

**RELATIONSHIP BETWEEN ATTRIBUTES OF SCHOOL  
ORGANIZATIONAL CULTURE AND STUDENTS' ACADEMIC  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MAKUENI  
COUNTY, KENYA**

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## DECLARATION AND APPROVAL

I hereby declare that this thesis is my original work and to the best of my knowledge has not been presented for examination for an award of a degree in this or any other university.

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## **DEDICATION**

This work is dedicated to all teachers, of the past, the present and the future

## ABSTRACT

The performance of students in Kenya Certificate of Secondary Education (KCSE) in Makueni County has been dismal. There have been various dialogues at county and sub-county levels on how to remedy the situation, but the consensus still lacks. There is no convergence in empirical literature as to whether organizational culture affects performance owing to mixed findings. The general objective of this research was to ascertain the nexus between the attributes of school organizational culture and student academic performance of public schools in Makueni County, Kenya. The specific objectives were to: investigate the influence of the mission statement on students' academic performance in public secondary schools in Makueni County, Kenya; to explore the effect of the vision statement on the students' academic performance in public secondary schools in Makueni County, Kenya; determine the influence of adhocracy culture on the students' academic performance in public secondary schools in Makueni County, Kenya and to examine the effect of market-oriented culture on the students' academic performance in public secondary schools in Makueni County. This research employed descriptive survey design. The study is grounded on organizational culture assessment and organizational configuration theories. Regarding philosophical orientation, the study is grounded on positivist research paradigm. The target population comprised 114 public secondary schools in Makueni County. The researcher adopted proportionate stratified sampling technique to select the desired sample size of 1,140 respondents. A structured questionnaire and a checklist were used to collect data. A pilot study was conducted using respondents from 10 schools from the target population which was not included in the final sample. Random sampling was used to identify the 114 schools whereby 570 HODs and 570 students participated in the study. The questionnaires were administered to the respondents with the help of the research assistants. The Cronbach's alpha was used to evaluate reliability and all items had a coefficient that was  $> 0.07$ . Content validity was established by ensuring that the questionnaire items covered all the study objectives. The researcher secured research permit from the National Commission for Science, Technology and Innovation (NACOSTI) to conduct this study. Data was analyzed using descriptive and inferential statistics. The study findings established that mission statement ( $\beta = 0.50$ ,  $t = 2.93$ ,  $p < 0.05$ ), vision statement ( $\beta = 0.52$ ,  $t = 3.21$ ,  $p < 0.05$ ), adhocracy culture ( $\beta = 0.56$ ,  $t = 2.85$ ,  $p < 0.05$ ) and market-oriented culture ( $\beta = 0.54$ ,  $t = 2.89$ ,  $p < 0.05$ ) had a positive significant effect on student academic performance from the teacher's point of view while from the students' point of view, the mission statement ( $\beta = -0.51$ ,  $t = -3.47$ ,  $p < 0.05$ ), vision statement coefficient ( $\beta = -0.44$ ,  $t = -3.30$ ,  $p < 0.05$ ), adhocracy culture ( $\beta = -0.53$ ,  $t = -3.08$ ,  $p < 0.05$ ) and market-oriented culture ( $\beta = -0.50$ ,  $t = -3.42$ ,  $p < 0.05$ ) had negative significant effect on the student academic performance. The findings are expected to make valuable contributions to theory propagation, policy formulation and management practice. The study concludes that attributes of the school organizational culture had a significant effect on the student academic performance. The study recommends that future studies should utilize longitudinal datasets; combine both public and private schools while undertaking analogous studies and also go beyond Makueni County to include other counties so as to aid in generalization of the study findings.

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## **ABBREVIATIONS**

ASAL:	Arid and Semi-Arid Lands
ASCA:	American School Counselor Association
CDE	County Director of Education
CEO:	Chief Executive Officer
FDSE:	Free Day Secondary School Education Fund
KCSE:	Kenya Certificate of Secondary Education
KNEC:	Kenya National Examinations Council
LBDQ:	Leader Behavior Description Questionnaire
MESS	Metal Industrialists Union of Turkey
MTSS:	Multi-Tiered System of Supports
OC:	Organizational Culture
TSC:	Teachers' Service Commission
TPAD:	Teachers Performance & Appraisal Development
US:	United States
USA:	United States of America
VAP:	Value Added Progress

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The first chapter of the study encompasses various components, including the background, statement of the problem, goal, objective, research hypotheses, significance, limitations, delimitations, assumptions, and an operational definition of key terms.

### **1.2 Background of the Study**

The cognitive and behavioral patterns exhibited by individuals within a given culture are significantly shaped by the caliber of their educational experiences. It is incumbent upon institutions of higher education to fulfill their obligation of imparting a comprehensive and robust education to the succeeding cohort. Consequently, educational institutions offer an environment in which students can acquire the essential knowledge and skills. Each organization possesses a distinct set of characteristics, which are determined by its specific goals and objectives. Similarly, every institution possesses an own culture. The influential role of the school's culture in shaping the effectiveness and importance of its many endeavors is generally recognized (Dimmock et al., 2021). The culture of a school is significantly influenced by the norms, values, beliefs, and traditions of its community (Karadag et al., 2014; Senol & Lesinger, 2018). According to Dogan (2017), the cultural environment within a school has the potential to cultivate a conducive setting for effective instructional practices and cultivate a sense of camaraderie among educators. There are various factors that can influence academic achievement, and among these factors is the cultural environment within the school (Bhengu & Mthembu, 2014; Duan, Du, & Yu, 2018). Indeed, it is widely regarded as a fundamental requirement for an effective

educational institution.

Culture, as described in previous studies (Abu-Jara et al., 2010; Schein, 2004), is considered to be an underlying and inherent phenomenon. The aforementioned statement refers to implicit concepts within an institution that are crucial to its achievement but are predominantly left unexpressed. The aforementioned concepts are manifested through the standards, principles, and convictions that individuals inside the organization demonstrate in their interpersonal exchanges (Ali, Sharma, & Zaman, 2016). The formation of a school's beliefs and traditions is influenced by the collective personalities and interpersonal networks of its student body and faculty members. The impact of a healthy school culture extends to other aspects of a school, such as academic performance (Kythreotis et al., 2010), and it influences the cognitive, emotional, and behavioral tendencies of individuals within the school community (Peterson, 2002). The perception of educational obstacles as issues within the field of educational psychology, specifically in relation to the didactic and methodical aspects of the classroom environment (Manaf & Omar, 2017; Widodo, 2019), has resulted in limited recognition of school culture as a significant factor influencing school performance.

Since the 1960s, there has been an increasing body of scholarly research focused on the subject of student achievement within educational settings. While previous studies (Coleman et al., 1966) indicated that a child's academic achievement was primarily shaped by their family background and socioeconomic status rather than school-related factors, more recent research has demonstrated that school factors do have a significant impact on students' learning outcomes, irrespective of their socioeconomic status or family background. Academic researchers are driven by the need to understand the factors that contribute to the success of educational institutions, as evidenced by studies that have consistently demonstrated variations in school performance. Researchers

have provided a range of opinions on the characteristics of effective schools. According to Gunal and Demirtash (2016), an effective educational institution can be characterized as an establishment that ensures equitable access to learning opportunities and resources for all students, while also fostering a conducive environment for growth and maintaining accountability to all relevant parties. A widely accepted criterion for a high- quality educational institution is its ability to facilitate more academic progress among its students compared to what would be expected based on their initial skill levels (Sammons, 2006; Sammons, Hillman, & Mortimore, 1995). The principal objective of educational institutions is to enhance standards (Akay & Aypay, 2016), and an effective establishment is characterized by its ability to enhance the well-being of pupils.

According to Dennison (1984), production tends to increase when there is a broad consensus over the goal, values, and standards of an organization. According to Craig (2021), the effectiveness of leadership in educational institutions is maximized when it provides a collective mission, vision, and set of values that effectively direct and motivate all those involved. In line with scholarly research, it can be argued that institutions operate with optimal efficiency when their members have a common set of values and aims (Gaziel, 1997; Yasin et al., 2017). The impact of a positive school culture on the behavior of school members in achieving school goals has been well recognized (Van der Westhuizen et al., 2005). Therefore, school leaders have the potential to enhance school performance by fostering positive and collaborative school cultures.

The concept of learners' accomplishments, as assessed through research, has become a prominent focus in educational surveys over time. Coleman et al. (1966) believed that the academic achievement of students was predominantly influenced by their

individual personalities and the circumstances they were raised in. The results of this study have stimulated further investigation and intense discourse over the comparative significance of students' home and school environments in relation to their academic achievements.

Academic performance refers to the assessment of a student's accomplishments in several academic disciplines. Educators commonly employ classroom results, graduation rates, and standardized test data as conventional metrics for assessing educational achievement.

Academic performance refers to the extent to which a student, instructor, or educational institution has achieved their immediate and long-term educational goals. Academic achievement can be shown by the attainment of secondary school graduation, high school diplomas, and bachelor's degrees.

This study employs the terms academic performance and academic achievement interchangeably, acknowledging that their exact definitions may differ depending on the particular context in which they are employed, although ultimately referring to the same concept. The culture of a school encompasses the fundamental ideas and norms that influence its operational dynamics (Fullan, 2007). The phrase "School Culture" encompasses the collective set of norms, expectations, and values that influence the operational dynamics of a school.

There exist two primary justifications that appear to provide justification for the enhancement of educational quality through the incorporation of influential schools' values (Association for Supervision and Curriculum Development, 2022). The first difficulty of utmost significance lies internally within several educational institutions, where both educators and students often lack a comprehensive understanding of their respective obligations and how their behaviors align with the broader objectives of the

institution. The creation of different school cultures is influenced by various stakeholders, including teachers, students, guardians/parents, senior management, and staff. These stakeholders collectively contribute to shaping the school culture by focusing on subjects of current interest. In this particular context, it presents a challenge to ascertain the potential impacts on norms, beliefs, consistency, attempts, motivation, and other essential elements that are crucial to the process of instruction or learning. Instructors and students possess a shared foundation that facilitates the process of instructional delivery by instructors and enables principals, parents, and other stakeholders within the education system to fulfill their respective roles. The second explanation pertains to the perception of educational institutions from an external standpoint. Establishing confidence and garnering support from external organizations can be a formidable task for a school embroiled in a disagreement due to conflicting indicators, negative reports, and a dearth of tangible evidence demonstrating the institution's commitment to a distinct attribute. By means of its guiding principles, established traditions, ceremonial practices, notable figures, and cohesive internal network, an educational institution has the ability to effectively communicate its distinct identity to external entities and mobilize their active involvement.

According to Hoy and Feldman's (2021) study on the School Environment in America, it is argued that schools encompass more than just its physical infrastructure. The researchers examined various crucial components of schools that have the potential to impact children's academic performance. The importance of a nurturing and supportive educational setting was emphasized, encompassing various factors that contribute to student motivation. These factors include incentives such as trophies and prizes, the presence of sponsors to provide assistance and support to students, guidance and counseling services, well-equipped learning facilities, religious support, an optimal



learning and teaching environment, and teachers who are motivated to inspire learners. According to Hoy (2010), educational institutions that exhibit great performance tend to cultivate an environment that fosters students' success and development through the promotion of rigorous academic standards, effective management practices, and a collegial atmosphere. Watson (2002) posits that the academic performance of students may decline when the educational setting lacks an environment that is conducive to learning.

In his study on the correlation between educational institutions, general behavior, and student progress, Gruenert (2005) found that students' academic success is influenced by the beliefs and practices of the school, the physical environment, and the management of the institution. Cultural norms exert influence over both events and human behavior (Gruenert, 2000). A study was conducted to examine the impact of school cultural features, such as rituals, ceremonies, artifacts, and others, on the academic achievement of students in high and low-performing Public Secondary Schools in Machakos County, Kenya.

Based on the research conducted by Deal and Peterson (1994), as referenced by Odongo (2013), the school culture plays a significant role in shaping several aspects within the educational setting. These aspects encompass the attire and conduct of teachers, their attitudes and receptiveness towards novel concepts, as well as the caliber of their instructional methods and their level of involvement with pupils. Secondary schools can be understood as cultural institutions that encompass a diverse range of artifacts, practices, and rituals that significantly influence the ways in which individuals navigate their experiences inside these organizations (Jelagat, 2014). According to Hemmings (2000), schools possess an inherent cultural nature, which is manifested through several elements such as shared beliefs, partnerships, the overall school

environment, and leadership. These features serve as means through which schools express their artifacts, rituals, and rites.

The enhancement of a school's performance can be facilitated by the establishment of a collective vision and a cohesive set of objectives. Rosenholtz (1989) posits that the collective emphasis of a school serves to elucidate the trajectory and objective of instructor collaboration, while simultaneously intensifying the perception of the imaginative in classroom practice. Based on the findings of Deal and Peterson (2009), a positive school culture yields numerous benefits, including increased effort and productivity, improved collegial and collaborative activities that facilitate effective communication and problem-solving, enhanced success and advancement efforts, establishment of responsibility, fostering a sense of identification among educators and students with the school, and heightened enthusiasm and motivation among educators and students, among other positive outcomes.

Expertise values are one component of the six pillars of school culture as conceptualized by Kytle and Bogotch (2000). These pillars encompass a focus on education, which cultivates a scholarly community characterized by a heightened enthusiasm for the advancement of pedagogical knowledge and enhanced student outcomes. Additionally, the pillars encompass higher education that empowers teachers to make informed pedagogical decisions through the establishment of mutually beneficial relationships with their students. Lastly, the pillars emphasize collaborative interactions among teachers, facilitating the sharing and application of knowledge. According to Fink and Resnick (2001), the primary responsibility of the principal is to cultivate a setting in which the promotion of teaching and learning takes precedence over other considerations. In accordance with Moloi's (2007) findings, the enduring impact of apartheid in South Africa poses considerable challenges for school

administrators in their endeavor to transform educational institutions into conducive environments for good student learning.

Nsubuga (2009) asserts that the enhancement of Uganda's school performance may be limited unless principals possess a comprehensive understanding of management and leadership principles. The significance of a highly competent principal in establishing a favorable educational setting for teaching and learning cannot be overemphasized.

Equally significant in facilitating and enhancing constructive transformation is the leadership approach employed by the educational institution. In their study conducted in 2005, McNulty, Waters, and Marzano identified a total of 21 leadership attributes that exhibited a favorable impact on the educational outcomes of their pupils. Out of these characteristics, seven were specifically associated with enhancing the occurrence of second-order change. In contrast to the formal order shift commonly observed in organizational or structural changes, which typically do not significantly impact students' learning, this particular order change requires modifications in perspectives, beliefs, and standards that could potentially have adverse effects on students' educational experiences.

According to Gaziel (1997), the culture of a school can be seen as a manifestation of its effective processes of familiarization and education, which in turn have a direct correlation with academic achievement. The correlation between academic achievement and effective instructional leadership from school principals has been shown by researchers in Kenya, as evidenced by the studies conducted by Musungu and Nasongo (2008) and Nyagosia et al. (2013). Nevertheless, there are scholars who have raised doubts regarding the importance of instructional counsel, as they argue that there is little empirical evidence to substantiate the assertion that it enhances students' academic achievements.

The objective of this study was to investigate the broader implications of school culture on academic performance in specific public secondary schools in Machakos County, Kenya. This research differs from the study conducted by Mutuku et al. (2017), which focused on examining the correlation between principals' leadership practices and students' academic performance in secondary schools within the same county.

Over the past 25 years, the examination of organizational culture has gained widespread acceptance and recognition within academic circles. From an open-systems approach, it is imperative to acknowledge that every aspect of organizational culture plays a significant role as an environmental factor that influences the system and its sub- systems. The examination of corporate culture possesses inherent advantages as a research approach. This particular viewpoint about enterprises heavily relies on the disciplines of anthropology and sociology, utilizing their language to delineate cultural components. According to Schein (2011),

Zepeda (2017), a prominent authority in the field of organizational culture, provided a comprehensive definition of culture as a collection of shared fundamental assumptions that a group acquires through the process of resolving external challenges and achieving internal cohesion. These assumptions have proven to be effective and are therefore considered valid, leading to their transmission to new members as the appropriate framework for perceiving, thinking, and emoting in relation to said challenges (Schein, 2002).

According to Kandula (2006), the presence of a strong culture is a key determinant of good performance. The culture of an organization refers to the collective values, beliefs, and conventions that exert an influence on the cognitive processes, emotional states, and behavioral patterns of employees inside the workplace (Schein, 2011). A good and robust organizational culture has the potential to inspire and drive an

individual of average ability to excel and accomplish remarkable outcomes. Conversely, a negative and feeble culture may discourage a highly skilled employee, leading to subpar performance and a lack of productivity. The establishment of a school culture plays a crucial role in creating an effective learning environment, which serves as a fundamental educational framework for promoting good student performance. According to Nelson and Quick (2011), organizational culture fulfills four key tasks. Firstly, it provides members with a distinct sense of identity. Secondly, it enhances their level of commitment to the organization. Thirdly, it reaffirms the values that the organization holds dear. Lastly, it operates as a control mechanism, influencing and shaping the behavior of individuals inside the organization.

According to Watson (2001), it is important to be aware of the potential negative consequences on academic achievement that can arise from a hostile learning environment. Fink and Resnick (2001) underscored the significance of principals in establishing a climate that is conducive to instruction. According to Barth (2001), the first major goal of an educational institution is to create and foster an environment that is conducive to the acquisition of knowledge and skills. According to Peterson and Deal (2002), the efficacy of organizations, including schools, is augmented by the cultivation of a shared system of norms, folkways, values, and traditions. These elements contribute to the vitality, motivation, and distinctiveness of the institution.

The efficacy of educational environments is significantly influenced by the prevailing culture within the school. Based on the findings of a study conducted by Cleveland et al. (2008), it can be concluded that this component holds utmost significance in establishing a foundation for students' achievement in academia. Throughout numerous years, educational institutions that have achieved success have been distinguished by a prevailing culture that fosters robust relationships among faculty, students, and

members of the community. Nevertheless, it is vital for numerous high schools nationwide to undergo significant cultural transformations in order to cultivate a focus on substantial interpersonal engagements (Hyslop, 2004).

Studies on alluring educational institutions have identified certain social factors that appear to influence student success. Various factors have a role in determining a student's achievement in an academic setting. Fyans and Maehr (1990) emphasize the significance of academic difficulties, a sense of belonging to a community, incentives for diligent effort, and a clear understanding of one's educational objectives as particularly salient elements.

According to Cheng (1993), an authoritative belief system, shared support, effective administration, and close relationships with more experienced educators are associated with increased teacher motivation and satisfaction. Senge and Fullan (1990) emphasize the importance of a shared vision led by a strong leader with a sense of purpose. Therefore, a school culture that promotes hard work and high achievement necessitates the presence of the following factors to ensure student success and performance.

A study conducted by Gaziel (2018), the focus was on examining the impact of school culture on the academic performance of underprivileged students at secondary schools under site management in Israel. The primary objective of Gaziel's (2018) study was to examine the disparities in school cultures between successful and less successful schools, and to explore the influence of certain cultural elements in elucidating these differences in academic achievement. The empirical evidence indicated a significant correlation between the average student scores over a span of at least two consecutive years and several factors contributing to school enhancement, including adherence to established standards of organization, academic focus, collaborative efforts, and responsiveness to customer expectations. The aforementioned attributes are indicative

of the alignment between a school's vision and mission. In addition, academic emphasis was the most significant predictor of Performance variations between schools.

The impact of the school's culture on the administration's endeavors to fulfill the institution's declared objectives has been acknowledged (Seshore, 2019). The school's organizational culture also affects the working culture of the school community and, in turn, children' academic progress. The results in the classroom should improve as a result of this (Van der Westhuizen et al., 2015). One can barely emphasize the impact of an organization's culture. In essence, it goes far in regulating the interactions between employees and with those outside the firm. In a company with a positive culture, employees are more likely to remain loyal to their superiors and to the company as a whole. A good organizational culture will go a long way in insuring and nurturing a healthy competitiveness at the workplace (UNESCO, 2017). Employees will be encouraged to surpass their peers so they can acquire the respect of their managers (Robbins & Sanghi, 2017). The culture of a school has a substantial impact on student participation, academic achievement, and social cohesion.

Educational programs, methods of direction, evaluations, and learning opportunities that are obviously connected to the vision and mission and customized to the needs and premiums of the students; sufficient time for teachers and premiums of the students; close, strong educator student, educator teacher, and student relationship; administration that energizes and secures trust; on-the-job learning; and, finally, a vision that is supported by a reasonable, constrained, and testing mission.

The vision and mission statements of schools provide an expression of their driving beliefs (Bolman & Deal, 1997). The school's declared goals and objectives serve as the base upon which the school's culture is created. The core concepts of the school are mirrored in the mission and vision statements, and they in turn form the philosophies

and standards that each teacher and student embraces and employs in their practice (Rhodes, Stevens, & Hemmings, 2011). Almost every institution of higher education and often even specific departments within larger universities have mission and vision statements. A school's culture revolved around its mission and its goals. Leaders were encouraged to lead, and educators were inspired to study, according to the mission statement (Deal & Peterson, 2004).

Although they are referred to as statements, the school's basic values, beliefs, norms, and assumptions are what genuinely embody the institution. The school's goals and aspirations are represented in its mission and vision statement (Deal & Peterson, 2009). These promote a more profound spiritual and emotional connection to a common cause, as well as a sense of shared responsibility and passion (Deal & Peterson, 2009).

The ideals and ideas supported by a school are crucial to its identity. The school mission and vision are a strong predictor of school outcomes since a school with a purpose and vision is cognizant of what needs to be done. The academic success of a school can be determined by its leadership's vision on the future (Brown, 2015). Discipline and academic success are the hallmarks of social standing in the classroom. To counteract barbarism, it is incumbent to the school's management to educate the kids with the appropriate cultural education. To accomplish this aim, schools must ensure that their children study knowledge that is both relevant and predictive of their future intellectual and developmental growth (MOEST, 2019).

In an adhocracy, all members of the organization have equal say in decision-making. With this type of management, everyone on staff is encouraged to speak their ideas and suggestions. A participative leader, such as a corporate CEO, would desire to give everyone in the firm a voice in decision-making. Universities, technology enterprises, and construction firms are some examples of organizations where participative



leadership has been found to be beneficial (Muthike, 2014).

Participative leadership offers many advantages for an organization's leadership and group members. Organizational members' morale is boosted when they feel like they have a say in major decisions, innovation and creativity are more likely to emerge from a forum where a wide range of perspectives is represented, and employees may need less supervision if they have a hand in crafting new procedures and policies, all thanks to employee participation (Nalemo, 2012).

High-performing schools are generally defined by excellent leadership (Beck & Murphy, 2015). Murphy et al. (2017) suggest that good school leadership is defined by its focus on accomplishing particular outcomes. The establishment of a shared vision for the future of the organization's approach to teaching, learning, and interpersonal interactions is a critical aspect of exhibiting leadership (Zepeda, 2017). Effective school leaders must manage change in such a way that the school is able to accomplish its defined vision (Hall, 2012). This includes keeping the school's vision, mission, and goals front and center in the thoughts of all school personnel. Organizational culture already involves school leadership.

Muthike's (2014) research in Makeni County, Kenya, attempted to discover whether or not there was a connection between administrative style and academic outcomes in the county's public secondary schools. The research indicated that the broad usage of participative leadership led to good results.

A student's progress in school can be gauged by how well they do on Kenya National Examinations Council (KNEC) exams, as stated by Muthike (2014). If a school's performance in KNEC is weak, the school is regarded to have fared poorly. This underscores the significance of schools ensuring excellent KNEC performance. In order to improve student accomplishment, schools can take a look at their

organizational culture (Muthike, 2014).

Education is a fundamental driving force behind global economic and social progress. It shapes society and effectively secures people's future and wellbeing (UNESCO, 2016) and it provides people power and freedom. This is why studies into the factors that affect students' global performance over time have been done for so long. In 2013, Cheng polled secondary school pupils in Hong Kong. Cheng analyzed the academic success of schools with and without robust cultural programs. Perceived organizational performance was demonstrated to be connected with institutional strength in the study. Members of schools with robust cultures tend to think positively of their institution in terms of its potential to foster change, innovation, and adaptability. Also, Heck and Marcoulides (2016) researched organizational ideals in Singapore secondary schools. Heck and Marcoulides discovered that schools whose teachers and administrators had good interpersonal dynamics also had better academic outcomes.

If student performance increases over time in Kenya, it is because key stakeholders share the leader's vision about these aims (Nyambuoro, 2012), which is influenced by the Principal's attitudes, values, beliefs, and personal traits. Nyambuoro (2012) found that the principal had superior knowledge all around and the relevant academic qualification to enhance the running and performance of the school in a study looking into the impact of school culture on performance at the Kenya Certificate of Secondary Education level in the Homabay District.

Strategic marketers have relied on the idea of "market orientation" for decades as a means of boosting company results. This movement has recently spread to the classroom (Singh, 2019). There is a strong correlation between market orientation and student performance indicators in secondary schools, as reported by Iqbal et al. (2016). According to Iqbal et al. (2016), institutions with a strong market orientation have a

positive and significant impact on student retention, student growth, market share, the quality of instruction and services, the quality of research, and institutional effectiveness. Adhocracy culture has been shown to positively affect organizational learning in studies examining the connection between organizational culture and education (Selvaraja&Pihie, 2015). In contrast to the rigidity of bureaucracy, adhocracy is a system of informal organization and management.

In Nigeria, a study to investigate the effect of principal's leadership style on school learning culture in some selected secondary schools was undertaken by Oluremi in the year 2018. According to research by Oluremi (2018), a principal's leadership style has a significant impact on student achievement. Additionally, Heck and Marcoulides (2016), indicates that school-based administrators play a significant influence in the formation of school climates. They also have an impact on teaching methods, which are essential for students' academic success. The variables of this research include the school's mission and vision, its organizational structure, and the degree to which it operates as an ad hoc network.

However, the focus of this research is on institutional elements, specifically on cultural features of the educational environment in selected public secondary schools in Makueni County, one of Kenya's 47 counties. The purpose of this research was to analyze the correlation between student achievement on the Kenya Certificate of Secondary Education (KCSE) and school culture in a sample of public secondary schools in Makueni County, Kenya.

Due to a lack of prior research in this area, we chose to focus on Makueni County's public secondary schools. Many Authors have carried such studies in Kiambu County, Nairobi County and even Homabay County but not yet done so in Makueni County.

Omusunga et al. (2008) emphasized on the Influence of School culture on French as a Subject but did not consider other Subjects as well as other components of culture on overall performances of students with respect to school culture. The county of Makueni was not mentioned. Ouma (2011) found a robust connection between school culture and students' KCPE scores, but it didn't discuss students' KCSE scores or Makueni County.

Located in extreme southeast Kenya, Makueni County has boundaries with Machakos County to the north, Kitui County to the east, Taita Taveta County to the south, and Kajiado County to the west. It is home to 379 public high schools.

### **1.3 Statement of the Problem**

Education is an essential instrument for achieving personal, social, economic, political, and cultural progress for pupils. In Kenya, achieving a high score in the Kenya Certificate of Secondary Education (KCSE) is considered a crucial indicator of success in secondary school education. It is a fundamental condition for admission into postsecondary institutions and universities. Attaining high scores in the KCSE examination offers students a favorable prospect for securing employment. The analysis of KCSE results from 2013 to 2016 indicates that Makueni County achieved a commendable performance, maintaining an average grade of C+. This trend continued from 2017 to 2020. The average grade has displayed a discouraging overall performance, experiencing a decrease to C-. According to the university admission requirements, the number of students from the county entering university has consistently declined from a minimum grade of C+ between 2013 and 2016 to a minimum grade of C- (minus) between 2017 and 2020. The decrease in academic achievement among students in Makueni County, resulting in a shift from grade C to a mean grade C- (negative),

indicates that a significant number of pupils are unable to pursue higher education at the university level. The academic performance of students in Machakos County has steadily improved over the past five years. This can be ascribed to a significant allocation of resources, in addition to the funding provided by the Ministry of Education. Nevertheless, Kajiado County, similar to Makueni County between 2017 and 2022, has documented a decline in educational standards, as indicated by an average mean grade of D+. According to the County Government Education Report of 2022, a precise 78% of KCSE applicants achieved a grade of D+ or lower.

The empirical literature does not provide a consensus on whether the elements of school organizational culture have an impact on students' academic achievement due to conflicting results. The absence of agreement can be attributed to gaps in concepts, contexts, and methodologies. The school's organizational culture and the academic success of pupils have been measured differently at the conceptual level, using various indicators. Gambi (2014) employed mission and vision statements as a means to represent organizational culture and found a favorable impact on operational performance. Conversely, Reynolds (2012) utilized adhocracy and market-oriented culture as indicators of organizational culture and found no significant effect on corporate performance. The majority of studies examining the relationship between school organizational culture and students' academic performance have primarily focused on developed markets. These markets are fundamentally different from developing markets like Kenya in terms of institutional, political, economic, and cultural factors. The primary methodological distinction of this study, in contrast to previous empirical research, is that the majority of former studies have extensively utilized mixed methods and

largely focused on the viewpoint of teachers. Nevertheless, the present study incorporated the viewpoints of both teachers and students, so demonstrating a comprehensive approach to investigating the connection between the organizational culture of schools and the academic performance of children.

Several studies have been undertaken in Makueni County to investigate the different elements that influence academic achievement in secondary schools. For instance, Ruth (2015) conducted a study on the impact of instructional resources on students' academic performance, whereas Mumo (2014) investigated the influence of instructional supervision on students' academic performance in Makueni County. The presence of a robust or feeble organizational culture in schools may be responsible for academic achievements or setbacks. The mission statement, vision, and leadership of public schools are crucial in shaping the school's culture. This study aims to enhance our comprehension of the impact of school organizational culture, shaped by the school's mission, vision, and leadership, on the academic achievement of public secondary schools in Makueni County. It seeks to go deeper into this matter.

#### **1.4 Purpose of the Study**

The study aimed to determine the impact of the characteristics of the school's organizational culture on the academic achievement of students in public secondary schools in Makueni County, Kenya.

#### **1.5 Objectives of the Study**

The following objectives guided the study:

- i. To investigate the relationship between mission statement and the students' academic performance in public secondary schools in Makueni County, Kenya.

- ii. To explore the relationship between vision statement and the students' academic performance in public secondary schools in Makueni County, Kenya.
- iii. To determine the relationship between adhocracy culture and the students' academic performance in public secondary schools in Makueni County, Kenya.
- iv. To examine the relationship between market-oriented culture and the students' academic performance in public secondary schools in Makueni County.

### **1.6 Null Hypotheses**

The study sought to test the following null hypotheses:

- H<sub>01</sub>** There is no statistically significant relationship between mission statement and students' academic performance in public secondary schools in Makueni County, Kenya.
- H<sub>02</sub>** There is no statistically significant relationship between vision statement and students' academic performance in public secondary schools in Makueni County, Kenya.
- H<sub>03</sub>** There is no statistically significant relationship between adhocracy culture and students' academic performance in public secondary schools in Makueni County, Kenya.
- H<sub>04</sub>** There is no statistically significant relationship between market oriented culture and students' academic performance in public secondary schools in Makueni County, Kenya.

### **1.7 Significance of the Study**

The study findings possess the capacity to offer valuable perspectives for educational authorities at both the local and national levels. Principals might utilize the results to evaluate and reconsider the organizational culture of their school, in order to adopt necessary changes that would improve student

advancement. The research findings will be highly significant and valuable for educational organizations, including the Kenya Education Management Institute. The primary objective of this institute is to improve student achievement in classrooms by providing principals and head teachers with the essential skills to foster positive school environments.

This study contributes to the growing body of academic research on educational leadership. The results of this study have the capacity to offer significant knowledge to educators, such as teachers, principals, and other school administrators, on the importance of school culture in enhancing students' academic accomplishments. The findings of this study will be essential in developing culturally sensitive policies that seek to inspire kids to demonstrate increased effort and achieve their full academic potential.

This work provides an extensive dataset that can be utilized by other academics aiming to advance their researches in the same field. Educational institutions might utilize the findings to optimize students' academic performance. Furthermore, it assists the government in making decisions on the improvement of the school environment through the evaluation and creation of policies. This study enhances the current body of knowledge on corporate governance by providing insights into successful approaches for cultivating a business environment that encourages academic excellence among students.

### **1.8 Limitations of the Study**

Limitations refer to factors inside a study project that can hinder the researcher's capacity to get the desired results. Researchers may face many challenges throughout their investigations (Mugenda & Mugenda, 2003). The inquiry was limited by time and



resources.

- i. One limitation of the study is the researcher's inability to guarantee participants' impartial responses to the question. It is possible that the young individuals were unable to give totally truthful responses due to their nervousness.
- ii. The data utilized in this study were acquired from publicly financed secondary educational institutions located within Makueni County. The presence of administrative variations may limit the potential relevance of the results to universities, primary schools, and secondary institutions.

### **1.9 Delimitation of the Study**

Multiple elements contribute to the establishment and restriction of the definition and scope of a study. The parameters influencing the study include the sample size, geographical location, characteristics of the target population, and the specialized research settings (Kasomo, 2006).

Delimitation is the act of defining the suitable boundaries for a research project (Mugenda & Mugenda, 2003). This study investigated the influence of school culture on the academic attainment of students attending public schools in Makueni County, with a specific emphasis on their performance in the Kenya Certificate of Secondary Education. The study's application was restricted solely to private universities due to the occurrence of performance differences. Hence, it is recommended to exercise prudence when generalizing the results to other areas of the nation.

### **1.10 Assumptions of the Study**

The following are the assumptions of the study:

- i. Majority of teachers in public secondary schools are well informed of the performance trend in Makueni county

- ii. Many public secondary schools in Makueni County have a publicly expressed mission statement known to all students and teachers.
- iii. Most of the public secondary schools in Makueni County have a publicly expressed vision statement known to all students and teachers.
- iv. Many public secondary schools employ similar leadership as guided by the government policies.

### **1.11 Operational Definition of Terms**

An organization's vision statement should be based on thorough economic predictions and serve as a guiding tool for the company's internal decision-making. A road map is a strategic document that outlines an organization's aims and provides guidance for ambitious new projects by offering a clear path for growth.

An organization's mission statement is a formal proclamation that clearly communicates the goals and importance of the group's actions. Although the missions of most organizations typically remain stable over time, it is not uncommon for them to undergo revisions.

The longevity of a firm is generated from the dynamic practices that make up its organizational culture. It has a major impact on the creation of educational institutions and adds uniqueness to the places where young individuals go through their early years of development. The presence of culture fosters a feeling of satisfaction and honor within individuals who possess a strong dedication to a certain educational establishment, as it connects them with the institution's overall objectives and values. Culture covers all the components that contribute to the significance and allure of human existence. Diverse cultural experiences act as catalysts for promoting uniqueness, creativity, and progress.

An organization's culture encompasses the common assumptions, values, and beliefs that guide the behavior of its personnel, establishing a collective set of standards and expectations. The organization's fundamental beliefs have a profound influence on its members, shaping their daily actions and the quality of their work. The notion of "organizational culture" may encompass a set of universally embraced principles that individuals from various levels and backgrounds are expected to follow.

Within a hierarchical framework, the individual who holds the highest position have authority that extends over all other members of the organization. The organizational structure exhibits a hierarchical configuration, where a centralized governing body is situated at the top, followed by a series of progressively subordinate levels.

The market is the central focus of culture. This concerns a philosophical standpoint that aims to develop a correlation between pupils and the external requirements for competence.

Student achievement in the classroom refers to the final academic result of a student, as demonstrated by their final grade on the Kenya Certificate of Secondary School Education. The stakeholders of educational institutions encompass a wide array of individuals, such as administrators, department heads, instructors, regulators, and parents.

Within a participative leadership paradigm, team members are granted a substantial level of authority and engagement in the process of making decisions. Before making a final decision, all team members are properly informed of relevant information and given the chance to contribute their input.

Unlike bureaucratic organizations, which are typically characterized by rigidity and inflexibility, adhocracy places a strong focus on improvisation and innovation in its leadership structure.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Here, we shall analyze the prior research undertaken in the topic. The development of research questions and hypotheses provides a structured framework for performing the literature review. This chapter further examines the theoretical and philosophical underpinnings. Furthermore, this chapter encompasses a thorough analysis of the available literature and a discernment of the specific regions within the subject topic that require additional exploration.

#### **2.2 Review of Empirical Studies**

This section provides a thorough examination of the empirical studies carried out by multiple specialists on the correlation between school climate and student achievement. The study primarily investigated research issues related to several facets of school culture that influence students' academic performance and the caliber of their grades. In addition, the study investigated the difficulties faced by educational institutions in promoting these essential cultural aspects, along with possible approaches to tackle these difficulties.

#### **2.3 School Mission and Student Academic Performance**

In a study conducted by Dermol (2012), the researcher examined the relationship between organizational effectiveness and mission statements among Slovenian enterprises. The data from 394 distinct firms was evaluated by the researchers in this study. The research sought to establish correlations between the performance of firms and the presence of mission statements, as well as the constituent elements that comprise these statements. The study findings indicated that value added per employee

(VAE) emerged as the most effective metric for assessing the performance of a firm. The study primarily focused on two key attributes of mission statements: the extent to which associations are emphasized and the level of efficiency in using organizational resources.

The mission statement encompasses several dimensions, including performance, organizational resources, work-life, and development. The study revealed a significant correlation between organizational resource emphasis and corporate ties with performance, as shown by the mentioned factors. Nevertheless, the study primarily focused on for-profit firms, since they operate within a distinct setting compared to educational institutions. The primary area of inquiry in this study will be the schools located in Makueni County.

The extent to which top executives adhered to the performance-oriented mission statement of a corporation was examined by Williams et al. (2014). According to William et al. (2014), the primary significance is in establishing a direct connection between the mission statement and performance, which is then followed by an explanation of the moderating relationship. The formulation of a mission statement is expected to provide a positive influence on the productivity of a company.

The primary analysis conducted in this research was testing the null hypothesis, which aimed to investigate the potential positive correlation between economic performance and the statement of purpose adopted by a corporation. The depth of a mission statement is determined by its consideration of the company's domain, competencies, vision, and values. One factor that had a moderating role was the level of commitment shown by higher management towards the stated aim. The primary purpose of the present study is to conduct an objective investigation of the correlation between the

declared objectives of secondary schools and student success in Makueni County.

Moreover, when analyzed from an organizational standpoint, a mission statement serves as the explicit rationale for the establishment of an entity. The impact of organizational mandates on corporate health is emphasized by scholars and specialists in the field of organizational psychology (Malott, 2016). The mission statement serves as a guiding principle in the face of ambiguity, preventing the business from falling into the trap of excessive busyness (Odiorme, 2015).

The phenomenon known as the activity trap occurs when an organization becomes too focused on engaging in certain activities, rather than prioritizing the achievement of specific outcomes. This practice aids corporate members in maintaining the perception that they are successfully fulfilling the organization's objectives, regardless of the organization's real performance. The phenomenon known as the activity trap is widespread within the realm of education. It manifests when students are compelled to progress through a series of courses and receive grades without sufficient regard for the caliber of their educational encounters within said courses or the true academic proficiency reflected by those grades. A well-crafted mission statement serves as a valuable tool in maintaining the collective attention of all stakeholders on the objectives to be achieved.

Slate et al. (2010) conducted an analysis of one hundred secondary school missions in a mixed-methods research aimed at examining the relationship between school missions and student success. The objective of the research was to conduct a comparative analysis of the mission statements of schools that demonstrate high performance and those that exhibit low performance, with the aim of identifying potential disparities. Based on the findings, it was observed that the mission statements

of high-performing schools placed a greater emphasis on student accomplishment compared to those of low-performing schools. The primary distinction, nonetheless, resided in the emphasis placed by high-performing schools on establishing an intellectually stimulating atmosphere that fostered the academic growth and achievement of students. A mere 18% of the underperforming schools surveyed explicitly mentioned academic achievement as part of their stated objectives, while an only 4% indicated the intention to provide a rigorous educational environment.

The mission statement serves as a valuable tool in building a "psychological contract" (Schein, 2010) between the organization and its newly recruited members. It does this by clearly delineating the expected behaviors and activities that members are required to undertake. This practice aids in preventing the dilution of the organization's objectives and facilitates the assimilation of new personnel into the company. Based on the significance of mission statements in shaping institutional transformation and leadership, it may be reasonably postulated that disparities exist in the objectives pursued by high-performing and low-performing public schools (Malott, 2013).

The organizational ethos found inside educational institutions is distinct and functions as a framework that directs the behavior of both students and faculty members. Nevertheless, this cultural phenomenon exhibits diverse degrees of vitality across different organizations. A robust organizational culture is distinguished by the vitality, coherence, and manifestation of its many components, all of which are directed by the declared mission of the business. The mission statement of the organization serves to reinforce its dedication to its objectives and collective principles. The constituents of a robust organizational culture, grounded in the mission statement, including collective cultural symbols, the capacity of the cultural framework to exert influence



on organizational members, and a cohesive set of values that the group unwaveringly embraces.

Limited research has been conducted to investigate the effects of a culture centered on goal statements on academic performance inside educational establishments. Due to the little existing literature on the subject matter, the current findings are inherently characterized by their rudimentary nature. Therefore, this study will contribute to the existing knowledge in this field and, if applicable, provide light on the correlation between the performance of public secondary schools and their mission statements.

Sabancı et al. (2017) argue that culture has a significant impact on an individual's perspective and actions, since it is a cultural construct that manifests in one's cognition, beliefs, and behaviors. Personality and character can be viewed as expressions of culture, as they are molded via exposure to various cultural influences.

Schein (2004) identifies three fundamental components inside a culture: explicit ideas, underlying assumptions, and tangible artifacts. Indicators can appear in either explicit or implicit forms, varying from obvious manifestations to deeply rooted but unspoken predetermined ideas. An organization's artifacts encompass its architecture, operations, as well as its established norms, rules, and practices (Sabancı et al., 2017). The concepts, ambitions, and longings expressed by Schein (2010). The practices described above encompass the most effective methods for achieving corporate goals, principles, and strategies (Sabancı et al., 2017). Ultimately, the unquestioned concepts and beliefs are the essential underlying assumptions. Cultural assumptions deeply ingrained in society explain the reasons for the current situation, dictate suitable emotional and behavioral reactions in specific situations, and establish the limits of acceptable behavior.

The culture of a school consists of various signs and symbols, common knowledge, and collectively held values and beliefs (Karadag & Oztekin-Bayir, 2018). Grunert (2005) defines the culture of a school as the core values, expectations, and guiding principles that shape it. According to Karadag et al. (2014), the behaviors and actions of leaders, instructors, and students in a school community are shaped by the established standards, principles, customs, and convictions of that community. This exemplifies the enduring constancy with which our rituals, values, and beliefs have consistently evolved over time. In light of the ongoing development of culture, it is crucial to create a conducive environment that promotes the progress and growth of both teachers and students (Prokopchuk, 2016). Although educational institutions frequently share similar architectural designs, they feature unique symbols, rituals, and traditions that shape the ideals and ideas embraced by its students and staff (Horton, 2018). As a result, each educational institution has a unique cultural makeup. To gain a thorough comprehension of a company, it is crucial to pay special attention to its unique organizational culture (Kalman & Balkar, 2018).

There is a significant amount of uncertainty regarding the differentiation between climate and the notion of culture. Researchers in the field of education have encountered challenges in establishing a definitive correlation between the two concepts due to their frequent interchangeable usage. To fully understand these notions, it is more useful to evaluate their contextual relevance within their various academic disciplines (Parker, 2015). The terms "school climate" and "school culture" are occasionally used interchangeably, despite their fundamental differences (Glisson, 2015; Nadelson et al., 2020). Culture is commonly perceived as a unified system of shared values that brings an organization together and gives it a distinct identity, while climate is employed to differentiate different professional settings (Hoy, 1990). The

notion of culture within an educational institution refers to the entrenched norms, values, and beliefs that exist inside the organization. Conversely, the term climate includes exterior elements such as employee morale, physical environment, and the overall well-being of the firm (Parker, 2015). The culture of an organization is established by the attitudes and assumptions of its members, while the climate of the company is influenced by the opinions of its colleagues (Houtte, 2005). Hoy (1990) asserts that the academic performance of students is greatly impacted by both the school's environment and culture. Recently, there has been a change in perspective where "school culture" is now considered a comprehensive term for describing identity (Houtte, 2005).

Van der Westhuizen et al. (2005) found that a positive school culture has a significant and beneficial effect on its members and is considered a motivating factor in achieving the organization's goals. Therefore, it is crucial that educational institutions provide an environment that promotes support for both students and staff members. Kythreotis et al. (2010) contend that a thriving school culture permeates every facet of the institution. Teacher engagement, student excitement, staff happiness, teamwork, and community harmony are all influential factors that contribute to the entire equation. Gruenert and Valentine (1998) identify six factors that contribute to the creation of a positive school culture: collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnerships. These variables are crucial for understanding the collaborative environment that is widespread inside this academic institution. The recognition of a collaborative educational environment has been universally accepted as advantageous for both students and educators (Gruenert, 2005). Zahed-Babelan et al. (2019) contend that the existence of a collaborative culture is crucial for attaining institutional success.

### **2.3.1 Academic Performance of the School**

The phrase "school performance" has been defined in several ways in academic literature, suggesting that educational achievement is a multifaceted and intricate concept (Akay & Aypay, 2016; Hoy & Ferguson, 1985). Mortimore (1991) states that a successful educational institution is marked by the occurrence of pupils displaying greater progress than expected considering their demographic traits. Consequently, pupils enrolled in a high-caliber educational institution exhibit exceptional academic accomplishments in comparison to their peers in schools of similar magnitude. Conversely, children who attend an ineffective school typically experience minimal changes in their academic performance compared to their baseline status (Sammons et al., 1995). Academic performance depends on meeting the standards set by the faculty and administration (Cobanoglu & Yurek, 2018). Furthermore, the assessment of academic progress is contingent upon the degree to which goals are accomplished (Akay & Aypay, 2016). According to Day and Sammons (2013), the assessment of a school's effectiveness should incorporate social results with equal weight to academic achievements. Laila (2015) states that there is a lack of agreement over the definition of academic accomplishment. However, a comprehensive definition should encompass the combined endeavors of both students and teachers within the educational environment. Hence, the assessment of an institution's academic performance can be carried out by analyzing its inputs, processes, and outputs in connection to different internal and external factors (Ali et al., 2016).

Academics have suggested multiple measures of school performance, encompassing a wide range of qualities and academic achievements. The Coleman Report, a research undertaken by Coleman et al. (1966), found that variables beyond the school

environment had a substantial impact on students' academic performance. The criteria encompassed socioeconomic class, ethnicity, and familial background. Several investigations were conducted to support the assertion that educational institutions impact children's academic achievement, regardless of their household's socioeconomic condition (Edmonds, 1979; Mortimore, 1993). Academic research in this field has sought to show a correlation between personal characteristics and academic performance. Ali et al. (2016) contend that while evaluating school performance, it is crucial to consider school culture as an intrinsic factor.

Effective schools display a variety of unique characteristics, even though they may not have traditional measures of achievement. As per Ronald Edmonds (2021), a renowned scholar in the realm of school performance, effective schools exhibit strong administrative leadership, prioritize fundamental skills, set high expectations for student achievement, regularly monitor student performance, and provide safe and well-organized learning environments. The phrase "Effective Schools Model" was coined to

define and describe these specific characteristics. Lezotte (2020) introduced the "Correlates of effective schools" framework, which involved formalizing the additional qualities of the previously mentioned model. According to Lezotte (2019), schools that attain success demonstrate numerous essential traits. These factors encompass the creation of a safe and organized environment, the promotion of ambitious goals, the presence of experienced mentors, the establishment of a clear and focused mission, the provision of abundant learning opportunities and active engagement, the ongoing assessment of student progress, and the cultivation of positive school-home relationships. Talebloo et al. (2018) found that the success of schools can be attributable to the synergistic interaction of multiple elements, as indicated by their

previous study. The parameters for evaluating school efficiency have been acknowledged by several scholars (Baldwin et al., 1993; Herman, 2017), and the unique elements linked to successful schools are regarded as a method to achieve student achievement (Magulod, 2017).

By doing a comparison examination of many academic works on student accomplishment, it becomes clear that a significant number of identified criteria consistently appear in multiple research studies. In their study, Dos and Savas (2015) present a comprehensive analysis of the fundamental attributes that delineate a successful educational establishment. These factors encompass the existence of robust leadership, effective classroom management, meticulously crafted curriculum, elevated standards for both students and teachers, a conviction in the capabilities of every learner, the application of assessment and feedback, a well-organized school environment, and active involvement of families. Ghani (2014) suggests that great educational institutions can be identified by analyzing specific critical variables. The aspects encompass the creation of a welcoming atmosphere, emphasis on efficient teaching and learning approaches, upholding rigorous academic criteria, implementing regular evaluation methods, and actively encouraging parental involvement. These findings emphasize the importance of effectively carrying out these duties by school administrators and teachers. The implementation of successful school indicators has the potential to deliver excellent consequences for students, teachers, and society at large (Kirk & Jones, 2004).

### **2.3.2 The Impact of School Culture on Students' Academic Performance**

Understanding the prominent objects within an educational institution is equally important as gaining knowledge about the institution's underlying assumptions, values, and beliefs. The content can be widely characterized by taking into account the mean

of dimensions (Dellar & Cavanagh, 1998; Anderson & Johnson, Snyder & Johnson, 1996; Pang, 1996) or cultural prejudices. Culture can be divided into two overarching categories: collaborative culture and goals-oriented culture. The terms "cultural constituent" (Maslowski, 1996), "cultural trend" (Serpa et al., 1986), and "cultural qualities" (Scaffold, 1988) might be seen as interchangeable with the concept of "content of culture".

Within the context of educational institutions, Maslowski (2001) cites Schein's (1985) description of the cultural system, which is defined by a three-part structure comprising of three separate levels. Regarding the cultural aspects of educational institutions, Maslowski (2001) states that scholars generally agree with Schein's (1985) understanding of cultural levels in educational administration. Schein classifies departments into three hierarchical levels, each distinguished by different levels of institutional recognition and instructor familiarity. Schein argues that an organization's culture can be traced back to the fundamental level of its hierarchy, which is defined by fundamental expectations. According to Schein, there is a transitional phase marked by heightened consciousness, during which ethics play a crucial role. In the third phase, group participants actively exchange items and customs that have considerable relevance to their moral and cultural identities. The teaching staff, who form the foundation of the school's cultural identity, are primarily responsible for upholding the most significant and conceptual elements of the school's culture.

Assumptions are beliefs that are unquestionably accepted by individuals within an organizational environment (Schein, 1985). Teachers frequently disregard the underlying implicit assumptions that form the basis of their traditional understanding of their duties, primarily because their profession receives limited acknowledgment from society. If these assumptions are not questioned by another instructor, student,

or parent, it is likely that they will continue to exist without being discovered (Stolp & Smith, 1995). The faculty members will cultivate a comprehensive comprehension and acknowledgement of the essential assumptions that underpin their knowledge and guide their work. The second tier comprises a collection of values and criteria. The viewpoints of teachers have a tremendous influence on the impression of what is considered "healthy," "correct," or "acceptable." Therefore, values should be regarded as highly regarded standards that indicate what is highly regarded or worthy of pursuit within a specific educational setting. For example, educators may prioritize the values of cooperation and respect among their peers. According to Corbett, Rossman, and Firestone (1988), most educators have the capacity to articulate the ideas that shape their professional work, even if they are not consciously aware of these principles. Respect and friendship are two ideals that frequently appear as behavioral norms. Without a doubt, these behavioral standards can be described as "implicit norms" that require all individuals to comply with. The norms set by instructors offer valuable understanding into how their evaluations of fellow faculty members are manifested in these criteria. The guidelines established by the educational institution define acts that are considered inappropriate and clearly state their respective limits.

Schein's third level of organizational analysis encompasses practices and artifacts. Additionally, this stage involves behavioral aspects such as rituals, customs, and traditions. Expectations, norms, and values arise from the adoption of specific practices and behaviors. Each educational institution promotes its own unique set of rules. The term "substance of culture" refers to the importance placed on fundamental ideas, values, and norms, as well as tangible objects that are studied in an educational environment.

School rituals are essential elements that contribute to the establishment and



embodiment of a school's culture. A ritual can be described as a set of repeated actions performed in a specific order, usually within the framework of a particular tradition or custom. These actions can include a range of activities, such as formal social gatherings like promenade and rites of passage, which mark the culmination of our academic year. In addition, the school organizes a range of rituals and events, including ceremonies, assemblies, prize-giving days, music festivals, sponsorship of diverse extracurricular activities, pep and spirit rallies, and informal gatherings. These traditions aim to cultivate a sense of affiliation and camaraderie among students, enabling them to experience a collective identity that transcends their individuality. This is accomplished through the establishment of communal interactions, which enhance the connections within the educational community. Furthermore, tradition plays a crucial role in shaping the traits that lead to the formation of an organization's culture.

Each secondary school possesses a unique assortment of customs and procedures that have been formed over a significant duration. Traditions are important customs that hold specific cultural and temporal significance. They occur annually and provide significant support to the community, regardless of obstacles or changes. Institutional rituals and ideals are reinforced through commemorative activities during major events. The Education for All initiative is only one of several charters and objectives that demonstrate the widespread desire for better educational opportunities, higher levels of accomplishment, and the cultivation of more well-rounded personal qualities. Multiple parties, such as the government, students, parents, educators, and school administrators, share a common desire to witness an improvement in student achievement. As stated by Cheng'oli, Osman, and Ongeti (2013), schools in Kenya are classified as either "performing" or "non-performing" based on their average performance in national examinations. The classification mentioned is endorsed by Cavanag and Dellar (2003),

as cited by Cheng'oli, Osman, and Ongeti (2013). Kenyan individuals have long been intrigued by the reasoning behind the classification of students as either "performing" or "non-performing" within particular educational institutions. Consequently, the question arises regarding the distinguishing characteristics or criteria that differentiate "performing" schools from "non-performing" schools. A comprehensive investigation has been carried out to analyze several elements; however, a unanimous agreement has not yet been reached. Shannon and Bylsma (2007) outline a list of nine characteristics that indicate institutions with high levels of performance. The attributes mentioned in this study encompass a clear and agreed-upon objective, strict standards for all students, competent leadership, extensive collaboration and effective communication, alignment of curriculum and instructional benchmarks, consistent monitoring of teaching and learning, targeted professional development opportunities, and active engagement of the community. The aim of this research was to evaluate the presence of these attributes in high-performing and low-performing public secondary schools in Machakos County, Kenya, which also exhibit cultural dimensions. The study also aimed to examine the influence of these variables on the academic achievement of pupils in secondary schools situated in Machakos County, Kenya.

Maslowski (2001) refers to a case study undertaken by Kritek (1986) which investigated the growth of schools. The study involved the involvement of four schools that were categorized as reasonably successful, along with four schools that were classified as somewhat failing. Kritek (year) argues that specific factors play a crucial role in determining a school's success. The qualities encompass increased student surveillance and evaluation, frequent instructor discussions, and positive evaluations of the school's ethos. The case study also revealed that educators at the four "more successful" schools offered similar justifications for the accomplishments of their

institutions. The answers were increased collaboration, heightened enthusiasm and engagement among instructors, shared goals, and agreement on curricular philosophy and policies. In his 2001 publication titled "School Culture and School Performance," Maslowski investigated the correlation between school customs and student academic success. Edmonds (1979) identified several crucial components that define a school's culture, such as staff unity and agreement, a common objective or ideology, and a strong emphasis on achieving exceptional levels of performance. Various scholarly studies on academic achievement have yielded similar results (e.g., Lezotte & Levine, 1990; Hillman, Mortimore & Sammons, 1995).

Lezotte and Levine (1990) conducted research and established a collection of nine attributes commonly observed in highly effective educational institutions. The initial paragraph presents a vivid portrayal of a desirable school environment and teaching methodology. Educational institutions that encourage student participation will have environments that are marked by both comfort and uniqueness. According to the research undertaken by these two researchers, a well-organized environment encourages cooperation among individuals instead of reinforcing hierarchical power dynamics. In addition, they argue that rules and regulations are developed by active involvement and participation, rather than being separate from the process of regulation and legal enforcement.

The study conducted by Valentine (2006) reported results on intangible knowledge regarding the attributes of established middle schools and the significance of promoting productive collaborative school cultures. According to a thorough nationwide investigation conducted by Hackmann, Clark, Valentine, and Petzko (2004), educators working at prestigious educational institutions were found to collectively follow a set of shared values. These values had a significant impact on their professional practices

and resulted in the implementation of strict academic standards for all students.

The principals perceived themselves as leaders who promoted cooperation and considered themselves as professional peers. The encouragement of collegiality was advised as a tactic for faculty members to collaborate in order to improve the implementation and assessment of the curriculum. The teaching staff members exhibited a shared dedication to promoting collaboration, taking a methodical approach to school management, coordinating professional growth, and leading efforts to improve classroom instruction across the board.

The adults' dedication to ongoing education, for their personal growth as well as for the betterment of their students, was a notable attribute. The primary aim of the institutions was to offer education to individuals spanning various age cohorts, encompassing both youth and the elderly. The organization of courses and the allocation of staff and students were deliberately planned to maximize opportunities for collaborative work and promote interpersonal interactions among learners.

The study conducted by Valentine, as cited by Clark et al. (2006), emphasizes the importance that educators and administrators at high-performing schools place on fostering interpersonal relationships among adults as a crucial element in the formation of effective institutional cultures. Administrators and educators at educational institutions frequently highlight the importance of interpersonal relationships for effectively carrying out time-consuming tasks such as curriculum development, lesson planning, and resolving classroom conflicts.

Students exhibit enhanced academic performance when they adhere to school norms that prioritise academic attainment. Dagneu (2014) conducted a study that revealed a significant and straightforward correlation between students' level of academic focus and their academic performance. Melesse and Molla (2018) argue that a detrimental

school culture, characterised by a lack of emphasis on academics and a disconnect between students and their work, is responsible for low academic achievement. According to the research conducted by Sagwe, Ajowi, and Mwebi (2016), schools that regularly organise meetings between school administrators and students to offer support and motivation for hard work are more likely to attain exceptional academic results compared to schools that do not hold such meetings. Fareo (2020) states that prestigious colleges often evaluate the proficiency of their pupils by conducting examinations. The academic focus is evident through a range of activities, such as involvement in extracurricular activities, diligent completion of homework assignments, active participation in self-directed study programmes, engagement in private study sessions, regular assessment tests (Odumbe et al., 2015), timely completion of class work, and submission of homework (Melesse and Molla, 2018).

Maxwell et al. (2017) conducted a thorough global evaluation of high school students' achievement on the Australian National Assessment Programme for Literacy and Numeracy exam, focusing specifically on academic priorities. The study employed a multilevel model that incorporated many sources, such as academic performance records of both faculty and students, along with socioeconomic data. The researcher employed the census sampling approach to include a total of 2557 students in grades 7 through 10 and 760 staff members from 17 out of 19 secondary schools in the study. The collected data was analysed using both descriptive and inferential statistics. The findings demonstrated that a society that placed a high value on scholastic success had a beneficial influence on students' performance in examinations. The current study utilised a convergent mixed research methodology, with fourth-semester HODS, principals, teachers, and students as participants. Maxwell et al. (2017) conducted a study utilising a multilevel approach that specifically focused on instructors and

students in grades 7–10. In 2019, Songsirisak and Jitpranee conducted a study to examine how assignments affect the academic performance of university students in English exams in Thailand. The study utilised a mixed methods research strategy, incorporating both quantitative and qualitative techniques. The study sample consisted of 140 undergraduates, including 34 males and 103 females, aged between 19 and 23, who were admitted to the university to pursue English degrees. A specific group of participants was chosen via purposive sampling. The study utilised focus group interviews to get qualitative data and questionnaires to collect quantitative data. The study instruments' validity was evaluated by factor analysis, while their reliability was validated using the Kuder- Richardson coefficient derived through the multiple forms technique.

The analysis of quantitative data was conducted using descriptive statistics. The application of open and axial coding schemes was crucial in the examination of the qualitative data. The study demonstrated that assigning homework to youngsters improved their academic performance and aided their acquisition of knowledge. This study is distinctive due to its implementation in public secondary schools, where principals, teachers, students, and heads of departments (HODs) actively participated. The study conducted by Suárez et al. (2016) investigated the relationship between the level of involvement in assignments and the academic performance in mathematics of both native and immigrant pupils. The poll included a total of 617 primary school pupils, with 130 being immigrants and 487 being native-born. In addition, there were a total of 712 students enrolled in the secondary courses, with 62 being immigrants and 650 being native students. The remaining study participants consisted of parents and a sole instructor from each class. To collect data, the researcher distributed questionnaires. The researchers evaluated the questionnaires' validity and reliability by

employing the Pearson correlation index test and Cronbach's alpha, respectively, as obtained through the test-retest procedure. The researcher utilised student t-test statistics to analyse the data. A positive link was found between the number of assignments given to pupils and their academic performance in mathematics.

This study diverged from the current examination by specifically focusing on comparing the academic achievements of two different groups—indigenous and migrant—across two different levels of education—primary and secondary—instead of just focusing on the secondary level. This study diverges from previous research, which mostly focuses on national assessments such as the KCSE tests. Instead, it specifically explores the impact of assignments on academic performance in the domain of mathematics.

A study conducted in 2014 by Reina-Paz, Rodríguez-Oromendía, and Sevilla-Sevilla aimed to evaluate the impact of different types of continuous assessment tests on the final course exams of second-year students in a business administration and management programme at the Faculty of Economics, National Distance Education University in Spain. During the first two academic years of the study (2011–12 and 2012–13), there were 1450 students enrolled in their first year and 1809 students enrolled in their second year, respectively. The research findings suggest that students who achieved success in the online Computer Adaptive Test (CAT) during the course obtained higher grades on their final exams. The research was conducted in secondary schools. The study broadened its reach to include participants such as principals, heads of department, teachers, and students, in addition to university students.

Fareo (2020) utilised a regional survey research approach to examine the impact of continuous assessment exams on the academic performance of biology students in

senior secondary schools located in the Hong Local Government Area of Nigeria. The research sample consisted of 200 professors who were randomly selected from ten institutions using stratified random selection. Two research assistants conducted surveys with the objective of effectively collecting data. The instruments' reliability was evaluated by computing the inter-rater correlation using Krippendorff's alpha statistics. On the other hand, the researcher utilised factor analysis to assess the validity of the instruments.

The data was subjected to statistical analysis, utilising both inferential and descriptive approaches. The study identified a positive association between the frequency of biology continuous assessment assessments and students' academic performance in the subject. Unlike Fareo's (2020) study, which only included instructors as participants, the current analysis involved a broader range of participants, including principals, teachers, students, and course directors.

Yinusa and Margaret (2020) conducted a study to investigate the influence of continuous assessment examinations on the academic performance of undergraduate students who were taking the educational administration and planning course at Osun State University in Nigeria. The study sample comprised 221 undergraduate students in this quasi-experimental research methodology. The study's data was derived from the outcomes of the ongoing evaluations and ultimate examinations conducted at the conclusion of the semester. The data analysis utilised a wide range of descriptive and inferential analytical methods. The research has revealed a clear and direct relationship between the frequency of continuing evaluations given to students and their final semester grades in the field of educational administration and planning. In contrast to the ongoing research being carried out with secondary school students in public institutions, the study undertaken by Yinusa and Margaret (2020) primarily focused on



university students.

In 2019, Mabuza and Mafumbate employed a blend of strategies. The research was grounded in the ecological and wellness theories proposed by Hettler and Bronfenbrenner, respectively. The aim was to demonstrate a correlation between parental engagement in their children's assignments and their academic success on primary school examinations in rural parts of the Lubombo region of South Africa. The study involved a total of 110 participants, including 40 head teachers, 60 kids, and 40 teachers. The selection process intentionally targeted individuals from ten specified institutions. The participants from the class and staff roster were chosen randomly using the random sampling method. The data was analysed using descriptive, inferential, and thematic statistical analysis methods.

The study revealed that parental involvement in assisting children with their homework led to enhanced academic performance. The current study, similar to the one carried out by Mabuza and Mafumbate (2019), utilised a mixed methods approach. However, it was based on Vygotsky's Social Cognitive Learning Theory, rather than ideas relating to ecology and wellness.

Worale (2018) investigated the effects of integrating continuous assessment tests on the academic performance of students in the Mbale municipality, Uganda, during the Uganda Certificate of Education (UCE) exams. Among the 123 participants in the study, 80% actively participated in the investigation. The sample consisted of 32 parents, 68 children, 30 educators, and three school administrators. The researchers utilised purposive sampling to select the parents and school authorities, whereas a random sample was applied to choose the teachers and children. Data collection involved the implementation of a systematic approach comprising interviews, questionnaires, and document analysis.

The instrument's internal consistency was evaluated using Cronbach's alpha statistics, while the questionnaires' validity was confirmed by peer review conducted by Worale. The study findings demonstrated a significant impact of assignments on the UCE exam scores of students. Classifying pupils' talents and shortcomings aids in supporting their academic advancement. This investigation is separate from the one carried out by Worale (2018). As the researcher firmly believed that the information covered by the three categories sufficiently met the study's objectives, parental involvement was excluded from the study sample.

Odundo et al. (2020) conducted a study to examine the effects of administering computer-adaptive tests (CAT) on the English language proficiency of children enrolled in government primary schools in the Awendo Sub-County. The study utilised a descriptive research methodology. A total of 2354 students were selected randomly for this examination, which incorporated both qualitative and quantitative methodologies. The remaining guests consisted of 71 English teachers, five curriculum support officials, and 71 head teachers, making a total of 147 individuals. Data was collected using questionnaires, interview schedules, and a document analysis guide. The researchers confirmed the accuracy and reliability of the instruments by peer review and the Multiple Forms technique, respectively, in order to determine the Kuder-Richardson coefficient.

Analysed the data utilising descriptive statistics. The research findings indicated that integrating Computer-Assisted Technologies (CATs) into English classrooms resulted in a substantial improvement in students' language proficiency. This research diverges from the current study by centring on the influence of implementing Continuous Assessment Tests (CATs) on the English language aptitude of primary school pupils, as opposed to their success in the Kenya Certificate of Secondary Education (KCSE)

examinations. Oloo (2019) conducted a study at government elementary schools in Rachuonyo South Sub-County, Homa-Bay County, to investigate the influence of assignments on students' academic performance.

The investigator utilised a sequential explanatory study methodology, incorporating both qualitative and quantitative research approaches. The study utilised a stratified random sampling technique to choose 23 public primary schools. A total of 675 students, 113 teachers, and 23 principals from these schools were collectively invited to participate in the study. Furthermore, the study included eight parents and 198 classes, which were meticulously chosen using an intentional sample technique. Questionnaires were employed to gather data from head teachers, parents, and teachers. The students conducted focused group discussions to facilitate the process of gathering data. The students' performance data was obtained by employing a document analysis guide. The researcher employed peer review to validate the dependability of the study tools. The split-halves approach was utilised to calculate the Kuder- Richardson coefficient for the purpose of evaluating reliability. The data were analysed using descriptive statistical analysis techniques, such as calculating frequencies, percentages, and cumulative frequencies. The study demonstrated that the academic performance of students was enhanced when their parents provided oversight and assistance with their assignments. The previous study was undertaken in government-run primary schools, whereas the current analysis was performed in government-operated secondary schools.

In 2015, Isiye conducted a descriptive research study to investigate the factors that influence the academic performance of pupils enrolled in government secondary schools in Mumias West Sub-County. The study sample consisted of 40 deliberately recruited officers, 5 principals, 5 PTA chairpersons, 4 zonal education officers, and 75

teachers who were chosen via systematic random selection. Data was gathered through the utilisation of questionnaires and interview schedules. The researcher used the peer review approach to determine the validity of the instruments, and the test-retest procedure was used to calculate the Kuder-Richardson coefficient, which measured the dependability of the instruments. Data analysis entailed the application of descriptive statistics, such as percentages, means, and frequencies. The findings demonstrated that the allocation of additional homework had a noticeable impact on the scholastic achievement of pupils, as assessed by the Kenya Certificate of Secondary Education examination. The current study mainly focused on government secondary schools in Makueni County, with a particular emphasis on administrators, headmasters, and pupils. Isiye (2015) employed a sample size of forty individuals, including officers occupying various positions such as principals, teachers, PTA chairpersons, zonal education officers, and others, who were associated with public secondary schools operating during daytime. Mutweleli (2014) employed an ex post facto research methodology to evaluate the impact of self-regulated learning on the academic performance of secondary school pupils in Nairobi County. In order to guarantee a sample that accurately represents the population, a purposeful selection was made of 938 students in their third year of college from 10 specified colleges. The selection criteria were suitable in relation to the magnitude. The researcher obtained data from the individuals by administering a questionnaire. In order to evaluate the questionnaires' validity, the researcher distributed them to colleagues and other subject matter experts. Furthermore, he computed the Kuder-Richardson coefficient, a measure he employed to evaluate the dependability, utilising the split-halves technique. The data was analysed using descriptive statistical techniques and correlation. The findings underscored the positive impact of students' self-regulated learning on their

performance in assessments. Mutweleli (2014) utilised an ex-post facto research methodology in their study. The study sample consisted of carefully chosen students from ten public secondary schools. The study sample for the present analysis comprised students, principals, and teachers. The specimen was obtained by the technique of stratified random sampling. In addition, the current examination was carried out at various study locations.

Students demonstrate improved academic performance when they adhere to school rules that promote academic achievement. In a study conducted by Dagneu (2014), a clear and substantial association was found between students' level of academic concentration and their academic achievement. According to Melesse and Molla (2018), a harmful school culture, typified by a lack of focus on academics and a disconnection between students and their work, is the cause of poor academic performance. According to the study conducted by Sagwe, Ajowi, and Mwebi (2016), schools that frequently arrange meetings between school administrators and students to provide support and encouragement for diligent efforts are more likely to achieve outstanding academic outcomes compared to schools that do not hold such meetings. Fareo (2020) asserts that esteemed universities frequently assess the aptitude of their students through the administration of examinations. The academic emphasis is apparent through various activities, including participation in extracurricular activities, thorough completion of homework assignments, active engagement in self-directed study programmes, involvement in private study sessions, regular assessment tests (Odumbe et al., 2015), timely completion of class work, and submission of homework (Melesse and Molla, 2018).

Maxwell et al. (2017) undertook a comprehensive worldwide assessment of high school students' performance on the Australian National Assessment Programme for Literacy

and Numeracy exam, with a specific emphasis on academic priority. The study utilised a multilevel model that integrated many sources, including academic performance records of both instructors and students, as well as socioeconomic data. The researcher utilised the census sample method to encompass a grand total of 2557 students in grades 7 through 10 and 760 staff members from 17 out of the 19 secondary schools in the study.

The data was examined using both descriptive and inferential statistics. The results indicated that a society that highly prioritised academic achievement had a positive impact on kids' performance in exams. The present study employed a convergent mixed research approach, with participants who were fourth-semester HODS, principals, teachers, and students. Maxwell et al. (2017) conducted a study employing a multilevel methodology that specifically targeted educators and students in grades 7–10.

In 2019, Songsirisak and Jitpranee did a study to investigate the impact of assignments on the academic achievement of university students in English exams in Thailand. The study employed a mixed methods research approach, integrating both quantitative and qualitative methodologies. The study sample comprised 140 undergraduate students, consisting of 34 males and 103 females, aged between 19 and 23, who were enrolled in the university's English degree programme. A particular cohort of individuals was selected via purposive sampling. The study employed focus group interviews to obtain qualitative data and questionnaires to gather quantitative data. The validity of the study instruments was assessed by factor analysis, while their reliability was confirmed using the Kuder-Richardson coefficient obtained through the multiple forms technique.

Descriptive statistics were employed to analyse the quantitative data. The utilisation of open and axial coding schemes played a vital role in the analysis of the qualitative

data. The study revealed that assigned homework to young individuals enhanced their academic performance and facilitated their acquisition of knowledge. This study is notable for its execution in public secondary schools, where principals, instructors, students, and heads of departments (HODs) actively took part.

The study done by Suárez et al. (2016) examined the correlation between the degree of engagement in assignments and the academic achievement in mathematics of both native and immigrant students. The survey encompassed a collective of 617 elementary school students, consisting of 130 individuals who are immigrants and 487 individuals who are native-born. Furthermore, the secondary courses had a cumulative enrolment of 712 pupils, consisting of 62 immigrant students and 650 native students. The remaining study participants comprised parents and a single instructor from each class. The researcher disseminated questionnaires in order to gather data.

The researchers assessed the questionnaires' validity and reliability using the Pearson correlation index test and Cronbach's alpha, respectively, obtained through the test-retest technique. The researcher employed student t-test statistics to examine the data. An affirmative correlation was discovered between the quantity of assignments assigned to students and their academic achievement in mathematics. This study deviated from the existing evaluation by specifically concentrating on comparing the academic accomplishments of two distinct groups—indigenous and migrant—across two distinct stages of education—primary and secondary—rather than solely focusing on the secondary level. This study deviates from prior research, which predominantly concentrates on national evaluations such as the KCSE examinations. Conversely, it especially examines the influence of assignments on academic achievement within the field of mathematics.

In 2014, Reina-Paz, Rodríguez-Oromendía, and Sevilla-Sevilla conducted a study to

assess how various types of continuous assessment tests affected the final course exams of second-year students in a business administration and management programme at the Faculty of Economics, National Distance Education University in Spain. In the initial two academic years of the study (2011–12 and 2012–13), there were 1450 students enrolled in their first year and 1809 students enrolled in their second year, respectively. The research findings indicate that students who performed well in the online Computer Adaptive Test (CAT) throughout the course got higher grades on their final exams. The study was carried out in secondary educational institutions. The study expanded its scope to encompass participants such as administrators, department heads, teachers, and students, in addition to university students.

In their study, Fareo (2020) employed a regional survey research methodology to investigate the influence of continuous assessment tests on the academic achievement of biology students in senior secondary schools situated in the Hong Local Government Area of Nigeria. The research sample comprised 200 professors, recruited at random from ten institutions using stratified random selection. Two research assistants completed surveys with the aim of efficiently gathering data. The reliability of the instruments was assessed by calculating the inter-rater correlation using Krippendorff's alpha statistics. Conversely, the researcher employed factor analysis to evaluate the instruments' validity. The data underwent statistical analysis, employing both inferential and descriptive methodologies. The study found a direct correlation between the frequency of biology continuous assessment evaluations and students' academic achievement in the subject. In contrast to Fareo's (2020) study, which exclusively recruited instructors as participants, the present analysis encompassed a more diverse spectrum of participants, comprising principals, teachers, students, and course directors.



In their study, Yinusa and Margaret (2020) examined the impact of continuous assessment assessments on the academic achievement of undergraduate students enrolled in the educational administration and planning course at Osun State University in Nigeria. The study included a total of 221 undergraduate students in this quasi-experimental research style. The study's data was obtained from the results of the continuous assessments and final examinations carried out at the end of the semester. The data analysis employed a diverse array of descriptive and inferential analytical techniques. The research has established a definitive and unambiguous correlation between the frequency of ongoing assessments provided to students and their ultimate semester grades in the realm of educational administration and planning. Unlike the continuing research conducted with secondary school students in public institutions, Yinusa and Margaret's (2020) study specifically targeted university students.

In 2019, Mabuza and Mafumbate utilised a combination of tactics. The research was based on the ecological and wellness theories put out by Hettler and Bronfenbrenner, respectively. The objective was to establish a correlation between parental involvement in their children's assignments and their academic performance on primary school examinations in rural areas of the Lubombo region in South Africa. The study encompassed a collective of 110 individuals, comprising 40 head teachers, 60 children, and 40 teachers. The selection method deliberately focused on individuals from ten designated institutions. The participants from the class and staff roster were selected at random using the random sampling technique. The data underwent analysis employing descriptive, inferential, and thematic statistical analysis techniques. The study demonstrated that parental engagement in aiding children with their homework resulted in improved academic achievement. The present study, akin to the one conducted by Mabuza and Mafumbate (2019), employed a mixed methods

methodology. Nevertheless, it was grounded in Vygotsky's Social Cognitive Learning Theory, as opposed to concepts pertaining to ecology and wellbeing.

In a study conducted by Worale (2018), the researcher examined the impact of including continuous assessment tests on the academic achievement of students in the Mbale municipality, Uganda, specifically during the Uganda Certificate of Education (UCE) exams. Out of the 123 individuals in the study, 80% actively engaged in the investigation. The sample comprised 32 parents, 68 children, 30 educators, and three school officials. The researchers employed purposive sampling to pick the parents and school authorities, whereas a random sample was used to choose the teachers and children. The data collection process entailed the methodical application of interviews, questionnaires, and document analysis.

The instrument's internal consistency was assessed by the utilisation of Cronbach's alpha statistics, while the validity of the questionnaires was verified through a peer review undertaken by Worale. The study findings revealed a substantial influence of assignments on the UCE exam scores of students. Assessing students' abilities and weaknesses helps to facilitate their academic progress. This investigation is distinct from the one conducted by Worale (2018). Due to the researcher's strong conviction that the information encompassed by the three categories adequately fulfilled the study's objectives, parental engagement was deliberately omitted from the study sample.

Odundo et al. (2020) undertook a study to investigate the impact of administering computer-adaptive tests (CAT) on the English language proficiency of children attending government primary schools in the Awendo Sub-County. The study employed a descriptive research methodology. A cohort of 2354 students was randomly chosen for this evaluation, which encompassed both qualitative and quantitative

approaches. The remaining attendees comprised 71 English educators, five officials providing curricular assistance, and 71 principals, resulting in a total of 147 individuals. Information was gathered through the utilisation of questionnaires, interview schedules, and a guide for analysing documents. The researchers validated the precision and dependability of the instruments by peer review and the Multiple Forms technique, respectively, to ascertain the Kuder-Richardson coefficient.

Utilised descriptive statistics to analyse the data. The research findings demonstrated that the incorporation of Computer-Assisted Technologies (CATs) into English classrooms led to a significant enhancement in students' language skills. This research deviates from the current study by focusing on the impact of introducing Continuous Assessment Tests (CATs) on the English language proficiency of primary school students, rather than their performance in the Kenya Certificate of Secondary Education (KCSE) exams. Oloo (2019) conducted a study at government elementary schools in Rachuonyo South Sub-County, Homa-Bay County, to examine the impact of assignments on students' academic achievement.

The investigator employed a sequential explanatory study methodology, which involved the use of both qualitative and quantitative research approaches. The study employed a stratified random sampling strategy to choose 23 public primary schools. The study extended invitations to a combined total of 675 students, 113 teachers, and 23 principals from these schools. In addition, the study involved a total of eight parents and 198 classes, carefully selected through an intentional sampling technique. Data was collected from head teachers, parents, and teachers through the use of questionnaires. The students organised targeted group discussions to expedite the data collection procedure. The students' performance data was acquired through the utilisation of a document analysis guide. The researcher utilised peer review to authenticate the

reliability of the study instruments. The split-halves method was employed to compute the Kuder-Richardson coefficient in order to assess reliability. The data underwent analysis using descriptive statistical techniques, including the computation of frequencies, percentages, and cumulative frequencies. The study revealed that kids' academic performance was improved when their parents provided supervision and support for their tasks. The earlier study was conducted in government-managed primary schools, while the current analysis was carried out in government-operated secondary schools.

In 2015, Isiye performed a descriptive research study to examine the factors that impact the academic performance of students attending government secondary schools in Mumias West Sub-County. The study sample comprised 40 officers, purposefully recruited for the purpose, along with 5 principals, 5 PTA chairpersons, 4 zonal education officers, and 75 teachers. The selection of teachers was done using a systematic random sampling method. Data was collected by employing questionnaires and interview schedules.

The researcher employed the peer review methodology to ascertain the validity of the instruments, while the test-retest strategy was utilised to compute the Kuder-Richardson coefficient, which gauged the reliability of the instruments. The process of data analysis involved utilising descriptive statistics, including percentages, means, and frequencies. The results indicated that the provision of extra homework had a discernible effect on the academic performance of students, as evaluated by the Kenya Certificate of Secondary Education examination. The primary focus of the present study was on government secondary schools in Makueni County, specifically targeting administrators, headmasters, and pupils. Isiye (2015) utilised a sample size of forty individuals, comprising of officers holding different positions such as principals,

teachers, PTA chairpersons, zonal education officers, and others, who were affiliated with public secondary schools functioning during daylight.

Mutweleli (2014) utilised an ex post facto research methodology to assess the influence of self-regulated learning on the academic achievement of secondary school students in Nairobi County. To ensure a representative sample of the population, a deliberate selection was done of 938 students in their third year of college from 10 designated colleges. The selection criteria were appropriate in relation to the magnitude. The researcher collected data from the participants by presenting a questionnaire. To assess the questionnaires' validity, the researcher disseminated them among colleagues and other specialists in the field. In addition, he calculated the Kuder- Richardson coefficient, a metric he used to assess the reliability, using the split-halves technique. The data was examined via descriptive statistical methodologies and correlation analysis. The results emphasised the beneficial influence of students' self-regulated learning on their performance in exams. Mutweleli (2014) employed an ex-post facto research methodology in their study. The study sample comprised meticulously selected pupils from ten public secondary schools. The study sample for the current analysis consisted of students, principals, and teachers. The sample was acquired by the method of stratified random sampling. Furthermore, the present assessment was conducted at multiple study sites.

#### **2.4 School Vision and Student Academic Performance**

On the other hand, a vision statement functions as a public proclamation of an organization's long-lasting goals and underlying beliefs. The organization's aim is clearly explained in the mission statement, while its envisioned future is outlined in the vision statement. Since the main goal of the strategy is to make the company's vision a reality and accomplish its objectives, it can be deduced that the strategy would

naturally originate from the vision. MOEST (2017) states that it is customary to restrict the length of vision statements to one page.

The development of a mission and vision statement serves three main purposes. The initial stage of articulating an organization's planned results include efficiently communicating these outcomes to its stakeholders. Therefore, this dataset serves as a crucial foundation for developing strategic efforts. The evaluation of these tactics is carried out by utilizing measurable results. The main purpose of a company's mission and vision statement is to act as a means of conveying the organization's goals and values to its important stakeholders (MOEST, 2018). A stakeholder of an organization is any individual or group who has a strong interest in the organization's performance or has the potential to impact its success. Such comments are commonly disseminated and thoroughly analyzed to facilitate a comprehensive understanding, distribution, and assimilation. Employees are more inclined to grasp and support a company's strategy and implementation when they possess a thorough comprehension of the company's goals and vision.

The purpose and vision statement functions as a comprehensive framework for the entire firm. The plan serves as a strategic framework, incorporating important milestones to evaluate progress towards the long-term objectives of both the strategy and the mission. The mission statement and vision statement of a corporation are concise written statements that summarize its stated goals and ambitions (MOEST, 2017). The clarification of a company's mission statement is important in defining the company's operational operations and its intended support to its clients. The vision statement of a firm should function as a succinct and long-lasting expression of its underlying purpose and main goals. The congruence between an organization's mission and vision provide the basis for its strategy, the communication of this plan to

stakeholders, and the continuous assessment of its success in attaining its goals (RoK, 2020).

Several educational innovations have been implemented with the aim of improving student learning outcomes, therefore highlighting the issue of school performance. Educational institutions are adopting similar reforms and activities in accordance with their mission statements.

The Vision for Learning concepts demonstrate a high degree of clarity and are based on thorough research undertaken over a long period of time to determine the most successful instructional methods in modern educational environments. The partnership between educators and school administrators can be essential in fostering an environment that is favorable to achieving high academic standards. This can be accomplished through the creation and execution of a shared vision for the educational system. This study focuses on questions regarding the fundamental nature of existence. What is the justification for participating in advocacy endeavors? What measures may be employed to enhance the efficiency of travel planning and ensure maximum safety upon arrival?

Educators who possess a deep understanding of the fundamental principles in their specific areas of expertise are more capable of assessing the efficacy of their present teaching methods. Teachers see a favorable change in their perspectives when they deliberately synchronize their teaching methods with their personal values and beliefs. Educators and school administrators can utilize the practice principles and learning vision to reflect on the core principles that shape their teaching techniques and their understanding of students' academic advancement. To achieve this goal, individuals must participate in a process of introspection to evaluate the effectiveness of their existing teaching methods in serving the needs of their pupils. Moreover, they should

take into account the possible advantages of incorporating cutting-edge teaching methods as a way to successfully achieve their targeted objectives.

Educators can strengthen the basis of their educational efforts by incorporating the following elements, so producing a more pronounced ethical goal and providing a more comprehensive framework for the facilitation of teaching and learning. This proclamation introduces a theoretical structure for successful learning that can stimulate future accomplishments and transformative progress. This highlights the importance of adhering to principles that support excellent teaching and learning, in order to transform the overall vision into a unified and well-defined series of actions. Moreover, it emphasizes the necessity of implementing a pedagogical framework that considers the wider context while creating instructional strategies for the educational environment. In conclusion, this highlights the necessity for a facilitator or mediator who can proficiently uphold consensus and steer focus towards common goals.

The term "vision for learning" encompasses a comprehensive expression of educational goals and guiding ideas. The educational philosophy prioritizes the active involvement of students in the learning process and reflects a dedication to their academic achievement, personal development as learners, and lifelong capacity for independent learning. The goal is to equip students with the essential tools and abilities to cultivate internal motivation for learning, make meaningful contributions to their classroom communities, and demonstrate responsible citizenship on a global level.

Vision acknowledges the significance of teachers as designers, since it values the expertise they contribute to the educational environment (Thurp, 2019). The educational institution provides intellectually stimulating and challenging teaching sessions, while also supporting parents in their role as main educators and advocates for



their children's educational growth. An educator who actively pursues self-improvement and fosters collaborative generation and utilization of innovative information among their pupils exemplifies the profound importance of a lifelong commitment to education.

Companies implement culturally unique rituals to recognize and incentivize employees for exceptional accomplishments and to instill core principles across the organization's staff (Hamida, 2018). Throughout the activities, the school community is continually reinforced with reminders of its collective goals, ideals, purpose, and future ambitions. Furthermore, they must fully commit themselves to the learners' success and so improve community integration. Commonly witnessed are routine actions such as dispensing awards, summoning parents, highlighting academics, and participating in communal prayer.

Multiple studies have established a direct association between students' academic achievement on tests and their active participation in school ceremonies. Zühal (2012) conducted a study to investigate how cultural norms, such as the practice of observing holidays and designated weeks, affect the academic performance of primary school students in Eskişehir, Turkey. An empirical investigation was carried out in the academic year of 2009-2010, encompassing a cohort of forty students from the sixth, seventh, and eighth grades in three different primary schools. The data was gathered via an interview protocol. The researcher utilized factor analysis to evaluate the validity of the interview schedule, and employed the split-halves approach to examine the reliability of the instrument.

According to the findings, children demonstrated elevated levels of motivation to achieve academic success when they engaged in specific occasions such as prize-giving

days, parents' days, and academic days. In contrast to Zühal's (2012) use of the case study technique, this investigation employed a combination of research methodologies. Furthermore, instead of targeting students across different grade levels, this recent study exclusively examined students in their fourth year of education, who were situated in diverse study areas. In their study, Sarchami et al. (2020) examined the correlation between academic achievement during academic events and prize-giving ceremonies, and the academic performance of secondary school students in government institutions in Qazvin, Iran.

The study employed a stratified random sampling method and survey research approaches to enlist a total of 24 school administrators, 82 teachers, and 340 children. The data was gathered using a thorough questionnaire.

The validity of the questionnaire was evaluated using Pearson's correlation coefficient, while the reliability of the instruments was established through a test-retest approach. The data was analyzed using descriptive statistics, and the findings were presented in tables that showcased the means, frequencies, and percentages. Based on the study, children demonstrated higher levels of academic performance when their educational institutions implemented academic days and provided awards on different occasions. In contrast to the study undertaken by Sarchami et al. (2020), which solely examined schools in metropolitan areas, the current examination comprised all schools within a Sub-County.

In Manila, Philippines, Pattaguan (2018) performed an analysis of the certified public accountant board license examinations. The researcher utilized a qualitative-descriptive methodology to examine institutions in the Northern Philippines. The study included principals, students, and teachers. Focus groups and semi-structured

interviews were employed to solicit input from teachers, principals, and students. The researcher evaluated the reliability of the interview schedules by utilizing Pearson's correlation coefficient test. The researcher assessed the dependability of the schedules by evaluating the inter-rater correlation using Scott's pi statistics.

Themes were employed to classify and examine the qualitative data. Based on the study, students who participated in academic day and prize-giving day ceremonies achieved exceptional scores on standardized assessments. Unlike the current study, which focuses primarily on analyzing the Board Licensure Examination for Certified Public Accountants, the prior study aimed to evaluate the impact of award ceremonies and academic day celebrations on the KCSE examinations.

Contrary to commonly held belief, numerous studies have repeatedly demonstrated that specific forms of school ceremonies do not enhance exam achievement. A study conducted by Aypay (2017) investigated the occurrence of school burnout syndrome among secondary school pupils in Eskişehir, Turkey, as a consequence of their compulsive pursuit of rewards. A total of 265 pupils from grades 9 to 11 were selected by choosing two secondary institutions. Data was gathered by employing metrics of reward addiction and academic tiredness, and then examined using the technique of multiple linear regression. The findings revealed a positive association between students' reliance on rewards and the emergence of chronic weariness. The current study specifically focused on children in the same fourth-grade class, in contrast to prior research that analyzed students from three different grade levels. In addition, the ongoing probe involved the participation of not only students but also administrators, professors, and department leaders.

In their study, Chakandinakira (2016) utilized a case study research approach to

investigate the impact of monetary incentives on the academic performance of secondary school students in the Makoni District of Manicaland Province, South Africa. Five residential schools, functioning as government day schools, were chosen by stratified purposive sampling. These schools were situated in either rural or metropolitan areas. The participants were selected using a stratified purposive sampling technique. This strategy was developed and put into practice with the collaborative input of education officials, community leaders, principals, and educators.

In addition, we deliberately chose individuals who are members of the School Development Committee (SDC). The researcher utilized a range of approaches, including document analysis tools, in-person and online focus groups, questionnaires, and audio recordings of interviews. The researcher utilized correlation tests, specifically Cohen's Kappa, to assess the validity of the discussion guide, interview schedule, and questionnaires. The instruments' reliability was assessed by inter-rater evaluations. The qualitative data were systematically organized, categorized, and grouped thematically using appropriate software.

The study found that offering secondary school teachers rewards such as bonus days off and other incentives significantly increased their motivation to teach, leading to a significant boost in student test scores. The current study utilized a blended research approach to assess public secondary schools, including both day and boarding establishments. The Ministry of Education, which oversees all public secondary institutions, promotes the establishment of a uniform school culture. Community leaders and school administrators were not invited to participate in the study. The major members in the school community that have the most influence and capacity to build the school's culture through their interactions are principals, instructors, and students.

Sumbwanyambe (2017) investigated the impact of family and educational settings on the academic performance of female students at the secondary level in the Lusaka District of Zambia. The study involved a cohort of 15 teachers, 24 parents, and 15 pupils, and utilized a qualitative descriptive study methodology. The data was collected via interview guides, focus groups, and naturalistic observation schedules. Afterwards, we performed theme analysis by utilizing all of the acquired data. This study found that educational institutions that had prize-giving day ceremonies demonstrated higher average test scores in comparison to those who did not.

This study included the participation of principals, instructors, and students since principals play a crucial role in creating a positive school environment. In addition, instead of using focus groups or naturalistic observation schedules, this study employed questionnaires, interview guides, and document analysis guides as the main methods for collecting data. The researcher was certain that the three measures she used generated ample data to draw conclusions about how school culture affects kids' test performance.

In line with the findings of wider international research, specific local studies have shown that students' participation in ceremonies does not necessarily exhibit a direct association with enhanced academic achievement. For instance, the importance of the incentive system's implementation is reduced when compared to the level of support and care provided to instructors and children during award-giving day celebrations. Berry, Kim, and Son (2019) conducted a field experiment in Chimutu Sub-District, Malawi to provide evidence for this claim. A study was undertaken to examine the impacts of both conventional and merit-based scholarships offered by the Africa Future Foundation.

This study covered a total of thirty-one public primary schools in the sub-district, with students from grades 5 to 8. The figures revealed that the conventional scholarship, given to the highest-achieving students in general, had an adverse effect on both test results and study motivation, especially among individuals with lower academic attainment. The scholarship granted to the most accomplished students within smaller cohorts of equal performance did not have any detrimental effects on examination outcomes or motivation.

Nyakundi, Raburu, and Okwara (2019) conducted a study to investigate the impact of school events, namely prize-giving day celebrations, on the academic achievement of primary school pupils in Nyamira South Sub-County. The researcher utilized a mixed-methods approach, employing stratified random sampling to pick a sample of 15 principals and 84 instructors. The Kuder-Richardson coefficient was used to determine the reliability of the data using the test-retest method. Data reliability was assessed by conducting correlation analysis using Cohen's Kappa score. A questionnaire was sent out to commence the information gathering process. An study was conducted on the data using both descriptive statistics and correlation analysis.

A study revealed that offering teachers financial incentives, certificates, or other kinds of acknowledgment immediately upon receipt led to enhanced student performance on the KCPE exams. The study conducted by Nyakundi et al. (2019) presents a stark contrast to our own research. Although both studies employed various approaches, the latter failed to incorporate students, who play a crucial role in fostering a welcoming school environment. Furthermore, it is worth noting that the research conducted by Nyakundi, Raburu, and Okwara (2019) took place in Nyamira, rather than Awendo Sub-County.

In Nyongesa's (2014) study, the author examined the impact of the leadership

philosophies of secondary school administrators in Kenya on the academic achievement of their pupils. Nyongesa utilized a descriptive study methodology and administered questionnaires to gather data from a sample of sixty teachers, sixty student leaders, and thirty chief teachers, all of whom were picked randomly from schools around the country. The surveys' validity and reliability were assessed using Cronbach's alpha split-halves and the Pearson correlation index. The utilization of both descriptive and inferential statistical methods facilitated the process of data analysis. The study demonstrated that the implementation of an incentive-based leadership style by leaders resulted in an improvement in classroom performance and higher scores on standardized assessments among children. Unlike Nyongesa's (2014) study, which involved student leaders as research participants, the current analysis specifically concentrated on children in form four.

Jelagat (2014) opted for a descriptive research design to examine the correlation between school culture and the performance of kids in the KCSE exam in Makadara Sub-County. The researchers employed a stratified sampling method to choose a sample of 158 classroom instructors and 10 school principals for the study. The reliability and validity of the questionnaires used in the data collection were assessed using Cronbach's alpha test-retest and Cohen's Kappa index correlation tests. The descriptive statistical analysis results were presented using bar charts and frequency tables to illustrate the percentages.

The study revealed a correlation between students' participation in school rituals, such as those commemorating the beginning and end of the academic year, as well as award ceremonies, and their performance on the Kenya Certificate of Secondary Education examinations. The recent study involved four adolescents and was conducted in Makueni County, a distinct research location, in contrast to Jelagat's study, which did

not involve children as participants.

Values, as defined by Kara, Kilico, and Yilmaz (2014), are the criteria that individuals and groups use to discern what actions are morally correct or incorrect. Consequently, values influence individuals' behavior and shape the perspectives of corporations and other organizations towards certain issues.

Sagwe et al. (2016) found that school values play a dual role by fostering unity within the school and significantly influencing students' perspectives and behaviors. They are molded by common principles and preferences. Jelagat (2014) contends that educational institutions can enhance the inculcation of values in students by employing mission statements, student handbooks, laws and rules, role models and leaders, the cultural network, anthems and rituals, school chants, and additional activities.

Students' academic performance is influenced by their acceptance and adherence to the principles and norms of the school (Ozdilekler et al., 2017). This research examines many institutional norms and values, including teacher collaboration, strict disciplinary actions, the emphasis on academics, the teaching medium, the allocation of extracurricular responsibilities, mutual trust, and common objectives.

Brooks et al. (2016) describe a ritual as a repetitive sequence of symbolic activities that lack a specified intended outcome. The main goal of these assemblies is to boost student morale and foster a sense of inclusiveness among all members of the educational institution. This is accomplished by strengthening the institution's declared objectives, aspirations, and fundamental beliefs. Jelagat (2014) argues that the enactment of school rituals facilitates the development of a communal spirit by encouraging the adoption of uniform behavioral patterns. Brooks et al. (2016) conducted a study which showed that participating in ritualistic performances can decrease anxiety levels, hence improving both public and private performance.



According to Jelagat (2014), schools often organize a range of activities including assemblies, after-school programs, physical education classes, sporting events, and meetings.

Multiple scholarly inquiries have shown that pupils who actively engage in particular rituals exhibit a greater probability of attaining academic success. Potvin and Hasni (2014) conducted a worldwide study to analyze the influence of participating in summer camp on kids' academic performance in the areas of science and technology, encompassing different grade levels and continents. The primary data for this study were studies published in peer-reviewed scholarly journals that examined the relationship between intrinsic motivation, performance, and attitude in the STEM areas.

Ten education specialists from five continents undertook a thorough investigation, reviewing a total of 228 reports gathered from the Education Resources Information Centre (ERIC) databases. The research indicated that students' performance in science and technology experienced enhancement subsequent to their engagement in summer activities. The present study utilized a convergent mixed research approach to analyze a specific Sub-County in Kenya, rather than focusing on a thorough worldwide literature survey.

A study was undertaken by Akhtar, Ahmad, and Saifi (2019) to investigate the factors that influenced students' examination scores at public high schools in Faisalabad, Pakistan. The study sample consisted of 320 ninth graders and 64 instructors, recruited using a stratified random selection technique from the 32 schools where the research was done. The survey was conducted via a questionnaire. The questionnaires were subjected to Pearson's correlation index and Cohen's kappa index inter-rater reliability testing to assess their validity and reliability.

An analysis of the data was conducted using both descriptive and inferential statistics. Based on the survey findings, typical topics of discussion between parents and instructors encompass student conduct protocols, scholastic achievements, and disciplinary measures within the school. The study revealed that staff meetings focused on examining students' and teachers' behavior, new instructional methods, and a code of conduct, in addition to discussing exam results. Akhtar, Ahmad, and Saifi conducted a study involving four principals, heads of department, heads of faculty, students, and teachers.

In their study, Meadows (2019) investigated the potential correlation between student academic performance and participation in extracurricular activities in Christian-owned primary schools located in the southeastern United States. Prominent activities included martial arts, sports, music, and visual arts. This study utilized a survey research methodology. The study sample consisted of twenty-eight students ranging from grades four to eight. Their first-semester outcomes, latest exam scores, and participation in extracurricular activities were assessed. Before collecting data, a group of specialists evaluated the questionnaires' validity and reliability using the test-retest technique, which resulted in the calculation of the Cronbach's alpha index.

The data was analyzed utilizing descriptive statistics such as standard deviation, mean, and percentage. Statistical techniques that rely on correlation, such as Pearson's coefficient, were also considered. The study revealed a positive correlation between the amount of time students dedicated to extracurricular activities and their grade point averages. The present investigation encompassed students, administrators, department heads, and teachers, while Meadows' study alone encompassed students as participants.

Qurban et al. (2018) examined the relationship between students' participation in

sports, their self-esteem, and their academic achievement. A cohort of 248 students from the three colleges where the study was conducted were selected to participate. The data was collected via an online questionnaire survey. Secondary statistics on student performance were compiled using teachers' lists of GPAs. Analyzed data was processed using a structural model. The study's results demonstrated a positive correlation between children's involvement in athletics and their academic performance. Unlike online questionnaires, this study utilized surveys that were manually distributed and interviews that were conducted in person to gather its data.

Wretman (2017) employed a cross-sectional research design to examine the influence of athletics on academic performance among students in North Carolina public schools. A total of 3,186 middle and high school students from 14 different schools in North Carolina were chosen at random for this study. Data collection was conducted using questionnaires. The Kuder-Richardson coefficient split-halves test was used to determine reliability, while factor analysis was used to determine validity. The data analysis utilized both descriptive and inferential statistics. The study's findings indicated that university students who participated in athletics had a boost in their academic performance. Similarly to Wretman's study, this research specifically targeted secondary school pupils enrolled in public schools, as opposed to college students.

Demie (2013) examined the factors contributing to the academic success of Black African children in schools under the administration of the London Local Authority. Demie employed a case study research methodology with six secondary schools as participants. To obtain this data, she conducted interviews and surveys with a total of 411 students, 411 parents, 6 principals, and 169 board members and governors. An analysis was conducted to assess the reliability and validity of the questionnaire, which

were both evaluated using Cohen's Kappa correlation index. Participation in sports, drama, and the arts has been correlated with improved test scores. Furthermore, a positive association was shown between parental engagement in their children's education and elevated test results, as evidenced by their attendance at parent-teacher conferences and open house events.

This study employed a convergent mixed research methodology, in contrast to Demie's case study research strategy, which was limited to only two GCSE classes. The study involved the participation of principals, teachers, students, and HODs, although parents and administrators were not included. The researcher determined that the data obtained from the three distinct groups of individuals within the school community was adequate for comprehending the influence of different school cultures on kids' academic achievement. The current investigation investigated the performance on comprehensive exams at the end of each level, rather than primarily focused on individual courses.

However, some research have demonstrated limited evidence supporting the notion that participation in sports enhances kids' academic achievement. Singleton (2016) conducted a study that examined the relationship between the involvement of female African American students in sports in Georgia and their academic achievements, revealing a positive link. The findings indicated that students' engagement in sports did not have any impact on their probability of graduating or their overall academic achievement. A total of 112 kids, aged twelve, from two metropolitan schools in Georgia took part in the research and provided descriptive data. Further data was collected from the school archives regarding the academic achievement, graduation rate, and details about the participating and non-participating pupils. Unlike Singleton's (2016) study, which exclusively examined female students in a distinct

research location, Makueni County, the present analysis involved participants of both genders.

Evariste and Andala (2020) conducted an analysis of academic achievement in the Gatsibo District of Rwanda, Africa, with a focus on its relationship to athletics. The study utilized correlational research designs in addition to qualitative and quantitative methods. The investigation included 400 participants, including of students, instructors, and head teachers. They were selected using a method of deliberate random selection. The researcher employed an interview schedule and a questionnaire for data gathering. The use of descriptive statistics enabled the study of the data. Based on the study's findings, students who engaged in athletics completed their schoolwork more efficiently and achieved superior academic performance. Instead of using a correlative research methodology, this study employed a combination of qualitative and quantitative methodologies. Moreover, there are differences between the study sites.

In their study, Kariyana et al. (2018) investigated the relationship between students' engagement in extracurricular activities and the academic performance as measured by their examination scores in the Eastern Cape Province of South Africa. The study employed a case study design and purposely selected a sample of forty educators. The study was carried out at both privately-owned and government-owned secondary institutions within a specific district of the region. The data gathering approaches employed were pragmatic interviews and semi-structured questionnaires. The instruments' reliability was examined through the utilization of Kuder-Richardson coefficient split-halves testing methods, while the validity of the instruments was assessed utilizing Pearson's correlation tests.

The data was analyzed using descriptive and correlational statistical approaches.

According to the study, kids who participated in extracurricular activities gained important values that enhanced their performance in exams. The current study employed a convergent mixed research design, drawing on participants such as learners, administrators, principals, and instructors, in place of the study conducted by Kariyana, Maphosa, and Mapuranga (2018). The study employed a case study research approach, with a sample limited to educators. Furthermore, the findings can be generalized to the full population more accurately because of the bigger sample size employed in this study.

Harerimana and Adegoke (2017) examined the relationship between staff meetings and students' academic performance on simulated, national, and school exams at secondary schools in the Gasabo District of Kigali, Rwanda. They used a descriptive survey research design. The data was gathered from the responses of 81 professors who were picked at random from nine distinct institutions. The data analysis involved the use of both inferential and descriptive statistics. The research findings revealed a direct and favorable relationship between the frequency of staff meetings and the academic performance of students across three distinct types of assessments. The seminars included a diverse range of issues, including reward programs for high-performing educators that foster competition among them, as well as strategies to boost classroom quality and improve test performance. Unlike the study conducted by Harerimana and Adoke, which investigated the impact of staff meetings on three different types of assessments, the current research focused on the effect of regular meetings on students' performance in a specific national examination, specifically the KCSE examinations. In 2016, Gwija conducted qualitative research to discover the factors that influence the academic achievement of high school pupils in the Metro Central Education District of the Western Cape, South Africa. The investigation focused on two carefully selected

secondary institutions. The fourteen study participants consisted of two administrators, two deputy principals, four instructors, four department leaders, two members of the board of management, and four teachers. The data collection methods involved the analysis of official school records and procedures, minutes from parent meetings, field notes, and on-site inspections. The study's findings indicate that parent-teacher and school governing body meetings have an impact on student academic achievement.

Yeboah (2015) conducted a study in Kumasi, Ghana, to investigate the impact of school culture on examination results at Patasi M/A Junior High School. The procedure of selecting the 100 research respondents used a stratified random approach. The sample comprised 65 pupils, 20 parents or guardians, 9 staff members, 5 non-staff individuals, and 1 head teacher. Data were collected using questionnaires, interview guides, observation guides, and document analysis. The data was analyzed using descriptive statistical methods and the results were presented through tables and graphs.

Regularly conducted morning assemblies have been found to enhance academic achievement. The current study was conducted in a different area of research, but it employed the same sampling procedures and data collection methodologies as Yeboah (2015). The study was not a case study and the sample did not include parents, custodians, or non-staff individuals.

The study done by Ajoke et al. (2015) investigated the influence of extracurricular activities, such as press clubs, literary and debating societies, and similar organizations, on the performance of senior secondary students in the English practice exams in Ilorin West, Nigeria. For this study, a sample of eight secondary schools was chosen from a total of seventeen secondary schools in the target school population. A total of 800 students were randomly selected from the eight institutions, with the number of students chosen from each institution being equal to its size. The inter-rater correlation

was assessed by employing Scott's pi statistics and Cohen's Kappa correlation index testing method to determine the questionnaires' validity and reliability.

The data were analyzed using inferential statistical analysis methods, such as Pearson's correlation and the t-test. The study found that students who participated in extracurricular activities demonstrated improved performance on the English mock exam. The current study differs from the research conducted by Ajoke, Hasan, and Sheu in that it focuses on the relationship between students' involvement in extracurricular activities and their academic performance on a nationwide assessment, specifically the Kenya Certificate of Secondary Education examination.

In a study conducted in Aburi, Eastern Ghana, Adane (2013) examined the factors that contribute to the lower exam scores of pupils in Kemp Methodist Junior High School compared to Presbyterian Women's College of Education Demonstration Junior High School. A total of twelve children, one hundred parents, thirty educators, and three key informants were carefully selected and recruited using a multistage sample approach. These individuals were picked from both high-achieving and low-achieving institutions to contribute to the data gathering. The research included a questionnaire and an ex post facto methodology.

Statistical descriptors were utilized in the process of analyzing the data. The study's findings indicate that the main factor leading to below-average exam performance among students at Kemp Methodist Junior High School was the parents' sporadic and inconsistent presence during parents-teacher conferences. Unlike Adane (2013), the current study did not establish performance-based classifications for public secondary schools. Instead, it employed a convergent mixed research methodology to investigate all of them. In addition, this research poll included students from the fourth year of secondary school rather than students from junior secondary schools.



Various research investigations undertaken in Africa demonstrate that researchers hold differing opinions on the influence of rituals on academic performance. Mosweu (2015) did a non-experimental descriptive research study to investigate the association between leadership support for extracurricular activities and test achievement among students in the Lejweleputswa Education district, South Africa. The results indicated that, despite students' participation in academic camps and other programs organized by relevant departments, several schools nevertheless showed below-average performance in exams. This research challenges the prevailing notion that engagement in extracurricular activities, such as academic programs, enhances the academic achievement of children.

To assess the influence of field study trips on the academic achievement of students enrolled in government secondary schools in Bungoma County, a study was conducted using a descriptive survey research design developed by Kelfine et al. (2018). The researcher utilized a statistical approach to choose 188 students in the third year of their education, 81 teachers for various subjects, and 81 subject heads for the purpose of conducting a descriptive survey research study. The data collecting procedures consisted of a structured series of interviews, questionnaires, and a manual for document analysis. The researchers assessed the reliability of the research instruments using Cronbach's alpha index test-retest method, and they used Pearson's correlation index testing to establish the validity of the instruments.

An analysis of data utilizing descriptive statistics reveals the positive impact of field excursions on students' geography performance. The present study differs from the research conducted by Kelfine, Maiyo, and Okere, as it focuses on the influence of academic trip participation on the overall performance of fourth-form students in the KCSE examinations, rather than specifically examining the impact of geography field

excursions on students' grades in that subject.

Kamau et al. (2020) assessed the influence of participating in extracurricular activities on the academic performance of secondary school students in the Central Region of Kenya using ex post facto study methodology. There were a total of 704 students who participated in extracurricular activities. Out of them, 240 students were engaged in athletics, 336 students were active in music, and 128 students were part of the theatre. Similarly, an equal number of their acquaintances who chose not to take part in the related activities were also involved in the study. Questionnaires were used for data collection, in addition to the development of four examination records. The Kuder-Richardson coefficient split-halves test was used to analyze the reliability of the questionnaire, while Cohen's Kappa correlation index was applied to evaluate its validity. The data analysis entailed the utilization of statistical analytic techniques, specifically ANOVA and the t-test. The study found that students who did not engage in extracurricular activities achieved lower scores on exams compared to their peers. Unlike the research conducted by Kamau, Rintaugu, and Bulinda, which only included students as participants, the current study involved principals, teachers, students, and HODs.

Ng'eno (2019) employed a descriptive survey research methodology to assess the influence of parental participation in parents-teacher conferences on the academic achievement of their male children enrolled in government primary schools in Tinderet Sub-County, Nandi County. The study sample consisted of 357 seventh-grade guys, 32 parents, and 32 instructors, which accounted for 30% of the total population. The study's participants were chosen using deliberate selection, cluster, and basic random sampling procedures. Ng'eno collected data via administering questionnaires. In order to assess the questionnaire's validity and reliability, Cohen's Kappa inter-rater

correlation tests were utilized and a peer review was carried out by a panel of experts. By employing descriptive statistics to analyze the data, it was ascertained that consistent parental attendance at school meetings resulted in enhanced academic performance and improved behavior in children. Unlike Ng'eno, who went to public primary schools, this researcher attended government secondary institutions.

Nzisa (2014) conducted a descriptive research study to investigate the potential impact of assembly rituals in Matungulu Sub-County, Machakos County, on the academic performance of students in KCSE exams. The study included a sample of 333 participants, consisting of 257 instructors, 67 students, and 9 headteachers. This was achieved through the implementation of the stratified random selection methodology. The data collection approach entailed the dissemination of questionnaires. The validity and reliability of the collected information were assessed using the Pearson correlation index test and the Kuder-Richardsons coefficient test-retest method, respectively. The data was analyzed using descriptive statistical methods and correlation analysis. The study found that implementing school assembly traditions, when teachers and students gather to discuss academic matters, has a significant positive impact on kids' performance in KCSE examinations. The current study employed similar research designs and sample methods; however, it was carried out in a different geographical region.

In her study conducted in Makadara Sub-County, Kenya, Jelagat (2014) utilized a descriptive research approach to investigate the impact of war readiness, school development, initiation, and welcome traditions on the performance of children in the KCSE exam. The study sample of 158 instructors and 10 principals that participated in the research was established using a stratified random selection procedure. Information was collected by employing a questionnaire. To assess the reliability of

the questionnaire, we used Cohen's Kappa correlation index to measure its validity. Additionally, we applied the split-halves reliability testing approach to calculate Cronbach's alpha correlation index. The material was assessed using descriptive statistical analysis. According to distribution tables, bar charts, and percentages, the implementation of school rituals had a positive impact on pupils' performance in the KCSE exams. Unlike Jelagat's research, the current study included a sample of headteachers, instructors, and students, as students play an equally important role in shaping school culture. Furthermore, the current investigation was conducted in a separate location compared to Jelagat's study.

The implementation of an instructional focus has been demonstrated to enhance student accomplishment by enabling teachers to establish a personal connection with their pupils and effectively transmit knowledge. Ramona (2015) conducted a study at Tapaz National High School in the Philippines during the 2014-2015 academic year. The study aimed to examine how the teaching medium used in mathematics instruction affected students' performance. The study employed an experimental methodology. The researcher compared the pre- and post-test scores in mathematics of two groups of twenty fourth-year students. One group was taught solely in English, while the other group was taught in English with a Hiligaynon supplement. Descriptive and correlational analyses of the data revealed that students who received instruction in both English and their home language achieved better academic results compared to those who were just taught in English. This originated from the learners' capacity to comprehend fundamental mathematical concepts in their native language. This study, in contrast to its previous iteration, did not specifically examine the influence of transitioning to English as the primary language of instruction on students' success in a particular subject's KCSE examination. The current study involved not

just students, but also Heads of Departments (HODs), administrators, teachers, and students. In 2016, Racca and Lasaten conducted a study which revealed that the proficiency of kids in the English language had a significant correlation with their academic achievement in English, science, and mathematics during the eighth grade. The research was conducted by Northern Luzon-Ilocos Region Campus, Cordillera Autonomous Region Campus, and Cagayan Valley Campus using a descriptive- correlational approach. These institutions were selected from the pool of 13 secondary school systems in the country. By employing the purposive random selection technique, a total of 216 students were picked at random from each of the three campuses to participate in the study. The school's admissions office collected data on the English proficiency of the students, and the registrar generated report cards that showed the performance of each student in all three subjects of the 7th grade. The data was analysed using both descriptive and inferential statistics.

A study conducted by Yushau and Omar (2015) at King Fahd University of Petroleum and Minerals (KFUPM) in Saudi Arabia revealed that the language competency of bilingual students had a significant impact on their mathematical performance. This study diverges from the works of Racca and Lasaten (2016) and Yushau and Omar (2015) by concentrating on the influence of instructional language emphasis on the overall test performance of form four students, rather than solely on the academic accomplishments of students in particular university courses. Participation was observed among approximately 3,000 first-year and second-year students who enrolled in the university during the academic year 2010-2011. The longitudinal data collection of the two groups of students revealed the exam scores in arithmetic and English for students who were taught in both Arabic and English, as well as for those who were taught just in English, during the two academic seasons. The study employed

inferential and descriptive statistics to assess the academic achievement of pupils who received bilingual education in Arabic and English, as opposed to those who were exclusively taught in English. The results indicated that the former group demonstrated greater performance in a standardised arithmetic test.

A descriptive correlation study was undertaken by Aina, Ogundele, and Olanipekun (2013) to evaluate the impact of students' English language proficiency on their academic performance in the field of science and technical education in Nigeria, on a regional level. A standardised data collecting technique was used to obtain information on the academic performance of 120 students across their first to third-year science and technical courses. The t-test and Pearson's correlation are prominent instances of significant inferential statistical methodologies. It was noted that students who excelled in scientific and technology courses also exhibited superior English language skills. This study broadened its sample to incorporate participants from public high schools, comprising students, staff, and administration, in juxtaposition to a previous study that exclusively targeted college freshmen and sophomores. Similarly, the researcher in this study utilised questionnaires and an interview schedule as alternatives to a proforma for data collection.

Magulu (2016) conducted a study using a case study technique to investigate how the language used for teaching affects the way historical knowledge is taught and learned in elementary and secondary schools in the Shinyanga Municipality of Tanzania. The researchers' study found that using English as the medium of education led to negative results, mostly because both groups lacked a high level of fluency in the language. The study's sample size included both public and private elementary schools. There were a combined total of 18 students from both campuses that volunteered to engage in the research study. Two history educators and two school administrators were

meticulously chosen from each educational institution to take part. A total of six children, three from the fifth grade and three from the sixth grade, were selected at random from each of the two schools. The information was gathered from interviews done with students, educators, and principals.

The objective of this study was to perform classroom observations with the aim of offering aid and support to history educators. The researcher evaluated the instrument's reliability by calculating the Kuder-Richardson coefficient. This computation was performed after administering the instrument multiple times. In addition, the interview schedule's validity was assessed using Cohen's Kappa correlation value. The Magulu study specifically examined elementary school students, but the present study included high school students from both public and private educational institutions. A study conducted by Dogo (2016) examined the English language competency levels of mathematics educators at junior secondary schools in Nigeria. The current study has a larger sample size compared to its previous version, which increases the probability that the results produced are more representative of the overall community. The enquiry utilised Solomons' group four methodology. The study involved the recruitment of 20 classroom teachers and 410 pupils through a random sample approach. The researcher utilised a rigors methodology for data collecting, incorporating in-depth interviews, questionnaires, and standardised procedures for data analysis. The instruments' validity was tested using Cohen's Kappa correlation index, while their reliability was analysed using the split-half method to determine the Kuder-Richardson coefficient. The data was examined via the t-test and analysis of variance. The study found that youngsters had enhanced mathematical performance when they received instruction in the English language. Unlike Dogo's (2016) study, which investigated the correlation between English proficiency and students' mathematical

skills in elementary and middle school, the present investigation specifically focused on the impact of English emphasis on students' performance in form four on the KCSE tests.

Chemiron (2015) assessed the English language proficiency of pupils in West Pokot County by using their performance on the Physics Kenya Certificate of Secondary Education (KCSE) as a criterion for evaluation. A deliberate random sampling method was utilised to select two girls' secondary schools and two boys' secondary schools from a total of 38 secondary schools that offered English and physics for the KCSE exams. The study employed secondary data acquired from the grade reports of students enrolled in the English and Physics disciplines. Pearson's correlation was used to analyse the data. The study's findings indicated a statistically significant correlation between proficiency in the English language and the average score obtained in the Kenya Certificate of Secondary Education (KCSE) examination. Moreover, a notable correlation was discovered between mastery of physics and achievement in English.

Unlike the methodology used in the present study, which relied on secondary data sources like KCSE exam mean scores and mean score sheets for physics and English topics, the current investigation used questionnaires and interview schedules to collect primary data directly from the study participants.

In a study conducted by Kamau (2014), the academic performance of students from Mwiki and New Eastleigh elementary schools was examined in relation to non-urban refugee students, based on their scores in standardised examinations. The case study examination included the involvement of 50 children and 50 educators. Questionnaires were delivered to instructors and kids, whereas principals were given planned interview times. The researcher utilised the peer review methodology to assess the validity of the instruments, and the test-retest



method to estimate Cronbach's alpha, so further confirming the dependability of the instruments.

Supplementary data was acquired via focus group discussions carried out with students. The qualitative data was examined using descriptive statistics, while the quantitative data was subjected to content analysis. The results revealed a direct relationship between children's exceptional performance in English and their outstanding academic accomplishments in other subjects that are taught in the same language. This study diverges from Kamau's (2014) study, which concentrated on elementary schools serving urban migrants, by employing a convergent mixed research methodology to examine government-operated secondary schools.

## **2.5 Adhocracy and Students Academic Performance**

In their study, Cameron and Quinn (2017) developed a four-quadrant framework by applying the Competitive Values Framework. This framework was used to determine the relationship between the two dimensions and the features of a company. Each quadrant in this framework indicates a certain feature that an organization considers to be the most desirable and suitable course of action. To summarize, each quadrant represents a unique set of assumptions, beliefs, and values. Thurp (2009) argues that it is impossible to claim that any cluster or culture is superior to another, as no civilization possesses inherent grandeur. Nevertheless, certain cultural ideals may appear more appropriate in specific circumstances. In his study, Berrio (2015) identified four prominent characteristics - clan, hierarchy, adhocracy, and market - that have been extensively embraced by other scholars. These features were obtained by the examination of two dimensions.

Adhocracy prioritizes traits such as creativity, readiness to embrace risks, and

aggressiveness when seeking out chances. The qualities of self-reliance and proactivity are much praised. Adaptable external management structures are crucial for cultures that promote innovation and accept risk-taking. According to Brown's (2015) research, firms that adopt this culture value being adaptable and distinctive in their external posture. They are united by their willingness to take chances and explore new ways. Expansion and resource accumulation are two prominent examples of long-term goals. Achieving success involves obtaining unique and highly desired items. Common instances of organizations include software studios, advertising firms, investment banks, and law offices (Thurp, 2019). These companies operate with high speed and are exposed to substantial dangers. Adhocracy is based on the core principles of creativity, invention, and the lack of formal rules and regulations. They direct resources towards projects with a high probability of failure. Both adhocracy and clan organizational models encourage discretion and flexibility. However, adhocracy does not prioritize internal flexibility to the same extent that clan does. Thurp (this year) states that adhocracy cultures give importance to diversity and focus on external factors.

According to Cameron and Quinn (2019), the adhocracy culture is considered to be extremely creative since it focuses on prioritizing distinctiveness from external sources rather than internal integration. Additionally, it values discretion above rigorous obedience to norms and laws. Adhocracy is an organizational structure that diverges from a rigid hierarchical framework and instead demonstrates a significant degree of flexibility, adaptability, and informality. The operational procedures of this entity are fundamentally opposed to those of a bureaucratic system. The acknowledgement of the necessity for innovation to maintain competitiveness in a global economy has been largely embraced in recent decades.

Loomley (2019) argues that innovation has a crucial role in promoting both economic and social advancement. Within the realm of business operations, innovation is seen as a strategic method to improve the ability of a company to adapt to changes in the external environment. Organizational cultures that lean more towards the "adhocracy" end of the flexibility spectrum are typically characterized by a stronger focus on outward orientation (Khurosani, 2019). The main goal of such an organization is to encourage a significant flow of new ideas, so creating a cultural environment that supports flexibility, creativity, and efficiency. Teams are swiftly formed and dissolved in order to efficiently achieve the shared goal (Fox, year).

The concept of consensus is unique in its emphasis on collaborative collaboration, recognition of diverse opinions, and dedication to promoting the general well-being (Dressler, 2010). Dressler (2010) suggests that the origin of the term "adhocracy" can be traced to the Latin phrase "ad hoc," which refers to a spontaneous or impromptu approach. It is typical for people to have witnessed temporary groups of people who disband once their goal has been achieved. Adhocracy often exhibits the additional trait of transience. Some people have compared these entities to "tents rather than palaces" since they can quickly change their shape in reaction to new information.

Amidst a time marked by a surplus of information, widespread uncertainty, and inherent vagueness, the main goal of an adhocracy is to foster the ability to adapt, be flexible, and generate innovation (Cameron & Quinn, 2019). Adhocracy cultivates a culture that encourages its members to quickly adapt to new situations. As per Fox (2013), people within an organization that adopts an adhocracy culture are given greater independence to develop their own approaches, as long as these approaches are in line with the overall goals of the group. Every member inside the group have the ability to make decisions and take actions that will impact the organization's future,

based on their own areas of competence and in cooperation with other members. Bennet and Ali-Choudhury (2019) argue that there is an absence of a clear and established power structure.

The primary goal of any corporate endeavor is to optimize performance, a task that necessitates the dedicated contributions of its whole personnel. Therefore, businesses have adopted the use of the performance management system as a managerial strategy to tackle and resolve performance-related issues (Sharif, 2012). Adhocracy cultures involve employers and workers reaching mutually advantageous arrangements that enable greater flexibility in terms of working hours, location, and tasks.

Adhocracy cultures provide a cost-efficient approach for employees to efficiently handle their work and family responsibilities, taking into account the changing demographics and dynamics of the workforce (Fox, 2013). Variations in formality, adaptability, and attributes of solutions may be present among different arrangements. The main purpose of this overview is to assess the influence of flexible work hours and flexible work location arrangements on productivity, hazards, and the most efficient techniques for their implementation (Fox, 2013).

Recent research have demonstrated that adopting adhocracy cultural principles can result in favorable outcomes for enterprises. More precisely, research has shown that implementing these regulations is linked to higher rates of employee retention, productivity, and job satisfaction in the workplace. Nevertheless, the effective implementation of policies is crucial to achieve these results. Sharif (2012) suggests that incorporating managerial support, fostering an inclusive organizational culture, and integrating informal flexibility can facilitate the evaluation and adjustment of existing business practices, leading to enhanced long-term results. The implementation of new and developing technology, the growth of multinational business settings,

economic downturns on both domestic and worldwide scales, increasing rates of unemployment, and heightened rivalry have all required a change in working methods. Since the 1970s, the incorporation of these alterations, popularly known as the "flexibility concept," and the embrace of business strategies focused on persons have gained widespread acceptance and become standard in the corporate realm.

Businesses have created unique operational structures in order to adapt to changing circumstances, with the goal of maintaining their competitive edge and inspiring people to increase efficiency. In modern times, companies are expected to adopt strategies that improve employee satisfaction and cultivate loyalty towards the organization.

Companies exert significant effort to retain their top-performing personnel while also adapting to novel business practices. Companies that prioritize the well-being and satisfaction of their employees cultivate a loyal and devoted staff, which confers them a competitive edge in the market. This phenomenon enhances productivity and employee satisfaction, enabling organizations to adjust to evolving circumstances while also attracting and retaining highly skilled individuals (Fox, 2013). Nevertheless, in the present era, the establishment of employment opportunities and the management of unemployment are equally vital factors. Enhanced job opportunities and the eradication of joblessness play a crucial role in fostering innovation in employment categorizations and frameworks. The increasing consideration of the positive impacts on workers' personal lives is evident. Workplace flexibility has numerous potential benefits, including the ability to decrease the amount of time employees spend commuting in traffic, particularly in heavily populated areas.

According to Fox (2013), employees who are given greater autonomy in managing their free time and are encouraged to minimize personal matters at work tend to have increased job satisfaction.

Minimizing lateness, maintaining high staff morale, ensuring full engagement of workers, and maximizing their productivity all greatly enhance an organization's operational effectiveness. The objective of this study was to ascertain the impact of a flexible work paradigm on employee productivity (Sharif, 2012).

The concept of flexibility is not novel. The word "flexible working" encompasses a broad range of activities, both historical and contemporary. Enhanced adaptability can be advantageous for employers, professionals, and workers alike. Increased competition, advancements in technology, changes in industry composition, challenging work schedules, and joblessness are among the various factors that necessitate more flexible workplace policies and practices.

In 2016, the Metal Industrialists Union of Turkey (MESS) published a book titled "Flexibility and Flexible Working," which discusses the imperative for firms to continuously adapt in order to be relevant in the ever-changing economy and industry. In today's corporate environment, it is universally expected that organizations, regardless of their size or scale, prioritize the well-being of their employees and the satisfaction of their consumers. The expectations described by Sheif (2012) can be defined as "flexibility".

This definition encapsulates the fundamental nature of adaptability, which refers to the capacity to react to alterations in one's surroundings. It can also refer to the agility of a corporation and its personnel in adjusting to new conditions in the business realm. The concept of flexibility in scheduling is generally endorsed by contemporary corporate legislation and progressive concepts worldwide (Sherif, 2012). Advocates of this approach consider it to be a significant and efficient means of adapting to changes and variations.

The notion of flexible work hours is not novel, although its implementation is

increasingly significant. In the future, this will increasingly be true due to several factors. This is evidenced by the requirement for the adoption of alternative labor methods and subsequent adjustments to schedules due to technology advancements (Sheif, 2012). In general, the increased flexibility in work hours is being influenced by advancements in technology, the need to improve and maintain competitiveness, and the requirement to adopt flexible production methods in response to global competition. Technological breakthroughs have made it possible to automate certain hazardous occupations. As a consequence, workers see a boost in productivity and have more free time available (Celenk & Atmaca, 2011).

It is essential, from an organizational perspective, to align labor schedules and technological investments with the operational capacity and longevity of the machine. Flexible working hours are advantageous for both the company and its employees as they may be adapted to suit individual schedules. Growing industrialized countries are employing flexible work schedules and time reductions as a straightforward and economically viable approach (Celenk & Atmaca, 2011) to reduce unemployment.

While deregulation and the easing of rigorous rules are not identical, deregulation helps facilitate flexibility by allowing greater freedom for adjustments in employment agreements. However, this is not universally true. Indeed, a multitude of regulations must be established in order to attain adaptability. Flexible scheduling in developing nations such as Turkey sometimes leads to a high incidence of illicit employment. The advancement of information and communication technologies has resulted in the rise of adaptable work schedules. Remember to consider the research conducted by Ca and Celenk in 2011.

Flexible work schedules allow employees to have increased time off for personal reasons. Nevertheless, the employee's feeling of security and consistency is

undermined by the employer's advantage in the professional dynamic regarding workplace flexibility. Flexibility, the capacity to adapt and adjust to changing conditions and situations, can manifest in several ways. According to Fox (2013), adaptation is particularly crucial during periods of rapid transformation.

Akdemir (2010) defines motivation as the act of inspiring individuals to pursue a specific goal and identifying factors that may impact their efforts. Conversely, Yankellovich (2019) presents an alternative perspective on the connection between motivation and flexible work arrangements. He contends that a limited fraction of individuals derive significance and satisfaction from their occupations. According to Fox (2013), the majority of individuals do not assign the appropriate level of importance to employment. In order to motivate employees, it is necessary to consider intangible assets in addition to material ones. The situation necessitates the implementation of adaptable management solutions that enable employees to reduce their working hours.

According to Lu et al. (2012), increased flexibility at work generally improves job outcomes, but it also heightens the perception that personal obligations at home hinder professional achievement.

The advancement of technology and changes in organizational structure have a significant influence on the mental well-being of employees. The collaboration is perceived as beneficial for improving the output's quality, but detrimental for the real working conditions. It is crucial to possess the capacity to adjust to emerging technologies and effectively utilize them to progress (Lu et al., 2012).

Improper utilization or excessive implementation of new technologies might jeopardize both your organization and your staff. For instance, the acquisition of a recently purchased tool could result in increased levels of noise, activity, or dampness inside



the work environment. The case has a direct impact on workers due to its influence on their physical working conditions. Having the ability to hire personnel who are willing to work flexible schedules requiring reduced office hours would be advantageous (Lu et al., 2012). This concept is applicable to educators in all educational establishments, wherein any new technology should enhance the working conditions of teachers.

Secondary schools must now prioritize adaptability and flexibility in order to thrive in the dynamic and rapidly changing modern world, rather than relying on the traditional and rigid methods that were once deemed crucial for their success. Some cultural groups exhibit a greater propensity for adaptability to change and the preservation of organizational success compared to others (Gregory et al., 2019). If corporations possessed knowledge of the precise factors that truly have a significant impact, they could implement tactics that would provide them a competitive advantage.

In order to foster a culture that promotes and incentivizes innovation, firms should actively seek and cultivate the qualities that provide them with a competitive advantage (Sherif, 2012). Companies that have a strong business culture often have a competitive advantage (Cameron & Quinn, 2019). Some firms prioritize efficiency due to their dedication to achieving long-term success and maintaining streamlined and effective operations. Hence, it is imperative to ascertain the cultural characteristics associated with superior academic achievement in Nigerian secondary schools.

The efficacy of a school's administration is positively associated with its performance (Bush, 2008; Orphanus, 2013). The study conducted by Thomas (2015), as cited in Educational and Urban Society (2015), indicates that the effectiveness of a program is associated with the management style employed. An example of his findings is that "directors" often have difficulties when trying to create a conducive environment for multiple initiatives to coexist and providing support to the workforce.

The principal is responsible for advancing and fostering the institution's culture in a specific manner. Their impact is evident in the administration of the school, the maintenance of high standards, and the cultivation of a specific culture (Teddlie & Stringfield, 1993). In the United States, they demonstrate the effectiveness of their principles by offering consistent and suitable guidance through both formal and informal establishments, ensuring equitable distribution of authority, and adapting to shifts in the wider educational landscape. On the other hand, their effective principals exhibit unpredictable and inconsistent leadership over time, prioritizing formal structures over informal ones, fostering minimal involvement from teachers and administrators, and displaying limited enthusiasm for collaborating with external educational reform initiatives or engaging with parents and community members.

In addition, Rutter et al. (1979) conducted an extensive study, investing a total of fifteen thousand hours, which revealed that student performance in secondary schools improved when the head teacher exhibited strong leadership and encouraged teacher involvement. According to Martimore et al. (1988), what matters is the purposeful leadership of staff, which occurs when the principal possesses expertise and investment in the school, while also being aware of its needs. Ensuring exceptional academic achievement among children relies heavily on the presence of competent school leadership, as demonstrated by these three studies and further research.

Gray et al. (2012) highlight that leadership can originate from any hierarchical level within an organization. According to Reynolds (2012), there are eight crucial aspects that define the quality of leadership: an emphasis on academics, a clear sense of purpose, the involvement of others, a commitment to teaching, active monitoring, and the careful selection of suitable staff. Typically, it is the responsibility of the principal to manage this. In their comprehensive review of empirical research findings on the

relationship between school performance and process variables, Haddad et al. (2013) provide the following observation regarding school management.

Efficient and well-administered schools share several basic characteristics. It is imperative to maintain discipline and order in the classroom, while setting high standards for student achievement. Teachers and administrators must exert significant effort to guarantee that all students, irrespective of their background or gender, are encouraged to excel academically and achieve success (Haddad et al., 1990).

Furthermore, these establishments prioritize empirical research that substantiates the most crucial aspect of instruction. Various studies have demonstrated that the educational attainment and professional background of the school's principal play a significant role in influencing student performance.

In a study conducted in Cyprus, Pashiardis (2006) discovered that effective principals typically possess a strong passion and ambition for their profession, which they view as a sacred and honorable responsibility. They are constant learners and deep thinkers, regularly engaging with scholarly journals related to their field. Furthermore, they firmly believe that they can have a significant impact on the education system through their leadership role. They possess excellent timekeeping skills. They possess a resolute aspiration to ascend in status and have consistently achieved this throughout their life.

In a study conducted by Gambi (2014), the researcher examined the role of institutional elements in influencing the relationship between organizational culture and operational success. The data was estimated using structural equation modeling (SEM), mostly based on cross-sectional data collected from 250 Danish firms. The examination of organizational culture involved analyzing mission statements, vision statements, and the presence of a market-oriented culture. The institutional characteristics

encompassed guiding principles, strategic focus, and strong leadership. Operational performance was assessed based on the extent to which new opportunities were actively explored and successfully established. The results confirmed the hypothesized connection between organizational culture and operational effectiveness, with institutional factors acting as a mediator. Given the differences in laws, customs, and political systems, the findings of this study may not be applicable to markets in non-developed regions beyond where it was conducted.

Consequences of an Action Moreover, academic inquiries into the indirect influence of head teacher leadership on student performance have revealed a connection between educational leadership and the community and organization of the school, both of which are associated with the academic success of students (Hallinger and Heck, 1998; Hoy, 2006; Leithwood, 2004). The way in which a principal directs pupils has a significant impact on their academic achievement. An illustration of this phenomenon is seen in the results of Ochieng's (2001) research titled "The Influence of Leadership Style on Academic Performance in Secondary Schools in Moombasa." The study discovered that students attending schools with principals who were perceived as authoritarian (focused on tasks) obtained lower KCSE scores. An autocratic governance strategy can negatively impact school morale by reducing instructors' autonomy in managing daily operations and increasing the pressure on them to meet administrative objectives. The institution's members openly recognize their obligations due to fear of possible reprisal, while secretly plotting to subvert them.

Based on the study conducted by Fairman and McLean (McLean, 1988), the main goal of any school principal should be to evaluate the financial stability of the educational institution in order to enhance existing administrative skills and identify areas that need improvement. Fairman and McLean (1988) identified five dimensions of

organizational health. These dimensions include communication level with the team, approach to delegating responsibilities and authority, resource utilization efficiency, sense of group unity, level of creativity, degree of independence, adaptability, and problem-solving capabilities. Resource utilization refers to an organization's ability to effectively use its existing assets by coordinating functions across different divisions. The goal is to achieve maximum productivity without overburdening any specific area. Employees who possess a strong drive to utilize their skills in order to influence the advancement of the business are more inclined to be actively involved and maintain their dedication to the firm when it exhibits unity and harmony.

Symbolic leadership, as defined by Deal and Peterson (1999), refers to the ability to acknowledge and exert control over the school community. An educational leader fosters an environment that stimulates and encourages students to learn. This is achieved through various initiatives such as organizing educational tours, seminars, and mathematics competitions. Additionally, students are rewarded for outstanding performance in daily school activities, and they are encouraged to motivate their peers to do the same. Furthermore, the leader promotes a culture of memorization among both students and faculty.

Competent school administrators have the capacity to understand the larger framework, including how the school's environment and culture impact the academic success of their students. The broad concept of school culture allows school administrators to maintain such a viewpoint. It offers individuals a complete framework for understanding elements such as the difficult-to-handle prevailing school culture and the complex dynamics that occur between educators and learners as a result of this culture (Freiberg, 1999; Sergiovanni, 2001). Competent educational leaders possess the ability to exert significant influence over the values, beliefs, and attitudes necessary

to create a safe and supportive learning environment. This factor eventually impacts student achievement. This influence is made possible by their advanced understanding of school culture, as stated by Bossert (1982). The research papers referenced by Leithwood (1990), Leithwood (1992), Freiberg (1999), Sergiovanni (2001), Hallinger (1998), Heck (1998), Leithwood (2004), and Freiberg (1999) all provide evidence that effective leadership is the fundamental basis of strong school cultures.

Heck and Hallinger (1998) emphasized the importance of a leader's ability to perceive the existing school culture in their study on the impact of school environment and culture on student achievement (as mentioned in Macneil, Busch, and Prater, 2009).

Based on educational philosophy, the influence of a principal on students' academic performance is regarded to be indirect rather than a direct result of the principal's behavior. While the previous investigation's findings are still relevant to the current examination, they mostly focused on school culture and environment. In contrast, the current study aims to measure the precise impact of school culture on students' learning capacities. The secondary objective of the study was to establish the associations between school culture and student academic performance. The goal of this demonstration is to illustrate the school principal's perception of culture and its impact on each student.

In the study conducted by Mwangi (2009) titled "The Role of School Leadership in Student Performance in Kenya," it is concluded that students benefit greatly from the leadership, active participation, strong commitment, focus on quality improvement, and exposure to new ideas and perspectives provided by their principals. Although Mwangi's research offers useful insights, it lacks a thorough analysis that extends beyond the implications for school management. This study, however, explores the correlation between school atmosphere and student academic performance in a more

thorough and extensive manner. It comprehensively evaluates all aspects of an institution, encompassing its values, traditions, ceremonies, rituals, leadership, ethos, and the quality of its joint efforts.

Lambert (2000) provides a comprehensive definition of the Head Teacher's role, stating that they are responsible for embodying the school's ambitions, leading the development of the curriculum, and acting as a collaborator to motivate faculty members and parents to engage in discussions about the institution's services (Academic Development Institute, 2010). The principle teacher serves as the school's focal authority, continually promoting the enhancement of student achievement. The principal cultivates an atmosphere that emphasizes demanding academic criteria and guarantees productive cooperation among students.

"The Head Teacher's Role in Good Schools: Developing a Positive School Culture" (2008) by Habegger explores the significance of cultivating a positive school culture in educational institutions. The researcher analyzed the wide range of responsibilities carried out by principals at the three educational institutions. The responsibilities included, but were not limited to: ensuring instructional activities aligned with state-set academic content standards; fostering a climate of dignity and respect for all students; creating lesson plans to enhance overall instruction quality; establishing connections with parents and the community; and fostering relationships with students to ensure outstanding academic achievement. She developed a profound appreciation for the decisions made by these educational executives and the organizations they oversaw. The resolution is located within the principles of the institution. The principal has the responsibility of cultivating an environment that encourages growth and education for all individuals within the school community. Without a doubt, the extra duties and responsibilities that a school principal takes on are extremely significant.

Nevertheless, maintaining a productive classroom atmosphere is crucial. Students benefit greatly when principals actively prioritize the development of a pleasant school atmosphere. This serves as a basis for success in other areas, such as instructional design. These educational administrators acknowledge the crucial importance of the school culture in driving success and transformation. The principals of the excellent educational institutions cultivated an atmosphere where instructors were highly esteemed and valued by their students. Furthermore, instructors were motivated to participate in intellectual conversations and investigations, conscientiously prepared for proficiency exams, and actively sought the support of parents and the wider community. Thanks to the superintendent's optimistic perspective, substantial progress was subsequently achievable.

Principals place a high importance on fostering a supportive school community by actively engaging in efforts to improve teaching and administrative practices at all levels. They aided teachers in preparing lessons, welcomed students upon their arrival, and engaged with each tutor before each session. Furthermore, the study's author observed that administrators actively engaged in and supported two main types of activities to build a pleasant school environment: promoting a sense of community and offering clear guidance to all students, teachers, parents, and community members.

According to the research carried out by Fairman and McLean (McLean, 1988), it is crucial for principals to regularly evaluate the financial condition of their schools. The purpose of this analysis is to improve the institution's existing managerial skills and identify any areas of weakness. Fairman and McLean (1988) delineated five categories that offer valuable perspectives on the organizational well-being. The elements encompassed in this context are: the extent of communication among team members, the allocation of power and responsibility, the effective utilization of



resources, the unity of the group, and the team's capacity to innovate, operate independently, adapt, and resolve issues. "Resource utilization" pertains to a company's ability to optimize the effectiveness of its existing resources by evenly distributing tasks among several divisions. Employees who believe they can make a positive impact on the company's performance are more likely to show engagement and commitment when they feel a feeling of unity inside the organization.

Symbolic leadership, as described by Deal and Peterson (1999), is the ability to recognize and successfully utilize one's position of authority within the educational setting. An educational leader who fosters a culture of memorization-based learning among students and faculty, arranges educational excursions, seminars, and mathematics competitions, recognizes students for exceptional accomplishments in their everyday academic responsibilities, and inspires others to follow suit. Moreover, this leader fosters an environment that promotes and motivates students to actively participate in the learning process.

Competent educational administrators possess a thorough comprehension of the school's culture and ethos and their influence on students' academic performance. School administrators may embrace this viewpoint as a result of the broad interpretation of the concept of "school culture." To better understand the complex dynamics between teachers and students in a demanding educational environment, it can be helpful to use this paradigm (Freiberg, 1999; Sergiovanni, 2001). Educational leaders with a deep comprehension of their schools' cultures are better equipped to create a positive environment that promotes learning and supports students' accomplishments (Bossert, 1982). Studies cited by Leithwood (1990, 1992, 2004), Freiberg (1999), Sergiovanni (2001), Hallinger (1998), and Heck (1998) consistently confirm that good leadership is crucial for the development of effective school cultures.

According to Macneil, Busch, and Prater (2009), Heck and Hallinger (1998) discovered that it is crucial for a leader to possess the ability to identify the existing school culture when assessing its influence on student achievement.

According to educational philosophy, the impact of a principal on students' academic success is generally more indirect rather than direct. Prior studies can provide significant context for our investigation, but their main focus is on institutional factors such as school ambiance and ethos. The aim of this study, on the other hand, was to assess the influence of school culture on students' academic achievement. The study also sought to determine any links between student achievement and school environment. The purpose of this activity is to highlight the school principal's perspective on leadership about culture and its influence on individual students.

In a research done by Mwangi (2009) titled "The Role of School Leadership in Student Performance in Kenya," it was found that pupils derived substantial benefits from the guidance and direction provided by their administrators. The benefits encompassed active engagement, evident commitment, emphasis on superior growth, and the facilitation of opportunities to acquire novel insights and knowledge. Mwangi's research provides valuable insights, but it lacks a thorough examination of the subject matter that goes beyond its consequences for school administration. In contrast, this study aims to conduct a comprehensive analysis of the relationship between students' academic performance and the whole atmosphere of their educational institution. The evaluation of institutional strengths and shortcomings centers on leadership, culture, teamwork, traditions, beliefs, rituals, and presentations.

Lambert (2000) argues that a school administrator should embody the objectives of the school, take a leading role in developing the curriculum, and encourage collaboration by facilitating talks among staff members and parents about the school's programs.

The head teacher is responsible for supervising the school's activities and ensuring that they remain fully committed to improving student performance. The principal fosters an environment where students prioritize rigorous academic standards and collaborate effectively.

In "The Head Teacher's Role in Good Schools: Developing a Positive School Culture" (2008) by Habegger, the author explores the importance of a healthy school culture. The researcher carefully examined the wide range of duties carried out by principals at the three institutions. The duties included, but were not limited to, ensuring that lessons aligned with the state's academic content standards, creating engaging and efficient lesson plans to improve the quality of instruction, communicating with parents and the community, fostering positive relationships with students, and ensuring that all students achieved or exceeded grade-level expectations. She gained a profound regard for the administrators' ability to objectively evaluate the achievements of their institutions. The resolution is in accordance with the principles of the institution. The principal is responsible for creating a learning community that promotes the development and education of all its members. The additional responsibilities of a school principal are unquestionably crucial. However, it is still essential to uphold a favorable classroom environment. Principals can contribute to the future success of instructional design by investing time and effort in creating a welcoming school environment for their students. These school administrators understand that the environment of their institutions is crucial to the success of their efforts. The leaders of prestigious educational institutions cultivated an environment in which students esteemed their instructors and frequently conveyed their appreciation towards them. Furthermore, teachers were driven to actively participate in intellectual discussions and research, to meticulously plan for student evaluations, and to actively seek support from

parents and the community. The superintendent's positive outlook laid the groundwork for the later display of success.

Supportive school communities are created when principals actively participate in efforts to improve standards for both instruction and administration in all areas. Furthermore, they aided educators in getting ready for lessons by participating in one-on-one conversations with each tutor before every session and by greeting students upon their arrival. According to the survey's author, principals utilized two main strategies to create a positive school environment: promoting a sense of community and providing clear instructions to all personnel engaged.

Students exhibit enhanced academic performance when they adhere to school regulations that prioritise academic attainment. Dagneu (2014) found that there is a direct correlation between the level of academic focus exhibited by pupils and their academic performance. Melesse and Molla (2018) argue that a detrimental school culture, which neglects academics and isolates pupils from their work, is responsible for low academic achievement. According to Sagwe, Ajowi, and Mwebi (2016), schools that regularly organise meetings between school officials and students to offer support and motivation for hard work likely to get better academic results compared to schools that do not have such meetings. Fareo (2020) states that prestigious universities often evaluated the proficiency of their pupils by administering examinations. The academic focus is evident through many activities such as extracurricular involvement, completion of homework assignments, participation in self-directed study programmes, engagement in private study sessions, continual assessment tests (Odumbe et al., 2015), completion of class work, and submission of homework (Melesse and Molla, 2018).

Maxwell et al. (2017) conducted a global evaluation of the performance of high school

students on the Australian National Assessment Programme for Literacy and Numeracy test, specifically focusing on academic priorities. The research was facilitated by a multilevel model that incorporated many sources, such as academic performance records of both staff and students, as well as socioeconomic demographics. The researcher employed the census selection approach to include a total of 2557 students in grades 7 through 10 and 760 staff members from 17 out of 19 secondary schools in the study.

The data collected were subjected to analysis using descriptive and inferential statistics. The findings revealed that a culture that placed emphasis on academic accomplishment had a beneficial influence on students' performance in exams. The current study utilised a convergent mixed research methodology, and the participants included fourth- semester HODS, principals, teachers, and students. In contrast, Maxwell et al. (2017) conducted research using a multilevel structure and a sample exclusively composed of teachers and students in grades 7–10.

In 2019, Songsirisak and Jitpranee conducted a study to examine how assignments affect the performance of university students in Thailand's English examinations. The study utilised a mixed methods research design, incorporating both quantitative and qualitative techniques. The study sample consisted of 140 undergraduates, comprising 34 males and 103 females, aged between 19 and 23, who had been accepted to the university to pursue English degrees. Purposive sampling was employed to choose a subset of the participants. The study utilised focus group interviews and questionnaires to collect qualitative and quantitative data, respectively. The study instruments were evaluated for validity using the factor analysis approach, and their reliability was determined using the Kuder-Richardson coefficient, which was calculated using the multiple forms technique.

Descriptive statistics were utilised to analyse the quantitative data. Open and axial coding strategies were crucial in analysing the qualitative data. The study found that assigning homework to kids improved their academic performance and facilitated their learning. This study is distinct in that it was carried out in public secondary schools with the participation of principals, instructors, students, and HODs.

In their study, Suárez et al. (2016) investigated the relationship between the level of involvement in assignments and the academic performance in mathematics of both native and immigrant pupils. The poll included a total of 617 kids in elementary grades, with 130 being immigrants and 487 being natives. In addition, there were 712 students in secondary classes, with 62 being immigrants and 650 being natives. The remaining study participants consisted of parents and one instructor from each class. To collect data, the researcher distributed questionnaires. The researchers evaluated the questionnaires' validity and reliability by using the Pearson correlation index test and Cronbach's alpha, respectively, calculated by the test-retest method. The data was analysed using student t-test statistics by the researcher.

A positive link was found between the number of assignments given to pupils and their academic performance in mathematics. Unlike the current enquiry, this study analysed and compared the academic achievements of two separate groups of participants—native and immigrant—at two different levels of education—elementary and secondary— instead of just focusing on the secondary level. Furthermore, unlike current studies that focus on final national assessments such as the KCSE tests, this research specifically analysed the impact of assignments on academic performance in the subject of mathematics.

In 2014, Reina-Paz, Rodríguez-Oromendía, and Sevilla-Sevilla conducted a study to evaluate the impact of different types of continuous assessment tests on the final course

exams of second-year students who are pursuing a business administration and management degree at the Faculty of Economics, National Distance Education University in Spain. The first two academic years of the study (2011–12 and 2012–13) included a group of 1450 students in their first year and 1809 students in their second year, respectively. According to the research findings, students who completed the online Computer Adaptive Test (CAT) during the course achieved higher scores on their final exams. The research was conducted in secondary institutions. Instead of limiting the research to only students in a university context, the study included principals, heads of department, teachers, and students as participants.

Fareo (2020) utilised a regional survey research design to evaluate the impact of continuous assessment exams on the academic performance of biology students in senior secondary schools in the Hong Local Government Area of Nigeria. The research sample consisted of 200 educators who were randomly selected from ten institutions using stratified random selection. Two research assistants distributed questionnaires for the objective of promptly collecting data. The instruments' reliability was evaluated by employing inter-rater correlation, obtained using Krippendorff's alpha statistics. Conversely, the researcher utilised factor analysis to assess the validity of the instruments.

The data was analysed using statistical approaches for both inferential and descriptive analysis. The study found an association between the frequency of biology continuous assessment tests and the academic performance of students in the subject. Unlike Fareo's (2020) study, which only included instructors as participants, the current enquiry involved principals, teachers, students, and course directors.

Yinusa and Margaret (2020) conducted a study to investigate the influence of continuous assessment exams on the academic performance of undergraduate students

in the educational administration and planning programme at Osun State University in Nigeria. The study sample comprised 221 undergraduate students in this quasi-experimental research method. The study's data was derived from the outcomes of the ongoing evaluations and the concluding examinations conducted at the conclusion of the semester. The data analysis involved the wide use of descriptive and inferential analytical approaches. The research findings have revealed a clear and direct association between the frequency of continuous assessment assessments given to students and their final semester grades in the field of educational administration and planning. In contrast to the continuing research being undertaken with secondary school students in public institutions, the study conducted by Yinusa and Margaret (2020) focused on university students.

In 2019, Mabuza and Mafumbate employed a blend of strategies. The research was grounded in the ecological and wellness theories proposed by Hettler and Bronfenbrenner, respectively. The aim was to demonstrate a correlation between parental engagement in their children's assignments and their academic success on primary school examinations in rural parts of the Lubombo region of South Africa. The study included a total of 110 participants, specifically 40 head teachers, 60 students, and 40 teachers who were intentionally chosen from ten designated institutions.

Participants from the class and staff roster were chosen randomly using the random sample technique. The data was analysed using descriptive, inferential, and thematic statistics.

The study found that parental involvement in assisting children with their tasks led to an enhancement in academic performance. The current study, similar to the one carried out by Mabuza and Mafumbate (2019), utilised a mixed methods approach. However,



it was based on Vygotsky's Social Cognitive Learning Theory instead of ecology and wellness theories.

The study conducted by Worale (2018) investigated the effects of including continuous assessment tests on the academic performance of students in the municipality of Mbale, Uganda, during the Uganda Certificate of Education (UCE) examinations. 80% of the 123 participants in the study actively participated in the investigation. The participants consisted of 32 parents, 68 kids, 30 educators, and three school officials. The parents and school administrators were selected using purposive sampling, whereas the teachers and kids were selected using random sampling. Data collection involved the utilisation of a schedule comprising interviews, questionnaires, and document analysis. The instrument's internal consistency was examined using Cronbach's alpha statistics, while the questionnaires' validity was validated by Worale through peer review. The study findings revealed a significant impact of assignments on students' UCE exam grades. It assists in categorising pupils' aptitudes and deficiencies, thereby promoting their academic advancement. This investigation is separate from the one carried out by Worale (2018). Based on the researcher's strong belief that the information covered in the three categories sufficiently met the study's goals, parental involvement was excluded from the study sample.

Odundo et al. (2020) conducted a study to examine how the administration of computer- adaptive tests (CAT) affects the English language skills of children in government primary schools in the Awendo Sub-County. The study utilised a descriptive research approach. A study sample of 2354 students was randomly selected for this examination, which employed both qualitative and quantitative methodologies. The remaining guests included 71 English teachers, five curriculum support officials, and 71 head teachers, making a total of 147 individuals. Information

was collected by employing questionnaires, interview schedules, and a document analysis guide. The researchers confirmed the accuracy and reliability of the instruments by peer review and the Multiple Forms technique, respectively, in order to determine the Kuder-Richardson coefficient.

The data was analysed using descriptive statistical analysis. The research findings indicated that the integration of Computer-Assisted Technologies (CATs) into English classrooms resulted in a notable improvement in students' language skills. Unlike the present study that specifically examined how the administration of Continuous Assessment Tests (CATs) affects students' performance in the Kenya Certificate of Secondary Education (KCSE) examinations, this research aimed to explore the influence of CAT administration on the English language competency of primary school pupils. Oloo (2019) conducted a study at government elementary schools in Rachuonyo South Sub-County, Homa-Bay County, to investigate the influence of assignments on students' academic performance.

The investigator used a sequential explanatory study strategy, incorporating both qualitative and quantitative research methods. The study utilised a stratified random selection method to choose 23 public primary schools. From these schools, a total of 675 pupils, 113 instructors, and 23 headteachers were invited to take part in the study. Furthermore, the study involved the inclusion of eight parents and 198 classes, specifically chosen through a deliberate selection process. Questionnaires were used to gather data from head teachers, parents, and teachers.

The data collection process was facilitated by the focused group discussions conducted by the students. Through the application of a document analysis guide, data pertaining to the pupils' performance was collected. The researcher employed peer review to verify the validity of the study tools. The split-halves approach was utilised to calculate

the Kuder-Richardson coefficient for the purpose of determining reliability. The data were analysed using descriptive statistical analysis approaches, such as frequencies, percentages, and cumulative frequencies. The study unveiled that students' academic performance was enhanced when their parents provided monitoring and assistance with their assignments. The previous study was undertaken in government primary schools, while the current analysis was performed in government secondary schools.

Isiye (2015) conducted a descriptive research study to investigate the factors that influence the quality of grades achieved by students enrolled in government secondary schools in Mumias West Sub-County. The study participants consisted of 40 officers who were purposefully recruited, 5 principals, 5 PTA chairpersons, 4 zonal education officers, and 75 instructors who were picked via systematic random sampling. Data was gathered through the use of questionnaires and interview schedules.

The researcher used the peer review approach to determine the validity of the instruments, and the test-retest method was used to generate the Kuder-Richardson coefficient, which was used to assess the reliability of the instruments. Descriptive statistics, such as percentages, means, and frequencies, were employed for data analysis. The findings demonstrated that additional homework assignments had a noticeable impact on the academic achievement of pupils, as assessed by the Kenya Certificate of Secondary Education examination. The current study focused on government secondary schools, namely on principals, headmasters, and pupils in Makueni County. Isiye (2015) employed a sample of forty individuals, consisting of officers from various positions such as principals, teachers, PTA chairpersons, zonal education officers, and others, who were associated with day public secondary schools. Mutweleli (2014) employed an ex post facto research approach to evaluate the impact of self-regulated learning on the academic performance of secondary school pupils in

Nairobi County. In order to obtain a representative sample for the research, a total of 938 students in the third year of education were purposefully picked from 10 specifically specified institutions. The selection criteria were commensurate with the magnitude. The researcher obtained data from the participants by administering a questionnaire. In order to test the questionnaires' validity, the researcher distributed them around colleagues and other specialists in the research field. Furthermore, he computed the Kuder-Richardson coefficient, a measure he utilised to evaluate the dependability, employing the split-halves technique.

The data was analysed using descriptive statistical methods and correlation. The findings demonstrated the positive impact of students' self-regulated learning on their examination performance. The study conducted by Mutweleli (2014) utilised an ex-post facto research approach. The study sample consisted of students who were carefully chosen from ten public secondary institutions. The study sample for the present analysis consisted of students, principals, and teachers. The sample was obtained using stratified random sampling. In addition, the current enquiry was carried out at several study locations.

Attitude, as described by Mensah et al. (2013), is a cognitive framework that individuals develop via personal experience. It influences their perceptions, reactions, and responses towards specific entities, individuals, circumstances, and objects. Ojo (2019) defines attitude as an individual's cognitive and behavioral disposition that impacts their execution of prescribed duties. Njogu (2012) states that the attitudes and beliefs of the members of the school community shape their mental models of education and determine how they should appropriately or inappropriately respond to events and actions within the school. This leads to the formation of the school's culture. Attitude, as defined by Mensah et al. (2013), dictates the manner in which students,

instructors, and other individuals within the school community engage with each other

## **2.6 Market Oriented Culture and Student Academic Performance**

Market orientation is a vital topic in academic research in the marketing area, and it is essential for obtaining success. The year 2010. The writers mentioned are Slater and Narver. According to Taghian (2010), strategic market orientation can be effectively implemented by utilizing marketing plans. Market orientation is a strategic approach that involves continuously gathering information. Management can apply this knowledge to improve their capacity to successfully handle market upheavals and variations (Taghian, 2010). The market-oriented perspective might be linked to the research undertaken by Kohli and Jaworski (2010). The operationalization of market orientation comprises three independent components: the generation of intelligence, its transmission, and reactivity.

The process of intelligence generation requires the firm to gather data on customers, competitors, technology, and many external factors. The second component measures the degree to which a firm is willing to distribute market data across all its operations. An organization's responsiveness can be defined as its ability to develop strategic plans based on newly obtained information. Based on the sources, the combination of these three characteristics is believed to lead to increased levels of efficiency and production. Narver and Slater (2010) argue that the organizational culture is the sole origin of the three behavioral components linked to market orientation. The components encompass customer and competitor orientation, inter-functional coordination, and a long-term focus and profit aim.

Narver and Slater (2010) argue that businesses, regardless of their nature, can create substantial value by displaying a pronounced focus on the market. The study conducted by Homburg and Pflesser (2010) offers significant cultural insights, suggesting that the

encouragement of market-oriented behaviors cannot just depend on norms and values. Market orientation, as defined by Shapiro (2013), is a strategy approach taken by a company that involves conducting thorough research on client needs and requirements to influence its activities. The market concentration also facilitates the implementation of initiatives (Homburg et al., 2010). Market orientation is a strategic idea developed by Ruekert (2012). When a firm chooses to execute a customer-centric marketing strategy, it is crucial for the customers to play a central role in the decision-making and execution processes. The organization's strategic approach should give top priority to customer-centricity, which involves making decisions and taking actions based on the real wants and preferences of current consumers, rather than on hypothetical or assumed ones (Ruekert, 2012).

Several scholarly investigations have thoroughly analyzed several aspects related to market orientation. The current corpus of research, however, shows agreement on the four essential factors that make up a market orientation. The entities are composed of four subsequent components: client orientation, systematic data gathering, interdepartmental cooperation, and timely service delivery. These components are the main features of this strategy. There is a widespread agreement regarding the consequences of these market-oriented factors. These essential elements empower firms to create value for their stakeholders. Academics have shown considerable interest in the relevant factor. The widely acknowledged concept that serves as the main driving force behind companies' efforts to achieve customer pleasure is commonly comprehended. Market orientation requires a thorough comprehension of the company's prospective opportunities, particularly about the probability of clients buying the things being offered.

Narver and Slater (2010) assert that the inclusion of adjacent public institutions is vital

in decision-making processes, as they constitute an essential component of a company's target market. Consumer understanding of transparency is crucial in directing organizational activities. Marketers must consistently make an effort to understand the wants and needs of their clientele, as stressed by Kohli and Jaworski (2010). Shapiro (2013) argues that it is equally important to have knowledge about the personnel responsible for providing services to educational institutions as it is to understand the students who will receive these services. Gray et al. (2009) found that students who emphasize customer satisfaction often evaluate customer satisfaction and have active listening abilities to collect feedback. Tang (2014) suggests that firms can effectively address consumers' difficulties by leveraging their capacity to reconcile competing talents and having a high level of certainty about customer expectations.

Market data is gathered using diverse methodologies, exhibiting different levels of formality. Aside from conducting formal market research, the firm can also gather market intelligence through informal methods such as regular consumer surveys, contact with customers and suppliers, and the examination of sales data. Marketers must recognize and take into account the social, political, and environmental elements that can greatly influence customers' purchasing decisions during market research (Kohli & Jaworski, 2010). Although these elements are not solely the responsibility of the marketing department, they should not be ignored. Shapiro (2013) states that senior executives with a thorough comprehension of the competitive landscape are better equipped to strategically reallocate organizational resources in order to take advantage of new market opportunities. The ability of a corporation to understand its current and potential competitors can be evaluated, to some degree, by its level of understanding of the competitors themselves.

Shapiro (2013) argues that data on consumers and competitors is of limited use unless

it is accessible to all divisions inside a corporation. To effectively emphasize customer requirements and satisfaction, it is crucial for a firm to establish cross-departmental teams who are committed to creating value for their clients. Kohli and Jaworski (2010) argue that organizations must adopt an advanced communication system to efficiently disseminate vital information throughout all their departments.

Ruekert (2012) contends that the notion of market orientation should not be seen as a shared obligation of the entire organization, but rather, it should be assessed at the departmental level. Hence, it is crucial for firms to evaluate the extent of input from various departments in formulating strategies with the objective of providing extraordinary value to clients (Gray et al., 2010). For a company to make a meaningful contribution to value creation, it is crucial that every aspect of the business shows a high level of awareness and understanding of the market (Deng & Dart, 2014).

After the collection and distribution of data, firms must prioritize taking action by implementing and utilizing the learned insights. Businesses must initially identify and concentrate on their target audience in order to ascertain the value proposition they can offer. Kohli and Jaworski (2010) argue that it is crucial to create production, retail, and advertising strategies that are in line with market desires. Varela and Rio (2013) contend that organizations must promptly create and distribute knowledge in order to promote market-oriented behavior. The term "responsiveness" in the context of a corporation refers to its ability to quickly and effectively meet the changing needs of its customers (Gray et al., 2010). Ruekert (2012) states that organizations exhibit customer responsiveness through the creation and execution of strategies and plans that are specifically designed to fulfill client needs.

Green et al. (2015) discovered that businesses of different sizes and architectures can benefit by implementing a market-oriented approach in their business operations. The



correlation between these characteristics has been validated in numerous commercial settings (Liao et al., 2011). In modern society, the acquisition of a comprehensive education is widely seen as essential. The academic success of students throughout their later school years is greatly impacted by the quality of their early educational experiences during their formative years. There have been difficulties in managing Estonian institutions in the United States in recent years. As to Fox (2013), educators are voicing discontentment with their compensation, increased responsibilities, and inadequate assistance from classroom assistants. On the other hand, educators have the responsibility to teach their students in a way that helps them perform well on standardized tests, which requires them to demonstrate high levels of competence and dedication. The practice of classifying educational establishments according to national examination results and public discussions over their perceived excellence or inferiority only intensifies the current dispute. Therefore, educational administrators have a complex dilemma that poses obstacles in devising an efficient resolution.

Academic performance is one of the many aspects that contribute to academic progress. Some children may comply with the instructions of the school principal, while others may demonstrate defiance. The size and geographic location of an educational institution have a substantial impact on students' academic performance, even if school administration may have limited control over these parameters. However, there are mechanisms that can be altered. Business culture has been recognized by academic experts as a crucial factor that influences employee behavior and productivity.

Based on Maslowski's (2001) findings, Pang's (1998) study done at universities and colleges in Hong Kong reveals the following information. Pang undertook a comprehensive examination into several strategies for coordinating the endeavors of instructors, including both formal and informal techniques. This entailed fostering

collaboration among various educational institutions, with the objective of establishing shared standards, fostering cultural links, and pursuing supplementary goals. Following the formation of strong coalitions, instructors shown a heightened inclination to set and accomplish clearly defined goals, establish efficient lines of communication, and achieve consensus. Loose-combining procedures were introduced to promote the autonomy of professionals. The existence of formal organizational structures, strict adherence to hierarchical rules, and the application of logical reasoning are clear signs of a heightened level of bureaucratic interconnection. In contrast, cultural connections place greater emphasis on less formal methods such as affiliation, involvement, professionalism, and goal-oriented accomplishments. Pang's study found that the dominant behaviors observed in the top-ranking educational institutions in his survey were characterized by the concepts of "loose coupling" and "cultural linkage."

In 2014, Nadirova and Burger conducted a study titled "Assessing Student Orientation to School to Address Low Performance and Dropout." The authors argue that educational institutions have the ability to effectively reduce negative outcomes in students' lives by creating secure, intellectually stimulating, supportive, and stable learning and social environments. Establishing favorable connections with adults and peers, along with receiving diverse sorts of assistance, such as advise on future educational and professional opportunities, is especially vital for students from low-income families who may have limited access to other types of social resources. These resources can function as catalysts for creativity and guidance.

Education systems have recently paid little attention to assessing non-cognitive motivators, which are factors that come before or support academic and behavioral outcomes in children, such as visible engagement. Including social settings that involve interpersonal interactions, emotional experiences, self-perceptions, a feeling of comfort

and belonging in the school environment, as well as evaluations of personal strengths and abilities, can greatly help children adjust to school. Identifying these aids might frequently provide difficulties. The sources mentioned include Cleveland (2011), Greene (2008), Skinner and Pitzer (2012), Stiggs (2001), Akey (2006), Brew, Beatty, and Watt (2004), and Stiggs (2001). Risk factors, such as noncompliant behavior, are frequently identified during the execution of interventions in schools (Richardson, 2008:24). Personalized interventions can help identify emerging issues and take proactive and preventive measures, as long as the underlying causes of adverse outcomes like decreased attendance, disengagement from academic and social activities, subpar academic performance, or premature withdrawal from educational institutions are fully recognized and understood. Therefore, it is crucial to take into account the motivational variables that occur before the decision-making processes that attempt to improve student outcomes.

Deal and Peterson's (2009) research, as noted by Fisher (2012), highlights the need of fostering a conducive "school culture" to boost students' education. This can be achieved by ensuring a strong commitment to education from both students and teachers.

Emphasizing collaboration is crucial, and it is important to establish specific, measurable, attainable, relevant, and timely (SMART) goals and successes. According to Fisher (2012), the cited phenomenon can only occur when persons have similar perspectives and beliefs. Embracing intellectual humility, which involves recognizing one's own lack of knowledge, and having "critical friends" who offer constructive feedback, can be beneficial for both teaching and curriculum development teams.

Recognizing the necessity for help does not signify weakness, but rather demonstrates an individual's potential for self-reflection and personal growth. It is considered

reasonable and expected for the instructor to seek assistance from a department head or team leader, without facing any negative consequences. The possession of a propensity to contemplate multiple viewpoints, together with the capacity to cooperate proficiently, are vital qualities for cultivating a favorable atmosphere for productive discussions and decision-making. During the 1990s, several scholars invested considerable time and resources in studying the multiple elements that impact organizational success. A comprehensive investigation has been carried out to analyze the consequences of market orientation in both the manufacturing and service industries. The primary significance of Narver and Slater's (2010) work resides in their acknowledgment of market orientation as a crucial factor influencing a company's financial performance. Slater and Narver (2015) argue that adopting a market-oriented culture can promote organizational learning and improve performance. Empirical research indicates that implementing a market orientation has a favorable effect on the overall performance of organizations in many sociological and economic settings (Zebal & Quazi, 2011). Prior research has presented data to substantiate the idea that there is a clear and direct relationship between a company's market orientation and its level of achievement (Kaynak and Kara, 2004; Hammond et al., 2006).

Brooks et al. (2016) describe a ritual as a repetitive sequence of symbolic activities that lack a specified intended outcome. The main goal of these assemblies is to boost student morale and foster a sense of inclusiveness among all members of the educational institution. This is accomplished by strengthening the institution's declared objectives, aspirations, and fundamental beliefs. Jelagat (2014) argues that the enactment of school rituals facilitates the development of a communal spirit by encouraging the adoption of uniform behavioral patterns. Brooks et al. (2016) conducted a study which showed that participating in ritualistic performances can

decrease anxiety levels, hence improving both public and private performance. According to Jelagat (2014), schools often organize a range of activities including assemblies, after-school programs, physical education classes, sporting events, and meetings.

Multiple scholarly inquiries have shown that pupils who actively engage in particular rituals exhibit a greater probability of attaining academic success. Potvin and Hasni (2014) conducted a worldwide study to analyze the influence of participating in summer camp on kids' academic performance in the areas of science and technology, encompassing different grade levels and continents. The primary data for this study were studies published in peer-reviewed scholarly journals that examined the relationship between intrinsic motivation, performance, and attitude in the STEM areas.

Ten education specialists from five continents undertook a thorough investigation, reviewing a total of 228 reports gathered from the Education Resources Information Centre (ERIC) databases. The research indicated that students' performance in science and technology experienced enhancement subsequent to their engagement in summer activities. The present study utilized a convergent mixed research approach to analyze a specific Sub-County in Kenya, rather than focusing on a thorough worldwide literature survey.

A study was undertaken by Akhtar, Ahmad, and Saifi (2019) to investigate the factors that influenced students' examination scores at public high schools in Faisalabad, Pakistan. The study sample consisted of 320 ninth graders and 64 instructors, recruited using a stratified random selection technique from the 32 schools where the research was done. The survey was conducted via a questionnaire. The questionnaires were subjected to Pearson's correlation index and Cohen's kappa index inter-rater reliability

testing to assess their validity and reliability.

An analysis of the data was conducted using both descriptive and inferential statistics. Based on the survey findings, typical topics of discussion between parents and instructors encompass student conduct protocols, scholastic achievements, and disciplinary measures within the school. The study revealed that staff meetings focused on examining students' and teachers' behavior, new instructional methods, and a code of conduct, in addition to discussing exam results. Akhtar, Ahmad, and Saifi conducted a study involving four principals, heads of department, heads of faculty, students, and teachers.

In their study, Meadows (2019) investigated the potential correlation between student academic performance and participation in extracurricular activities in Christian-owned primary schools located in the southeastern United States. Prominent activities included martial arts, sports, music, and visual arts. This study utilized a survey research methodology. The study sample consisted of twenty-eight students ranging from grades four to eight. Their first-semester outcomes, latest exam scores, and participation in extracurricular activities were assessed. Before collecting data, a group of specialists evaluated the questionnaires' validity and reliability using the test-retest technique, which resulted in the calculation of the Cronbach's alpha index.

The data was analyzed utilizing descriptive statistics such as standard deviation, mean, and percentage. Statistical techniques that rely on correlation, such as Pearson's coefficient, were also considered. The study revealed a positive correlation between the amount of time students dedicated to extracurricular activities and their grade point averages. The present investigation encompassed students, administrators, department heads, and teachers, while Meadows' study alone encompassed students as participants.

Qurban et al. (2018) examined the relationship between students' participation in sports, their self-esteem, and their academic achievement. A cohort of 248 students from the three colleges where the study was conducted were selected to participate. The data was collected via an online questionnaire survey. Secondary statistics on student performance were compiled using teachers' lists of GPAs. Analyzed data was processed using a structural model. The study's results demonstrated a positive correlation between children's involvement in athletics and their academic performance. Unlike online questionnaires, this study utilized surveys that were manually distributed and interviews that were conducted in person to gather its data.

Wretman (2017) employed a cross-sectional research design to examine the influence of athletics on academic performance among students in North Carolina public schools. A total of 3,186 middle and high school students from 14 different schools in North Carolina were chosen at random for this study. Data collection was conducted using questionnaires. The Kuder-Richardson coefficient split-halves test was used to determine reliability, while factor analysis was used to determine validity. The data analysis utilized both descriptive and inferential statistics. The study's findings indicated that university students who participated in athletics had a boost in their academic performance. Similarly to Wretman's study, this research specifically targeted secondary school pupils enrolled in public schools, as opposed to college students.

Demie (2013) examined the factors contributing to the academic success of Black African children in schools under the administration of the London Local Authority. Demie employed a case study research methodology with six secondary schools as participants. To obtain this data, she conducted interviews and surveys with a total of 411 students, 411 parents, 6 principals, and 169 board members and governors. An

analysis was conducted to assess the reliability and validity of the questionnaire, which were both evaluated using Cohen's Kappa correlation index. Participation in sports, drama, and the arts has been correlated with improved test scores. Furthermore, a positive association was shown between parental engagement in their children's education and elevated test results, as evidenced by their attendance at parent-teacher conferences and open house events.

This study employed a convergent mixed research methodology, in contrast to Demie's case study research strategy, which was limited to only two GCSE classes. The study involved the participation of principals, teachers, students, and HODs, although parents and administrators were not included. The researcher determined that the data obtained from the three distinct groups of individuals within the school community was adequate for comprehending the influence of different school cultures on kids' academic achievement. The current investigation investigated the performance on comprehensive exams at the end of each level, rather than primarily focused on individual courses.

However, some research have demonstrated limited evidence supporting the notion that participation in sports enhances kids' academic achievement.

Singleton (2016) conducted a study that examined the relationship between the involvement of female African American students in sports in Georgia and their academic achievements, revealing a positive link. The findings indicated that students' engagement in sports did not have any impact on their probability of graduating or their overall academic achievement. A total of 112 kids, aged twelve, from two metropolitan schools in Georgia took part in the research and provided descriptive data. Further data was collected from the school archives regarding the academic achievement, graduation rate, and details about the participating and non-participating pupils. Unlike



Singleton's (2016) study, which exclusively examined female students in a distinct research location, Makueni County, the present analysis involved participants of both genders.

Evariste and Andala (2020) conducted an analysis of academic achievement in the Gatsibo District of Rwanda, Africa, with a focus on its relationship to athletics. The study utilized correlational research designs in addition to qualitative and quantitative methods. The investigation included 400 participants, including of students, instructors, and head teachers. They were selected using a method of deliberate random selection. The researcher employed an interview schedule and a questionnaire for data gathering. The use of descriptive statistics enabled the study of the data. Based on the study's findings, students who engaged in athletics completed their schoolwork more efficiently and achieved superior academic performance. Instead of using a correlative research methodology, this study employed a combination of qualitative and quantitative methodologies. Moreover, there are differences between the study sites.

In their study, Kariyana et al. (2018) investigated the relationship between students' engagement in extracurricular activities and the academic performance as measured by their examination scores in the Eastern Cape Province of South Africa. The study employed a case study design and purposely selected a sample of forty educators. The study was carried out at both privately-owned and government-owned secondary institutions within a specific district of the region. The data gathering approaches employed were pragmatic interviews and semi-structured questionnaires. The instruments' reliability was examined through the utilization of Kuder-Richardson coefficient split-halves testing methods, while the validity of the instruments was assessed utilizing Pearson's correlation tests.

The data was analyzed using descriptive and correlational statistical approaches. According to the study, kids who participated in extracurricular activities gained important values that enhanced their performance in exams. The current study employed a convergent mixed research design, drawing on participants such as learners, administrators, principals, and instructors, in place of the study conducted by Kariyana, Maphosa, and Mapuranga (2018). The study employed a case study research approach, with a sample limited to educators. Furthermore, the findings can be generalized to the full population more accurately because of the bigger sample size employed in this study.

Harerimana and Adegoke (2017) examined the relationship between staff meetings and students' academic performance on simulated, national, and school exams at secondary schools in the Gasabo District of Kigali, Rwanda. They used a descriptive survey research design. The data was gathered from the responses of 81 professors who were picked at random from nine distinct institutions. The data analysis involved the use of both inferential and descriptive statistics. The research findings revealed a direct and favorable relationship between the frequency of staff meetings and the academic performance of students across three distinct types of assessments. The seminars included a diverse range of issues, including reward programs for high-performing educators that foster competition among them, as well as strategies to boost classroom quality and improve test performance. Unlike the study conducted by Harerimana and Adoke, which investigated the impact of staff meetings on three different types of assessments, the current research focused on the effect of regular meetings on students' performance in a specific national examination, specifically the KCSE examinations.

In 2016, Gwija conducted qualitative research to discover the factors that influence the academic achievement of high school pupils in the Metro Central Education District of

the Western Cape, South Africa. The investigation focused on two carefully selected secondary institutions. The fourteen study participants consisted of two administrators, two deputy principals, four instructors, four department leaders, two members of the board of management, and four teachers. The data collection methods involved the analysis of official school records and procedures, minutes from parent meetings, field notes, and on-site inspections. The study's findings indicate that parent-teacher and school governing body meetings have an impact on student academic achievement.

Yeboah (2015) conducted a study in Kumasi, Ghana, to investigate the impact of school culture on examination results at Patasi M/A Junior High School. The procedure of selecting the 100 research respondents used a stratified random approach. The sample comprised 65 pupils, 20 parents or guardians, 9 staff members, 5 non-staff individuals, and 1 head teacher. Data were collected using questionnaires, interview guides, observation guides, and document analysis. The data was analyzed using descriptive statistical methods and the results were presented through tables and graphs.

Regularly conducted morning assemblies have been found to enhance academic achievement. The current study was conducted in a different area of research, but it employed the same sampling procedures and data collection methodologies as Yeboah (2015). The study was not a case study and the sample did not include parents, custodians, or non-staff individuals.

The study done by Ajoke et al. (2015) investigated the influence of extracurricular activities, such as press clubs, literary and debating societies, and similar organizations, on the performance of senior secondary students in the English practice exams in Ilorin West, Nigeria. For this study, a sample of eight secondary schools was chosen from a total of seventeen secondary schools in the target school population. A total of 800 students were randomly selected from the eight institutions, with the number of

students chosen from each institution being equal to its size. The inter-rater correlation was assessed by employing Scott's pi statistics and Cohen's Kappa correlation index testing method to determine the questionnaires' validity and reliability.

The data were analyzed using inferential statistical analysis methods, such as Pearson's correlation and the t-test. The study found that students who participated in extracurricular activities demonstrated improved performance on the English mock exam. The current study differs from the research conducted by Ajoke, Hasan, and Sheu in that it focuses on the relationship between students' involvement in extracurricular activities and their academic performance on a nationwide assessment, specifically the Kenya Certificate of Secondary Education examination.

In a study conducted in Aburi, Eastern Ghana, Adane (2013) examined the factors that contribute to the lower exam scores of pupils in Kemp Methodist Junior High School compared to Presbyterian Women's College of Education Demonstration Junior High School. A total of twelve children, one hundred parents, thirty educators, and three key informants were carefully selected and recruited using a multistage sample approach. These individuals were picked from both high-achieving and low-achieving institutions to contribute to the data gathering. The research included a questionnaire and an ex post facto methodology.

Statistical descriptors were utilized in the process of analyzing the data. The study's findings indicate that the main factor leading to below-average exam performance among students at Kemp Methodist Junior High School was the parents' sporadic and inconsistent presence during parents-teacher conferences. Unlike Adane (2013), the current study did not establish performance-based classifications for public secondary schools. Instead, it employed a convergent mixed research methodology to investigate all of them. In addition, this research poll included students from the fourth year of

secondary school rather than students from junior secondary schools.

Various research investigations undertaken in Africa demonstrate that researchers hold differing opinions on the influence of rituals on academic performance. Mosweu (2015) did a non-experimental descriptive research study to investigate the association between leadership support for extracurricular activities and test achievement among students in the Lejweleputswa Education district, South Africa. The results indicated that, despite students' participation in academic camps and other programs organized by relevant departments, several schools nevertheless showed below-average performance in exams. This research challenges the prevailing notion that engagement in extracurricular activities, such as academic programs, enhances the academic achievement of children.

To assess the influence of field study trips on the academic achievement of students enrolled in government secondary schools in Bungoma County, a study was conducted using a descriptive survey research design developed by Kelfine et al. (2018). The researcher utilized a statistical approach to choose 188 students in the third year of their education, 81 teachers for various subjects, and 81 subject heads for the purpose of conducting a descriptive survey research study. The data collecting procedures consisted of a structured series of interviews, questionnaires, and a manual for document analysis. The researchers assessed the reliability of the research instruments using Cronbach's alpha index test-retest method, and they used Pearson's correlation index testing to establish the validity of the instruments.

An analysis of data utilizing descriptive statistics reveals the positive impact of field excursions on students' geography performance. The present study differs from the research conducted by Kelfine, Maiyo, and Okere, as it focuses on the influence of academic trip participation on the overall performance of fourth-form students in the

KCSE examinations, rather than specifically examining the impact of geography field excursions on students' grades in that subject.

Kamau et al. (2020) assessed the influence of participating in extracurricular activities on the academic performance of secondary school students in the Central Region of Kenya using ex post facto study methodology. There were a total of 704 students who participated in extracurricular activities. Out of them, 240 students were engaged in athletics, 336 students were active in music, and 128 students were part of the theatre. Similarly, an equal number of their acquaintances who chose not to take part in the related activities were also involved in the study. Questionnaires were used for data collection, in addition to the development of four examination records.

The Kuder-Richardson coefficient split-halves test was used to analyze the reliability of the questionnaire, while Cohen's Kappa correlation index was applied to evaluate its validity. The data analysis entailed the utilization of statistical analytic techniques, specifically ANOVA and the t-test. The study found that students who did not engage in extracurricular activities achieved lower scores on exams compared to their peers. Unlike the research conducted by Kamau, Rintaugu, and Bulinda, which only included students as participants, the current study involved principals, teachers, students, and HODs.

Ng'eno (2019) employed a descriptive survey research methodology to assess the influence of parental participation in parents-teacher conferences on the academic achievement of their male children enrolled in government primary schools in Tinderet Sub-County, Nandi County. The study sample consisted of 357 seventh-grade guys, 32 parents, and 32 instructors, which accounted for 30% of the total population. The study's participants were chosen using deliberate selection, cluster, and basic random sampling procedures. Ng'eno collected data via administering questionnaires. In order

to assess the questionnaire's validity and reliability, Cohen's Kappa inter-rater correlation tests were utilized and a peer review was carried out by a panel of experts. By employing descriptive statistics to analyze the data, it was ascertained that consistent parental attendance at school meetings resulted in enhanced academic performance and improved behavior in children. Unlike Ng'eno, who went to public primary schools, this researcher attended government secondary institutions.

Nzisa (2014) conducted a descriptive research study to investigate the potential impact of assembly rituals in Matungulu Sub-County, Machakos County, on the academic performance of students in KCSE exams. The study included a sample of 333 participants, consisting of 257 instructors, 67 students, and 9 headteachers. This was achieved through the implementation of the stratified random selection methodology. The data collection approach entailed the dissemination of questionnaires. The validity and reliability of the collected information were assessed using the Pearson correlation index test and the Kuder-Richardsons coefficient test-retest method, respectively. The data was analyzed using descriptive statistical methods and correlation analysis. The study found that implementing school assembly traditions, when teachers and students gather to discuss academic matters, has a significant positive impact on kids' performance in KCSE examinations. The current study employed similar research designs and sample methods; however, it was carried out in a different geographical region.

In her study conducted in Makadara Sub-County, Kenya, Jelagat (2014) utilized a descriptive research approach to investigate the impact of war readiness, school development, initiation, and welcome traditions on the performance of children in the KCSE exam. The study sample of 158 instructors and 10 principals that participated in the research was established using a stratified random selection procedure.

Information was collected by employing a questionnaire. To assess the reliability of the questionnaire, we used Cohen's Kappa correlation index to measure its validity. Additionally, we applied the split-halves reliability testing approach to calculate Cronbach's alpha correlation index. The material was assessed using descriptive statistical analysis. According to distribution tables, bar charts, and percentages, the implementation of school rituals had a positive impact on pupils' performance in the KCSE exams. Unlike Jelagat's research, the current study included a sample of headteachers, instructors, and students, as students play an equally important role in shaping school culture. Furthermore, the current investigation was conducted in a separate location compared to Jelagat's study.

Numerous studies have provided evidence to support the notion that instructional attention plays a crucial role in enhancing student achievement. This is mostly attributed to the ability of instructors to establish meaningful connections with their students and efficiently transmit knowledge. In a study conducted by Ramona (2015), the researcher examined the influence of the medium of instruction on the arithmetic performance of Filipino students at Tapaz National High School during the academic year 2014-2015. The research employed an experimental methodology. A comparative analysis was conducted on the pre- and post-test outcomes in mathematics for two cohorts of twenty fourth-year students. The first group received instruction solely in English, while the second group received instruction in English supplemented with Hiligaynon.

The academic performance of students who received instruction in both English and their native language shown improvement, as evidenced by the findings of descriptive and correlational analyses conducted on the collected data. This phenomenon can be attributed to the innate aptitude of youngsters in comprehending fundamental



mathematical principles. In contrast to its antecedent, this investigation did not examine the impact of transitioning to English as the primary medium of instruction on pupils' academic achievement in a specific subject as measured by the KCSE examination. This study involved the participation of students, department heads, administrators, teachers, and students.

In 2016, Racca and Lasaten discovered that English language proficiency had a significant correlation with the academic achievements of eighth-grade students in the subjects of science, mathematics, and English. The research was conducted by the Northern Luzon-Ilocos Region Campus, the Cordillera Autonomous Region Campus, and the Cagayan Valley Campus, utilizing a descriptive-correlational methodology. The selection of these schools was made from a pool of thirteen educational institutions in the country that provide secondary education. A total of 216 participants were selected from each of the three institutions via a stratified random sampling technique. The English proficiency data was obtained by the admissions office of the educational institution, while the registrar compiled report cards that provided a comprehensive overview of the academic performance of each seventh-grade student across all three subjects. The data was analyzed using both descriptive and inferential statistics.

In a study conducted by Yushau and Omar (2015) at King Fahd University of Petroleum and Minerals (KFUPM) in Saudi Arabia, it was discovered that there exists a correlation between the linguistic competency of bilingual students and their level of achievement in mathematics. This study diverges from the investigations carried out by Racca and Lasaten (2016) and Yushau and Omar (2015) by centering its attention on the influence of language emphasis in instruction on the comprehensive test performance of high school seniors, as opposed to their achievements in particular university courses. A total of approximately 3,000 first-year and second-year students

participated during the academic year of 2010-2011. The standardized test scores in mathematics and English of students who received instruction in both English and Arabic, as well as those who were exclusively taught in English during two academic seasons, were examined using two longitudinal student data sets. Descriptive and inferential statistics were employed to compare the academic achievement of pupils who received instruction in Arabic and English, as well as those who were solely taught in English. According to the data, the previous cohort had remarkable performance on a standardized mathematics assessment. The research done by Aina, Ogundele, and Olanipekun (2013) aimed to investigate the potential impact of students' English language proficiency on their academic performance in STEM courses in Nigeria. The study team employed a descriptive correlation method at the regional level to accomplish this. A standardized data collection instrument was employed to assess the academic advancement of a cohort of 120 students during their initial, subsequent, and penultimate years of science and technical courses. Significant inferential statistical methodologies encompass the t-test and the Pearson correlation. The findings of the study indicate a positive correlation between students' English competence and their academic performance in science and technology courses. The present study exhibits a higher level of comprehensiveness compared to a prior investigation that solely focused on college freshmen and sophomores, since it encompasses a broader range of participants, including instructors, students, and administrators from public secondary schools. In a similar vein, the researcher in this particular study opted not to employ a proforma, instead utilizing interview schedules and questionnaires as the primary means of data collection.

In a study conducted by Magulu (2016), an analysis was carried out on secondary and primary schools located in Tanzania's Shinyanga Municipality. The purpose of this

study was to investigate the influence of instructors' native language on students' pedagogical practices and the advancement of their historical literacy skills. The outcomes of the study indicate that the utilization of English as the instructional language yielded negative consequences, which can be attributed to the inadequate language proficiency exhibited by both cohorts of students. The research sample encompassed elementary schools from both public and private sectors. A total of eighteen students from each campus willingly participated in the study. Two school administrators and two history instructors were recruited from each participating school to participate in the research in a meticulous manner. A random selection was made of three kids from the sixth grade and two students from the fifth grade at each school. The data was collected via comprehensive interviews conducted with students, teachers, and administrative personnel.

The primary objective of this study was to examine the efficacy of utilizing classroom observations as a method for furnishing instructional materials to history educators. Following multiple administrations of the device, the researcher computed the Kuder-Richardson coefficient in order to evaluate its reliability. Furthermore, the assessment of the interview schedule's reliability was conducted by the utilization of Cohen's Kappa. The Magulu study primarily examined the experiences of elementary school children, whereas the present inquiry encompasses high school students from both public and private educational establishments. In a study conducted by Dogo (2016), the objective was to assess the proficiency of mathematics educators in Nigerian primary and secondary schools in effectively communicating in the English language. The current investigation is expected to yield findings that are representative of the entire community, primarily due to the higher sample size in comparison to its predecessor. The inquiry employed Solomons' group four technique. The study's

sample comprises 410 students and 20 teachers, all of whom were selected through a random sampling method. The researcher employed a combination of in-depth interviews, questionnaires, and established data analysis techniques to produce a comprehensive dataset. The validity of the instruments was assessed using Cohen's Kappa correlation index, while their reliability was tested using the split-half approach to calculate the Kuder- Richardson coefficient. The data was subjected to statistical analysis using t-tests and ANOVA. The study's findings indicate that schooling in English significantly enhances children's mathematics abilities. In contrast to the study conducted by Dogo (2016), which examined the relationship between mathematical aptitude in elementary and middle school and English language competence, the current inquiry focused on the influence of English language focus on the performance of students in the KCSE form four examination.

A study was undertaken by Chemiron (2015) to evaluate the proficiency of English language among kids in West Pokot County. The evaluation was conducted using the results of the KCSE (Kenya Certificate of Secondary Education) Physics examination. A random selection was conducted among a pool of 38 secondary schools that offered English and physics as subjects for the KCSE tests. The purpose of this selection was to choose two schools for female students and two schools for male students. The present study utilized secondary data, specifically academic records of students including their English and Physics grades. The statistical analysis employed Pearson's correlation. The research revealed a notable association between the participants' English language proficiency and their performance on the Kenya Certificate of Secondary Education (KCSE) examination. Furthermore, a significant correlation was observed between aptitude in physics and competency in the English language.

The present study employed a methodology that involved gathering primary data

directly from the participants via the distribution of questionnaires and conducting interviews. In contrast, the previous study relied on secondary data sources such as mean score sheets for physics and English subjects, as well as KCSE exam results.

In a study conducted by Kamau (2014), a comparison was made between the standardized test scores of refugee students residing in non-metropolitan regions and those attending Mwiki and New Eastleigh primary schools. The case study inquiry consisted of a total of 50 students and 50 teachers. The interview times and dates were provided to principals in advance, and questionnaires were sent to both instructors and pupils. The researcher employed a peer review process to assess the validity of the instruments, and conducted a test-retest technique to ascertain the reliability of the instruments, both of which provide evidence for their reliability.

To gather further data, a series of interviews were conducted with students in focus group settings. The analysis of quantitative data involved the use of content analysis, whereas the analysis of qualitative data involved the utilization of descriptive statistics. Children who demonstrate above-average English proficiency also perform exceptionally well in other disciplines presented in English. The study conducted by Kamau (2014) primarily examined primary schools catering to urban migrants, whereas the present convergent mixed-methods study specifically investigates government- controlled public secondary schools.

Multiple studies have demonstrated a strong correlation between a student's perspective and their academic achievement (Dez-Palomar et al., 2020). Gascon (2019) asserts that disregarding students' attitudes hinders the creation of conducive learning environments and the implementation of beneficial behavioral modifications. Hence, a student's genuine ability, cognitive mindset, and self-assurance in their intellect can all influence their academic achievement (Shittu & Oanite, 2015).

As a result, youngsters who possess a substantial amount of optimism and self-assurance in their intellectual abilities typically perform exceptionally well in academic settings. This phenomenon can be attributed to the notion that intellect can be cultivated via diligent effort and a dedicated emphasis on acquiring knowledge. Research conducted by Ojo (2019) suggests that students with a pessimistic mindset and a belief in fixed innate intelligence may encounter difficulties in enhancing their intellectual abilities.

Multiple global research have provided compelling evidence that students' cognitive frameworks directly influence their academic achievement. D'ez-Palomar et al. (2020) investigated the impact of dialogic literary gatherings (DLG) and interactive groups (IG) on students' motivation to learn in institutions located in Italy and the United Kingdom. The research approach employed was qualitative. The study's sample consisted of only three out of the six schools that had implemented the two SEAs. Three universities, including two in the United Kingdom and one in Italy, were selected for this sample.

The survey encompassed a total of 418 students, with 251 of them participating in DLGs and the remaining 183 students being part of IGs. The data obtained from the student attitude measuring questionnaire was examined using descriptive statistical measures such as mean, standard deviation, median, and mode. The study's findings indicate that students' optimistic attitudes in both contexts significantly enhanced their likelihood of achieving the learning objectives. The primary objective of the present study was to target students, teachers, principals, and heads of departments (HODs).

Gascon (2019) conducted a study to investigate the impact of various types of theatrical training and practice on the views and literary reading skills of high school students in the Midlands region of South Carolina. The study employed an action research

approach that incorporated convergent mixed methods. The study consisted of a sample of 39 ninth-grade students. The quantitative data collecting employed an attitude scale, whereas the qualitative data gathering utilized a themes-based classification approach.

The data was analyzed using descriptive and inferential statistics. The findings indicated that the study of dramatic literature improved students' understanding and altered their perspective on literature, ultimately leading to improved academic achievement during in-class readings. Unlike the current study, which exclusively focused on children, this survey included administrators, teachers, students, and heads of departments (HODs).

Khun-Inkeeree, Omar-Fauzee, and Othman (2017) conducted a study on the mathematical comprehension and achievement of sixth-grade students in a primary school in southern Thailand. The study examined the impact of traditional and collaborative teaching methods. The study involved a total of 72 participants and employed a quasi-experimental design. A total of 36 individuals, selected randomly from the initial pool of 72, were assigned to either the treatment or control groups for the study. A questionnaire was utilized as the method of data collection. The information was assessed using analysis of variance. The findings indicated that the cooperative learning group saw a more favorable shift in their perspective towards mathematics.

They demonstrated a remarkable ability to rapidly assimilate the content taught in class, which directly influenced their outstanding academic achievements. The present study employed a convergent mixed research methodology, involving administrators, instructors, and students from four public secondary schools. This technique deviated from a quasi-experimental research design, which often focuses on a restricted sample

of primary school pupils.

Funke and Oyewumi (2016) conducted a study in the Ado Local Government region of Nigeria to investigate the potential correlation between students' academic performance in biology and their attitudes towards the subject. In order to do this in Africa, they implemented a descriptive survey study design. A total of 200 students from a second- year biology class were chosen at random to take part in the study. Information was collected from students' replies on interest and attitude ratings in biology, as well as their performance on earlier continuous assessment assessments. In this study, we employed inferential statistics, specifically Pearson's correlation, to conduct our research. Positive attitudes of students towards biology were found to correlate with higher levels of academic achievement in the discipline. Unlike the study conducted by Funke and Oyewumi (2016), which solely surveyed students, this study surveyed both administrators and teachers.

In their study, Mazana et al. (2019) investigated the potential correlation between Tanzanian students' perceptions of mathematics and their mathematical aptitude. The survey data were examined utilizing the ABC Model and Walberg's Theory of Productivity. The research sample comprised 132 college students, 419 elementary school children, and 318 high school students. Questionnaires were employed to collect information both statistically and qualitatively. The researchers assessed the surveys' reliability by providing participants with access to the instruments employed for peer review. Cronbach's alpha was employed to assess the internal consistency and, hence, the reliability of the instrument. Analyzed data employed both descriptive and inferential statistical methods. The results indicate a positive association between students' attitudes towards mathematics and their academic performance in the subject. Nevertheless, the current inquiry encompassed not only pupils but also department



chairs, principals, teachers, and students.

In 2016, researchers conducted a study in the Ugandan district of Mbarara with the objective of investigating the correlation between students' attitudes towards science and their academic achievements in the classroom. A cross-sectional survey was conducted, randomly selecting three hundred kids from the fifth and sixth grades of secondary schools in Mbarara. To achieve this, both simple and stratified sampling approaches were utilized. Data was collected through the use of a questionnaire. The reliability of the questionnaire was assessed using the test-retest method, which involved computing the Kuder-Richardson coefficient. The validity of the questionnaire was confirmed by peer review.

An amalgamation of descriptive and correlative statistics was employed to analyze the data. There was a positive correlation between attitudes towards science and performance in scientific classes. This analysis focused on the end-of-level test results of pupils in the fourth grade, rather than those in higher grades (such as fifth and sixth), specifically in certain topics.

Luketero and Kangangi (2019) conducted a descriptive research study on the factors influencing the success of KCSE examinations in the Kirinyaga Central Sub-county of Kirinyaga County, Kenya. The study examined a total of 34 schools. This study employed a mixed-methods approach and conducted surveys among participants from four distinct groups: students, educators, principals, and heads of departments. Unlike the previous study, which utilized a research design based on a census survey and recruited participants from academic deans, team captains, and department heads, the current investigation employed a mixed research approach.

The study's sample size was 136, comprising of 34 academic deans, 68 department chairs, and 34 school captains. Due to the limited number of participants in each

subgroup, the researcher decided to conduct a census survey, in which every member of the study community was randomly chosen to participate. Conducting multiple iterations of the questionnaire facilitated the gathering of information from participants of various demographics. The researchers employed the split-half method to compute the Kuder-Richardson coefficient and utilized Cohen's Kappa correlation Index (CKI) tests to assess the instrument's validity. The material was analyzed using correlational statistics. The study revealed that student conduct is responsible for 73.3% of the variation observed in exam scores.

Kariuki et al. (2019) examined the impact of students' self-esteem, which is strongly linked to their beliefs, confidence, and perspectives, on their academic achievement. Nevertheless, they failed to discover any evidence substantiating the notion that self-assurance in one's own capabilities resulted in enhanced academic achievement. This study employed a descriptive research methodology and involved a total of 301 children in the third grade, 13 assistant principals, as well as the directors of curriculum and guidance and counseling. Data gathering strategies utilized in the study included interview guides and questionnaires.

The validity of the instruments was established by peer review, while their reliability was evaluated using the Kuder-Richardson coefficient, obtained using the multiple forms technique. The utilization of descriptive and inferential statistics greatly aided in the examination of the data. Unlike the research undertaken by Kariuki, Ogolla, and Kimani (2019), this study focused exclusively on Makueni County.

Kotut (2016) employed a descriptive research methodology to examine the factors that impact the English KCPE test scores of primary school children in the Nakuru Town Sub-County. The study had a total of 352 kids and 92 teachers, all of whom were selected randomly by the researcher. The study employed a three-stage multistage

sampling approach. Out of a larger selection of 105 schools, a random sample of 30

schools was selected for the first part. During the second phase, the number of participants from each school was allocated proportionally based on its size. The third phase was employing a systematic random selection technique to choose a sample of both teachers and pupils.

The questionnaire facilitated the acquisition of the necessary information. Kotut employed Pearson's correlation coefficient to assess the reliability of the instruments. The inter-rater correlation was determined using Cohen's kappa statistics to assess reliability. The data collected underwent analysis utilizing both descriptive and inferential statistics. The study found that students' attitudes towards studying English had a substantial impact on their final results. This study distinguishes itself from past research by specifically examining the performance of public secondary school students in the KCSE exam, rather than focusing on the performance of elementary school students in the KCPE exam, with a specific emphasis on English.

There is a lack of agreement on the degree to which students' mindsets influence their performance on tests. In the study conducted by Langat (2015), students from Kiambu County, Kenya, were questioned to determine the impact of their math grades on their emotional perception of the subject. The researcher employed a descriptive survey methodology to achieve this objective. Out of a total of 7 schools included in the study, a random selection of 140 kids were chosen as respondents. Information was collected through the use of questionnaires. The researcher employed Krippendorff's alpha statistics to ascertain the level of agreement across raters, thereby determining the inter-rater reliability. Additionally, a peer review of the instruments was undertaken to establish their validity.

Data analysis was enhanced by utilizing descriptive statistical techniques such as calculating percentages and doing frequency counts. The survey findings indicated that although most students perceived mathematics as a subject they could handle, their actual mathematical performance was below average. Unlike the current study, which excluded teachers and principals and solely focused on form four students, the present investigation encompassed principals, teachers, and form four students.

Students demonstrate improved academic performance when they comply with school regulations that prioritise academic achievement. In a study conducted by Dagneu (2014), it was discovered that there is a clear and direct relationship between the degree of academic concentration displayed by students and their academic achievement. According to Melesse and Molla (2018), a harmful school culture that disregards academics and separates students from their work is the cause of poor academic performance. According to the study conducted by Sagwe, Ajowi, and Mwebi (2016), schools that frequently arrange meetings between school administrators and students to provide support and encouragement for diligent efforts are more likely to achieve superior academic outcomes compared to schools that do not hold such meetings. According to Fareo (2020), esteemed universities frequently assessed the competence of their students through the administration of exams. The academic emphasis is apparent through various activities, including participation in extracurricular activities, diligent completion of homework assignments, active involvement in self-directed study programmes, engagement in private study sessions, regular assessment tests (Odumbe et al., 2015), timely completion of class work, and submission of homework (Melesse and Molla, 2018).

Maxwell et al. (2017) carried out a comprehensive worldwide assessment of high school students' performance on the Australian National Assessment Programme for

Literacy and Numeracy test, with a specific emphasis on academic priorities. The research was conducted using a multilevel model that integrated many sources, including academic performance records of both staff and students, as well as socioeconomic data. The researcher utilised the census selection method to encompass a total of 2557 students in grades 7 through 10 and 760 staff members from 17 out of 19 secondary schools in the study.

The acquired data underwent analysis utilising both descriptive and inferential statistics. The results indicated that a culture that prioritised academic achievement had a positive impact on pupils' exam performance. The present study employed a convergent mixed research approach, with participants consisting of fourth-semester HODS, principals, teachers, and students. Maxwell et al. (2017) conducted a study that employed a multilevel framework and included only teachers and students in grades 7–10.

In 2019, a study was undertaken by Songsirisak and Jitpranee to investigate the impact of assignments on the academic achievement of university students in English examinations in Thailand. The study employed a mixed methods research approach, which involved the use of both quantitative and qualitative techniques. The study sample comprised 140 undergraduates, consisting of 34 males and 103 females, aged between 19 and 23, who were admitted to the university to pursue English degrees. A subset of participants was selected via purposive sampling. The study employed focus group interviews and questionnaires to gather qualitative and quantitative data, respectively. The validity of the study instruments was assessed by factor analysis, while their reliability was determined using the Kuder-Richardson coefficient, which was obtained using the multiple forms technique.

Quantitative data was analysed using descriptive statistics. The utilisation of open and

axial coding systems played a pivotal role in the analysis of the qualitative data. The study revealed that the allocation of homework to children enhanced their academic achievements and facilitated their acquisition of knowledge. This study is unique in that it was conducted in public secondary schools with the involvement of principals, instructors, students, and heads of departments (HODs).

The study conducted by Suárez et al. (2016) examined the correlation between the degree of engagement in assignments and the academic achievement in mathematics of both native and immigrant students. The survey encompassed a grand total of 617 children in primary school, consisting of 130 individuals who were immigrants and 487 individuals who were native-born. Furthermore, the secondary courses consisted of a total of 712 pupils, of which 62 were immigrants and 650 were native students. The remaining study participants comprised parents and a single instructor from each class. In order to gather data, the researcher disseminated questionnaires. The researchers assessed the questionnaires' validity and reliability using the Pearson correlation index test and Cronbach's alpha, respectively, determined by the test-retest method. The researcher employed student t-test statistics to examine the data.

An affirmative correlation was discovered between the quantity of assignments assigned to students and their academic achievement in mathematics. In contrast to the ongoing investigation, this study examined and contrasted the scholastic accomplishments of two distinct cohorts—indigenous and migrant—across two distinct educational tiers—primary and secondary—rather than solely concentrating on the secondary level. In contrast to existing research that mostly examines national examinations like the KCSE tests, this study explicitly investigated the influence of assignments on academic achievement in the field of mathematics.

In 2014, a study was conducted by Reina-Paz, Rodríguez-Oromendía, and Sevilla-

Sevilla to assess the influence of various forms of continuous assessment tests on the ultimate course exams of second-year students enrolled in a business administration and management programme at the Faculty of Economics, National Distance Education University in Spain. In the initial two academic years of the study (2011–12 and 2012–13), there were 1450 students in their first year and 1809 students in their second year, respectively. The research findings indicate that students who successfully completed the online Computer Adaptive Test (CAT) during the course attained superior grades on their final exams. The study was carried out in secondary educational institutions. The study expanded its scope beyond university students to encompass participants such as principals, heads of department, teachers, and students. In their study, Fareo (2020) employed a regional survey research methodology to analyse the influence of continuous assessment tests on the academic achievement of biology students in senior secondary schools within the Hong Local Government Area of Nigeria. The research sample comprised 200 instructors who were recruited at random from ten institutions using stratified random selection. Two research assistants administered surveys with the aim of efficiently gathering data. The reliability of the instruments was assessed by calculating the inter-rater correlation using Krippendorff's alpha statistics. In contrast, the researcher employed factor analysis to evaluate the instruments' validity.

The data underwent statistical analysis, employing both inferential and descriptive methodologies. The study discovered a correlation between the frequency of biology continuous assessment examinations and the academic achievement of students in the subject. In contrast to Fareo's (2020) study, which just had instructors as participants, the present investigation encompassed principals, teachers, students, and course directors.

In their study, Yinusa and Margaret (2020) examined the impact of continuous assessment tests on the academic achievement of undergraduate students enrolled in the educational administration and planning course at Osun State University in Nigeria. The study sample consisted of 221 undergraduate students in this quasi-experimental research methodology. The study's data was obtained from the results of the continuous assessments and final exams carried out at the end of the semester. The data analysis employed extensive utilisation of descriptive and inferential analytical methodologies. The research findings have uncovered a distinct and straightforward correlation between the frequency of ongoing evaluations administered to students and their ultimate semester grades in the realm of educational administration and planning. Unlike the ongoing research being conducted with secondary school students in public institutions, Yinusa and Margaret's (2020) study specifically targeted university students.

In 2019, Mabuza and Mafumbate utilised a combination of tactics. The research was based on the ecological and wellness theories put out by Hettler and Bronfenbrenner, respectively. The objective was to establish a correlation between parental involvement in their children's assignments and their academic performance on primary school examinations in rural areas of the Lubombo region of South Africa. The study comprised 110 participants, consisting of 40 head teachers, 60 pupils, and 40 teachers. These individuals were deliberately selected from ten designated institutions. The participants from the class and staff roster were selected at random using the random sampling technique. Analysed data was subjected to descriptive, inferential, and thematic statistical analysis.

The research discovered that parental engagement in aiding children with their assignments resulted in an improvement in academic achievement. The present study,



akin to the one conducted by Mabuza and Mafumbate (2019), employed a mixed methods methodology. Nevertheless, it drew its foundation from Vygotsky's Social Cognitive Learning Theory, rather than notions related to ecology and wellbeing.

In Worale's (2018) study, the impact of incorporating continuous assessment tests on the academic achievement of students in the Mbale municipality, Uganda, during the Uganda Certificate of Education (UCE) exams was examined. Out of the 123 individuals in the study, 80% actively engaged in the investigation. The sample comprised 32 parents, 68 children, 30 educators, and three school authorities. Purposive sampling was employed to pick the parents and school officials, while random sample was used to select the teachers and children. Data collecting entailed the usage of a structured plan consisting of interviews, questionnaires, and document analysis.

The internal consistency of the instrument was assessed using Cronbach's alpha statistics, while the validity of the questionnaires was confirmed through peer review conducted by Worale. The study results shown a notable influence of assignments on the UCE exam scores of students. It helps to classify students' abilities and weaknesses, therefore facilitating their academic progress. This investigation is distinct from the one conducted by Worale (2018). Due to the researcher's conviction that the information encompassed in the three categories adequately fulfilled the objectives of the study, parental involvement was omitted from the study sample.

Odundo et al. (2020) undertook a study to investigate the impact of administering computer-adaptive tests (CAT) on the English language proficiency of children attending government primary schools in the Awendo Sub-County. The study employed a descriptive research methodology. A random sample of 2354 students was recruited for this assessment, which utilised both qualitative and quantitative

approaches. Among the remaining guests were 71 English teachers, five curriculum support officials, and 71 head teachers, resulting in a total of 147 individuals. Data was gathered through the utilisation of questionnaires, interview schedules, and a document analysis guide. The researchers validated the precision and dependability of the instruments by peer review and the Multiple Forms technique, respectively, to ascertain the Kuder-Richardson coefficient.

The data was examined using descriptive statistics. The research findings demonstrated that the incorporation of Computer-Assisted Technologies (CATs) into English classrooms led to a significant enhancement in students' language proficiency. This research differs from the present study by focusing on the impact of administering Continuous Assessment Tests (CATs) on the English language proficiency of primary school students, rather than their performance in the Kenya Certificate of Secondary Education (KCSE) examinations. Oloo (2019) conducted a study at government elementary schools in Rachuonyo South Sub-County, Homa-Bay County, to examine the impact of assignments on students' academic achievement.

The investigator employed a sequential explanatory study approach, integrating both qualitative and quantitative research methodologies. The study employed a stratified random sampling technique to choose 23 public primary schools. A combined total of 675 students, 113 teachers, and 23 principals from these schools were invited to participate in the study. Moreover, the study incorporated eight parents and 198 classes, which were carefully selected using a purposeful sampling method. Data was collected from head teachers, parents, and teachers through the use of questionnaires. The students performed targeted group discussions to facilitate the data collection process. Data regarding the students' performance was acquired by utilising a document analysis guide. The researcher utilised peer review to authenticate the reliability of the

study instruments. The split-halves method was employed to compute the Kuder-Richardson coefficient in order to assess reliability. The data were evaluated using descriptive statistical analysis methods, including frequencies, percentages, and cumulative frequencies. The study revealed that pupils' academic performance was improved when their parents offered supervision and support with their assignments. The earlier study was conducted in government primary schools, but the current analysis was carried out in government secondary schools.

In 2015, Isiye performed a descriptive research study to examine the factors that impact the quality of grades attained by students enrolled in government secondary schools in Mumias West Sub-County. The study sample comprised 40 officers who were intentionally recruited, 5 principals, 5 PTA chairpersons, 4 zonal education officers, and 75 teachers who were selected via systematic random selection. Information was collected using questionnaires and interview schedules.

The researcher employed the peer review methodology to ascertain the instruments' validity, while the test-retest technique was utilised to derive the Kuder-Richardson coefficient, which served as a measure of the instruments' reliability. Data analysis involved the utilisation of descriptive statistics, including percentages, means, and frequencies. The results indicated that assigning extra homework had a discernible effect on the academic performance of students, as evaluated by the Kenya Certificate of Secondary Education examination. The present investigation specifically targeted government secondary schools in Makueni County, with a particular emphasis on principals, headmasters, and pupils. Isiye (2015) utilised a sample size of forty individuals, comprising of officers holding different positions such as principals, teachers, PTA chairpersons, zonal education officers, and others, who were affiliated with public secondary schools operating during the day.

Mutweleli (2014) utilised an ex post facto research methodology to assess the influence of self-regulated learning on the academic achievement of secondary school students in Nairobi County. To ensure a representative sample for the research, a deliberate selection was made of 938 students in their third year of college from 10 designated universities. The selection criteria were appropriate in proportion to the magnitude. The researcher collected data from the participants by presenting a questionnaire. To assess the questionnaires' validity, the researcher disseminated them among colleagues and other experts in the subject domain. In addition, he calculated the Kuder-Richardson coefficient, a metric he used to assess the reliability, applying the split-halves technique.

The data underwent analysis utilising descriptive statistical techniques and correlation. The results highlighted the beneficial influence of students' self-regulated learning on their performance in examinations. Mutweleli (2014) employed an ex-post facto research methodology in their study. The study sample comprised meticulously selected pupils from ten public secondary institutions. The study sample for the current analysis included of students, principals, and teachers. The specimen was acquired by the method of stratified random sampling. Furthermore, the present investigation was conducted at multiple study sites.

## **2.7 Summary of Literature Review and Knowledge Gaps**

Extensive research has confirmed a robust correlation between several elements of school culture, including ceremonies, rituals, values, norms, attitude, and beliefs, and students' success on tests. Although these studies have found a connection between the specific aspects of subculture investigated and students' grades, other researchers have explored the influence of broader cultural factors on children's academic performance across different grade levels and types of schools. The objective of this

study was to examine how cultural factors affect the academic performance of secondary school students.

The data also suggests that professionals have varying viewpoints regarding the influence of various elements of school culture on children's test scores. Significant instances include Mosweu's (2015) examination of the connection between extracurricular activities and academic performance, Langat's (2015) investigation into the impact of mindset on mathematics test scores, Singleton's (2016) research on the influence of athletics on students' examination results, and Igwe et al.'s (2017) evaluation that surprisingly uncovered adverse effects concerning the influence of principal leadership on student achievement. The impetus for this analysis stemmed from the lack of previous research on the subject in Makueni County and from discrepancies in the findings on the impact of various characteristics of school culture on students' test scores.

The studies investigating the influence of different aspects of school culture on students' academic performance utilised a wide range of research methods and approaches. The majority of research collected data using primary methods, such as surveys, experimental designs for establishing causal correlations, ex-post facto analysis, or case studies. Nevertheless, other investigations utilised secondary sources such as online databases and scholarly articles. Using a single design in alternative research would impede the process of triangulation, which is essential for improving the dependability of collected data and facilitating accurate interpretations of the phenomenon being studied or providing insight into the current situation. The current study utilised a mixed methods approach to collect data from multiple sources and exploit the benefits of triangulation. This study aimed to assess the influence of school environment on the academic achievement of children in Makueni County, Kenya.

Riddel and Brown did a comprehensive examination of previous research undertaken in industrialised nations in 1991. They discovered several factors that play a role in the success of schools. A crucial component among these is strong and effective leadership. An essential attribute in a principal is the capacity to engage in productive collaboration with others, relinquishing authority over the school, and retaining a steadfast focus on attaining objectives. Exhibiting exceptional leadership skills entails entrusting a deputy with responsibility in a manner that does not raise concerns among the staff, while also actively involving staff members in school planning and administration. Principals play a crucial role in shaping the school culture, which has a positive effect on students' learning and academic performance. The aim of this study is to examine this claim closely and confirm its accuracy.

Various educational institutions, including public, private, county, and national, develop specific purpose statements to direct their actions and ensure fair access to educational opportunities for all students. To ensure the school's success, every faculty and staff member incorporates the school's stated mission statement into their everyday responsibilities. In 2020, KUCCPS performed a study which found that successful educational programmes in colleges and universities were driven by a clear mission and had clearly defined instructional objectives that had a substantial impact on the results. The objective of this study is to examine the influence of vision statements in secondary public schools on academic performance, while considering prior research conducted at universities.

There is a vast body of literature that exists on the topic of administrative culture. To assess its overall effectiveness, a school must select crucial performance indicators and instruments. These align with the institution's ethos, which embodies its overarching goals. In the absence of clearly defined educational objectives, there was a dearth of

stringent expectations for academic performance. Upon reviewing the finished investigations, it is evident that there is a noticeable lack in the procedures utilised. The study procedures used were highly subjective and vulnerable to manipulation. Examined by Liao et al. (2011). The survey methodology utilised in this study will differentiate it from similar studies by eliminating any subjective elements and making it impervious to manipulation.

The knowledge gaps that prompted this investigation were identified through a thorough examination of the existing literature. Firstly, an extensive analysis of current literature indicates that studies on school culture have mostly concentrated on subjects such as the physical setting and ambience of the school, the connection between school administration and student performance, and related issues. The term "school culture" incorporates diverse facets of a school's ambience. Therefore, a limited analysis that concentrates exclusively on one factor is insufficient in illustrating the influence of school culture on students' academic achievement. Given the lack of information in the current body of knowledge, the researchers in this study sought to determine how certain aspects of school culture in a group of public secondary schools in Makueni County, Kenya, impacted students' academic performance, as measured by their KCSE results.

The study sought to ascertain and address the issues expressed by various stakeholders in Makueni County regarding the decline in academic performance in schools within the county. Moreover, it aimed to uncover common attributes between academically outstanding institutions and those with similar academic profiles. Underachieving educational institutions. The aim of this study was to identify distinct features of school cultures, compare schools with high and low academic performance, and evaluate their impact on students' academic achievement. This is in contrast to previous

research that has only examined or discussed school cultures in a general manner.

The existing literature also shows an understanding of how the academic orientation of teachers and students affects students' academic progress. The purpose of this investigation is to analyse the scholarly-oriented atmosphere among educators and learners, and its impact on students' academic achievements. As a result, it addressed a common gap in the majority of previous studies on college life.

Moreover, other studies have investigated the benefits that educators can gain from collaborating as a result of their shared perspectives. The discrepancies between the highest-achieving and lowest-achieving public secondary schools in Makueni County, Kenya, suggest a diversity of viewpoints regarding the potential negative effect of prioritising a common educational philosophy on students' academic advancement. Studies have primarily concentrated on examining the relationship between school administration and student achievement. The aim of this study was to examine how principals in specific public secondary schools in Makueni County facilitate an optimal learning and teaching environment. The study also aimed to ascertain whether the differing levels of responsibility held by administrators in this domain at secondary schools have an impact on disparities in academic performance, regardless of whether they are high or low. Studies on competent school leaders emphasise the substantial impact administrators may exert on the overall educational atmosphere of their schools. To tackle that issue, we conducted the present experiment.

Research investigating the indirect influence of head teacher leadership on student achievement has discovered that educational leadership is associated with the organization and atmosphere of the school, both of which affect students' academic progress (Hallinger and Heck, 1998; Hoy, 2006; Leithwood, 2004). The academic progress of kids is greatly influenced by the leadership style of a principal. Ochieng's



(2001) study, titled "The Impact of Leadership Style on Academic Achievement in Secondary Schools in Moombasa," reveals that pupils in schools with task-oriented (authoritarian) administrators tend to achieve poorer KCSE results. Teachers in an autocratic administration may feel demoralized because they have less control over their everyday tasks and face greater pressure to achieve administrative goals. The group members acknowledge their responsibilities out of concern for potential reprisals, however they clandestinely devise tactics to subvert them.

## **2.8 Theoretical Framework**

The study utilised the theoretical frameworks of Organisational Configuration Theory and Organizational Culture Assessment Theory. The theories utilised as a basis for this investigation highlight the substantial impact of culture on institutional performance. The study's design has been influenced by the significant insights acquired from these frameworks.

### **2.8.1 Organizational Culture Assessment Theory**

Organizational Culture assessment was developed by Cameron and Quinn (2009). The model highlights different types of cultures which are adhocracy, mission, vision, clan, market and hierarchy. There is a vast difference between these four organizational cultures. Adhocracy culture emphasizes output production that is innovative and implements transformation. The organization displays a dynamic and creative place. Members of the organization are ready to take risks and its leadership has high innovative visions. This organization is focused on growth and needs new resources. The organizational success is defined as success in obtaining new and unique products or services. In a school situation, this creates an environment that will enable students to grow with autonomy, improving their chances of excellence (Naranjo-Valencia, Jimenez-Jimenez, & Sans-Valle, 2012). Market culture emphasizes perfection in

completing any tasks. Members of organizations are competitive in achieving goals. The organizations that practice this culture put much emphasis on winning. They are concerned with reputation and success in achieving goals and targets like in a school set-up (Cheung, Wong, & Wu, 2011).

Hierarchy culture is a formal and structured organization where maintaining smoothness of organizations is the priority. Formal rules and policies in many ways unite the organizations. Success is defined by smooth scheduling, task implementation which is under control and low-cost human resource management which emphasizes job guarantees. Based on CVF, Cameron and Quinn (2009) has developed a measurement scale that is appropriate which is OCAI (Tianyuan, 2009).

This theory helps in understanding the value of vision and mission as influencers of culture in an institution. The vision and mission of the institution helps in the establishment of rules and regulations and the policies which guide in the performance of the institution. The organizational Culture assessment theory is relevant in explicating the link between vision, statement, mission statement and students' academic performance by delineating these components of organizational culture and its potential effect on the success.

### **2.8.2 Organizational Configuration Theory**

Organizational configuration theory was developed by Mintzberg (1983). According to Mintzberg, an organization can be broken into five building blocks. These are: strategic apex who are the senior management level, middle line management, operating core, administration support staff, and techno structure. Techno structure are the analyst who plan and control the work of others.

Mintzberg's structure can be arranged into five generic structures. The structures include simple structure, machine bureaucracy, professional bureaucracy, divisional

form, and adhocracy. Simple structure is also known as entrepreneurial structure. In simple structure, the top management is charged with ensuring that the organization serves its mission in an effective way. The top management make the strategic decisions for the organization, and feed the middle line (middle managers) with the information. The middle managers delegate the decisions down the chain of command to the operating core (workers). The simple structure is suitable for lean organizations. Once organizations start growing, decision making and power sharing is required.

In a machine bureaucracy, a large number of employees are involved. Therefore, more support staff and techno structure will be required. The organization has a strategic apex, middle line managers and operating core. In addition, it has support staff, who are the specialized unit that exist to provide support to the organization outside the operating workflow. Machine bureaucracy also has the techno structure, the analysts who serve the organization by affecting the work of others. This may be through designing, training and procedures. It ensures that an organization follows proper legal rules and procedures. With machine bureaucracy, work is much formalized. There are many routines and procedures, decision making is centralized and tasks are grouped by functional departments. Work is clearly defined using formal planning processes, budgets and audits, and procedures are regularly checked for efficiency (Tolbert & Hall, 2015).

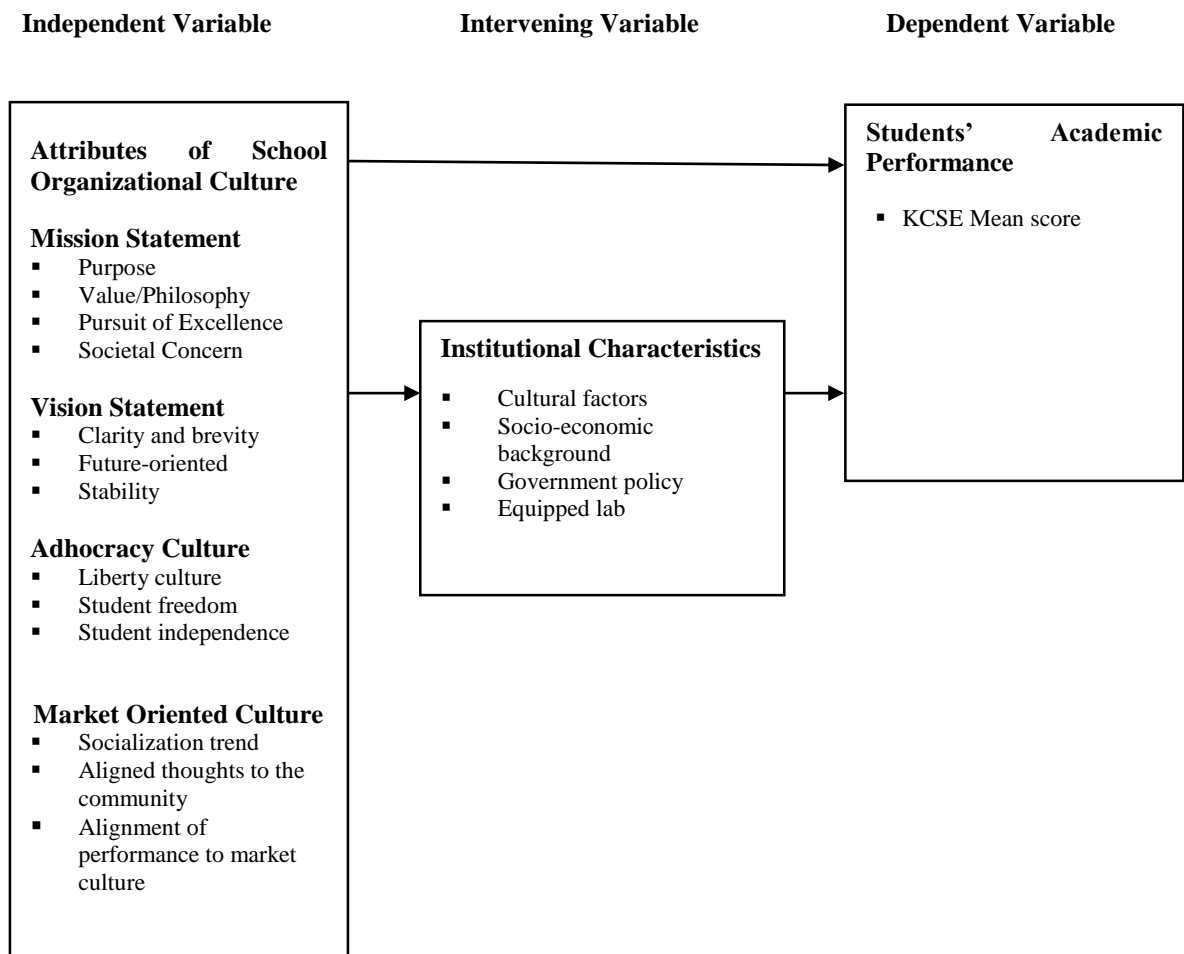
The professional bureaucracy refers to a framework where each job is different, and professional expertise is required. Each client's experience will be unique. The organization is decentralized and relies in highly trained individuals who demand control of their own roles. Divisional form may be used by large corporations, who have different business units and product lines. A central headquarters supports a number of independent divisions. The Divisional structure is found in large and well-

established organizations that have a variety of brands (Kärreman, Sveningsson, & Alvesson, 2012).

The theory guides in understanding the different cultures that can be adopted in an institution and these cultures influence and affect the performance of such institutions. In this study the theory helps in investigating the adhocracy and market oriented cultures and their influence in students' performance. The organizational configuration theory give credence to organizational structure, in which organizational culture is largely embedded. In many successful institutions which posts exemplary student academic performance, their organizational structures are fundamentally dictated by the culture(s) adopted by these entities.

## **2.9 Conceptual Framework**

The research is based on the correlation between the organisational culture of secondary schools and the academic performance of students. The conceptual framework visually demonstrates the connection between the variables that are influenced by other variables and the variables that have an impact on other variables. Higher levels of the independent variables (mission and vision, hierarchy culture, adhocracy culture, and market-oriented culture) have been shown to have a positive effect on the dependent variable (academic performance). If the dependent variable's value decreases, the intensity of the independent variable will decrease correspondingly. Furthermore, the incorporation of intervening variables strengthens the correlation between the dependent and independent variables. The diagram depicts the relationships between the variables in



**Figure 1: Conceptual Framework**

Figure 1 presents the conceptual frame work for this research. Indicated are the independent variables represented in the three tiers. All are elements of the administration and management department in schools. The first tier is the mission statement which highlights the purpose, value and philosophy of the institution pursuant of excellence and prevailing societal concerns. The second tier is the vision statement which should be clear and brief, future oriented and instill stability.

The third is the hierarchy culture of schools which should have clear disciplinary rules rewards and sanctions, and aspects of delegation of power. Lastly is adhocracy culture which allows liberty, student freedom and independence in their pursuit for good performance.

These independent variables have a direct impact on the dependent variables which is academic performance expressed as a mean score. If well operationalized in a school, they increase the outcomes of the performance (Mean Score) and if not maximized the performance declines. This study will establish this relationship. The intervening variables are other factors that may affect performance in a school. As represented, they are students' discipline, class attendance and resources.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research design, location of the study, the target population, sampling procedure and sample size, and data collection tools. In addition, in the chapter, the data collection procedure and data analysis method are discussed. The ethical issues are provided at the end of the chapter.

#### **3.2 Research Philosophy**

Research philosophy is the configuration of beliefs and assumptions applied in advancement of knowledge in a specific field (Gall, 2015). This study adopted positivism as its research philosophy. Research philosophy can be expressed using ontology which demonstrates nature of realism, and epistemology which is concerned with how researchers obtain reality (Orodho, 2015). Therefore, when choosing the research philosophy, the primary consideration is the assumptions, which guide a research.

Positivism philosophy is grounded on two main assumptions: objectivity and generalizability (Kothari, 2018). The philosophy was recommended by Polit (2012) since positivists assess a problem to single out and measure the elements that have influence on specific outcomes (Gall, 2015). According to Ary (2015) positivists are able to enhance objectivity since the data they collect is measurable and quantifiable, and they can use a theory to develop null hypothesis which is tested scientifically. Therefore, positivism philosophy helps to give details on the relationship among the study variables thus enabling prediction. The philosophy was also adopted by various scholars such as Muthoni (2020) and Mutua (2021) in their quantitative empirical inquiries.

The relationship between attributes of school organizational culture and student academic performance in public schools in Makueni County, Kenya is presented in this study. Furthermore, the study was founded on the assumption that the outcomes of this quantitative research were based on objectivity, observable and measurable facts which are supported by positivism philosophy. Gay (2016) reckons that the knowledge derived by positivists is regarded as measurable and observable. The study equally tested null hypotheses to confirm or reject the statistical significance of the variables under study. According to Bryman (2004), positivism philosophy is commonly used in quantitative studies where techniques with systematic processes as natural sciences can be applied to study social sciences.

The underlying assumptions of this study made positivism philosophy applicable and significant to adopt. For instance, the study assumed that its investigations, findings and interpretation of the results would be based on objectivity with no room for individual biases. Sounders and Thornhill (2017) reckon that positivists are concerned with objectivity of entire research process in a study. Positivists believe that the knowledge that comes up from a research process should be verifiable since it is observable and measurable (Nedel, 2016). This means that empirical evidence should be able to test and prove the understanding and perceptions resulting from scientific claims in view of the positivism approach.

### **3.3 Research Design**

Research design is a plan or structure within which research is conducted (Nedel, 2016). It constitutes the blueprint for the collection, measurements and analysis of data (Kothari, 2014). This study used descriptive survey design. Descriptive survey design involves a clearly defined problem and definite objectives and questions and generalizations, principles or theories that have universal validity (Best & Kahn, 2004).



Descriptive cross-sectional survey method involves asking a large population question about a particular issue. According to Oso and Omen (2009) survey design presents oriented methodology used to investigate populations by selecting samples to analyze and discover occurrences.

This study employed descriptive survey design since it permits data gathering at a single point in time without environmental manipulation thus meeting the study objectives. This design was appropriate since it sought to determine the relationship among the study variables. Furthermore, descriptive survey designs offers in-depth picture of attributes and behaviour of a specific phenomenon which informs future investigations. Likewise, it does not manipulate variables of control circumstances making it an appropriate technique for sensitive or ethical concerns. Finally descriptive survey designs permits a wide spectrum of data collection techniques making it a versatile and flexible research design.

It is from these characteristics attributed to the survey design that guided the study to investigate the existing relationship between the school culture and students' performance at Kenya Certificate of Secondary Education in Public Schools. The researcher chose this design because of its appropriateness in collecting original data on this important topic and possibilities it might offer in making descriptive assertions about a large population.

### **3.4. Location of the Study**

The research was conducted in Makueni County which is in the former Eastern Province of Kenya. It comprises nine sub-counties, which are: Kibwezi, Makindu, Kathonzwani, Makueni, Nzau, Kilungu, Mukaa, Mbooni East, and Mbooni West. Its capital and largest town is Wote. The county has a population of 884,527 and an area of 8,008.9 km<sup>2</sup>. The county coordinates are 2.2559° S, 37.8937° E. The researcher

identified the county due to the evident diversity in performance in secondary schools. People in the area are of different social economic status like farming and business ventures. Some schools in the county have not send a single student to the universities (CDE, Makueni County, 2021). This makes it difficult to achieve the millennium Development Goal of eradicating extreme poverty and hunger in the county. Makueni County was chosen since there is also mass wastage with majority of the students scoring below C+ the minimum university entry grade. This has caused great concern because education is the only ‘cash crop’ in this ASAL (Arid & Semi-Arid Lands) County.

### **3.5 The Target Population**

The target population is the population upon which the results can be generalized, (Cole & Stuart, 2013). This study targeted all principals, head of departments and form four students in public secondary schools in Makueni County. The County has 379 public secondary schools. There are 379 principals and 1,895 Head of Departments (HODs) and 17055 form four students.

The form four students were used as respondents to the study because they have been in the schools for the last three years, have observed the culture and performance of the school for those years and therefore are considered to have information which would help the researcher in unearthing the phenomenon of research under this study. Table 3.1 shows the population according to the strata.

**Table 1: Target Population**

<b>Sub County</b>	<b>Principals</b>	<b>HODS</b>	<b>Students</b>
Kibwezi	64	322	2880
Makindu	23	114	1035
Kathonzweni	38	190	1710
Makueni	44	227	1980
Nzaui	55	284	2475
Kilungu	24	114	1080
Mukaa	42	208	1890
Mbooni East	47	227	2115
Mbooni west	42	208	1890
<b>TOTAL</b>	<b>379</b>	<b>1895</b>	<b>17055</b>

**Source: Author (2023)**

### 3.6 Sampling Procedure

Proportionate stratified sampling technique was used to select subjects in each sub county, this was used to ensure various categories of public secondary schools are well represented. The population was divided into nine strata comprising of sub-counties to ensure equal representation. This method gave equal chances of selection to avoid bias. The use of the technique by the researcher is chosen because of its relative advantage of time, money and ease of implementation (Saunders & Thornhill, 2017). This technique ensured that each member of the population has an equal chance of being studied. From each sub-county, 30% of the target was calculated.

From each stratum, 30% of the schools was studied through systematic random as proposed by Mugenda and Mugenda (2013). This is because some sub-counties have more schools than others and equal representation will be deemed necessary. This method ensured equal opportunity for any member of the population to be studied (Gay, Mills & Airasian, 2006) so as to guarantee validity. From the calculation, the researcher studied 114 schools that is 1,140 HODS, 1,140 students making a total of 2,280 respondents. According to Bryman (2004) and Gall, et al (2003), 30% is the generally agreed minimum number that a researcher can use in research and that information guided sampling in this study.

### 3.7 Sample Size

Owing to the large number of students, the researcher used purposive sampling method to sample the students. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected “on purpose” in purposive sampling (Bryman, 2004). Based on this method the researcher out of the form four classes in each sampled school, used the first ten students in class positions on the most current examination done in the school. The students’ sample consisted of 5 students who were used as respondents in this research study. Table 3.2 below shows the sample size of the study.

**Table 2: Sample Size**

<b>Sub-County</b>	<b>Principals</b>	<b>Sampled</b>	<b>HODS</b>	<b>Sampled</b>	<b>Students</b>	<b>Sampled</b>
Kibwezi	64	19	322	87	2880	95
Makindu	23	7	114	35	1035	35
Kathonzweni	38	11	190	57	1710	55
Makuweni	44	13	227	69	1980	65
Nzau	55	17	284	85	2475	85
Kilungu	24	7	114	68	1080	70
Mukaa	42	13	208	63	1890	65
Mbooni East	47	14	227	68	2115	70
Mbooni West	42	13	208	162	1890	65
<b>TOTAL</b>	<b>379</b>	<b>114</b>	<b>1895</b>	<b>570</b>	<b>17055</b>	<b>570</b>

**Source: Author (2023)**

### 3.8 Research Instruments

To facilitate data collection, questionnaires and check list were employed to gather information. These questionnaires were meant for the Head of Departments and students while the checklist (data collection sheet) was meant for the head teacher/principal. The heads of the department were preferred since they are well versed with the school organizational culture compared with ordinary teachers owing to their vast experience.

Research questionnaires are preferred for their suitability to the study and enable the researchers to reach more respondents within a limited area (Ary, 2015). Questionnaires were used to gather data for the study from the Head of Department. Gay (2016) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It can also be made anonymous which helps to produce more valid answers than could be possible in an interview (Best & Khan, 1999).

The researcher used a data collection sheet to fill in the average means for the school's samples for the past five years (2017-2021). Kothari (2015), ascertains that a checklist is an evaluation form which collects information pointing out where more actions can be taken. The checklist collected information based on performance of the years in question by the principal. This shows the trend in academic performance in the school. The average mean performance was recorded for all the schools that were studied.

### **3.9 Validity of the Research Instruments**

Validity refers to the extent to which an instrument measures what it is intended to measure (Polit, 2012). The researcher validated the instrument through content application and content analysis guides like the syllabus and records of work. According to Gall (2015) four procedures exist for demonstrating the validity of the research inferences. Content validity refers to the degree to which the scores yielded by a test adequately represent the content that the scores purport to measure. This study measured the variables in all the objectives which were included in the instrument items. The claim for content validity was based on scrutiny of the instruments vis a-vis the objectives by the researcher to ascertain that the entire content in the objectives was well represented. Further, there was examination for the respondents on the instruments by educational professionals who are the Head teacher and the HODs who were the

participants of the pilot study (Gall, 2015). Face validity is the magnitude to which the research instrument is construed to cover the construct it alludes to operationalize (Kothari, 2018). Face validity was evaluated by giving the questionnaire to the experts in the subject matter to ascertain whether the instrument measures precisely what is intended to capture so as to aid in reorganization of the structure, sequence and the meaning of the questions.

### **3.10 Reliability of the Research Instruments**

Reliability is the degree of consistency with which a tool produces stable and consistent results (Polit, 2016). On the other hand, Kothari (2018), defines reliability as the measures of the degree to which research instruments yields consistent results or data after repeated trials. It is necessary to test the research instruments before their actual use since it helps the researcher to predict to what extend the tools are reliable in the study.

In this study the Cronbach's Alpha Index was used to test the reliability of questionnaire. A result of 0.7 and above implies an acceptable level of internal reliability (Orodho, 2015). The figure that was arrived at after testing the questions based on Cronbach's Alpha gave the degree to which the questions would be reliable. The resulting reliability index was above 0.7 and the instruments were used.

### **3.11 Pilot Study**

A pilot study refers to a trial administration of an instrument to gauge their suitability (Kothari, 2018). When a questionnaire is used as a data gathering instrument, it is necessary to determine whether questions and directions are clear to subjects and whether they understand what is required from them. This is referred to as the pretesting of a questionnaire. Cooper and Schindler (2008), state that a good measurement tool

should be an accurate indicator of what the study intends to measure, and in addition, easy and efficient to use.

A pilot survey was conducted in order to ascertain and detect any ambiguities, questions that could not be easily understood or are poorly constructed and even those that will be deemed irrelevant. The pilot study was conducted on respondents of 10 schools selected from the target population, who were not included in the final study sample. This was for the purpose of avoiding respondent pollution. Random sampling was used to identify the 10 schools whereby 50 HODs and 10 principals were studied. The questionnaires were administered to the group and thereafter the feedback was obtained through briefing them individually and comparing the results.

### 3.12 Diagnostic Tests

These are estimation techniques in empirical investigations for assessing whether basic linear regression assumptions have been adhered to. Since this study employed cross-sectional dataset, four relevant assumptions to be evaluated are: normality, homoscedasticity and multicollinearity.

**Table 3: Diagnostic Test**

Assumption	Description	Type of Tests	Interpretations	Treatment
Normality Test	Normally distributed data assumes a bell-shaped curve. It implies that errors should be distributed normally.	Shapiro-Wilk test.	$p > 0.05$ suggest that variables are normally distributed.	Data can be transformed using logs and square roots or reciprocals.
Homoscedasticity	Homogeneity of variance is an assumption that outcome variable displays similar magnitude of variance across entire values of explanatory variables.	Breusch Pagan Test	$P > 0.05$ implies homoscedasticity	Data can be transformed using logs and reciprocal techniques.
Multicollinearity test	Multicollinearity is a situation where the explanatory variables are highly correlated.	Variance Inflation Factor	VIF factor $> 10$ infers presence of multicollinearity.	Obtaining additional data and omitting collinear variables.

### **3.13 Data Collection Procedures**

The participants in this study were both teachers and students in the 114 public secondary schools in Makueni County. A total of 10 questionnaires were sent to each of the 114 secondary schools (5 for teachers and 5 for students) adding up to a total of 1,140 questionnaires. For estimation purposes, an average score of the items used to measure the variables of the 5 questionnaires administered to each category of respondents in school firm was computed. This is justified because public secondary schools constitute the unit of analysis. However, demographic information will not be averaged owing to its unique attributes.

Data collection process commenced by requesting a letter from the Masai Mara University, seeking research permit from the National Commission for Science, Technology and Innovation (NACOSTI). After getting a research permit, the researcher proceeded to the County Director of Education, Makueni County and request for acceptance to carry out research in public secondary schools. The researcher personally distributed the questionnaires so as to save on time. The dully filled questionnaires were collected from the targeted respondents.

### **3.14 Data Analysis**

Data was analyzed using descriptive and inferential statistics. Descriptive data was presented in percentages, frequencies and standard deviations, while inferential statistics comprised of correlation and regression analysis. According to Sekaran (2016), data analysis should take a four-step approach that includes; acquiring data that can be analyzed, actual data analysis, diagnostic tests of the data, and hypothesis testing. The descriptive statistics computed include mean, median, mode, standard deviation, skewness and kurtosis. Data was analyzed using SPSS version 24. The correlation analysis was carried out to ascertain the strength and the direction of the relationship



among the paired variables. The parameters of the empirical model were estimated using regression model. The significance of the linkage between the study variables will be tested at a confidence level of 95%.

### 3.14.1 Mission Statement and Students Academic Performance

The first objective was to investigate the influence of the mission statement on students' academic performance. The general linear regression model employed is specified as indicated;

$$SAP = \beta_0 + \beta_1 MS + \epsilon_1 \dots \dots \dots 3.1$$

Where: SAP = student academic performance; MS = mission statement;  $\beta_0$  = regression constant;  $\beta_1$ = coefficient;  $\epsilon$ = the error term.

The coefficient of determination ( $R^2$ ) was used to establish the model's goodness of fit; T-test will be used to assess the statistical significance of  $\beta$  for each individual explanatory variable at  $p < 0.05$ ; Beta coefficient ( $\beta$ ) is the amount of change in the outcome variable in panel regression analysis for every unit change in the independent variable when all other predictor variables are held constant; F-test was be used to assess the overall statistical significance of the model.

### 3.14.2 Vision Statement and Students Academic Performance

The second objective was to explore the effect of the vision statement on the students' academic performance. The general linear regression model employed is specified as indicated;

$$SAP = \beta_0 + \beta_1 VS + \epsilon_1 \dots \dots \dots 3.2$$

Where: VS = vision statement. SAP,  $\beta_0$ ,  $\beta_1$ ,  $\epsilon$  are as defined in 3.8.1, equation 3.1.

### 3.14.3 Adhocracy Culture and Students Academic Performance

The third objective was to determine the influence of the adhocracy culture on the students' academic performance. The general linear regression model

employed is specified as indicated;

$$SAP = \beta_0 + \beta_1 AC + \epsilon_1 \dots \dots \dots 3.3$$

Where: AC = adhocracy culture. SAP,  $\beta_0$ ,  $\beta_1$ ,  $\epsilon$  are as defined in 3.8.1, equation 3.1.

### 3.14.4 Market Oriented Culture and Students Academic Performance

The fourth objective was to examine the influence of the market-oriented culture on the students' academic performance. The general linear regression model employed is specified as indicated;

$$SAP = \beta_0 + \beta_1 MOC + \epsilon_1 \dots \dots \dots 3.4$$

Where: MOC = market-oriented culture. SAP,  $\beta_0$ ,  $\beta_1$ ,  $\epsilon$  are as defined in 3.8.1, equation 3.1.

**Table 4: Objectives, Hypotheses, Analytical Models and Interpretation**

Research Objective	Null Hypotheses	Analytical Model	Interpretation
To investigate the influence of mission statement on students' academic performance in public secondary schools in Makueni County, Kenya.	<b>H<sub>01</sub>:</b> There is no statistically significant relationship between mission statement and students' academic performance in public secondary schools in Makueni County, Kenya.	<b>SAP = <math>\beta_0 + \beta_1 MS + \epsilon</math></b>  Where: <b>SAP</b> = student academic performance; <b><math>\beta_0</math></b> = regression constant; <b><math>\beta_1</math></b> = Coefficient; <b>MS</b> = mission statement; <b><math>\epsilon</math></b> = error term.	Relationship exist if <b><math>\beta_1</math></b> is statistically significant
To explore the influence of vision statement on students' academic performance in public secondary schools in Makueni County, Kenya.	<b>H<sub>02</sub>:</b> There is no statistically significant relationship between vision statement and students' academic performance in public secondary schools in Makueni County, Kenya.	<b>SAP = <math>\beta_0 + \beta_1 VS + \epsilon</math></b>  Where: <b>SAP</b> = student academic performance; <b><math>\beta_0</math></b> = regression constant; <b><math>\beta_1</math></b> = Coefficient; <b>VS</b> = vision statement; <b><math>\epsilon</math></b> = error term.	Relationship exist if <b><math>\beta_1</math></b> is statistically significant
To determine the influence of adhocracy culture on students' academic performance in public secondary schools in Makueni County, Kenya.	<b>H<sub>03</sub>:</b> There is no statistically significant relationship between adhocracy culture and students' academic performance in public secondary schools in Makueni County, Kenya.	<b>SAP = <math>\beta_0 + \beta_1 AC + \epsilon</math></b>  Where: <b>SAP</b> = student academic performance; <b><math>\beta_0</math></b> = regression constant; <b><math>\beta_1</math></b> = Coefficient; <b>AC</b> = adhocracy culture; <b><math>\epsilon</math></b> = error term.	Relationship exist if <b><math>\beta_1</math></b> is statistically significant
To investigate the influence of market oriented culture on students' academic performance in public secondary schools in Makueni County, Kenya.	<b>H<sub>04</sub>:</b> There is no statistically significant relationship between market-oriented culture and students' academic performance in public secondary schools in Makueni County, Kenya.	<b>SAP = <math>\beta_0 + \beta_1 MOC + \epsilon</math></b>  Where: <b>SAP</b> = student academic performance; <b><math>\beta_0</math></b> = regression constant; <b><math>\beta_1</math></b> = Coefficient; <b>MOC</b> = market oriented culture; <b><math>\epsilon</math></b> = error term.	Relationship exist if <b><math>\beta_1</math></b> is statistically significant

Source: Researcher (2023)

### **3.15 Ethical and Logistical Considerations**

The rights and privacy of the respondents and their schools were respected. This was ensured through a number of measures. First all the data gathered shall be well secured for confidentiality. Data coding will also be employed. The researcher will only proceed to gather data after respondents understand the nature of the research, and give a written pervasion for acceptance to participate in the research. The researcher will take an oath of privacy with the respondents that all information gathered from them shall be kept confidential. Additionally, the research will be approved by Maasai Mara University. The names, telephone and address of the researcher are provided; and also, those of the supervisors. Respondents were assured of confidentiality of the information and anonymity of their identity.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

The main objective of the study was to establish the relationship between the attributes of the school organizational culture and students' academic performance in public secondary schools in Makueni County. The specific objectives were to: investigate the perceptions of teachers and students on how school mission contributes to students' academic performance in public secondary schools in Makueni County; explore the perceptions of teachers and students on how school vision relates to students' academic performance in public secondary schools in Makueni County; determine the perceptions of teachers and students on the relationship between adhocracy and students' academic performance in public secondary schools in Makueni County and finally to examine the perceptions of teachers and students on the relationship between market oriented culture and students' academic performance in public secondary schools in Makueni County.

This chapter presents the research outcomes, specifically descriptive and inferential statistics. It comprises of comprehensive review of questionnaire response rate, reliability and validity of research instrument. The descriptive statistics on mission statement, vision statement, adhocracy culture, market oriented culture, school organizational culture and performance from teachers and students point of view was undertaken using mean (measure of central tendency), standard deviation, minimum and maximum values (measures of dispersion). To effectively perform this estimation, cross-sectional dataset sourced from 114 public secondary schools in Makueni was applied as indicated in appendix VI.

## 4.2 Questionnaire Response Rate

The questionnaire response rate is the percentage of duly filled surveys by the eligible respondents in research process (Kothari, 2018). This is a way of ascertaining the success of data gathering endeavor and getting a preliminary idea about the quality of collected data. This investigation was carried out using a sample of 114 public secondary schools in Makueni County (appendix VI). A total of 1,140 questionnaires were administered to both teachers and students in equal proportions. To achieve a higher questionnaire response rate, constant phone calls, WhatsApp messages and emails were made to respective schools. Out of 1,140 administered questionnaires, only 1,115 responses were obtained, that is 555 from the teachers and the remaining 560 from the students. The online data collection instruments were checked for completeness.

A total of 5 questionnaires (4 from the students and 1 from teachers) were disregarded from the final analysis due to partially missing data and this reduced the number of valid responses to 1,110 (554 for teachers and 556 for students) which comprised of 97% of the response rate (48.60% for teachers and 48.77% for students). This outcome compares well with other previous empirical works which were undertaken utilizing analogous methodology for example Kobuthi (2018), 89%; and Chemwile (2017), 83%. The summary of questionnaire response rate is presented in Table 4.1.

**Table 5: Questionnaire Response Rate**

<b>Teachers Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>
Response Rate	554	48.60%
Non-response	16	1.40%
<b>Students Response Rate</b>	<b>Frequency</b>	<b>Percentage</b>
Response Rate	556	48.77%
Non-response	14	1.23%
<b>Total</b>	<b>1,140</b>	<b>100%</b>

**Source: Author (2023)**

### **4.3 Validity and Reliability Tests**

The reliability and validity of research instruments are prerequisites in empirical investigations to ensure the integrity and quality of research instruments (Porta 2014,). The precision, trustworthiness and constancy of datasets are attributed to the validity and reliability of data collection instruments.

#### **4.3.1 Validity Test**

Content validity was tested using pilot study. This was undertaken by subjecting a questionnaire to a sample of 10 schools so as to augment content validity and to ascertain the participants understanding of the questionnaire questions. The ten schools never participated in the final study and the data gathered from the pilot study was not utilized in the final report writing. The outcome of pilot's study played an integral role in enhancing the research instrument design by guiding in decomposition of some items, paraphrasing and addition of pertinent items. During the pilot study, all the biased personal data from the respondents were struck out when editing and refining the final data collection tool.

#### **4.3.2 Reliability Test**

Cronbach's reliability alpha coefficient ( $\alpha$ ) was computed to verify the degree of internal consistency among items as indicated in Table 4.2.

**Table 6: Reliability Test Results**

<b>Variable</b>	<b>N</b>	<b>Cronbach's Alpha</b>	<b>Interpretation</b>
<p><b>(i) Mission statement</b>  All students have memorized the school mission statement  The school mission statement motivates me to work hard  The student leaders keep quoting the mission statement on parade  The school mission is visible in our school  Commitment to the mission statement by the students is key in improved the schools mean core.</p>	<b>5</b>	<b>0.85</b>	<b>Reliable</b>
<p><b>(ii) Vision statement</b>  The students have memorized the schools vision statement and know it by heart.  The school vision guides our daily activities in the school.  The teachers occasionally refer to the school vision when making speech and in class  The school vision gives direction in the attainment of students' academic objectives  The performance of the students can be attributed to the school vision.</p>	<b>5</b>	<b>0.88</b>	<b>Reliable</b>
<p><b>(iii) Adhocracy culture</b>  Generally, there is a student's form of culture practiced in this school.  There is a flexible culture which influences students' performance in the school  The students have some freedom do acceptable things in their own way in the school.  The school encourages students to be independent and operate within defined limits.  Students are allowed to come up with their own initiatives of learning.</p>	<b>5</b>	<b>0.72</b>	<b>Reliable</b>
<p><b>(iv) Market oriented culture</b>  This school embraces a culture of training students on what the market needs.  The school socialization pays attention to what is happening in the outside world.  Students in this school are allowed to align their thoughts to the outside community  The academic performance in this school is influenced by the student's orientation and behaviour</p>	<b>4</b>	<b>0.71</b>	<b>Reliable</b>

**Source: Author (2023)**

Table 4.2 displays reliability results of the research instrument that was administered to teachers. The composite reliability of each variable is above 0.7 hence confirming internal consistency. Vision statement documented the highest Cronbach's alpha coefficient ( $\alpha = 0.88$ ), followed by mission statement ( $\alpha = 0.85$ ), followed by institutional characteristics ( $\alpha = 0.76$ ), followed by adhocracy culture ( $\alpha = 0.82$ ) whereas market oriented culture recorded the lowest Cronbach's alpha coefficient ( $\alpha = 0.71$ ). Therefore, the research instrument was considered to reliable enough for undertake carry out the empirical investigation.

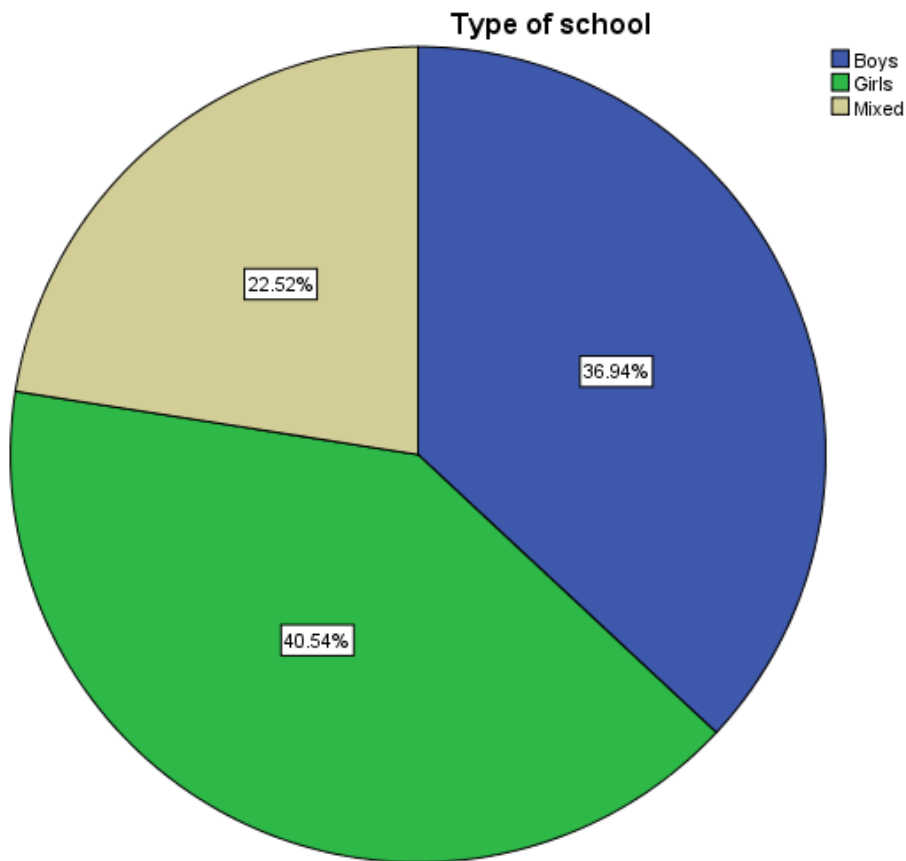
#### **4.4 Respondents Demographic Information**

The findings of respondents' demographic information, specifically type of school, status of the school, gender and the period served as the head of the department are presented in Figure 2-8.

##### **4.4.1 Type of School**

Figure 2 shows the demographic information relating to the type of the school. It shows the percentage of boys, girls as well as mixed schools.



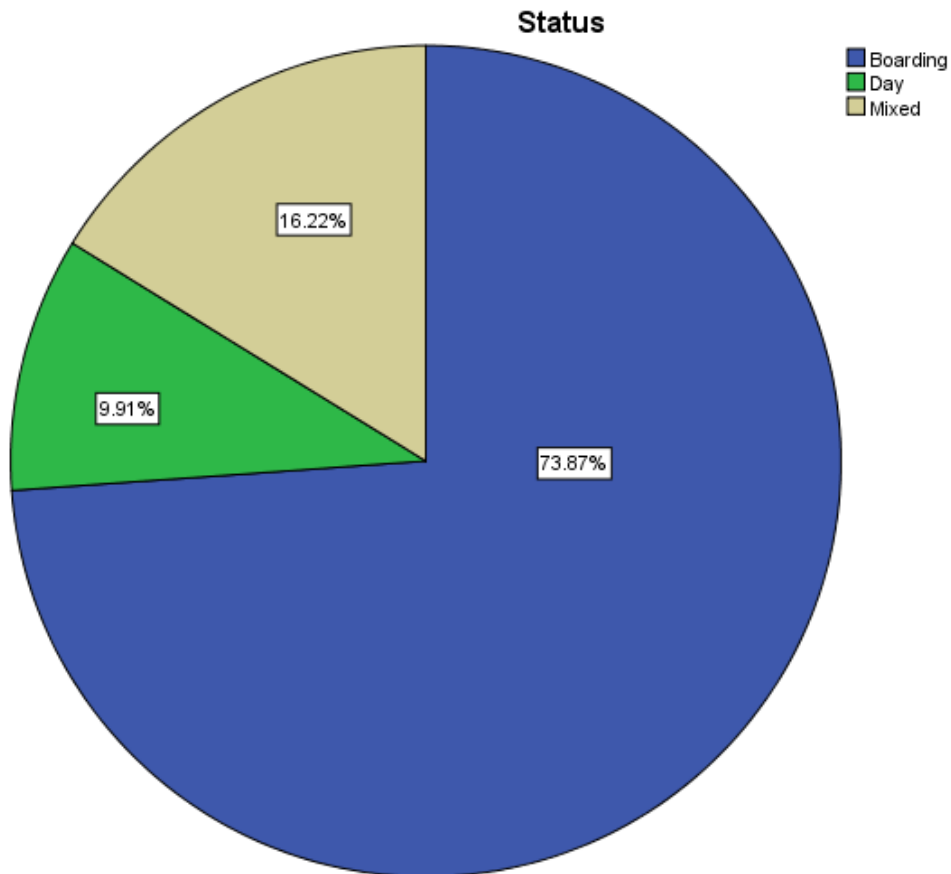


**Figure 2: Type of Schools**

Figure 2 displays the demographic information relating to the school head of departments (teachers). The findings suggest that 40.5% of schools are girls’ schools; 36.9% are boys’ schools while 22.5% are mixed schools. This suggest that the government is keen in supporting the girl child in terms of education matters.

**4.4.2 Status of the School**

Figure 3 presents the demographic information regarding the status of the school. It shows the percentage of boarding, day and mixed schools.

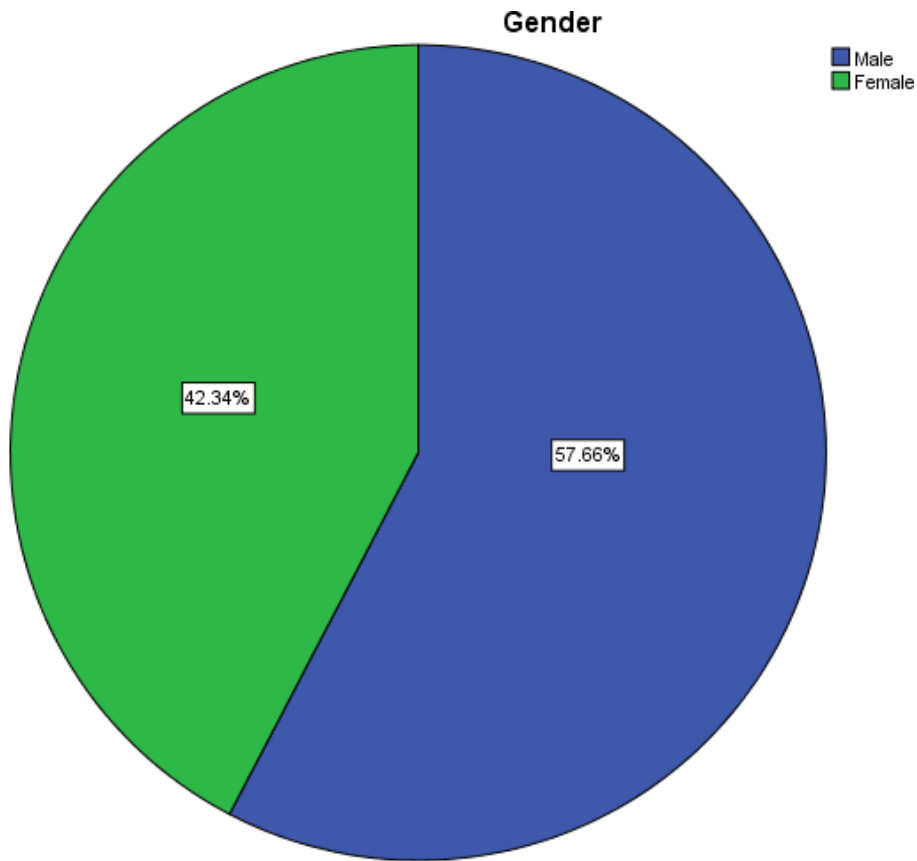


**Figure 3: Status of the School**

In regard to the school status, 73.9% of schools are boarding schools, 9.9% are day schools whereas 16.2% are mixed schools. This implies that majority of the schools are boarding schools and this is largely motivated by the quest to ensure that the students' get adequate time to study with minimal interruption so as to ameliorate student academic performance.

#### **4.4.3 Teachers' Gender**

Figure 4 indicates the demographic information concerning the gender of the heads of department in schools. It shows the percentage of male and female heads of department.

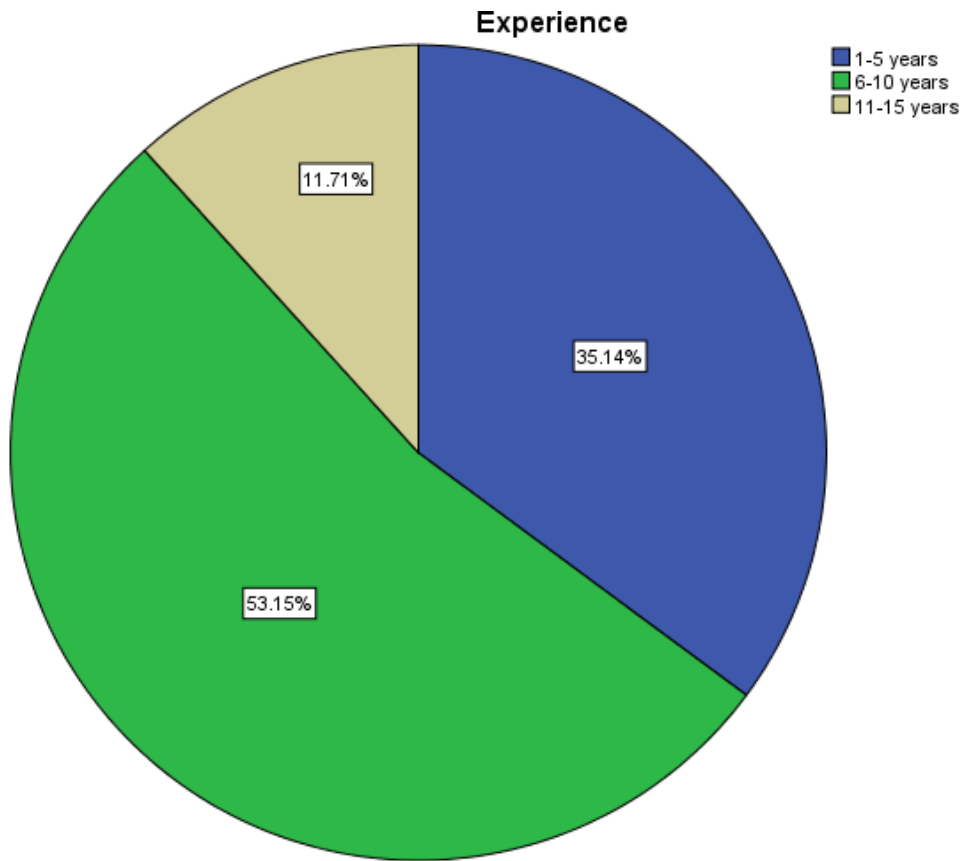


**Figure 4: Teachers' Gender**

The findings indicate that 57.7% of school head of departments were male whereas 42.3% were female. Although there is minimal difference between male and female heads of department, male still dominate the key positions in public secondary schools.

#### **4.4.4 Period Served as the Head of Department**

Figure 5 displays the demographic information regarding the period served as the head of department in the school. It indicates the percentage of the length of service as the head of department.

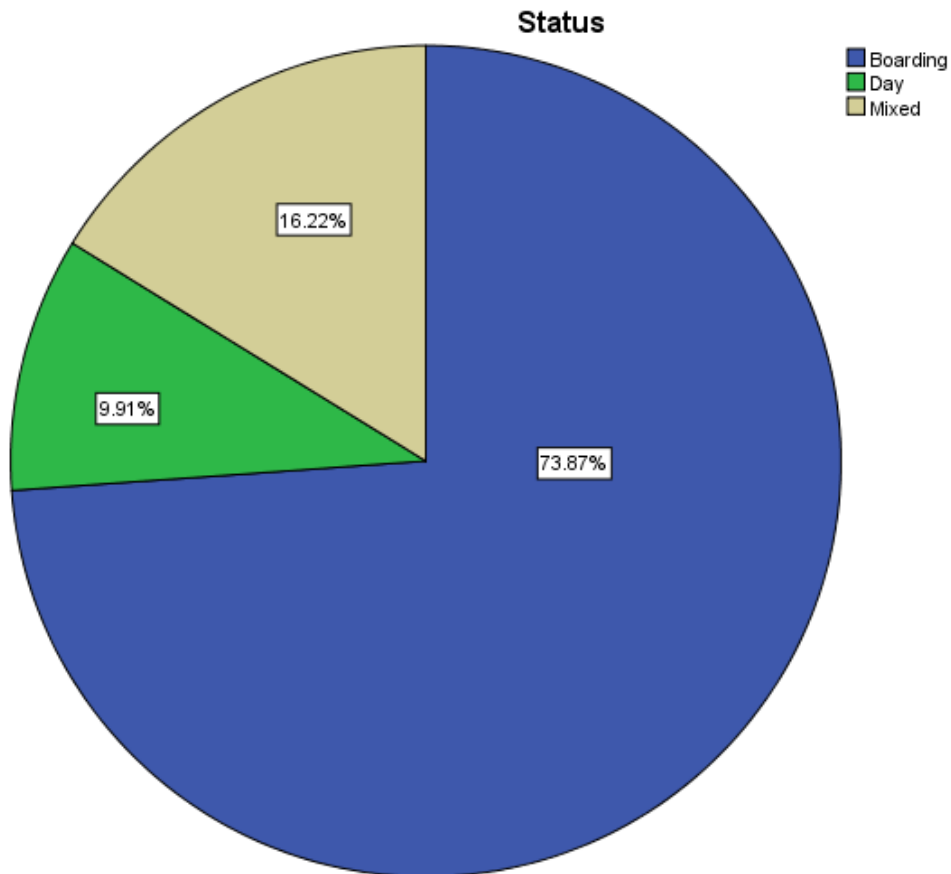


**Figure 5: Period Served as the Head of Department**

The results also confirmed that majority of the heads of departments (53.2) % have served between 6-10 years, 35.1% have served between 1-5 years while 11.7% have served between 11-15 years. This implies that majority of the heads of departments have considerable experience and well conversant with the school organizational culture and performance matters.

#### **4.4.6 Status of the School**

Figure 6 shows the demographic information regarding the status of the school from the students' perspective. It shows the percentage of boarding, day and mixed schools.

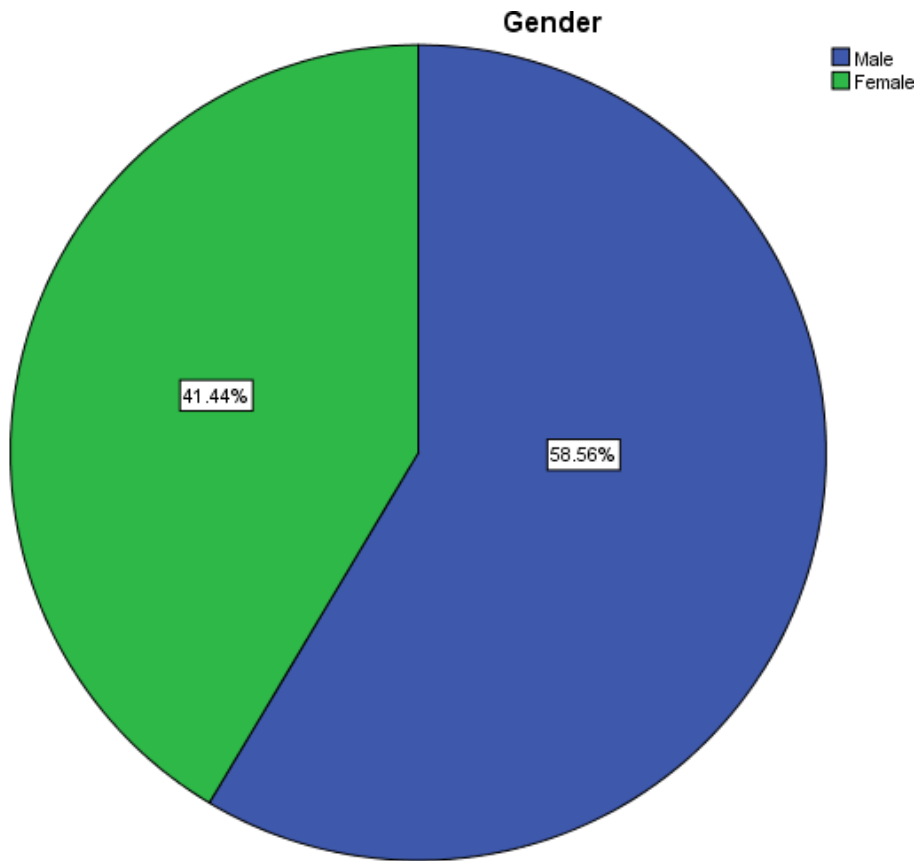


**Figure 6: Status of the School**

Concerning the school status, 73.9% of schools were boarding schools, 9.9% were day schools whereas 16.2% were mixed schools. This implies that the school organizational culture is more oriented to boarding schools in a quest to achieve superior academic excellence. This made possible by giving the students ample time to study and interact with the teachers.

#### **4.4.7 Students' Gender**

Figure 7 depicts the demographic information regarding the gender of the students. It indicates the percentage of male and female students.



**Figure 7: Students' Gender**

The findings indicate that 58.6% of students were male whereas 41.4% were female. This indicates that there is minimal difference between male and female students in high schools based on the shrinking gap between the two genders. This means that many parents are paying greater attention in educating girls unlike in the past where boys were being given preferential treatment.

#### **4.5 Descriptive Statistics**

Descriptive statistics on school organizational culture and student academic performance are presented in table 7 to 9. The univariate analysis is presented using mean, standard deviation, minimum values and maximum values. School organizational culture was modeled as the independent variable. This variable was operationalized using four indicators (sub-variables), namely: vision statement, mission statement, adhocracy culture and market oriented culture. Institutional characteristics

were conceptualized as an intervening variable. A total of four statements were used to measure institutional characteristics. The statements used to proxy school organizational culture and institutional characteristics were rated by the participants on the basis of a 5-point Likert scale ranging from 1 “Strongly Disagree” to 5 “Strongly Agree”. From the empirical data, descriptive statistics such as mean, standard deviation, minimum values and maximum values were calculated and findings are presented in Table 4.6.

**Table 7: Summary of Descriptive Statistics**

<b>Variables</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>S.D</b>
Mission statement	111	1	5	3.76	0.80
Vision statement	111	1	5	3.91	0.83
Adhocracy culture	111	2	5	3.79	0.70
Market oriented culture	111	1	5	3.92	0.73
Student academic performance	111	2	9.02	6.20	1.48

N= Number of observations; SD = Standard deviation; KU= Kurtosis; SK = Skewness  
**Source: Author (2023)**

Table 4.4 shows the descriptive statistics for the study variables from the teachers’ perspective. The aggregate mean score of items used to describe mission statement was considerably high suggesting that the participants agreed that their school organizational culture was well captured in their mission statement (Min = 1, Max = 5, M = 3.76, SD = 0.80). The vision statement attributes scores indicate that on average, the respondents agreed that their vision statement reflected their school organizational culture (Min = 1, Max = 5, M = 3.91, SD = 0.83). The respondents on average agreed that adhocracy culture formed an integral part of school organizational culture (Min = 2, Max =5, M = 3.79, SD = 0.70).

The summative mean score of attributes depicting market oriented culture was significantly high implying that respondents agreed that market oriented culture constituted significant part of school organizational culture (Min = 1, Max = 5, M = 3.92, SD = 0.73). The aggregate average value for the students’ academic performance

(KNEC results) between the years 2017 to 2021 for the public schools in Makueni County was 6.20. The standard deviation for the students' academic performance was 1.48, which indicates of nominal variance between KNEC results among public schools in Makueni County.

**Table 8: Summary of Descriptive Statistics**

<b>Variables</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>S.D</b>
Mission statement	111	1	5	3.45	0.92
Vision statement	111	1	5	3.68	1.01
Adhocracy culture	111	2	5	3.98	0.79
Market oriented culture	111	1	5	3.91	0.93
Students' academic performance	111	2	9.02	6.20	1.48

N= Number of observations; SD = Standard deviation; KU= Kurtosis; SK = Skewness  
**Source: Author (2023)**

Table 8 displays the descriptive statistics for the study variables from the students' perspective. The mean score of attributes used to delineate mission statement was high signifying that the respondents agreed that their school organizational culture was embedded in their mission statement (Min = 1, Max = 5, M = 3.45, SD = 0.92). The vision statement features scores suggest that on average, the participants agreed that their vision statement mirrored their school organizational culture (Min = 1, Max = 5, M = 3.68, SD = 1.01). The participants on average agreed that adhocracy culture shapes their school organizational culture (Min = 1, Max=5, M = 3.89, SD = 0.79).

The total mean score of features representing market oriented culture was considerably high inferring that respondents agreed that market oriented culture constituted substantial part of school organizational culture (Min = 1, Max = 5, M = 3.91, SD = 0.93). The average score for the students' academic performance between the years 2017 to 2021 for the public schools in Makueni County was 6.20. The standard deviation for the students' academic performance was 1.48, which indicates of nominal variance between KNEC results among public schools in Makueni County.



## 4.6 Diagnostic Tests

Various diagnostic tests were undertaken to make sure that the elementary assumptions of regression analysis were satisfied. The tests conducted included normality, linearity, homogeneity of variance and multicollinearity tests.

### 4.6.1 Normality Test Results

The dataset that is normally distributed often takes a bell shaped curve (symmetrical) with substantial frequency of scores in the middle and less frequencies inclined towards the extreme ends. This study utilized Shapiro-Wilk test to gauge the assumption of normality. The results are displayed in Table 9.

**Table 9: Normality Test Results**

Variable	N	W	V	Z	Prob>z
MS	111	0.98	0.90	0.22	0.590
VS	111	0.96	1.74	1.17	0.120
AC	111	0.99	0.54	1.30	0.900
MOC	111	0.94	0.76	0.31	0.860
SAP	111	0.99	2.04	1.64	0.051

**Source: Author (2023)**

As illustrated in Table 9 the p-values of the mission statement, vision statement adhocracy culture, market oriented culture and students' academic performance exceed 0.05 hence affirming that the cross-sectional dataset obtained from a questionnaire administered to the teachers' was normally distributed.

**Table 10: Normality Test Results**

Variable	N	W	V	Z	Prob>z
MS	111	0.95	2.20	1.68	0.06
VS	111	0.98	1.93	1.51	0.07
AC	111	0.99	0.42	-1.84	0.97
MOC	111	0.99	0.64	-0.96	0.83
SAP	111	0.97	2.02	1.56	0.06

**Source: Author (2023)**

As indicated in Table 10 the p-values of the mission statement, vision statement adhocracy culture, market oriented culture and students' academic performance

surpassed the conventional threshold of 0.05 hence confirming that the cross-sectional dataset obtained from a questionnaire administered to the students was normally distributed.

#### 4.6.2 Homoscedasticity Test Results

Breusch-Pagan test was employed to gauge homoscedasticity. It assumes that the variance of the disturbance is a function of either some set of regressors or the predicted value of the response variable. The outcome is presented in Table 11.

**Table 11: Heteroscedasticity Test Results**

<b>Breusch-Pagan/ Cook-Weisberg Test for Heteroscedasticity</b>			
<b>Ho: Constant Variance</b>			
<b>Model</b>	<b>chi2(1)</b>	<b>Prob &gt; chi2</b>	<b>Conclusion</b>
<b>SAP</b>	2.19	0.14	Homoscedastic

**Source: Author (2023)**

For homoscedasticity to be accomplished, the Chi square p-values should exceed 0.05. From the findings from the data sourced from the teachers, there was evidence of homoscedasticity while modeling the variance of the errors as a function of student academic performance  $\{\chi^2(1) = 2.19, p > 0.05\}$  as shown in Table 4.8.

**Table 12: Heteroscedasticity Test Results**

<b>Breusch-Pagan/ Cook-Weisberg Test for Heteroscedasticity</b>			
<b>Ho: Constant Variance</b>			
<b>Model</b>	<b>chi2(1)</b>	<b>Prob &gt; chi2</b>	<b>Conclusion</b>
<b>FP</b>	2.33	0.13	Homoscedastic

**Source: Author (2023)**

For homoscedasticity to be affirmed, the Chi square p-values should surpass the conventional threshold of 0.05. Based on the estimation results from the data sourced from the students, there was evidence of homoscedasticity while modeling the variance of the errors as a function of student academic performance  $\{\chi^2(1) = 2.33, p > 0.05\}$  as displayed in Table 12.

### 4.6.3 Multicollinearity Test Results

The widely applied statistical measures for gauging multi collinearity are tolerance value and variance inflation factor (VIF). This study used VIF and tolerance value to assess multicollinearity and the findings is as presented in Table 13.

**Table 13: Multicollinearity Test Results**

Variable	VIF	Tolerance (1/VIF)
MS	2.95	0.33
VS	2.90	0.34
AC	1.20	0.83
MOC	1.20	0.83
<b>Mean VIF</b>	<b>2.06</b>	

Source: Author (2023)

From the estimation results based on the dataset gathered from the teachers, the VIF for the explanatory variables (mission statement = 2.95; vision statement = 2.90; adhocracy culture = 1.20 and market oriented culture = 1.20) were  $< 10$  hence affirming absence multi collinearity among the independent variables. Likewise, the tolerance values for all the regressors (mission statement = 0.33; vision statement = 0.34; adhocracy culture = 0.83 and market oriented culture = 0.83) were  $> 0.1$  validating lack of multicollinearity among the explanatory variables.

**Table 14: Multicollinearity Test Results**

Variable	VIF	Tolerance (1/VIF)
MS	2.55	0.39
VS	2.54	0.39
AC	2.07	0.48
MOC	1.19	0.84
<b>Mean VIF</b>	<b>2.09</b>	

Source: Author (2023)

From the empirical findings obtained from the dataset gathered from the students, the VIF for the predictor variables (mission statement = 2.55; vision statement = 2.54; adhocracy culture = 2.07 and market oriented culture = 1.19) were  $< 10$  thus signifying absence multicollinearity among the explanatory variables. Similarly, the tolerance

values for all the independent variables (mission statement = 0.39; vision statement = 0.39; adhocracy culture = 0.48 and market oriented culture = 0.84) were > 0.1 corroborating absence of multicollinearity among the predictor variables.

#### 4.7 Correlation Analysis of the Variables

Correlation signifies linear association or linkage between two or more quantifiable variables (Mahojan, 2017). In particular, correlation measures the strength and the direction (negative or positive) of association between the variables. Characteristically, correlation coefficient takes values ranging from +1 to -1. A Pearson's correlation coefficient of +1 signifies a perfect linear positive relationship between binary variables and this suggest that as the value of one variable increases, the value of the other variable also increases. A Pearson's correlation coefficient of 0 implies presence of non-linear association between two continuous variables inferring that as the value of one variable increases, the value of the other variable neither decreases nor increases. Pearson's correlation coefficient of -1 denotes a perfect linear negative linkage between two variables suggesting that as the value of one variable increases, the value of the other variable declines. The findings are presented in Table 4.8.

**Table 15: Correlation Analysis findings**

	MS	VS	AC	MOC	SOC	SAP
MS	1					
VS	0.80*	1				
AC	0.40*	0.38*	1			
MOC	0.37*	0.40*	0.16	1		
SOC	0.60*	0.62*	0.39*	0.48*	1	
SAP	0.27*	0.29*	0.26*	0.27*	0.25*	1

Where: MS = Mission statement, VS = Vision Statement, AC = Adhocracy culture, MOC = Market oriented culture; SAC = School organizational culture; SP = School performance; \*= Significant correlation

**Source: Author (2023)**

Table 15 shows the correlation analysis results based on the teacher's perspective. The correlation analysis outcome indicates that vision statement ( $r = 0.8$ ,  $p < 0.05$ ), school organizational culture ( $r = 0.60$ ,  $p = < 0.05$ ) were significantly strongly and positively

correlated with mission statement whereas adhocracy culture ( $r = 0.40, p = < 0.05$ ), market oriented culture ( $r = 0.37, p = < 0.05$ ) and students' academic performance ( $r = 0.27, p = < 0.05$ ) weakly and significantly positively correlated with mission statement. The adhocracy culture ( $r = 0.38, p = < 0.05$ ), market oriented culture ( $r = 0.40, p = < 0.05$ ) and students' academic performance ( $r = 0.29, p = < 0.05$ ) was weakly positively and significantly correlated with vision statement. School organizational culture ( $r = 0.62, p = < 0.05$ ) strongly positively and significantly correlated with vision statement. There was a weak positive and insignificant correlation between market oriented culture ( $r = 0.16, p = > 0.05$ ) and adhocracy. School organizational culture ( $r = 0.39, p = < 0.05$ ) and performance ( $r = 0.26, p = < 0.05$ ) were weakly positively and significantly correlated with adhocracy culture. Furthermore, the school organizational culture ( $r = 0.48, p = < 0.05$ ) and students' academic performance ( $r = 0.27, p = < 0.05$ ) were significantly and positively correlated with market oriented culture. Finally, there was a positive significant correlation between students' academic performance ( $r = 0.25, p = < 0.05$ ) and school organizational culture.

**Table 16: Correlation Analysis Results**

	MS	VS	AC	MOC	SOC	SP
MS	1					
VS	0.67*	1				
AC	0.35*	0.36*	1			
MOC	0.67*	0.74*	0.36*	1		
SOC	0.85*	0.87*	0.58*	0.87*	1	
SP	-0.32*	-0.30*	-0.28*	-0.31*	-0.39*	1

Where: MS = Mission statement, VS = Vision Statement, AC = Adhocracy culture, MOC = Market oriented culture; SAC = School organizational culture; SP = School performance; \*= Significant correlation

**Source: Author (2023)**

Table 16 shows the correlation analysis results based on the student's perspective. The findings suggest that vision statement ( $r = 0.67, p < 0.05$ ), adhocracy culture ( $r = 0.35, p = < 0.05$ ), market oriented culture ( $r = 0.67, p = < 0.05$ ) and school organizational culture ( $r = 0.85, p = < 0.05$ ) were significantly and positively correlated with mission

statement. In contrast, students' academic performance ( $r = -0.32$ ,  $p = < 0.05$ ) negatively and significantly correlated with mission statement.

The vision statement positively and significantly correlated with adhocracy culture ( $r = 0.36$ ,  $p = < 0.05$ ), market oriented culture ( $r = 0.74$ ,  $p = < 0.05$ ) and school organizational culture ( $r = 0.35$ ,  $p = < 0.05$ ) whereas students' academic performance ( $r = -0.30$ ,  $p = < 0.05$ ) in contrast correlated with vision statement in a significant and negative manner. The adhocracy culture correlated with market oriented culture ( $r = 0.36$ ,  $p = < 0.05$ ) and school organizational culture ( $r = 0.58$ ,  $p = < 0.05$ ) positively and significantly. On the other hand, there was a negative significant correlation between adhocracy culture ( $r = -0.28$ ,  $p = < 0.05$ ) and students' academic performance.

Market oriented culture positively and significantly correlated the school organizational culture ( $r = 0.87$ ,  $p = < 0.05$ ), but in contrast negatively and significantly correlated with performance ( $r = -0.31$ ,  $p = < 0.05$ ). Finally, there was a significant negative correlation between school organizational culture ( $r = -0.39$ ,  $p = < 0.05$ ) and students' academic performance.

#### **4.7 Hypotheses Testing**

The purpose of this study was to determine the relationship among school organizational culture, institutional characteristics and the students' academic performance of public schools in Makueni County. The first objective investigated the relationship between mission statement and performance. The second objective explored the link between vision statement and students' academic performance. The third objective determined the relationship between adhocracy culture and performance. The fourth objective examined the nexus between market oriented culture and students' academic performance. Finally, the fifth objective assessed the intervening effect of institutional factors on the relationship between school adhocracy culture and students'

academic performance. The basis to reject or fail to reject the null hypothesis was informed by the p-values. The significance level adopted in this study was 95% confidence level ( $\alpha = 0.05$ ).

The interpretation of results was based on coefficient of determination ( $R^2$ ), F-statistic (F), Beta statistic ( $\beta$ ) and t-values (t). The coefficient of determination ( $R^2$ ) usually stipulates the variation in the response variable that is explicated by entire set of the explanatory variables. Beta coefficient ( $\beta$ ) is the quantity of variance in the outcome variable for every unit variance in the predictor variable when all other explanatory variables are held constant. Lastly, t-statistic shows significance of individual variables in estimation process.

#### 4.7.1 Mission Statement and Student Academic Performance

The first objective was to investigate the influence of the mission statement on the students' academic performance in public secondary schools in Makueni County. Regression analysis was used to estimate the relationship between mission statement and the student academic performance using the null-hypothesis  $H_{01}$ . The outcome is presented in Table 17.

**Table 17: Mission Statement and Student Academic Performance**

SP	$\beta$	SE	t	p
Constant	4.30	0.66	6.55	0.00
MS	0.50	0.17	2.93	0.00
$R^2$	0.07			
Adj. $R^2$	0.07			
F (1, 109)	8.61			
Prob > F	0.00			

**Source: Author (2023)**

Table 17 shows the estimation results relating to the nexus between mission statement and student academic performance based on the teachers' perspective. The overall estimation model was significant as validated by  $R^2 = 0.07$ ,  $F(1, 109) = 8.61$ ,  $p < 0.05$ . The coefficient of determination ( $R^2$ ) suggest that mission statement only explicated 7% of the disparities in student academic performance while the remaining 93% is

ascribed to other predictor variables disregarded in the regression model. The regression weight ( $\beta = 0.50$ ,  $t = 2.93$ ,  $p < 0.05$ ) indicates that that mission statement significantly and positively influenced student academic performance. Based on the estimated results, it can therefore be concluded that there was significant positive relationship between mission statement and the student academic performance leading to rejection of null hypothesis one ( $H_{01}$ ).

**Table 18: Mission Statement and Student Academic Performance**

<b>SP</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
<b>Constant</b>	7.95	0.52	15.3	0.00
<b>MS</b>	-0.51	0.15	-3.47	0.00
<b>R<sup>2</sup></b>	0.10			
<b>Adj. R<sup>2</sup></b>	0.09			
<b>F (1, 109)</b>	12.06			
<b>Prob &gt; F</b>	0.00			

**Source: Author (2023)**

From the students' perspective, Table 18 indicates that mission statement significantly predicted student academic performance based on regression output  $R^2 = 0.10$ ,  $F(1, 109) = 12.06$ ,  $p < 0.05$ . This suggests that the regression model in overall reveals a statistically significant relationship between mission statement and student academic performance. The coefficient of determination ( $R^2$ ) shows that 10% of variance in student academic performance is accounted for by the mission statement whereas the outstanding 90% is statistically explained by other factors outside the domain of the current study. The regression weight from the estimation model ( $\beta = -0.51$ ,  $t = -3.47$ ,  $p < 0.05$ ) confirms that mission statement is a negative significant predictor of student academic performance. Based on the findings, it can therefore be concluded that there was significant negative relationship between mission statement and the student academic performance leading to rejection of null hypothesis one ( $H_{01}$ ).

The outcome of this study are comparable with the previous empirical works documented in the bulk of empirical literature relating to the link between mission



statement and students' academic performance. Demol (2012) confirmed that the mission statement significantly influenced o performance among Slovenian firms. The findings by Williams *et al.* (2014) which indicated that there was a direct association between the mission statement and performance corroborate the outcome of this empirical investigation. The findings of the current study are also mirror those of Slate *et al.* (2010) found out that the mission statement of both high and low performing schools were largely oriented towards academic excellence. The findings of this study are in tandem with the results reported by Mallot (2013) who suggested that high performing and low performing public schools differ with respect to their mission statements.

#### 4.7.2 Vision Statement and Student Academic Performance

The second objective was to explore effect of the vision statement on the students' academic performance in public secondary schools in Makueni County. Regression analysis was used to estimate the relationship between vision statement and the student academic performance using the null-hypothesis  $H_{02}$ . The upshots is presented in Table 19.

**Table 19: Vision Statement and Student Academic Performance**

SP	$\beta$	SE	t	p
Constant	4.16	0.65	6.39	0.00
VS	0.52	0.16	3.21	0.00
$R^2$	0.09			
Adj. $R^2$	0.08			
F (1, 109)	10.30			
Prob > F	0.00			

**Source: Author (2023)**

Table 19 displays the empirical findings relating to the estimated effect of school vision statement on students' academic performance from the teachers' perspective. The overall regression model was significant  $R^2 = 0.09$ ,  $F(1, 111) = 10.30$ ,  $p < 0.05$ . The adjusted coefficient of determination ( $R^2$ ) reveals that vision statement basically

explained 9% of the variance in students' academic performance whereas the 91% was predicted by other explanatory variables omitted in the econometric model. The regression coefficient ( $\beta = 0.52$ ,  $t = 3.21$ ,  $p < 0.05$ ) suggests that vision statement was a significant positive predictor of students' academic performance. From the findings, it can therefore be concluded that there was significant positive relationship between the vision statement and the student academic performance leading to rejection of null hypothesis two ( $H_{02}$ ).

**Table 20: Vision Statement and Student Academic Performance**

<b>SP</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
<b>Constant</b>	7.83	0.51	15.26	0.00
<b>VS</b>	-0.44	0.13	-3.30	0.00
<b>R<sup>2</sup></b>	0.09			
<b>Adj. R<sup>2</sup></b>	0.08			
<b>F (1, 109)</b>	10.89			
<b>Prob &gt; F</b>	0.00			

**Source: Author (2023)**

The findings presented on Table 20 confirm that vision statement significantly influenced the student academic performance based on estimation results  $R^2 = 0.09$ ,  $F(1, 109) = 10.89$ ,  $p < 0.05$ . This implies that the empirical model in overall affirms a significant linkage between mission statement and student academic performance. The coefficient of determination ( $R^2$ ) indicates that 9% of variation in student academic performance is ascribed to the mission statement while the other 90% is explained by other variables overlooked in the current study. The regression coefficient ( $\beta = -0.44$ ,  $t = -3.30$ ,  $p < 0.05$ ) suggests that the mission statement is a negative significant determinant of student academic performance. From the estimation results, it can therefore be concluded that there was significant negative relationship between vision statement and student academic performance leading to rejection of null hypothesis two ( $H_{02}$ ).

The findings of this study are in line with those of Gambi (2014) who suggested that there was a positive significant influence of vision statement on operational performance among the Danish firms. The outcome of the current empirical inquiry reflect those of Aboramadan (2019) who while cross-sectional dataset gathered from 187 Palestinian banks established that the vision statement positively influence firm performance. In contrast, the empirical results significantly diverge from those Poku (2014) who concluded that vision statement does positively influence corporate performance.

#### 4.7.3 Adhocracy Culture and Student Academic Performance

The third objective was to determine the influence of the adhocracy culture on the students' academic performance in public secondary schools in Makueni County. Regression analysis was employed to probe the relationship between adhocracy culture and the student academic performance using the null-hypothesis  $H_{03}$ . The upshots is presented in Table 21.

**Table 21: Adhocracy Culture and Student Academic Performance**

<b>SP</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>T</b>	<b>p</b>
<b>Constant</b>	4.08	0.76	5.39	0.00
<b>AC</b>	0.56	2.85	2.85	0.00
<b>R<sup>2</sup></b>	0.07			
<b>Adj. R<sup>2</sup></b>	0.06			
<b>F (1, 109)</b>	8.14			
<b>Prob &gt; F</b>	0.00			

**Source: Author (2023)**

Table 21 shows the outcome relating to the link between adhocracy culture and students' academic performance from the teachers point of view. The overall estimation model yielded  $R^2 = 0.07$ ,  $F(1, 109) = 8.14$ ,  $p < 0.05$ . This signifies that adhocracy culture only explained 7% of variance in students' academic performance while the outstanding 93% is accounted for by other omitted variables not taken into consideration in the regression model. The slope ( $\beta = 0.56$ ,  $t = 2.85$ ,  $p < 0.05$ ) affirms

that adhocracy culture was a positive significant determinant of students' academic performance. From the research findings, it can therefore be concluded that there was significant negative relationship between adhocracy culture and student academic performance leading to rejection of null hypothesis three ( $H_{03}$ ).

**Table 22: Adhocracy Culture and Student Academic Performance**

SP	$\beta$	SE	t	P
Constant	8.25	0.68	12.12	0.00
AC	-0.53	0.17	-3.08	0.00
$R^2$	0.08			
Adj. $R^2$	0.07			
F (1, 109)	9.48			
Prob > F	0.00			

**Source: Author (2023)**

The findings presented on Table 22 suggest that adhocracy culture was significantly related to the student academic performance based on empirical upshots  $R^2 = 0.08$ ,  $F(1, 109) = 9.48$ ,  $p < 0.05$ . This indicates that the regression model in overall validates a significant association between adhocracy culture and student academic performance. The coefficient of determination ( $R^2$ ) indicates that 8% of disparities in student academic performance is attributed to the adhocracy culture while the remaining 92% is explained by other omitted variables. The regression weight ( $\beta = -0.53$ ,  $t = -3.08$ ,  $p < 0.05$ ) infers that the adhocracy culture is a negative significant determinant of student academic performance. Based on the study outcomes, it can therefore be concluded that there was significant negative relationship between adhocracy culture and student academic performance leading to rejection of null hypothesis three ( $H_{03}$ ).

The findings of this study are consistent with those of Thurp (2019) who established that adhocracy culture was significantly linked to corporate success. Similar outcome is corroborated by Berrio (2015) who suggested that adhocracy culture an important antecedent for superior organizational performance. Consistent findings are also reported by Cameron and Quinn (2019) who reckon that adhocracy culture spurs

institutional innovation and excellence since it emphasizes on discretion and flexibility over control and stability. The outcomes of this study mirrors the empirical works of Khorasan (2019) who argues that adhocracy creates adaptability, creativity as well as agility which leads into higher performance in terms of innovation.

#### 4.7.4 Market Oriented Culture and Student Academic Performance

The fourth objective was to examine the effect of the market oriented culture on the students' academic performance in public secondary schools in Makueni County. Regression analysis was applied to investigate the relationship between market-oriented culture and the student academic performance using the null-hypothesis  $H_{04}$ . The upshots is presented in Table 23.

**Table 23: Market Oriented Culture and Student Academic Performance**

SP	$\beta$	SE	t	p
Constant	4.08	0.75	5.46	0.00
MOC	0.54	0.17	2.89	0.00
$R^2$	0.07			
Adj. $R^2$	0.06			
F (1, 109)	8.33			
Prob > F	0.00			

**Source: Author (2023)**

Table 4.16 depicts the findings relating to the nexus between market oriented culture and students' academic performance from the teachers standpoint. The overall regression model produced  $R^2 = 0.07$ ,  $F(1, 109) = 8.33$ ,  $p < 0.05$ . This means that market oriented culture simply described 7% of variance in students' academic performance whereas the outstanding 93% is explicated by other variables not included in the empirical model. The slope ( $\beta = 0.54$ ,  $t = 2.89$ ,  $p < 0.05$ ) shows that market oriented culture is a positive significant determinant of students' academic performance. From the study findings, it can therefore be concluded that there was significant positive relationship between market oriented culture and student academic performance leading to rejection of null hypothesis four ( $H_{03}$ ).

**Table 24: Market Oriented Culture and Student Academic Performance**

<b>SP</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
<b>Constant</b>	8.14	0.58	13.92	0.00
<b>MOC</b>	-0.50	0.15	-3.42	0.00
<b>R<sup>2</sup></b>	0.10			
<b>Adj. R<sup>2</sup></b>	0.09			
<b>F (1, 109)</b>	11.67			
<b>Prob &gt; F</b>	0.00			

**Source: Author (2023)**

From the students' perspective, Table 24 confirms that market oriented culture was significantly associated with the student academic performance based on estimation results  $R^2 = 0.10$ ,  $F(1, 109) = 11.67$ ,  $p < 0.05$ . This suggests that the estimation model in overall confirms a significant linkage between markets oriented culture and student academic performance. The coefficient of determination ( $R^2$ ) shows that 10% of variance in students' academic performance is ascribed to the market oriented culture while the other 90% is explicated by other variables ignored in the estimation process. The regression coefficient ( $\beta = -0.50$ ,  $t = -3.42$ ,  $p < 0.05$ ) suggests that the market oriented culture is a negative significant predictor of student academic performance. From the results, it can therefore be concluded that there was significant negative relationship between market oriented culture and student academic performance leading to rejection of null hypothesis four ( $H_{04}$ ).

The outcome of this study agree with those of Narver and Slater (2010) who established organizational culture creates the necessary three behavioral components of market orientation and this has significant influence on corporate performance. Analogous findings is also evident from the empirical works of Shapiro (2013) who documented that market oriented culture is a key component of organizational operational performance. The findings of this study are also consistent with what was reported by Ruekert (2012) who suggested that market orientation has significant impact on firm performance.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the key findings of the study based on the study objectives. On the basis of the study findings, numerous conclusions are drawn on the account of explicit outcomes of every objective that was studied. The study's contributions towards theory improvement, management practice and policy formulation is also elaborated in this chapter. Furthermore, this chapter makes recommendations for further research.

#### **5.2 Summary of Findings**

This sub-sections presents the summary of the key findings that were obtained after analyzing the empirical data.

##### **5.2.1 Mission Statement and Student Academic Performance**

Based on the five specific objectives guiding the study, consistent findings are documented in regard to the extant empirical literature. The first objective was to investigate the influence of the mission statement on the students' academic performance in public secondary schools in Makueni County. The findings revealed that mission statement was a positive significant predictor of students' academic performance from teachers' point of view while mission statement on the other hand is a negative significant predictor of student academic performance from the student's standpoint. This implies that the teachers agreed that a mission statement has a positive impact on the performance of students while the students do not see any relationship between the mission statement and their performance in school.

### **5.2.1 Vision Statement and Student Academic Performance**

The second objective was to explore the effect of the vision statement on the students' academic performance in public secondary schools in Makueni County. The estimation results suggest that vision statement positively and significantly correlated with students' academic performance from the teachers' viewpoint whereas in contrast, vision statement was a negative significant determinant of student academic performance from the students' point of view. It therefore refers that as much as the teachers indicate that the school vision will have positive influence in students', performance the students don't see any relationship between the vision statement and their performance in school.

### **5.2.1 Adhocracy Culture and Student Academic Performance**

The third objective was to determine the influence of the adhocracy culture on the students' academic performance in public secondary schools in Makueni County. The results confirmed that adhocracy culture significantly and positively influenced students' academic performance from the teachers' point of view while on the contrary, adhocracy culture was a negative significant predictor of students' academic performance from the students' standpoint. The teachers imply that the adhocracy culture has positive influence on students' performance while the students don't agree it has influence based on the analysis.

### **5.2.1 Market Oriented Culture and Student Academic Performance**

The fourth objective was to examine the effect of the market-oriented culture on the students' academic performance in public secondary schools in Makueni County. From the teachers' perspective, the findings revealed that market-oriented culture positively and significantly related with the students' academic performance. In contrast, market-oriented culture was significantly and positively associated with the students' academic



performance from the student's point of view. From the data analyzed it can be deduced that market oriented culture has a positive influence on the students from the teachers point of view while the students view market oriented culture as having a negative influence on their performance.

### **5.3 Conclusions of the Study**

From the empirical findings, this study draws a continuum of vital conclusions. Apparently, there is notable convergence in empirical findings with the previous empirical studies in regard to the relationship among school organizational culture, institutional characteristics and students' academic performance. Though the findings show the significant linkage among the study variables, the direction of the relationship however varies among the teachers and the students' perspectives. The study's upshots complement the theoretical propositions of organizational culture assessment and organizational configuration theories.

The study documented a positive significant association between each indicator of the school organizational culture (mission statement, vision statement, adhocracy culture and market-oriented culture) and students' academic performance from the teachers' viewpoint. A plausible explanation is that teachers perceive mission statement to constitute the purpose, values/philosophy, excellence and societal concerns which are key ingredients for students' academic performance. In contrast, a negative significant linkage between each indicator of the school organizational culture (mission statement, vision statement, adhocracy culture and market-oriented culture) and students' academic performance from the students' perspective. Therefore, the conclusion is that students have inherent dislike for rules and regulations and often perceive the school organizational culture as retributive and in most cases prefer operating in purview of their self-made set of rules.

## **5.4 Contributions of the Study**

The findings of this empirical investigation enrich literature in three ways. To begin with, it makes valuable contribution to theory and knowledge development, and more precisely, organizational culture assessment theory and organizational configuration theory. Secondly, it positively contributes to management practice. Third, it makes noteworthy contribution to policy formulation which guides the economic growth. Lastly, the study adds to methodological rigor.

### **5.4.1 Theory and Knowledge Development**

This study makes valuable contribution to augmentation of the organizational culture assessment theory advanced by Cameron and Quinn (2009). The findings of this study supplements organizational culture assessment theory in developing market context by strengthening the argument that institutional performance is a function or organizational culture. The outcome complements numerous types of organizational cultures such as hierarchy culture which stresses on the smooth operations within an institution via implementation of various rules and policies; adhocracy culture which gives credence to innovation and transformation and market culture which emphasizes on perfection in execution of diverse tasks.

Likewise, the upshots of this study make significant contributions to the organizational configuration theory popularized by Mintzberg (1983). The findings of this study validate the tenets of institutional configuration in terms of simple structures, professional and machine bureaucracy, divisional organization, idealistic organization, institutional politics as well as adhocracy. The school organizational culture therefore is deeply embedded on the institutional configuration.

The outcome of this empirical inquiry plays an essential role in expanding the frontiers of knowledge in regard to the relationship between school organizational culture and

student academic performance. Specifically, the study employed an extensive range of school organizational culture indicators (mission statement, vision statement, adhocracy culture and market-oriented culture) to probe its probable association with the students' academic performance. The adoption of diverse set of metrics provides a holistic approach to operationalizing the school organizational culture. Contrary to the bulk of the previous empirical works that have been largely bivariate in nature; that is investigating the direct linkage between the school organizational culture and student academic performance; this empirical investigation offers sufficient evidence that the relationship is not often direct but it is intervened (mediated) by an array of vital external factors. The estimation results suggest that institutional characteristics is an essential intervener which bridges the link between the school organizational culture and student academic performance. This study contributes significantly to methodological rigor by employing other unique complementary methods such as Sobel test (normal test theory) for testing intervening (mediation) effect.

#### **5.4.2 Policy Implication**

The study findings make valuable contributions to policy formulation both at the national and county levels. The outcome of this study is useful to the school heads and other institutional practitioners in appraising, re-examining and reconfiguring the school organizational culture so as to enhance performance in terms of academic excellence as well as operational performance. The findings of this study present diverse perceptions from the teachers and students' standpoints and this will help the educationists especially those at the management level to synchronize diversity and come up with a universally acceptable school organizational culture that can be applied across public secondary schools.

### **5.4.3 Management Practice**

The outcome of this study makes significant contributions to the management practice. The findings provide guidance and direction to the school administration regarding the potential benefits of sound school organizational culture. The empirical findings adduce sufficient evidence that students' academic performance is principally hinged on robust school organizational culture. The integration of school organizational culture into institutional decision-making process has a momentous impact on overall students' academic performance. The results help the head teachers and the school board to understand that the school organizational culture influences certain institutional factors which in turn has an implication on the overall student academic performance.

### **5.5 Recommendation**

This study recommends that future studies should consider adopting different measures to operationalize the study variables (school organizational culture, institutional characteristics and student performance). Future studies can employ other metrics to measure school organizational culture such as rational culture, development culture, group culture and hierarchical culture. Future empirical studies should consider measuring student performance holistically to include other dimensions such as level of discipline and extra curricula activities as opposed to academic excellence only.

This study utilized data from one county in Kenya, and more specifically Makueni County to probe the relationship between the school organizational culture and students' academic performance. As a result, the outcome of this empirical inquiry might not be applicable or generalizable to other counties in Kenya due to disparities in terms poverty level, climatic conditions, security issues, water resources, accessibility, proximity to urban areas among others. Future studies can address these

shortcomings by utilizing more comprehensive data from cross-county samples so as to alleviate these intrinsic weaknesses.

Furthermore, the study encompasses only of public secondary schools and findings could be different if private schools were included in the sample. Since the schools' organizational cultures of public and private schools vary significantly owing to their inherent characteristics, the study recommends that future studies should consider focusing on private secondary schools which are less subject to stringent government regulations.

While the current study is bivariate in nature, focusing primary on two major variables (school organizational culture and the students' academic performance), future investigations should consider integrating of other essential control variables such as mediators and moderators such as the principals academic levels, leadership style, teacher motivation and teamwork and support from the stakeholders to extend the rigor of direct relationship between the school organizational culture and students' academic performance. For instance, the size of the school can be employed as a moderator and student motivation level as a mediator. Moreover, future empirical works may consider the integrating a larger number of moderators and mediators so as to allow the application of other novel empirical strategies such as multi moderation, multi mediation models mediated-moderation as well as moderated-mediation. This potentially augments the methodological rigor.

Finally, vast of the past empirical woks alongside the current study have extensively applied cross-sectional datasets to investigate the relationship between the school organizational culture and students' academic performance in diverse contexts. Future empirical investigations should look at the likelihood of utilizing longitudinal data to determine whether analogous findings can be obtained. The longitudinal investigations

offer an opportunity to probe the link between the school organizational culture and students' academic performance over a longer period of time by taking into account the temporal variations rather than merely evaluating the correlation between the study variables. Particularly, future studies should consider using panel datasets which combines both cross-sectional and time-series aspects under scrutiny. The key advantage of longitudinal studies is that it allows utilization of explicit individual components in the empirical models hence making it possible to control heterogeneity across specific subjects.

### **5.6 Suggestions for Further Research**

The study found interesting revelations on school routines, customs and values that may positively or negatively influence students' academic performance. It therefore recommends a detailed study to establish the level at which school customs and ethos influence students' academic performance in public secondary schools. Secondly, a study can be done to explore various school leadership styles and their influence on students' academic performance in secondary schools in Kenya. Lastly, a detailed study can be done to establish the influence of social relationships and its effect on students' academic performance in secondary schools.

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## APPENDICES

### Appendix I: Letter of introduction

**MAASAI MARA UNIVERSITY**

**DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION**

**P.O. BOX 861, 20500**

**NAROK**

THE HEADTEACHER,

PO BOX.....

**Dear Sir/ Madam,**

I am a post graduate student in Maasai Mara University taking a Doctor of Philosophy (PhD) in Educational Administration. As part of my study am required to carry out a research to determine relationship b between organizational culture and students KCSE academic performance in public secondary schools in Makueni county Kenya

I therefore request you to participate in this study by filling in the questionnaires provided. The information you give will be treated for research purpose only and without most confidentiality. It is not intended to evaluate teacher's personal Performance as an individual. I further request not to reveal your personal name or name of your institution anywhere on the questionnaire

Thank you.

**Yours faithfully**

**Jackline Muthama**

**Maasai Mara University**

## **Appendix II: Heads of Department (HoDs) Questionnaire**

This questionnaire is seeking information concerning THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL CULTURE AND STUDENTS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN MAKUENI COUNTY. You are requested to take part of your few minutes to answer the following questions in relation to the said phenomenon. Your answers will be treated confidentially and will only be used for the intended purpose (PhD study).

### **Section A: Demographic Information**

Instructions: For items i-iv please answer by putting a tick (√) or provide information as required.

1. Type of your school: (a) Boys [ ] (b) Girls [ ] (c) Mixed [ ]

2. Status of your school:

(a) Boarding [ ] (b) Day [ ]

(c) Mixed (boarding and day) [ ]

3. Your gender Male [ ] Female [ ]

4. Period served as a head of department in the present school

a) 1 – 5 years [ ]

b) 6 – 10 years [ ]

c) 11 – 15 years [ ]

d) 20 years and above [ ]

### **Section B: Mission Statement and Students Academic Performance**

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your mission statement.

1 = Strongly Disagree    2 = Disagree    3 = neither Agree nor Disagree 4 = Agree  
 5 = Strongly Agree

<b>Mission Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Our school mission has performance as the backbone of all operations.					
2. Students and teachers have internalized our mission.					
3. The school mission is regularly referred to when encouraging performance.					
4. The school mission is clear to all in this school.					
5. Progressive mean index improvement has persisted year to year as reflected the mission statement					

**Section C: Vision Statement and Students Academic Performance**

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your vision statement.

1= Strongly Disagree    2= Disagree    3 = neither Agree nor Disagree 4= Agree  
 5= Strongly Agree



<b>Vision Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6. Our school vision has performance as the backbone.					
7. Students and teachers take our school vision. Seriously as a guide					
8. The school vision is regularly referred to when encouraging performance.					
9. The school vision is clear to all in this school as the basis of academic performance.					
10. The performance analysis is reviewed in relation to the vision.					

#### **Section D: Adhocracy Culture and Students' Academic Performance**

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your adhocracy culture.

1= Strongly Disagree      2= Disagree      3 = neither Agree nor Disagree      4= Agree  
5= Strongly Agree

<b>Adhocracy</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11. There is a liberty form of culture practiced in this school.					
12. Non strictness culture influences the academic performance in this school at a very significant rate.					
13. The students have complete freedom do acceptable things in their own way in the school.					
14. This school greatly encourages students to be independent and operate within undefined limits.					
15. Teachers are allowed to come up with own initiatives in teaching					

### Section E: Market Oriented Culture and Students Academic Performance

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your school culture.

1= Strongly Disagree      2= Disagree      3 = neither Agree nor Disagree 4= Agree  
5= Strongly Agree

<b>Market Oriented Culture</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16. This school embraces a culture of training students on what the market needs.					
17. The school socialization pays attention to what is happening in the outside world.					
18. Students in this school are allowed to align their thoughts to the outside community					
19. The academic performance in this school is influenced by the student's orientation and behaviour					

### Section F: Institutional Characteristics and Students Academic performance

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your school institutional characteristics.

1= Strongly Disagree      2= Disagree      3 = neither Agree nor Disagree 4= Agree  
5= Strongly Agree

<b>Institutional Characteristics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
20. There is no canning in our school.					
21. Failure to pay school fees in time leads to increased rate of student absenteeism					
22. The government policy on 100% transition rate has but a lot of strain on resources thus affecting student performance					
23. Our school has adequate resources in terms of equipped labs as well as library(s)					

Thanks for your cooperation

### Appendix III: Students Questionnaire

This questionnaire is seeking information concerning THE RELATIONSHIP BETWEEN SCHOOL ORGANIZATIONAL CULTURE AND STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN MAKUENI COUNTY. You are requested to take part of your few minutes to answer the following questions in relation to the said phenomenon. Your answers will be treated confidentially and will only be used for the intended purpose (PhD study).

#### Section A: Respondents Demographic Information

Instructions: For items i-iv please answer by putting a tick (√) or provide information as required.

Type of your school: (a) Boys [ ] (b) Girls [ ] (c) Mixed [ ]

Status of your school: (a) Boarding [ ] (b) Day [ ]

(c)Mixed (boarding and day) [ ]

Your gender Male [ ] Female [ ]

#### Section B: Mission Statement and Students Academic Performance

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding the schools' mission statement.

1 = Strongly Disagree      2 = Disagree      3 = neither Agree nor Disagree      4 = Agree  
5 = Strongly Agree

Mission Statement	1	2	3	4	5
1. All students have memorized the school mission statement					
2. The school mission statement motivates me to work hard					

3. The student leaders keep quoting the mission statement on parade					
4. The school mission is visible in our school					
5. Commitment to the mission statement by the students is key in improved the schools mean core.					

**Section C: Vision Statement and Students Academic Performance**

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your vision statement.

1= Strongly Disagree      2= Disagree      3 = neither Agree nor Disagree 4= Agree  
5= Strongly Agree

<b>Vision Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6. The students have memorized the schools vision statement and know it by heart.					
7. The school vision guides our daily activities in the school.					
8. The teachers occasionally refer to the school vision when making speech and in class					
9. The school vision gives direction in the attainment of students' academic objectives					
10. The performance of the students can be attributed to the school vision.					

**Section D: Adhocracy Culture and Students' Academic Performance**

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your adhocracy culture.

1= Strongly Disagree      2= Disagree      3 = neither Agree nor Disagree 4= Agree  
5= Strongly Agree

<b>Adhocracy Culture</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
11. Generally, there is a student's form of culture practiced in this school.					
12. There is a flexible culture which influences students' performance in the school					
13. The students have some freedom do acceptable things in their own way in the school.					
14. The school encourages students to be independent and operate within defined limits.					
15. Students are allowed to come up with their own initiatives of learning.					

### **Section E: School Culture and Students Academic Performance**

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your school culture.

1= Strongly Disagree      2= Disagree      3 = neither Agree nor Disagree 4= Agree  
5= Strongly Agree

<b>Market Oriented Culture and students KCSE Academic performance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16. This school embraces a culture of training students on what the market needs.					
17. The school socialization pays attention to what is happening in the outside world.					
18. Students in this school are allowed to align their thoughts to the outside community					
19. The academic performance in this school is influenced by the student's orientation and behaviour					

### **Section F: Institutional Characteristics and Students Academic Performance**

Please tick (√) appropriately to indicate the extent to which you agree or disagree with the following statements regarding your school institutional characteristics.

1= Strongly Disagree      2= Disagree      3 = neither Agree nor Disagree 4= Agree

5= Strongly Agree

<b>Institutional characteristics</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
20. There is no canning in our school.					
21. Failure to pay school fees in time leads to increased rate of student absenteeism					
22. The government policy on 100% transition rate has but a lot of strain on resources thus affecting student performance					
23. Our school has adequate resources in terms of equipped labs as well as library(s)					

Thanks for your cooperation





**Appendix V: Work plan**

Activity	Feb, 2018 – May, 2020	June, 2020	July, 2020	Aug -Sept, 2020	Oct, 2020
Proposal writing and corrections					
Proposal defense					
Data collections					
Project writing and presentations					
Project corrections					
Final submission					

### Appendix VI: Research Budget

Activity/Item	Unit Cost in Ksh	Quantity	Amount in
Pens	20 per piece	300	6,000
Typing proposal	50 per page	56 pages (1 copy)	2,800
Typing corrected proposal pages	12.75 per page	100 pages from 6 times correction	7,650
Typing thesis	30 per page	150 pages (1 copy)	4,400
Typing corrected thesis pages	50 per page	100 pages from 6 times correction	5,000
Printing proposal	15 per page	56 pages (10 copies)	8,400
Printing thesis	15 per page	150 pages (15 copies)	24,750
Binding proposal and thesis	50 per copy	25 copies	1,250
Internet			8,000
Transport during data collection	100 per kilometer	100 kilometers	10,000
Self-subsistence	300 per day	12 days	3,600
			81,850
Contingencies (10%)			8,185
<b>Total</b>			<b>90,035</b>

### Appendix VII: Map of Study Area



## Appendix VIII: Research Authorization



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION**

**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Email: [cdemakueni@gmail.com](mailto:cdemakueni@gmail.com)  
When replying please quote

County Director of Education Office  
P.O. Box 41-90300  
**MAKUENI**

MKN/C/ED/5/33 VOL.II/141

7<sup>th</sup> November, 2022

Jackline Kalekye Muthama  
Maasai Mara University  
**NAROK**

### RESEARCH AUTHORISATION FOR JACKLINE KALEKYE MUTHAMA

This office is in receipt of a letter from the Director General, National Commission for Science Technology and Innovation (NACOSTI /P/22/21451) dated 2<sup>nd</sup> November, 2022 Ref. NO. 478562 on “THE PERCEPTION OF TEACHERS AND STUDENTS ON THE RELATIONSHIP BETWEEN SCHOOL ADMINISTRATION CULTURE AND STUDENTS’ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS, in Makueni County -Kenya” for the period ending 2<sup>nd</sup> November, 2023.

Following this authorization, you are allowed to proceed with your research as requested.

Dr. Samson Arodi  
For County Director of Education  
**MAKUENI**



## Appendix IX: Research Permit



**Maasai Mara University**  
**BOARD OF POSTGRADUATE STUDIES**  
**OFFICE OF THE DIRECTOR**

P.O. BOX 861 – 20500  
Narok, Kenya [www.mmarau.ac.ke](http://www.mmarau.ac.ke)

Tel: +254 – 20 -2066042  
+254 – 20 - 8081874

6<sup>th</sup> October, 2022

**RESEARCH PERMITS SECTION**  
**NACOSTI**  
**UTALII HOUSE**

**REF: JACKLINE K. MUTHAMA (REG. NO. DE01/4006/2012)**

We wish to confirm that the above named is a bona fide PhD student at Maasai Mara University pursuing PhD in Educational Administration in the School of Education. Her proposed research is *'The Perceptions of Teachers and Students on the Relationship between School Administrative Culture and Students' Academic Performance in Public Secondary Schools'*. She would like to apply for a research permit from NACOSTI before she can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue her with a research permit.

MAASAI MARA UNIVERSITY  
Faithfully yours, - 20500  
NAROK  
R.A.M. OCT 2022

**Prof. Romulus Abila, PhD.**  
**Director, Board of Postgraduate Studies**

[abila@mmarau.ac.ke](mailto:abila@mmarau.ac.ke), <https://orcid.org/0000-0001-8762-7153>

## Appendix X: Nacosti

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
RefNo: <b>478562</b>	Date of Issue: <b>02/November/2022</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Ms. JACKLINE KALEKYE MUTHAMA of Maasai Mara University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Makueni on the topic: THE PERCEPTIONS OF TEACHERS AND STUDENTS ON THE RELATIONSHIP BETWEEN SCHOOL ADMINISTRATION CULTURE AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS, MAKUENI COUNTY, KENYA for the period ending : 02/November/2023.</b>	
License No: <b>NACOSTI/P/22/21451</b>	
<b>478562</b> Applicant Identification Number	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	Verification QR Code 
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR. Code using QR. scanner application.	
See overleaf for conditions	

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**  
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation(NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: dg@nacosti.go.ke  
Website: www.nacosti.go.ke