

**ADMINISTRATIVE STRATEGIES FOR SHAPING SCHOOL CULTURE  
IN SECONDARY SCHOOLS IN NAKURU DISTRICT, KENYA**

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## ABSTRACT

This study investigated administrative strategies for shaping school culture in secondary schools in Nakuru District, Kenya. The study sought to establish the prevailing culture in secondary schools, identify administrative strategies used by school administrators, to determine the administrative strategies for shaping school culture and to suggest strategies that can be put in place to enhance school culture in secondary schools in Nakuru District, Kenya. The Transformational Theory guided this study. A descriptive survey design was used as the preferred research design. The study targeted 44 secondary schools in Nakuru District comprising of 44 principals, 842 teachers and 17,358 students. Simple random sampling was used to select the 40 schools for the study and a sample size of 12 principals, 265 teachers and 377 students. The main research instruments used in this study were questionnaires and interview schedules. Piloting was conducted in four schools which were not included in the sample to test the reliability of the research instruments. In developing the questionnaire, the researcher used the fixed choice and open-ended formats of the items. Data was analyzed using Statistical Package for Social Sciences Version 17, where frequencies and percentages were used in interpreting the respondent's perceptions of issues raised in the questionnaire so as to answer the research questions. The researcher used tables in data presentation. The prevailing culture was found to be that of shared goals, collaborative work structures especially among members of teaching staff and an all-inclusive approach to decision making. Most school administrators use open communication with teachers and students, motivate their students and teachers in order to achieve set goals of the school and frequently give feedback. The most effective strategy that shaped school culture was found to be effective communication. A long term strategy suggested was that a principal ought to be allowed to head a school long enough to be able to develop and sustain a culture. From the findings, it was recommended that there is need to incorporate all stakeholders in celebrating success to promote a true sense of community within secondary schools. It is hoped that the findings of this study will assist school administrators, in collaboration with stakeholders, to inculcate in their schools a culture which favors a widely shared sense of purpose and values.