> "Be zealous and seek to excel in all matters of your life" (1 Corinthians 14:12)
> "So let's not allow ourselves to get fatigues in doing well. At the right time we will harvest a good crop if we don't give up or quit" (Galatians 6:9).

These Christian principles continued to be the cornerstone of the school and every student had to sign that he/she was going to follow the Christian principles of the school. This has become one of the school cultures and has helped the students and teachers of Hill school to develop the fear of God and hardworking in their academic endeavors.

Other activities which strengthened the Christian foundation included, administration support of Christian, compulsory Sunday service and frequent conducting of prayers. Every morning before lessons in class, students in their classes had to recite prayer developed by the school administration and the school chaplain.

The prayer was given a title payer before work and it read:

> "God thank you for this other new day. I want to begin with you and end with you" so be close to   me in all that I am going to do today. Let me use every single second for you, protect me from idlers, laziness and evil thought and deeds. Give me the strength to work the will to dedicate myself to it and the knowledge to do it well. May every end of the day be success because we worked together. AMEN."

These themes and prayer was typed and copies posted on school notes board, school offices and in all classrooms. The school chaplain, teachers, students and support staff commended positively on the Christian principles saying that it has enhanced students' academic performance in the school had shaped well the discipline of students and entire school community. A class eight teacher commended that;

> "Discipline is the major key factor to success and that our students are discipline that is why they are excelling in their KCPE examination"

The patron of scouting and art and design teacher school pointed out cut news papers containing a picture of one of their former student admitted in Mangu High School. The student held a trophy after his team won National secondary school games (basket ball). The student was a school basketball captain. He commended the student saying that "He was well disciplined student active in sports, class and in Christian service and that he performed well in his KCPE examination because of hard work, I am proud of him". The boy served as a good role model. Therefore the adoption of Christian principles in school as part of the school culture employment of permanent school Chaplin, proved to have boosted student academic performance in KCPE examination in Hill school.

4.9.3. Motivation of teacher and pupils

Hill school has a developed culture of rewarding both teachers and pupils for the good work done both in curricula and in co-curricular activities. Teachers were rewarded together with the pupils based on performance of every exam done within the year. Final rewarding was also done after the release of KCPE examinations. Teachers after every tests and exam sat and analyzed the results. They then set targets to be achieved in the next test or exam. The rewards given were based in attainment of targets set

earlier. The type of rewards given ranged from personal items like blankets, sheets for teachers to stationery like textbooks, pens, files and geometrical sets for the students. Public verbal congratulations were also done. It was also noted that the students with very good mean scores, compared to the mean scores of the other students were motivated by being taken for an educational trip.

This organizational culture of rewarding has proved to yielding positive academic results. This was evident by continuous increase of school standard mean score which as measured through steady KCPE performance for every year. Since 2006 to 2010 as shown in table

i). Motivation of teachers

During the study period, the researcher also noted that the administration motivated teachers in order to make them work hard so as to make students perform well in KCPE examination. Apart from being given personal items like blankets, sheets, basins, utensils and wall clocks, the head teacher also recognized the good performance by teacher through verbal appreciation in the school assemblies and staff meetings. Letters of appreciation and merit certificates were given to teachers who perform well in their areas of work. Apart from rewards, teachers were also motivated by being housed in the school compound with modern self contained houses, while teachers who commuted from their homes were taken to and fro by school van. They were also provided with free ten o'clock tea. Every year after good KCPE results they were given free trip of their choice within the country, but from 2010 KCPE they were taken to Uganda. The principal further motivated teachers by availing all teaching and learning resources to them for effective teaching. Similarly, when

teachers have got their personal problem, the principles could assist them both socially and economically if need be.

The school as an organization through the head teacher has made it a school culture to motivate both the teachers and the pupils in order to improve their academic performance which was reflected in KCPE examination performance as shown in tables.

When the head teacher was interviewed he stated that:

> "Motivation boosts the morale of all the members of the school community. The passion for teaching is good results in areas in school which meant bright future for us all and especially students who are on our hands.''

A standard eight student interviewed commended that;

> "Rewards always boost morale of students and teachers to achieve high performance In the KCPE results. It enhances competition in class work amongst the students. The best student will work hard always to remain at the top and the rest of the student will work hard also to get to the top position with good marks".

During informal discussion with other standard eight students and teachers the researcher observed and noted on the faces and discussions that the culture of motivation present in the school stimulated academic competition among the students and had contributed a lot in student's academic performance in KCPE examination.

4.9.4. Free interaction of students and teachers

During the study period the researcher noted that there was a free interaction between teachers and pupils and vice versa. This was a well developed culture which enhanced student's academic performance. It was observed that pupils approached teachers

freely and shared any academic challenge. Teachers were seen sorting students problems in the classrooms, staffroom, during games time, lunch also during Saturdays and Sundays. Any student was free to approach any teacher for any assistance not specifically the teacher who gave out the task or teacher on duty. Team work spirit among teachers was noted as teachers could not hesitate in helping the students. This culture of free interaction and team work was a value in Hill school and made the school to perform well in academic endeavors, especially in KCPE examinations.

4.9.5. Peaceful Environment

The culture of peaceful environment was established in Hill school. The school is situated along Kapsabet main road. It is 2 km away from town. The school borders other learning institutions like Wareng Secondary School, Reformed church and Hill school secondary school. The school is guarded by group four security company guards on full time. This brings order in the school which has borrowed students' academic performance.

Each member of the school community was expected to create a conducive environment for learning through self discipline. It was also noted that everyone in the school was self disciplined, respected others and exercised justice to all.

The organization through the head teacher embedded culture of peaceful environment and made the school people to do the right thing at the right time, in the right manner and at the right place. This culture became deeply rooted in the school leading to a situation where members need minimum supervision on their daily activities. Each school member knew what to do, hence minimum supervision from the school administration.

During the study, the researcher noted that there was minimum supervision of the students and staff by the head teacher because it had became a culture for the school people to create a peaceful working environment.

On the tradition of a peaceful working environment, the parents teachers association (PTA) chairman Mr. Sammy Bor during the release of Std 8 midterm test explained to the pupils that:

> "Hill school is a conducive environment in all aspects, and that all parents of this school, have confidence with the school, that Hill school is comfortable in all aspects of learning, that parents sacrifice to have you here, as students they had a duty to listened to what teachers were saying''.

4.9.6 .Use of common language

During the study period, the researcher observed that all the students used English language as their medium of communication within the school compound. This was a school culture developed by school administration so as to raise English performance in the school. This was found to be effective as there was a rule in the school which restricted students to communicate to one another using any other language other than English language. Kiswahili language was used only on Thursday and during Kiswahili lessons in the classroom. Kiswahili was given minimal attention since it was a language of the catchment area and student use it quite often outsides school.

Teachers and support staff used English when communicating to the pupils. However, the teaching and non teaching staff used English and Kiswahili as their media of communication within the school compound. Mother tongue was prohibited to students within the school compound. From the table 4.1, it was evident that the use of English as a common language boosted English language performance in KCPE examinations.

4.9.7. Subject panels

During the study period, the researchers observed that, the school had effective subject panels. Teachers were the members, this subject panels were categorized into three sciences, social studies and languages. Sciences comprised of mathematics and science subjects, while social studies comprised of Christian religious education (CRE) social studies subject, and languages comprised of subjects like English, and Kiswahili, all the five examinable subjects were gathered for. It was a mandatory that the subject's panel's members through a school academic master were to meet at the beginning of every term to lay strategies on how to carry on with teaching in order to cover the syllabus earlier, make an order for the teaching learning materials required as a panel. The panel members meet after the release of every test done so as to evaluate and analyzed the results and give way forward. During these meetings they were to put down minutes. The minutes were to be forwarded to the school academic master Mr. Okoth who was to forward to the school head teacher who will take any appropriate action in provision of teaching learning materials and monitoring of learning in the school. This culture was well established in Hill school and it was found to boosts students academic performance since problems affecting teaching of various subjects were addressed during this subject panel meetings.

During the study period the researcher observed that the subject panels meetings had succeeded in curbing down the problem of absenteeism and laxity among the teachers and students. Teacher attendance registration was marked by class prefect and the students register was marked by class monitor. The researcher found that almost all teachers and students attended their lessons according to the stipulated time. However, there were some few cases where teachers and students could not attend

their classes because of sickness or granted official permission to be out of school by the head teacher or class teacher for students.

4.9.8 .Guiding and Counseling

The school administration had employed guiding and counseling as an alternative method of inculcating discipline in students. The school administration and teachers believed that discipline is the key to academic excellence in school, corporal punishment was totally banned in school. During the interview with standard eight, pupil by the name, Wanjiku Kate Margaret commended guiding and counseling positively saying that she preferred being talked to by the teachers than caning or given any form of corporal punishment. She said that:

> "Students like teachers are human beings and have common sense. They are not animals who are to be caned in order to respond to conditions. Surely guiding helps one to like the teacher and his/her subject than caning"

Through informal discussion students commented guiding and counseling positively saying it has helped them performing well in their academics. Teachers also supported the idea of guiding and counseling saying the school had strong Christian foundation and that students do not disturb them.

4.9.9 Coaching students

During the study period, the researcher observed that the syllabus coverage for standard eight classes was done before the schedule time. It was noted that it had become a school culture to cover standard eight, syllabus by second term of the year. The school through academic office had developed a teaching time table which runs up to 6.00 p.m. and begins again at 7.30 p.m. to 9.00 p.m. This extra time was also used to coach students on how to prepare for KCPE. It was also noted that teachers

are motivated during this extra teaching hours by being rewarded in monetary terms set aside for this exercise. When the head teacher was interviewed on the importance of extra teaching and coaching hours, he remarked:

> "The curriculum is very wide; the content for each subject has a lot of work to be done. If the syllabus has to be covered well, teachers and students must work hard and be closely supervised. Covering the syllabus is not enough, time must be set aside to revise the covered work and to learn how to answer examination question very well".

The student interviewed by the researcher explained the importance of extra teaching and coaching. Liyai Andeka said:

> "Extra teaching and coaching prepares us well, to be able to answer KCPE questions well without panic. Students waste a lot of time if they are not given enough work by teachers. During coaching time teachers are present with students all the time and therefore they are well supervised".

The researcher noted positive performance as a result of extra teaching and coaching of students.

4.9.10 Effective Teacher Preparation

During the study period, the researcher observed that Hill school teachers adequately prepared themselves in order to effectively coach students. This was a tradition which had been nurtured in school and it proved to be a key element in students' excellence in national examination. Teachers willingly prepared their teaching instruments such as scheme of work lesson notes, records of work amongst others; this had become part parcel of the school cultures.

i) Scheme of work

The researcher observed and examined the schemes of work prepared by the teachers since 2006 and noted that Hill school teachers prepared and utilized the schemes of work in their teaching process. The schemes of work examined were well prepared

according to the syllabus coverage of each class and they were used effectively in teaching. The various lessons attended by the researcher in various classes revealed that teachers were adequately using the schemes of work. Teachers prepared the schemes of work for the whole year. The schemes of work prepared were certified by the head teacher before they were used for teaching. At the end of the term the school academic master checked the schemes of work to assess the amount of work covered within that term before reporting to the head teacher. The schemes of work were prepared in accordance with the syllabus from the ministry of education.

From the researcher's observation, the scheme of work is the main guide to teacher on the subject content, how to teach and the time frame. He observed that students academic performance had succeed in the school for many years, due to effective teaching guided by schemes of work prepared which ensured uniformity in content and syllabus coverage in all classes.

The head teacher explained the importance of preparation of schemes of work as follows:

> "As a professional teacher one need to prepare schemes of work because it serves as a yard stick which leads one to what he/she is required to teach within a given time. It also helps teachers to access their teaching at the end of the term and eventually at end of the year through national examination results".

ii) Lesson notes:

During the study period, the researcher observed that teachers prepared lesson notes that were used in teaching. The researcher observed teachers preparing their lesson notes in accordance with the schemes of work. The school academic master interviews explained that:

"Lesson notes ensured that teachers delivered the right content to the learners".

4.9.11. Rationale and establishment of hill school culture

The researcher observed the first principal who took over from the European, maintained the school academic performance in an upward trend from mean score above average mark that's from 250 1n 1991 to 282.71 in 1995 when he left the school. The present school head teacher further explained that:

> "The retired head teacher in 1996 he had set good academic standards. The mean scores were leading in Kapsaret zone. Despite a drop in the following in two years, the new head teacher who came corrected the drop and the school improves its academic performance once again."

The researcher further observed that the school academic performance dropped later when school headship was changed. The long serving teacher who was the school academic master pointed out that:

> "The transfer of the former focused and hardworking head teacher was unfortunate in the zone. The blame also went to the District .education office because they had developed a policy where performing teachers in various schools within the district were being transferred to less performing schools with an intention of uplifting the fallen academic standards in the said schools,"

The key insider who was the head teacher during the study period took over leadership in 2000. The school standard means score by the end of that year was a dropped the previous year. The school managed to score 282.74 when the researcher tried to find out the cause of this dropped. The head teacher narrated the problems, which included:

a) Lack of commitment of teachers to their work and lack of team spirit due to populated classes and influx of student from other schools who were attracted with previous good KCPE performance.

b) The transfer of four teachers to head various schools leading to understaffing.

c) The head teacher was new in the station and trying to learn the environment.

Despite all these problems the researcher learnt that the head teacher was able to improve academic performance of the school from 317.94 to 343 improving gradually for the last ten years the school was able to attained remarkable academic performance in KCPE. The schools send many pupils to national and provincial schools. While trying to find the techniques of their excellent academic performance, the head teacher explained that:

> 'The school stands by its motto 'In pursuit of excellence' thus academic excellence is achieved by hard work, cooperation, discipline and living by Christian principals. The school pioneers who were the European settlers and the former head teachers, set good standards for us to follow that is excellence. The school further has a long history of excellence in drama and academics where some of the prominent people in our republic Kenya, are former students of this school. We are therefore being associated with excellence hence our motto is our ultimate goal in pursuit of excellence."

In strengthening Hill school culture of hard work, to enable the school perform well in its academic performance, the head teacher, since he took over leadership in 2000 managed to succeed in initiating some changes in school follows for instance the school chaplain was employed in 2006 to developed and strengthened Christian principles among students, teachers and the entire school community. During an interview with the head teacher in his office, he pointed out that Christian principles had boosted school performance by the student, teachers and support staff.

Bible verses pasted on the wall which reads:

> "For a man reaps what he/she saw" (Gal 6:&) "Whoever sows sparingly will also reap sparingly (2 Cor 19:6).

The researcher also noted the school chaplain lived in the school compound and conducts Sunday services in school to all students and teacher. He gives pastoral services every time to all students and teachers in the morning assembly, where he

strengthened discipline cleanliness other Christian values like respect, honest, justice, kindness among all. These were echoed by head teacher and teachers as they address students and teachers through the week. During one of the pastoral care service, the researcher heard the school chaplain reading and explaining to the students a verse from the bible.

> "Be zealous and excel in all matters of your life" (l Cor. 14:12)
> "So let's not allow ourselves to get fatigues in doing well. At the time we will have a good crop if we don't give up or quit" (&16:9)."

During the study period, the researcher observed and noted at the, end of every month during school days students sat for internal tests (school based). Tests were done during evening studies for four days. Then the teachers marked the tests, compiled the results and presented results in the assembly to the students. Those students who performed well were verbally praised by both the teachers and the students. Their excellent performances were appreciated by the teachers and students by clapping for them. However, at end of term, the average of the exams is recorded. Those students who performed well were given rewards such as pens, geometrical sets, wall clocks, text books etc. those students who showed best improvement were also rewarded. Teachers also were awarded with executive pens other small token of appreciation for the good work done. A standard eight south student was index 535179063, commended rewards arguing that:

> "Rewards given to us for the excellent academic performance encourage us and us active in our studies because every one of us wants to be at top".

Standard eight East student argued that:

> "This school motivates us well by giving those who perform well in examination rewards. We are proud of our school and we promise to remain at the top always to have our school best always."

To strengthened hard work in order to achieve continuous good performance in

school, head teacher further provided a conducive interactive environment between students and teachers. It was observed pupils approached teachers freely when they encounter any challenges they faced in school, teacher were seen trying to solve student's performance in the office. Team work spirit was noted has teachers could not hesitate in helping students. An interview with one of the teachers she explained that:

> "Pupils in our school are free to approach any teacher for any academic assistance or when encountered any problem in school. We believe that as teachers we are on study always, and it is our call to serve these students because they are in our hands, Teachers on duty are there to guide in to the right direction to pupils and teachers throughout the week otherwise it is our school policy that we work as a team,"

The head teacher explained importance of team work using an illustration that:

> "Two birds flying together cover twice the distance one bird can fly alone, meaning team work makes us do much in school to our students than an individual can do, the same policy was used by former head teachers and it really worked, making the school performing well in KCPE, so we want to strengthen the same,"

In conclusion, the researcher noted that the then head teacher introduced policies which made Hill school to perform very well in KCPE examinations. These policies formed the basis of cultural basic assumptions of hill school. These basic cultural assumptions have also strengthened hill school culture of hard of hard work.

They have persisted in Hill school because of the way they have been embedded and echoed by the school community and have contributed positively to student's good academic performance.

Hill policies introduced were:

  i.   Development of Christian principles

  ii.   Introduction of school based tests.

iii.   Motivating students and teachers

iv.   Provision of conducive learning environment.

4.4.12 Hill School Basic cultural assumptions

Introduction

During the study, the researcher observed and studied artifacts and values which led to the deciphering of Hill School's culture through cultural basic assumptions. These artifacts and values which are discussed below show first the origin of assumptions in response to different factors operating in Hill School external and internal environment, Secondly why the assumptions persisted, and lastly the implications of the assumptions to the Hill school community and on its academic performance. Simply they are discussed in four main sections: The artifacts and values observed: origin and development; why assumption persisted and lastly the implication of the assumption to hill school community and on its academic performance.

4.4.13 Students ought to be consistently coach order to perform well m national Examination (KCPE)

During the study, the researcher observed artifacts and values which led to the deciphering Hill School culture and the assumption that students ought to be consistently coach order to perform well in national examinations KCPE, these are: National examinations, remedial teaching and school based tests. The researchers therefore discussed this assumption first with respect to national examinations and elaborate in that regard on its artifacts and values. The second section will elaborate on the origin and development of this assumption and why the assumption persisted. The third section discusses the implication of the assumption to Hill school community.

4.4.14 Artifacts and values observed

i) National Examination Teaching Methods

The major teaching method used at Hill School in preparation for national examinations was to subject student to model questions where teachers presumed national examinations question might be set from. Teachers wrote on the chalk board and the student copy. Remarks were repeatedly made by teachers to spurred students to read more on certain areas. The social studies emphasized to the students that: "ensure that you read more on time calculation because this question do not miss in KCPE".

ii) Remedial lessons

Every evening, from Monday to Friday, between 6.30 to 7.30 p.m., students were taken through remedial lessons; teachers coached pupils on various topics which posed a challenge to them. Special attention was given to individual pupils who were weak in certain areas for example on good writing, solving mathematical exercises and in wring good composition. Students worked on their personal preps and worked on their home work as shown in the remedial time table.

Table 4. 3: Remedial Lessons Timetable -Term 3-2010

CLASS	MON	TUE	WED	THUR	FRI	SATURDAY			
8E	KIS	CRE	CRE	SS	ENG	SCI	MAT	B	ENG
8C	CRE	SS	SS	ENG	SCE	ENG	MAT	R	MAT
8W	ENG	SS	SS	CRE	KIS	MAT	SCI	E	MAT
8S	SS	MAT	ENG	MAT	ENG	SCI	CRE	A	KIS

iii) School based tests

Students did school internal exams every month, teachers mark the entire exam and then averaged the marks. Students were ranked based on their performance. Ranking aided the students in working hard to retain their positions or do better in the next exam. Students' academic progress records were kept by the school academic master. Students report forms reflect the same results.

4.4.15 Origin and Development of the assumption that students ought to be consistently coach in order to perform in KCPE examinations

This assumption was initiated by the present head teacher in 2000 when he took over as the new head of the school. He emphasized the need for consistent coaching of students in order to do well in KCPE examinations. When the researcher interviewed the head teacher on the origin and development of this assumption, he explains that:

> "I took this initiative after one year when I was given this position of being a head teacher in 2000 when the KCPE results was not good. When I reflected back, I realized that something must be done to retain the glory of this of excellent performance. We discussed with the teachers and we agreed that we to work extra hard in coaching our students and finally we saw its fruits."

The school academic master explains his sentiments on the origin and development of this assumption that:

> "Hill school has a long history from the colonial period where the Europeans offer the best education to their children to the present, it our concern that our students had to do well in national examinations just as was for the Europeans during their period. The teachers and the head teacher resolved that our students ought to be supervised and coached to perform well in KCPE examinations."

A standard Eight West student supported the idea that students should be coached by teacher as indicated below:

> "We as students are still young and we need to be guided always to do good and to

know the importance of our learning. Teachers are just our parents in school, and now that live in school and we come from different families we must have common goals of the doing well in KCPE."

4.4.16 Why the assumption those students ought to be consistently coached in order to perform well in national examinations (KCPE) persisted.

During the study period, the researcher observed that teachers coached students for the 2009 KCPE examinations. Teachers especially those who taught standard eight spent most their time coaching them by going through model questions and answers, the researcher interviewed the head teacher on why the assumption that student ought to be coached persist he remarked:

> "Students and teachers need to work hard in order to adequately prepare for KCPE. Much time is being taken in covering syllabus, and extra time must be created to cater for remedial teaching, where students are being Assisted in areas they face academic challenges."

The deputy principal also commented on the sentiment on why students need to coached by explaining:

> "We coached students in order to work hard in improving on their academic performance which we are frequently monitoring. We also want them not to loose focus in their ultimate goal while in school."

Students interviewed explained why this assumption had continued to persist in Hill school as follows:

> "Students have realized that they need to be given remedial lessons so that they perform well in exams. Other student stated that:"Examinations have become part of our lives because through this we are making our future bright just like friends who are in better schools. It prepares us to endure hardship and get good national secondary schools." Another student said: There is need for exams regularly so that we can practice how to answer examination questions and have confidence during examination period. It makes us improve."

4.4.17 Implications of the assumption that student ought to be coached in order to perform well in KCPE examinations

During the study, the researcher observed the following effects of the assumption that

students ought to be coached in order for them to perform well in KCPE.

i) Improved KCPE examinations performance.

During the study, the researcher observed that the school academic performance in examination had improve drastically over a period of time from 317 mean score in 2001 to 343 in 2009. Teachers had made different policies which aimed at improvement in academic performance in Hill school both in school based tests and national examinations. Among the policy structures was a language policy, where all students were to communicate in language in order to improve in grammar and generally in language performance in KCPE. English was one of the leading performing subjects in school examinations.

ii) Reading culture

During the study, the researcher observed that, the habit of reading in school had developed in culture. This contributed to the continuous excellent performance in the national examinations, students were inspired and had cultivate a reading culture in preparation and readiness for both internal and external examinations, students were seen in their classes reading silently while some participated in various discussion groups.

iii) Cooperation among teachers

During the study period, the researcher observed strong cooperation among students, teachers and the school administration. This was noted through team spirit teachers had. They worked together in assisting weak students, they share lessons, and they marked students worked together. The school administration had provided tea and lunch in the school, where all teachers together with the head teacher took and ate lunch together. This strengthened their team spirit and hard work as they share a lot of

positive things about school freely during their tea and lunch discussion. Students on the other hand were seen approaching teachers freely in sorting their problems

iv) Remedial and homework time table

The researcher observed that, the culture of hard work in school had developed to an extent where teachers coached students in order for them to perform very well in national examinations. The academic master had designed remedial time table and home work timetable to guide students and teachers through their tight academic schedules.

The school academic schedules were designed to ensure that students were fully engaged in their assignment. Time and subjects were indicated in both remedial and home work time table together with the name of teachers in charge For example remedial teaching was between 6.30 p.m. and 7.30 p.m. in the evening and 7.00a.m. to 8.00 a.m. in the morning. Preps were from 7.30 p.m. to 9.00 p.m. during preps time students were to deal with their home work and private studies. Teachers on duty were to ensure that all students attend these academic schedules. Teachers were dedicated to this exercise.

v) Academic and prayers day

During the study period, the researcher noted that the school administration for the past eight years had been organizing academic and prayer day. This was done a month before students sat for their national examinations. During the study period the meeting was held on September 4th 2009, present people were: Parents, teachers, students and other distinguished guests invited. This was solely done for standard eight students, learning in other classes continued. Students' school based

examination results for that month were released in the presents of their parents and other present people. Top ten students were rewarded with school items like pens, text books, geometrical sets etc. Thereafter students were talked to where emphasize of hard work was being instilled. The school chaplain finally prayed to all students and the school community at large.

The researcher noted that the culture of hard work had become part and parcel of school life where the entire stakeholders had embraced it. The researcher noted parents had full confidence in the teachers and the school in enabling their children to perform well in KCPE examinations.

4.5.0 Students ought to work hard in order for them to perform well in KCPE examinations

During the study period, the researcher observed and studies the following artifacts and values which led to the deciphering of the assumption that students and teachers ought to work hard in order for them to perform well in KCPE examinations.

4.5.1 Artifacts and values observed

During the study period, the researcher observed and noted some of the school policies which were introduced by the school administration to ensure that students work hard in their academic work, these include:

i) Grouping of students

During the study period the researcher noted that students were put in three different groups, they were also given different names. The groups worked both during physical education (PE) lesson and in classroom. During the P.E lesson members of different groups wore different P.E kits. For example, the 'Chui' group wore red T-shirts and navy blue short during P.E lesson, 'Simba' group wore yellow T-shirts and navy blue short; while 'Duma' group wore navy blue T-shirt and navy blue short. The

P.E lesson was mandatory in the school because it relaxed the mind after tedious academic class work. It was observed that teachers organized for inter group competitions where every group was to select their best players to participate in the competition. The competition ranged from ball matches to athletics. The school games teacher explained that:

"Games and sports refreshed pupil's mind after long academic hours in class. These sports and games competitions nurtured pupils' talents which they exploited in the field, for example in swimming, netball and in other events. It also strengthened the spirit of hard work among the students because they will realize that struggle in life is real. Team spirit also is build among the students as they cheer their teams (groups). The school on the other hand is able to There were academic group discussions in all standard eight classes between 6.30 pm. and 7.30 p.m. in the evening. Class members of all streams formed groups of five students with a group leader; students discussed questions of the subjects shown in the home work time table below:

Homework Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
English	Science	Math Kiswahili	English	Social studies
Religious Education		English	Kisw	Maths

Teachers on duty and the group leaders ensured that there was order and discussions were on at the stipulated time. Discussions sometimes involved the whole class and it was compulsory for all pupils. These academic group discussions had become a tradition of the school and all pupils were devoted to it a sign of hard work. All pupils

liked it and made them to be responsible and hardworking. The pupil interviewed explained that:

> "Group discussions enable us to share knowledge, because you learn what you have forgotten from your colleagues. It also helped us to develop confidence during KCPE examinations because discussions destroy fear."

The researcher observed that Hill school has made academic group discussion a policy and it has worked well to make students performed very well in national examinations.

ii) Language policy

English was a common language used in Hill school by all pupils and teachers. English teachers believed that pupils need to know and understand English because almost all lessons are taught and written in English except Kiswahili lesson only. The school also belief that this was one of the approaches in making students performs well in English language. During an interview with an English teacher who was also composition national examination marker she explained that:

> "I am a teacher of English, and from my experience, pupils need to practice both written and spoken English for them to excellent in English, as the saying goes practice makes perfect, it is evident in English as a lesson. Furthermore English has been almost the leading subject in KCPE performance since 2001 to date, except only a slight drop in 2004 and 2005 when I was pursuing my degree course and I had little time with the pupils."

The pupils interviewed on how use of English language in school helps them perform well in examinations, a standard eight east student explained that:

> "Use of English language help us to understand well what we are taught in class by our teachers, it also help us gain confidence as we express ourselves especially when writing composition. We are also able to read and understand the questions well. Our English teachers teach us that practice makes perfect therefore as we speak in English we are able to correct our mistakes as well."

From what the researcher saw, heard and felt for the six months the researcher was in Hill school, English language was the official language of Hill school community.

He noted that English language had become part of the tradition in Hill school and was developed and maintained in the school. The researcher also noted that English performance in KCPE examinations since 2001 to 2009 were high compared to other subjects taught in school. This almost tempted the researcher to conclude that use of English as a common language in the school by all students leads to good English performance in KCPE examinations. All pupils communicated well in English language

iii) Internal and external examinations

Hill school pupils did two types of examinations at school before final national examination which began October every year, these are internal examinations also referred to as school based tests done every month and the external examinations which was referred to as zonal examinations done at the end of the term. School based examinations marks and zonal marks were then added and averaged at the end of the term. Pupils were then merited based on their total average marks. This made pupils to work harder in every exam because nothing was to be taken for granted has it counted for final marks and pupil's position. These examinations gave pupils confidence during final KCPE examinations. Academic progressive sheet was kept for every student to show the academic progress of the pupils. Teachers also worked hard to ensure that pupils perform well in their particular subjects. Teachers and pupils were finally awarded at the end of every term for the good work done. Top ten awarded, this was motivation a factor which ensured that teachers and students continued maintaining the spirit of hard work throughout their school life.

School academic master who was also referred to as chief academic officer (CAO) commented on school based tests that:

> "These examinations create favourable competitive atmosphere among students as they work harder in improvement of their marks and position. Spirit of hard work also is boosted amongst teachers as they work hard in enabling pupils to score high mean scores in their subjects. These will ensure adequate preparation of candidates for KCPE examinations."

The standard eight south students who were interviewed on the importance of school based and zonal examinations explain that:

> "These examinations encourage us to work hard always because we try to improve on our marks from the previous us examinations .We also able to measure our performance with the performance of other schools. It makes us do well in KCPE examination as teachers also work hard to our performance."

4.5.2 The origin and Development of the assumption that students ought to work hard in order for them to perform well in KCPE examinations

This assumption was initiated by then the head teacher in 2001 when he took over as the new head teacher of the school. He emphasized the need for hard work among pupils and teachers for excellent KCPE performance. When the researcher interviewed the head teacher on the origin and development of this assumption, he explained that:

> "I took this initiative immediately after one year when I was given this position of being a head teacher. In 2000 the KCPE performances were not good when I reflected back, I realized that something must be done to retain the past glory of this school of excellent performance in KCPE".

The school chief academic officer associated this assumption of hard work for excellent academic performance as part of the school custom as follows:

> "... From the colonial period European settlers started hills school in order to offer quality education to their children. It is therefore our concern here as teachers that pupils performed well in their examinations just as it was a custom during European period".

4.5.3. Why the Assumption that students ought to work hard in order for them to perform well in KCPE examinations

Interview discussions the researcher held with Hill school head teacher, teachers and students, suggested that this assumptions persisted in Hill school because our system of education in Kenya demands that schools teach students how to pass examinations in order to be selected in good national and provincial secondary school. According to the head teacher he explained that:

> "In Hill school high academic performance in KCPE examinations is consistently sought by teachers and a pupil because passing KCPE is very important."

The academic teacher interviewed explained why pupils work hard in their academics as follows:

> "The competition for best high schools is competitive, so students work hard to secure these limited chances in high school. Our Pupils have realized through their fellow former pupils that hard work really pays. Most of our pupils joined national and provincial schools, and many have joined public universities."

Deputy Head teacher further stated:

> 'The parent's expectations are high and they expect their children to score high marks in KCPE. For over ten years the school KCPE results have been in an upward trend, this has given parents, pupils and teachers confidence. We therefore worked extra hard in order to ensure that our pupils perform well national examination and restore parents confidence in the school and to their children."

The pupils interviewed explained why they perceive hard work as a necessary preparation for competition in national examination as follows:

> "School based and zonal examinations make us dig deep into our notes. Tests also ensure proper utilization of class hours and free tune during weekends. It makes us not to relax in our studies in order to perform well in KCPE exam examinations. Our teachers also worked us to ensure that we pass our examinations." Index one student said "Hard work helps us to developed courage and total confidence as we study and prepare ourselves for KCPE examination which is the last examination, where one needs to pass and get good secondary schools when the results are out. Through School based examinations and zonal examinations we are used to rending for long hours in order to pass these examinations."

4.5.4. Impacts of the assumption that students ought to work hard in order for them to perform well in KCPE examinations

During the study, the researcher observed the following effects of the assumption that student ought to work hard in order for them to perform well in KCPE examinations.

i) Academic performance improvement

During the study, the researcher observed that teachers had made different policies to improve academic performance in Hill School. School based, zonal and KCPE performance had improve drastically from 2001 to 2009, from a mean score of317 to 343 in 2009. The policies introduced include: language policy where all pupils communicated in English as it was school official medium of communication. A discussion group was a school policy. It was initiated to ensure continuous study of the pupils in reparation for examinations. The researcher noted that these policies worked well to pupils to continuously work hard in preparation for national examination KCPE.

ii) Active pupils' participation

During the study, the researcher observes pupils actively participating both in the field and in their class. There was team work among the pupils, and teachers especially during the school sport days where various teams compete based on group one belongs. The existing sporting groups were Samba, Chin and Duma. They further identified themselves with the games kits they wore, which ranged from yellow T-shirts for Simba, Red for Chin and Navy blue for Duma. All teams wore navy blue shorts. Pupils of various teams cheer their members; this team spirit was a value in

Hill school and had made the school perform very well in its academic endeavors especially in the KCPE examinations.

4.6.0. School ought to continuously motivate its pupils and teachers for them to work hard and perform well in KCPE examinations

During the study, the researcher observed and studied the artifacts and values which motivated pupils and teacher to work hard and perform well in KCPE examinations.

4.6.1. Artifacts and values observed

a) Rewards and Gifts

Hill school administration through the head teacher motivated both pupils and teachers by giving them reward, gifts and public verbal congratulation when they perform well in academic matters.

b) Teachers motivation

During the study, the researcher noted that the school administration through the head teacher motivated teachers in order to enabled them work hard and make student perform well in KCPE examinations. Teachers rewards ranged from monetary, household and school items which include: wall clocks, towels, utensils, basins, pens and alike. Teachers were also being motivated by being housed in school compound where most teachers in self contained permanent houses with free water and electricity.

The school further motivated teachers by providing them with ten o'clock tea and free lunch. They were also being provided with teaching learning resources to enable them

impart knowledge to students effectively. They were also given monitoring rewards for remedial teaching and when the pupils attained high mean scores in their subjects. At end of every year when KCPE results are out the school arranged for a trip where teachers were taken to a place their choice within the country or outside to one of the East African country based on the KCPE performance. The researcher noted that teachers were planning to tour Uganda in 2009 after the school registered good KCPE results.

c) Commendation letter

The growth and development of the staff was also being enhanced with the issuing of commendation letter and merit certificates to teachers who enabled students to score high mean standard scores in the subjects they taught. These documents also served as tools for promotion for teachers in the school. The school head teacher also worked for staff development by allowing teachers to attend various workshops and seminars such school based teacher development. This programme was developed and sponsored by ministry of education science and technology a program which ran for six month where many teachers in the school attended.

d) Pupils motivation

The school administration through the head teacher, motivated pupils after they perform well in various examinations in order to ensure that hard work is cultivated among the pupils. Pupils were rewarded monthly after school based examination results were out, during end term zonal examination results and lastly after the release of KCPE results. Pupils were rewarded with school items like text books, pens, wrist watches, geometrical sets, wall clocks etc. students who attained position 1-3 were

rewarded with these items, while those who attained position 4 to 10 were publicly commented for their hard work and given several hand claps.

e) Educational tours

Before pupils sit for KCPE examination, they were taken second term of every year to a one week educational tour to Mombasa. This was to ensure the value the school owed to students. These educational tour trips had become a tradition in the school. The school administration through the school principal had made it a school tradition to motivate both the students and teachers in order to improve their academic performance.

4.6.2. Origin and Development of the assumption that a school ought to continuously motivate its pupils and teachers for them to work hard and perform well in KCPE examinations persisted

During the study, the researcher noted that the assumption of motivation of both pupils and teachers persisted in Hill school. This assumption enhanced the spirit of hard work among the teachers and pupils in their academic work. The school academic master explained the importance of motivation as follows:

> "Motivation has really helped their school in maintaining high academic standards for long. Pupils and teachers have been stimulated in working hard in their academic work. It has become one of the components of culture in our school. KCPE performance has been in an upward trend due to this aspect of motivation and other factors."

The pupils interviewed commented the rewards given to them by teachers as follows:

Mulinga Chemutai:

> "Rewards boost our morale as students you work harder when you are appreciated for any academic improvement. Teachers also work hard in helping us to improve in our marks; without appreciation students will not take their work serious, rewords therefore makes us perform well in examinations."

Another student remarked that:

> "Rewards surely make one to be known in the school by teachers and other pupils for the good work done in class. It also makes our parents happy when they see these rewards because they will continue supporting us in paying school fees and buying text books. Pupils score high marks in KCPE examination if the school continue giving students and teachers rewards."

Standard eight English teachers remarked on this assumption as follows:

> "Motivation encourages both pupils and teachers in setting high academic standards. They will always work hard in achieving the set academic standards. Motivation has developed and has built a reading culture in this school since every pupil is working hard studying for examinations. Indiscipline cases also are minimized as pupils are busy studying and revising for their examinations."

4.6.3. Impacts of the assumption that a school ought to continuously motivate its pupils and teachers in order for them to work hard and perform well in KCPE examinations

During the study, the researcher attended assemblies where students were being appreciated through giving rewards and verbal positive comments for their good academic attainment. The researcher also joined teachers during tea and lunch breaks. During the interview with the head teacher on the effects of motivation in the school, he remarked:

> "Our school motto is very clear that is; in pursuit of excellence, therefore teachers and students have really worked hard with the school support in achieving their high academic standards. The schools mean standard score has improved from 317 in 2011 to 343 in 2009, this component of motivation and other positive factors has played a greater role in this good academic performance."

The deputy head teacher summarized the effects of motivation as follows:

> "Rarely do teachers miss their lessons because most of them lived in the school compound. Morning preps are well attended by teachers as they are provided with tea and buttered slice of bread. Furthermore pupils' population has increased because parents have full confidence in our teachers in enabling their children to excel in KCPE examinations."

Standard eight central pupil explained how motivation has resulted to positive effects of academic performance in Hill School in the following way:

> "Students have committed to hard work because they have a common goal to achieve, which is performing well in KCPE and to secure good secondary schools. Motivation has enabled us to develop the spirit of competition to achieve excellent performance. Students are behaving well in school, because motivation has created cooperation and discipline among the students. It has created a peaceful working environment where students are only focusing on performing well in KCPE examinations, pupils have no time to waste but to study."

Generally, the researcher observed and noted several positive effects of motivation in Hill school and has helped both pupils and teachers to strive for their common goal as stated in the school motto, in pursuit of excellence.

4.7.0. School ought to be guided by order and discipline for it to achieve its core goal of performing well in national examinations

During the study, the researcher observed and noted that Hill school was guided by order and discipline in achieving its core goal of performing well in national examinations. During the study, he observed and studied the following artifacts and values which led to the deciphering of this assumption.

4.7.1 Artifacts and values observed

a) Schedules:

i) Teaching time table

The researcher observed that school teaching programme was being guided by well prepared time table which indicted day, lesson/ Subject, time and class allocated to every teacher. School routine started from morning assembly at 7.00 a.m. to 8.00 a.m. Lessons began from 8.20 a.m. to 3.10 p.m. Each lesson was allocated 35 minutes. There were two breaks before lunch. First break took 20 minutes and it started from

9:30 a.m. to 9:50 am and the second one at 11.00 a.m. to 11.30 a.m. it lasted for 30 minutes. Lunch time lasted for one hour twenty minutes, starting from 12.40 p.m. to 2.00 p.m. students went out for games for 35 minutes starting from 3.10 p.m.to 3.45 p.m., then students break for their cleanliness and super for one hour starting from 5.00 p.m. to 6.00 p.m. The researcher observed and noted that copies of these teaching time table were pasted on the head teacher's office, academic office, staff room and all classes.

ii) Home work time table

During the study period, the researcher also observed and noted that, the academic office had prepared home work table which guided pupils and teachers on the home work lessons. Copies of these home work time tables were found in the academic master's office, head teacher's Office, staff room and in all classes. This time table indicated days and subjects to be done as follow: Monday - English and mathematics; Tuesday - Kiswahili and science; Wednesday English and mathematics; Thursday - social studies and CRE; and on Friday English, Kiswahili and mathematics. The researcher observed that this home work time table ensured that students were always kept busy and instilled the spirit of hard work which enabled them in performing well in KCPE examinations.

iii) Remedial lesson time table

During the study period, the researcher also observed that, the school had well prepared remedial lesson time table which showed days and lessons to be attended to in every class, and the teachers who were represented by numbers at the top of every lesson. The researcher noted that during this remedial time, students were being

assisted to improve in their weak areas in preparation for the final KCPE examinations.

b) Christian principles

During the study period, the researcher observed and noted several Christian religious schedules, there were assembly devotions and pulpit programmes. The programmes were arranged to show dates, teacher's name, classes and activities to be conducted. Christian values were strengthened in school by teachers and school chaplain through emphasizing on school motto in, pursuit of excellence, and relating with Christian principles typed in bold writings and pasted on the class walls, head teacher's office, staff office and office in the school for the pupils, teachers and the entire school members to get access to and read.

The head teacher explained the concept of Christian principles by saying that:

> "Christian principles are components of our school culture helped pupils, teachers and other school members theirs spiritual growth and the general human whole being. Our pupils perform well in their examinations because of these Christian principles which instilled discipline to our students and teachers. Christian principles strengthen our school motto in pursuit of excellence and both pupils and teachers work hard in achieving our core goal of excellence. It has led to spirit of team work as the entire school members support each other in achieving excellent academic performance, for instance students are free in approaching their teachers for any academic assistance."

The school chaplain commented Christian principles saying that:

> "Success comes through our almighty father, therefore the school has to rely on these Christian principles always, because through these we communicate with God and He will answer our prayers. Solomon in the Bible asked for wisdom and he was given by God, therefore school must talk to God always in pursuit of excellence."

c) School rules

During the study the researcher observed that, the school had well developed school rules which guided students during their live in school. These school rules ensured

that discipline which is a component of excellent academic results is observed and maintained by all students. Examples of some of the school rules observed are stated below:

i) Use of school uniforms

Students were expected to dress themselves with the right school uniforms, where boys wore white blue checked shirt and light grey short with black shoes and grey with blue and white strip socks. Girls had white with blue strips dress, white socks and black shoes, with a school logo on the left part of the chest. School uniforms were to be kept clean and tidy always and this was observed by all pupils.

ii) Sports uniforms

Pupils had separate sports uniforms. Every student was to have sports uniforms which match with the group one assigned to for example Chui group wore red T-shirt and navy blue short, samba group wore yellow T-shirt and navy blue short while Duma group wore navy blue both T-shirt and the short this was also adhered to by pupils.

iii) Use of common language- English

Pupils were required to communicate in English language always. This was a language used as a medium of instruction and communication in school; it was an official language, all pupils communicated in English language. The researcher observed that school rules were enforces by prefects, teachers, and the entire pupils body by reporting those pupils who went against these school rules. The modes of punishment vary, but in most cases pupils abide by these rules and they were rarely found breaking them simply because they were accustomed to.

d) Effective Teacher Preparation

During the study period, the researcher observed that Hill school teachers adequately prepared school and it proved to be a key element in students' excellence in national examination. Teachers willingly prepared their teaching instruments such as scheme of work lesson notes, records of work amongst others.

i) Scheme of Work

The researcher observed and examined the schemes of work prepared by the teachers since 2006 and noted that Hill school teachers prepared and utilized the schemes of work in their teaching process. The schemes of work examined were well prepared according to the syllabus coverage of each class and they were used effectively in teaching. The various lessons attended by the researcher in various classes revealed that teachers were adequately using the schemes of work. Teachers prepared the schemes of work for the whole year. The schemes of work prepared were endorsed by the head teacher before they were used for teaching. At the end of the term the school academic master checked the schemes of work to assess the amount of work covered within that term before reporting to the head teacher. The schemes of work were prepared in accordance with the syllabus from the ministry of education.

From the researcher's observation, the scheme of work is the main guide to teachers on the subject content, how to teach and the time frame. He observed that students academic performances were in the school for many years, due to effective teaching guided by schemes of work prepared which ensured uniformity in content and syllabus coverage in all classes. The head teacher explained the importance of preparation of schemes of work as follows:

> "As a professional teacher one need to prepare schemes of work because it serves as a yard stick which leads one to what he/she is required to teach within a given time. It also helps teachers to assess their teaching at the end of the term and eventually at end of the year through national examination results".

ii) Lesson plans and lesson notes

During the study period, the researcher observed that teachers prepared lesson notes and lesson plans in accordance with the schemes of work. The school academic master interviews explained that:"Lesson notes ensured that teachers delivered the right content to the learners".

iii) Records of Work

During the study period, the researcher observed that records of work were prepared and kept for every subject. Every teacher prepared his/her records of work. The same was submitted to school academic master and to the Deputy Head teacher's office for checking every week. The deputy head teacher explained the importance of filling and maintaining the records of work that: "It indicated the syllabus coverage attained by every teacher and whether the schemes of work was followed. This ensures that students are given the right content in order for them to do well in the national examination."

iv) Student's Progressive Records

During the study period, the researcher observed that teachers kept students progressive records for every subject. During the interview with standard eight class teacher explained the importance of the students progressive records that:

> "Students' progressive records help in monitoring students' academic progress and also in identifying students who need remedial teachings."

e) School Logo and Badge

School logo and badge meant the same thing and are used interchangeably. It is referred to school logo when on paper or drawn on a statute as on a sign post. But when fixed on the uniforms it becomes a badge. A logo/badge are a sign of identifying for the school and enhance a sense of belonging. Logo/badge gives the students a sense of cooperation to assist one another because they believe that they belong to one family. This leads to good performance in examination because of joined efforts and struggle. They are proud to be associated with good results that emanated through their cooperation and efforts.

During the study period, the researcher observed that there were labels, sign posts on doors of all classrooms and of the offices written 'In pursuit of excellence'. The same was also found on pupils report books and on their exercise books. The classroom labels were accompanied by some of the Christian principles like 'Stand firm and take up your position (2 Chr. 20:17). When the researcher asked the meaning of 'in pursuit of excellence' he was told it was a motivational statement which aimed to motivate students, teachers and Hill school community at large to achieve excellence or success in their endeavourers. Students were motivated by the message to produce only the best in their academic performance while in school, the teaching and the support staff was also urged through the statement to work to the best of their abilities in performing excellent work. The Christian principles accompanying the school motto (in pursuit of excellence) reinforced the stated message in achieving its goal in' the school excellent performance. Above the school motto 'in pursuit of excellence' was a picture of an animal (deer) and a bird crane. In between them a drawing two school

equipments, an open book and a pen. When the researcher asked the meaning academic master explained that:

> "This was a symbolic drawing which implies that Hill school should always emerge the first in their academic performance just as the deer is one of the 1stest animals in the jungle. At the same time the school should maintain its tidiness just like the crane which looks beautiful all the time. And that for the school to achieve success and beauty, reading and writing should be enhanced through the use of a pen and the book as indicated in the drawing."

When the researcher asked the effects of this school logo/badge to the students' academic performance, one of the standards eight teacher's who had been in the school since 2003, asserted that:

> "The school has been performing well in academic performance since she reported to this school, the Christian principles accompanying the school motto has help a lot in reinforcing the ultimate aim of the school in 'pursuit of excellence' and the best indicators are the frequent improvement of school mean scores in KCPE."

The researcher checked the school academic performance in KCPE mean score for the subsequent years to the present and found that since 2006 to 2010 a considerable improvement had been noted.

4.8. Mechanism used by Hill School Head Teacher to Communicate Organizational Culture to its Members

There were various methods Hill school head teacher communicate school culture to its members. The first method used by the head teacher was close supervision where he supervised teachers, students and support staff through tight activity schedule as laid in school routine table. The activity schedule included school daily routine, timetable and examination schedules. In an interview with the school head teacher, the researcher noted that the head teacher having taught for more than ten in the school years has managed to introduced new policies gradually and supervise school community strictly for its implementations. He has learned from the setbacks of the

proceeding administrators and has improved on the students' academic performance as seen with the improved KCPE results.

The second method of communicating school culture to its members was through remarks he makes when addressing pupils in various school meetings for example every Monday, Wednesday and during Friday as he addresses pupils in the assembly with the presence of all teachers, during educational days, parents meetings and while he attended Sunday service he enhance Christian principles embraced in the school which constituted in enhancing students academic performance.

The school had employed a full time school Chaplain. The chaplain assisted in enhancing firm Christian foundation in the school and strive to create peaceful atmosphere which lowered stress and keep up pupils morale in achieving their academic progress. According to what was observed it was noted that members of the school work as a team where the head teacher, pupils, teachers and other stake holders work hard to achieve school ultimate aim as reflected in the school motto in 'pursuit of excellence' Their work indicated the success of the head teacher in communicating the school culture. It was further found that, the school head teacher had developed good relationship with the teachers, and he interacted freely with them. During staff meetings and during tea break he was able to communicate school culture to teachers. The researcher had the head teacher pre-empting how best they can continue attaining good academic performance and one of the teachers resented that:

> "A trip to Mombasa for a week after attainment of good results in KCPE, and having a big party in school of a slaughtered big oxen will make much difference, as it will motivate both teachers and pupils to work extra hard."

As the head teacher was listening keenly and nodding his head it was a clear indication that he had taken a point. The head teacher also communicated school policies through letters and memos to the staff members. Effective communication by Hill school head teacher to staff members, pupils and to support staff has become a school tradition and it has led to positive impact on students' academic performance which was clearly seen on the KCPE examinations past results. The other method Hill School head teacher used to communicate culture to its members was rewarding pupils, teachers and support staff for every good work done and more so during achievement of good results in KCPE results.

Teachers were given personal items like bed sheets, utensils, wall clocks, money and alike. Pupils were given rewards which ranged from school items and personal item like; wrist watches, geometrical sets and school bags. Support staff on the other hand were given uniform and personal item like a bed sheet each. These rewards were seen to motivated pupils, teacher and support staff in working hard in their work. In an interview with the school, Secretary explained that:

> "I work hard in my work and keep time because I want to support the school together with teachers and pupils who are working hard day and night here in school; the head teacher has assisted me in waiving my daughter's school fees."

The research noted the positive impact of motivation and it was an indication of how the head teacher had succeeded in communicating school culture to the school community in achieving the school ultimate aim in 'pursuit of excellence'. The researcher observed head teacher's habit as one of the method that he employed in communicating school culture. For instance he was a good role model to both teachers and pupils and to the entire school community; the head teacher had good interpersonal relationship with pupils, teachers and entire school community. The head teacher reported to school early in the morning, he resided in the school

compound, he wore smartly, he was seen picking a dropped litter in the school compound, and he corrected pupils when found doing a mistake. The head teacher had influence his teachers and students on how to entrench the school tradition in their school activities.

Summary

The mechanism discussed above were powerful primary way by which Hill school head teachers used to embed its school culture to its members in the ongoing daily life of the school. Hill school head teachers communicated the school culture to its members through school rules and regulations, verbal communication, in meetings and school assemblies. He communicated school culture by what he pays attention to, reactions to critical incidents in the school, through deliberate role modeling, teaching and coaching. Rewarding was observed as an established strategy employed by the head teacher to reinforce the proactive cultures in the school. The researcher through the interaction with the head teacher noted that, all these mechanisms do communicate culture contents to newcomers.

Schools therefore differ in the degree to which the cultural messages are consistent and clear, and this variation in cultural clarity is probably reflection of the clarity and consistency of the assumptions of the head teachers. But it is not their public statements which must be assured to measure clarity; it is the entire range of messages discussed above that must be assessed. Therefore, school head teachers are considered as the chief architectures of cultures in schools where good cultures have been developed. In this regard it can be said that a school is the head teacher and the head teacher is the school.

4.9 Implications of Hill School Cultures

This section discusses the implications of Hill School cultures to the head teacher, students, parents, politicians, education administration, policy makers and researchers in educational administration.

4.9.1 Implication to the Hills School Head teacher

Throughout the study period, the researcher observed and noted that Hill school head teacher gets everyone in the school community to adopt the proactive cultures in the school so as to enhanced students academic performance in national examinations (KCPE). Such cultures include; all school members conformed to the school rules and regulation, motivation of teachers and pupils, adoption of Christian principles provision of peaceful environment amongst others.

The head teacher had established effective school cultures as a foundation for a good way of life in the school and stirred to create a happy atmosphere, lowered stress and kept up pupil moral in the face of severe academic pressure so as to enhance their academic performance in KCPE.

The head teacher motivated teachers and pupils to improved academic performance in national examinations. He continued socializing both the students and the teachers in order to perform well n KCPE examinations. The principal made all the teachers to prepare schemes of work, lesson plans, attend lessons and maintained records of work covered. The cultural established and communicated in the school enabled the school through the head teacher to achieve "in pursuit of excellence where the school performed well in the national examinations (KCPE).

The school cultures also influenced the quality of marks attained by the students in both internal and national examinations in accordance with the subject each teacher

taught. Due to good academic performance, the school through the District Education Office has ensured that there is adequate staff are availed; all teachers were employees of Teachers Service Commission (TSC).

4.9.2 Implication to Teachers

Motivation of both pupils and teachers was one of the prime cultures in the school it help in improving students' academic performance. The researcher noted that the head teacher motivated both teachers and pupils. Positive responses of both teachers and students were realized through upward trends of performance. Teachers worked hard in teaching students in order to perform well in their teaching subjects. Further more teachers and students in a candidate class aimed at performing better than the previous class. This translated to raise academic standards of the school. Motivated teachers cooperated and completed every assignment within the stipulated period in the school schedules. Other school culture which had an impact on students academic performance in KCPE examinations were; coaching of students, peaceful environment, effective teachers preparation, and effective subject panels.

4.9.3 Implication to Students

During the study period the researcher observed and noted that Hill school cultures had positive academic effects on students. Amongst these culture are; adherence to school rules and regulations, wearing of school uniforms, Christian principles, motivation, use of English language, coaching of student and being in a peaceful environment. The researcher noted high academic performance in national examinations (KCPE) in Hill School because pupils had embraced these cultures which the school had adopted and found to be working effectively. From these

cultures and artifacts the students took their academic responsibilities very seriously in order to achieve their goals. Teachers also inspected students' work, reinforcing students' academic achievements through rewarding systems and public commendation. These created healthy students academic competitions. All standards eight students in the three streams competed for better performance.

The researcher noted that, Hill school students utilized their budgeted time well and acted according to their daily routine. It was observed that students responded promptly with the used of common English language which has helped in better English performance in national examinations (KCPE). The researcher noted that students communicated well in English language to teachers and to their fellow students.

4.9.4 Implications to the Parents

The cultures deciphered in Hill school had the following implication for parents. Most Hill school parents paid their children fees on time. It was noted by the then PTA chairman through interview conducted that some parents preferred to pay fees for their children in Hill school first and later pay for those children in other school, that those parents believed their children in Hill school needed minimal disturbances because they had faith in them that they were going to perform very well in KCPE examinations just like their former students. Hill school parents got involved in supporting school programmes in order to support students learning. They pay for motivational fee of Ksh. 1,000 per parent annually. They occasionally visit their children in school during visiting days and parents' day to discuss the academic progress of their children.

Parents around the school community have also been attracted by the good academic performance and most of them have enrolled their children in lower classes as explained by the head teacher :

> "The school is almost running short of learning facilities for example classrooms, desks and textbooks. This has resulted due to need and persuasion by new parents to try and provide admission of their children in this school. The parents are attracted by good academic performance of our students".

CHAPTER FIVE

5.0. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the research findings

Chapter one of this study is based on the concept of school (organizational) culture and its effects on students' academic performance in national examinations KCPE. The issue of students' academic performance in national examination has been subject of concern to many who includes; the Ministry of Education Science and Technology, education stakeholders, and children in Kenya today. The concept of organizational culture has been recognized by contemporary management, scholars and practicing managers as a powerful tool in affecting performance. The specific purpose of this study was to investigate the effects of organizational culture on students' academic performance in national examinations KCPE in Hill school primary school.

Chapter two contains a review of the literature related to the study under investigation. The purpose of this chapter was to present the contemporary literature on cultures of high performing public primary school and methods of deciphering organizational culture.

The concept of organizational culture has many meanings. Schein (1985) defines organizational culture as "a pattern of basic assumptions – invented, discovered, or developed by a giver group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be coincided valid and therefore taught to new members, as the correct way to perceive, think and feel in relation to those problems". According to Howard (1998) organizational culture has been argued as one of the most powerful and stable forces operating in organizations

and can influence a firm leadership, decision making, performance, internal development, and strategic development for twenty first century.

The literature identified three major levels of organizational culture as artifacts, values and basic assumptions. The literature gave the major functions of artifacts and values as to give meaning to human activities. It concludes by highlighting that, the process of deciphering the culture of an organization works best if an outsider teams up with one or more established members of the organization under study, to jointly explore the culture by observing behaviour in order to develop understanding of systems, knowledge, beliefs, customs and habits of people in the organization. Literature review on culture of high performing schools in Kenya revealed that high performing schools have the following characteristics:

i). A system of clear instructional objectives for monitoring and assessing students' performance.

ii). Have clear and focused motto and mission.

iii). Safe and orderly environment with opportunity to learn and use school time on task.

iv). Administration, communicate school culture to its members through proper methods without confusing its members in order to attain organizational objectives

v). Teachers who hold high expectations for all students to achieve.

vi). School head teachers who is a strong programmatic leader and who sets high standards disciplines and motivates both learners and teachers.

vii). Parental support on understating the basic mission of the school and the feeling that they have important role in achieving this mission.

The recent literature review has clearly shown that organizational (school) culture has a profound impact on students' academic performance in national examinations KCPE.

Chapter three discussed the research design and methodology used in conducting the research. It described the techniques used to collect and present data. The researcher followed research precedence before conducting the study. The procedures were obtaining permission from Moi University and office of the president in Nairobi, to conduct research. The researcher collected the data for this study for a period of six months; between January 2010 and July 2010. The instruments used in collection of the data included interior schedules for the key insider informants, observation of the school and behaviour of the school, people and content analysis of Hill school archival materials. This three instruments were simultaneously used so that, data collected by one method was crosschecked with data gathered by another one to ensure the validity of the methods and ensure their occurring, authentic and consistency.

Chapter four discusses the findings of the study under Hill school effective cultures, artifacts and values which boosted students' academic performance in national examinations, KCPE. The discussed Hill school cultures, artificial and values included the following:

i). Motivation of both teachers and pupils. Teachers' motivation ranged from rewards and gifts. They were given personal items like basins, blankets, gas cookers amongst others; they were also given monetary rewards all depending on mean scores recorded in the subjects. Staff development was also boosted through being taken for a trip. For instance they had a trip to Uganda on April

2011 in celebration of good KCPE results of 2010 where the school attained a standard mean score of 343. Students on the other hand were motivated with school items like geometrical sets, textbooks, school bags, amongst others.

Issuing of these rewards and gifts had been done continuously after every test done by standard eight students and major one after the release of KCPE results. Motivation was an organizational culture developed by the school administration; it enabled teachers and students to embraced hard work towards the achievements of the school motto 'in pursuit of excellence'.

This culture ensured continuous improvement of students' academic performance in national examination (KCPE).

ii). Provision of peaceful working environment: Hill school is situated in a conducive, peaceful environment which teachers enjoyed this peaceful working environment. For instance it is situated away from towns' noise pollution not far from Eldoret Kapsabet road for accessibility. The school has adequate classrooms, enough TSC teachers which ensure that all the subjects are taught. The school also has sufficient play grounds and games facilities which ensured development of curriculum activities where pupils could nurture physical talents as well as brain developments. Apart from these facilities the school also has two school buses and a van used in transporting children from home to school and vice versa.

The school culture of provision of peaceful working environment showed positive effect in the improvement of students' academic performance. For a number of years the school had registered high academic performance in KCPE.

iii). The adoption of Christian principles was a school culture which was well developed in Hill school. The school had employed school chaplain who guide the school community that is teachers, students and support staff in the development of spiritual nourishment. The school administration through the head teacher believed that for the school to attain their major aim as indicated by the school motto 'in pursuit of excellence', the school has to embraced Christian principles. The school chaplains developed these Christian principles at the beginning of each term and forward them to the school administration for approval. These principles were supposed to match with the school motto message in 'in pursuit of excellence'. School chaplain emphasized these principles during Sunday service sermons in school. Teachers also strengthened the school motto and the Christian principles when addressing pupils in various school forums. Copies of Christian principles were produced and posted in class notice boards, staffroom and various strategies point in the school.

iv). Use of English language was a culture developed in hill school. This culture was initiated by the school administration to uplift performance of English subject in national examination K.C.P.E. English was therefore used in school community as a medium of communication teachers and support staff included. The performance of English subject in K.C.P.E. has been on an upward trend for the last four years. This was a good sign of successful culture; teachers supervised and correct pupil's grammatical mistakes during their conversation.

v). Strict adherence of the school rules and regulations in the school was one of the school cultures which were developed by the school administration. This

culture proved to work well in the school. Some of the indicators of its success was students were well disciplined; no fighting between the pupils, or stealing was reported, pupils responded to the bells by running to the required place. This culture has enabled both teachers and pupils to be good in time management where they ensured proper utilization of time was observed. This enabled teachers to cover syllabus fully in time and do thorough revision with students before their national examination (K.C.P.E). The school academic performance in the national examination was high because of the adoption of the culture as discussed earlier and reflected in K.C.P.E examination analysis.

5.2 Conclusions

The concept of the organizational culture is structurally complex. The principal or the head teacher of the school is the key person in developing the culture of the school. The principal has then developed various mechanisms which he uses to communicate school culture to its members. These mechanisms which were identified in school include:

i). Head teacher communicating school cultures to the members in assemblies, informal meetings and staff meetings.

ii). Enhancement of Christian principles during Sunday service which was part of pupils' moral training.

iii). Enforcement of school rules and regulations.

iv). Deliberate role modeling, teaching and coaching members.

v). Giving rewards to both students and pupils and teachers to enhance hard work in the school.

vi). Pay attention to all matters pertain school activities.

vii).   Emphasizing on school motto in pursuit to excellence to school members. It is this mechanisms and the role played by the head teacher in the school especially in communicating school cultures to the members that qualifies and justify the statement that "the school is the head teacher and the head teacher is the school.'

Proper communication of the effective school culture leads to smooth running of the school, since the members would develop virtues such as; honest, trustworthy, hardworking, respect amongst others which leads to improved students academic performance in national examination.

The specific purpose for this study was to investigate and analyze importance of organization culture to student's academic performance in national examination K.C.P.E. the research used sheens (1985) join exploration through interactive interviewing method observed hill school certificates', interviewed insider key informants and analyzed school archival materials to uncover hill school's cultures and its effects on students academic performance in K.C.P.E.

The researcher observed and recorded various artifacts and values at Hill school and used them to generate data through interview with key insider informants. The researcher also generated a lot of data from the school history through archival materials and interviews with key insider informant to obtained data on the origin and development of Hill school culture. The researcher used interdisciplinary approach methodology to decipher Hill school culture because organizational culture is a multi-disciplinary phenomenon.

The researcher noted that Hill school cultures have assisted students to perform well in KCPE by attaining top marks. The researcher observed that the school has been

performing well in KCPE for almost five years because the school motto enhanced high performance as it stated "in pursuit of excellence".

The genesis of some of the Hill school cultures which enhance good performance in national examination can be traced back to 1951 by the Christian missionaries who were the pioneer founders of the school. The missionaries advocated for quality education in this school. The cell for quality education has been developed over the years by preceding principals and passed and developed by the current head teacher Mr. Emel Sitienei. Mr. Sitienei took over the leadership of this school in 2001 and from then to the present the school has been on an upward trend in its academic performance which is supported by the school motto in pursuit of excellence.

5.3. Recommendations

Although schools as organizations are similar, in terms of organizational culture, no two are alike. Accordingly Hill school's artifacts, values and basic cultural assumptions cannot be generalized to the other schools in Kenya. However, it can be speculated that other primary schools have artifacts, values and basic assumptions that guide their daily operations. Accordingly the following recommendations are proposed:

a) Positive Culture

The researchers found out that for Hill school to continue performing well in students' academic performance in KCPE examinations, it ought to enhance its effective culture of hard work, and this produced positive results that encouraged the school community in enabling both teachers and students to work hard in order to achieve very good results in KCPE. The components of school culture identified in Hill school

and which the school and other schools need to develop include: Motivation, free association, honest, adhering school rules, close supervision of the school members, continuous couching of students, time management among others. To encourage these efforts the researcher proposed that educational policy makers should create compulsory forum where schools learn from each other's performance for improvement. Should strictly put into practice measures where low performing schools should develop effective cultures in their schools in order make their schools perform in national examinations.

b) Communication of Culture

The head teacher ought to communicate desired school culture to the school members in a positive approach in order for them to continuously work hard in the process of improving the quality of examination results. Some of the approaches the researcher recommends to be employed by the school administrators in communicating school cultures to its members include: close supervision by the head teachers through tight activity schedule, making remarks when addressing pupils in various school meetings addressing parents during parents meetings, principal being a role model in school, emphasizing on Christian principles, distribution of typed school rules and regulations to the pupils and posting some on classroom walls, using rewards both items and positive remarks amongst other positive methods. The ministry of education on

the other hand should enhance head teacher's effort of supervision and communication of positive cultures by employing and deploying tutors to teachers advisory centers and visiting schools advising teachers on how to developed proactive school cultures in order to promote students academic performance.

c) High performance

Hill school developed and enhanced its culture which has affected students' academic performance positively. Hill school culture is made up of artifacts and values which have made the school to perform very well in its KCPE examinations for the last twenty years to date. The artifacts and values manifested in the schools include: school logo school which gives the students a sense of cooperation as it carries the message, in pursuit of excellence, prayer before and after work typed and pasted on classrooms walls recited daily in the morning by students before embarking on learning and evening after classes; school layout was another artifacts which reflected conducive learning environment, black marked notice board indicating the names of winners and losers in the school all these and other artifacts portrayed positive school culture in the school which uplifted students academic progress. It is therefore recommended that primary schools should establish artifacts and values which help in developing strong or positive cultures in their schools in order for them to do well in national examinations. The head teachers should play a leading role in creating school artifacts and values that support positive cultures in their schools for good performance in national examinations.

d) Artifacts, values and basic assumptions

There are three levels of culture these are artifacts, values and basic cultural assumptions. Hill school had developed these three levels of culture m their school. The head teacher developed these basic assumptions which proved to work positively to the academic performance in the school: Students ought to be coach in order to perform well in national examinations; students ought to work hard in order for them to perform well in KCPE examination; school ought to motivate its students and teachers for them to work hard and perform well in KCPE examinations; and last

school ought to be guided by order and discipline in to achieved its core of performing well in national examinations. The head teachers of various primary schools should develop artifacts, values and basic cultural assumptions in their schools to support students' academic standards.

e) Implication of Hill School Culture

Policy makers should support research on successful primary schools in order to better understand how various factors interact to maximize learning for students. The data of this process of research should be accessible for researchers so that it can serve as a model for excellence. The researcher generated adequate data for this study using Ouchi (1983) style of management and Schein's (1985) joint exploration through iterative interview activity steps between Hill school key insider and the researcher. It is therefore recommended that these techniques be applied in deciphering the cultures of more primary school in Kenya and these experiences will help to improve students' academic performance in their schools.

5.4. Suggestions for Further Research

This study focused on school culture, artifacts, values and basic cultural assumptions of high performing public primary school and its effect on students' academic performance in national examination KCPE. It is recommended that deciphering of school cultures and its effects in nationals examinations be extended to other types of primary schools that's private and public primary school which are performing below average in national examinations. This would become an important source of knowledge about the education of students in Kenya and also generate more data that will help to determine importance of developing positive and strong school cultures.

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APPENDICES

APPENDIX A: SCHEIN'S JOINT EXPLORATION THROUGH ITERATIVE INTERVIEW ACTIVITY STEPS

> i) **Entry and focus on surprises:** The interested interviewer enters the organization or group to be deciphered and begins to experience the culture both actively through systematic observation and possibly through encountering "surprises".
>
> ii) **Systematic observation and checking:** The outsider engages in systematic observations to calibrate the surprising experiences as best as he or she can and to verify that the surprising events are indeed repeatable experiences and thus likely to be a reflection of the culture, not merely random or idiosyncratic events.
>
> iii) **Locating a motivated in insider:** The outsider now finds someone in the culture who is analytically capable of deciphering what is going on and who is motivated to do so.
>
> iv) **Revealing the surprises**, **puzzlement and Hunches**: Once a relationship has been established with the outsider, the outsider can now reveal his or her observations, reactions, and even his or her own projections, theories and hunches on what is going on in the culture. However abstractions and generalizations should be avoided.
>
> v) **Joint exploration to find explanation:** The insider attempts to explain to the outsider what the surprising event means, or if the outsider has a hunch, the insider elaborates on or corrects the outsider's interpretation. Both parties now have to probe systematically for the underlying

assumptions and the pattern among them. At this point, the problems of external adaptations and survival (see appendix B) and problems of internal integrations (see appendix C); the categories of basic assumptions (see appendix D:); become relevant at basic checklists to ensure that all of the cultural terrain is being covered.

vi) **Formalizing Hypothesis:** The output of step 5 is explanations that make sense, stated in the form of underlying assumptions, but these assumptions can only be taken as hunches about the culture at this point and must be formalized into hypotheses. Both the insider and the outsider must decide on what further data would constitute a valid test of whether such an assumption is operating. Such data might be in the form of operational values that should be derivable from the assumptions, or actual behaviour that should be able to observe if the assumptions hold. The category of basic assumptions can serve as guidelines for things to look for in trying to explain surprises and other observations.

vii) **Systematic checking consolidation:** Through new interviews or observations, the interested insider and systematic interviewing of informants may be in order, since the outsider knows enough to know where to look, what to look for and when to ask.

viii) **Pushing to the level of Assumption**: The outsider takes the confirmed hypotheses and attempts to state clearly what assumption is operating and how that assumption affects behaviour. This step is crucial because one of the most difficult steps in deciphering process comes when one must go beyond the articulated values and attempt to understand the deeper layer of

assumptions behind them. Such probing probability cannot be successfully carried outside ones societal culture.

ix) **Perpetual Recalibration:** As new data surface, and the outsider becomes better acquainted with the culture, he or she can refine and modify the model of the culture, that he or she has started to construct, and he or she can test that model on other interested insiders, who must be interested and analytical. In cultural analysis, the reactions of inside people to their culture provide further important data on what the culture is all about.

x) **Formal written descriptions:** As a final test of understanding of the assumptions of a given organizational culture, it is necessary to write down assumptions and show how they relate to each other in a meaningful pattern and to articulate the paradigm. It was very easy to assume that we understand and have an intuitive feel for what is going on, but unless we clearly write out what we think and feel, we cannot tell whether we really understand and whether anyone else could understand. The written analysis should undergo perpetual modification as a new data arise, but some description is an essential step in the method of deciphering. The interested insider can go over the written description as a further test of accuracy.

(Source: Schein, 1985, pp. 114-118)

APPENDIX B: THE PROBLEMS OF EXTERNAL ADAPTATIONS AND SURVIVAL

i)   **Mission and strategy:** Obtaining a shared understanding of core mission, primary task, manifest and latent functions.

ii)   **Goals:** Developing consensus on goals, as derived from the core mission.

iii)   **Means:** Developing consensus on the means to be used to obtain the goals, such as the organization of structure, division of labour, reward system, and authority system.

iv)   **Measurement:** Developing consensus on the criteria to be used in measuring how well the group is doing in fulfilling its goals, such as the control and the information system.

v)   **Correction:** Developing consensus on the appropriate remedial or repair strategies to be used if goals are not being met.

(Source: Schein, 1985, pp. 52)

APPENDIX C: **THE PROBLEMS OF INTERNAL INTEGRATION**

1. **Common language and Conceptual Categories:** If members cannot communicate with or understand each other, a group is impossible by definition.

2. **Group boundaries and Criteria for inclusion and exclusion:** One of the most important areas of culture is the shared consensus on who is in and who is out and by what criteria one determines membership.

3. **Power and Status:** Every organization must work out its pecking order, its criteria and rules as for how one gets, maintains and losses power; consensus in this area is crucial to help members manage feelings of aggression.

4. **Intimacy, friendship and love**: Every organization must work out its rules of games for peer relationships, for relationships between the sexes, and for the manner in which openness and intimacy are to be handled in the context of managing the organization's task.

5. **Rewards and punishments:** Every organization must know what its heroic and sinful behaviour are; what gets rewarded with property, status, power, and what gets punished in the form of withdrawal of the rewards and, ultimately, excommunication.

6. **Ideology and Religion:** Every organization, like every society, faces unexplained and inexplicable events, which must be given meaning so that members can respond to them and avoid the anxiety of dealing with the unexplainable and uncontrollable.

(Source: Schein, 1985, pp. 66)

APPENDIX D: BASIC UNDERLYING ASSUMPTIONS AROUND WHICH CULTURAL PARADIGMS FORM.

1. **Humanity's relationship to nature:** At the organizational level, do the key members view the relationship of the organization to its environment as one of dominance, submission, harmonizing, finding an appropriate niche, or what?

2. **The nature of reality and truth:** The linguistic and behavioral rules that define what is and what is not, what is a "fact" how truth is ultimately to be determined, and whether truth is "revealed" or "discovered" basic concepts of time and space.

3. **The nature of human nature:** What does it mean to be "Human" and what attributes are considered intrinsic or ultimate? Is human nature good, evil or neutral?

4. **The nature of human activity:** What is the "right" thing for human beings to do, on the basis of the above assumptions about reality, the environment and human nature; to be active, passive self-development, fatalistic, or what? What is work and what is play?

5. **The nature of human relationship:** What is considered to be the "right" way for people to relate to each other, to distribute power and love? Is life cooperative or competitive; individualistic, group collaborative or communal, based on traditional lineal authority, law, chairman or what?

(Source: Schain,1985p.86)

APPENDIX E: SCHEIN'S INTERVIEW METHODOLOGY

1. Let's go back over the history of your organization. Can you tell me when it was founded and describe the events that occurred at that time?

    a) Who was involved? (Try to locate the important founding figures or leaders who might have been real culture creatures, and find out what their values, biases, assumptions, and goals were?

    b) What were the critical problems in getting started? (try to find out what survival issues were and how they were handled).

    c) Were there specific goals that emerged? Ways of working? Key values that emerged?

2. What was the next critical incident that occurred? (A critical incident is any major event that threatened survival or caused re-examination or reformulation of goals or ways of working, or involved membership or inclusion issues to discover a critical incident, the interviewer might ask the respondent to recall events that caused problems for which the organization had no ready solution, or events that challenged existing norms and solutions (such as an act of insubordination), or anything interpersonal that was unasked or tension provoking and required some kind of response).

    a) Tell me how people were feeling about what was happening, were they anxious or angry or delighted or what?

    b) What was done? Who did anything? (Here the interviewer tries to elicit in details the nature of the response and the key actors who were responsible for

response. If in informant says, for example, "we were faced with a cutback, but instead of   laying people off, we went to all of us working fewer hours and talking a pay cut", the interviewer might ask. "who thought of this idea?""How was it implemented?")

c) What was the meaning of the response? What goals, values, and assumptions were implied or explicitly stated in the response?

d) What happened? Did the response work? How did people feel subsequently? Did the response continue? (The interviewer then asks questions about the next crisis or critical events, around which the same series of questions should be asked again).

(Source: Schein, 1985 pp. 119 — 120)

APPENDIX F: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams:"SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote

Our Ref: NCST/12/1/SS/353/4

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke
Date: 18th May 2010

Mr. John Kiplimo Biwott
Moi University
P.O. Box 3900
ELDORET

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out
effects of organizational culture on student's perfor
exams: A case study of Hill School Primary, Uasin
pleased to inform you that you have been au
research in Uasin Gishu - Wareng District &
November 2010.

You and your team are advised to report to
and the District Education Officer, Ua
before embarking on the research project

On completion of the research, you a
the research report/thesis to our offi

P. N. NYAKUNDI
FOR: SECRETARY/CF

Copy to:

The District Comm
Uasin Gishu – W

research on "The
mance in national
Gishu, Kenya" i am
thorized to undertake
or a period ending 30th

the District Commissioner
sin Gishu – Wareng District

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EO

The District Education Officer
Uasin Gishu – Wareng District

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areng District

APPENDIX G: RESEARCH PERMIT

PAGE 2

PAGE 1

Research Permit No NCST/RRI/12/1/SS

Date of issue 18/05/2010

Fee received SHS 1,000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. JOHN KIPLIMO BENOIT

of (Address) MOI UNIVERSITY P.O. BOX 3900, ELDORET

has been permitted to conduct research in

Location,

UASIN GISHU-WERENG District,

RIFT VALLEY Province,

on the topic The effects of organizational culture on students performance in National exams: A case study of Hill School Primary, Uasin-Gishu, Kenya.
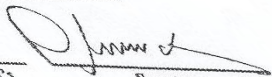
for a period ending 30TH NOVEMBER, 2010

Applicant's Signature

Secretary
National Council for
Science and Technology

REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

CONDITIONS

1. You must report to the District Commissioner the District Education Officer of the area embarking on your research. Failure to may lead to the cancellation of your ...

2. Government Officers will not be ... with-out prior appointment.

3. No questionnaire will be used ... approved.

4. Excavation, filming and c... specimens are subject to ... the relevant Governm...

5. You are required to ... bound copies of y... and non-Kenya...

6. The Governm... modify the ... its cancell...

(CONDITIONS— see back page)

SPK6055(Print)10/2009

APPENDIX H: OBSERVATION SCHEDULE

ARTIFACTS OBSERVED

1. Curriculum

(a) Subjects taught

(c) Subject distribution in the timetable

(d) Co-curriculum activities such as:

Clubs and societies e.g. (i) Debating clubs (ii) Wildlife clubs

(iii) Bible (v) Music

How to Observe these Artifacts

The researcher participated in discussions with the students in their classrooms and during club days on the progress of their clubs and societies. He recorded in his research diary what he heard, saw and felt and later on prepare detailed notes and comments.

2. Teaching in the School

(a) Are schemes of work prepared and followed by the teachers Yes ( ) No ( )

(b) Preparation of lesson plans

(c) Records of work

(d) Teachers' class attendance

(e) Syllabus coverage

(f) Teaching report

How these Artifacts were Observed

The researcher examined the schemes of work, lesson plans, and records of work, and sees whether teachers prepare these documents and uses them. He critically observed how teachers attended lessons when they began daily. He recorded in the research diary what he, saw and felt. At the end of each observation, the researcher made detailed notes and comments about what he heard, saw and felt during the observation.

3. Examinations

The examinations observed included school based tests

(iii) Joint examinations with other schools in the zone

The researcher observed:

(a) Invigilation process of examinations

(b) Marking process

(c) Students performance

(d) Releasing results

How these Artifacts were Observed

The researcher visited the classrooms during school based and zonal examinations to witness the invigilation and supervision process and examined the general examination atmosphere in the classroom. He recorded in his research diary what the heard, saw and felt. He also indicated the people involved, time, the day and event seen, heard and felt in the place during observation. The researcher also observed the teachers marking in the staff room and recorded what he heard, saw and felt. He made detailed comments at the end of each observation.

4. Daily Morning and Evening Studies

The researcher observed:

(i) Supervision by teachers

(ii) Students concentration

(iii) Discussion groups

(iv) Assignments

How these Artifacts were observed

The researcher visited all the classes during these hours of learning and also visited the library. He stayed in the school to observed morning and evening studies and how punctual are the students attend these classes. He observed the attendance, the silence and concentration, and then recorded what he heard, saw and felt. At the end of each observation, he made detailed comments about what has happened.

APPENDIX H: MAP SHOWING UASIN GISHU COUNTY

COUNTY BOUNDARY
CONSTITUENCY 2007 BOUNDARY
EXISTING WARD BOUNDARY
IIBRC CONSTITUENCY BOUNDARY