SCHOOL ORGANIZATIONAL CULTURE AND ITS INFLUENCE ON STUDENT DEVIANT BEHAVIOUR IN SECONDARY SCHOOLS OF BUNGOMA COUNTY, KENYA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE IN EDUCATIONAL PSYCHOLOGY, MOI UNIVERSITY

2018

DECLARATION

DECLARATION BY THE CANDIDATE

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

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DEDICATION

To my husband Dr. Ferdinand Nabiswa and our children: Thomas Aquinas Wanyama, Wencelaus Simiyu, Fortunetus Wafula and Valencias Neema, whose presence and needs constitute a source of my continued struggle and fulfillment as a parent.

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Moi University Management for granting me an opportunity to pursue this study. I also sincerely thank my supervisors, Prof. Benard Misigo and Dr. Daniel Korir of Moi University who have tirelessly guided and supervised me throughout the research process. Without their constructive criticism and suggestions, this piece of work would not have been accomplished. I would also like to acknowledge my Doctor of Philosophy Course lecturers at Moi University: Prof. Shikuku Mulambula, Prof. Rose Korir, Dr. Catherine Simiyu, Dr. Njeri Kiaritha, Dr. Shadrack Ogoma and Dr. Wilson Kiptala, for their input in the birth, development and completion of this research process.

ABSTRACT

Deviant behaviour in secondary schools continues to be a matter of global concern; more so in developing countries like Kenya. Knowledge of the kinds of deviance being indulged in and the role it plays in particular individuals, groups, schools, communities or sub-cultures is vital for any prevention programme yet this has been missing. The purpose of this study was to address this gap by examining school organizational culture and its influence on student deviant behaviour in secondary schools of Bungoma County, Kenya. The specific objectives of the study were to: Identify types of student deviant behaviour most prevalent in schools of Bungoma County; Examine features of school culture being practiced and their influence on student deviance in schools within Bungoma County; Investigate prevention strategies being applied within school culture to minimize student deviant behaviour; and examine corrective mechanisms within school culture being used to curb student deviant behavior. The study was based on Urie Bronfenbrenner's Bioecological Theory of Human Development, 2001. A sample size of 400 respondents was used from a target study population size [N] of 155,796, composed of students, teachers and school management staff in secondary schools of Bungoma County. A mixed research method was used. The mixed research design that comprised of concurrent triangulation, correlation, cross sectional survey and phenomenology was employed. Multiphase and stratified random sampling was used to select schools, students and teachers. Purposive sampling was used to select key informants. The data for the study was obtained through questionnaires, interviews, document analyses and direct observations. A pilot study was conducted in eight schools to ascertain instrument reliability. Cronbach Alpha's measure of internal consistency yielded a reliability coefficient of 0.84. Expert judgment was used to determine validity of the research instruments. Descriptive statistics: cross-tabulations and frequency tables together with inferential statistical analyses: Chi square and simple linear regression analyses were used to analyze quantitative data. The decision criterion was pegged on the value of $\propto<.05$. Thematic analysis was used to analyze qualitative data. Descriptive analysis established that all the ten features of school culture sampled for the study were rated positively on an applicability continuum at a threshold of 22%. Chi-square tests and regression analyses revealed a significant relationship between school culture and prevalence of student deviant behaviour hence null hypotheses as stated in the study were all rejected. The study concludes that deviant behaviour is mutative in nature and schools must address even the smallest manifestation of each. Further, school culture does influence student deviant behaviour prevalence but other factors within the school set up and environment have an impact too. The study findings provide an empirical backing to education stakeholders in their consideration of school organizational culture as an important factor in mitigating the worrying trend of deviant behaviour in secondary schools. The study recommends that: alleviating prevalence of student deviant behaviour in Bungoma county schools requires interfacing and unreserved engagement of partnerships both within school and family environments as prescribed by Bronfenbrenner's model. Further, there is need to re-evaluate existing school norms in order to address rampant theft which stood out as the most prevalent form of deviance despite existence of elaborate preventive strategies within school cultures.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immunodeficiency Syndrome
CBS	-	Central Bureau of Statistics
GOK	-	Government of Kenya
DFID	-	Department for International Development
HIV	-	Human Immunodeficiency Virus
IFRC	-	International Federation of Red Cross and Red Crescent Societies
IPAR	-	Institute of Policy Analysis and Research
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KNEC	-	Kenya National Examinations Council
KNBS	-	Kenya National Bureau of Statistics
MOE	-	Ministry of Education
NACADA	-	National Authority for the Campaign against Alcohol and Drug Abuse
NACOSTI	-	National Commission for Science, Technology and Innovation
NEPS	-	National Educational Psychological Services
NCSE	-	National Council for Special Education
RECOUP	-	Research Consortium on Educational Outcomes and Poverty
ROK	-	Republic of Kenya
UK	-	United Kingdom

UNAIDS	-	United Nations Programme on HIV/Aids
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations' Children's Fund
UNODC	-	United Nations Office on Drugs and Crime
UNFPA	-	United Nations Population Fund Agency

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter covers the following sections: Background to the study, statement of the problem, main and specific research objectives, research questions, research hypotheses, significance of the study, justification of the study, scope of the study, limitations of the study, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background to the Study

Deviant behaviour in secondary level schools continues to be a matter of great concern globally; though it is a more worrying trend in developing countries like Kenya (Adegun, 2013; Masese, Nasongo, & Ngesu, 2012; Carra, Esterle, & Hedibel, 2009; United Nations Office on Drugs and Crime [UNODC], 2002). Although deviance as a phenomena varies from one country to another, deviant acts in a school environment include truancy, drug and alcohol abuse, promiscuity, dodging class, riots, smoking, vandalism, fighting, reporting late for class and insulting, resistance to change, to mention a few (Agboola & Salawu, 2011; Njoroge, Onduso, & Thinguri, 2014). These acts negatively influence the learning and teaching process as they undermine the purpose of education (Agboola & Salawu, 2011; Torrente & Vazsonyi, 2012). In secondary schools, deviant behaviour is caused by an interaction of different factors (Brady, 2006; Mbuthia, 2013; Newman, 2004; United Nations Office on Drugs and Crime [UNODC], 2005; Republic of Kenya [ROK], 2006; Simatwa, 2012). Hirschi (2002) averred that although deviant behaviour

may show a small degree of specialization, there is a strong tendency for persons who engage in one type of delinquent behaviour to engage in other types as well. The researcher posited that it was imperative that deviance is examined as a phenomenon with multifaceted causes.

Factors that interact to cause deviance among students could be traced to family and school as two distinct yet overlapping environments where the student is socialized into deviance (Carlson, 2012; Carra, et al., 2009; Cybeile & David, 2005; Niels, 1996). According to academic literature reviewed for this study, family factors that contribute to deviance include a history of drug and alcohol abuse, poor parent- child relationship, violence and socio-economic status of the family (Malayi, Mauyo, & Nassiuma, 2013; Mbuthia, 2013; Carlson, 2012; Sutherland, 2011). As for school factors, the size of the school, an unsafe school physical environment, inappropriate classroom management, teachers humiliating remarks and teacher- pupil relations that are too strict have been cited (Richwood, 2013; Baleinakorodawa, 2009; Linda & Michael, 2005; Hirschi, 2002; Ready, Lee, & Welner, 2004). The assertion that deviant behaviour is caused by an interaction of different factors is supported by Bronfenbrenner's model (Christensen, 2010; Krishnan, 2010) which this study used as a basis for examining school organizational culture and prevalence of deviant behaviour among students in secondary schools of Bungoma County.

School organizational culture occurs within a school structure which entails the network of relationships among individuals and positions in a school organization (Grossi, Royakkers, & Dignum, 2007; Chang, 2007; Cohen-Charash & Spector, 2001). It's a valuable tool used by school organizations to coordinate individual and team work,

specify reporting relationships (who reports to whom), delineate formal communication channels, and describe how separate actions of individuals are linked together (McCardle, 2007; Ivanko, 2013; Engin, Gokhan, & Derya, 2014). Its distinct features are centralization, formalization and hierarchical levels. As averred by Grossi et al (2007) and Deal & Peterson (2009), schools as organizations exhibit several structural dimensions that drive activities within them and that the interplay of these activities (monitoring and evaluation, delegation, quality/quantity of information flow) could be influenced by the school organizational culture which could either guarantee adherence to set norms and goals or cause deviance (Kidwell & Martin, 2004; Ivanko, 2013; Makewa, Role, Role, & Yego, 2011; Novak, 2008).

Organizational culture refers to patterns of shared values, attitudes, assumptions and beliefs over time which produce behavioral norms that are adopted to guide day to day activities within an organization (Kent, 2012; Odongo, 2013; Lunenburg, 2011; Schein, 2004). It therefore shapes organizational procedures, unifies organizational capabilities into a cohesive whole, and provides solutions to the challenges faced by the organization, thereby hindering or facilitating the organization's desire to minimize deviance (Ahmad, 2012; Ng'ang'a & Nyongesa, 2012; Lunenburg, 2011).

The role of school culture in minimizing deviance is articulated by Richwood (2013) who posited that a school culture where academic success and the motivation to learn is expected, respected, and rewarded naturally motivates students to learn and issues of deviance are minimal. They further noted that a strong or effective school culture characterizes an effective school which is characterized by an atmosphere where students,

for example, learn to love learning for learning's sake, especially insofar as it evolves into academic achievement. Citing Blum (2005) and Libbey (2004), Richwood (2013) asserted that an effective school culture facilitates school connectedness, that is, members' sense of belonging to a school, school involvement, or school attachment and has therefore a minimization effect on deviance given the enhanced adaptability into their school's social fabric. This assertion is supported by Gilman, Meyers, & Perez (2004) and Angus, Doris, & Steve (2009) together with Caspi & Moffitt (1995).

As social organizations, secondary schools have formally established rules and regulations that are used to guide students and the teaching staff (Gitome, Katola, & Nyabwari, 2013). School rules and regulations are formulated taking into consideration social, moral, economic and physical situations of the schools (Gitome et al, 2013). A majority of secondary students are in their adolescence which has been noted to drive them into deviancy besides a poor relationship with adults (Herrero, Este´vez, & Musitu, 2006; Sommers, 2006; Kirioba, 2012). Some longitudinal research has also shown that parents react negatively to adolescent deviant behaviour (Kerr & Stattin, 2003; Landman-Peeters et al., 2005) and that deviant adolescents at school show an important lack of warmth and encouragement from teachers (Davis, 2003; Blankemeyer, Flannery, & Vazsonyi, 2002; Sutherland, 2011). This suggests that deviant behaviour is associated with adolescent relationships with both parents and teachers although research has seldom tested these associations.

Further, some research has suggested that quality of relationships between adolescents and adults is poorer among deviant adolescents (Baldry, 2004; Rigby, 2000). Despite the

centrality of organizational culture in influencing relationships among members of a particular organization (Ivanko, 2013; Karadag, Yilmaz, & Kiliçoglu, 2014), there has been relatively little empirical study on its impact in a deviant behaviour prevalence context. There was need therefore to empirically interrogate role of school organizational culture in the prevalence of this status given that it is meant to be a shared way of life that binds students and their teachers together and where possible influences positive perception about self and their environment.

According to facts about Counties as released by Commission on Revenue Allocation (CRA), Bungoma County is heterogeneous in terms of socio- economic profile and is rated the third most populated County after Kakamega and Nairobi respectively (CRA, 2011). It has a poverty prevalence rate of 53%, a scenario likely to drive many youth both in and out of school into deviance (ROK, 2013b). This deplorable state is worsened by the fact that Bungoma County is rated among five Counties with largest numbers of deprived children (United Nations' Children's Fund [UNICEF], 2013) and that education standards in the county have been fluctuating based on the national examination (Kenya Certificate of primary Education and Kenya Certificate of Secondary Education ranking (Munda & Odebero, 2014; Kenya National Examinations Council [KNEC], 2012; 2013).

Further, a study by the Kenya National Bureau of Statistics (KNBS, 2013) indicated that only 21% of County residents have secondary education and above; signaling a low uptake of education. Studies by Simatwa (2012) and Chumbe, et al. (2015) on management of student discipline in secondary schools confirmed that Bungoma County, previously the larger Bungoma District, was among regions in Kenya that were

experiencing many cases of student deviance in schools. Deviant behaviour is harmful for the school and students in all its forms, whether overt or covert (Appelbaum, Iaconi, & Matousek, 2007). There was therefore serious need to empirically interrogate this County's scenario in terms of school organizational culture and its role on deviance prevalence.

1.2 Statement of the Problem

The global goal of education system is geared towards nurturing the growth of the whole person through an integrated development of the physical, intellectual, moral and spiritual dimensions (Burnett & Felsman, 2012; ROK, 2013a; UNESCO, 2015; 2013). The laws of Kenya make education a fundamental right which relevant agencies must seek to enforce (ROK, 2013a; 2010). Both the global goal of education system and individual fundamental right to education as envisaged in the Kenyan legislation are far from being realized in Bungoma County. Studies by KNBS (2013) revealed a low uptake on education as only 21% of Bungoma County residents have secondary education or above and that 61% of residents of the County have only a primary level of education. Whereas this improves literacy levels, aggregate impact from education is low because the greatest payoff in terms of being a means of improving people's welfare and minimizing inequality is measured against secondary level and above (KNBS, 2013; Deloitte, 2014). In spite of several factors being cited to affect achievement of educational goals both globally and at individual level (UNODC, 2012; Hawkins & Zahn, 2010; Victory, 2005), focus by this study on deviant behavior was driven by the fact that it's prevalence in and outside schools is harmful for the school and students in all its forms (Appelbaum et al., 2007; Magwa & Ngara, 2014; Cox, Zhang, Jonhson, & Bender,

2007) besides compromising the health, welfare and education sector in the country (UNODC, 2004; ROK, 2006).

Previous studies on deviant behaviour, its existence and prevalence in Kenya and Bungoma County in particular have focused on parental influence, leadership styles, student characteristics and school physical environment as its cause. Chumbe, Likoko, Liambila, & Muthamia (2015) studied factors influencing students' theft in Bungoma County, Simatwa (2012) studied management of student discipline in secondary schools in Kenya, a case study of Bungoma County, Njoroge et al. (2014) studied school leadership role in predicting deviant behaviour among students in Muranga County, Korir, & Kipkemboi (2014) studied impact of school environment and peer influences on students' academic performance in Vihiga County, Mbuthia (2013) studied factors influencing drug abuse in secondary schools in Kenya. Malayi, et al. (2013) studied impact of parenting styles on acquisition of deviant behaviour among children aged 8-18 years in Western Kenya, Gitome, et al., (2013) studied correlation between Students' discipline and performance in the Kenya Certificate of Secondary Education while Kirioba (2012) studied influence of secondary school social environment on student violence in Kenya. As posited by Angus, et al., (2009), citing DuFour & Eaker (1998) and supported by Kaplan & Owings (2013), sustainable optimal student achievement in schools is realizable under effective schools on the premise of a strong school culture. Organizational culture as an important aspect for effective school and learning environment has not been empirically investigated yet it embodies school practices that impact on learner's behaviour (Balker, 2015; Kaplan & Owings, 2013). This study sought to fill this gap.

Moreover, several studies done about organizational culture with regard to deviant behaviour have focused on work place deviance among individual employees in organizations other than schools (Lawrence & Robinson, 2007; UNODC, 2012). Those that have focused on school organizational culture have been inclined towards academic performance and that many of such studies have been outside Kenya and mainly western based (Karadag, Yilmaz & Kiliçoglu, 2014; Tran & Tian, 2013; Maslowski, 2001; Ogbonna, 2000). In Kenya, numerous reforms in the education sector have been initiated mainly as a result of commissions of inquiry into indiscipline in schools yet deviant behaviour continues to manifest in several forms (Chumbe et al, 2015; Simatwa, 2012). This study was an empirical attempt to fill this gap as it sought to investigate how organizational culture within the context of school environment influenced deviance among students in secondary schools of Bungoma County.

1.3 Research Objectives

The general objective of this **s**tudy was to examine school organizational culture and its influence on student deviant behaviour in secondary schools of Bungoma County, Kenya.

The specific objectives of this study were to:

i. Identify types of student deviant behaviour most prevalent in schools of Bungoma County.

ii. Examine the features of school culture being practiced and their influence on student deviance in schools within Bungoma County,

iii. Investigate prevention strategies applied within the school culture to minimize student deviant behaviour,

iv. Examine corrective mechanisms within the school culture used to curb student deviant behaviour.

1.4 Research Questions

To achieve the study objectives, the following research questions were advanced:

i. Which types of student deviant behaviour are most prevalent in schools of Bungoma County?

ii. What is the influence of features of school culture on deviant behaviour in schools of Bungoma County?

iii. Which prevention strategies applied within school culture influence student deviant behaviour?

iv. Which corrective mechanisms used within school culture influence student deviant behaviour?

1.5 Research Hypotheses

In answering the quantitative research questions, the study tested the following three null hypotheses.

HO_1: There is no significant influence of features of school culture being practiced on student deviant behaviour in Bungoma County schools.

HO_2: There is no significant influence of prevention strategies within school culture in minimizing student deviant behaviour in Bungoma County schools.

HO_3: There is no significant relationship between corrective mechanisms used within school culture of Bungoma County schools and student deviant behaviour

1.6 Significance of the Study

The study findings gave an empirical backing to support agencies at various levels of intervention in order to minimize deviant behaviour in secondary schools in Kenya.

The findings are expected to unveil an empowerment package to schools on how to mitigate against deviant behaviour prevalence through creation of strong school cultures. The findings can also be used to enable teachers and school management appreciate the need for establishment of meaningful and interesting activities that will engage students while in school so as to prevent them from having time or interest at going into deviancy.

1.7 Justification of the Study

The role of organizational culture on deviance prevalence that was not addressed by previous studies was widely addressed by this study. The findings of this study recommend an inclusive approach of alleviating deviance in secondary schools by finding ways of harmonizing both in school and out of school environments that the students directly interact with on a daily basis. The quality of school culture indeed has a bearing on the level of deviance prevalence in a given school. Literature reviewed for this study revealed that several studies had been conducted on causes and prevalence of deviant behaviour in schools (Baleinakorodawa, 2009; Chumbe et al., 2015; Damron-

Bell, 2011; Njoroge et al., 2014; Malayi, et al., 2013; Simatwa, 2012). However, school organizational culture as an important aspect of the school environment had received minimal empirical investigation in Bungoma County yet it could be contributing to deviance in schools. Moreover, a number of studies on school organizational culture had been inclined towards how it affected academic performance; an impact that many a times has been over shadowed by periodic massive destruction of property in schools or social rot among youth in school due to deviant behaviour. The empirical investigation of the present study therefore contributed in filling the knowledge gap to this state of affairs in schools as organizations.

Bungoma County is unique because it is highly populated and reflects a hybrid of school environments: Rural and Urban schools; National, Extra county, County and District schools; Boarding and Day schools; Mixed and Single sex schools (CRA, 2011). This enhanced its replication in other regions in terms of school organizational culture and its influence on deviant behaviour. Further, the region has been impacted perennially by common deviant behaviour facing secondary schools in Kenya as a country. Examples of such deviant behaviour include drug and substance abuse, alcohol use; promiscuity, boycotting class, riots, smoking, vandalism, fighting, theft, bullying and use of insults (Chumbe, et al., 2015; Simatwa, 2012). These many deviant behavior types justified the need to undertake the present study in order to find out if school culture had a role in their existence.

The study findings contributed to the existing literature on factors that promote and sustain deviance in secondary schools. The main purpose of the study was to find out whether school organizational culture influences students' deviant behavior. The results

of this study lay bare a lot of useful information that enhanced an understanding of how features of organizational school culture interact to either alleviate or aggravate deviance in schools.

1.8 Scope of the Study

In this study, deviance was based on negative behavior displayed by students in secondary school. Specific acts of deviance in the study included; drug, alcohol and substance abuse, theft, bullying, property vandalism, promiscuity, class boycott, examination malpractices, pornography, truancy, sneaking, rudeness, and violence. This negative behavior means the student got into trouble due to some act that may have violated established norms by school administration. School culture was categorized based on presence or absence of positive practices by schools. The study focused on public secondary schools within the County as defined by the Constitution of Kenya 2010 (ROK, 2010) due to their susceptibility to student deviance and homogeneity in terms of organizational culture and structure. The study population included schools as organization units, head teachers of schools, deputy head teachers, heads of Guidance and Counseling department, and students. Secondary data covered the period 2012- 2016 and the schools which had been in existence for more than four years at the time of piloting for the study were targeted for this study. Hence, out of the 275 schools, 252 were sampled for study. The study was confined to the micro and meso systems which are distinct segments of Bronfenbrenner's Bioecological Model that guided the study.

1.9 Limitations of the Study

i. The results of this study were limited to Counties in Kenya with a similar socio-cultural, economic and political environment. For example since about 70% of the schools are based in the rural areas, the rural and urban characteristics of the study area greatly minimize the effect of this limitation on overall replication of the study. Globally however, the results could still apply in countries with similar school environment and society like other parts of Africa, Latin America and Asia.

ii. The study relied on reports of delinquency by youth, who could overstate or understate delinquent behavior. On the other hand, since analysis relied on adult observational data, the results could understate the frequency of delinquent behavior. In addition, most delinquency studies were based on samples of boys, this posed a challenge during discussion of findings because it was unclear whether the same risk and protective factors applied equally well to girls. These issues were mitigated through triangulation of research instruments and sampling an equal number of girls to that of boys.

1.10 Theoretical Framework

This study was guided by Bronfenbrenner's Bioecological Theory of Human Development which stresses process-person-context-time interrelatedness (Bronfenbrenner, 2001). The interrelationships of variables within the school as an organization and the range of variables within the micro systems and meso systems segments of the Bioecological Model as depicted in figures 1.1and 1.2 was a premise

upon which this study examined how the organizational structure as an important aspect of the school environment together with culture embedded therein contributed to student deviant behaviour in schools as organizations (Bronfenbrenner, 2001; Tudge, Mokrova, Hatfield, & Karnik, 2009).

Proximal processes refer to an enduring interaction between an individual and the immediate environment which will however, vary according to aspects of the individual and of the context. As a component of process-person-context-time model, context is characterized as four environmental systems: Micro systems, Mesosystems, Exosystems, and Macrosystems (Bronfenbrenner & Evans, 2000; Christensen, 2010; Tudge et al, 2009). The four fit well as a premise upon which to interrogate on-goings inside and outside the school setting to enable the researcher appreciate drivers to deviance in schools. This study was however confined to the Micro systems and meso systems segments that capture interrelationships and on-goings inside the school and the family set up. The novelty in this theory is not the identification of environmental influences, but rather the interactions among the influencing entities and their impact on the individual. Ecological systems models reach beyond describing context to systematically mapping the hierarchical structures of relationships that influence human behaviour in context (Case, 2006).

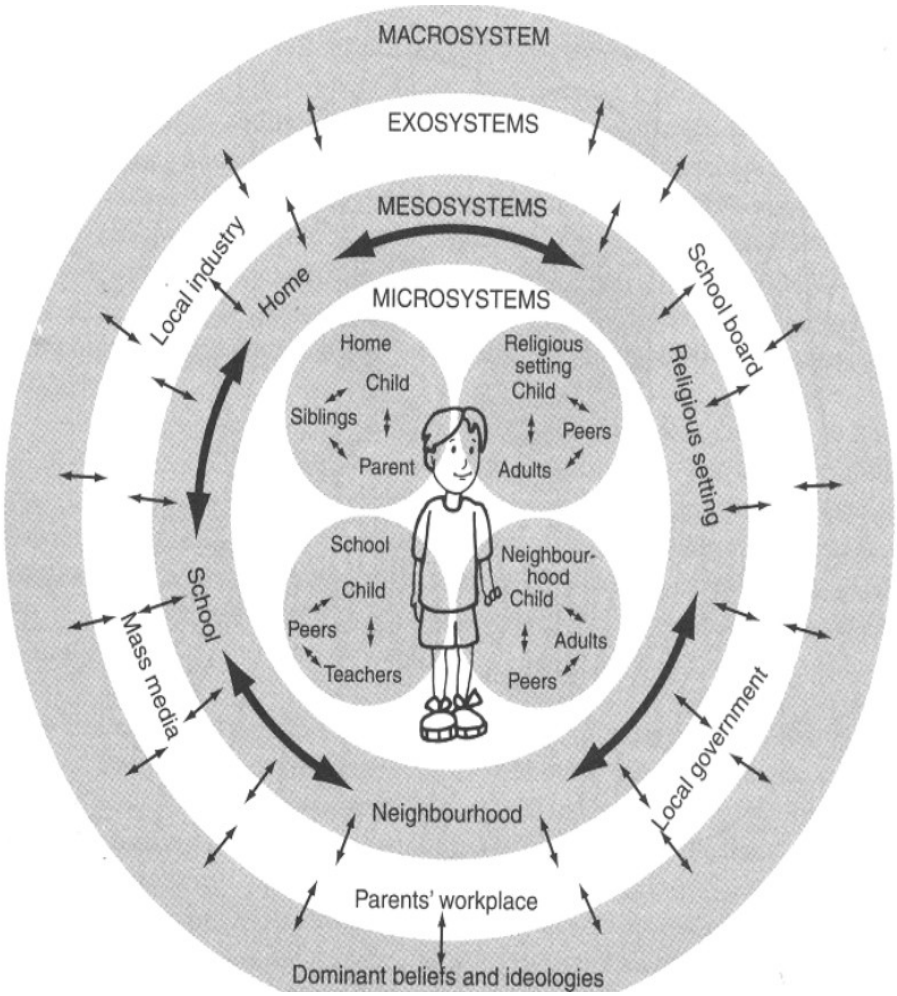

Figure 1.1. **Bronfenbrenner's bio-ecological model of development**

Source: adopted from Härkönen (2007).

Micro systems component of the environment is the setting in which the individual lives and is actively involved in; for instance, a student's family, peers, school and neighbourhood and childcare environments. At this level, relationships have impact in two directions, both away from the child and towards the child. For example, a child's parents may affect his beliefs and behaviour just as the child also affects the behaviour and beliefs of the parent. Bronfenbrenner calls these bidirectional influences, and he shows how they occur among all levels of environment. At the Micro systems level, bi-

directional influences are strongest and have the greatest impact on the child (Bronfenbrenner & Evans, 2000). Mesosystems component of the environment refers to relations between Microsystems; for example, the relationship of student's family experiences to school experiences, his/her school experiences to church experiences, and his/her family experiences to peer experiences. (Bronfenbrenner & Evans, 2000; Tudge, et al.,2009).

The person component in the process-person-context-time model of Bioecological theory highlights personal characteristics that individuals bring with them into any social situation (Bronfenbrenner & Evans, 2000). These characteristics are of three types, namely demand, resource, and force. Examples of demand characteristics include age, gender, skin colour, and physical appearance while resource characteristic are those related partly to mental and emotional resources such as past experiences, skills, and intelligence; and those related partly to social and material resources like access to good food, housing, caring parents, educational opportunities. Force characteristics include differences of temperament, motivation and persistence. Like context and person components of the model, time element has three aspects namely micro-time, meso-time and macro-time. Micro-time is what occurs during the course of some specific activity or interaction while meso-time is the extent to which activities and interactions occur with some consistency in the individual person's environment. Finally, macro-time refers to the variation in developmental processes resulting from specific historical events that are occurring in individual's environment over time (Tudge, et al., 2009).

This approach was relevant to the study in the sense that the context component of the model fitted well as a premise upon which on-goings inside and outside the school setting were interrogated to enable the researcher appreciate drivers to deviance in schools. Individual students' involvement in deviant behaviour could be pushed and/or pulled by different factors much as they are from same environment. This line of thought is well grounded by the person component of the model. Time element captures a continuum of deviant behaviour: specific deviant behaviour, addiction or attractive link of indulgence into different deviant acts, and timing or prevalence of deviance over time within the school. This is true whether one is thinking about individual students themselves, the types of deviant activities and interactions in which they engage, or the various micro-systems in which they are situated (Christensen, 2010; Bronfenbrenner & Evans, 2000). The extent to which the prevalence of deviant acts and quality of school culture differed and the extent to which they were related was based on the Urie Bronfenbrenner Ecological system theoretical framework. Bronfenbrenner's ecological system theory views the instability and unpredictability of the Microsystems in this case school and family as the most destructive force to a child's behaviour development (Oboka, 2010). The focus of this study was to establish the relationship that existed between school culture and prevalence of deviant behaviour with reference to this system.

1.11 Conceptual Framework

Conceptually, the problem under study related school organizational culture and student deviant behaviour using schools within Bungoma County as a case reference. In this study, student deviant behaviour was viewed to be influenced by school culture. Hence,

the independent variable was school organizational culture while the dependent variable was student deviant behaviour. The framework also indicated that contextual factors moderated the relationship between school organizational culture and student deviant behaviour which served as a moderating variable. These relationships are captured in the figure 1.2.

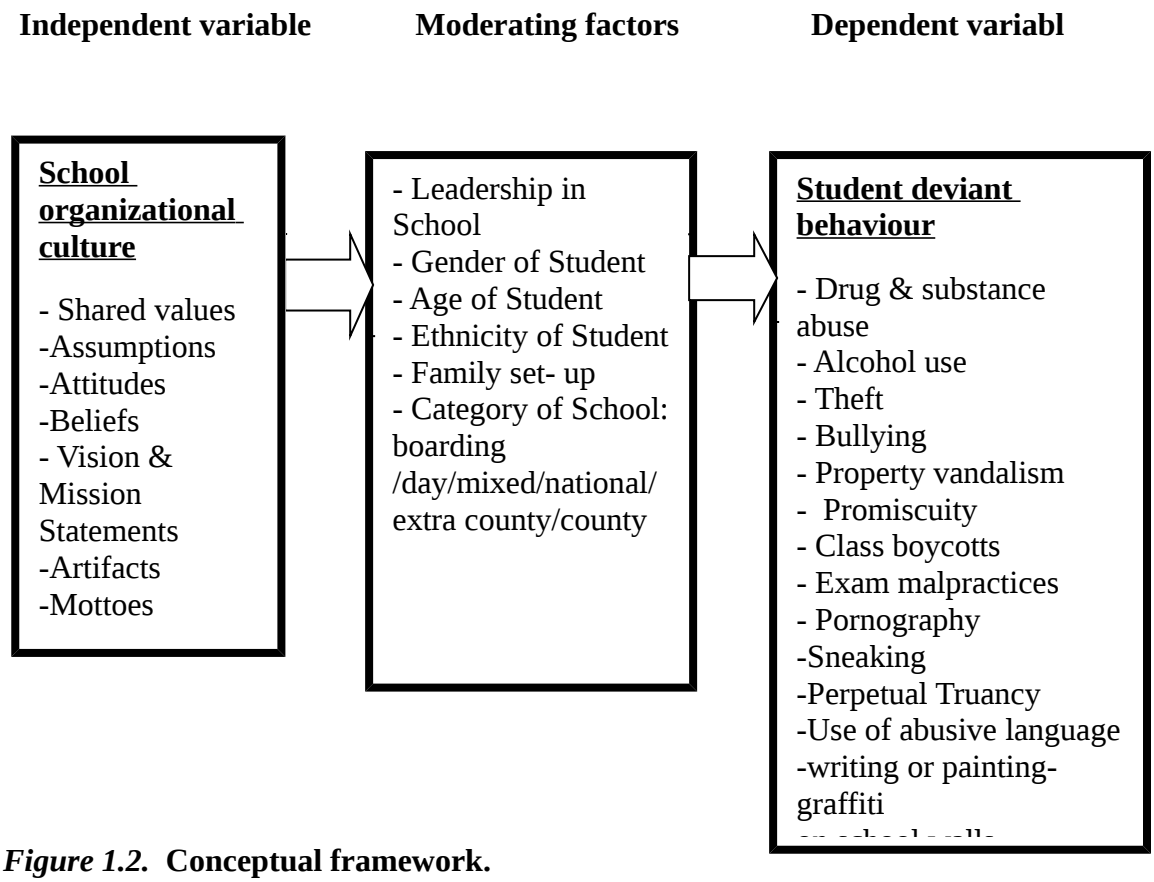

Figure 1.2. **Conceptual framework.**

Source: Researcher (2016).

1.12 Operational Definition of Terms

Artifacts: Refers to openly displayed posters that depict established networks and position relationships in the school, formal curriculum documents, codes and regulations of student conduct, school routine and timetabling.

Corrective Strategies: Refers to mechanisms that minimize further development of existing deviant behaviour within schools. In this study they include counseling policies and established mechanisms that determine forms of punishment after deviance has occurred.

Deviant Behaviour: Refers to behaviour going voluntarily and intentionally against the norms set by the school organization and threatening its well-being and/or that of its members. In this study, such deviant acts include; drug and substance abuse, alcohol use, bullying, riots, promiscuity, vandalism, class boycott, use of abusive language, examination malpractices, theft, pornography, perpetual truancy, and writing or painting-graffiti on school walls.

Educational factors: Refers to high education aspirations and good teacher-student relationships.

Espoused values: Refers to explicitly written or stated beliefs and policies, in this study they include the school vision, mission statements and mottoes.

Family factors: Refers to bonding and positive relationships within the immediate family. In this study they include both a high and consistent parental provision of personal effects and close academic supervision.

Tier of management: Refers to different levels of management. 1st tier of management refers to head teachers and deputy head teachers while 2nd tier of management refers to Heads of Department in charge of Guidance and Counseling together with class teachers.

Individual characteristics: Refers to individual student's expression of high self-esteem, low inclination to being impulsive and a high degree of self motivation.

Organizational Culture: Refers to observable behaviour patterns, a set of common values, attitudes, beliefs, philosophy, unwritten policies/procedures and norms, some of which are explicit and some of which are not but have a wide range of influences on how students and teachers behave in schools. It has been synonymously used with school culture.

Organizational structure: Refers to the formal network of individual relationships among members positions in a school organization that specify reporting relationships (who reports to whom), communication channels, and describe how separate roles of management, teachers and students are linked together.

Positive culture: Refers to school programmes that promote high academic standards,

appropriate leadership and synergy conducive for student success and achievement devoid of deviancy. Synonymously used with an effective, strong, healthy or protective school culture.

Preventive Strategies: Refers to school practices which guard against deviant engagements by students. In this study they include guidance programs established to mould behaviour and policies put in place to enhance a positive culture that prevents deviance from occurring.

Zero-tolerance policy: In this study it refers to the policy where schools implement punishment after any single act that violates established rules, and such punishment is either suspension or expulsion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews literature on related studies that contribute to the understanding of School organizational culture and deviant behaviour among secondary school students. These works are reviewed from a thematic approach to help point out issues that need further research and to discover knowledge gaps, which need to be filled through empirical findings of the study.

2.1 Dimensions of Deviant Behaviour

Every organization embodies a set of behaviors, which have to be observed for the accomplishment of objectives. Deviant behaviour is human behaviour that violates existing and generally accepted social norms, which could be expectational and/or behaviourial. Failure to adhere to expectational or behaviourial norms creates organizational deviance and individual deviance respectively (Adler &Adler, 2009; Humphrey & Schmallenger, 2011; Georges, 2009). Other than this objective approach of seeing norms in terms of expectational and behaviourial, that is, predetermined standards or thresholds widely consented upon by the society; there is the situational perspective that applies where there is no consensus about appropriate behaviour (Griffin, 2000). Deviant behaviour shall then be dictated by social characteristics of the individual, the social context of the behaviour, and the social audience that observes what occurred (Adler &Adler, 2009). Deviant or maladjusted behaviours are understood as any

behaviors that imply violations from social norms (Georges, 2009; Juliana, 2014; Vaughn, 1999). The environment in which young people live often influences their behaviour. To understand the factors that influence deviant behaviour, it is important to first understand the different forms of deviant behaviour in existence within the population of study (Cox, et al., 2007; Marshall & Robert, 2011). This study looked at deviant behaviour not just as emanating from violation of accepted social norms but also emanating from a faulty set of behavioural or expectational norms which have to be observed for the accomplishment of organizational objectives.

2.1.1 Types of Student Deviant Behaviour in Schools

The school system around the world has been grappling with a number of deviant behaviour patterns among youth in schools (Torrente & Vazsonyi, 2012; UNODC, 2002). Observing school timings, teaching classes regularly and behaving properly with students and colleagues are basic school norms on the part of teachers. However, on the part of students, this broad definition includes a variety of behaviors specifically; substance abuse, drug and alcohol use, aggression, bullying, riots, promiscuity, abortion, vandalism, class boycott, violence, use of abusive language, examination malpractices, theft, perpetual truancy and writing or painting-graffiti on school walls (Sarwar, Nisa Awan, & Alam, 2010; Torrente & Vazsonyi, 2012). Whether from an objective or situational approach, this study explored existence and scale of prevalence of these listed deviant behaviours among students in secondary schools of Bungoma County.

2.1.2 Motivators and Moderators of Deviant Behaviour among students in schools

A host of factors affect the likelihood of secondary school students engaging in deviant behavior (Damron-Bell, 2011; Fuchs, 2009; UNODC, 2004; Victory, 2005; Torrente & Vazsonyi, 2012). This study focused on family set- up and school environment defined by their category and neighbourhood as a basis to interrogate motivators of deviant behaviour. These factors in a number of studies have been grouped into individual or intrapersonal, interpersonal or group processes more generally and structural factors or characteristics which might all combine to exert considerable influence on an individual student through his/her family and immediate environment (Hawkins & Zahn, 2010; Joanan, 2012; UNODC, 2012).

Ethnic and intra-ethnic conflicts for whichever reason provide concrete evidence that homicide, under some conditions, is acceptable in the eyes of the societal leaders. This wartime reversal of the customary peacetime prohibition against killing may somehow influence the threshold for using homicide or violence as a means of settling conflict in everyday life in schools (Terrence & Kent, 2009; Vazsonyi, Schwatz, & Chen, 2012). Further, as found in a number of studies (Agnew, 2001; Caspi & Moffitt, 1995), the probability of an individual becoming involved in antisocial actions increases considerably during late adolescence, specifically, between 16 and 18 years and subsequently declines and decreases by as much as 50% by early 20's and 85% by late 20's. Using Bronfenbrenner's model as a basis of interrogation, this study sought to examine how the micro-level processes motivated individual-level deviant behavior among students in secondary schools of Bungoma County. While most studies reviewed

applied the whole of Bronfenbrenner's model as a basis for their research, this study narrowed down and sought an in depth examination of how the micro and meso level processes interacted within the school organization culture and how this interaction could influence deviance.

Students in secondary schools are in their adolescence, a stage usually accompanied with a lot of developmental challenges (Dekovic, Wissink, & Meijer, 2004). Both boys and girls who have low self-control and lack social norms when growing up are likely to engage in deviant behavior as adolescents (Mason & Windle, 2002; UNODC, 2004). However, different sexuality has an impact on adolescents' likelihood of becoming involved in deviant behavior due to their contrast in terms of maturity and social interaction (Hawkins & Zahn, 2010; Adegun, 2013). Studies (Crosnoe, Erickson, & Dornbusch, 2002) have shown that adolescent girls are less deviant, have fewer deviant friends, and are less likely affected by their friends' negative behaviors than boys.

A high level of educational commitment among secondary school youth has been associated with lesser engagement in deviant acts. This is on the premise that such students will spend a lot of time on their homework and academic pursuits with a determination to keep good grades and avoid avenues of deviance (Adegun, 2013). This study examined both boys' and girls' deviant levels in equal measure given the homogenous school environment among public secondary schools in Bungoma County.

Irregularity in school attendance usually causes truancy among some students. This increases their susceptibility to deviant behaviors such as gang activity, smoking, and drinking (Caspi &Moffit, 1995). Truancy also causes students to get behind in homework

assignments, and the further behind they get, the more likely they are to eventually drop out of school. Other than adolescence stage, age also becomes an issue when those older than the rest of their peers may feel that they cannot measure up in socializing with them, perhaps, due to their level of intelligence, body size and other personal attributes which increases their vulnerability to deviant behaviour engagement (Adegun, 2013).

Handicaps and disabilities both physical and mental, may breed feelings of inadequacy (Dekker & Koot, 2003; Sugai, 2008). Physical handicaps, such as speech or hearing impairments, can cause barriers in communication and making friends for adolescents (Mugo, Oranga, & Singal, 2010). These barriers can result in teachers retaining a child, which can ultimately result in deviance, as mentioned earlier. Also individuals with disabilities tend not to be accepted by others, especially their peers in school. This feeling of low acceptance can be the cause of loneliness, truancy, quitting school, and juvenile delinquency (Dekker & Koot, 2003; Mugo et al, 2010). In this study, disability and its effects on deviance levels was not interrogated independently as a direct cause of deviance but as a result of its existence within a particular school organizational culture.

The composition of schools has been shown in some studies to have an effect on deviance (Georges, 2009). Leadership in school moderates the extent to which factors such as rules, classroom environment, student-teacher ratios, teacher-student relationships, household income, school hospitality can drive a student into deviant behavior (Otula, 2007; Malayi et al, 2013). Whereas it is important that any structured organization should have rules and guidelines that are to be followed, it has been shown that some schools can actually be too strict, causing a negative reaction from the students, leading to more

acts of misbehavior (Juvonen, 2001). Intense rule enforcement can make students feel uncomfortable in their environment- increase fear and anxiety in students, especially as they pass through their adolescence stage (Malayi et al, 2013). A common policy among schools is the zero-tolerance policy where punishment is administered after any single act which violates school rules, and those punishments are usually either suspension or expulsion (Otula, 2007). This type of policy may reduce problems inside the school building, but it also decreases the likelihood of academic success for the student, as suspension and/or expulsion gives time and opportunities for delinquency involvement and dropping out of school permanently (Juvonen, 2001).

Further, Juliana (2014) describes ‘deviance as the given object’. She posits that deviance is not seen when individuals commit certain kinds of acts, but rather, deviance arises when some other individual defines that act as deviant. Acts deemed deviant in one culture may not be considered deviant in another. Thus, the culture of an institution may in fact breed ‘deviancy’ if the individual does not align his values and beliefs with those purported by the institution. The concept of secondary deviation defined as deviant behaviour or social roles is based upon the deviant behaviour that ultimately becomes a means of defense, attack or adaptation to the problems that emerged out of societal reaction to the initial deviation where the methods used to control, punish or eliminate the deviant act comes to shape, stabilize and exacerbate the deviance (Damron-Bell, 2011; Juliana, 2014; Sonja & Monty, 2008). This study sought to examine specific school culture features that help to check on or curb leadership excesses that may influence deviant acts in secondary schools of Bungoma County.

Category of the school has an impact on its resource endowment which has a direct bearing on a hospitable school environment (Kent & Deal, 2009; Institute of Policy Analysis and Research [IPAR], 2003). There is a high amount of diversity in classrooms, and a reasonable student-to-teacher ratio needs to be maintained for a productive classroom environment. This is on the premise that student-to-teacher ratios and class sizes can affect a student's education commitment and behavior (IPAR, 2003; KNBS, 2012). However, most schools lack the needed funding to balance those ratios appropriately, thus negatively impacting on the school hospitality as a whole and student involvement in deviance. Factors such as violence, absenteeism, vandalism, and disrespect manifest deviance and if not mitigated can create poor learning environments and increase student vulnerability to deviant acts. Violence within schools for instance is often associated with gang activity, blatant disregard of rules, and lose of interest in class (Victory, 2005), which can cause students to form negative feelings towards attending school, especially if they do not feel safe in their environment. This study seeks to examine prevalence of deviant behaviour among students in the various categories of schools of Bungoma County that could be pulling/ pushing more students into deviant acts. Further given the centrality of high school to the adolescent experience, as well as the impact that organizational culture has on the individuals, and groups of individuals who inhabit these institutions, a further understanding of the internal dynamics of secondary school culture is arguably desirable (O.E.C.D. , 2003).

Gitonga (2007) and Mangal (2003) argue that good or bad behaviour does not just happen out of context. What children become is largely determined by how they are brought up

and whom they are socialized with, plus the values of the society. An authoritarian style of parenting usually brings out a defiant, aggressive or often subdued child who will go by the crowd. A permissive style will bring out carefree, indiscipline people who always want to have their way and who do not care what others think about them. On the other hand, a democratic style of parenting, which involves respect and a verbal give and take, brings out a self assured person who is considerate of the other people's feeling and views (Robins, 2004).

Some parents are known to be quite indifferent and uncaring about their children's needs. Those who compensate this parental negligence by large sums of pocket money only worsen the situation. There are cases of parents abandoning their role to house helps, day care facilities, and primary boarding schools in their tender ages. Others send children to boarding secondary schools where they hardly visit them. This has contributed to youth delinquency which manifests as increased indiscipline cases in secondary schools. For some of the parents staying with their children, reported cases of self indulgence in vices like drinking illicit brew, smoking, domestic violence and promiscuity have equally impacted negatively on these children's character formation (Arthur, 2000; Gitonga, 2007; Were, 2003) .

The above trend depicts a family unit system that has failed to provide the very basic recipe for a disciplined youth. In view of this reality and consistent with the Bioecological theory of human development, this study seeks to investigate students' challenges as part of the motivators to deviance for a sustainable remedy with regard to packaging corrective mechanisms in a school system.

Furthermore household income impacts directly on the family set-up in terms of the socioeconomic status of students together with family demographics, resources, communications, and rules (Victory, 2005). Each of these variables has its own factors which contribute to a students' likelihood of being involved in deviant activities. It also directly affects the socioeconomic status of a family and therefore provisions to the student. A student from a high socioeconomic status household will have access to a high number of various resources, such as having text books, pocket money, and having the ability to afford payment for extracurricular activities (Hofferth, Smith, McLoyd, & Finkeistein, 2000). On the other hand, low household income can result in under-provisions to a student making him/her susceptible to deviant activities such as stealing, promiscuity, truancy, or selling drugs. (Adegun, 2013; Hofferth et al.,2000). Given that 53% of Bungoma County's population lives below the poverty line (CRA, 2011), this study sought to examine how household income as an important aspect of family was embedded within the school culture considering the mesosystems context of Bronfenbrenner's model and how this could be contributing to Bungoma county secondary school students' engagement in deviance.

2.2 Organizational Structure, School Culture and Deviant Behavior

The function of secondary education in many nations has been significantly altered in the modern era. In response to the ever changing economic and social demands, schools have evolved into institutions of mass public education charged with the mission of preparing increasingly diverse student populations for life as citizens in democratic societies (Brady, 2006). As a result of these increased societal demands and enhanced

educational mission, secondary schools have evolved into complex mini societies each replete with their own cultures (Brady, 2006; Otula, 2007). Since adolescents are required to spend a significant portion of their teenage years in high school, the extent of success they attain within those institutions is inextricably linked with the degree to which they value school and the process of formal education, as well as the extent to which they perceive that their presence is valued by the institution they attend (Hemmings, 2000; Otula, 2007). Secondary school cultures do not form in a vacuum but rather are developed and nurtured within a framework imposed by a variety of tangible and intangible organizational structures that define their parameters. Overall, secondary school organizational cultures are to a greater or lesser extent subject to a set of structural boundaries which serve as the operational parameters of these institutions (Brady, 2006; Lee, 2000; LeTendre, Hofer, & Shimizu, 2003 ; Robbins & Sanghi, 2007).

Tangible institutional structures that define the parameters of secondary school culture are concrete in nature, and thus readily observable. These include school size, internal organizational structures such as departmentalization, timetabling practices, as well as program delivery mechanisms (Lee, 2000).

School size in terms of enrolment is, according to Lee, (2000), an important ecological feature of any educational organization. While larger schools may enjoy the benefits associated with economy of scale such as being able to provide students with greater curriculum diversity and specialization, these effects may not be as beneficial as they may appear at first glance. Expanded program specialization has a tendency to lead to

increased differentiation in curriculum delivery through the mechanisms of course streaming, a practice that often leads to increased social stratification within schools and differentiations in student outcomes (Garcia, 2014; Lee, 2000; Otula, 2007). Furthermore, school size affects the internal dynamics of the secondary school. For example, increasing institutional size often leads to a greater degree of specialization of function among members of the organization. This phenomenon takes the form of departmentalization, often along traditional academic subject lines that result in organizational fragmentation that serves to divert loyalty from the larger institution to the subunit resulting in reduced overall organizational cohesion (Lee, 2000; LeTendre et al., 2003). It may also lead to the creation and maintenance of status hierarchies among students and teachers alike thereby contributing to isolation, alienation and lack of engagement on the part of various members of the school community.

Internal Organization takes the form of departmentalization which constitutes one of the most pervasive characteristics of secondary school organization. Manifestations of departmentalization include the erection of all but impermeable boundaries between different parts of the organization, the transference of the individual member's loyalty from the institutional whole to their specific component part, and differentials in overall influence between component parts of the same organization. Departmentalization also provides a context for members being inducted to adopt certain implicit views about the nature of subject areas, about how subjects are taught and how they are learned. Furthermore, internal organizational structures of secondary schools also impact on interpersonal relations among members of the school community outside of the formal classroom setting, (Brady 2006; Garcia, 2014), a situation that has the potential to

translate into status differentials among teachers and students alike.

Program Delivery is characterized by curriculum implementation**.** As noted by LeTendre, et. al (2003), students encounter curricular differentiation when they are sorted into groups, classes and schools as they progress through the public education system. Since instruction represents the core technology of secondary schools, how that instruction is organized is bound to have an effect on all aspects of institutional culture (Adler &Adler, 2009).

Reviewed literature revealed that streaming leads to the differential application of school policies and other behavioural control among students where most areas of contention included items such as the manner in which missing of classes were dealt with, the control of movement in the halls while classes were in session, and the imposition of different penalties for the same offence. Additionally, curriculum differentiation played a role in the creation and maintenance of a peer driven status hierarchy among the student population (Coleman, & Ramos, 1998).

Braddock & McPartland (1993) observed that each of the aforementioned aspects of institutional culture are strongly influenced by, and are to some extent the result of the administrative structures of those institutions. Of particular interest is the impact of these structures on teacher-student relations as well as their role in defining the nature of secondary school teaching (Kent 2012). It is evident that the internal organizational and administrative structures of secondary schools have significant effects on the

manner in which the professional teaching staff view their function within the school community. This aids in establishing the quality of teacher- student relationships that influences the dual student outcomes of academic achievement and engagement with the institution attended as well as with the process of formal education (Braddock et al., 1993; Coleman & Ramos, 1998; LeTendre et al., 2003).

Intangible organizational structures such as organization's sense of mission, its various rituals and ceremonies, and various long standing traditions are nebulous in nature, but play a significant role in defining the parameters of institutional culture. As Deal and Peterson (2009) observed, schools with strong cultures anchor their existence in a unifying myth that originates the group's worldview. In their view secondary schools' rites, rituals, and ceremonies serve to provide for a commonality of experience, mark significant events in the life of the institution, and strengthen the bonds between members of the school community. In becoming an all but universal age norm, the high school experience serves to provide adolescents with both societal rites of passage that mark specific points in their lives, as well as rites of intensification that are group orientated and are designed to foster social cohesion within the institution (Hoffman, 2002; Kent 2012). These include the sponsorship of a variety of extra-curricular activities, rallies, formal social events, and the culminating rite of passage in form of a formal graduation ceremony at the end of four years.

Additionally, both tradition and symbolism play important roles in the formation of the parameters that serve to define an institution's culture. Traditions, according to Deal &Peterson (1999), are significant events that have a special history and meaning and

that occur year in and year out and serve to provide community members with a foundation to weather challenges, difficulties, and change. They include ceremonies marking special occasions, events that reinforce institutional values and rites that provide individuals and groups with a connection to the whole.

Finally, symbols represent intangible cultural values and beliefs. Within organizations, symbols serve to unify and provide direction to its members. At the secondary school level they include, but are not limited to, institutional mission statements, displays of students' work, and trophy cases. As Deal & Peterson (2009) observed, attachment to shared symbols unifies a group and gives it direction and purpose. Overall, many of the structures and practices that serve to form the parameters of secondary school culture are intangible and not readily observable to the casual observer. None the less they constitute the core of the hidden curriculum and their role in the creation and maintenance of institutional culture cannot be underestimated (Dei, 1996; Hemmings,2000).

These factors both tangible and intangible not only serve to define the parameters within which secondary school culture develops and functions, but also have a significant influence over the actions and behaviour of the constituent members of the school community. The purpose of this study, therefore, was to investigate influence of secondary school culture on student deviant engagement as well as to establish a possible framework through which influence of this institutional culture on deviance can be critically examined within secondary schools of Bungoma County.

While structure defines the formal relationship and use of people in organizations,

positive culture, often packaged as healthy work processes, minimizes conflict and discord that may arise out of the complex network of social interactions between individuals, social groups, and institutions (Chengoli, Ahmed & Khaemba, 2013; Humphrey & Schmallenger, 2011; Tran & Tian, 2013; Simon 2013). An organizational structure is very important because some of the variables that distinguish it, especially culture play a role in enhancing service delivery, organizational justice and attainment of set goals (Wango, 2011; Mccardle, 2007; Lee, 2000; Garcia, 2014). Overall, it is evident that contemporary secondary schools have developed into complex social organizations (Otula, 2007) and that they have a definitive impact on the way in which their members negotiate the terms of their engagement. According to Lee (2000) and Phelan (1991), students' engagement with the institutions they attend, as well as with the process of formal education is directly affected by how schools as organizations are structured to allow for a sustainable positive culture.

School administrators, the professional teaching staff, and the students themselves all combine to formulate the constituent membership of the school community and the nature of inter and intra-group relations constitute a critical element of overall institutional culture (McKevitt & Braaksma, 2008). School administrators, for example, perform multiple roles in the creation and maintenance of their respective school's culture and their actions or inactions directly affect student engagement, academic achievement, and teacher performance. Similarly, the professional teaching staff serves as an educational gate keeper influencing the dual student outcomes of engagement with the institution attended as well as with the process of formal education and academic achievement through the tenor of their teacher-student relations both in, and outside of

the formal classroom setting. Finally, the omnipresent peer group intruding into almost every aspect of high school life plays a critical role in the development of the status hierarchies that dominate the student sub-culture. Real or perceived group membership is often a determinative factor in the treatment that an individual student, or groups of students receives from other members of the school community (Brady, 2006). In view of the above reviewed literature, it is evident that secondary schools dynamics have a profound effect on the lives of the individuals who inhabit them. This study sought to establish the influence of both tangible and intangible school culture practices on student deviance prevalence within secondary schools of Bungoma County.

Secondary school organizational culture impacts directly on the dual student outcomes identified by Niek, 2011 and Lee, Bryk, & Smith (1993) as academic achievement and student engagement. While academic achievement is defined in terms of student standardized test scores and other means of assessing student learning, student engagement has been defined by the O.E.C.D. (2003) as consisting of students' attitudes towards schooling and their participation in school activities. Goodenow (1993) and Marks (2000) suggest the existence of a limited, yet direct, relationship between the two outcomes with both being influenced directly, or indirectly by institutional culture. Therefore, it is the view of the researcher that a further understanding of secondary school organizational culture has the potential to lead to the adoption and implementation of policies on the part of administrators, at various levels, that might serve to enhance the aforementioned dual outcomes in this regard student engagement. This study sought to examine aspects within the school organizational culture that interacted to influence student engagement in secondary schools of Bungoma County,

Kenya.

2.2.1 Features of Secondary School Culture and Student Eengagement

According to Schein (2004) and Fisher (2012), culture is a dynamic phenomenon that surrounds us people all times, being constantly enacted and created by their interactions with others and shaped by leadership behavior, a set of structures, routines, rules, and norms that guide and constrain behavior.

The peculiarities of schools, in contrast to private enterprises, have led many researchers to define school culture in specific ways which may contrast with the cultural specifications of other types of organizations. Hopkins, Ainscow & West (1994) defined school culture as the observed patterns of behavior, the norms that evolve in working groups of teachers, the dominant values espoused by the school, the philosophy that guides the approach to teaching, the unwritten policies and procedures that new teachers have to learn. Hoy, Tarter, & Kottkamp (1991) further described school culture as "a system of shared orientations (norms, core values, and tacit assumptions) held by members, which holds the school together and gives it a distinct identity." In this pattern of shared orientations, no distinction is made between different subsets of status within the school. According to Snowden & Gorton (2002), there are five important cultural elements of an effective school: a positive organizational culture, emphasis on academic effort and achievement, belief that all students can learn, ongoing faculty development and innovation, and a safe and orderly learning environment. In educational settings, the key to sustaining a positive culture involves identifying and protecting shared values,

reflective dialogue, and celebrations which support the culture of engagement (Brady, 2006; Deal & Peterson, 2009). DuFour & Eaker, 1998; Valentine, et al., 2004). Once the culture of engagement becomes ingrained within all facets of a school community, it becomes a sustainable resource. This sustainable resource helps to ensure that the focus of the school remains intact as new members enter the organization, and other members depart.

School cultures are therefore complex webs and patterns of artifacts, espoused values and basic assumptions that have built up over time as students, teachers, parents and administrators work together to deal with crises and accomplishments (Barth, 2002; Brady, 2006; Schein, 1997; Detert, Lois, & Schroeder, 2001). These cultural patterns are highly enduring, have a powerful impact on performance, and shape the ways people, think, act, and feel. Schein (1997) observed that organizational cultures operate at three levels simultaneously. These include artifacts, espoused values and basic assumptions. Operations of the three levels of organizational culture identified by Schein (1997) & Detert, et al (2001) and their outcomes, are readily observable in the contemporary secondary school cultures.

Artifacts include those rites, symbols, ceremonies, and myths that serve to make organizational behaviour routine. Adherence to formal curriculum documents, codes of student conduct, timetabling, and other administrative practices, constitute the artifacts of secondary school culture and serve to make daily life in these institutions routine.

Espoused values include systems of beliefs and standards that provide the basis for an organization’s social behaviour. High schools have highly developed systems of

espoused values which pervade many aspects of their communal lives. While many of these values are openly acknowledged in documents such as school mission statements, and student handbooks, others are not and constitute what Dei (1996) referred to as the "deep curriculum. This includes not only stipulated and hidden school rules but also regulations that influence student and staff activities, behaviours, attitudes, perceptions, exceptions, and outcomes.

As posited by Bradly (2006) and Hoffman (2002), basic assumptions include those institutional practices that are so deeply ingrained in the collective consciousness of the group that to act in any other manner is unthinkable. Secondary schools function according to the dictates of deeply entrenched sets of basic assumptions. Administrators, teachers, and students alike all harbour predispositions as to how they expect their institutions to function and often find it incomprehensible that they could function in any other fashion. These practices include, but are not limited to, how students are grouped for instruction, which pedagogical techniques are perceived as being the most effective with different students, and how individual students, and groups of students are allocated status within the school community. Along with espoused values and artifacts, these assumptions contribute to the very core of a school's organizational culture.

Additionally, many of the aforementioned aspects of secondary school culture have proven to be remarkably impervious to change. This resiliency may well be the product of two factors. First, and foremost, many of the nuances of secondary school life such as the lock-step movement of students to a system of bells or buzzers, the congregating in front of lockers, homeroom, and the clustering of classrooms by subject area have

become something of cultural icons deeply ingrained in the collective consciousness of a significant portion of the public. Secondly, as secondary school attendance emerged as an all but universal age norm, the high school experience simultaneously evolved into an adolescent rite of passage (Brady, 2006; Hoffman, 2002). These institutions have a definitive impact on the way in which their community members negotiate the terms of their existence within their walls and directly affect students' engagement with the institutions they attend, as well as with the process of formal education (Hoffman, 2002). This study sought to investigate how the simultaneous manifestation and continuous interplay of these three levels of organizational culture together with the features embedded within could be influencing student engagement in deviance acts in secondary schools of Bungoma County. This was done with particular reference to the micro level and meso level systems of Bronfenbrenner's Bioecological theory (Bronfenbrenner, 2001).

On any given day adolescents move from one social context to another. Families, peer groups, classrooms, and schools are primary arenas in which young people negotiate and construct their realities. As such, the degree of success a young person meets with when negotiating the terms of their daily existence within each of the above contexts plays a significant role in determining the degree of success they encounter in those domains. The Organization for Economic Cooperation and Development (O.E.C.D., 2003) as well as Fredricks, Blumfled, & Paris (2004) all suggest that secondary schools that engage their students correlate positively with the dual student outcomes identified by Lee, Bryk and Smith (1993) as enhanced academic achievement in terms of

enhanced grade averages, student standardized test scores and retention rates and positive student engagement in terms of their attitudes towards schooling and their participation in school activities, O.E.C.D. (2003). Similarly, Goodenow (1993) and Marks (2000), among others, suggest the existence of a limited, yet direct, relationship between the two outcomes with both being influenced directly, or indirectly by institutional culture.

School culture may also be perceived to exist at multiple levels: school and sub-school, local, regional, and societal based on the assertion that organizations that have surface similarities could be very different in modus operandi. For instance, schools across different localities may appear similar on the basis of formal leadership hierarchies but in essence could have disguised subtle differences in values, relationships and processes below the surface (Borbara, 2005; Dimmock & Walker, 2000; Murakami, Tornsen, & Pollock, 2014). Citing Fairman and Clark (1982), Angus, et al., (2009) asserted that healthy schools are schools that exhibit the following features of cultures: goal focus, communication, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation and problem-solving adequacy. This study sought to examine existence of these features among schools within Bungoma County and whether they form a significant basis of the schools organizational culture.

School organizational culture entails the overall physical and psychological atmosphere in a school, which among others, include the behaviors, attitudes, and beliefs that have worked well in the past and are taught to new members of the community (Boisneir & Chatman, 2002; Borbara, 2005; Shili, 2008). According to Angus, et al., (2009), a school’s culture can be improved by getting the relationships right among the school

management, teachers, students and parents. That once this is attained, there shall be a better motivated team that will deliver on greater success in terms of student performance and minimized student deviancy.

The importance of school culture in achieving effective schools where the environment is hospitable to student learning and minimal instances of deviant behaviour has been captured by previous studies (Borbara, 2005; Maslowski 2001). Citing Allaire and Firsirotu (1984), Borbara (2005) argues that when analyzing an organization as a social system, culture as a variable influencing events should be seen from the perspective of values, beliefs, meanings, internal structures, symbols, myths, ideologies and artifacts that are held by organizations under review. In this study, these aspects were reflected upon with regard to how they influenced student deviance in school environments. This viewpoint was premised on the assertion that the aforementioned aspects are at the centre of culture building which when coalesced with an attitude of effectiveness in everything that is done within the school, all other aspects of the school will fall in line.

Gruenart & Valentine (2005) together with Newman & Wehlage (1995) observe that a school with an effective learning culture maintains the following: An image of a “professional community,” similar to the fields of law or medicine where teachers pursue a clear, shared purpose, engage in collaborative activity, and accept a collective responsibility for student learning; A clear mission where teachers value the interchange of ideas with colleagues; Strong values that support a safe and secure environment; High expectations of everyone, including teachers; together with strong, flexible leadership that encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more. This is because schools organized

around democratic and collaborative cultures produce students with higher achievement and better levels of skills and understanding (Darling-Hammond, 2002; Valentine et al, 2004). The culture of any organization is considered strong, when the greater part of the members holds the same type of beliefs and values as concern to the organization and embraces the same sort of beliefs and values as concern to the organization. On the other hand a weak culture of organization could be one that is loosely knit which may push individual thought that creates diversity between the person's personal objectives and organizational goals (Balker, 2015; Fakhar et al., 2012, Gumuseli, 2011; Schein, 2004; Valentine, 2004). This study considered both weak and strong school culture influence on deviance among secondary schools of Bungoma County.

2.3 School Organizational Culture and Preventive Strategies for Deviant Behaviour

Minimizing deviant behaviour demands that prevention strategies be embedded in the organizational culture and work processes (UNODC, 2012; Greenwood, 2008). These Prevention strategies are those which generally reduce the likelihood of engaging in deviant behaviour (UNODC, 2004; Victory, 2005). As posited by Greenwood (2008) and Jaonan (2012), the environment and situational factors play a critical role in shaping behavior hence several programs have been shown to produce significant effects in mitigating deviancy among youths. This study focused on the information-based programmes and life skills prevention strategies practiced within secondary schools of Bungoma County.

An information-based programme is a prevention strategy based on the premise that youth in secondary school, a majority of whom are adolescents, indulge in deviance because they are unaware of the consequences. Provision with information will therefore assist them refrain from deviant behaviour (UNODC, 2004). Guidance programmes are an integral part of discipline enforcement within schools. Guidance is a way of helping people acquire and organize useful information so that they can realize their strengths and weaknesses and be able to make informed choices. Within a school set up, it is an authoritative direction given to a student through directing, giving opinion, explaining so that they know who they are, enhance personal development, achieve physical maturity and attain an assertive ego (Coakley, 2013; Lutomia, 2007; Were, 2003).

The urgency, seriousness and complexity of a problem will determine the appropriate time for providing guidance services. Schools should develop a guidance programme that will handle issues of academic, social, personal, spiritual and vocational information (Gitonga, 2007; Jaonan, 2012; Were, 2003). However, given the diverse reasons behind engagement in deviant behaviour, information is necessary but may not be sufficient. This approach will be more effective when combined with other approaches but more importantly where senders are credible and the message is relevant to the deviants (Schein, 2004; Victory, 2005; UNODC, 2012). The study therefore examined accessibility to these programmes by all players within the school culture and whether schools made deliberate effort to embed them in their policy statements.

As for the life skills prevention strategy, the focus is inculcation of a range of social skills. The underlying assumption is that deviant behaviour is at least partly due to poor social coping strategies, undeveloped decision making skills, low self esteem, and

inadequate peer pressure resistance skills, among others (Baldry, 2004; Rigby, 2000). According to UNODC (2012), a classroom environment improvement programme as a prevention strategy seeks to strengthen the classroom management abilities of teachers, and support children to socialize to their role as students, whilst reducing early aggressive and disruptive behaviour. Teachers are typically supported to implement a collection of non-instructional classroom procedures in the day-to-day practices with all students for the purposes of teaching pro-social behaviour as well as preventing and reducing inappropriate behaviour.

In view of the above argument, prevention strategies if well embedded in the school organizational culture manifest as programmes that can facilitate both academic and socio-emotional learning (Barth, 2002; Bosworth, 2000). These are universal as they target the whole class and student fraternity. Preventive strategies have broadly been categorized based on family factors; educational factors and individual characteristics together with personal and social competence (UNODC, 2012). This study explored whether some of them exist within the school organizational culture and their role in minimizing prevalence of deviant behaviour among students in secondary schools of Bungoma County.

2.4 School Organizational Culture and Corrective Mechanisms for Deviant Behaviour

Corrective mechanisms that minimize development of deviant behaviour among communities world over have been listed as the shock-horror approach, fear arousal and scare tactics. Fear arousal involves exaggeration or focusing purely on the extreme negative effects of deviant behaviour which has however, proved ineffective in terms of

positively influencing behaviour (UNODC, 2004). However, fear arousal still forms the basis for some of the work being done in the field of deviance prevention in Africa.

Scare tactics provide factual information as is currently known, without distortion or exaggeration. It further involves follow up of factual information with discussion of short-term negative effects which deviants will be able to see in their own lives or the lives of those around them who are engaged in deviant behaviour. In some instances however, scare tactics have been packaged as an exaggeration of facts to shock the target audience. This is especially where statistics is not based on available evidence. Ironically, this type of misinformation could result in peer pressure being placed on the few outside the statistics of deviance; thereby missing out on tenets of effective prevention work that seeks to correct the misperception that everybody is doing it (Schein, 2004). This study explored usage of these methods as corrective mechanisms within organizational culture of schools in attempt to minimize prevalence of deviant behaviour among students in secondary schools of Bungoma County

Organizational justice refers to employees' perceptions of fairness in the workplace and shows significant influence on individuals' motivation and performance at work (Cohen-Charash & Spector, 2001; Schalk & Roe, 2007; Schein, 2004; Zribi, 2013). The justice framework of workplace deviance argues that individuals' perceptions or experience of organizational justice are significantly related to employee deviant behaviors. Perceptions of unfairness during correction can trigger defensive cognitions, negative effect, and coping behavior that can result into service withdrawal or negative reactions, summed as

deviant acts (Aquino, Lewis, & Bradfield, 2000; Cohen-Charash & Spector, 2001). Considerable research demonstrates that organizational deviance is a reaction to the unfairness due to an unfriendly organizational culture as perceived by employees in their relationships with superiors (Ambrose, Seabright & Schminke 2002; Appelbaum, Iaconi, & Matousek, 2007; Lim, 2002).

Without a lens through which to subject these institutions to in- depth scrutiny, there exists a very real risk of the development of what Vaughan (1999) terms as organizational deviance. This phenomena refers to a situation whereby what on the surface appears to be normal organizational function yields unanticipated negative consequences for members of those institutions (Hinde, 2002; Newman, 2004; Vaughan, 1999). Simply stated, many organizational practices at the secondary school level are so deeply ingrained in the collective thinking of those involved that they are seldom subjected to close examination. Borrowing from that understanding and coupled with notable increased deviant behaviour among secondary school students in Bungoma County (Simatwa 2012), the study sought to interrogate the possibility of unfairness within school organizational corrective measures that may perpetuate negativity, resulting in deviant behaviour among secondary school students of Bungoma County. Further this study's population deviated from previous studies whose population is western based and whose findings in the view of the researcher may not fully replicate the situation within Kenyan schools.

Corrective measures are usually relied upon by the disciplinary committees headed by deputy principals of schools, many a times, without a human face. For instance, while it could be true that corporal punishment or suspension as corrective procedures may deter

maladjusted behaviour, in most cases they create other problems such as stubbornness, carefree attitude and rebellion where the student feels he/she was not given a fair hearing. Such a mental orientation hardens the victim's willingness to go through guidance and counseling therapy (Arthur, 2000; Wheldall, 1992; Sue, 2001; Otula, 2007). The present study investigated usage of corrective mechanisms and their corrective impact on students within Bungoma County secondary schools.

Counseling as a corrective process enables an individual (who is vulnerable and needs assistance) to explore a problem that he/she is faced with. The counselor helps the person by clarifying conflicting issues to enable him/her take appropriate responsibility for the problem and arrive at viable resolutions for the distressing issues (Adelman, 2005; Lutomia, 2007; Corey, 2005; Costello, 2008). Dealing with student deviance requires a lot of sensitivity. The student could be communicating volumes of messages and his/her frame of reference must be understood so that he/she can be helped from that worldview (Griffin, 1994; Were, 2003; Gitonga, 2007).

From a psychological point of view, most student discipline issues have a cause and that this could be beyond the offenders' control (Arthur, 2000; Robert, 2002; Corey, 2005). It is therefore necessary to listen to the offender and understand the motivation behind the action that was offensive. It is important to bear in mind that where deviant behaviour is involved, students need to be guided and counseled so as to process and work through any issues or baggage they have. Where disciplinary action is taken, it should be guided by six fundamental principles to achieve a smooth interface between disciplinary committee and the guidance and counseling committee within our schools (Gitonga,

2007; Humphrey, & Schmallenger, 2011). The said fundamental principles are disciplining for character formation, disciplining must be preceded with conviction, disciplining must follow discussion, offences and their punishment must be known, disciplining must go with love and finally disciplining should be accompanied with dignity. It is the view of the researcher that counseling should be linked to the disciplinary process because it not only takes care of misbehavior but it also helps an individual to grow holistically and be well adjusted in the society. This study investigated the application of existing corrective mechanisms within secondary schools of Bungoma County.

2.5 Summary of reviewed literature

The literature reviewed on causes of deviant behaviour prevalence in Kenya and Bungoma County in particular have not focused on school organizational culture as an important aspect of the learner's behaviour. Those that have focused on school organizational culture have been inclined towards academic performance. This study related aspects of school organizational culture and deviant behaviour occurance among students in schools.

Further, several studies done about organizational culture with regard to deviant behaviour have focused on workplace deviance among employees and that many of such studies have been outside Kenya and mainly western based. This study investigated how organizational culture within the context of school environment influenced deviance among students in secondary schools of Bungoma County in Kenya.

While most studies reviewed have revealed deviant behaviour as emanating from the actor or victim who is the student, this study explored the source of deviant behaviour as mainly emanating from a faulty set of behavioural or expectational norms which have to be observed for the accomplishment of organizational objectives.

Most studies reviewed have focused on single factors such as age, gender, ethnicity, school leadership, family set- up, disability and school environment defined by their category and neighbourhood as a basis to interrogate motivators of deviant behaviour. This study examined how all the above reviewed factors interacted within the school organizational culture and how this could be contributing to students' engagement in deviance in secondary schools of Bungoma County.

While most studies reviewed have applied Bronfenbrenner's earlier model of 1979 as a whole and generalized its impact on behaviour, this study narrowed down to an in depth examination of the later version of Bronfenbrenner 2001 that emphasizes the person-process-context-time and singled out how the micro- level and meso- level processes interact to motivate individual-level deviant behavior among students in secondary schools of Bungoma County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter presents the research paradigm, research design, geographical location of the study, study population, sampling procedure and sample size. Also presented in this chapter are instrumentation, data collection procedures, ethical considerations and data analysis.

3.1 Research Paradigm

This section elaborates on the reasons for using both qualitative and quantitative methodologies for this study and justifies the need for both approaches. The study took a Pragmatic approach which as a philosophical underpinning for mixed methods studies, is not committed to any one system of philosophy and reality (Creswell, 2012; Cohen, et al., 2011). The researcher therefore drew liberally from both quantitative and qualitative assumptions during the study given that pragmatists do not see the world as an absolute unity (Morgan, 2007). Use of pragmatic approach in this study opened the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis. This enabled the researcher to freely employ methods, techniques, and procedures of research that could best meet the needs and purposes of this study (Morgan, 2007).

In particular, concurrent procedures, in which the researcher simultaneously converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem, were used (Johnson, Onwuegbuzie, & Turner, 2007). In this design, the investigator collected both quantitative and qualitative forms of data at the same time and then integrated the information in the interpretation of the overall results (Saunders, Lewis & Thornhill, 2007; Cozby, 2007). The researcher also nested qualitative data within quantitative data in order to enable analysis of different questions or levels of units in the given school organization. The data collection also involved gathering both numeric information for example, on instruments as well as text information for example, on interviews so that the final database represented both quantitative and qualitative information. The researcher based the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem (Creswell, 2012; Saunders et al, 2007).

The quantitative aspect of this mixed research was linked to positivism whereby reality is seen as stable, observable and measurable (Creswell, 2007; 2012). Quantitative research seeks causal determination, prediction, and generalization of findings. It focuses on collecting numeric data which is then analyzed statistically (Cohen et al, 2011). The purpose of using quantitative methods in this study was to describe, explain and predict the phenomenon of school organizational culture as manifested in the schools by establishing its influence on students' deviant behaviour. Quantitative research was based on predetermined variables and research questions, which the researcher investigated independently. In this study variables included student deviant behaviour (dependent variable) and school organizational culture (independent variable). Data collected through

quantitative research was predominantly objective and this was be obtained through structured questionnaires. Objectivity of these questionnaires ensured a high degree of reliability of the results as averred by Creswell (2012).

The qualitative aspect of this mixed research was best served by a phenomenological approach that focused on describing, and discovering specific phenomenon by focusing on the study population's lived experience (Kafle, 2011; Flick, 2009; Merriam, 2009). An interpretive approach was used since the researcher believed that the reality to be studied in relation to student involvement in deviance and their experience of the factors influencing deviance consisted of the students' and teachers' subjective experiences of their cause and effects (Langdridge, 2007). According to Creswell (2012) and Flick (2009), the interpretive researcher is most likely to rely on qualitative data collection methods and analysis, or a combination of qualitative and quantitative methods. Open ended interview questions were used to gather in depth information concerning influence of organizational culture on deviant behaviour among students in secondary schools.

The ability of qualitative data to more fully describe the current trend in causes of deviance was an important consideration from the researchers' perspective (Balkar, 2015; Kafle, 2011; Sedat, 2006). The researcher observed, described and interpreted settings as they were, while maintaining empathic neutrality (Kafle, 2011; Creswell, 2012). Context was also used as a key element of the investigations. In her review of context in information behaviour research, Courtright (2007) delineates two major ontological understandings of context, that of context as container, in which context is the setting within which behaviour occurs, and that of context as constructed meaning, in which a series of enabling and/or constraining factors act to influence behaviour. This

ontological understanding of context was used in the application of Bronfenbrenner's Ecological systems theoretical framework to the study (Bronfenbrenner, 1990).

In order to understand and describe how organizational culture influences deviance among students of secondary schools in Bungoma County, Flick (2009) contends that this calls for the use of multiple sources of evidence to analyze this phenomenon in its natural setting. By using this approach, there was an attempt by the researcher to preserve the wholeness, unity and integrity of the study by relying on multiple sources of evidence with data being converged in a triangulating fashion (Johnson et al, 2007; Cohen et al, 2011).

3.2 Research Design

Research design was governed by the notion of fitness for purpose (Shaughnessy, Zechmeister, & Zechmeister, 2003; Cohen, Marion, & Morrison, 2011; Kothari, 2004). The study was conducted using the mixed methods' research design that comprised of concurrent triangulation, correlation, cross sectional survey and phenomenology to address the four specific objectives. This type of design enables collection and analysis of data by utilizing a mixture of various study designs in a single study to understand a research problem (Creswell, 2012; Creswell & Plano-Clark, 2011; Saunders, et al., 2007). Further, it improves the trustworthiness of the survey findings as averred by Marsland, et al. (2001) and Glasow (2005). This design was appropriate for this study as it gave the researcher freedom to use all methods possible to address the research problem under investigation. School culture, by nature, is a multi-faceted, complex and

multidimensional phenomenon that can be better explored when several different methods are applied (Bahar & Esin, 2013; Juliana, 2014; Schein, 2004).

3.3 Location of the Study

The study was conducted in Bungoma County located in the Western part of Kenya (Appendix 13). Bungoma County, located within Latitude 0.56 and Longitude 34.56 is ranked third among most populated counties after Nairobi and Kakamega respectively. Its' headquarter is Bungoma town, at latitude 00^{0}, 34'N and longitude 34^{0} $34^{'}$ E. As per 2009 population and Housing Census results (ROK, 2010), the County's population was 1,630,934. In terms of poverty prevalence, 53% of Bungoma County's population lives below the poverty line. It covers an area of 3,953 Sq. Km., with Population density estimated at 454 people Per Sq. Km (CRA, 2011).

Bungoma County has been impacted perennially by common deviant behaviour facing secondary schools in Kenya as a country (Chumbe et al, 2015; Simatwa, 2012). Further, education standards in the county have been fluctuating based on the national examination: KCPE and KCSE ranking (Munda & Odebero, 2014; KNEC, 2012; 2013). This makes the study site ideal given the existence of a dual relationship between the two outcomes with both being influenced directly, or indirectly by institutional culture (Goodenow, 1993; Marks, 2000; O.E.C.D., 2003; Paris, 2004; Richwood, 2013). In the psychogenic theory, it is advocated that poor performance leads to substance use and other related risk behaviours (Cox et al., 2007).

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The county has nine Sub-counties and two hundred and fifty two secondary schools of various strata: rural and urban schools; National, Extra county, county and district schools; boarding and day schools; mixed and single sex schools (CRA, 2011). This makes Bungoma County “information rich’ which enhances its replication in other regions in terms of school organizational culture and its influence on deviant behaviour.

3.4 Study Population

The study population was reached after a preliminary exploratory survey that provided an overall picture of secondary schools in the study area. The study population units of analysis included: 252 secondary schools, 152,040 students; 3,000 teachers; 252 heads of guidance and counseling department, 504 school management staff; 10 key informants comprised of senior educational officers associated with school management within the county: County director of education officers , County quality assurance and standards officers, Sub county education officers together with Sub county quality assurance and standards officers; and 12 deviant behaviour types. This was based on the premise that if the sample is to be representative of the population, it is essential that the sampling frame includes all members or items of the population. Inconsistencies between the sampling frame and the population under study can result in major errors (Shaughnessy et al., 2003; McMillan & Schumacher, 2010; Rubin and Babbie, 1997).

3.5 Sampling Procedure and Sample Size

Using confidence levels of 95%, sampling errors of 5% and human judgment, the researcher sought to arrive at a sample size [s] of 384 participants out of a population size [N] of 155,796 students and teachers by adopting a sample determination table used in

social research (Appendix 15). As shown in the table, 155,796 falls between 100,000 and 1000,000. The corresponding sample of 384 is large enough to yield adequate statistical power in addition to avoiding the crisis of representation that faces many quantitative inquiries (Onwuegbuzie and Collins, 2007). This is an acceptable practice in social sciences (Cohen, et al., 2011:95; Saunders, et al., 2007:212).

However, assuming a 75% response rate, the actual study population of 512 was targeted so as to retain the desired sample of 384 using the following formula provided by Saunders et al (2007):

$$n^a = \frac{n \times 100}{re\%} \qquad \text{……..….} \qquad \text{Equation3. 1}$$

Where:

n^a = the actual sample size required,

n = the minimum sample as per a sample determination table,

re% = the estimated response rate expressed as a percentage

$$512 = \frac{384 \times 100}{75}$$

Stratified random sampling was used to select 60 schools involved in the study from the 252 secondary schools of Bungoma County based on defined scope as earlier mentioned and the following strata: National, Extra county and County schools (KRA, 2011, Gupta, 2003; Kothari, 2004; Shaughnessy et al., 2003; Saunders et al., 2007). Of the 60 schools selected, 2 were national schools, 9 were extra county schools while 49 were county schools. The national and extra county schools were purposively selected. County

schools were randomly selected from each of the nine sub counties. From the selected schools, 276 students and 58 class teachers were selected using simple random sampling. Purposive sampling was used to select 69 heads of Guidance and counseling departments, 55 deputy head teachers and 54 head teachers. The representative sample used for the quantitative portion of the study was arrived at based on the sample determination table. A sample of students and teachers from the selected schools is summarized in table 3.1.

Table 3.1 ***Research Population Sample***

Study population unit	**Sampling method**	**Accessible study population**	**Sample size**
Students	Random	152,040	276
Teachers	Random	3000	58
Heads of guidance and counseling department	purposive	252	69
Deputy headteachers&	purposive	252	55
Headteachers	purposive	252	54
Sub Total	-	-	512

Source. Field data, 2016 and sample determination table, Saunders, et al., 2007:212

The sample for the qualitative portion of the study consisted of 10 key informants selected from senior education officers using purposive sampling. This is a non-random method of qualitative sampling where the researcher selects information-rich cases for study in depth (Balkar, 2015; Orodho, 2004; Patton, 2002). Selection of the interviewee sample was carried out in such a way as to ensure that all the categories of schools were equally represented. The sample included 9 officers selected from each of the 9 sub-counties and 1 officer from the county office. Twelve deviant

behaviour types that were used included drug, alcohol and substance abuse, theft bullying, property vandalism, promiscuity, class boycott, examination malpractices, pornography, truancy, sneaking, , rudeness, and violence. Sample distribution where Sub-counties, schools, accessible and sample size population are depicted is summarized in the table in Appendix 14.

3.6 Data Collection Instruments

The instruments that were employed in data collection were questionnaires, structured interviews, document analyses and direct observation.

3.6.1 The Questionnaires

The questionnaires (Appendices 2, 3 and 4) which were scored on a five- point scale were employed as the main instruments for data collection. They was structured into five sections. Students and teachers were targeted as respondents from whom the following data was sought: socio-economic and demographic characteristics, features of school culture, preventive and corrective mechanisms utilized to curb deviant behaviour. The researcher administered the questionnaires personally. This assisted in terms of increased return and response rate, giving any further clarifications with regard to the instrument, and creating good rapport with the respondents which increased their willingness to give true and additional information. It also enhanced direct observation with minimum suspicion from respondents (McMillan & Schumacher, 2010), and in some cases, enabled the researcher to conduct a document analysis of school records. In cases where a

respondent was unable to fill the questionnaire (for instance due to physical disability), the researcher aided in the process of filling the questionnaire.

The researcher developed questionnaires for each category of respondents: School management (Appendix 2); HODS of Guidance and counseling and class teachers (Appendix 3) and students (Appendix 4). The three sets of questionnaires were necessitated by the need to have/include some unique items that could yield useful information from a particular segment or segments of the study respondents/population (Cozby, 2007; Gruenert & Valentine 2006; Mcmillan & Schumacher, 2010). This enabled the researcher to generate indepth analysis from for instance school management at first tier level of management (Heads and Deputy Head teachers) and second tier management (HODS of Guidance and counseling and class teachers). Corroboration was also achieved by targeting some items at students and school management only (n= 295); in some cases top school management (n=79) while others applied to all the respondents (n=400). This approach of targeting questionnaires to segments of the study respondents sped up the research process as a lot of time was saved through focused instrumentation. This is an acceptable practice in social sciences (Bird, 2009; Saunders et al, 2012).

3.6.2 The interview guide

The interview guide (Appendix 5) was used to collect data on available corrective mechanisms on deviant behaviour in schools, types and prevalence of deviant behaviour, and key informants' views on viable packaging options of correction mechanisms on deviant behaviour in schools. The key informants were drawn from both county and sub

county educational officers. The interview guide enhanced quality of data as well as either confirmed or solicited some of the uncovered information that other instruments did not bring out (Kombo & Tromp, 2006). The interviews with key informants were done according to scheduled appointments. However, where this was not possible, several other appointments were done. This was especially where key informants were unavailable for interviewing even after agreeing on an appointment due to unforeseen factors.

3.6.3 Observation checklist

Direct observation check list (Appendix 6) was used to scrutinize school organigram enforcement, evidence of work processes and deviant behaviour corrective initiatives. Information gained through direct observation was used to supplement data gained through interviews and questionnaires.

3.6.4 Document analysis

Document analysis (Appendix 7) was utilized to obtain deviant related records from the previous years. This assisted the researcher to gain insight into the extent of deviance prevalence and severity in the schools; gauge successful resolution of previous cases and documented impact of deviant behaviour on the school and also establish both preventive and corrective measures employed by the administrators to curb the vices (Feliciano 2008). Documents that were analyzed included disciplinary records kept by the Deputy Head teachers in charge of discipline; Guidance and Counseling records kept by the Heads of departments for Guidance and Counseling; School policy documents containing

school rules and regulations; Symbolic records like logos which displayed emblems and values embraced; official discipline letters to students and other official records in the head teacher's office relating to student discipline. Records of planning minutes were used to infer the extent of collaboration between the school and parents' associations. Information gained through document analysis was used to supplement data gained through interviews and questionnaires.

The information sought from students and teachers was how organizational culture in their secondary schools could be contributing to the development of deviant behaviour among students, features of school culture, the contributory factors of deviant behaviour, their types and prevalence among students. As for school managers, information sought was on the corrective and preventive mechanisms in place that minimized development of deviant behaviour among students in their schools, the contributory factors of deviant behaviour, their types and prevalence among students. Data collected about deviant behaviour was based on the listed types, characteristics, prevalence and impact on schools. Key informants' views were sought to corroborate information on deviant behaviour as described above.

The blending of various instruments (triangulation technique) as applied in this study is an acceptable technique in research (Mugenda & Mugenda, 2003; Kothari, 2004; Cohen et al., 2011; Saunders et al., 2007; Creswell & Plano-Clark, 2011).

3.7 Reliability and Validity of Research Instruments

3.7.1 Reliability of Research Instruments

Questionnaires were tested in a pilot study to determine whether the dimensions of school culture and deviant behaviour types were substantiated by empirical data on secondary school values. The pilot study was also aimed at identifying whether school culture dimensions were suitable to discriminate between school culture levels, and whether these dimensions were internally consistent.

To address the above aspects of reliability, the questionnaire was tested among 50 respondents randomly sampled from 8 secondary schools of Bungoma County that were selected based on strata. The fifty respondents consisted of 3 head teachers, 8 deputy head teachers, 8 heads of department, 4 class teachers and 27 students. These were excluded from the actual study sample. From reviewed literature 50 respondents is adequate enough to enhance confidence level of the pilot study's predictability on the main study's findings (George & Gordon, 2010; Monette et al, 2002; Neuman, 1997).

For the quantitative aspect of the study a preliminary version of the three questionnaires was distributed among sampled students, teachers and the school management staff. The response to the questionnaire was 100% for all respondents. The high response rate could be attributed to the small number of respondents and the random sampling applied.

Internal consistency of questionnaire items for each composite scale was established through computation of the Cronbach Alpha coefficient. This is an appropriate type of reliability for a survey research that comprises a range of possible answers for each item (Maslowski, 2001; McMillan & Schumacher, 2010). For this study a cronbach alpha coefficient test on questionnaire items revealed an internal consistency of 0.995 for school features, 0.744 for preventive and corrective strategies and 0.767 for deviant types (appendices 16, 17 and 18). This was averaged at 0.84 for the full questionnaire which was considered highly reliable and therefore acceptable (Cooper & Schindler, 2014). Individual item analysis for the three questionnaires revealed that all items positively contributed to the reliability and thus they were all adopted for the study (Field, 2009; Wim & Luc, 1999).

Reliability was also enhanced through use of instrument triangulation and corroboration of findings with similar previous studies. These reliability technique lent credibility to the findings of the study since it was based on several accounts and sources (Creswell, 2011; Darling-Hammond & Youngs, 2002; Kothari, 2004; Mugenda & Mugenda, 2003; Saunders et al., 2007).

Further, questionnaires were constructed in such a way that they had specific items that were triangulated between respondents and whenever possible the respondent tier that did not have an incentive to misrepresent reality was asked the same question (Adelman, 2007; Maslowski, 2001).

Dependability and conformability, was determined through pre-testing of the interview guide schedule. This was carried out with two respondents randomly sampled from the

key informants' group in the study area (Balkar, 2015; Patton, 2002). Those selected for pre-testing did not participate in the actual study (Orodho, 2004). Refinement of the tool was undertaken after the pre-testing taking into consideration the observations noted by the researcher. It was finally peer reviewed by the researcher's supervisors to ascertain transferability of its findings. Their suggestions and modifications were incorporated in the final tool.

In order to provide transferability of the qualitative results to similar groups, the statements of participants that elicited relevant sub- themes from interviews were quoted verbatim (Creswell, 2009; Orodho, 2004; Patton, 2002).

3.7.2 Validity of Research Instruments

Validity of research instruments was safeguarded through various strategies. First, the items in the questionnaire were selected and modified with due regard to the study objectives, theoretical foundation and the theoretical model (Cooper & Schindler, 2014; McMillan & Schumacher, 2010). With regard to construct validity, the researcher relied on Maslowsk (2001) who posited that construct validity indicates whether the concepts that were derived from a theory are operationalized in a way that reflects this theory.

Secondly, questionnaire items were modeled along existing instruments used in previous studies that had question items with established validity typifying constructs that explain school culture and deviant behavior (Balker, 2015; Bennet & Robinson, 2000; Brian, 2008; Carra & Esterle, 2009; Gruenart &Valentine, 2006; Feliciano, 2008; Maslowski, 2001; Maslowski, 2006; McVie, 2007; Moffit, 1993). Adoption of previous tools in full

or with minor modifications to enhance construct validity and reliability is an acceptable practice within empirical research (Saunders et al, 2012; Bennet & Robinson, 2000; Chirasa & Mahapa, 2012; McMillan & Schumacher, 2010).

After construction, an informal critique of individual items and suggestions obtained from my research supervisors was used to modify and improve the instruments with regard to content validity, clarity of items and their relevance in measuring the study objectives. All items especially from the questionnaires were clarified to ensure the respondents understood the terms used.

Finally, in order to strengthen credibility and appropriateness, the interview schedule guide was pretested through a pilot survey.

3.8 Data collection Procedure

Data collection was carried out in two phases. The first phase was the pilot survey to get preliminary information on secondary schools like the population of students and teachers, and their nature and to pretest the research instruments. The second phase was the actual research exercise in which questionnaires were distributed, interviews conducted, direct observations made and where possible document analysis done. Prior to the actual research, a research permit to conduct research was obtained from the Ministry of Tertiary Education through the National Council for Science and Technology (Appendices 8 and 9). As a procedure, the administrative unit authorities in the study area were informed (Appendices 10 and 11), visitors' books signed and the purpose of visits declared.

Data was principally collected from students and teachers. However, key informants from relevant County education departments which included: County director of education office, County quality assurance and standards office, Sub-county education office, Sub-county quality assurance and standards office were also consulted.

3.9 Scoring of Instruments

The researcher administered questionnaires for each of the following 3 categories of respondents: A questionnaire for School Management; a questionnaire for the Head of department for Guidance and Counseling together with Class Teachers; and a questionnaire for Students. These were constructed on a five point likert scale for meaningful measurement (Lozano, Garcia-Cueto, & Muniz, 2008; McMillan & Schumacher, 2010). Background and descriptive questions which provided demographic information about the respondents who took part were not scored because they did not evaluate the quality of school culture. However this information guided the researcher in corroborating the findings with reviewed literature to make informed conclusions about motivators of deviance within schools (Balkar, 2015; Lozano, et al., 2008).

The different indices were scored as follows: Application of features of school culture in a school: not applicable-0 point, uncertain-1 point, least applicable-2 points, applicable-3 points, most applicable-4 points. Characteristics of a protective school culture and policies/expectations that define a strong school culture were both scored as follows: Excellent- 5 points, very good-4 points, good -3 points, fair-2 points, poor -1point. Types of deviant behaviour in terms of their severity: Most severe-4 points, Severe-3 points,

least severe-2 points, uncertain-1 point and not in existence-0 point; Existence and severity of specific vices as applicable to their schools: Most severe-4 points, Severe-3 points, least severe-2 points, uncertain-1point and not in existence-0 point. Respondents were supposed to tick one of the five responses on each item.

The total score was computed by recording and aligning responses to specific categories, dividing the summed weights by the maximum possible weight for that category and then expressing the result as a percentage. The use of weighted scoring allowed the researcher to adjust the score threshold in order to categorize culture and deviance into three levels each. Where all the 5 scales were scored, the researcher came up with three distinct categories by collapsing categories 1 and 2 of the rating scale as they both referred to reducing agents, and then collapsed categories 4 and 5 as they both referred to increasing agents. Category 3 served to explain a middle level (Kenneth, 2010; Maslowski, 2001; McMillan & Schumacher, 2010). This categorization was based on the premise that a strong culture will have a powerful influence on its members' behaviors because the high degree with which the common ideals are both intensely held and widely shared creates an internal environment of high behavioral control while in weak cultures, the opposite occurs (Balker, 2015; Kaplan & Owings, 2013).

Where the sample segment for the study subjected to the questionnaire comprised of head teachers and their deputies the total was 79 respondents. Hence the lowest score, being for "not applicable" is zero (0× 79) and the highest score, being for "most applicable" is 316 (4× 79) while grand total score for applicability rating of positive school culture is

711 (0+158+237+316). An uncertain response to the questions did not necessarily mean that there was no occurrence of such features but simply that the respondent was not aware of their existence. It was however excluded on the applicability rating continuum because it did not reflect applicability and therefore could not be used to evaluate the quality of school culture (McMillan & Schumacher, 2010). In terms of percentage for positive response in the context of applicability ratings, maximum score for least applicable is 22.2% (2×79= 158; 158/711 × 100%); maximum score for applicable is 33.3% (3×79= 237; 237/711 × 100%); maximum score for most applicable is 44.4% (4×79= 316; 316/711 × 100%) and summation of weighted score being 100% (22.2% +33.3%+44.4%). On overall, a weighted score of 22% and below indicated a weak school culture that embraced either none or very few of the features; a score between 23% to 33 % indicated a moderate school culture that embraced many of the features. A score between34% to 44% indicated a strong school culture that embraced most of the features which guard against deviant engagements by students. The higher the score, the better the culture a school was interpreted to have.

Where the sample for the study was 400 respondents, the lowest score, being for “poor” is 400 (1× 400) and the highest score, being for “excellent” is 2000 (5× 400) while grand total score for positivity rating was 6000 (400+800+1200+1600+2000). In terms of percentage for positive response maximum score for poor was 6.7% (1×400= 400; 400/6000 × 100%); fair is 13.3% (2×400= 800; 800/6000 × 100%); maximum score for good was 20% (3×400= 1200; 400/6000 × 100%); maximum score for very good was 26.7% (4×400= 1600; 1600/6000 × 100%); maximum score for excellent was 33.3% (5×400= 2000; 2000/6000 × 100%) and summation of weighted score being 100% (7%

+13%+20%+27%+33%). The higher the score, the better the culture a school was interpreted to have. As earlier noted under scoring of instruments, these weighted scores were collapsed into three as follows: [(7%+13%) + (20%) + (27%+33%)], representing weak, moderate and strong school cultures.

The weights given to the options for deviance prevalence were: score zero for “not in existence”, score 1 for “uncertain”, score 2 for “least severe”, score 3 for “severe” and score 4 for “most severe”. Where the sample for the study was 400 respondents the lowest score, being for “not in existence” is zero (0× 400) and the highest score, being for “most severe” is 1600 (4× 400) while grand total score for severity rating was 3600 (0+800+1200+1600). In terms of percentage for positive response in the context of severity ratings, maximum score for least severe is 22% (2×400= 800; 800/3600 × 100%); maximum score for severe is 33% (3×400= 1200; 1200/3600 × 100%); maximum score for most severe is 45% (4×400= 1600; 1600/3600 × 100%) and summation of weighted score being 100% (22%+33%+45%).

However, based on weighted scales categorization, a score between 1% and 22% was interpreted to mean student deviant behaviour was existent in the school setting but prevalence was low; between 23% and 33% was interpreted to mean student deviant behaviour was existent in the school setting and that prevalence was moderate while between 34% and 45% was interpreted to mean high student deviant behaviour existed. The higher the percentage score respondents gave is interpreted as more prevalence of that deviant behaviour in the school setting of the county. The higher the score a

respondent obtained, the higher the intensity or severity of deviant behaviour and the poorer the organizational school culture it was interpreted to have.

McMillan & Schumacher (2010) posited that it is possible to use continuous scores to make categories such as when a researcher divides self concept scores into high, medium and low groups. The following categorization was used to interpret results based on weighted percentages;

School Culture:

< 22% indicates a weak/poor/negative school culture that embraces either none or very few of the features

22% to 33 % indicates a moderate/neutral school culture that embraces many of the features.

34% to 44% indicates a strong/good /positive school culture that embraces most or all of the features

Deviance Prevalence:

< 22% indicates a low deviance level

22% to 33 % indicates a moderate deviance level

33% to 44% indicates a high deviance level

Correlation was then made between total weighted percentage scores of deviant type prevalence and quality of school culture to determine if there was a relationship. This

meant that for example as the scores on deviance prevalence increased /decreased, there was an increase /decrease in the quality of school culture. This was interpreted to mean that there was either a negative or positive influence of quality of school culture on deviant prevalence among students (Creswell, 2012; Lozano, 2008; Monette, Sullivan, & DeJong, 2002; Neuman, 1997).

For qualitative data, the researcher developed various themes that captured relevant information on school culture features as a strategy for deviance control. Qualitative information gathered from interviews, document analyses and observations was used to crosscheck and supplement the information from the questionnaire (Creswell, 2012; Silverman, 2011).

3.10 Ethical Considerations

Approval of the research proposal was sought from the School of Education, Moi University. Thereafter, a research permit was sought from the National Council of Science and Technology. Since the study yielded a variety of ethical issues both in relation to primary and secondary data, consent was sought at all stages. The respondents were assured of the confidentiality and anonymity with information solicited and that strict confidence would be applied to all information given during interviews, document analysis and observation. Identity of students, teachers and key informants was concealed by coding the information into Statistical Package of Social Sciences (SPSS) and synthesizing it for analysis. This is an acceptable practice in social sciences research (Saunders et al., 2007). Interviews were conducted in privacy.

Cohen et al. (2011) asserts that educational researchers should be aware of the sensitivities of research and these should be identified and addressed. The researcher ensured that throughout the research process, the intent and purpose of the research was laid bare to the participants. A formal relationship that is open was developed throughout the research process to enable the researcher see the world from the participant's perspective. Finlay (2009) avers that when researchers are open, they are willing to not only listen but also see and understand whatever may be revealed by the participants and by so doing allow the phenomenon to present itself without imposing any preconceived ideas.

Clarifying researcher bias is an integral aspect of credibility in a study to ensure that the reader understands the researcher's position as well as any biases or assumptions that may impact the inquiry (Merriam, as cited in Creswell, 2013). Creswell (2013) avers that clarification entails that the researcher makes reference to 'past experiences, biases, prejudices and orientations' that may have impacted upon the interpretation of and approach to the study. As such, having been a long serving class teacher, head of guidance and counseling department, deputy head teacher and head teacher within several secondary schools in Bungoma County, the researcher had received the direct brunt of students' deviance through numerous past altercations and had also witnessed their deviancy impact on others. As such, feelings towards students' deviance had been shaped by the negative interactions and experiences of its occurrence. These field experiences have subjectively emerged during discussions of the findings (Cozby, 2009; Holloway et al., 2003 & Punch, 2009). The researcher's bias and subjective judgment was however checked through instrument triangulation (McMillan & Schumacher, 2010).

3.11 Data Analysis and Presentation

In this study, school organizational culture was the independent variable, while deviant behaviour among secondary school students was the dependent variable. The study yielded a variety of data containing both qualitative and quantitative features.

Quantitative data was coded and entered into a Statistical Package for Social Sciences (SPSS), computer program version 22 for syntheses and analyses. Various descriptive and inferential statistical analyses methods were used to analyze the data. The descriptive statistics that were used were cross-tabulations and frequency tables based on the research objectives. As for inferential statistics, Chi Square and simple linear regression analysis was done. Chi Square was used to determine the degree of association between deviance among students and organizational culture. Simple regression analysis was done to make a stronger statistical inference of the effect size based on the observed associations in order to predict and reveal strength of the relationship between school organizational culture and student deviant behaviour. The significance tests were pegged on Beta weight values, where decision criterion was on Beta or coefficient range 0.30 to 0.70 which suggested a moderate relationship between the variables tested. The significance test qualification was nearness to + 1 or – 1 of Beta weight value. This approach of inferential testing is generally acceptable for social sciences (Cohen et al., 2005; Cozby, 2009; Gupta, 2003; Howell, 2007; Kothari, 2004; Saunders et al., 2007; Swift, 2001).

Qualitative data was analyzed thematically according to the nature of the response. Concurrent triangulation approach was used where data gathered from observations,

interview schedules, observation checklists and document analyses supplemented each other during data evaluation. Data was evaluated holistically and identification of the major themes represented in the universe was made. These major themes were reflected within the different dimensions of school culture and deviant types. The management of data according to major themes and sub themes formed the basis from which the researcher attempted to place into perspective specific data obtained in terms of the objectives which contributed towards the findings of this study (Creswell, 2011 McMillan & Schumacher, 2010; Merriam, 2009).

The researcher interpreted the meaning of central themes elicited from experiences of the participants (Balkar, 2015; Finlay, 2009; Holloway & Todres, 2003). The analysis entailed reading, re-reading, coding, re-coding, summarizing, combining data, creating categories, patterns and eventual themes to ensure consistency and coherence of data (Balker, 2015; Finlay, 2009; Holloway et. al, 2003; Sedat, 2006). Interpretations were continually challenged for alternative explanations. The researcher was careful not to remove important data from the context by retaining and counterchecking with the initial key data file (Creswell, 2011; Punch, 2009). After developing codes and identifying themes, member checking was done to confirm accuracy of the preliminary findings (Orodho, 2004; Sedat, 2006). Confirmations were taken from the ten key informants about whether results of the study reflected their perceptions after the coding process was completed and the interpretation carried out (Creswell, 2009).

The researcher’s course lecturer for qualitative research who is well versed with this method of analysis was approached to check that the development of codes and the

meanings attributed to them were consistent. The consistency was followed by further comments from the supervisors where further revision was done and agreed upon. The supervisors offered an impartial insight into the analysis of the wording of the findings to ensure that the writing reflected the data and was well corroborated (Creswell, 2013; Finlay, 2009; Juliana, 2014; Sedat, 2006).

Finally, both general and broad themes were made and interpretations drawn from all the respondents (Cohen, 2011; Creswell, 2012; Kvale & Brinkman, 2008; Orodho, 2004). The data confirmed as true was later transcribed, with emerging themes used to corroborate and augment the quantitative findings of this study. These have shown up subjectively in comments and recommendations made on the subject of study by the researcher. This is acceptable as noted in previous similar studies (Mugenda & Mugenda, 2003; Marsland et al., 2001; Creswell, 2012; Creswell & Plano-Clark, 2011).

Table 3.2 ***Summary of data analyses by objective***

Specific Objective	Variables/Measurable indicators	Data analyses
Identify types of student deviant behaviour most prevalent in schools of Bungoma county.	Nature of student deviance: Drug and alcohol abuse; theft; bullying; property vandalism; exam cheating; truancy; promiscuity. Trends of deviant behaviour	i. Cross-tabulations Frequency tables Thematic analysis ii.
Examine the features of school culture being practiced and their influence on student deviance in schools within Bungoma County.	Curriculum, mode of instructions, testing policies, School motto, vision & mission, Quality and quantity of information flow	iii. Cross-tabulations Frequency tables Thematic analysis iv. Chi square Simple regression analysis
Investigate prevention strategies applied within the school culture to minimize student deviant behaviour.	School routine. Guidance programmes. Safe physical infrastructure. Supportive mechanisms for behaviour change.	v. Cross-tabulations Frequency tables Thematic analysis vi. Chi square vii. Simple regression analysis
Examine corrective mechanisms within the school culture used to curb student deviant behaviour.	Disciplinary procedures. Counseling Programmes.	viii. ix. Cross-tabulations Frequency tables x. Thematic analysis Chi square Simple regression analysis

Source. Researcher, (2016)

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Overview

This chapter presents, analyzes and interprets data that address the four specific objectives of the study. It reports descriptive results about background information of the respondents that participated in the study; capturing demographic profile, positions held within school structure, categories of schools and their locations within the County. Further, the descriptive results on features of a positive school culture, preventive strategies and corrective mechanisms being applied within the school culture to mitigate deviance together with school management's self evaluation on their applicability are discussed. Finally, inferential results and hypothesis testing showing relationship between school culture and student deviant behaviour in schools of Bungoma County are reported.

4.1 Questionnaire Response Rate

The study sample drawn from the schools comprised of 276 students, 127 heads of guidance and counseling department together with class teachers and 109 school management staff. After the study it was established that 216 students, 105 heads of department together with teachers and 79 management staff participated respectively. The actual study sample was therefore 400 respondents. Table 4.1 shows questionnaire return rate for students, teachers and management staff.

Table 4.1 ***Questionnaire Response Rate***

Category	Target sample size	Actual sample	Response rate
Students	276	216	78%
Teachers & heads of guidance and counseling department	127	105	82%
Deputy headteachers& headteachers	109	79	72%
Sub total	512	400	78%

Table 4.1 shows that out of the 276 students sampled, 216 participated in the study; out of 127 heads of departments together with teachers sampled, 105 participated; while out of 109 management staff sampled, 79 participated in the study. The average response rate for the three categories of respondents was 78%. This was considered adequate and representative of the study population (Cohen, et al., 2011; Saunders, et al., 2007). The high response rate was realized because of the researcher's own initiative to administer questionnaires personally and encourage the respondents to accept and participate in the study. Despite a relatively lower response rate for school management at 72 percent, no indications were found for a bias regarding their school categories and location since all were adequately represented.

4.2 Demographic Characteristics of Samples

The sample selected comprised of school head teachers, deputy head teachers, head of departments in charge of guidance and counseling, class teachers and students. For

purposes of positions within school structure, the sample was segmented into school management, head of departments and class teachers, and students. Proximal processes as posited by Christensen (2010) and situational perspective (Tudge et al., 2009; Case, 2006) of seeing behaviour necessitated the analysis by positions in schools so that the study brings out perspectives of each player.

Table 4.2 ***Distribution of Respondents by School Category and Position held in School***

School category	Position in school	Frequency	Percent
National	Head teacher	2	0.5
	Deputy H/T	2	0.5
	Head of dept	4	1.0
	Class teacher	6	1.5
	Student	16	4.0
	Sub-total	30	8
Extra county	Head teacher	4	1.0
	Deputy H/T	5	1.3
	Head of dept	9	2.3
	Class teacher	7	1.8
	Student	36	9.0
	Sub-total	61	15
County	Head teacher	17	4.3
	Deputy H/T	49	12.3
	Head of dept	47	11.8
	Class teacher	32	8.0
	Student	164	41.0
	Sub-total	309	77

As indicated in Table 4.2, head teachers were 23 and deputy head teachers 56, being an aggregate of 79 for school management. This constituted 6% and 14% respectively and an aggregate of 20% of the total sample. Heads of department (HODs) in charge of guidance and counseling were 60 in total while class teachers were 45. The total number of teachers in charge of routine student mentorship based on their level of interaction with students as per existing school structures was therefore 105. In terms of percentage,

this was 15% and 11% respectively; being an aggregate of 26% of the total sample. Students were 216 in total, being 54% of the total sample. The combined percentage of teachers generally (school management, heads of department in charge of guidance and counseling, and class teachers) was therefore 46% of the total sample. The ratios were fairly equitable to reflect a fair perspective about variables being interrogated: school organizational culture and prevalence of deviance in schools.

Table 4.3 shows the distribution of respondents from various schools within the nine Sub Counties of Bungoma County. As indicated, the sample was fairly distributed with lowest Sub Counties being with 41 (10.2%) and the highest Sub County being 51 (12.8%), a difference of 10 (2.6%). The study findings therefore fairly reflect the County spread and may be applied as a reflection of school culture and prevalence of deviance in Bungoma County schools.

Table 4.3 shows the distribution of respondents

Sub county	Frequency	Percent
Mt. Elgon	45	11.2
Kimilili	51	12.8
Webuye West	41	10.2
Webuye East	42	10.5
Tongaren	46	11.5
Kanduyi	41	10.2
Kabuchai	45	11.2
Bumula	42	10.5
Sirisia	47	11.8
Total	400	100.0

4.3 Types of student deviant behaviour and their prevalence in schools of Bungoma County

This section is a presentation, analysis and interpretation of the results of objective four. Descriptive statistics was used to articulate research findings. Whether from the objective or situational approach, this study explored existence and scale of prevalence of listed deviant behaviours among students in secondary schools of Bungoma County. The school setting and the existing school culture therefore formed the basis of norms that were being violated (Green et al., 2007; Flick, 2009; Marshall & Robert, 2011; Sedat, 2006). The results in Tables 4.4.1, 4.4.2 and 4.4.3 indicate the type of deviance and its prevalence as rated by respondents based on their position in school.

The weights given to the options were: score zero for “not in existence”, score 1 for “uncertain”, score 2 for “least severe”, score 3 for “severe” and score 4 for “most severe”. The sample for the study was 400 respondents. Hence the lowest score, being for “not in

existence” is zero (0× 400) and the highest score, being for “most severe” is 1600 (4× 400) while grand total score for severity rating was 3600 (0+800+1200+1600). In terms of percentage for positive response in the context of severity ratings, maximum score for least severe is 22% (2×400= 800; 800/3600 × 100%); maximum score for severe is 33% (3×400= 1200; 1200/3600 × 100%); maximum score for most severe is 44% (4×400= 1600; 1600/3600 × 100%) and summation of weighted score being 100% (22%+33% +44%).

The higher the percentage score respondents gave is interpreted as more prevalence of that deviant behaviour in the school setting of the county. However, based on weighted scales, a score below 22% was interpreted to mean student deviant behaviour was existent in the school setting but prevalence was low; between 23% and 33% was interpreted to mean student deviant behaviour was existent in the school setting and that prevalence was moderate while between 34% and 44% was interpreted to mean student deviant behaviour was existent in the school setting at a high prevalence level. The study established that all the twelve sampled types of deviant behaviour existed in schools of Bungoma County but in varying intensity or scale of severity.

As shown in tables 4.4.1, 4.4.2 and 4.4.3, the prevalence rank column reflects the severity impact. The most prevalent deviance based on the threshold of a third of all respondents, that is, 33% and above was theft, exam cheating, rudeness, property vandalism and drug abuse/alcohol/substance abuse, class boycott, sneaking, and promiscuity.

When the rating levels of severity :least severe, severe and most severe were combined to reflect aggregated severity and therefore positive response on deviance prevalence, theft was ranked number one with a score of severity at 84% (52% + 28% +4%); exam cheating was ranked second with a score of severity at 65% (42% + 11% + 12%), rudeness was ranked third with a score of severity at 60% (58% + 2% + 0%), property vandalism was ranked fourth with a score of severity at 53% (43% + 10% + 0%), drug use/alcohol/substance abuse was ranked fifth with a score of severity at 44% (38% + 6% + 0%), class boycott was ranked sixth with a score of severity at 41% (40% + 1% +0%), sneaking was ranked seventh with a score of severity at 35% (27% + 8% + 0%) while promiscuity was ranked eighth with a score of severity at 33% (30% +3% + 0%) to close those with an over 30% rating. The ranking of other types of deviance: pornography, violence, truancy and bullying are as shown in the tables 4.4.1, 4.4.2 and 4.4.3.

On an intra scale, exam cheating and theft were rated highly on most severe and severe at 12%; 11% and 4%; 28% respectively while property vandalism, sneaking, bullying and drug/alcohol/substance abuse, violence, pornography and promiscuity were rated severe at 10%, 8%, 6%, 6%, 4% and 3% respectively. Truancy and rudeness were rated severe at 2% while class boycott was rated severe at 1%. Apart from bullying that was rated at 6% least severe, all the eleven listed forms of deviance were rated between 14% and 58%.

An analysis of observed minor and major offences handled and recorded by deputy head teachers in a number of schools revealed that correction had been meted on most of these deviant types. In some cases, similar names of students appeared on lists of culprits punished for different offences.

An interview with an education officer revealed that school boards of management were presented with a myriad of indiscipline cases that ate into the time scheduled for other agenda items during board meetings. He recalled having become fatigued in one board meeting by stating thus:

> "There is this school where I attended a board meeting and we had over seven students all lining up with their parents …….. At the end of the day I had listened to so many different forms of misbehavior and immoral practices that I could not remember the first case….what surprised me was the level it had reached, I just wonder whether schools have any checks and balances in place to deal with cases before they get out of hand….."

Further interviews conducted on key informants drawn from the County quality assurance officers did confirm prevalence of listed deviant behaviour. There was a tendency to understate their prevalence especially by management out of fear that it would be construed that they had failed in their duties. For instance, one key respondent noted:

> *"It is lamentable that these cases couldn't be reported for fear that the quality assurance officers would be seen as not working…….. "You know telling you that there are many indiscipline cases portrays this office as unable to tame indiscipline…."*

Theft, promiscuity and bullying were common forms of deviancy as per County quality assurance surveys. However, according to the respondents, most head teachers did not want to expose such rot out of fear of being victimized or seen as ineffective.

Table 4.4.1 ***Types of Deviancy and their Prevalence as Rated by all Respondents***

Type of deviant behaviour	Position in school	Rating of types of deviancy in schools Not in existence	Uncertain	Least severe	Severe	Most severe	Total	Prevalence rank
	Head Teacher	4(1)	0(0)	19(5)	0(0)	0(0)	23(6)	
Drug/alcohol/substance abuse	Deputy H/T	12(3)	0(0)	44(11)	0(0)	0(0)	56(14)	
	Head of Dept	26(7)	0(0)	31(8)	3(1)	0(0)	60(15)	
	Class Teacher	9(2)	0(0)	30(7)	6(2)	0(0)	45(11)	5
	Student	154(38)	19(5)	30(7)	13(3)	0(0)	216(54)	
	Sub-Total	205 (51)	19 (5)	154 (38)	22 (6)	0 (0)	400 (100)	
	Head Teacher	0(0)	0(0)	22(6)	1(0)	0(0)	23(6)	
Theft	Deputy H/T	0(0)	0(0)	12(3)	44(11)	0(0)	56(14)	
	Head of Dept	6(2)	0(0)	36(9)	10(3)	8(2)	60(15)	1
	Class Teacher	0(0)	6(2)	29(7)	10(3)	0(0)	45(11)	
	Student	21(5)	33(8)	107(27)	46(11)	8(2)	216(54)	
	Sub-Total	27(7)	39 (10)	207 (52)	111(28)	16 (4)	400 (100)	
	Head Teacher	14(3)	8(2)	0(0)	1(0)	0(0)	23(6)	
	Deputy H/T	44(11)	0(0)	8(2)	4(1)	0(0)	56(14)	
Bullying	Head of Dept	59(15)	0(0)	0(0)	1(0)	0(0)	60(15)	
	Class Teacher	27(7)	8(2)	8(2)	2(1)	0(0)	45(11)	12
	Student	184(46)	8(2)	8(2)	16(4)	0(0)	216(54)	
	Sub-Total	328 (82)	24 (6)	24 (6)	24 (6)	0 (0)	400 (100)	
	Head Teacher	0(0)	6(1)	16(4)	1(0)	0(0)	23(6)	
Property vandalism	Deputy H/T	0(0)	0(0)	44(11)	12(3)	0(0)	56(14)	
	Head of Dept	16(4)	6(1)	37(9)	1(0)	0(0)	60(15)	4
	Class Teacher	0(0)	12(3)	23(6)	10(3)	0(0)	45(11)	
	Student	64(16)	86(22)	50(13)	16(4)	0(0)	216(54)	
	Sub-Total	80 (20)	110(27)	170 (43)	40 (10)	0 (0)	400 (100)	

Note. The figures in parentheses are percentage frequencies n=400.

Table 4.4.2 ***Types of Deviancy and their Prevalence as Rated by all Respondents***

Type of deviant behaviour	Position in school	Rating of types of deviancy in schools Not in existence	Uncertain	Least severe	Severe	Most severe	Total	Prevalence rank
	Head teacher	6(2)	1(0)	16(4)	0(0)	0(0)	23(6)	
Promiscuity	Deputy H/T	6(2)	11(3)	38(10)	1(0)	0(0)	56(14)	
	Head of dept	8(2)	30(8)	14(3)	8(2)	0(0)	60(15)	
	Class teacher	17(4)	13(3)	15(4)	0(0)	0(0)	45(11)	8
	Student	129(32)	45(11)	37(9)	4(1)	1(0)	216(54)	
	Sub-total	166(42)	100 (25)	120 (30)	13 (3)	1 (0)	400 (100)	
	Head teacher	22(5)	1(0)	0(0)	0(0)	0(0)	23(6)	
Class	Deputy H/T	32(8)	4(1)	20(5)	0(0)	0(0)	56(14)	
boycotts	Head of dept	19(5)	16(4)	25(6)	0(0)	0(0)	60(15)	6
	Class teacher	23(6)	10(3)	12(3)	0(0)	0(0)	45(11)	
	Student	85(21)	23(6)	105(26)	3(1)	0(0)	216(54)	
	Sub-total	181 (45)	54 (14)	162 (40)	3 (1)	0 (0)	400 (100)	
	Head teacher	6(2)	1(0)	16(4)	0(0)	0(0)	23(6)	
Exam	Deputy H/T	0(0)	4(1)	44(11)	8(2)	0(0)	56(14)	
cheating	Head of dept	5(1)	9(2)	30(8)	16(4)	0(0)	60(15)	2
	Class teacher	5(1)	8(2)	15(4)	17(4)	0(0)	45(11)	
	Student	56(14)	45(11)	62(15)	3(1)	50(13)	216(54)	
	Sub-total	72 (18)	67 (16)	167 (42)	44(11)	50 (13)	400 (100)	
	Head teacher	14(3)	8(2)	1(0)	0(0)	0(0)	23(6)	
Pornography	Deputy H/T	12(3)	19(5)	25(6)	0(0)	0(0)	56(14)	
	Head of dept	6(2)	14(3)	40(10)	0(0)	0(0)	60(15)	9
	Class teacher	23(6)	12(3)	2(1)	8(2)	0(0)	45(11)	
	Student	205(51)	0(0)	9(2)	2(1)	0(0)	216(54)	
	Sub-Total	260(65)	53(13)	77(19)	10(3)	0(0)	400(100)	

Note. The figures in parentheses are percentage frequencies n=400.

Table 4.4.3 ***Types of Deviancy and their Prevalence as Rated by all the Respondents***

Type of deviant behaviour	Position in school	Rating of types of deviancy in schools Not in existence	Uncertain	Least severe	Severe	Most severe	Total	Prevalence rank
	Head teacher	11(3)	1(0)	11(3)	0(0)	0(0)	23(6)	
Truancy	Deputy H/T	35(9)	4(1)	9(2)	8(2)	0(0)	56(14)	
	Head of dept	13(3)	25(6)	22(6)	0(0)	0(0)	60(15)	11
	Class teacher	25(6)	10(3)	10(2)	0(0)	0(0)	45(11)	
	Student	144(36)	64(16)	7(2)	1(0)	0(0)	216(54)	
	Sub-total	228 (57)	104 (26)	59 (15)	9(2)	0 (0)	400 (100)	
	Head teacher	13(3)	0(0)	10(3)	0(0)	0(0)	23(6)	
Sneaking	Deputy H/T	28(7)	0(0)	12(3)	16(4)	0(0)	56(14)	
	Head of tept	12(3)	24(6)	24(6)	0(0)	0(0)	60(15)	
	Class teacher	17(4)	0(0)	28(7)	0(0)	0(0)	45(11)	7
	Student	94(24)	72(18)	34(8)	16(4)	0(0)	216(54)	
	Sub-total	164 (41)	96 (24)	108 (27)	32 (8)	0 (0)	400 (100)	
	Head Teacher	6(2)	1(0)	16(4)	0(0)	0(0)	23(6)	
Rudeness	Deputy H/T	0(0)	4(1)	44(11)	8(2)	0(0)	56(14)	
	Head of dept	0(0)	9(2)	51(13)	0(0)	0(0)	60(15)	
	Class teacher	2(1)	10(3)	33(8)	0(0)	0(0)	45(11)	3
	Student	88(22)	24(6)	88(22)	0(0)	16(4)	216(54)	
	Sub-total	96 (25)	48(12)	232 (58)	8 (2)	16 (4)	400 (100)	
	Head teacher	14(4)	9(2)	0(0)	0(0)	0(0)	23(6)	
Violence	Deputy H/T	52(13)	4(1)	0(0)	0(0)	0(0)	56(14)	
	Head of dept	30(7)	14(4)	16(4)	0(0)	0(0)	60(15)	10
	Class teacher	16(4)	13(3)	16(4)	0(0)	0(0)	45(11)	
	Student	144(36)	32(8)	24(6)	16(4)	0(0)	216(54)	
	Sub-total	256 (64)	72 (18)	56 (14)	16 (4)	0 (0)	400 (100)	

Note. The figures in parentheses are percentage frequencies n=400.

The scaled calculation and subsequent ratings of types of deviant behaviour along prevalence continuum is as shown in Table 4.5.

Table 4.5 ***Weighted Rating of Student Deviant Behaviour Prevalence within*** Schools of Bungoma County by Respondents

Types of deviant behaviour	Scaled weighted rating %	Rank
Drug/alcohol/substance abuse	10.9	7

Theft	23.6	1
Bullying	5.5	12
Property vandalism	17.8	4
Promiscuity	10.6	8
Class boycotts	14.0	5
Exam cheating	20.4	2
Pornography	6.6	10
Truancy	6.9	9
Sneaking	11.6	6
Rudeness	18.1	3
Violence	6.4	11

4.4 Features of School Culture as applied within Bungoma County Schools

This section is a presentation, analysis and interpretation of the results of objective two. It also tests the null hypothesis one based on the second objective using chi-square tests and simple regression analysis inferential statistics.

4.4.1 Descriptive Results

In this study, school management was restricted within 1st tier of management constituted mainly of head teachers and deputy head teachers (n= 79) while the 2nd tier of management was constituted mainly of heads of departments in charge of Guidance and Counseling and class teachers (n=105). Each tier was asked some unique items on school culture to allow the researcher gather in-depth and authoritative feedback because of variance in their interaction with the listed items. The school management was asked to evaluate application of 10 listed features of a positive school culture in their respective schools. The selected features were modeled on best schooling practices and culture from reviewed literature that other previous studies had relied upon (Cotton, 2000; Hongboontri & Keawkhong, 2014; Griffith, 2003; Shannon & Bylsma, 2007). Tables 4.6.1 and 4.6.2 capture their responses.

Table 4.6.1 ***School Management's Self Evaluation on Application of Listed Features of School Culture***

Feature of a school culture	**Rating of features of school culture**			**Total**
	Least Applicable	Applicable	Most Applicable	
An inspiring vision, backed by a clear, limited and challenging mission	0 (0)	21(27)	58 (73)	79 (100)
A curriculum, modes of instruction, assessments and learning opportunities that are clearly linked to the vision and mission and tailored to the needs and interests of the students	0 (0)	29 (37)	50 (63)	79 (100)
Sufficient time for teachers and students to do their work well	8 (10)	23 (29)	48 (61)	79 (100)
A pervasive focus on student and teacher learning, coupled with a continual, school-wide conversation about the quality of everyone's work	8 (10)	55 (70)	16 (20)	79 (100)
Many opportunities and venues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group success	8 (10)	37 (47)	34 (43)	79 (100)

Note. The figures in parentheses are percentage frequencies n=79.

Table 4.6.2 ***School Management's Self Evaluation on Application of Listed Features of School Culture***

Feature of school culture	Rating of features of school culture					Total
	Not Applicable	Uncertain	Least Applicable	Applicable	Most Applicable	
Close, supportive teacher-student, teacher-teacher and student-student relationships	0 (0)	8 (10)	24 (30)	25 (32)	22 (28)	79 (100)
Leadership that	24 (30)	0 (0)	0 (0)	29 (37)	26 (33)	79 (100)

encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adaptation to change						
Data-driven decision-making systems that draw on timely, accurate, qualitative and quantitative information about progress toward the vision and sophisticated knowledge about organizational change	0 (0)	13 (17)	24 (30)	24 (30)	18 (23)	79 (100)
Unwavering support from parents	0 (0)	0 (0)	13 (17)	66 (83)	0 (0)	79 (100)
County flexibility and support for multiple school designs, visions, missions and innovations	0 (0)	8 (10)	8 (10)	38 (48)	25 (32)	79 (100)

Note. The figures in parentheses are percentage frequencies n=79.

The weights given to the options were: score zero for “not applicable”, score 1 for “uncertain”, score 2 for “least applicable”, score 3 for “applicable” and score 4 for “most applicable”. The sample segment for the study subjected to this questionnaire was school management comprised of head teachers and their deputies which was 79 respondents. Hence the lowest score, being for “not applicable” is zero (0× 79) and the highest score, being for “most applicable” is 316 (4× 79) while grand total score for applicability rating of positive school culture was 711 (0+158+237+316). Uncertain response was excluded on the applicability rating continuum because it did not reflect applicability and therefore could not be used to evaluate the quality of school culture. In terms of percentage for

positive response in the context of applicability ratings, maximum score for least applicable is 22.2% (2×79= 158; 158/711 × 100%); maximum score for applicable is 33.3% (3×79= 237; 237/711 × 100%); maximum score for most applicable is 44.4% (4×79= 316; 316/711 × 100%) and summation of weighted score being 100% (22.2% +33.3%+44.4%).

The higher the percentage score respondents gave was interpreted as more applicability of that feature of school culture within the school setting of the county. However, based on weighted scales, between 1% and 22% was interpreted to mean that the feature of school culture was least applicable, between 23% and 33% was interpreted to mean that the school culture feature was applicable while between 34% and 44% was interpreted to mean that school culture feature was most applicable. However in terms of weak, moderate and strong culture, the weighted scales were as follows: below 22%: weak; between 23% and 33%: moderate; while between 34% and 44% implied a strong culture. Whereas all the ten listed features of a positive school culture were applied in schools of Bungoma County in varying intensity or scale of applicability as shown in table 4.7, only five were in the cluster of most applied depicting a strong culture.

As shown in tables 4.6.1 and 4.6.2, the columns reflect the numbers and percentage rating of respondents for each listed feature of positive school culture. The most applicable features with over 40% rating of applicability were an inspiring vision, backed by a clear, limited and challenging mission at 73%; a curriculum, modes of instruction, assessments and learning opportunities that are clearly linked to the vision and mission and tailored to the needs and interests of the students at 63%; sufficient time for teachers and students to

do their work well at 61% and many opportunities and venues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group success at 43%.

The scaled calculation and subsequent ratings along an applicability continuum is as shown in Table 4.7. As captured in the table, the top five features were rated 34% and above. This was interpreted to mean they were most applicable within schools in the study area, while the rest fell into the rating cluster of applicable. On overall, this can be interpreted to mean presence of a moderate to good school culture as an influencing element within Bungoma county secondary school set up from the perspective of Bronfenbrenner's model applied to this study.

Table 4.7 ***Rating on Applicability Continuum of Listed Features of School Culture by School Management***

Feature of school culture	Scaled weighted rating %	Rank
An inspiring vision, backed by a clear, limited and challenging mission	41.49	1
A curriculum, modes of instruction, assessments and learning opportunities that are clearly linked to the vision and mission and tailored to the needs and interests of the students	40.37	2
Sufficient time for teachers and students to do their work well	38.95	3
A pervasive focus on student and teacher learning, coupled with a continual, school-wide conversation about the quality of everyone's work	34.46	5
Many opportunities and venues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group success	36.99	4
Close, supportive teacher-student, teacher-teacher and student-student relationships	29.68	8
Leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adaptation to change	26.87	10
Data-driven decision-making systems that draw on timely, accurate, qualitative and quantitative information about progress toward the vision and sophisticated knowledge about organizational change	27.01	9
Unwavering support from parents	31.51	7
County flexibility and support for multiple school designs, visions, missions and innovations	32.34	6

4.4.2 Inferential Results and Hypothesis Testing

This section reports the results of the hypotheses testing indicating the relationships between the various variables in the study for objective two and hypothesis one based on this objective. An alpha value of $\alpha<.05$ was used in the chi-square statistical inferential tests. Significance test qualification was nearness to 0.00 for chi-square test. As for simple regression analysis the value of R^2_{adj} together with Beta weight value were used. Significance test qualification was based on percentage of R^2_{adj} and within 0.3 to 0.7 range for Beta weight value.

Hypothesis One

The first hypothesis on this study stated thus:

HO_1: There is no significant influence of features of school culture being practiced on student deviant behaviour in Bungoma County Schools.

To test this hypothesis, chi square (χ^2) tests were done to compare the features of school culture being practiced and various variables/types of deviance as an indicator of student deviant behaviour in Bungoma County Schools. Four features with weighted average rated above 35% as captured in Table 4.7 were picked for tests against student deviant behaviour. Tables 4.8, 4.9, 4.10 and 4.11 present a summary of the Chi-square test coefficients, degrees of freedom and the significance values for each of the variables.

Table 4.8 ***Results of Chi-square Tests on Association between Inspiring Vision with Clear Mission and Student Deviant Behaviour***

Type of deviance	Chi-square value	df	Sig.
Drug, alcohol and substance abuse	77.38	6	0.00
Theft	81.23	8	0.00
Property vandalism	1.33	6	0.00
Promiscuity	1.25	8	0.00
Class boycotts	35.12	6	0.00
Exam cheating	88.54	8	0.00
Sneaking	1.70	6	0.00
Rudeness	1.82	8	0.00

As indicated in Table 4.8, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and an inspiring vision with a clear mission as a feature of school culture that affects deviant prevalence in schools. All the listed eight types of deviant behaviour showed a statistically significant relationship. Thus, drug, alcohol and substance abuse (χ^2= 77.38, df=6, p<0.05); theft (χ^2= 81.23, df=8, p<0.05); property vandalism (χ^2= 1.33, df=6, p<0.05); promiscuity (χ^2= 1.25, df=8, p<0.05); class boycotts (χ^2= 35.12, df=6, p<0.05); exam cheating (χ^2= 88.54, df=8, p<0.05); sneaking (χ^2= 1.70, df=6, p<0.05); rudeness (χ^2= 1.82, df=8, p<0.05). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and an inspiring vision with clear mission as a feature of positive school culture. The null hypothesis was therefore rejected.

Table 4.9 ***Results of Chi-square Tests on Association between a Curriculum that is well Executed besides Alignment to Vision of the School and Student Deviant Behaviour***

Type of Deviance	Chi-square Value	df	Sig.
Drug, alcohol and substance abuse	80.59	6	0.00
Theft	57.95	8	0.00
Property Vandalism	1.06	6	0.00
Promiscuity	1.01	8	0.00
Class boycotts	27.56	6	0.00
Exam cheating	74.41	8	0.00
Sneaking	1.28	6	0.00
Rudeness	1.34	8	0.00

As indicated in Table 4.9, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and an inspiring vision with clear mission as a feature of positive school culture that affects deviant prevalence in schools. All the listed eight types of deviant behaviour showed a statistically significant relationship. Thus, drug, alcohol and substance abuse (χ^2= 80.59, df=6, $p<0.05$); theft (χ^2= 57.95, df=8, $p<0.05$); property vandalism (χ^2= 1.06, df=6, $p<0.05$); promiscuity (χ^2= 1.01, df=8, $p<0.05$); class boycotts (χ^2= 27.56, df=6, $p<0.05$); exam cheating (χ^2= 74.41, df=8, $p<0.05$); sneaking (χ^2= 1.28, df=6, $p<0.05$); rudeness (χ^2= 1.34, df=8, $p<0.05$). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and a curriculum

that is well executed besides alignment to school's vision as a feature of positive school culture. The null hypothesis was therefore rejected.

Table 4.10 ***Results of Chi-square Tests on Association between Sufficiency of Time for Teachers and Students to do their Work Well and Student Deviant Behaviour***

Type of Deviance	Chi-square Value	df	Sig.
Drug, alcohol and substance abuse	1.07	9	0.00
Theft	78.39	12	0.00
Property vandalism	1.57	9	0.00
Promiscuity	1.16	12	0.00
Class boycotts	46.89	9	0.00
Exam cheating	72.62	12	0.00
Sneaking	1.39	9	0.00
Rudeness	4.41	12	0.00

As indicated in Table 4.10, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and sufficiency of time for teachers and students to do their work well as a feature of positive school culture that affects deviant prevalence in schools. All the listed eight types of deviant behaviour showed a statistically significant relationship. Thus, drug, alcohol and substance abuse (χ^2= 1.07, df=9, p<0.05); theft (χ^2= 78.39, df=12, p<0.05); property vandalism (χ^2= 1.57, df=9, p<0.05); promiscuity (χ^2= 1.16, df=12, p<0.05); class boycotts (χ^2= 46.89, df=9, p<0.05); exam cheating (χ^2= 72.62, df=12, p<0.05); sneaking (χ^2= 1.39, df=9, p<0.05); rudeness (χ^2= 4.41, df=12, p<0.05). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and

sufficiency of time for teachers and students to do their work well as a feature of positive school culture. The null hypothesis was therefore rejected.

Table 4.11 ***Results of Chi-square Tests on Association between Synergy among Members of the School and Student Deviant Behaviour***

Type of deviance	Chi-square value	df	Sig.
Drug, alcohol and substance abuse	86.81	12	0.00
Theft	1.24	16	0.00
Property vandalism	1.51	12	0.00
Promiscuity	1.19	16	0.00
Class boycotts	91.53	12	0.00
Exam cheating	87.96	16	0.00
Sneaking	1.77	12	0.00
Rudeness	4.36	16	0.00

As indicated in Table 4.11, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and synergy among members of the school as a feature of positive school culture that affects deviant prevalence in schools. All the listed eight types of deviant behaviour showed a statistically significant relationship. Thus, drug, alcohol and substance abuse (χ^2= 86.81, df=12, $p<0.05$); theft (χ^2= 1.24, df=16, $p<0.05$); property vandalism (χ^2= 1.51, df=12, $p<0.05$); promiscuity (χ^2= 1.19, df=16, $p<0.05$); class boycotts (χ^2= 91.53, df=12, $p<0.05$); exam cheating (χ^2= 87.96, df=16, $p<0.05$); sneaking (χ^2= 1.77, df=12, $p<0.05$); rudeness (χ^2= 4.36, df=16, $p<0.05$). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and an

inspiring vision with clear mission as a feature of positive school culture. The null hypothesis was therefore rejected.

This null hypothesis was further explored by conducting simple regression analyses to assist the researcher predict strength and direction of relationship between features of school culture and prevalence of student deviant behaviour using specific variables. The findings are as captured in Tables 4.12 to 4.16.

Table 4.12 ***Regression of Inspiring Vision with a Clear Mission Feature of Positive School Culture against Drug, Alcohol and Substance Abuse as a Variable of Student Deviant Behaviour***

	df	Sum of squares	Mean square	F	Sig. of F
Regression	1	33.86	33.86	32.63	0.00
Residual	398	413.01	1.04		
Variables in the equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Drug, alcohol and substance abuse	0.15	0.03	0.28	5.71	0.00
Constant	1.84	0.06		32.38	0.00

a.Predictor/independent variable: Inspiring vision with clear mission.

b.Dependent variable: Drug, alcohol and substance abuse.

As indicated in Table 4.12, R^2_{adj} was 0.07, F = 32.63, $p < 0.05$; beta weight = 0.28. The results of the regression indicated that an inspiring vision with a clear mission is a significant predictor of student deviant behaviour, which is explained by 7% of the variance. By examining the beta weight in Table 4.12, it is evident that although the variance in student deviance was significantly accounted for by an inspiring vision with clear mission as a feature of positive school culture, this is a weak relationship as it is less

than the decision criterion of coefficient range 0.3 to 0.7. In spite of the weak strength in relationship, it is evident and therefore conclusive that an inspiring vision with a clear mission positively influences student deviant behaviour on the account of drug, alcohol and substance abuse. The null hypothesis was therefore rejected. The results suggest existence of other variables in the school setting that explain the remaining 93% of the variation in student deviant behaviour prevalence.

Table 4.13 ***Regression of Inspiring Vision with Clear Mission Feature of Positive School Culture against Theft as a Variable of Student Deviant Behaviour***

	df	Sum of squares	Mean square	F	Sig. of F
Regression	1	17.22	17.22	22.95	0.00
Residual	398	298.53	0.75		
Variables in the equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Theft	0.11	0.02	0.23	4.79	0.00
Constant	3.02	0.05		62.60	0.00

a.Predictor/independent variable: Inspiring vision with clear mission.
b.Dependent variable: Theft.

As indicated in Table 4.13, R^2_{adj} was 0.05, F = 22.95, $p < 0.05$; beta weight = 0.23. The results of the regression indicated that an inspiring vision with a clear mission is a significant predictor of student deviant behaviour, which is explained by 5% of the variance. The results suggest existence of other variables in the school setting that explain the remaining 95% of the variation in student deviant behaviour prevalence. By examining the beta weight in Table 4.13, it is evident that although the variance in student deviance was significantly accounted for by inspiring vision with clear mission as a feature of positive school culture, this is a weak relationship as it is less than the decision criterion of coefficient range 0.3 to 0.7. In spite of the weak strength in relationship, it is

evident and therefore conclusive that inspiring vision with clear mission positively influences student deviant behaviour on the account of theft. It is probable that the significant relationship could be explained by a curvilinear relationship between the two variables as asserted by Kutner, et al. (2005). The null hypothesis was therefore rejected.

Table 4.14 ***Regression of Inspiring Vision with Clear Mission Feature of Positive School Culture against Property Vandalism as a Variable of Student Deviant Behaviour***

	df	Sum of squares	Mean square	F	Sig. of F
Regression	1	39.12	39.12	52.14	0.00
Residual	398	298.63	0.75		
Variables in the equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Property Vandalism	0.15	0.02	0.34	7.22	0.00
Constant	2.27	0.05		47.02	0.00

a.Predictor/independent variable: Inspiring vision with clear mission.
b.Dependent variable: Property vandalism.

As indicated in Table 4.14, R^2_{adj} was 0.11, F = 52.14, $p < 0.05$; beta weight = 0.34. The results of the regression indicated that an inspiring vision with a clear mission is a significant predictor of student deviant behaviour, which is explained by 11% of the variance. By examining the beta weight in Table 4.14, the beta weight value reveals a moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by inspiring vision with clear mission as a feature of positive school culture. It is evident and therefore conclusive that inspiring vision with clear mission positively influences student deviant behaviour on the account of property vandalism. The null hypothesis was therefore rejected.

Table 4.15 ***Regression of Inspiring Vision with Clear Mission Feature of Positive School Culture against Promiscuity as a Variable of Student Deviant Behaviour***

	df	Sum of squares	Mean square	F	Sig. of F
Regression	1	39.40	39.40	51.10	0.00
Residual	398	306.87	0.77		

Variables in the Equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Promiscuity	0.16	0.02	0.34	7.15	0.00
Constant	1.80	0.05		36.82	0.00

a.Predictor/independent variable: Inspiring vision with clear mission.
b.Dependent variable: Promiscuity.

As indicated in Table 4.15, R^2_{adj} was 0.11, F = 51.10, $p < 0.05$; beta weight = 0.34. The results of the regression indicated that inspiring vision with clear mission is a significant predictor of student deviant behaviour, which is explained by 11% of the variance. By examining the beta weight in Table 4.15, the beta weight value reveals a moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by inspiring vision with clear mission as a feature of positive school culture. It is evident and therefore conclusive that an inspiring vision with a clear mission positively influences student deviant behaviour on the account of promiscuity. The null hypothesis was therefore rejected.

Table 4.16 ***Regression of Curriculum that is well Executed besides Alignment to Vision of the School against Theft as a Variable of Student Deviant Behaviour***

Single R		0.43			
Adjusted R square		0.19			
Std. error		0.39			
	df	**Sum of squares**	**Mean square**	**F**	**Sig. of F**
Regression	1	13.63	13.63	87.72	0.00

Residual	382	59.36	0.16		
Variables in the Equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Theft	0.19	0.02	0.43	9.37	0.00
Constant	3.81	0.05		74.38	0.00

a. Predictor/independent variable: Curriculum that is well executed besides alignment to vision of the school.
b. Dependent variable: Theft.

As indicated in Table 4.16, R^2_{adj} was 0.19, F = 87.72, p< 0.05; beta weight = 0.43. The results of the regression indicated that a curriculum and learning opportunities that are clearly linked to the vision and mission and tailored to the students needs is a significant predictor of student deviant behaviour, which is explained by 19% of the variance. By examining the beta weight in Table 4.16, the beta weight value reveals a moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by a curriculum and learning opportunities that are clearly linked to the vision and mission besides being tailored to the students needs as a feature of school culture. It is evident and therefore conclusive that this feature positively influences student deviant behaviour on the account of theft. The null hypothesis was therefore rejected.

4.5 Preventive Strategies within School Culture as applied in Bungoma County Schools

This section is a presentation, analysis and interpretation of the results of objective three. It also tests the null hypothesis two based on the third objective using chi-square tests and simple regression analysis inferential statistics.

4.5.1 Descriptive Results

The researcher was keen to find out how preventive strategies as characteristics of school culture were being practiced in schools as perceived by all respondents. Table 4.17.1 captures their responses on a five-likert scale of excellent, very good, good, fair and poor

Table 4.17.1 ***Preventive Strategies of School Culture Practiced in Schools as Rated by all Respondents***

Preventive strategies of School culture	**Rating of strategies as practiced in schools**					
	Excellent	Very Good	Good	Fair	Poor	Total
Goals focus	153(38)	95(24)	88(22)	64(16)	0(0)	400(100)
Communication adequacy	80(20)	95(24)	160(40)	24(6)	(10)	400(100)

Cohesiveness	128(32)	136(34)	96(24)	40(10)	0(0)	400(100)
The school has a vision of success with broad support in the school and community	176(44)	96(24)	120(30)	8(2)	0(0)	400(100)
A healthy school culture that promotes student bonding to school	72(18)	135(34)	128(32)	65(16)	0(0)	400(100)
School leaders are engaged and committed to prevention of deviance	63(16)	184(46)	129(32)	24(6)	0(0)	400(100)
A strong academic program that promotes success for students of all ability levels	184(46)	136(34)	72(18)	4(8)	0(0)	400(100)
Effectiveness of the Disciplinary committee in handling deviancy	45(11)	129(32)	134(34)	56(14)	36(9)	400(100)
Effectiveness of the G/C committee in handling deviancy	28(7)	116(29)	143(36)	75(19)	38(10)	400(100)

Note. The figures in parentheses are percentage frequencies n=400.

Respondents were asked to evaluate application of the 9 listed preventive strategies of a positive school culture practiced in their respective schools. The selected strategies were sampled out of those used in previous studies on school culture and tested for reliability using Cronbach's alpha coefficient. All had a coefficient of over 0.93 and the nine averaged at 0.965. Testing instrument reliability in this manner is an acceptable approach in social sciences (Lane et al., 2013; Dalal, 2005; Durrand, 2002).

The weights given to the options were: score 1 for "poor", score 2 for "fair", score 3 for "good", score 4 for "very good" and score 5 for "excellent". The sample for the study was 400 respondents. Hence the lowest score, being for "poor" is 400 (1× 400) and the highest score, being for "excellent" is 2000 (5× 400) while grand total score for positivity rating was 6000 (400+800+1200+1600+2000). In terms of percentage for positive

response in the context of positivity/effective ratings, maximum score for poor is 6.7% (1×400= 400; 400/6000 × 100%); fair is 13.3% (2×400= 800; 800/6000 × 100%); maximum score for good is 20% (3×400= 1200; 400/6000 × 100%); maximum score for very good is 26.7% (4×400= 1600; 1600/6000 × 100%); maximum score for excellent is 33.3% (5×400= 2000; 2000/6000 × 100%) and summation of weighted score being 100% (6.7%+13.3%+20%+26.7%+33.3%).

The higher the percentage score respondents gave is interpreted as more presence of that preventive strategy within the school culture in the school setting of the County. However, based on weighted scales, between 1% and 6% was interpreted to mean that preventive strategy of school culture was poorly applied, between 7% and 13% was interpreted to mean that preventive strategy of school culture was fairly applied, between 14% and 20% was interpreted to mean that preventive strategy of school culture was good in being applied, between 21% and 26% was interpreted to mean that preventive strategy of school culture was very good in being applied, while between 27% and 33% was interpreted to mean that preventive strategy of school culture was excellently being applied.

As indicated in Table 4.17.1, goal focus which in the context of school culture implies the ability for the school to exhibit goals and objectives that are clear, acceptable and supported by all members was rated along the practice continuum at 38% excellent, 24% very good and 22% good. This reflects an overall positive rating of good and above at 84%. Such a high rating could be associated with Government rules and regulations that clearly guide school operations and routine. Implementation of school curriculum anchored on attainment of Education goals and objectives could also be eluded to that

high score. The 16% could be attributed to poor staffing and infrastructure in some schools that makes it hard to achieve set goals and objectives.

Communication adequacy as a school culture denotes quality and quantity of information flow both vertically and horizontally within school systems. It was rated at 20% excellent, 24% very good, 40% good, 6% fair and 10% poor. On aggregate 84% rated it good and above although the 10% poor rating raises a concern because sharing of information or communication generally within a system is very critical for posting good performance and mitigating deviancy. School organizational structures along departments and class teachers could explain the high rating while bureaucracy could account for the 10% poor rating.

Cohesiveness is about having a school culture where there is a clear sense of identity and members of the school feel attracted to membership and have a strong sense of belonging. It was rated at 32% excellent, 34% very good and 24% good. On aggregate, it rated at 90% above good on the practice of good culture continuum.

The school with a vision of success with broad support in the school and community denotes the degree to which members work towards a common mission for the school, understand, support, and perform in accordance with that mission. It was rated at 44% excellent, 24% very good and 30% good. This high rating could be attributed to the fanatical wave of formulating vision and mission statements for all schools since the year 2003 as part of strategic and performance based management paradigm within

Government circles. As observed by the researcher, all schools had elaborate vision, mission and motto statements artistically displayed on school gates, notice boards and administration walls.

A healthy school culture that promotes student bonding to their school was also highly rated on the positive school culture practice continuum. Although only 18% rated it excellent, 34% and 32% rated it very good and good respectively. That puts the aggregate also at 84%. School leadership engagement and commitment on preventing deviance also scored lowly on excellence at 16% just as it was the case with effectiveness of the disciplinary committees together with that of Guidance and counseling at 11% and 7% respectively. Generally however, respondents reported that on a practiced continuum, school leadership was engaged and committed to prevention of deviance at 46% very good and 32% good.

Effectiveness of the disciplinary committee in handling deviancy was rated at 32% very good and 34% good, while effectiveness of the Guidance and counseling committee in handling deviancy was rated at 29% very good and 36% good. The rating for effectiveness of disciplinary together with Guidance and counseling committees at 9% and 10% poor respectively is indicative of failure by the school culture to systematically address deviancy because such lapses could allow mutation of vices within the system. This was highly evidenced by the conspicuous labels on most students' uniforms and other personal items as directed by school management indicative of their inability to tame rampant theft. The scaled calculation and subsequent ratings along an applicability continuum is as shown in Table 4.17.2

Table 4.17.2 ***Rating on Practice Continuum of Preventive Strategies of School Culture by all Respondents***

Preventive strategies of school culture	**Scaled weighted rating %**	**Rank**
Goals focus	25.6	4
Communication adequacy	22.0	7
Cohesiveness	25.9	3
The school has a vision of success with broad support in the school and community	27.3	2
A healthy school culture that promotes student bonding to school	23.6	6
School leaders are engaged and committed to prevention of deviance	24.8	5
A strong academic program that promotes success for students of all ability levels	28.1	1
Effectiveness of the disciplinary committee in handling deviancy	21.6	8
Effectiveness of the G/C committee in handling deviancy	20.3	9

As indicated in Table 4.17.2, apart from effectiveness of the Guidance and Counselling committee in handling deviancy that was rated good in terms of being applied, those ranked number 3 to 8 were within the very good cluster of application. Those ranked 1 and 2 besides being scored excellent in application indicated presence of a strong academic program that promotes success for students of all ability levels and usage of school has a vision of success with broad support in the school and community. On overall, this can be interpreted to mean presence of a moderate to good application of school culture preventive strategies.

The researcher was keen to find out evaluation of some other two preventive strategies from first tier of school management where head teachers and their deputies are targeted and their feedback corroborated with that of students. Table 4.18 is a cross tabulation capturing their responses.

Table 4.18 ***Preventive Strategies of School Culture Practiced in Schools as Rated by School Management and Students only***

Preventive Strategies of Positive School Culture	Position in School	Rating of Preventive Strategies of Positive School Culture					Total
		Excellent	Very Good	Good	Fair	Poor	
An integrated continuum of strategies that serves students and families with multiple levels of need	School Management	13 (4)	44 (15)	17 (6)	5 (2)	0 (0)	79 (27)
	Students	10 (3)	57 (19)	93 (32)	49 (17)	7 (2)	216 (73)
Sub total		23 (7)	101(34)	110 (38)	54 (19)	7 (2)	295 (100)
Problem-solving adequacy	School Management	15 (5)	18 (6)	33 (11)	13 (5)	0 (0)	79 (27)
	Students	0 (0)	15 (5)	138 (47)	47 (16)	16 (5)	216 (73)
Sub total		15 (5)	33 (11)	171 (58)	60 (21)	16 (5)	295 (100)

Note. The figures in parentheses are percentage frequencies n=295.

As indicated in Table 4.18, on an integrated continuum of strategies that serve students and families with multiple levels of need, 19% of school management rated it very good and above while 22% of students rated it good. On aggregate, 41% of a combined rating of school management and students rated it at very good and above while 38% rated it as good. On problem solving adequacy where the school culture enables members to perceive problems and solve them using minimal energy besides sustaining such initiatives, school management rated it at 11% very good and above while students rated it at 5%. On aggregate, only 16% of a combined rating by school management and students agreed that the characteristic was practiced at a very good and above rating. Heads of departments in charge of Guidance and counseling and the class teachers occupy the second tier of management from the perspective of implementing positive school culture characteristics. They were asked to rate the listed two preventive strategies

of positive school culture that directly impact on their roles within the system. Their response was as captured in Table 4.18.

Table 4.19 ***Preventive Strategies of School Culture Practiced in Schools as Rated by Heads of Guidance and Counseling together with Class Teachers only***

Preventive Strategies of School Culture	Rating of Preventive Strategies of School Culture					Total
	Excellent	Very Good	Good	Fair	Poor	
Optimal power equalization	7(7)	15(14)	55(52)	28(27)	0(0)	105(100)
An effective prevention curriculum or program that is faithfully implemented by all students	0(0)	0(0)	9(9)	35(33)	61(58)	105(100)

Note. The figures in parentheses are percentage frequencies n=105.

On optimal power equalization, their rating was at 7% for excellent, 14% for very good, 52% for good and 27% for fair. As for an effective prevention curriculum that is embraced by all students, the score was at 9% good, 33% fair and 58% poor.

The researcher was keen to find out evaluation of resource utilization as a preventive strategy from second tier of school management where the heads of departments in charge of guidance and counseling and class teachers are critical players and their feedback corroborated with that of students. As a preventive strategy of school culture resource utilization denotes a school setting where both human and physical resources are well coordinated to allow effective operations with minimal strain. Table 4.20 is a cross tabulation capturing their responses.

Table 4.20 ***Preventive Strategies of School Culture Practiced in Schools as Rated by Teachers (HODs &Class Teachers) and Students only***

Preventive Strategies of School Culture	**Position in School**	**Rating of Preventive Strategies of School Culture** Excellent	Very Good	Good	Fair	Poor	**Total**
Resource utilization	Teachers	8(3)	23(7)	54(17)	20(6)	0(0)	105(33)
	Students	61(19)	39(12)	72(22)	36(11)	8(3)	216(67)
Sub total		69 (22)	62 (19)	126 (39)	56(17)	8(3)	321(100)

Note. The figures in parentheses are percentage frequencies n=321.

As indicated in Table 4.20 above, resource utilization was rated at 10% for very good and above by teachers, (Heads of departments and class teachers) while 31% of the students rated it at very good and above. However 17% of the teachers rated it at good in terms of it being practiced in their schools compared to 22% of the students. On overall, 27% of the teachers rated it at good and above while 53% of the students rated it at good and above. Teachers who rated it at fair were 6% compared to 11% of the students. Further 3% of the students felt that this aspect of school culture was poorly practiced in their respective schools. In terms of weights, utilization was rated at 6.93% by teachers while students rated it at 15.73%. This yields a combined rating of 22.66%.

4.5.2 Inferential Results and Hypothesis Testing

This section reports the results of the hypotheses testing indicating the relationships between the various variables in the study for objective three and hypothesis two based on this objective. An alpha value of $\alpha<.05$ was used in the chi-square statistical inferential tests. Significance test qualification was nearness to 0.00 for chi-square test. As for simple regression analysis the value of R^2_{adj} together with Beta weight value were used. Significance test qualification was based on percentage of R^2_{adj} and within 0.3 to 0.7 range for Beta weight value.

Hypothesis Two

The second hypothesis on this study stated thus:

$HO_{2:}$ There is no significant influence of prevention strategies within school culture in minimizing student deviant behaviour in Bungoma County Schools.

To test this hypothesis, chi square (χ^2) tests were done to compare the prevention strategies within school culture being practiced and various variables/types of deviance as an indicator of student deviant behaviour in Bungoma County Schools. Top four preventive strategies with weighted average rated above 25% as captured in Table 4.17.2 were picked for tests against listed student deviant behaviour. The Tables 4.21, 4.22, 4.23 and 4.24 present a summary of the Chi-square test coefficients, degrees of freedom and the significance values for each of the variables.

Table 4.21 ***Results of Chi-square Tests on Association between a Strong Academic Program Promoting Success of all Students and Student Deviant Behaviour***

Type of deviance	Chi-square value	df	Sig.
Drug, alcohol and substance abuse	77.71	9	0.00
Theft	94.31	12	0.00
Property vandalism	91.55	9	0.00
Rudeness	3.72	12	0.00
Exam cheating	1.47	12	0.00
Sneaking	1.12	9	0.00

As indicated in Table 4.21, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and a strong academic program promoting success of all students as a preventive strategy within school culture that affects deviant prevalence in schools. All the listed six types of deviant behaviour showed a statistically significant relationship. Thus, drug, alcohol and substance abuse (χ^2= 77.71, df=9, p<0.05); theft (χ^2= 94.31, df=12, p<0.05); property vandalism (χ^2= 91.55, df=9, p<0.05); exam cheating (χ^2= 1.47, df=12, p<0.05); sneaking (χ^2= 1.12, df=9, p<0.05); rudeness (χ^2= 3.72, df=12, p<0.05). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and a strong academic program promoting success of all students as a preventive strategy within school culture that affects deviant prevalence in schools. The null hypothesis was therefore rejected.

Table 4.22 ***Results of Chi-square Tests on Association between a Vision of Success with Broad Support Base of Stakeholders and Student Deviant Behaviour***

Type of deviance	Chi-square value	df	Sig.
Theft	1.18	12	0.00
Property vandalism	1.01	9	0.00
Rudeness	91.87	12	0.00
Exam cheating	1.81	12	0.00
Sneaking	98.97	9	0.00

As indicated in Table 4.22, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and a vision of success with broad support base of stakeholders as a preventive strategy within school culture that affects deviant prevalence in schools. All the listed five types of deviant behaviour showed a statistically significant relationship. Thus, theft (χ^2= 1.18, df=12, $p<0.05$); property vandalism (χ^2= 1.01, df=9, $p<0.05$); exam cheating (χ^2= 1.81, df=12, $p<0.05$); sneaking (χ^2= 98.97, df=9, $p<0.05$); rudeness (χ^2= 91.87, df=12, $p<0.05$). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and a vision of success with broad support base of stakeholders as a preventive strategy within school culture that affects deviant prevalence in schools. The null hypothesis was therefore rejected.

Table 4.23 ***Results of Chi-square tests on Association between Cohesiveness and Student Deviant Behaviour***

Type of deviance	Chi-square value	df	Sig.
Theft	1.89	12	0.00
Property vandalism	43.99	9	0.00
Rudeness	1.74	12	0.00
Exam cheating	96.86	12	0.00

As indicated in Table 4.23, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and cohesiveness as a preventive strategy within school culture that affects deviant prevalence in schools. All the listed four types of deviant behaviour showed a statistically significant relationship. Thus, theft (χ^2= 1.89, df=12, $p<0.05$); property vandalism (χ^2= 43.99, df=9, $p<0.05$); exam cheating (χ^2= 96.86, df=12, $p<0.05$); rudeness (χ^2= 1.74, df=12, $p<0.05$). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and cohesiveness as a preventive strategy within school culture that affects deviant prevalence in schools. The null hypothesis was therefore rejected.

Table 4.24 ***Results of Chi-square Tests on Association between Goal Focus and Student Deviant Behaviour***

Type of deviance	Chi-square value	df	Sig.
Drug, alcohol and substance abuse	1.02	9	0.00
Theft	1.18	12	0.00
Property vandalism	1.49	9	0.00
Rudeness	1.93	12	0.00
Exam cheating	1.62	12	0.00
Class boycott	36.54	9	0.00

As indicated in Table 4.24, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and goal focus as a preventive strategy within school culture that affects deviant prevalence in schools. All the listed six types of deviant behaviour showed a statistically significant relationship. Thus, drug, alcohol and substance abuse (χ^2= 1.02, df=9, p<0.05); theft (χ^2= 1.18, df=12, p<0.05); property vandalism (χ^2= 1.49, df=9, p<0.05); class boycotts (χ^2= 36.54, df=9, p<0.05); exam cheating (χ^2= 1.62, df=12, p<0.05); rudeness (χ^2= 1.93, df=12, p<0.05). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and goal focus as a preventive strategy within school culture that affects deviant prevalence in schools. The null hypothesis was therefore rejected.

This null hypothesis was further explored by conducting simple regression analyses to assist the researcher predict strength and direction of relationship between preventive strategies within school culture and prevalence of student deviant behaviour using specific variables. The findings are as captured in Tables 4.25, 4.26 and 4.27.

Table 4.25 ***Regression of Cohesiveness as a Preventive Strategy within School Culture against Rudeness as a Variable of Student Deviant Behaviour.***

Single R		0.09			
Adjusted R square		0.09			
Std. error		0.96			
	df	**Sum of squares**	**Mean square**	**F**	**Sig. of F**
Regression	1	38.07	38.07	41.41	0.00
Residual	398	365.93	0.92		
Variables in the equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Rudeness	0.32	0.05	0.31	6.43	0.00
Constant	1.83	0.11		15.89	0.00

a. Predictor/independent variable: Cohesiveness.
b. Dependent variable: Rudeness.

As indicated in Table 4.25, R^2_{adj} was 0.09, F = 41.41, p< 0.05; beta weight = 0.31. The results of the regression indicated that cohesiveness as a preventive strategy within school culture is a significant predictor of student deviant behaviour, which is explained by 9% of the variance. By examining the beta weight in Table 4.25, the beta weight value reveals a moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by cohesiveness as preventive strategy within school culture. It is evident and therefore conclusive that this preventive strategy within school culture positively influenced student deviant behaviour on the account of rudeness. The null hypothesis was therefore rejected.

Table 4.26 ***Regression of Goal focus as Preventive Strategy within School Culture against Rudeness as a Variable of Student Deviant Behaviour.***

Single R		0.13			
Adjusted R square		0.13			
Std. error		0.94			
	df	Sum of squares	Mean square	F	Sig. of F
Regression	1	52.88	52.88	59.95	0.00
Residual	398	351.11	0.88		
Variables in the equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Rudeness	0.33	0.04	0.36	7.74	0.00
Constant	1.79	0.10		17.34	0.00

a. Predictor/independent variable: Goal focus.
b. Dependent variable: Rudeness.

As indicated in Table 4.26, R^2_{adj} was 0.13, F = 59.95, p< 0.05; beta weight = 0.36. The results of the regression indicated that goal focus as a preventive strategy within school culture is a significant predictor of student deviant behaviour, which is explained by 13% of the variance. By examining the beta weight in Table 4.24, the beta weight value reveals a moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by goal focus as preventive strategy within school culture. It is evident and therefore conclusive that this preventive strategy within school culture positively influenced student deviant behaviour on the account of rudeness. The null hypothesis was therefore rejected.

Table 4.27 ***Regression of Goal Focus as a Preventive Strategy within School Culture against Truancy as a Variable of Student Deviant Behaviour.***

Single R	0.10
Adjusted R square	0.09
Std. error	0.78

	df	**Sum of squares**	**Mean square**	**F**	**Sig. of F**
Regression	1	25.20	25.20	41.65	0.00
Residual	398	240.80	0.60		
Variables in the equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Truancy	0.23	0.03	0.31	6.45	0.00
Constant	1.13	0.08		13.25	0.00

a. Predictor/independent variable: Goal focus.
b. Dependent variable: Truancy.

As indicated in Table 4.27, R^2_{adj} was 0.09, F = 41.65, $p < 0.05$; beta weight = 0.31. The results of the regression indicated that goal focus as a preventive strategy within school culture is a significant predictor of student deviant behaviour, which is explained by 9% of the variance. By examining the beta weight in Table 4.27, the beta weight value reveals a moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by goal focus as preventive strategy within school culture. It is evident and therefore conclusive that this preventive strategy within school culture positively influenced student deviant behaviour on the account of truancy. The null hypothesis was therefore rejected.

4.6 Corrective Strategies within School Culture as applied in Bungoma County Schools

This section is a presentation, analysis and interpretation of the results of objective four. It also tests the null hypothesis three based on the fourth objective using chi-square tests and simple regression analysis inferential statistics.

4.6.1 Descriptive Results

Respondents were asked to rate how the two corrective strategies were being applied in their school along the five likert scale. Their responses are as captured in Table 4.26. On policies and expectations that turn mistakes into learning opportunities rather than failures meriting punishment as captured in the Table 4.26, school management rated it at 11% for very good and above, teachers (Heads of departments and class teachers) rated it at 10% for very good and above while students rated it at 31% for very good and above. However 8% of the teachers rated it at good in terms of it being practiced in their schools compared to 10% of the students and 2% for school management. On overall, 18% of the teachers rated it at good and above, 13% of school management rated it at good and above while 41% of the students rated it at good and above. School management and teachers who rated it at fair were 7% and 8% respectively compared to 9% of the students. Further 4% of the students felt that this aspect of school culture was poorly practiced in their respective schools.

Table 4.28 ***Corrective Strategies within School Culture Practiced in Schools as Rated by all Respondents***

Note. The figures in parentheses are percentage frequencies n=400.

Corrective strategies within school culture	Position in school	Rating of corrective strategies within school culture					Total
		Excellent	Very good	Good	Fair	Poor	
Policies and expectations turn mistakes into learning opportunities rather than failures meriting punishment	School management	0(0)	42(11)	8(2)	29(7)	0(0)	79(20)
	Teachers	3(1)	36(9)	32(8)	32(8)	2(0)	105(26)
	Students	78(19)	49(12)	40(10)	35(9)	14(4)	216(54)
Sub total		81(20)	127(32)	80(20)	94(24)	16(4)	400(100)
Policies and expectations have mechanisms to acknowledge and honor accomplishments and all types of psychosocial competencies	School management	9(2)	34(9)	7(2)	29(7)	0(0)	79(20)
	Teachers	10(2)	46(12)	40(10)	9(2)	0(0)	105(26)
	Students	118(29)	55(14)	17(4)	26(7)	0(0)	216(54)
Sub total		137(34)	135(33)	64(16)	64(16)	0(0)	400(100)

As indicated in Table 4.28, the ratings by respondents on policies and expectations that have mechanisms to acknowledge and honor accomplishments and all types of psycho-social competencies were as follows. School management rated it at 11% for very good and above, teachers (Heads of departments and class teachers) rated it at 14% for very good and above while students rated it at 43% for very good and above. However 10% of the teachers rated it at good in terms of it being practiced in their schools compared to 4% of the students and 2% for school management. On overall, 24% of the teachers rated it at

good and above, 13% of school management rated it at good and above while 47% of the students rated it at good and above. School management and teachers who rated it at fair were 7% and 2% respectively compared to 7% of the students. None of the respondents felt that this aspect of school culture was poorly practiced in their respective schools. The scaled calculation and subsequent ratings of preventive and corrective strategies of positive school culture by respondents along an applicability continuum is as shown in Table 4.29.

Table 4.29 ***Rating on Practice Continuum of all Preventive and Corrective Strategies of School Culture by Respondents***

Preventive and corrective strategies of school culture	**Scaled weighted rating %**	**Rank**
Goals focus	25.6	5
Communication adequacy	22.0	9
Cohesiveness	25.9	3
The school has a vision of success with broad support in the school and community	27.3	2
A healthy school culture that promotes student bonding to school	23.6	7
School leaders are engaged and committed to prevention of deviance	24.8	6
A strong academic program that promotes success for students of all ability levels	28.1	1
Effectiveness of the disciplinary committee in handling deviancy	21.6	11
Effectiveness of the G/C committee in handling deviancy	20.3	12
An integrated continuum of strategies that serves students and families with multiple levels of need	21.8	10
Problem-solving adequacy	16.4	15
Optimal power equalization	20.1	13
An effective prevention curriculum or program that is faithfully implemented with all students	10.0	16
Resource utilization	22.7	8
Policies and expectations turn mistakes into learning opportunities rather than failures meriting punishment	17.4	14
Policies and expectations have mechanisms to acknowledge and honor accomplishments and all types of psychosocial competencies	25.7	4

4.6.2 Inferential Results and Hypothesis Testing

This section reports the results of the hypotheses testing indicating the relationships between the various variables in the study for objective four and hypothesis three based on this objective. An alpha value of $\alpha<.05$ was used in the chi-square statistical inferential tests. Significance test qualification was nearness to 0.00 for chi-square test. As for simple regression analysis the value of R^2_{adj} together with Beta weight value were used. Significance test qualification was based on percentage of R^2_{adj} and within 0.3 to 0.7 range for Beta weight value.

Hypothesis Three

The third hypothesis on this study stated thus:

$HO_{3:}$ There is no significant relationship between corrective mechanisms used within school culture of Bungoma County Schools and student deviant behaviour

To test this hypothesis, chi square (χ^2) tests were done to compare the corrective mechanisms being practiced and various variables/types of deviance as an indicator of student deviant behaviour in Bungoma County Schools. One of the corrective strategies with weighted average rated above 25% as captured in Table 4.28 was picked for tests against listed student deviant behaviour. Table 4.30 presents a summary of the Chi-square test coefficients, degrees of freedom and the significance values for each of the variables.

Table 4.30 ***Results of Chi-square Tests on Association between Policies together with Expectations Embedded with Mechanisms to Reward Merit and Student Deviant Behaviour.***

Type of deviance	Chi-square value	df	Sig.
Drug, alcohol and substance abuse	64.37	9	0.00
Theft	1.72	12	0.00
Property vandalism	60.29	9	0.00
Rudeness	86.51	12	0.00
Exam cheating	1.04	12	0.00
Truancy	87.37	9	0.00

As indicated in Table 4.30, the results of the Chi-square tests showed that there is a statistically significant relationship between student deviant behaviour and policies together with expectations embedded with mechanisms to reward merit as a corrective strategy within school culture that affects deviant prevalence in schools. All the listed six types of deviant behaviour showed a statistically significant relationship. Thus, drug, alcohol and substance abuse (χ^2= 64.37, df=9, p<0.05); theft (χ^2= 1.72, df=12, p<0.05); property vandalism (χ^2= 60.29, df=9, p<0.05); truancy (χ^2= 87.37, df=9, p<0.05); exam cheating (χ^2= 1.04, df=12, p<0.05); rudeness (χ^2= 86.51, df=12, p<0.05). On the basis of these tests, it is conclusive that there is a statistically significant relationship between student deviant behaviour and policies together with expectations embedded with mechanisms to reward merit as a corrective strategy within school culture that affects deviant prevalence in schools. The null hypothesis was therefore rejected.

This third null hypothesis was further explored by conducting simple regression analyses to assist the researcher predict strength and direction of the relationship between corrective mechanisms/strategies within school culture and prevalence of student deviant behaviour using specific variables. The findings are as captured in Tables 4.31 and 4.32.

Table 4.31 ***Regression of Policies together with Expectations Embedded with Mechanisms to Reward Merit against Promiscuity as a Variable of Student Deviant Behaviour.***

Single R		0.19			
Adjusted R square		0.19			
Std. error		0.84			
	df	Sum of squares	Mean square	F	Sig. of F
Regression	1	66.85	66.85	95.22	0.00
Residual	398	279.42	0.70		
Variables in the equation					
Variables	B	Standard error of B	Beta	t	Sig. of t
Promiscuity	0.39	0.04	0.44	9.76	0.00
Constant	1.13	0.09		12.01	0.00

a. Predictor/independent variable: Policies together with expectations embedded with Mechanisms to reward merit.
b. Dependent variable: Promiscuity.

As indicated in Table 4.31, R^2_{adj} was 0.19, F = 95.22, $p < 0.05$; beta weight = 0.44. The results of the regression indicated that policies together with expectations embedded with mechanisms to reward merit are a significant predictor of student deviant behaviour, which is explained by 19% of the variance. By examining the beta weight in Table 4.31, the beta weight value reveals a moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by policies together with expectations embedded with mechanisms to reward merit as corrective strategies within school culture. It is evident

and therefore conclusive that this corrective strategy positively influenced student deviant behaviour on the account of promiscuity. The null hypothesis was therefore rejected.

Table 4.32 ***Regression of Policies together with Expectations Embedded with Mechanisms to Reward Merit against Class Boycott as a Variable of Student Deviant Behaviour.***

Single R	0.10
Adjusted R square	0.10
Std. error	0.90

	df	Sum of squares	Mean square	F	Sig. of F
Regression	1	34.33	34.33	42.66	0.00
Residual	398	320.25	0.80		

Variables in the equation

Variables	B	Standard error of B	Beta	t	Sig. of t
Class boycott	- 0.28	0.04	- 0.31	- 6.53	0.00
Constant	2.56	0.10		25.34	0.00

a. Predictor/independent variable: Policies together with expectations embedded with mechanisms to reward merit.

b. Dependent variable: Promiscuity.

As indicated in Table 4.32, R^2_{adj} was 0.10, F = 42.66, p< 0.05; beta weight = - 0.31. The results of the regression indicated that policies together with expectations embedded with mechanisms to reward merit are a significant predictor of student deviant behaviour, which is explained by 10% of the variance. By examining the beta weight in Table 4.32, the beta weight value reveals an inversely moderate relationship that is within the decision criterion of coefficient range 0.3 to 0.7. It is evident that the variance in student deviance was significantly accounted for by policies together with expectations embedded with mechanisms to reward merit as corrective strategies within school culture. It is evident and therefore conclusive that this corrective strategy negatively

influenced student deviant behaviour on the account of class boycott. The null hypothesis was therefore rejected.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter presents a discussion of the findings of the study, conclusions made on the basis of the findings and recommendations of measures required to address grey areas found. Suggestions for further research are also presented.

5.1.1 Types of student deviant behaviour and their prevalence in schools of Bungoma County

The first objective of the study was to identify types of student deviant behaviour most prevalent in schools of Bungoma County. The study looked at deviant behaviour not just as emanating from violation of accepted social norms but also as emanating from a faulty set of behaviourial or expectational norms which have to be observed for the accomplishment of school aspirations and espoused by school culture. Deviant or maladjusted behaviours are understood as any behaviors that imply violations from social norms (Humphrey & Schmallenger, 2011; Georges, 2009). Besides the objective approach of seeing norms in terms of expectational and behaviourial, that is, predetermined standards or thresholds widely consented upon by the society; there is the situational perspective that applies where there is no consensus about appropriate behaviour (Adler et al., 2009; Bowen, Ware, ,Rose, & Powers, 2007; Marshall et al., 2011). In the latter case, deviant behaviour shall then be dictated by social characteristics

of the actor/ the victim, the social context of the behaviour, and the social audience that observes what occurred.

Statistically, the study found that out of the twelve sampled common deviant behaviour within school settings, eight were rated positively on a severity continuum at a threshold of 33%. However, all the twelve listed deviant behaviour had a rating of over 10% on a severity scale, implying that they were all in existence. As averred by Bennet & Robinson (2000), Carra & Esterle (2007) and McVie (2007) there is a possibility of escalation given that those involved in deviance with time widen their scope of indulgence; getting attracted to more than one form of deviancy. Marshall et al. (2011) and Caspi & Moffit (1995) posited that deviance occurs dynamically and that from the perspective of time, situations and place as averred by Bronfenbrenner (2001), it will keep varying both in frequency and intensity. This assertion explains variation in the ratings of deviant behaviour in various schools of Bungoma County. Simatwa (2012) on student behaviour in Bungoma County created a dichotomy justifying toleration of some deviant behaviour which could explain variance in severity scales.

Studies by McVie (2007) on patterns of deviance underlying the age- crime curve and Moffitt (1993) on adolescence-limited and life-course persistent antisocial behaviour averred that 5% of an established form of deviance has the multiplier effect to influence 50% of known deviant behaviour within a setting. Given the mutative/infectious nature of deviance and its life-course stability, the researcher posits that the noted percentages reflect a worry-some prevalence trend within the study area. On the mutative aspect of deviant behaviour, a study by Mbuthia, (2013) citing Mackie et al. (1993) corroborates

this finding in their assertion that engagement in a risky behaviour is itself a risky behaviour. Driven by the ‘couple effect’ that reinforces the mutative aspect of deviancy, 8% of those who reported involvement in one form of deviance concurred involvement in other four related vices. For instance, those involved in drug abuse also engaged in infidelity, alcohol abuse, theft and promiscuity (Mbuthia, 2013; Magwa & Ngara, 2014; NACADA, 2012; 2011; 2010a; 2010b; 2007).

Interviews conducted on key informants drawn from the County quality assurance officers did confirm prevalence of listed deviant behaviour. There is a tendency to understate their prevalence especially by management out of fear that it would be construed that they have failed in their duties. For instance, one key respondent noted:

> *It is lamentable that these cases couldn’t be reported for fear that the quality assurances officers will be seen as not working……. “You know telling you that there are many indiscipline cases portray this office as unable to tame indiscipline….” Theft and promiscuity were common forms of deviancy as per County quality assurance surveys. However, according to the respondents, most head teachers did not want to expose such rot out of fear of being seen as ineffective.*

5.1.2 Features of School Culture as applied within Bungoma County Schools

The first objective of this study was to examine the features of school culture being practiced and their influence on student deviance in schools within Bungoma County. School cultures as posited by Hongboontri and Keawkhong (2014) are not only unique and distinctive but also have an influential effect in terms of shaping and re-shaping what people do, think and feel. Citing Peterson (2002) and Barth (2002), Bahar and Esin (2013) averred that school culture aids learning of both staff and students above all known agents of learning. This assertion is supported by Brinton (2007) and Detert et al.,

(2001) who argued that school cultures' unique and distinctive characteristics distinguished by shared basic assumptions, norms and values drive schools' performance especially when anchored on proper guidance of staff and students' behaviour.

The researcher segmented respondents to features of school culture based on school position broadly clustered as management, teachers and students. This was informed by the assertion by Maslowski (2001) together with Kaplan and Owings (2013) that cultural strength is driven by actions of various players within a system who share in the features of that culture besides their willingness to comply with cultural aspirations. This study found that although on a varying intensity or scale of applicability, out of the ten listed features of positive school culture, all were rated positively on applicability continuum at a threshold of 23%, implying that they were all being applied in schools within Bungoma County.

School cultures have been variously classified along a continuum of application as either weak/bad/toxic/negative or moderate/neutral or strong/good/healthy/positive (Ghamrawi, 2013; Kaplan & Owings, 2013; Stoll, 2000). In this study, the researcher sought from the respondents their ratings along this continuum, where the terminologies have been synonymously used in the study. The study established that Bungoma County schools had between a moderate to positive school culture because out of ten, five were scored as mostly applied and five were scored as applied as per the ratings of respondents. It was also evident that school members were tuned into acting in compliance with school features and enforcing strategies outlined to guide the school operations. This finding corroborates with that of Angus et al. (2009) on healthy schools driven by positive school

cultures besides being in agreement with Kilmann et al. (1985) as cited by Maslowski (2001) on weak cultures.

Features of school culture could positively predict sampled student deviant behaviour. Out of the ten features, five were rated highly qualifying existence of a strong and/or a positive culture within schools of Bungoma County. The evident prediction could be linked with what Boisnier & Chatman (2002) together with Darling-Hammond & Youngs (2002) and Valentine et al. (2004) averred that strong cultures create stability and improve bottom-line performance of students through minimized deviance. However, the small percentage of R^2 adj. together with a weak and moderate relationship based on Beta weight values pointed to existence of other factors within school system that influenced deviance among students (Borbara, 2005; Stoll, 2000).

This finding could also be explained by the assertion by Boisnier and Chatman (2002) that strong cultures set into organizations routines that inhibit their ability to manage deviance in dynamic environments. Additionally, this finding is consistent with the prediction of Bronfenbrenner's model applied in this study which hypothesized that the interrelationships of variables within the school as an organization and the range of variables within the micro and meso systems segments both contributed to student deviant behaviour in schools as organizations (Bronfenbrenner, 2001; Tudge et al., 2009).

Leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adaptation to change is critical to a sustainable strong school culture (Blankestein & Noguera, 2015; William & Blackburn, 2009; Bergeson, 2004). Whereas this study found this feature applicable with an overall weighted rating at 26%, it was

ranked last at number ten yet it's supposed to be a key feature as it connects all others (Bergeson, 2004). The finding could explain why in spite of the many schools with an inspiring vision and clear mission printed strategically in schools as observed by the researcher, drug, alcohol and substance abuse was still highly rated by respondents. Furthermore, theft was also highly rated by respondents, a fact that was confirmed on observation by the researcher that almost all students in visited schools had their uniforms labeled on collars, pairs of socks and skirts/shorts. The explanation given was that it was the only way to minimize rampant theft of student property in schools. This finding is in agreement with Stoll (2000), Adelman & Taylor (2007), Bronfenbrenner (1990; 2001) and Bronfenbrenner & Evans (2000) on a myriad of factors within school set up and environment that influence behaviour of learners.

The suggested impact of school culture on student deviance in spite of a weaker correlation in some variables is in agreement with the assertion of Cozby (2009) that correlations however weak can be statistically significant with large sample sizes as was the case in this study (n= 400) besides being important for theoretical and even practical reasons. Moreover Al-Najem et al. (2012) and Hudley (2003) posited that exogenous influences like an inspiring vision with a clear mission only have an indirect effect on student' intentions and behaviour through attitude change. In that regard, they have a small explanatory or predictive power as evidenced by this finding.

5.1.3 Preventive Strategies within School Culture as applied in Bungoma County Schools

The second objective of this study was to investigate preventive strategies applied within the school culture to minimize student deviant behaviour within Bungoma County. Citing Gruenert (2005) among other previous studies, Engin et al. (2014) in concurrence with Brady (2006) posited that school culture as a concept within the educational administration implies a system of behaviours that evolves dynamically within given school settings and is embraced by members of that school. Bahar and Esin (2013) amplified the value of culture in a school set-up within their assertion that survival of the school is closely related to the behaviours of its members especially students and teachers. As asserted by Ayse and Musa (2013) together with Angus et al. (2009), culture transforms people's behaviour, attitudes and organizational effectiveness which could impact on the level of performance and deviance in a school setting which was the focus of the study.

In view of the foregoing assertions, the study found that goal focus which in the context of preventive strategies within school culture implies the ability for the school to exhibit goals and objectives that are clear, acceptable and supported by all members was rated at 84% overall positive rating of good and above. Such a high rating could be associated with Government rules, regulations and circulars that clearly guide school operations and routine. Implementation of school curriculum anchored on attainment of Education goals and objectives with a firm framework to be followed by schools could also have contributed to that high score. The 16% negative rating could be attributed to poor staffing and infrastructure in some schools that makes it hard to achieve set goals and objectives. This negates initiatives of school members and out of frustration can be the root of escalated deviance among students and even teachers (NCSE, 2012; Stoll, 2000).

Communication adequacy as a preventive strategy within a school culture denotes quality and quantity of information flow both vertically and horizontally within school systems. On aggregate 84% rated it good and above although the 10% poor rating raises a concern because sharing of information or communication generally within a system is very critical for posting good performance and mitigating deviancy. School organizational structures along departments and class teachers could explain the high rating while bureaucracy could account for the 10% poor rating. This could also be attributed to limited trust among top managers of schools and the lower-level managers reporting to them (MOE, 2008).

Cohesiveness as a preventive strategy within a school culture reflects a clear sense of identity where members of the school feel attracted to membership and have a strong sense of belonging (Adelman & Taylor, 2007; Sedat, 2006). On aggregate, it was rated at 90% above good on the practice of strong school culture continuum.

An inspiring vision backed by a clear, limited and challenging mission was highly rated at 98% above good on the practice of strong school culture continuum. This high rating could be attributed to the fanatical wave of formulating vision and mission statements for all schools since the year 2003 as part of strategic and performance based management paradigm within Government circles (Ndegwah, 2014; MOE, 2008).

A healthy school culture that promotes student bonding to their school was also highly rated on the positive school culture practice continuum. In that vein, it was rated favourably with an aggregate of 84%. As averred by Adelman and Taylor (2007), where schools uphold cohesiveness and encourage bonding among members, they become more

effective and caring places; a scenario that plays out as enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources.

However, school leadership engagement and commitment on preventing deviance was scored quite low on excellence at 16% just as it was the case with effectiveness of the disciplinary committees together with that of Guidance and counseling at 11% and 7% respectively. Generally however, respondents reported that on a practiced continuum, school leadership was engaged and committed to prevention of deviance at 46% very good and 32% good. The rating for effectiveness of disciplinary together with Guidance and counseling committees at 9% and 10% poor respectively is indicative of failure by the school culture to systematically address deviance because such lapses could allow mutation of vices within the system.

The weighted rating for effectiveness of disciplinary committees in handling deviancy was at 22% meaning very good and a reflection of a positive school culture. Further the study found that on a weighted average, deviance prevalence in Bungoma schools was within the least severe segment. This could be explained by the strict ministerial and Teachers Service Commission (TSC) directives on zero tolerance to corporal punishment and respect for child rights as stipulated in the Basic Education Act (ROK, 2013a). This finding is corroborated by Adelman and Taylor (2005) and NCSE (2012) on learning and behaviour problems (out of either severe emotional disturbance or behaviourial disorders) that where disciplinary mechanisms are used to manage misbehavior using reasonable, fair and non-denigrating guidelines, positive results on reduced deviance will be achieved.

Heads of departments in charge of guidance and counseling and class teachers are critical players at second tier of school management who if not well resourced in terms of supply and coordination may not only be frustrated but may experience high burn out from the perspective of mitigating deviancy (Dunber ,2004; Lane et al., 2013). Students learning in resource starved environments are more vulnerable to anti social behavior (Dunber, 2004) which was perceived in the study as deviance. The two categories of respondents were asked to rate the listed three preventive strategies of positive school culture that directly impacted on their roles within the system. These were optimal power equalization, an effective prevention curriculum or program that is faithfully implemented with all students and resource utilization.

Optimal power equalization as a preventive strategy of school culture demands that the school culture allows a relatively equitable distribution of influence between members of the school and management. With regard to resource utilization as a preventive strategy of school culture, emphasis is on coordination of resources to allow effective operations with minimal strain. Applicability rating for these strategies was at 66% and 80% respectively good and above. It implies that heads of department and class teachers were given some leverage to deal with student deviancy within their jurisdictions. This could have accounted for a least severe weighted average verdict (of below 22%) on deviance prevalence within the study area. That is, of the twelve forms of deviance sampled for the study as captured in Table 4.5, eleven were rated between 6% and 20%. This finding is corroborated by Adelman and Taylor (2005) in their application of transaction model to explain student deviance particularly on the assertion that each part of school environment transacts with others to affect overall outcome; positive or negative. This is

further confirmed by Simon (2013) on building student resilience when he affirms the strategic role of empowered teachers in helping students attain high level performance regardless of risk factors.

The study also established that schools within the study area did not have an effective prevention curriculum as a component of preventive strategies against deviance. Only 9% of respondents rated it good in regard to how it's practiced in schools while a majority at 58% rated it poor and 33% of respondents rated it as fair. This result essentially means that most schools in Bungoma County lacked a school-wide positive behaviour support system yet this has empirically been known to offer an effective framework for creating a school environment that mitigates deviancy among all students (McKevitt & BraaKsma, 2008; McGoey et al., 2016). In that vein, rampant theft and exam cheating as reported in the study could be attributed to this lacuna. This view is corroborated by Hansen et al. (2014) study on teacher perception and positive behaviour intervention with regard to managing deviance in schools. They posited that if a prevention curriculum is not well executed, deviance prevalence will escalate to levels that academic performance and learning in schools will be compromised.

The researcher further observed that in spite of all sampled schools encouraging students to label their uniforms, cases of theft were still rampant; a trend that could be reflecting absence of a culture of appropriate behaviour that is expected and demonstrated by all students. Findings by Hanover (2013) on positive behaviourial interventions support and corroborate this assertion particularly to the extend of addressing deviancy in schools and improved school culture.

5.1.4 Corrective Strategies within School Culture as applied in Bungoma County Schools

The third objective of this study was to examine corrective mechanisms within the school culture used to curb student deviant behaviour within schools of Bungoma County. Corrective strategies seek to minimize development of deviant behavior among members of the school. As averred by Hayden (2009) and Stoll (2000) many effective initiatives or strategies introduced in schools to address conformance are driven by desire for sustainability best applied through a positive school culture. Such strategies are mainstreamed into routine activities of the school so that salient factors likely to cause deviance, whether from within or outside school, are addressed (Bourne et al., 2015; Ross et al., 2010). Further, such mainstreaming of corrective strategies also minimizes the possibility that behaviourial expectations presented as the norm are not at conflict with dominant norms of the communities that schools serve or draw students from (Christie et al., 1999; Niek, 2011; Zdun,2007).

One of the two corrective strategies that were subjected to evaluation by respondents was policies and expectations that turned mistakes into learning opportunities rather than failures meriting punishment. The study established that this strategy was practiced with an aggregate rating of 52% very good and above. However, when subjected to scaled weighted average, the rating was 17% falling under a weak school culture segment. This overall weak rating could be attributed to absence of an elaborate positive behavioral intervention system in Bungoma County schools as prescribed by studies in the developed economies (Hansen et al., 2014). This lacuna was confirmed through document analysis by the researcher on how deviancy behaviour among students was

corrected in schools. Document analysis revealed absence of a three tier system as a response to intervention yet this was critical as posited by Hansen et al. (2014) and McGoey et al. (2016). In spite of the low scaled weighted rating, this corrective strategy if scaled up could have significant impact on reducing deviance as posited by Simonsen, Sugai, & Negron (2008).

The other corrective strategy that was subjected to evaluation by respondents was policies and expectations that had mechanisms to acknowledge and honor accomplishments and all types of psychosocial competencies. The study established that this strategy was practiced with an aggregate rating of 78% very good and above. However, when subjected to scaled weighted average, the rating was 26% falling under a moderate school culture segment. This overall moderate rating could be attributed to presence of an elaborate reward system where academic days are celebrated and exemplary students and teachers rewarded in Bungoma County schools. This finding was confirmed through document analysis by the researcher on how accomplishments and all types of psychosocial competencies were acknowledged and honoured in schools. Badges of merit won by some of the students together with trophies of victory prominently displayed in offices and some classes also attested to this strategy application.

5.2 Summary of Findings

The most prevalent forms of student deviant behaviour were theft, exam cheating, rudeness and property vandalism with a weighted rating of 18% and above. Inferentially, chi-square tests revealed a significant relationship between features and strategies of positive school culture and student deviant behaviour prevalence in Bungoma County schools.

Statistically, out of the ten listed features of positive school culture, all were rated positively on an applicability continuum at a threshold of 22%, implying that they were all being applied in schools within Bungoma County. Preventive strategies that were rated highly across schools were: strong academic programs that are inclusive for all cadres of students; vision of success that is rallied to by school members; cohesiveness and goal focus at weighted rating of 28%, 27%, 26% and 26% respectively.

As for corrective strategies, one that had mechanisms to acknowledge and honour accomplishments and all types of psychosocial competencies was widely used at weighted rating of 26%. Whereas aspects of school culture could positively predict sampled student deviant behaviour, the small percentage of R^2 adj. and a weak to moderate relationship based on Beta weight values pointed to existence of other factors within school system that influence deviance among students; this is consistent with prediction of the Bronfenbrenner's model applied in this study.

Some of the features of school culture that could have a strong impact on deviancy: Close, supportive teacher-student, teacher-teacher and student-student relationships; Leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adaptation to change; and Data-driven decision-making systems that draw on timely, accurate, qualitative and quantitative information about progress were only moderately applied in schools (Table 4.7 ranks 8, 9, 10). This could have affected the desired high impact of school culture on deviancy prevalence.

5.3 Conclusions of the Study

i. Deviant behaviour was found to be not only mutative in nature but also influenced by the coupling effect. It was therefore concluded that schools must address even the smallest manifestation of each type of deviance.

ii. The study found family factors to be a key feature in determining strength of school culture. It was thus concluded that school culture does influence student deviant behaviour prevalence but other factors within the school set up and environment have an impact too.

iii. The study found a significant relationship between school culture and prevalence of student deviant behaviour. It was thus concluded that there was a relationship between the culture features practiced in secondary schools and the deviant behaviour types that existed among students. Null hypotheses as stated in the study should all be rejected.

5.4 Recommendations of the Study

1. There is need for the Kenyan education sector to rethink and rework existing norms for schools in order to address rampant theft as a form of deviance which stood out as the most prevalent student deviant behaviour in spite of the existence of elaborate features and strategies of a positive school culture.

2. Alleviating prevalence of student deviant behaviour in Bungoma County schools requires formulation of comprehensive educational policies that interface partnerships both within school and family environments as prescribed by Bronfenbrenner's model. The policies should have mechanisms that identify

unhealthy school culture practices and social relations that spark deviance occurrence so that resistance by students to such practices is not only corrected but becomes a basis for evaluation and improvement of the existing culture.

3. There is need for the Ministry of education to develop an overall unified framework of a strong school culture that guides both ethical behaviour and performance character. A culture of appropriate behaviour that is expected and demonstrated by all students, and to which all educational stakeholders are required to commit and be held accountable for its implementation and continued improvement.

4. There is need to strengthen the guidance and counseling component as a corrective measure on deviance through training of staff. The counseling skills acquired will enable teachers to professionally unearth and alleviate hidden motivating factors for persistent deviance in schools.

5. There is need for all Kenyan secondary schools' management staff and teachers to be trained in order to embrace a common understanding of school organizational culture, its features and also to be equipped with tools for its initiation, development and sustenance in their specific schools.

5.5 Suggestions for further Research

1. A study that encompasses the three components of Bronfenbrenner's Bioecological system that were not covered by the current study should be done in order to carry out an in depth investigation on their influence on deviance practices.

2. A comparative study should be done to establish the relationship between different levels of school culture and deviance prevalence in schools.

3. A study should be done to establish a standardized tool for measuring aspects and levels of school culture in developing countries. This may provide a more customized and effective benchmark for their fast changing cultural practices.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER

Moi University

Faculty of Education
Department of Educational Psychology
P.O Box 3400,
ELDORET.

Dear Sir/Madam,

RE: Participation in Research.

Iam a postgraduate student in the Department of Educational Psychology pursuing a Doctor of Philosophy (PhD) degree in Educational Psychology. Iam conducting a Research titled "Influence of school organizational culture on student deviant behaviour in secondary schools of Bungoma County, Kenya"

You are kindly requested to facilitate the research study by filling the attached questionnaire and/or participating in the interview as truthfully as you can. The information you provide will be treated with strict confidence and is needed purely for academic purposes.

Your assistance and co-operation will be highly appreciated.

Yours sincerely,

Janet Nabiswa
Cell-phone. 0718826834

APPENDIX II: QUESTIONNAIRE FOR SCHOOL MANAGEMENT

Dear Respondent,

I am a postgraduate student at Moi University pursuing a Doctor of Philosophy Degree in Educational Psychology. I am carrying out research on "influence of school organizational culture on student deviant behaviour in secondary schools of Bungoma County, Kenya". I kindly request you to fill the necessary information in this

questionnaire. Be assured that all the information you give me will be treated confidentially and will be used for academic purposes only.

Section A

1. Gender… Tick {√} Male ( ) Female ( )

2. Age Bracket… Tick {√} [20-30] [31-40] [41-50] [51-60]

3. Position/Title Tick {√} Head teacher ( ) Deputy Head teacher ( )

4. School category…… Sub county……..……

Section B

Kindly rate the application of the following features of school culture in your school (1) not applicable (2) uncertain (3) least applicable (4) applicable (5) most applicable

Features of school culture	**Rating**
1.An inspiring vision, backed by a clear, limited and challenging mission	(1) (2) (3) (4) (5)
2. A curriculum, modes of instruction, assessments and learning opportunities that are clearly linked to the vision and mission and tailored to the needs and interests of the students	(1) (2) (3) (4) (5)
3.Sufficient time for teachers and students to do their work well	(1) (2) (3) (4) (5)
4.A pervasive focus on student and teacher learning, coupled with a continual, school-wide conversation about the quality of everyone's work	(1) (2) (3) (4) (5)
5.Close, supportive teacher-student, teacher-teacher and student-student relationships	(1) (2) (3) (4) (5)
6. Many opportunities and venues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group success	(1) (2) (3) (4) (5)
7.Leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adaptation to change	(1) (2) (3) (4) (5)
8.Data-driven decision-making systems that draw on timely, accurate, qualitative and quantitative information about progress toward the vision and sophisticated knowledge about organizational change	
9.Unwavering support from parents	(1) (2) (3) (4) (5)

10. County flexibility and support for multiple school designs, visions, missions and innovations. (1) (2) (3) (4) (5)

Section C

Rate your school on the following 5 point Likert -type scale in so far as the following characteristics of a protective school culture are practiced/applied in your school.

1. The school has a vision of success with broad support in the school and community.

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

2. A healthy school culture that promotes student bonding to school.

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

3. School leaders are engaged and committed to prevention of deviance.

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

4. A strong academic program that promotes success for students of all ability levels.

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

5. An integrated continuum of strategies that serves students and families with multiple levels of need. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

6. Goals focus (i.e. the ability to have clarity, acceptance and support of goals and objectives).

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

7. Communication adequacy (i.e. information is relatively distortion free and travels both vertically and horizontally across the boundaries of an organization).

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

8. Cohesiveness (i.e. have a clear sense of identity and members of the school feel attracted to membership in the school, want to stay with it, be influenced by it and exert their own influence within it). Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

9. Innovativeness (i.e. the ability to be and allow others to be inventive, diverse, creative and risk-takers). Excellent ( ) Very Good ( ) Good ( )Fair ( )Poor ( )

10. Problem-solving adequacy (i.e. school's ability to perceive problems and solve them using minimal energy and that problems stay solved and the problem-solving mechanism of the school is maintained and/or strengthened).

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

11. Effectiveness of the disciplinary committee in handling antisocial practices that students engage in Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

12. Effectiveness of the Guidance and counselling committee in handling antisocial practices that students engage in Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

Section D

Policies and expectations define a school culture. Rate your school on the following 5 point Likert -type scales in so far as the following are practiced/applied in your school.

1. Policies and expectations turn mistakes into learning opportunities rather than failures meriting punishment. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

2. Policies and expectations have mechanisms to acknowledge and honor accomplishments and all types of psychosocial competencies (such as helpfulness, good citizenship, most improved performance, volunteerism, participation in decision making, and cessation of negative behavior). Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

3. Policies and expectations reinforce explicit expectations for positive behavior and academic success. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

4. Policies and expectations establish regular rituals to reinforce positive norms (for example, one school has a kindness pledge that is recited daily).

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

5. Policies and expectations help students develop the skills and supports they need to resist pressures to engage in behaviors that place them at risk for negative life outcomes.

Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

Section E

Kindly rate the following types of deviant behaviors in terms of severity in your school. (1) not in existence (2) uncertain (3) least severe (4) severe (5) most severe

Deviant Act	**Ratings**
1. Drug, alcohol & substance abuse	(1) (2) (3) (4) (5)

2. Theft	(1) (2) (3) (4) (5)
3. Bullying	(1) (2) (3) (4) (5)
4. Property Vandalism	(1) (2) (3) (4) (5)
5. Promiscuity	(1) (2) (3) (4) (5)
6. Class boycotts	(1) (2) (3) (4) (5)
7. Exam cheating	(1) (2) (3) (4) (5)
8. Pornography	(1) (2) (3) (4) (5)
9. Truancy	(1) (2) (3) (4) (5)
10. Sneaking	(1) (2) (3) (4) (5)
11. Rudeness	(1) (2) (3) (4) (5)
12. Violence	(1) (2) (3) (4) (5)

Thank you very much for your patience and the information you have provided.

APPENDIX III:QUESTIONNAIRE FOR HODS OF GUIDANCE AND COUNSELING AND CLASS TEACHERS.

Dear Respondent,

I am a postgraduate student at Moi University pursuing a Doctor of Philosophy Degree in Educational Psychology. I am carrying out research on "influence of school organizational culture on student deviant behaviour in secondary schools of Bungoma County, Kenya"

I kindly request you to fill the necessary information in this questionnaire. Be assured that all the information you give me will be treated confidentially and will be used for academic purposes only.

Section A

1.Gender… Tick {√} Male ( ) Female ( )

2. Age Bracket … Tick {√} [20-30] [31-40] [41-50] [51-60]

3.Position/Title Tick {√} Head of Department ( ) Class teacher ( )

4.School category…… Sub county ……

Section B

Policies and expectations define school culture. Rate your school on the following 5 point Likert -type scale in so far as the following are practiced/applied in your school.

1. Policies and expectations are based on student, family, and neighborhood strengths and assets. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
2. Policies and expectations minimize barriers to learning and teaching. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
3. Policies and expectations increase bonding with school through empathy, mutual respect, and extensive social supports. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
4. Policies and expectations turn mistakes into learning opportunities rather than failures meriting punishment. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
5. Policies and expectations have mechanisms to acknowledge and honor accomplishments and all types of psychosocial competencies (such as helpfulness, good citizenship, most improved performance, volunteerism, participation in decision making, and cessation of negative behavior). Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

Section C

Rate your school on the following 5 point Likert -type scale in so far as the following characteristics of a protective school culture are practiced/applied in your school.

1. The school has a vision of success with broad support in the school and community.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
2. A healthy school culture that promotes student bonding to school.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
3. School leaders are engaged and committed to prevention of deviance.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
4. A strong academic program that promotes success for students of all ability levels.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
5. An effective prevention curriculum or program that is faithfully implemented with all students. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
6. Goal focus (i.e. the ability to have clarity, acceptance and support of goals and objectives). Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
7. Communication adequacy (i.e. information is relatively distortion free and travels both vertically and horizontally across the boundaries of an organization).
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
8. Optimal power equalization (i.e. the ability to maintain a relatively equitable distribution of influence between members of the school and the management).
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
9. Resource utilization (i.e. the ability to involve and coordinate the efforts of members of the school effectively and with a minimal sense of strain).
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
10. Cohesiveness (i.e. have a clear sense of identity and members of the school feel attracted to membership in the school, want to stay with it, be influenced by it and exert their own influence within it). Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
11. Effectiveness of the disciplinary committee in handling antisocial practices that students engage in. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
12. Effectiveness of the Guidance and counseling committee in handling antisocial practices that students engage in. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

Section D

Kindly rate the following types of deviant behaviors in terms of severity in your school.

(1) not in existence (2) uncertain (3) least severe (4) severe (5) most severe

Deviant Act	**Rating**
1. Drug, alcohol & substance abuse	(1) (2) (3) (4) (5)
2. Theft	(1) (2) (3) (4) (5)
3. Bullying	(1) (2) (3) (4) (5)
4. Property Vandalism	(1) (2) (3) (4) (5)
5. Promiscuity	(1) (2) (3) (4) (5)
6. Class boycotts	(1) (2) (3) (4) (5)
7. Exam cheating	(1) (2) (3) (4) (5)
8. Pornography	(1) (2) (3) (4) (5)
9. Truancy	(1) (2) (3) (4) (5)
10. Sneaking	(1) (2) (3) (4) (5)
11. Rudeness	(1) (2) (3) (4) (5)
12. Violence	(1) (2) (3) (4) (5)

Section E

Kindly rate existence and severity of the following vices as is applicable to your school

(1) not in existence (2) uncertain (3) least severe (4) severe (5) most severe

Girl-Boy child intimate relationships	(1) (2) (3) (4)(5)
Girl- Male Teacher intimate relationship	(1) (2) (3) (4) (5)
Pilfering of school books and other school properties	(1) (2) (3) (4) (5)
Habitual late coming	(1) (2) (3) (4) (5)
Students absconding classes	(1) (2) (3) (4) (5)
Students riots/class boycott and other protests	(1) (2) (3) (4) (5)
Students dropping subjects due to poor teacher to student interaction	(1) (2) (3) (4) (5)
Teachers labeling pupils	(1) (2) (3) (4) (5)
Students labeling teachers	(1) (2) (3) (4) (5)
Students shunning afternoon preparation study sessions	(1) (2) (3) (4) (5)
Disrespect for prefects	(1) (2) (3) (4) (5)

Disrespect for teachers	(1) (2) (3) (4) (5)
Disregarding parts of school rules	(1) (2) (3) (4) (5)
Fights among students	(1) (2) (3) (4) (5)
Abuse of alcohol among students	(1) (2) (3) (4) (5)
Trespassing	(1) (2) (3) (4) (5)
Smoking of cigarettes among students	(1) (2) (3) (4) (5)
Students telling lies to their teachers or parents about their schooling activities	(1) (2) (3) (4) (5)
Students assaulting teachers	(1) (2) (3) (4) (5)
Use of abusive language	(1) (2) (3) (4) (5)
Improper dressing	(1) (2) (3) (4) (5)
Refusing to participate in extra curricula activities	(1) (2) (3) (4) (5)
Lack of preparation of home-work	(1) (2) (3) (4) (5)
Cheating during examinations	(1) (2) (3) (4) (5)
Theft	(1) (2) (3) (4) (5)
Drug and substance abuse among students	(1) (2) (3) (4) (5)

Thank you very much for your patience and the information you have provided.

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS.

Dear Respondent,

I am a postgraduate student at Moi University pursuing a Doctor of Philosophy Degree in Educational Psychology. I am carrying out research on "influence of school organizational culture on student deviant behaviour in secondary schools of Bungoma County, Kenya"

I kindly request you to fill the necessary information in this questionnaire. Be assured that all the information you give me will be treated confidentially and will be used for academic purposes only.

Section A

1. Gender… Tick {√} Male ( ) Female ( )

2. Age Bracket … Tick {√} [12-15] [16-18] [19-20] [over 20]

3. Class Tick... {√} Form 1 ( ) Form 11 ( ) Form 111 ( ) Form 1V ( )

4. School category…… Sub- County…….

Section B

Policies and expectations define a school culture .Rate your school on the following 5 point Likert -type scale in so far as the following are practiced/applied in your school.

1. Policies and expectations turn mistakes into learning opportunities rather than failures meriting punishment. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
2. Policies and expectations have mechanisms to acknowledge and honor accomplishments and all types of psychosocial competencies (such as helpfulness, good citizenship, most improved performance, volunteerism, participation in decision making, and cessation of negative behavior). Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
3. Policies and expectations establish regular rituals to reinforce positive norms (for example, one school has a kindness pledge that is recited daily).
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
4. Policies and expectations help students develop the skills and supports they need to resist pressures to engage in behaviors that place them at risk for negative life outcomes.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
5. Policies and expectations facilitate the early identification of students with problems or antisocial behavior, because they stand out from the norm.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

Section C

Rate your school on the following 5 point Likert -type scale in so far as the following characteristics of a protective school culture are practiced/applied in your school.

1. The school has a vision of success with broad support in the school and community.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
2. A healthy school culture that promotes student bonding to school.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
3. School leaders are engaged and committed to prevention of deviance.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
4. A strong academic program that promotes success for students of all ability levels.
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
5. An integrated continuum of strategies that serves students and families with multiple levels of need. Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
6. Goal focus (i.e. the ability to have clarity, acceptance and support of goals and objectives). Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
7. Communication adequacy (i.e. information is relatively distortion free and travels both vertically and horizontally across the boundaries of an organization).
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
8. Resource utilization (i.e. the ability to involve and coordinate the efforts of members of the school effectively and with a minimal sense of strain).
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
9. Cohesiveness (i.e. have a clear sense of identity and members of the school feel attracted to membership in the school, want to stay with it, be influenced by it and exert their own influence within it). Excellent ( ) Very Good ( ) Good ( )Fair ( )Poor ( )
10. Problem-solving adequacy (i.e. school's ability to perceive problems and solve them using minimal energy and that problems stay solved and the problem-solving mechanism of the school is maintained and/or strengthened)
Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )
11. Effectiveness of the disciplinary committee in handling antisocial practices that students engage in Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

12. Effectiveness of the Guidance and counselling committee in handling antisocial practices that students engage in Excellent ( ) Very Good ( ) Good ( ) Fair ( ) Poor ( )

Section D

Kindly rate the following types of deviant behaviors in terms of severity in your school.

(1) not in existence (2) uncertain (3) least severe (4) severe (5) most severe

Deviant Act	**Rating**
1. Drug, alcohol & substance abuse	(1) (2) (3) (4) (5)
2. Theft	(1) (2) (3) (4) (5)
3. Bullying	(1) (2) (3) (4) (5)
4. Property Vandalism	(1) (2) (3) (4) (5)
5. Promiscuity	(1) (2) (3) (4) (5)
6. Class boycotts	(1) (2) (3) (4) (5)
7. Exam cheating	(1) (2) (3) (4) (5)
8. Pornography	(1) (2) (3) (4) (5)
9. Truancy	(1) (2) (3) (4) (5)
10. Sneaking	(1) (2) (3) (4) (5)
11. Rudeness	(1) (2) (3) (4) (5)
12. Violence	(1) (2) (3) (4) (5)

Section E

Kindly rate existence and severity of the following vices as is applicable to your school

(1) not in existence (2) uncertain (3) least severe (4) severe (5) most severe

Girl-Boy child intimate relationships	(1) (2) (3) (4)(5)
Girl- Male Teacher intimate relationship	(1) (2) (3) (4) (5)
Pilfering of school books and other school properties	(1) (2) (3) (4) (5)
Habitual late coming	(1) (2) (3) (4) (5)
Students absconding classes	(1) (2) (3) (4) (5)
Students riots/class boycott and other protests	(1) (2) (3) (4) (5)
Students dropping subjects due to poor teacher to student interaction	(1) (2) (3) (4) (5)
Teachers labeling pupils	(1) (2) (3) (4) (5)
Students labeling teachers	(1) (2) (3) (4) (5)
Students shunning afternoon preparation study sessions	(1) (2) (3) (4) (5)
Disrespect for prefects	(1) (2) (3) (4) (5)
Disrespect for teachers	(1) (2) (3) (4) (5)
Disregarding parts of school rules	(1) (2) (3) (4) (5)
Fights among students	(1) (2) (3) (4) (5)
Abuse of alcohol among students	(1) (2) (3) (4) (5)
Trespassing	(1) (2) (3) (4) (5)

Smoking of cigarettes among students	(1) (2) (3) (4) (5)
Students telling lies to their teachers/parents about their school activities	(1) (2) (3) (4) (5)
Students assaulting teachers	(1) (2) (3) (4) (5)
Use of abusive language	(1) (2) (3) (4) (5)
Improper dressing	(1) (2) (3) (4) (5)
Refusing to participate in extra curricula activities	(1) (2) (3) (4) (5)
Lack of preparation of home-work	(1) (2) (3) (4) (5)
Cheating during examinations	(1) (2) (3) (4) (5)
Theft	(1) (2) (3) (4) (5)
Drug and substance abuse among students	(1) (2) (3) (4) (5)

Thank you very much for your patience and the information you have provided.

APPENDIX V: INTERVIEW SCHEDULE FOR KEY INFORMANTS FROM THE EDUCATION OFFICE

1. What is your name and designation in relation to the field of education?
2. List some of the deviant behaviours that face secondary schools in Bungoma County. What is your assessment about their causes?
3. What services have you offered to promote sustenance of a good school culture? How do you rate the impact of your input?
4. What is your view on the role of corrective and preventive mechanisms in mitigating deviant behaviour of students within Bungoma county?
5. What is your evaluation of effectiveness of the school discipline committees in handling antisocial practices that students engage in within schools of Bungoma county?
6. What could be hindering sustainable minimization of deviance in schools within Bungoma County?

THANK YOU.

APPENDIX IV:DIRECT OBSERVATION CHECK LIST SHEET BY RESEARCHER

The interviewer will observe and keep record of how the school management and Class Teachers handle their activities on the account of addressing deviance in schools.

Item	Judgment	Comment
Organization and flow of work to enhance safe school environment		
Characteristics of a protective school culture e.g. vision & mission statements		
Evidence of deviance control		
Evidence of occupying students in various activities		

APPENDIX VII: DOCUMENT ANALYSIS GUIDE BY RESEARCHER

The Researcher will observe and keep record of documented evidence related to their activities

Item	Judgment	Comment
Punishment book		
Rules and regulations		
Training on guidance and counseling		
Evidence of engagements in deviance		
School routine and culture characteristics		

APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JANET NABISWA
of MOI UNIVERSITY, 0-50204 kimilili,has
been permitted to conduct research in
Bungoma County

on the topic: *INFLUENCE OF SCHOOL ORGANIZATIONAL CULTURE ON STUDENT DEVIANT BEHAVIOUR IN SECONDARY SCHOOLS OF BUNGOMA COUNTY, KENYA*

for the period ending:
11th August,2017

Permit No : NACOSTI/P/16/49574/11911
Date Of Issue : 16th August,2016
Fee Recieved :ksh 2000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

10640
Serial No.A

CONDITIONS: see back page

APPENDIX IX: AUTHORIZATION FOR RESEARCH BY NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No. NACOSTI/P/16/49574/11911

Date: 16th August, 2016

Janet Nabiswa
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of school organizational culture on student deviant behaviour in secondary schools of Bungoma County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **11th August, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

APPENDIX X: REQUEST FOR AUTHORIZATION OF RESEARCH BY MOI UNIVERSITY

MOI UNIVERSITY
Office of the Dean School of Education
Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555
P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54 **DATE:** 4th February, 2016

The Executive Secretary
National Council for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF JANET NABISWA – (EDU/D.PHIL.P/1007/14)

The above named is a 2nd year Doctor of Philosophy (PhD) student at Moi University, School of Education, Department of Educational Psychology.

It is a requirement of her D.Phil Studies that she conducts research and produces a thesis. Her research is entitled:

"Influence of School Organizational Culture on Student Deviant Behaviour in Secondary Schools of Bungoma County, Kenya."

Any assistance given to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

PROF. J. N. KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/db

APPENDIX XI: PERMISSION TO CONDUCT RESEARCH BY COUNTY EDUCATION OFFICE

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education – Bungoma County

e-mail: bungomacde@gmail.com
when replying please quote:-

County Director of Education
P.O box 1620 – 50200
BUNGOMA

REF: NO.BCE/DE/19/VOL.1/200

Date: 15th March, 2016

TO
MOI UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

RE: JANET NABISWA – ED/DPHIL/1007/14

The above named who is a PHD Student in your department intends to undertake a research that seeks to find out:-
" the Influence of School Organizational Culture on student deviant behavior in secondary schools within Bungoma County".

As an office, we find this topic very relevant for our school management and safety standards enhancement due to the numerous indiscipline cases handled by us.

We commit ourselves to offer necessary assistance to ensure that the findings of this research are used to inform Policy at County and National level.

NICHOLAS OYUCHO
FOR: COUNTY DIRECTOR OF EDUCATION
BUNGOMA COUNTY

APPENDIX XII: LETTER OF INFORMED CONSENT

Janet Nabiswa,
Department of Educational Psychology
Moi University
P.o Box 3900-30100
Eldoret

Dear Participant,

Re: INFORMED CONSENT

I am a post graduate student at Moi University in the Department of Educational Psychology. I invite you to take part in a research study designed to find out the influence of School Organizational Culture on Student deviant behavior in secondary schools of Bungoma County. I have selected you to participate in this study because I believe your decision and feedback can provide useful information. The study requires your honest and accurate response to all items in the questionnaire or interview guide used in data collection. I will appreciate if you could take time and complete the questionnaire/ respond to the interview.

Please be assured that your responses will be held with utmost confidentiality and anonymity. They will only be used for the purpose of this study. Do not write your name on the questionnaire. The Researcher will not write your name on any of the papers used during data collection. Your responses will not cause any disadvantage to you. If you accept to participate in this research, you will be doing so professionally and voluntarily and there will not be any reward. You have full right to withdraw from the study any time you so wish without penalty or prejudice. If you wish to get a summary about the findings of this study, you may contact the researcher for more information. Any questions or concerns about rights as a research participant should be directed to the School of Graduate Studies, Moi University.

Please sign below if you accept to participate in the study. Thank you very much for volunteering to participate.

Yours sincerely,

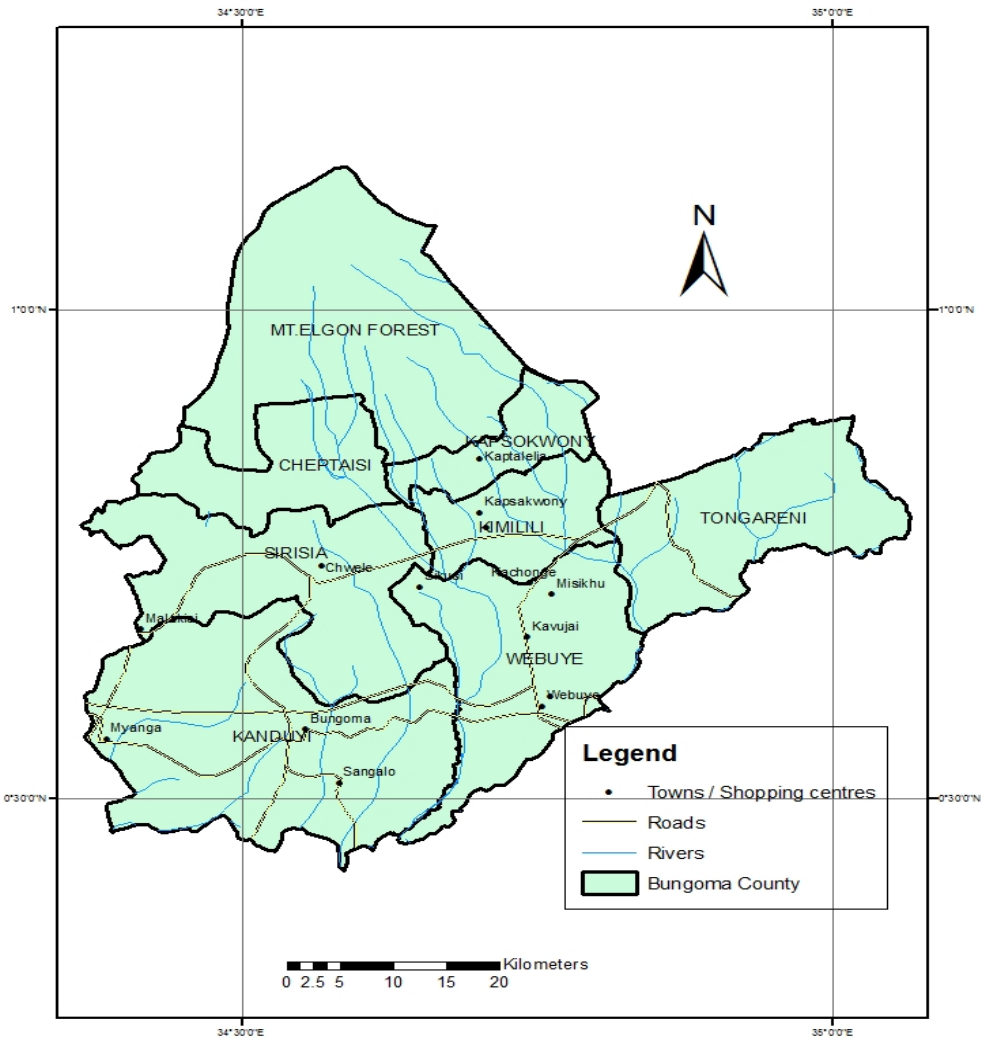
Janet Nabiswa (Researcher)

APPENDIX XIII: STATEMENT OF CONSENT

I have read and understood the information above. By filling and returning the filled questionnaire to the researcher, I am consenting that my answers within the survey be utilized for the research aforementioned.

Your signature (Participant) _____ Date _____

APPENDIX 13: STUDY SITE MAP OF BUNGOMA COUNTY, SOURCE: ROK, 2012



APPENDIX XIV: SAMPLE DISTRIBUTION OF SCHOOLS WITHIN SUB-COUNTIES OF BUNGOMA COUNTY

Sub-County	No. Sch.	Accessible Population [N]		Sample Size Population [S]	
Kanduyi	43	Students	32008	Students	40
		Teachers	631	Teachers	20
		Heads of G&C Department	53	Heads of G&C Department	10
		School Management	106	School Management	10
Tongaren	37	Students	21714	Students	27
		Teachers	429	Teachers	14
		Heads of G&C Department	36	Heads of G&C Department	07
		School Management	72	School Management	07
Sirisia	26	Students	13270	Students	17
		Teachers	261	Teachers	09
		Heads of G&C Department	22	Heads of G&C Department	04
		School Management	44	School Management	04
Webuye East	30	Students	25937	Students	33
		Teachers	512	Teachers	16
		Heads of G&C Department	43	Heads of G&C Department	08
		School Management	86	School Management	08
Kimilili	28	Students	14476	Students	18
		Teachers	286	Teachers	09
		Heads of G&C Department	24	Heads of G&C Department	05
		School Management	48	School Management	05
Kabuchai	27	Students	16286	Students	21
		Teachers	321	Teachers	10
		Heads of G&C Department	27	Heads of G&C Department	05
		School Management	54	School Management	05
Webuye West	25	Students	6032	Students	08
		Teachers	119	Teachers	04
		Heads of G&C Department	10	Heads of G&C Department	02
		School Management	20	School Management	02
Mt. Elgon	28	Students	12666	Students	16
		Teachers	250	Teachers	08

		Heads of G&C Department	21	Heads of G&C Department	04
		School Management	42	School Management	04
Bumula	31	Students	9651	Students	12
		Teachers	191	Teachers	06
		Heads of G&C Department	16	Heads of G&C Department	03
		School Management	32	School Management	03
Sub-Total	275	Students	152040	Students	192
		Teachers	3000	Teachers	96
		Heads of G&C Department	252	Heads of G&C Department	48
		School Management	504	School Management	48

Source: Bungoma County integrated development plan 2013-2017:30;
Sample determination Table, Saunders, et al., (2007) pp 212

APPENDIX XV: SAMPLE DETERMINATION TABLE FOR DIFFERENT SIZES OF POPULATION AT 95 PER CENT CONFIDENCE LEVEL.

POPULATION	MARGIN OF ERROR			
	5%	**3%**	**2%**	**1%**
50	44	48	49	50
100	79	91	96	99
150	108	132	141	148
200	132	168	185	196
250	151	203	226	244
300	168	234	267	291
400	196	291	343	384
500	217	340	414	475
750	254	440	571	696
1,000	278	516	706	906
2,000	322	696	1,091	1,655
5,000	357	879	1,622	3,288
10,000	370	964	1,936	4,899
100,000	383	1,056	2,345	8,762
1,000,000	384	1,066	2,395	9,513
10,000,000	384	1,067	2,400	9,595

Source: Saunders et al (2007) pp212

APPENDIX XVI:CRONBACH'S ALPHA RELIABILITY ANALYSIS OF LISTED SCHOOL CULTURE ITEMS

Features of school culture	Cronbach's alpha if item deleted
An inspiring vision, backed by a clear, limited and challenging mission	.994
A curriculum, modes of instruction, assessments and learning opportunities that are clearly linked to the vision and mission and tailored to the needs and interests of the students	.994
Sufficient time for teachers and students to do their work well	.994
A pervasive focus on student and teacher learning, coupled with a continual, school-wide conversation about the quality of everyone's work	.994
Close, supportive teacher-student, teacher-teacher and student-	.994

student relationships	
Many opportunities and venues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group success	.994
Leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adaptation to change	.996
Data-driven decision-making systems that draw on timely, accurate, qualitative and quantitative information about progress toward the vision and sophisticated knowledge about organizational change	.994
Unwavering support from parents	.994
County flexibility and support for multiple school designs, visions, missions and innovations	.994

Reliability Scale: ALL VARIABLES Reliability Statistics

Cronbach's Alpha	N of Items
.995	10

APPENDIX XVII: CRONBACH'S ALPHA RELIABILITY ANALYSIS OF LISTED STUDENT DEVIANT BEHAVIOUR ITEMS

Types of student deviant behaviour	Cronbach's alpha if item deleted
Drug, alcohol and substance abuse	.765
Theft	.750
Bullying	.739
Property vandalism	.754
Promiscuity	.761
Class boycotts	.784
Exam cheating	.755
Pornography	.748
Truancy	.740
Sneaking	.748
Rudeness	.723
Violence	.740

Reliability Scale: ALL VARIABLES Reliability Statistics

Cronbach's Alpha	N of Items
.767	12

APPENDIX XVIII: CRONBACH'S ALPHA RELIABILITY ANALYSIS OF PREVENTIVE AND CORRECTIVE STRATEGIES FOR DEVIANT BEHAVIOUR ITEMS

Preventive and corrective strategies applied in schools	Cronbach's alpha if Item Deleted
Goal focus	.718
Communication adequacy	.717
Cohesiveness	.716
Innovativeness	.744
Problem solving adequacy	.772
Successful vision broadly supported within and outside school	.718
A healthy school culture that promotes student bonding to school	.724
School leaders are engaged and committed to prevention of deviance	.729
A strong academic program that promotes success for students of all ability levels	.723
An integrated continuum of strategies serving students and families with multiple levels of need	.772
Mistakes a learning opportunity not failures meriting punishment	.720
Mechanisms in place to acknowledge and honor accomplishments and psychosocial competencies	.721
Reinforcing positive behaviour and academic success	.736
Survival skills of students supported as a safeguard to peer pressure into deviance	.745
Policies and expectations establish regular rituals to reinforce positive norms	.746
Resource utilization	.730
Optimal power equalization	.738
Bonding through empathy mutual respect and social support encouraged	.723
Policies and expectations minimize barriers to learning and teaching	.724
Policies and expectations are based on student, family, and neighborhood strengths and assets	.722
Early identification of students needing support	.760
Effective disciplinary committee against antisocial behaviour	.739
Effectiveness of guidance & counseling of antisocial behaviour	.738
Effective prevention curriculum	.756

Reliability Scale: ALL VARIABLES Reliability Statistics

Cronbach's Alpha	N of Items
.744	24