

**ANALYSIS OF SCHOOL CULTURE IN RELATION TO HEADTEACHERS'
PERFORMANCE ON ACADEMIC IMPROVEMENT OF PUBLIC PRIMARY
SCHOOLS IN MAKADARA DISTRICT IN NAIROBI COUNTY – KENYA**

MUTETEI HELLEN NDUNGE

**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ABSTRACT

The main purpose for this study was to examine how school culture influences head teacher's performance and consequently academic performance. Specifically, the study sought to establish how school culture influences head teacher's performance in public primary schools in Makadara District Nairobi County; find out whether school culture impacts on academic performance in public primary schools in Makadara District Nairobi County and to examine the relationship of school culture, head teacher's performance and academic performance in public primary schools in Makadara District Nairobi County. This study employed purposive and simple random sampling which allowed for the use of both qualitative and quantitative approaches as well as correlational tests for statistical relationships between variables. Data collection tools included observation guide /or schedule during school visits and questionnaires. The researcher conducted a pilot study to ensure reliability of the research instruments. The participants in the pilot study were not allowed in the main study primary data was also analyzed. All the public primary schools in Makandara District were included in the study. Respondents were selected by simple random sampling cutting across headteachers, deputies, senior teachers and teachers. The study was piloted in five public primary schools in Kamukunji District in Nairobi County where five headteachers, five deputy teachers and five senior teachers were interviewed. The data collected was analyzed with SPSS version 16. Quantitative data was coded in the software, analyzed and tables and figures indicating frequencies and percentages generated. Qualitative data was coded thematically to make meaning and draw inference. The results were presented using tables showing frequencies and percentages in tabular form. The study was based on the following objectives: to establish how school culture influences head teacher's performance; to find out whether school culture impacts on academic performance and finally to examine the relationship of school culture, head teacher's performance and academic performance. The findings of this study demonstrated that school environment has a direct impact on the school culture that is practices and beliefs students and teachers may adopt. Majority of respondents (56 percent) shared this opinion while 28 percent held contrary opinion. The study also established that school culture influences teachers' performance which further affects academic performance of the school. forty four percent of the respondents agreed, forty one percent disagreed while fifteen percent expressed unawareness. Moreover, this study indicated that public primary schools can still maintain high standards of performance regardless of the headteacher. Sixty five of teachers shared this opinion while thirty percent held a contrary view. Headteachers who initiate drastic changes on school culture may face failure. This is according to fifty six percent of the respondents. On the other hand, thirty nine percent believed that such drastic change will reinforce positive outcome. Finally, the study further shown that Headteachers leadership style influences school culture and academic performance, sixty two percent agreed while thirty three percent. This study recommends that there is need to seriously address the qualifications of public primary schools heads and all the challenges they face. The headteacher should have all what it takes to bring all stakeholders on board for a common goal – academic. The government policy of FPE should be given all the necessary support by parents, stakeholders and other service providers so that every child should achieve above average at all levels and in subsequent levels. The further studies and research should concentrate on finding out whether Headteachers have potential to establish suitable learning environment and also whether the Headteachers administrative qualities influences academic performance.