SCHOOL CULTURE AND ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN MOMBASA COUNTY

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT

MOI UNIVERSITY

2022

DECLARATION

Declaration by Candidate

This is my original work and has not been previously presented or submitted for the award of degree in any other university. No part of this thesis may be reproduced without prior permission of the author and or Moi University.

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This thesis has been submitted for examination with our approval as the University Supervisors

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DEDICATION

This thesis is dedicated to my parents; Dr Reverend David Randu and late Lois Randu

for their teaching, support, sacrifice and encouragement throughout my life.

ACKNOWLEDGEMENTS

ABSTRACT

The annual KCSE results for the secondary schools in Mombasa County had for many years been dismal compared to other counties nationally. From 2012 to 2016 cumulatively only 38 schools out of 166 of schools studied had a mean grade of C+ and above while 128 had below C+ grades. The purpose of this study was to determine two types of school cultures high performing and low performing and how they influence academic performance in selected secondary schools in Mombasa County, Kenya. The objectives studied were; to describe school cultures in both high performing schools and low performing schools, to analyze KCSE performance scores in secondary schools in Mombasa County from 2012 to 2016 and finally to determine if there is any relationship between school culture and academic performance. The study was informed by Cognitive anthropology theory of Goodenough and Walberg's theory of educational productivity. Mixed methods research rooted in Pragmatism was used. Qualitative and quantitative approaches have been used concurrently. The study applied descriptive survey design. The target population was all the principals, teachers and students from selected 98 high and low performing schools. Stratified, purposive and simple random sampling were used in this study. Stratified sampling was used to select the category of schools, the 28 principals, 202 teachers and 457 students from a sample of 24,878 individuals. Questionnaires, interview schedules and document analysis were used to collect data for this study. Checking of reliability and validity of research instruments was done. Descriptive statistics used were means, frequency, standard deviation and percentages. Inferential statistics used multivariate regression analysis, factor analysis, chi square and Pearson coefficients of correlation were used to test the relationships between school culture and academic performance. The research findings show that the culture in High performing secondary schools in Mombasa County are influenced by superior entry behavior for form one, the learners' good general and self-discipline and the utilization of forming learners' community or study groups to enhance completion of tasks for a common purpose. In contrast, the Low Performing Schools (LPS) were hindered from good performances by the lower average KCPE entry marks, the failure by their leadership to provide adequate resources, and the too low levels of general and self-discipline, and over engagement in games, which lead to insufficient time on task by the students, although they have a redeeming good utilization of the learners' community. The culture model in HPS has four factors while that of LPS has five factors. On the basis of those findings this study recommends that HPS principals should increase supervision of teachers' lessons, reinforce strict bedtime and rising times, provide sufficient resources, encourage more participation in games and enforce the language policy. Principals of LPS should address not only the low entry marks, poor discipline and poor provision of resources, but also limit the participation in games and sports at the expense of academic work. In conclusion differences in the school cultures in secondary schools in Mombasa are responsible for the differences in performance. This study will benefit education stakeholders, researchers, principals, teachers, and students.

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ABBREVIATIONS AND ACRONYMS

HPS   High Performing Schools

KCSE   Kenya Certificate of Secondary Education

KNEC   Kenya National Examination Council

LPS   Low Performing Schools

MOE   Ministry of Education

KCPE   Kenya Certificate of Primary Education

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter provides a background the background of study, statement of the problem under investigation, purpose and objectives of study, questions that guided the research and significance of the research. Research hypothesis, assumptions of the study, theoretical perspective, conceptual framework, operationalizing of the variables and justification of the study has also been discussed. In addition to the above there is scope and limitations of the study, definition of key terms, understanding of Kenya's public secondary education system. Finally, there is the chapter summary.

This research discusses school culture and academic performance in selected secondary schools in Mombasa County. Academic performance in Mombasa County has been quite low, from 2012-2016. Kenya Certificate of Secondary examination results have been declining drastically as shown in Table 1.1. There schools that used to perform well, former academic giants like Shimo la Tewa, Alidina Visram, Coast Girls and The Star of the Sea secondary schools are not shining in national examinations any more. These schools have been overtaken by other high performing schools. Majority of the schools in Mombasa County are in the low performing category. This has led to joblessness of youth, increase of vices such as violence, sexual immorality, drug abuse, depression and suicide cases and criminal gangs (Keah, 2020)

School culture which is made up of the deep patterns of values, beliefs and traditions that form over time and form parts of school's history influence academic performance (Deal & Peterson, 1991). The high performing and low performing school's academic performance could be related to school culture.

1.2 Background to the Study

Every year, parents and form four candidates hope to get a good grade after the Kenya certificate of secondary examination. This is because of the implied benefits associated with good grades in this country Regier (2011). Academic performance is a key concern for educational researchers because failure in the national examination's spells doom for the students whose life becomes uncertain and full of despair. Academic performance determines whether the students will proceed to university or not (Nyagosia, Njuguna & Waweru, 2013).

While writing on the importance of academic success, conducted by Saskatchewan school boards association observed that Academic success is important because adults who are academically successful are more likely to be employed, have more employment opportunities and earn higher salaries than those with less education and, are less likely to engage in criminal activity. This observation is supported by Vinnerljung (2015), who asserts that School performance is a very good predictor of what happens to the future of children, not just the kind of education they get or the jobs they get, but to a whole host of other things they get. He continues to say that good performance in examinations reduces criminality, substance abuse, and children child birth (early pregnancies) and welfare dependence and so in order to improve their life chances; (we) simply have to help them do better in school. Furthermore, examinations are used above all to identify and define those adjudged suitable to proceed to the next stage of education (Yara, 2011).

All the above points to the importance of the school environment in which the teaching and learning takes place. Actually, as Yara (2011) points out, schools are in a sense factories in which raw children are shaped and finished to meet the various demands of

life and that advancement in social, economic and academic life is solely based on students' performance in examinations.

Good performance is generally understood to be acquisition of top-quality grades at national examinations particularly those that meet the minimum requirements for admission into universities and top colleges in Kenya and elsewhere. From table 1.1, we see that between the years 2012 to 2016 period, the cut-off mean grade for entry into Kenyan universities was C+ (7 points), on a system based on a numeric point scale from 1 to 12, and an expanded letter grade ranging from E to A, where E =1 point, while A=12 points. Only 21% (2012), 25% (2013), 26.4% (2014), 23.5% (2015), and 17.6% (2016) of the secondary schools in Mombasa County met the university entry mean grade of C+. The higher percentages (majority) of the students in those years didn't make it to the more profitable career paths.

Table 1.1: Performance trends for Mombasa County secondary schools between 2012 and 2016

	2012	2013	2014	2015	2016
No of Mombasa schools with mean grade C+ (7.0 points and above) university entry cut off points	7 (21%)	8 (25%)	9 (26.4%)	8 (23.5%)	6 (17.6%)
No of Mombasa schools with mean grade of below c+ (below 7.0 points)	25 (79%)	24 (75%)	25 (73.5%)	26 (76.4%)	28 (82.3%)
Total	32 (100%)	32 (100%)	34 (100%)	34 (100%)	34 (100%)

Source: MOE Mombasa County, 2017

To further illustrate the level of performance for Mombasa schools in comparison to other counties the school ranking system for the 2013 KCSE results was informative. Table 1.2 vividly shows that while Nairobi had 13 schools in the top 100 schools in the country, and Kiambu had 6, Mombasa only managed to place only one school in the

first hundred top schools. The trend is similar for the previous two years of 2012 and 2011, and the latter 2015 to 2016. This shows there is a variation of some school-based factors that lead to the differences in these performances, which coalesce into supportive and non-supportive school cultures.

Table 1.2: No of top 100 schools in Kenya according to county

Name of county	2011	2012	2013	2014	2015	2016
Nairobi	12	14	13	16	10	15
Kiambu	6	7	6	3	5	6
Mombasa	1	1	1	2	3	3

Source: Ministry of Education (2011-2016)

The relationship between school culture and academic achievement is becoming increasingly evident. Most reviews of the effective school literature point to the consensus that school culture and climate are central to academic success (Mackenzie, 1983). There is no single definition of school culture but there are several commonalities across multiple definitions (Deal & Peterson, 1999) and as the "deep patterns of values, beliefs and traditions that have been formed over the course of the schools' history (Deal & Peterson, 1991). In contrast, Phillips (2003) defined school culture as the beliefs, attitudes and behaviors that characterize a school in terms of how people treat each other, the extent to which people feel included and appreciated. However, Wagner (2000) describes school culture as shared experiences both in and out of school traditions and celebration, a sense of community of family and team. These definitions of school culture are somehow summarized by Oyetunji (2009) who observed that the school culture is a totality of what goes on in a school in terms of beliefs, norms, values, all of which have an impact on performance.

According to Bulris (2009) a students' chance for success in learning cognitive skills is heavily influenced by the culture of the school. Regarding academic performance in

Dutch schools, Masloswki (2001) studied components of school culture and values such as bureaucracies, human side of administration, innovation and adaptation all of which he found to influence academic performance. A study by Kiplimo (2013) on organizational culture on Hill primary school found that school cultures, artifacts, religious principles, discipline, motivation of teachers and pupils, free interaction of students and teachers, peaceful environment, subject panels and guiding and counseling promote high academic achievement.

Odude (2013) investigated the factors influencing academic performance in Kenya certificate of secondary education examinations in private schools in Westland's division in Nairobi, Kenya. In his study he found that   physical facilities in terms of cleanliness and in good state of repair, professional qualifications, experience of teachers and the family size of the student, which all, except family size had a positive impact on performance in K.C.S.E. However, she did not check on the influence of school culture elements on performance.   Kieti (2017) has cited factors such as lack of facilities in school, lack of teachers, student indiscipline, unfavorable home environment, low intelligence and anxiety of students as factors affecting academic achievement.

The various categories of schools in which students undertake their schooling provide various cultural environments. For example, students in boarding schools in Kenya, are in a cultural environment that allows them to cover the syllabus in time and are exposed to more remedial exercises because they are ever in school as compared to day schools which are characterized by absenteeism of both teachers and students which lead to non-completion of the syllabus in a given year (Yara, 2011). The boarding schools affords the students and teachers more time on their tasks by utilizing both day and evenings to study compared to day schools which have only day time for academic

engagements. According to Yara (2011), this observation was supported by the findings of Maundu (1986).

Most schools in Mombasa County are day schools, hence the importance of seeking to understand the school cultural factors that influence performance in national examinations for schools in Mombasa County of Kenya. If the results presented in table 1.3 and 1.4 were to be used to gauge the effectiveness of the cultures in Mombasa secondary schools, then one obvious inference would be that their cultures do not seem to yield high performances at national examinations cited above.

The above literature has demonstrated the existence of two types of school cultures each of which leads to either high or low academic performance. The first type is for high performance a school which is examined in the next section, and the second type is for the low performing culture which will be dealt with immediately thereafter.

Purkey and Smith (1983) observed in their findings that effective high performing schools correlated positive school culture and academic quality. Effective schools can be defined as institutions that display: a) a clear school mission; b) effective instructional leadership and practices; c) high expectations; d) a safe, orderly and positive environment; e) maximum use of instructional time; f) frequent monitoring of student progress; and g) positive home-school relationships (Fullan, 2000).

Levine and Lezotte (1990) identified nine characteristics of unusually effective schools. The first they mention is productive school climate and culture. According to both authors, an orderly environment is rather associated with interpersonal relationships, than with regulation. They note that discipline is derived from belonging and participating rather than rules and regulations. Other effectiveness enhancing factors are faculty, cohesion, collaboration, consensus, communications and collegiality.

Purkey and Smith (1983) further assert that schools that demonstrate high standards of achievement in academics, have a culture characterized by well-defined goals that all members of the school such as administration, faculty and students value and promote.

Mackey (2016) studied the relationship between school culture element of instructional leadership and performance in Kentucky elementary schools and reported that school culture has a significant effect on student outcome. Furthermore, her findings were from schools in which teachers had strong perceptions of the capability of their students. Students in Schools where teachers have positive believes in the capability of their students tend to have high levels of academic performance. More specifically a school principal who has good instructional leadership qualities plays an important role in the development of a high-performance school culture.

Bulris (2009) carried out a meta-analysis research on student achievement which examined the effect of the size of school on student achievement as an indicator of teacher effectiveness. The study involved 3,378 pupils of grade K-12 in several United States of America's public schools. The purpose of the study was to examine the relationship between the principal's leadership practices as mediated through school culture and improved teacher effectiveness as measured by student achievement. The findings of the study showed that the principal's leadership qualities impact student achievement through indirect or mediating factors. Furthermore, the school culture is an important factor in improving student performance. Lastly there was a moderately strong correlation between school culture and teacher effectiveness as measure of student achievement.

Closer home, Cheben (2015) studied the influences of institutional and learner's characteristics in public day secondary schools academic performance in Trans Nzoia

and West Pokot counties in Kenya. He established the following characteristics in high performing schools. First, high entry behavior of students significantly influenced performance; second, teachers' competencies such as professional development courses contributed to effective performances as teachers; the third factor influencing good performance was a long experience in teaching examination classes; Fourth, well performing schools had adequate teaching and learning resources and the fifth factor was that parental levels of education contributed to improved academic performance of learners. These factors describe the learning environment of the students which is an element of school culture.

Similarly, the study by Mutua (2014) of Matungulu district in Machakos County revealed the following aspects, students who had predicted better grades had better grasp of the school's mission, vision and values, all of which positively influenced students' performance. In addition, communication through assemblies on students' performance had a strong influence on KCSE performance. Another school culture component found in this study was motivation of students through prize giving ceremonies. Students who did well in KCSE were rewarded at a public function these motivated others to work hard. Continuous assessment tests were administered and effectively monitored hence instilling confidence of learners by ensuring that they were ready for KCSE examination.

Kiplimo (2013) carried out a case study of Hill Primary School in Uasin Gishu because it had been continuously performing well for a number of years. The researcher observed that Hill Primary school had well written rules for students. These rules were meant to maintain order and discipline. The school had well written rules for the students. These school rules were communicated to students by students. Students had learning communities which discussed subject topics and questions. Teachers and

pupils were motivated by the school administration. The school also had guidance and counseling sessions. The school chaplain developed biblical themes to guide the school in spiritual matters. Apparently, maintaining good order and spirituality among students through rules and spiritual sermons helped them concentrate their time on their tasks and hence their academic performances were good. In addition, Waseka and Simatwa (2016) study of 176 secondary schools which included high and low performing schools in Kakamega County, established that students who participated in sports and co-curricular activities had better chances of performing better academically.

In summary, the literature shows that high performing schools have the following in common: principals had effective instructional leadership; there was maximum use of instructional time; well-defined goals and better grasp of the school's mission, vision and values; maintenance of discipline, good order and spirituality among students; Students had learning communities which discussed subject topics and questions; competent teachers and motivation of students through prize giving ceremonies.

Turning now to low performing schools, there are several researches done to explain their behavior in terms of their inherent cultures. In Tanzania, for example, a study carried out by (Mussa, 2015) in Kinondoni district in Tanzania on the role of school discipline on students' academic performance in Dar-es Salaam in Tanzania. Mussa (2015) study was on high and low performing schools. As far as low performing schools was concerned, the study revealed the following. The least performing schools in Kinondoni (Tanzania) had more discipline problems hence affecting academic performance. Students violated school rules and regulations. Their discipline problems are lateness, truancy, abusive language, smoking and drunkenness. The findings suggest that truancy was the most powerful predictor of delinquent behaviour.

Students who frequently missed schools also performed poorly than their peers. Smoking Marijuana was practiced by students who absented themselves.

Tusiime (2011) also carried out a cross sectional survey which investigated factors affecting academic performance in both secular and catholic schools in Kampala and Wakiso district in Uganda. It revealed that there was better performance in catholic schools than secular schools. A good system of administration with better induction programs for new recruited staff, efficient communication and team work was also there. School culture was strongly entrenched, strong teacher motivation and great respect for school culture was evident. Lastly there was strong internal supervision and inspection by the principals.

Simba, Agak and Kabuka's (2016) study of 2450 class eight pupils in public primary schools in Muhoroni Sub County revealed the following elements of school culture which contributed to poor student performance. The students' level of discipline was low hence contributed to poor performance. Lack of discipline is called indiscipline; therefore, it can be seen as any action considered wrong and not generally accepted as proper setup of society (Omote, Thinguri and Moenga, 2015). Research findings by Ouma et al, (2013) show that various discipline problems exist among primary schools. They include truancy, sneaking, cheating, lateness, noisemaking, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, and use of abusive language, drug trafficking and possession of pornography.

Kombo (2008) defines deviant behavior as conduct that the people of a society generally defined as aberrant, disturbing, improper or immoral and for which specific social control efforts are likely to be found. In 2015 the wave of unrest in secondary schools in Kenya reached alarming rates. Student strikes in Kenya were common

features of deviant behavior whose consequences include incidences of rape, violence, disobedience to school authority, drug addiction and damage to school property, (Githiaru, 2012). Another study by Kombo (2008) on correlates in students' behavior in selected secondary schools revealed that there were many cases on indiscipline and deviant behavior which interfered with effective teaching and learning. Strikes in secondary schools in Kenya are a sign of student indiscipline. Mbithi (2007) asserted that increase in mass indiscipline in several secondary schools in Kenya has also resulted to loss of time for learning and teaching due to unwarranted disruption especially when it is in the form of violence.

Apparently, the characteristic that define low performing school are the exact antithesis of the well performing school in each and every way. What however, is conclusive from the above literature is that the type of school culture largely determines the academic performance of students in national examinations and this needs to be looked into as a starting point of explaining any examination results of any county, such as Mombasa County.

1.3 Statement of the Problem

The observed trends of KCSE performances of secondary schools in Mombasa over the years indicate that they have maintained a dismal performance in KCSE as compared to other parts of the country (see table1.3). This trend if not checked will continue to produce local graduates with poor grades which not only deny them the chances to proceed to universities and colleges but also increase the chances of the falling into the vices identified by Vinnerljung (2015), such as increased criminality, substance abuse, children child birth and welfare dependence, and even poor health. The other notable consequence to the residents of the county would be lack of inclusion in the national employment positions which demand high academic qualifications such as engineering,

medical field, lecturing and other professions. In addition, this poor performance by students denies the community the development opportunities and consequently, the county misses potential earnings from current and future economic activities by its members.

From the studies seen above, there are certain cultural components that influence the academic performance of students such as time on task, learning community, student entry behavior, games activities, rising time, and instructional leadership. All these, however, have not been studied for their role in influencing the academic outcomes for students at the national examinations and specifically for the schools in Mombasa County. This study intends to fill that information gap by identifying and describing which and how the school culture components influence academic performance in selected secondary schools in Mombasa County.

1.4 Purpose of Study

The purpose of this descriptive survey was to determine school culture and its influence on academic performance in selected secondary schools in Mombasa County, Kenya.

1.5 Objectives of the Study

The following were objectives of the study:

1. To describe school culture in selected high performing secondary schools in Mombasa County.

2. To describe school culture in selected low performing secondary schools in Mombasa County.

3. To analyze performance scores of selected secondary schools in Mombasa County, in the examination nation of Kenya Certificate of Secondary Education between 2012- 2016.

4. To determine if there is any relationship between school culture and academic performance between 2012-2016

1.6 Research Questions

The study was guided by the following research questions in the analysis of data and discussion of the findings.

1. What characteristics of school culture are found in high performing schools in Mombasa County?

2. What characteristics of school culture are found in low performing schools in Mombasa County?

3. What are the descriptive trends of the performances of the selected secondary schools in Mombasa County in KCSE between 2012 and 2016?

4. What is the relationship between school culture and academic performance of the selected secondary schools in Mombasa County?

1.7 Research Hypothesis

H_0: There is no statistically significant relationship between school culture and academic performance in selected secondary schools in Mombasa County.

1.8 Assumptions of the Study

The following assumptions were applied in this study.

That all students in the study area faced similar learning and examination conditions in both the county and country so that results will be comparable.

1.9 Limitations of the Study

A limitation of study refers to the constraints or drawbacks both theoretical and practical that the researcher may find and has little or no control over (Orodho, 2004). Some open-ended questions were left out unanswered by students which reduced the

depth of information that might have clarified issues. The study could not establish the sincerity of the respondent's answers to questions which in turn might have affected the conclusions made out the analyzed data. This study was restricted to the responses of teachers, students, principals in selected schools of study since other stake holders like parents and education officers were difficult to engage. Hence their views which might have shaped these results in a different manner were not captured.

The study relied on self-report by respondents and it was not possible to check the sincerity of their declarations against other measures in their respective institutions. Reliance on self-report was problematic and it threatened the validity of the findings. It is possible that participants were biased in their replies and not replying honestly to certain questions. However, triangulation helped to overcome this limitation.

1.10 Theoretical Perspective

Henning, Van Rensburg and Smith (2004) stated that a theoretical framework provides an orientation to the study at hand in the sense that it reflects the stance the researcher adopts in his or her research. This means that a "theoretical framework" frames how the research is conducted; it will remain within the boundaries of the "frame". Hence "in this way a theoretical framework becomes a structure that guides the research constructed by using established explanation of certain conceptual framework", (Henning et al; 2004).

In this research, the variables that were considered relevant to determining the academic performance of a student in a school were conceptualized as being interrelated in a system of collective behaviors called school culture. Deal and Peterson (1981) further explain that school culture refers to the deep patterns of values, beliefs and traditions that have been formed over the course of school's history. Following from Deal and

Petersons view, it is obvious to any observer that each school has its own unique and observable culture that distinguishes it from other schools. Just as human beings differ in behavior and culture so do different schools. People outside the school are able to see and describe the culture of a particular school from their routines, level of discipline, and general conduct of both the teaches and the students, and they can often relate these elements of culture to the performance of the students in the examinations.

Principals in these schools define, change and sustain the culture that they want. Principals in the school may want the students to be disciplined. In this case they will put up structures and processes to ensure students are disciplined. Students who are not disciplined may be punished or not rewarded so as to toe the line. After some time, discipline will end up being a component of school culture. It is this researcher's conviction that Principals will entrench policies such as those of entry behavior, language, games and sports, teacher characteristics, teaching communities, time on task and rising time of learners these policies will help in building, shaping and forming the culture of the school.

School culture influences academic performance (Bulris, 2009 & Smith, 2014). Schools that persistently perform well have certain behavior or school culture characteristics different from the low performing schools (Kiplimo, 2013). High performing Principals will promote specific school community behaviors that will be geared towards ensuring that all students, teachers, support staff and parents support the cultures that lead to high academic performance (Mackey, 2016).

Cognitive anthropology culture theory by Goodenough (1981) supports this research study about school culture and shows how values are received, interpreted and manifested amongst teachers, students and support staff. Cognitive anthropology

'focuses on discovering how different people organize and use their cultures, this theory perceived that culture resides in the minds of people rather than in the material phenomena of the system. A critical question asked is what material phenomena is significant for the people and how do they organize these phenomena? Cognitive anthropologists are more interested in both differences between cultures and differences within cultures.

Goodenough (1981) took language as his point of departure as his point of studying culture. Culture consists of standards of deciding what can be, standards of deciding how one feels about it, standards of deciding what to do about it and standards for deciding how to go about it. Culture is not the material artifacts or observed traditions rather it is "what is learned, the things one needs to know in order to meet the standards of others. Public culture is not taken as 'a given phenomenon to be described but as a phenomena to be explained. Language is the primary vehicle for learning from members of the culture pool.

Goodenoughs' (1981) definition of culture includes not only the culture of the entire society but also allows for subgroups and for individuals. The culture includes values and traditions that are known to all members of the society. Subgroups consist of small or cluster of groups that in addition to sharing values and traditions of the culture have values and traditions and language unique to members of their group. Individuals have their own personal idiolect or version of the language and their own private version of the shared culture. No two individuals have exactly the same understanding of it in all respects.

Goodenough (1981) labelled "propriospect" as the individual outlook. Individuals develop their own private, subjective view of the world and of its contents – his personal

outlook. The" sum of the contents of all propriospects of the society's member becomes the culture pool. On the other hand, each propriospect can contain pieces from many different cultures. Thus, the concept of propriospect not only allows for differences between individuals but also allows for an individual person being multicultural and choosing an appropriate operating culture at will.

Goodenough's (1981) theory on cognitive anthropology is relevant in this study because a school may have its own culture which is perceived in the minds of students, teachers and other stakeholders of the school. However, what is important is to ensure that proper perception of productive school culture needs to be promoted in schools so as to improve academic performance. There may be different subgroups within the school which will have their own subculture and will express it through language, cognitively internalize it, add reason and finally decide which culture will be operating. Therefore, a new comer in a school be it a teacher, student or support staff will be informed of the culture within the school and will have their personal outlook or "propriospect". Finally, the different subcultures within the group will form the school culture.

School culture influences academic performance. School culture varies from school to school. It can be changed, shaped and sustained in the school by Principals. This school culture is internalized by students, teachers and even support staff as they interact with one another and through language. School culture can be seen in the following components, discipline, games, rising time, time on task, instructional leadership, language policy, teacher characteristics, learning community and entry marks. High performing schools have a culture of discipline students and teachers observe punctuality. Students have self-discipline, read without supervision, respect for teachers and complete assignments in time. Principals on the other hand are

instructional leaders; this type of leadership has direct influence on students' achievement. Visions and missions for schools are formulated. Students are made aware of the goals and strive towards achievement of goals which are linked to academic performance hence leading to high academic achievement. In addition to that student selected in form one are those who score have high entry marks.

Another school culture component that may affect academic performance is establishment of learning communities or groups in the school, these discuss various subject topics and questions hence helps them in getting a better understanding of the various topics. Language policies in which students are required to speak in English in most days of the week helps them in their understanding of questions and expression when answering questions during examination time. There is also teacher characteristics as a component of school culture, this too can affect academic performance because the type of teacher or teaching in aspects of whether they prepare lesson plans, have good communications skills are punctual to class leads to improved delivery of subject content hence leading to improved student performance. Games, time on task and rising time all influence academic achievement. The argument is that school culture components identified above can improve academic performance it can be high or low with change in variables. Independent variables are discipline, games, rising time, time on task, instructional leadership, language policies, teacher characteristics, entry marks and learning community. The dependent variable is academic performance while the intervening variable is school culture.

The second theory supporting this study is Walberg's (1981) theory of educational productivity. It is one of the few empirically tested theories of school learning based on extensive review of 3,000 studies. Using a variety of methods, Wallberg (1978) identified 8 categories of learning influence. Of the11 most influential domains of the

variables,8 involved socio emotional influences, classroom management, parental support, student teacher interactions, social-behavioral attributes, the peer group, school culture and classroom climate. Walberg's theory was developed in 1981 and refined in 1984. Cognitive learning of students is seen as a production process.

To increase educational productivity and efficiency, educational process goals as well as achievement goals must be considered. Educational goals are interpreted to include student perceptions of social environment, creativity, self-concept, participation in extracurricular activities, and interests in subject matter, (Wallberg, 1978). Ignoring these perceptions and experiences in favour of traditional goals measured by test scores will decrease motivation and ultimately educational achievement.

1.11 Conceptual Framework

Independent Variables

Dependent Variable

School Culture components
- Discipline
- Games
- Rising Time
- Time on Task
- Language Policy
- Learning Community
- Teacher Characteristics
- Instructional Leadership
- Student's entry behavior

Schools Academic performance

Intervening variables
- Organizational politics
- Sicknesses
- Transfers
- Fees issues
- Environment
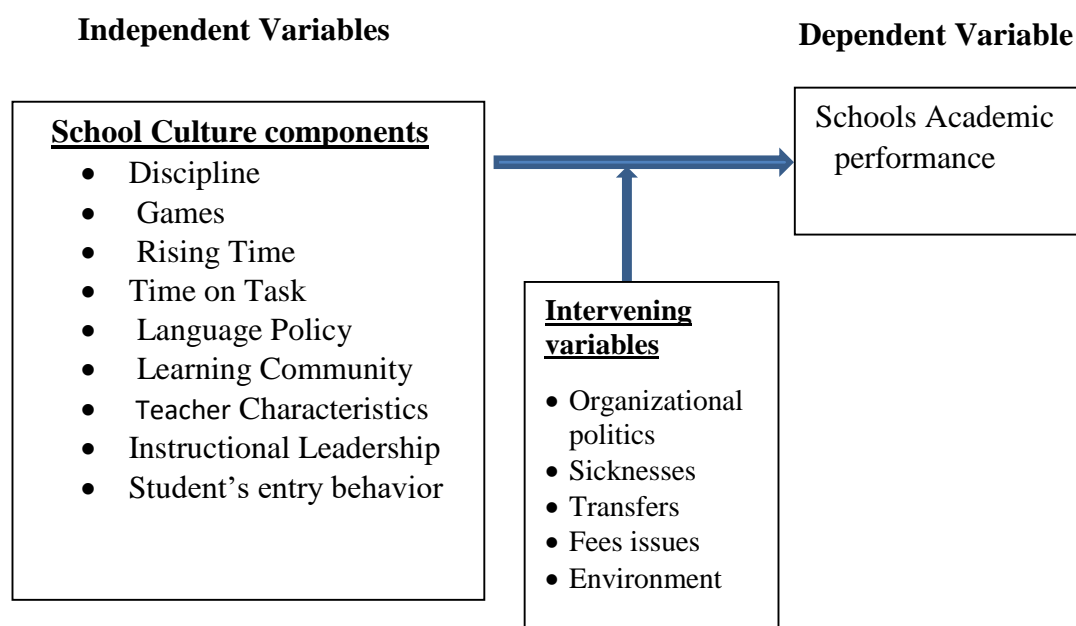
Figure 1: Researcher's conceptual perspective

1.12 Justification of the Study

Diminishing academic achievement which hinders scientific, technological, economic and social progress universally has become a source of concern among academic scholars as well as government officials. Enormous sums of money have been invested

in developing guaranteed methods for improving achievement on every level of education, from elementary school through universities. With this context the study is important because it will add to the body of knowledge on how school culture can be created and maintained to eventually improve academic performance.

The study was justifiable because it sought to identify the cultural differences that cause discrepancies in performances between high and low performing secondary schools in Mombasa County, so as provide explanations as to why students in certain schools do well in examinations while others fail. The results will also fill information gaps regarding the status of education practices and productive school cultures in Mombasa County, for other players in education to either emulate or avoid in their endeavors to improve their academic standards. If the results could lead to better academic standards in this county, then it would go a long way to solving the problems of social vices such as drugs and criminal gangs.

Student livelihoods will improve because students who perform well will gain meaningful jobs or self-employment that will enable them access safe and nutritious food, affordable housing universal health care and finally work in entrepreneurial jobs. This means that students who perform well in exams will contribute towards realization of Big 4 agenda. The sustainable development goal no 4 is ensuring that there is inclusive and equitable quality of education and promotion of learning opportunities for all. Therefore, results of this study will prescribe measures to be taken to ensure that there is equitable quality education.

1.13 Significance of the Study

The study sheds light on how school culture can influence performance. Findings of this study are expected to contribute to a greater understanding of how school culture

can influence academic performance and the measures that can be taken by school administrators so as to improve performance. It may assist teachers to understand the importance of a school culture and work towards maintaining and strengthening a meaningful culture. It may assist key stakeholders in education such as Ministry of Education, Kenya Institute of Curriculum Development and Kenya Educational Management Institute of in promoting effective culture in schools as they interact with school principals, teachers and students during official duties.

An understanding of effective school culture is useful to planners and policy makers in their quest to improve academic performance in secondary schools in Kenya. School Principals will be able to adopt different aspects of school culture so as to improve academic performance; for example, instilling discipline in students, ensuring that teachers who are incompetent change through better lesson preparations and delivery when in class. In addition to that through the supervision of teacher's student's learning groups will be instituted so as to support them to tackle topics and past paper questions so as to gain more skills in answering questions during examinations. Thirdly principals will formulate effective language policies so as to improve students speaking and writing skills to help them during examinations. Teacher's, and students as central stakeholders will find this study useful as they will be made aware of school culture as a vehicle of change to effecting improved academic performance. Lastly it is expected that findings of this study too serve as a useful reference for researchers studying school culture and academic performance in Kenya.

1.14 Scope of the Study

The research study was carried out in sampled day and boarding secondary Mombasa County of Kenya, in the categories of low and high performers at KCSE. Only results of the years 2013 to 2016 were taken into consideration. It involved school Principals,

teachers and students from selected high and low performing schools. Questions were only addressed to the stake holders who were directly involved in the daily school programs such as principals, teachers, and students, but the other stake holders such as parents and education officers were not involved due to their unavailability.

School culture components considered in this study were discipline, language policy, entry marks, learning communities, time on task, rising time, games, instructional leadership and teacher characteristics. Other school culture components not mentioned in this study were not studied.

This research work is based on Goodenough's 1981 cognitive anthropology theory and Walberg's (1981) theory of educational productivity. The research approach is a mixed one and of concurrent type. It is anchored on pragmatism research paradigm. Descriptive survey design was used in this study. The research instruments used were semi structured questionnaires, interview and document analysis. This study adopted cluster, stratified, random and purposeful sampling techniques. The study employed both qualitative and quantitative techniques. Statistical analysis was done using Pearson correlation coefficient, chi square and regression analysis.

1.15 Operating Definition of Terms

Academic Performance: It is the measured ability and achievement level of learning in a school, subject or particular skill.

Culture: A set of important assumptions, taken for granted assumptions that a group has learned throughout its history, beliefs, values and knowledge which constitute that shared basis of social interaction

Discipline: The indicators used were the level, number and type of indiscipline cases experience by each school as reported by principals, teachers and students.

Entry behaviour: Measured by asking the students to indicate their KCPE marks that got them into form one, as well as checking the minimum cut-off marks for each school.

High performing schools: This is a   school that scores a mean score of between 6.00 and 12.00 in KCSE results and C+ and above. In Kenya schools are ranked from the highest obtained score to the lowest, the highest score scoops position one in Kenya while the lowest score takes the last position.

Independent variables: These were theorized as cultural components of discipline, participation in games and sports, rising time, time on task, language policy, learning Community, teacher characteristics, instructional leadership and, student's entry behaviour.

K.C.S.E refers to Kenya Certificate of Secondary Education which is a national examination done after completion of four years in secondary education.

Low performing schools: Is a school that scores a mean score of 6.00 and below or C+ and below in KCSE results. In Kenya schools are ranked the highest obtained score to the lowest; the highest score scoops position one in Kenya while the lowest score takes the last position

National examination: This is the examination given by Kenya national examination Council at Form Four level in this case it is Kenya Certificate of Secondary Education.

Performance: This is an achievement or action. In Kenya, the KCSE examination is graded on a twelve-point scale from lowest E to the highest which is an A.

School culture: Historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths understood maybe in varying degrees by members of the school community...

Schools' academic performance: It was the dependent variable, and it was measured using the analyzed KCSE mean scores of the schools which varied for each year between 2012 and 2016.

Student's performance: The students mean achievement score in KCSE standardized examination

Students' participation in games and sports, bedtime and rising time: Measured by tallying the responses of the students who indicated it by choosing from given choices, such as small extent, moderate and great extents, or the range of sleeping and waking times.

1.16 Chapter Summary

In this chapter the genesis of the problem under study was introduced. School culture components such as discipline, entry marks, learning community, teacher characteristics, time on task, instructional leadership have been clarified and the background to the problem has also been presented. The purposes of the study, its objectives and hypothesis have been presented and the relevance of the cognitive anthropology culture theory to the establishment of school cultures has been demonstrated. Finally, the scope and limitations of this study, its justification and its significance have also been identified.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives a review of literature related to the study on the school culture components that influence academic performance in secondary schools in Mombasa County. The chapter presents literature on each of the independent variables of study and its influence on academic performance in high and poor performing schools in Kenya and other parts of the world.

2.2 Concept of Performance

Performance of students is part of the overall achievements of students in their examination in their examinations be it internal or external including national examination in school. It can be in the form of passing examinations tests, exercises, what the students in terms can practically do, and how the society perceives the students in terms of the satisfaction they derive from the education obtained by learners.

Sonnetag and Frese (2005) define performance as success, competitiveness, achievement, action, constant effort. Furthermore, it is optimizing the present and protecting the future. On the other hand, they argue that company performance is a chain of attributes specific to it, it could be a company capable of coping with foreign competition, a well-run company which manages to quantify its production at minimum costs.

Dobrin and Popescu et al (2012) argue that performance is difficult to define but it can have at least three meanings or connotation. First of all, it is a successful outcome, secondly it shoes the ability to move and third it is the carrier of an ideology of progress, effort and always makes better.

Allan (1995) defines performance as the accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of student performance in class work and national examinations. Teachers and students or even school heads of schools with the intention of transforming the academic culture of the schools positively should aim to execute their class tasks effectively.

In the context of teaching, performance refers to the teacher's ability to teach consistently with diligence, honesty and regularly. To the student, performance would mean excelling regularly in the examinations and inter-class tasks in the examinations and inter-class tasks. But the school's performance should not only be viewed in terms of academic rigor but should also focus on other domains such as the effective and psychomotor domains.

Nyaswabu, (2013) believes that performance is something a person regards as an outcome of work, because they provide the strongest link to the strategic goals of the organization, customer satisfaction, economic and social contribution. He sums up effective performance as one that is concerned with results that impact on societal and organizational needs. The school heads leadership efforts are the cause of increased performance outcomes punctuated by the strongest regard for the school's goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school heads because they are the backbone of the school system. They have powers to influence the outcomes of events.

2.2.1 Academic performance

For any educational institute students are the most important asset. Universities and Colleges have no value without students. Economic and social development of a

country is directly associated with academic performance. The student academic performance plays a vital role in creating the finest quality alumni who will become leaders and manpower of a particular country consequently responsible for the country's economic development (Singh, Malik and Singh, 2016). The academic performance of students has gained significant attention in past researches. Performance of students is affected by psychological, environmental, economic, social, personal and environmental factors. Teaching style, family, educational background and socio-economic factors strongly influence academic performance.

Academic performance is the outcome of education – the extent to which a student/learner, teacher or institution has achieved their educational goals and also how well a learner meets the standards set out by the ministry of education or the institution itself, (Njogo, Foncha and Abongdia, 2018). Academic performance is merely related to matriculation examination results. This focus on matriculation was in consideration of what appears to be governmental perceptions that good performance at this level is foundational for societal transformation in that it opens doors to higher education and increased economic independence. This is conveyed by the standardization of these examinations and the widespread publications of related results, (Onderi, Kiplagat & Awino, 2014).

Amasuomo (2013) defines academic performance as the outcome of education goals, it is the extent to which a student, teacher or institution has achieved their educational goals. The performance is characterized by performance on tests associated with course work and performance of students on other types of examinations. In support of this (Abaidoo, 2018) states that conceptual definition of academic performance might be showing knowledge in the classroom while an operational definition of academic performance might be cumulative average grade point.

Mimrot (2016) echoes the view that academic achievement or performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. In addition to the above Mimrot (2016) argues that it may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behavior, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Codjoe (2007) defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance. Academic achievement is the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher.

Academic performance obscures the dimension of knowledge, intelligence, neatness, oral expression writing ability and shyness, (Stebbin, 1975). Teachers tend to make broad explanations   such as above average, average or below average. Knowledge is simply how much the student knows about classroom subjects. His knowledge is conveyed in part by cumulative record that follows him from grade to grade. But the teacher soon gains a more direct sense of how much he knows by observing how much he retains of what is taught and what he contributes to class discussions.

Mligo and Mshana (2018) in their study of community secondary schools in Tanzania explained that academic achievement is the outcome of education, that is extent which a teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect is most important. Therefore, academic performance is described at the state level as an evaluation of students'

performance on standardized test geared towards specific ages and based on a set of achievements of students in each age group are expected to meet.

Ward, Stoker and Ward (1996) define academic achievement as "the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks gained by the teacher. Bruce and Neville (1979) define academic performance as one that includes both curricular and co-curricular performance of students. It indicates the learning outcomes of students

Simiyu (2015) amplifies this and argues that the concept of academic performance is similar to academic achievement and thus it refers to attainment of a specific set of goals such as successfully completing a programme/curriculum or course as determined by the outcomes of summative evaluation. Learners' academic achievement reflects how well or poorly one has acquired or achieved the objectives of a programme. Academic achievement in this study is demonstrated through the results of KCSE examination at the end of a four-year secondary school course. A number of researchers, Wright (2000), Barasa (2003) and Nyagah (1997) who cited Eshiwani (1993), identified variables (which are these?) that influence academic achievement of learners in various subjects in schools. Barasa (2003) cites attitude towards given subjects and sometimes gender, Nyagah (1997). Besides teacher's attributes such as qualifications, attitude and professional commitment, teacher experience also had a significant influence on learners' performance. Learner's characteristics have been considered to influence internal efficiency of schools in terms of preparation of learners for KCSE.

Performance is further influenced by the level and quality of school resources and processes including class size, text book student ration, school administration and

management, the quality of library and library services, laboratory facilities, teacher-student ratio, regular in servicing of teachers.

Globally there are two types of evaluations used in learning institutions namely: - formative (during the process of teaching- learning) and summative evaluation at end of the learning period, for example, at class eight which is Kenya Certificate of primary Education and form four which is Kenya Certificate of secondary Education. Kenya certificate of education is the main measure of students' academic achievement. Assessment in humanities and science subjects which include mainly English, Kiswahili, mathematics as compulsory subjects, science subjects which comprise of Chemistry, Biology and Physics and Applied Science like agriculture, business Studies and computer Studies and Humanities comprising of Religious Education, History and Geography.

Assessment and grading of learners in minimum 7(seven) examinable subjects is delineated in summative evaluation (KCSE) in which a student is awarded a mean grade (score). The Kenya national examination Council grading system shows that a student is awarded a grade (score) according to the percentage marks as follows: with A, B, C, D, E where 'A' grade is the highest award and 'E' is lowest grade. Table 2.1 presents KCSE performance grading format.

Table 2.1: KCSE performance grading format

	Theoretical assessment	Grade Allocation	Point allocation Order
1	Excellent	B+ , A, A-	10,11,12
2	Good	C+, B-, B	7,8,9
3	Average	C	6
4	Poor	C-, D+, D, D-, E	5,4,3,2,1

Source: Kenya National Examination Council, (2012)

This study has categorized the KCSE grades allocation to reflect four levels of performance as given in Table 2.1. Generally, all learners who score a mean grade of A, A- and B+ automatically qualify for undergraduate competitive Joint Admission Board (JAB) university intake while those who score B, B- and C+ are entitled to an alternative selection criterion that require them to apply for admission on the basis of the senate criteria for particular program.

2.3 School Culture

Deal and Peterson (1991) define school culture as the "deep patterns of values, beliefs and traditions that have been formed over the course of the school's history. It lies in the commonly held beliefs of teachers, students and principals. It is the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths understood maybe in varying degrees by members of the school community, (Stolp & Smith, 1994).

A positive school culture is the cornerstone of all good schools. It is the foundation for school improvement. Successful schools – ones that foster both academic excellence and ethics –have positive, effective school cultures (Chen & Kompf, 2012). Positive school culture broadly includes the school wide ethos and the culture of individual classrooms, high expectations for learning and achievement, a safe and caring environment, shared values and relational trust, a powerful pedagogy and curriculum, high student motivation and engagement, a professional faculty culture, and partnerships with families and the community School culture is driven by the beliefs, values and goals that members of the community bring with them into the setting, and these cultural values have substantive consequences for school practice and organization.

School culture can also be defined as the historically transmitted patterns of meaning that include norms, beliefs, ceremonies, rituals and myths understood by members of the school community (Slocum & Hellriegel,2009). People in a particular culture may or may not be conscious of its influence and may or may not be able to articulate its elements. They do what they do and say what they say because that is the way things are commonly done or said (Brown, 2004). In a study by Valentine (2006) in Columbia, a school with effective learning culture, first maintains the image of a "professional community" similar to the fields of law or medicine. Teachers pursue a clear, shared purpose, engage in collaborative activity and accept a collective responsibility for student learning. Secondly, the school has a clear mission. Teachers value the interchange of ideas with colleagues. Strong values exist which finally support a safe environment. There are high expectations of everyone including teachers. Third, the school encourages teachers to work collaboratively with each other and with the administration to teach students so they learn more.

Macneil, Prater and Busch (2009) supported that schools with good culture have motivated teachers in Texas. They added that highly motivated teachers have greater success in terms of student performance and student outcomes. School head teachers seeking to improve student performance focus on improving the schools' culture by getting the relationship between themselves, their teachers, students and parents. The head teachers should measure school climate and use these assessments to focus the schools' goals on learning for the purpose of improving academic performance.

Omusonga, Kazadi and Indoshi (2008) in their study on the relationship between school culture and students' performance in French in selected secondary schools in Kenya concluded that there was a strong correlation between the school culture and students' performance in French. The research established that developing a culture in studying

French such as French co-curricular activities like observing French days, music and drama festivals among others within a school improves students' scores in French. The culture can then be applied to all the other subjects in the school and the schools mean score can significantly improve.

School culture is defined as a set of variables, loosely organized systems of beliefs values, goals that members of the school community bring with them into, and these cultural values have substantive consequences for school practice, organization and motivation. Jones and Nichels (2013) argued that culture reflects teachers, students and principal's common beliefs. It is the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, traditions, rituals and myths understood, maybe in varying degrees by members of the school community …. that often dictates what people think and how they act. A positive school culture has been correlated with improved student achievement and motivation, as well as teacher productivity and satisfaction. Stolp (1994) maintained that principals are responsible for shaping a school's culture. Principals have to work with stakeholders to create a shared vision for the school that is based in the history, values and beliefs of the school. Principals need to seek a compatible staff, confront conflict and pass down shared values through story telling.

Horfsod (2010) defined school culture as" those aspects of the setting which are viewed by school personnel as "givens" or essential features that would be defended strenuously against elimination or marked change, and which reflect psychological concepts and value judgement. School culture refers to the character of a school community as it reflects deep patterns of values, beliefs and traditions that have been formed over the course of its history" Deal & Petterson, (1991). A school culture that promotes collegiality, trust and collaborative working relationships and that focuses

upon teaching and learning is more likely to be likely to be self-renewing and responsive to improvement efforts (Hopkins 2000). The types of school culture that tend to support improvement are those that are collaborative, have collegiate working relationships and have a climate for change. Horford (2010) also argues that a productive school culture may improve school productivity. An organization that possesses a strong identity, adapts to the changing environment and responds to the needs of its members will be more productive,

Omusonga (2009) defines school culture as a set of accepted beliefs and norms governing peoples conduct in a school. Every school has an (ambiance of culture) or culture of its own. Though every organization has a culture, and though all public schools share some aspects of a generic culture, Hoy and Michael (2009) argues the strength and quality of this institutional characteristic are clearly variable across all schools. Malowski (2001) in his study found that school wide set of values and norms of behavior were found in more successful schools. Teachers reported that their senior teachers were aware of matters such as staff punctuality and that they checked that policies were being maintained as in matters such as in the setting of homework. This was not a matter of intrusive control or supervision but rather a reflection that staff cared about the way that the school functioned. It appeared that an efficient system within which teachers worked harmoniously toward agreed goals was conducive to both good morale and effective teaching.

School culture is defined as the "basic assumptions, norms and values, and cultural artifacts and a number of cultural aspects, i.e., it is shared nature and influence on behavior".

Schein (1985) states that culture is a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems.

Herzog (2011) suggests that shared values provide the foundation and ethos of a school or college. When the culture is widely known and understood, the organizations members are constantly reinforcing it through their discourse and actions. Events and behaviors are interpreted using cultural norms. Conformity with these norms may be "rewarded by approval or membership. The concept of shared meaning does not necessarily mean that individual's values are always in harmony with one another. There are often many different and competing value systems that create a mosaic of organization realities rather uniform or corporate culture.

Lumby and Coleman (2007), suggest that where different cultures exist, teachers and other staff give their primary loyalty to subunits such as departments rather than the organization itself. Fullan and Hargreaves (1992), argue that some schools develop a balkanized culture made up of separate and sometimes competing groups. Teachers in balkanized cultures attach their loyalties and identities to particular groups of their colleagues. They are usually colleagues with whom they work most closely, spend most time, and socialize most often in the staffroom. The existence of such groups in a school often reflects and reinforces very different group outlooks on learning, teaching styles, discipline and curriculum.

Deal and Petterson (2011) have added more information on school culture and argued that schools have a distinctive culture that is definitely their own. There are in the school's complex rituals of folkways, mores and irrational sanctions, a moral code

based upon them. Parents, teachers and principals and students have always sensed something special, yet undefined about their schools something extremely powerful but very difficult to describe or put your finger on.

Horsford (2010) argues that successful schools share similar cultural practices to include organizational members who share strong values promoting safety and primacy of learning, establish high expectations for students and teachers believe in the importance of basic skills, instruction, and develop performance standards and feedback procedures and value leadership.

Kaplan and William (2013) argue that school culture is the general feeling people get when they walk through school halls. It is unwritten rules that guide people on how they think, feel and act in the organization. Culture influences every aspect of schools including staff wardrobe, what staff discuss in the teachers' lounge, how teachers decorate their classrooms, their emphasis on certain circular topics, their willingness to change and their confidence abilities to achieve their goals. It influences how teachers how well teachers and how much students learn.

2.3.1 School traditions

Traditions are defined as a way of thinking, behaving or doing something that has been used by the people in a particular group, family and society, (Webster, 2014). It is also defined as a custom or belief that is passed, principles or attitudes characteristic of a school, social group, movement etc. It is passed down through the generations year after year (Hoey, 2002)

2.3.2 Instructional leadership and academic performance in high performing schools

A review of literature indicates that the style of educational leader plays a key role in school culture achievement. In an era of increased accountability and educational reform, schools and districts are searching for strategies to increase student achievement. The principal's role has changed during quest for school improvement to be an instructional leader. Principals are seeking knowledge to improve leadership behaviors and approaches to ultimately enhance student achievement.

According to Nova Scotia (2018), instructional leaders demonstrate instructional leadership when they focus on improving the effectiveness of instruction so as to increase the achievement of all students, know when, how and why to initiate change, create a school wide inclusive culture of high expectations for achievement and for rigor, relevance and respect in the classroom. McEwan (2003) suggested that effective principals must comprehend school culture and shape it by facilitating, modeling, leading and applying and then apply a range of leadership traits.

Nettles and Herrington (2007) define instructional leadership as "leading learning communities". This definition views school principals as facilitators, guiding and encouraging an educational environment in which administrators and to teacher's work collaborating to diagnose and solve the problems facing their schools. Blasé and Blasé (2000) defined instructional leadership in a series of seven principal behaviors which are making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities and giving praise for effective teaching. Brewer (2001) and Leithwood (1988) identify critical factors in effective schools these are a safe and orderly learning environment, focus on improving the overall school culture and organization of a school, ensuring

there is vision and mission and stakeholder involvement. Others are monitoring school progress, it is generally held that effective principals routinely visit classrooms, participate in team- level meetings and pay close attention to student performance within their schools, (Elmore, 2000).

High expectations for student' performance is another attribute of principals in high performing school, (Stewart, 2006). Edmonds (1979) as cited in Muasya (2018) found that students from poor socio-economic background were able to perform better and linked their achievement to strong administrative leaders who were able to build high expectations among students and staff, creating orderly working atmosphere, accountability for the school's energy and resources and mechanisms to monitor whether students are adding value.

Muasya (2018) argues that instructional leaders ensure instructional practices are appropriate to the context and grounded in research and authentic assessment of student learning, they move successfully from sound theory to effective practices and are knowledgeable about and deeply involved in the implementation of the instructional program of school. Masumoto and Welty (2009) add that in Instructional leadership the principal shares responsibility of instructional leadership with other educational leaders through provision of resources and guidance of teachers, communicating vision and expectations, creating appositive organizational culture and professional learning communities and exhibiting a visible presence. Current research on instructional leadership stresses the role of site-based leader in setting directions, developing people and making the organization work.

Instructional leadership as a concept emerged and developed in the United States within "effective school's movement of the 1980s". This was in response to the "Coleman

Report" of 1966 titled" Equality of Educational Opportunity" (Marshall, 2015). The Coleman report commissioned by the US government indicated that background and socio-economic status are more important than the school or its environment in determining educational outcomes. Other educational researchers believed on the contrary, that schools indeed make significant difference on student achievement. This led to the formation of the effective school's movement which endeavored to substantiate that "All children can learn and that the schools control the factors to ensure mastery of the core curriculum"

Edmonds (1979); Brookover and Lezzotte (1979) examined effective schools and emphasized the importance of instructional leaders; they found that they are able to close achievement gaps and have enabled students of diverse population to achieve high levels of success. Johnson and Uline (2005) found that an instructional leader has a vision of learning. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. The schools' vision and mission are explicitly focused on the success of every student and every group of students.

Instructional leaders instill confidence and enthusiasm among learners. They challenge notions about limitations of students and challenge teachers to consider how their instruction influences those successes. They also promote the success of all students by advocating, nurturing and sustaining school culture and instructional programs conducive to student learning .and staff professional growth, (Johnson and Uline, 2005). Waters, Marzano, Waters and McNutty (2005) assert that schools that register high academic performance have principals who know the right thing to do. Holding schools accountable for performance depends on having people in schools with the

knowledge skill and judge to make the improvements that will increase student performance. Principals in high performing schools promote cohesion among staff and they develop shared understanding of purpose, vision and mission. Instructional leaders provide and enforce clear structures, rules and procedures for students and establish rules routines regarding the running of the school. Waters et al (2003) argue that in matters of discipline they protect and shelter teachers from distraction. They ensure that teachers have necessary materials and equipment. Teachers also have necessary staff development opportunities that directly enhance their teaching.

According to Hallinger (2011) the principals' role as instructional leader is the primary influence on student achievement. The principals' impact is indirect and mediated through the principals' influence on collaborative decision-making structures and the overall academic capacity represent components of a school culture. Principals appear to influence learning by developing teachers who perform well through shaping academic structures and processes which act as mediating factors. Hallinger (2011) described a significant progress researchers have made in pinpointing variables that link leadership to learning and student achievement. He emphasized on collaborative leadership as ones that build academic capacities for schools.

Hallinger (2005) stated that instructional leadership is the degree to which the principal influences classroom instruction and student learning during the management and delivery of the school's curriculum, instructional practices, resources, assessment, and professional development and learning culture. Instructional leadership centers on the behaviors of educators as they develop and implement activities that positively influence student growth. For schools to be successful Hallinger (2011) developed a synthesized model for leadership for learning, the pillars of this model are values leadership, context for leadership, leadership focus and sources of leadership. Values

leadership focuses on the role of values in forming leadership for a particular school. Sources leadership develops the importance of shared leadership and empowering others. Context for leadership refers to the varied styles and strategies needed and professional norms to promote each student's academic success and well-being.

A study carried out by Mackey (2016) to examine the link between principal school behaviors and school culture in Kentucky elementary schools and the influence of interaction of the principal with school culture on student achievement revealed the following. Mackey's study however did not directly link instructional leadership and academic achievement instead it showed that schools in which teacher perceptions are high also tend to have teachers with strong perceptions. Schools in which teacher perceptions of leadership are high also tend to have higher levels of student performance.

Effective instructional leadership has been shown to result in school improvement and effectiveness (Lezzote, 2002 & Schreerens, 1997); school leadership matters. When an education system's performance is weak, strong intervention is usually needed. Weak school leadership leads to poor performance and high turnover while high performing principals can lead to large scale improvement. The roles played by school leaders are also changing. The job used to be bells, buildings, budgets and buses, now the pendulum has swung to instructional leadership, Stewart (2012). Wan and Jamal (2012) explain that one determinant of excellence in public schooling is the leadership of the principal. Principals are expected to be effective managers especially in issues related to student achievement as they play their role as instructional leaders. Kolu (2016) defines instructional leadership as actions leaders take to improve teaching and learning. Moreover, instructional leadership refers to the actions principals take to develop a productive and satisfying work environment for teachers and desirable

learning conditions and outcomes for children. There is a growing body of evidence that school leadership has an impact on student outcomes second only to the influence of teachers, (Whelan & Clark, 2010). Instructional leadership combines traditional school leadership duties such as teacher evaluation, budgeting, scheduling and facilities maintenance with a deep involvement with specific aspects of teaching and learning, (King, 2002). Effective instructional leaders are constantly involved in curricular and instructional issues that directly affect student achievement. Key elements of instructional leadership include prioritization of teaching and learning, scientifically based reading research, focus on alignment of curriculum, instruction, assessment and data analysis and culture of continuous learning for adults. Jenkins (2010) defines instructional leadership as one that reflects those actions principals take to promote growth in student learning. These actions include setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. (Lezotte, 2009) cites instructional leadership as one of the correlates of effective schools. Others are clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home school relations and opportunity to learn. According to Musungu and Nasongo, (2009) argue that school requires good leaders to organize the process of teaching and learning to ensure that the mission of the school is achieved. The core role of an instructional leader is to ensure achievement of the established mission through creating a good environment for the schools.

Carrier (2011) also argues that instructional leadership may have a direct or indirect influence on student achievement, this leader focuses on learning of students and teachers, communicates high expectations for student achievement and instruction. In addition to that an instructional leader uses data to inform the work of the school and

develops a community that is unified around one vision and one mission for the school. A Kenyan study by Musungu and Nasongo (2008) in Vihiga District revealed that instructional leaders supervised teacher's work by inspecting records and clock in clock out book, lesson books, records of work covered, class attendance records, schemes of work. This research established head teacher's frequency of internal supervision contributed towards better performance. This involved proper tuition and revision, thorough supervision of teachers and pupils work, proper testing policy, syllabus coverage, teacher induction courses& team building. A study by Nyagosia, Waweru and Njuguna (2013) in central Kenya on factors influencing academic achievement in concluded that school leaders in effective schools put a lot of emphasis on instructional leadership. Therefore, instructional leadership is characterized by having instructional leaders who are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. Similarly, Eshiwani (1998); Ayot and Briggs (1992) argue that in Kenya, the performance of students in secondary schools is pegged on the leadership and administration practices of the school.

In instructional leadership stakeholder involvement or participative management is a factor that that can promote academic achievement. According to Mutwiri (2015) participative management includes parents, learners, teachers, community leaders, members of school governing body and the head teacher when involved in decision making this may promote academic performance. Gichohi (2015) suggests that results of academic performance may depend on stakeholder involvement in schools and the ability of the leaders to influence the stakeholders.

Similar findings have emerged from various Kenyan schools, all of which reveal that poor performance in secondary schools is a function of poor administration and leadership practices.

2.3.3 Time on task and academic performance in HPS

Due to the importance with which academic performance is viewed, one question that has preoccupied researchers for decades is why some public schools consistently perform well in examinations while others consistently perform poorly. Edmonds (1981); Lezotte, Skaife, Holstead (2000) and Dagett (2005) have established that successful schools have unique characteristics and processes, which help all children, learn at high levels. Among the factors identified as contributing to academic performance is allocated learning time and how it is utilized (Kirk & Jones, 2004). Allocated time represents the total number of days (hours) during which students are supposed to be in school, based on a number of days in the school calendar and length of school days. Engaged time refers to the time when students are involved in an instructional situational goal. Engaged time is also referred to in literature e as "time on task" or as Berlin (1991) explained as "the time students appear to be paying attention to materials or presentations that have instructional goals. Academic (or actual) learning time is the instructional time when classroom learning actually occurs in a subject area, typically guided by the teacher. This is a rather complex concept that relates to other concepts of instructional time such as allocated time, engaged time, contact with curriculum and assessment instruments and success rate.

The link between learning and time is well captured in school effective model (Lezottes, 2010). Effective schools model by Lezotte (2010) identifies time on task or opportunity to learn as one of the characteristics of an effective school. Opportunity to learn simply means students tend to learn most of the lessons they spend time on. Time on task implies that each of the teachers of the school has a clear understanding of what the essential learner objectives are, grade by grade and subject by subject. Once it is clear

what students should be learning they should be given time to learn it. In a high performing school, teachers allocate a significant time on essential skills

In Kenya a study by Lloyd, Mensh and Clark (2000) found that poor performing schools were characterized by inadequate school facilities, lack of active participation of students in the teaching-learning process, poor overall school atmosphere in terms of organization, rules and student to student interaction. Lloyd suggested that interaction of students in the learning process suggested poor utilization of allocated (time). Kagawaran (2005) explains that to arrest the deteriorating quality one of the immediate tasks that need to be undertaken is to increase engaged time on task. The objective is to meet the required number of school days in every school year and the time allotment for different subjects in every school day by lessening activities that take teachers and or students away from the classroom, maximizing the use of the allotment for every subject and reducing the non-teaching duties of teachers

Another study by Waweru and Nyagosia (2013) in Central Kenya showed that schools putting emphasis on task recorded more improved emphasis on time on task. It confirms that effective schools that perform well in KCSE ensure that students spend most of their school time engaged in focused learning activities. Calman (2010) in her article on exploring traits of high performing schools argues that developing and maintaining a persuasive focus on instruction and learning brings about improved results, this includes focusing on academics and maximizing school learning time. Her study highlights the need to maximize learning time at the school as well as at the school as well as at classroom level. Increasing allocated time does not translate into increased learning time. Hopkins and West (1994) give a number of suggestions for maximizing learning time, these are being clear about the purpose of the lesson and what they are

to do, ensure curriculum material is provided on manageable units and ensure lessons are structured with basic skill acquisition.

Provision of adequate learning materials and time on task are necessary for effective instruction. Consideration should always be given between the instructional materials and limited time for effective teaching, (Lezotte, 1991). Ndungu and Gathu (2015) argue that the annual provincial heads meeting resolved that schools adopt "operation effective 40 or 35". This concept emphasizes on prudent time utilization and syllabus coverage and this is expected to translate to improved academic performance. The concept aims at ensuring effective coordination of action-based teaching and learning activities within 40 minutes' lesson in secondary schools. A study by Nyagosia, Waweru and Njuguna (2013) in Central Kenya on factors influencing academic achievement in concluded that school leaders in effective schools put a lot of emphasis on time on task.

Cotton (2000) suggests the following so as to maximize learning time in schools these are ensuring adequate learning time for core subjects, implementing appropriate policies to deter lateness, absenteeism and disruptive classroom behavior, ensure extra learning time is made available outside regular school hours for students who require extra assistance, limit administrative intrusions into classroom learning time, provide staff development as required to assist teachers in managing classrooms and maximizing time on task.

Time on task or academic learning time is the amount of time spent learning at school after subtracting time for taking attendance, messing around, lunch, recess, daydreaming and so forth (Bergin & Bergin, 2014).

2.3.4 Discipline and academic performance in HPS

Discipline influences academic performance (Kaimenyi, 2013). It is one of the yard sticks used to assess the performance since it helps in creating a good learning environment for learning. Discipline is an important ingredient that plays a crucial role in the school system (Azizi, 2009). Very serious discipline problems such as violence, substance abuse and weapon possession threaten the physical well-being of students and create an unsafe educational environment There are very many definitions of discipline, to some discipline connotes something negative as obeying orders blindly, kneeling down, doing manual work, fetching firewood and water for teachers and parents. Indeed, discipline involves preparation of an individual to be a complete and efficient member of a community and a disciplined member of a community is one who knows his or her right obligations to their community. This means that a trained individual must be trained to have self-control, respect, obedience and good manners. Okumbe (1998) and Gababawa (2001) see discipline as an activity of subjecting someone to a code of behavior.

Discipline in the context of a school is that student whose behaviors and actions conform to the predetermined rules and regulations of the school, (Simba, Agok & Kabuki, 2016). However ideally it means more than adhering to rules and regulations and entails a learner's ability to discern what is wrong or right (Gitome, Katola & Nyabwari, 2013). It is a basic requirement for successful teaching and learning in schools and a subject of concern among teachers. Lack of discipline is called indiscipline and can be seen as any action considered to be wrong or not generally accepted as proper in a set up or society, (Omote, Thinguri & Moenga, 2015). Indiscipline according to Ali (2014) can be any form of misbehavior which a student can display in several ways for example disobedience, destruction of school property,

poor attitude to learning, immoral behavior, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome and use of abusive or foul language.

Many of the research findings in the social sciences, pedagogy and education argue for a strong relationship between discipline and academic achievement with a lack of discipline considered as a factor   in declining performance, (Putnam, Handler & Feinberg, 2005). Pasternak (2013) in her quantitative research of grade 5 students in Israel and United States of America discovered that there was a positive relationship between four discipline skills, perseverance, meeting schedules, goal setting and planning for the achievement. The skill of meeting schedules requires conscientiousness and the ability to complete assignments in time. It is the ability of executing tasks within designated periods of time. Perseverance skill refers to the degree to perform a task over an extended period of time. Goal setting skill is crucial for a student's adjustment to independent learning, which demands personal autonomy, self-reliance and ability to take responsibility for setting goals and planning activities necessary for achievement. Completion of unpleasant tasks is the ability to execute more or less frustrating or monotonous tasks such as math or spelling exercise.

Machika (2007) in her study in South Africa argued that instilling of discipline amongst students in schools is a collective responsibility, teachers, parents and children should work hand in hand to maintain a disciplined school. Machika (2007) argued that 100% of parents agreed that discipline can improve performance while 100 % of learners agreed that disorder at school wastes time and hinders learners from learning optimally. To further Machika's (2007) argument Karanja and Bowen (2012) reported that majority of respondents recorded that they lost a lot of time of between 5-30 days because of indiscipline and student unrest. The loss of learning time would translate into poor performance of students during examinations.

Furthermore, students were unable to complete the required syllabus and consequently the schools would be releasing students into colleges, universities and job market who were not fully equipped. The study revealed that public secondary schools in Kenya had the following types of indiscipline; arson, burning of buildings and vandalism, strikes, bullying, drug taking   and mock boycotts. Kaimenyi (2013) in her study in Imenti North District on factors influencing academic performance in Kenya Certificate for Secondary education found that discipline is significant to the performance of students in KCSE and therefore emphasized and strengthened through guidance and counseling and not punishments. The study revealed that other factors such as motivation and teacher's approaches are not linked to academic performance.

Mussa (2015) carried out a study on the role of discipline on student's achievement in Kinondoni area in Dar es Salaam Tanzania. This study revealed that there was high level of indiscipline in Secondary schools in Kinondoni district; students were reporting to classes late, they were truant, used abusive language, smoked and were taking alcohol. The least performing schools had more discipline problems which affected their academic performance. The study further revealed that truancy was the most powerful predictor of delinquent behavior. It was explained that students who frequently missed schools also fell behind their peers in classroom work performance and finally dropped. Smoking marijuana was experienced in less performing schools by students who absented themselves

Discipline is a vital ingredient for the success of students 'academic performance, (Nyabuto, 2014). Discipline in public day secondary schools has deteriorated in the past few years especially since the ban of the cane jeopardizing the national goals of education, (MOE 2008). Discipline at school plays a vital role in the achievement of expectations and goals. It also plays a vital role in the acquisition of sense of

responsibility in learners as well as educators. Griffin (1994) points out that the paramount aim of school discipline should be to endow each learner with habits such as self-respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into adult life.

Despite the commitment and safety of the government to provider resources and improve school conditions, and minimize school strikes, cases of student's indiscipline continue to be a major problem in the learning institutions and have hampered the education progress of affected learning institution. Students 'indiscipline is manifested in various ways and takes different form in various schools such as commotions, disturbances, class boycotts, neglecting to do assignments, mass indiscipline, riots and violent strikes that may lead to rape and destruction of school property. This not only affects the students 'performance but also scare others who develop phobia of boarding schools, (Nyabuto & Njoroge, 2014). Discipline is considered vital for students' academic success. The problem of indiscipline is a global one, for example in United Arab Emirates Vockell (1990) found that there were rising cases of indiscipline which were affecting academic performance.

Time management skill between students and teachers has proved to have direct correlation with performance level. However, students who perceive to have good time management are those that have the desire to achieve, result in higher level of academic performance. However, the issue of punctuality needs to be observed not only to students but also teachers, head teachers and non-teaching staff in an educational institution, as part of the efforts toward academic excellence. Docking (2000) argues that a law-abiding student is the one expected to arrive on time for lectures and wait for the teacher, while law abiding teacher is expected to respect all the time allocated to

him on the table. Time management is paramount and can be viewed as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain period, (Eliam & Aharon, 2003). Therefore, to improve academic performance, both the student and staff self-attitude and participation is required as a principle of time management practice.

According Ehiane (2014) schools should set discipline for the proper governing of the various lifestyles of students that is the dos and don'ts. Okumbe (1998) opines that regulations on the other hand are authoritative disciplines with a course of law intended to promote discipline in school. Discipline therefore prescribes the standard of behavior expected of the teachers and students. This lack of discipline which interferes with learning manifests itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home (Matsoga, 2003). A study by Ehiane (2014) in a study of 10 secondary schools among 400 students in Lagos found that most students were habitual late comers, which was contrary to the school rules and regulations. They left school without permission, were not bringing their books to school, refused to do homework, rejected any kind of authority and resisted any disciplinary measures taken against them. It revealed that school rules and regulations which are part and parcel of disciplinary mechanisms play a significant role in enhancing students' performance. Significant proportion of respondents (60.53 %) agreed that rule and regulation affects students' academic performance. Dunham (984) argues that if a school is effectively disciplined, academic performance is to be achieved among students. Disruptive behavior amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for student in the journey to

adulthood. Parents often have no choice but to enroll their children with good discipline, which leads to better academic performance.

Several studies have been conducted that link discipline and improved academic performance. Ehiane (2014) in his study of 10 selected secondary schools in Lagos, Nigeria of a sample of 400 students he found that if a school is effectively disciplined, the academic performance is to be achieved among students. Disruptive behavior amongst learners is eliminated if there is good discipline at school. Findings also revealed that the secondary school students in Lagos were habitual late comers who disobeyed school rules and regulations. They left without permission, were not bringing their books to school, refused to do homework, rejected any kind of authority and resisted any disciplinary measures taken against them.

Duckworth and Seligman (2005) conducted a study in North Eastern United States on 8th grade students in Public Magnet school. They found that students with a strong sense of discipline performed significantly better than more impulsive students on every academic indicator, they measured including grades, achievement tests, and admission to high school program and attendance. Students with a high degree of self-discipline also spent more time on homework and watched less television. Laitsch (2006) argues that self-discipline also contributes to better academic achievement than did IQ. However, another study conducted by Ayoo (2002) found that other factors besides school discipline affect academic performance. Ayoo (2002) study carried out in Maseno Division revealed that inside and outside factors affected students' academic performance. These were learning facilities, teachers' management, homework, parents' participation in school activities and students' participation in home chores.

The debate over the relative benefits of Eastern and Western styles of school education has been kicked off again by two new studies which find evidence that strict discipline in the classroom produces better academic outcomes and stronger work ethic in students, in results that could have implications for Australia's sliding academic performance internationally (Munro, 2016). Current research has shown that classroom discipline and that strict high discipline East Asian countries were better and also the highest performing countries academically. East Asian education systems are heavily influenced by the ancient Chinese tradition of Confucianism, with emphasis on respect for elders, harmony and collective values. In practice this was likely to mean clear and enforced classroom rules, a focus on manners, punctuality, respect for teaching staff, consequences for poor performance or incomplete homework and an enforced dress code Munro (2016)

Discipline is that which incorporates the type of classroom behavior, it is expressed by paying attention to instructions, behaving according to accepted standards and respect for the teacher (Pasternak, 2012). It can be defined as any training intended to develop moral character or produce a pattern of behavior. It is also thought to be a coercive mechanism by some people, while other people view it as collaborative process of building consensus regarding accepted behavior with institutions and society (Njogo, Wanka & Afungmeyu, 2018). In the same note self-discipline is the behavior that springs from discipline. It entails perseverance, meeting time schedules, goal setting and planning for goal concurrent and completion of non-pleasant tasks. Tough, (2012) argues that non-cognitive skills that contribute to high achievement are self-control, adherence to the goal, enthusiasm, social intelligence, gratitude, optimism and curiosity.

Pasternak (2012) argues that many of the findings of social sciences and pedagogy and education argue for a strong relationship between discipline and academic achievement with a lack of discipline considered as a factor for declining achievements. Scholars are fairly unanimous in their conclusions that introduction of effective disciplinary practices in school are crucial to ensuring academic success together with a learning environment.

Putnam and Feinberg (2005) argue that discipline problems contribute to a decline in academic achievement. Similarly, Luiselli, Putnam, Handler and Feinberg (2005) argue that many students attending public schools exhibit discipline problems such as disruptive classroom behavior, vandalism, bullying and violence. Establishing effective discipline practices is critical to ensure academic success and to provide a safe learning environment. Carter (1984) reports that schools that had discipline problems registered low performance. This is because it reduced student opportunity to learn and the time teachers spent on disciplinary problems was not devoted to academic instruction or improving school climate. According to Carter's study in urban schools it showed that suspended students missed 462 hours of instructional time in one year alone. According to Rausch and Skiba (2005) in their study on cost of discipline and its relationship between suspension/expulsion and school achievement results showed that students recommended for expulsion had relatively low grades and score average percentile marks in reading, math and language and that the loss of relatively small number of days may create a significant disruption in academic learning for some time.

However, Arum and Velez (2012) have a different view on academic performance, they argue that lack of school discipline is hardly responsible for Italy's overall low performance on test scores in secondary schools. It is more likely due to structural problems such as lack of funds, inadequacy of school buildings and infrastructure and

shortage or high turnover of teaching staff. Similarly, Luke (2013) in his study on education performance and discipline in Karemo division, Siaya district, Kenya reports that schools that reported fewer discipline cases had relatively better educational performance as compared to those that had more discipline cases over the five-year period under review.

2.3.5 Language policy and academic performance in HPS

Ombui (2012) defines language policy as decisions made and undertaken by bodies and judicial responsibilities of such nature that their decisions affect procedures and practices at the national level of national organizations and activity. Mugane (2003) observes that a national policy on languages is a set of nationally agreed principles which enable decision makers to make decisions about issues of language in a rational, comprehensive and balanced way. Kimani (2003) also notes that a language policy identifies the nation's language needs across communities and ethnicities and, surveys and examines available resources, identifies the role of language generally and of life, establishes strategies vital for managing and developing resource, and relates all these to best of the nation through a planning agency.

At independence, Kiswahili was declared a national language as well as a language of commerce and social interaction. English was both the official language and medium of instruction of instruction in the education system. Republic of Kenya (1964-1965) notes the importance of vernacular languages as essential hence recognizes them as mediums of instruction in standard one, two and three. Trask (1997) defines a national language as the chief language in the country. Yambi (2010) notes that in most African countries, languages designated as national are designed for school instruction.

According to a study by Nyaswabu (2013) found out that learners' lack of English language skills inhibits both their understanding and expression. This results to poor academic achievement in English in learners. The society right from the school level has contributed immensely to the poor performance of English in examination because they reproduce the kind of English being spoken by the people they interact with and hence they also write poorly. Freeman (2012) defines school language policy as one that identifies areas or scope of operations and programs in which language problems exist. It sets out what the school intends to do about areas of concern and includes provision for follow up, monitoring and revision of changing circumstances. It is a dynamic action statement that changes along with dynamic context of a school. Therefore, a policy describes the beliefs around the learning of languages. Language development is through the phases of listening and speaking, reading, viewing and presenting.

Kenya Institute of Education (2002) point out that English is the official language of communication in Kenya as well as the medium of instruction in schools, colleges and universities. It is also the pre-eminent language of international communication. Consequently, students who master English reap many academic, social and professional benefits. In the school setting proficiency in English will make the learning of other subjects much easier. The importance of English cannot therefore be overemphasized. English in the secondary set up ensures that learning is acquired. Information is transmitted via language and students use language to ask questions. A study carried out by Kiplimo (2013) in Hill School Primary observed that all the students used English language as their medium of communication within the school compound. This was a school culture developed by school administration so as to raise English performance in the school. This was found effective as there was a rule in the

school which restricted students to communicate to one another using any other language other than English language. Kiswahili language was used only on Thursday and during Kiswahili lessons in the classroom. Kiswahili was given minimal attention since it was a language of the catchment area and student use it quite often outside school.

Teachers and support staff used English when communicating to the pupils. However, the teaching staff and non-teaching staff used English and Kiswahili as their medium of communication within the school compound (Kiplimo, 2013). A study carried out by Singh, Malik and Singh (2016) discovered that competence in English is the most significant factor with the positive outcome on performance of the students. Students with good communication skills expand pupils' performance.

2.3.6 Entry behavior in HPS

Entry qualifications are those prerequisites that qualify a student to enter into any school. Details of entry requirements vary from institution to institution in addition to the basic national prescription, (Ogbonnaya, Okpuruka, Iheanacho & Ndu, 2014). A students' entry grades on entry are probably the single most revealing indicator of his or her successful adjustment to the intellectual demands of a particular colleges' course of study. A student's cognitive entry qualifications which are believed to reflect student's intelligence is a factor that determines student academic achievement (Durotulu, 1994). Entry requirements determine a student's educational readiness and progress. Quality of students' intake is one of the factors that contribute to quality of grades (Alias & Zain, 2006)

Hattie and Andermann (2013) argue that Finnish education system contributes to high student academic achievement because it strictly observes high entry marks during

transition. Similarly, in Korea the education system has focused on preparing students to take the college entrance examinations. The admission system is based on the overall achievement of their junior achievement. Cookson and Sadovnik (2002) assert that admissions to schools should be made on the basis of objective indicators of merit. Some argue for only merit-based admissions such calls are based on two assumptions: (1) that current educational outcomes (test scores and grades) are no longer tied to historical conditions that created huge gaps in opportunities to learn and (2) there are simple valid and objective techniques to assess merit. The criterion for admission in top elite senior secondary schools is based students with high test scores. In Netherlands it was found that students with high test scores were high achievers and vice versa (Thomas, 2014)

Another interpretation of influence of entry behavior on matters of academic progress is that it slows down coverage of syllabus (Nakhanu, 2009). She further observed that students who entered with low certificate of primary education marks they were found to be slow learners and thus delayed the completion of the syllabus. Low entry marks were identified as a challenge experienced by head teachers in their attempt to provide quality education (Mobegi, 2007).

According to a study carried out by Waseka and Simatwa (2016) on factors affecting academic performance in Kakamega County in Kenya they found that entry behavior affected performance of students in Kenya Certificate of Secondary Education. Those with higher entry scores at KCPE performed better than those with lower entry scores in KCSE.

Prior achievement can influence entry to tertiary education in direct or indirect ways. In certain systems such as Ireland, England and Australia the grades achieved in state

examinations are used wholly or partly to determine entry to higher education institutions. As a result, higher achieving young people are more likely to enter tertiary education (Hattie & Andermann, 2013). OECD (2011) has a different argument in that high student achievement is influenced by self-perceptions and school related behaviors and not on entry grades. Similar view has been echoed by Chebens (2015) Ex-Post Facto study of Trans Nzoia and West Pokot counties which showed the vice versa in that learner with as low as 200 marks in KCPE have outperformed those who scored 350 and above out of a maximum of 500 marks. It is expected that learner's high KCPE entry marks should perform better than those of lower marks. Cheben (2015) cited other factors such as teachers who motivate students, availability of learning resources and completion of syllabus as other factors that influence achievement.

Admission points and the different qualifications, which are the results of prior or previous academic performance, are likely to affect the students' future academic performance (Amasuomo, 2013). Tertiary institutions all over the world including Nigeria use prior academic performance in terms of admission points or different qualifications/certificates as a basis of selecting students for admission into the college of education, polytechnic, schools and universities (Amasuomo, 2013).

The admission of students into government secondary schools in Kenya is based solely on student scores on the national primary school on the national primary school exit examination, district quotas and student preferences (Adrianne & Mbiti, 2011). The most selective or elite school's government schools are national schools followed by the provincial schools and then District schools. The exact score cut off for attending a specific type of school is year and specific depending on the number of students who expressed a preference for a particular school and the scores of those students e.ga student scoring 400/500 could be placed in a national school depending on how many

students with higher scores in his district expressed preferences for the same schools and his districts quotas for the national examination.

Academic characteristics such as previous achievement influence student achievement not only at individual level but also at an aggregate or social level (Rumberger & Palardy, 2005). Mlambo (2011) in his study in West Indies found that learning is a continuous process thus a student recruited with higher entry qualifications will be prepared well than a student based on the mere minimum qualifications. It is important for educators to have an idea of how well-prepared admitted students are based on their qualifications. Wushishi and Usman (2013) argues that a prediction of a future examination result could be made on reasonable success on the basis of an earlier examination and therefore grades can serve as prediction measures and as criterion measures. They further explained that in Kenya Certificate of Primary education scores had a positive linear relationship with Kenya Secondary Certificate Examination.

A number of institutions admit students based on their entry qualification with the scenario of admitting the more qualified. This is premised on the fact that since learning is a cumulative process, a student admitted to be well prepared for the course content will perform better than one admitted with lower qualifications (Wambugu &Ameke, 2013). In a study carried out by Njagi (2013) in Embu on analysis of factors that lead to poor performance in Kenya Certificate of secondary examination, students admitted with low marks in form one were not able to meet high performance expectations. Most of the students admitted in day secondary schools were leftovers as students with high marks were admitted in national schools and county secondary schools. A study carried out in Nyamira district by Ondime, Nyamasage, Mogwambo and Ochoti (2013) also showed that for every score increase in KCPE there was corresponding significant increase of 1.4 units. Therefore, the KCPE scores other factors holding constant were

related with the mock examination scores and end of form three examination and KCSE scores.

Amburo (2011) in his study in Kenya on academic performance in academic students from academies and public primary schools at KSCE examination revealed admission to national and provincial schools have always been taken up by pupils from academies. Ironically, the pomp and celebrating mood that characterizes the release of KCPE results is usually replaced by forlorn and downcast faces as the KCPE giants crumble at KCSE examination. Contrary to the expectation there is no relationship between the type of primary school attended and performance at KCSE. Ochwangi (2011) contends that in Mandera district in Kenya where he carried out this study, he concluded that the entry marks of the students into secondary school affect performance by the same students in KCPE.

Irungu and Nyagah (2013) in their study in Kiambu county noted that the KCPE mean score in 2007, 2008, 2009, 2010 respectively according to the Provincial director of Education was 249.52, 242.76, 244.56 and 249.67 respectively. Hence the county KCPE mean score was far below the provincial KCPE mean in the four years under study. Majority of the teachers 54.4% said the students were academically weak due to poor academic background.

According to their study they found no statistically significant difference between student scores on the secondary exit examination for students in national schools versus other schools. Therefore, there was no measurable effect of these higher quality schools on achievement. A possible explanation is that the better the inputs in national schools are being utilized efficiently, for example teacher absence was in all schools. Glennerster, Kremer, Mbiti and Travarasha (2011) argue that with a limited number of

secondary places, KCPE scores play a major factor in the progression of students to secondary schools.

2.3.7 Learning community and academic performance in HPS

A learning community is a group of people who share common values or believes, are actively engaged in learning together from each other and by habilitation such communities have become a template for a cohort based, interdisciplinary approach to higher education.

Fulton and Riel (1991) define a learning community as a group of individuals who are interested in a common topic of area and who engage in knowledge –related transactions as well as transformations within it. Learning communities are held by four cohesion factors: function, identity, discursive participation and shared values. According to Bielaczyc and Collins in recent years in America there has developed a learning community 'approach to education. In a learning community the goal is to advance the collective knowledge. A learning community has characteristics such as a diversity of expertise among its members, shared objective of continually advancing the collective knowledge, emphasis on learning how to learn and mechanisms for sharing what is learned. Kumpulainen, Sinikka and Kaartinen (2000) describes learning community is the development of thinking and understanding in social interactions and activities mediated by semiotic tools made available by social context embedded in socio -historical context. Lau (2006) describes learning-community as one that encompasses all elements of group work and learning situations where students cooperate in order to accomplish a specific learning objective. It provides mechanisms for students to interact positively with people who think differently not only locally but also worldwide.

According to David (2008) statistics have revealed that drop outs, failure rates and low student achievement all underscore the dismal condition of largest urban schools. Such schools offer impersonal environment and irrelevant, watered-down courses. Therefore, learning communities can therefore solve the above problems. Learning communities provide most positive climate, including personalized relationships for students and collegiality among teachers. Kisumo, Ahmed and Ongeti (2013) argue that schools as learning environments are no longer viewed as formal organizations such as factories or manufacturing industries but as learning communities with as a system of shared beliefs, values and norms amongst teachers, students and parents aimed at improved performance in national examinations. Sackney (2007) argues that effective teachers participate in learning communities that take shared responsibility, along with students, parents and the community for student outcomes and improved student learning. Within the school effective learning communities are characterized by collaborative teams and learning networks that work as "communities of practice".

2.3.8 Teacher characteristics and academic performance in HPS

Magno and Sembrano (2006) define teacher characteristics as measures of general teaching practices such as teaching method and strategies, classroom management, planning and organization of teaching. The content of teacher effectiveness includes some aspects of the teachers' personality that are necessary in teaching such as being tolerant, having good sense of humour, being warm and friendly, and being concerned about students. It also involves maximizing class time, effective organization, providing a broad, balanced and relevant and stimulating curriculum setting high standards of teaching. A study by Poplin, Rivera, Durish, Hoff, Kannell, Pawlak, Hinman, Straus and Venny (2001) found that high performing teachers in low performing urban schools had certain traits in common. They were strict, they taught in

traditional explicit ways, there was little time in their classroom when instruction was not occurring and they moved around the room helping their students and they stressed particular virtues including respecting self and others, working hard, being responsible, never giving up, doing excellent work, being hopeful, thinking critically, being honest and considering consequences.

Corrigan (2005) argued that high performing schools have teachers who are characterized by awareness of purpose, task orientation, high expectations for students, enthusiasm, clarity and directness, lessons consistently prepared, predictable routines, effective use of praise, students on task, redoubling teaching efforts when learner has difficulties. their study on high performing schools noted that teachers share learning intentions and success criteria, understand and apply strategies to overcome barriers such as low literacy levels, make effective use of strategies such as peer tutoring, collaborative learning, challenging tasks which build individual progress, development of thinking skills and have high consistency, high expectations of their students.

Hopkins and West (1994) suggests the setting high standards of teaching so as to register excellent performance, this includes stimulating and enthusiastic teaching with interest, consistency in the quality of teaching across the school, development of good learning habits with many opportunities for pupils to find out for themselves, highly structured approaches to reading, writing and mathematics, well planned lessons, stimulating classroom environment and a close check on learning, with effective marking and assessment.

2.3.9 Games and academic performance in HPS

Many extracurricular activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to

academic subjects. A number of studies have revealed that students participating in extracurricular activities did better academically than students who did not participate (Fujita, 2005 & Sing, 2014). Researchers have particularly studied the relationship between extracurricular activities in adolescents. One study revealed that adolescents who participated in extracurricular activities reported higher grades, more positive attitude toward school and higher aspirations. A study carried out by Annu (2014) on a longitudinal study concerning extracurricular activities and their effect on various aspects of development including academic performance showed that students who participated in school-based extracurricular activities had higher grades, higher academic aspirations and better attitudes than those who were not involved in extracurricular activities at all.

In the Kenyan curriculum, sports are included formally through a subject called physical education and allocated one period of forty minutes in the lower secondary section. Less formally, every school is expected to have a games department and games teacher.

However, Kisango (2016) reports that some people argue that student's participation in sports interferes with academic excellence therefore schools should focus on transmission of formal education. Sport participation has been viewed in two different perspectives in Kenyan secondary schools as far as their academic performance is concerned. Some perceive sports to have positive effect on students' academic performance while others view it as a hindrance to academic success and a waste of time. Other stakeholders argue that games are important part of the school curriculum. The contribution of sports to the educational process cannot be overstated. Many researchers have showed that participation in sports and other sport related activities

have a positive correlation with academic performance among students (Ongonga, Okwara & Okello, 2010).

A new study from Finland has suggested that being active could be crucial to making a good start when children first begin school. Researchers have found that high levels of physical activity are associated with early academic achievement. Regular physical activity builds healthy bones and muscles, improves muscular strength and endurance, reduces risk for developing chronic disease risk factors, improves self-esteem and reduces stress and anxiety. Beyond these known health effects, physical activity may also have beneficial influences on academic performance. Okumu, Rono and Maithya (2009) argue that co-curricular activities create benefits in educational outcomes such as better school attendance, low rates of discipline issues, higher education achievements and greater sense of school loyalty or spirit. Students participating in co-curricular activities are more likely to perform better in schools.

Research findings indicate that participation in co-curricular activities affects student academic performance and supports the attainment of academic objectives. Kimengi Kiptala and Okero (2014) view participation in co-curricular activities from a different perspective. They argue that sport participation is viewed as a hindrance to academic success and waste of student's precious time

Waseka and Simatwa (2016) argue that candidates who participated in sports and co-curricular activities had an advantage over their less active peers as they had better chances of performing well. Similarly, from the focused group discussions the candidates were in agreement with the findings from the interview. They concluded that the more active peers who frequently participated in sports and in co-curricular activities were more active in class and also performed well in academics.

2.3.10 Rising time/start up time and academic performance

School starts up times vary considerably both across the nations and within individual communities with some schools beginning earlier than 7.30 am and others after 9.00 am, Edwards (2012). Proponents of later start times argue that students who wake up early for school do not get enough sleep and that beginning the school day at a later time would boost their academic achievement. It has been found that earlier start times may result in poor hours of sleep, as students may not fully compensate for earlier rising times within earlier bedtimes. Reddy (2014) argues that late start ups of schools' results in improved physical and mental health, improved attendance and in some cases better student performance. In addition to that sleep deprivation can result in less motivation, difficulty in concentration, restlessness, slow reaction times, lack of energy, frequent errors, forgetfulness and impaired decision skills. Studies in North Carolina showed that effects of too early school times, which in turn have been repeatedly linked to increased rates of tardiness, truancy, absenteeism and dropping out.

Maas and Weiss (2008) argue that traditionally cognitive ability, conscientiousness, achievement, motivation and the need for cognition have been quite effective in predicting academic performance. Sleep however plays an important role in learning and memory, with studies finding an inverse relationship between sleep and academic performance in children, adolescents and young adults. In addition, sleep is restorative for brain metabolism, and memory consolidation and the learning process. Sleep aids in recall, Akst (2011) found that American teens are chronically deprived of sleep hence affecting their physical and mental health. In Kenya Kangethe, Lyria and Nyamanga (2014) in a study carried out in Kisii found that students who woke up very early to perform house chores before going to school were perennially fatigued, lacked concentration and performed poorly. However, Ongeti (2008) in his study in Bungoma

County found that pupils who woke up early to read and prepare for class performed better in class. Ehiane (2014) in his study of 10 secondary schools found that over 73.7% strongly agreed that observance of time management affect students' academic performance.

2.3.11 Games and academic performance in low performing schools

Kangethe (2011) in his longitudinal study involving a quasi-experimental design on sports participation and examination related stress among selected Kenyan secondary schools found out that sports active students suffered less ailments than non-sports active students. Exercise through sports and games helps to alleviate stress, depression and anxiety. Academically the non-sports active ones performed better. Non-sports-active students recorded an average of 30.19 visits to the school nurse while the sports active students had 17.76. The non-active students had a mean of 54.62 in their form three examination while the active students had a mean of 51.47. The sports active male students perceived less examination stress than the sports active.

According to Burges and Richardson (1992) a physically fit person has a greater ability to tolerate changes in life, reacting to crises with reduced stress response than a physically unfit person. They go further to state that participation in physical activities not only leads to physical fitness but also plays a role in stress management and tension reduction. Turner and Helme (1990) state that physically fit people are better equipped to deal with emotionally stressful events than sedentary people. In Kenya secondary schools, sports are part of the co-curricular activities that students are expected to participate in. Time is set aside at least three times a week for sports. As shown earlier participation in sports leads to a state of relaxation that implies the absence of stress. Those who excel in a particular sport at interschool sports competition and thus receive greater exposure through practice and competition (Ministry of Education, Science and

technology, 2000). Njenga (2000) found that the national schools that academically performed well also performed well in such games such as hockey, swimming, rugby, badminton and basketball in national games competition.

Trudeau and Shephards (2008) systematic review study on physical education, school physical activity, sports and academic performance showed that adding time to academic or curricular subjects by taking time from physical education programs does not enhance grades in those subjects and maybe detrimental to health. An additional emphasis on physical education may result in small absolute gains in grade point average.

Toras (2005) argues that few teachers, administrators and parents would argue with the assumption that physical activity is likely to perform better in school. Physical activity improves general circulation, increases blood flow to the brain and raises levels of norepinephrine and endorphins all of which may reduce stress, improve mood, induce a calming effect after exercise and perhaps as a result improve achievement. Few studies showed either significant but weak association between activity level and better academic performance or no correlation at all.

2.3.12 Instructional leadership and academic performance in low performing schools

Recent research has highlighted the key role of school leaders in education (Leith wood et al., 2006; Pont, Nusche and Moorman, 2008). The most effective schools are led by individuals who set and communicate clear goals and define plans of action according to those goals, including specific tasks for teachers and all actors in the school community. Effective school leaders promote a positive school climate, collaboration

among teachers, and teachers' professional development that is adapted to students' learning needs.

A study conducted in OECD countries on performance of mathematics revealed that school leadership may influence high performance or low performance through teachers' expectations. School leadership and teachers sometimes respond to low-performing students by lowering their expectations for these students and even reducing the scope of the curriculum these students are taught. However, this type of response can turn into a self- fulfilling prophecy, whereby lower expectations lead to poorer performance. School principals and teachers with leadership roles can promote, develop and sustain a culture in schools where academic success is expected of all students, including those from disadvantaged back grounds.

The study on OECD countries revealed that 15% of students attend schools whose principals reported low expectations on student learning. Low performers are more often found in schools where teachers' low expectations for their students are more prevalent than in schools where teachers' low expectations for students are rare. Teachers who supported their learners in mathematics lessons performed well than those students whose teachers did not support. A statistically significant relationship between less teacher support and a greater likelihood of low performance was observed in 19 countries and economies out of 63 countries studied.

Supervision and inspection of teachers is a very important aspect in instructional leadership; however, this is lacking in most low performing schools. Waweru (2012) study on analysis of factors influencing academic performance among secondary schools in Embakasi division of Nairobi province established that inspection and supervision of teachers by principals which assists them to improve on their curriculum

delivery was not done enogh.22% of teachers said that it was not done, 54% of the teachers said it was randomly done while 24 % of the teachers stated it was never done. The teachers reported that principals neglected supervision of teachers because they were busy with administrative activities most of which kept them away from school. Similar sentiments have been echoed by Mumasi (2013) who wrote that good supervision strategy and administration styles were significant factors influencing learning outcomes in Kenya Certificate of secondary education.

2.3.13 Indiscipline and academic performance in poor performing schools

Learning institutions are plagued with cases of students' unrest and indiscipline. Students' unrest and indiscipline undermines the quality of education. Indiscipline in schools is a global problem, spanning political, economic, geographical and even gender boundaries. The main problem is that it has affected academic performance. Concerned stakeholders have aired their views regarding possible causes and also prescribed a number of solutions to the problem.

Prout and James (2003) in their study observed growing acts of indiscipline among school children which has become a universal challenge facing many countries. Indiscipline is a destructive behavior which does not promote peace and co-existence in society (Clinard & Meier, 2015). Intolerance and indiscipline behavior brings about disorder, destruction and anxiety among pupils. Indiscipline behavior therefore does not create an environment conducive for learning but leads to poor academic work. Indiscipline behavior could be one of the human factors that contribute to the falling standards of education. Indiscipline in the view of Ayerty (2012) is a kind of behavior that deviates from the generally accepted norms as seen in almost all facets of the society at home, in schools, government and religious places. Koreng (2004) also contended that indiscipline among children has become a global problem. He

mentioned that the rise of cultism, vandalism, examination malpractices, squandering of school fees by students and truancy among others are common among school children. He emphasized that undisciplined children are everywhere.

According to Koomson (2015) the aim of school discipline is to ensure a happy learning environment in the school and the classroom. A school where a teacher is unable to maintain law and order will be chaotic. This may lead to low academic achievement and unhappy students. Disruptions can interrupt lessons for all students and disruptive students can lose even more learning time. Students' characteristics such as persistent lateness and truancy affect their learning. When students are not in class, they find it difficult to understand lessons and concepts that are taught. Students who exhibit indiscipline behavior in class are known to be inattentive in class. Once the students lose concentration on the lesson and do not take active part in the discussion, they are unable to grasp the concepts taught. The result is that there is loss of content and knowledge that is taught (Etsey, 2005).

In America Osher (2019) in his systematic review on indiscipline in American schools found that secondary schools suspend or expel two million students' non – violent offenses such as disruption, disrespect, tardiness and dress code violations. Osher (2019) found that getting suspended or expelled increases students' risk for falling into unproductive behavior hence their social, emotional development, academic performance and life trajectories. There are disparities in school discipline because black students are 3-4 times more likely than their white peers to be expelled or face multiple suspensions from school. According to Statistics- Statista (2016) study on percentage of US public schools with selected discipline problems in 2015- 2016 school year by school level it revealed that the discipline problems found in primary school and high school combined were student/racial/ethnic tensions, student bullying, sexual

harassment of other students, student verbal abuse of other teachers, widespread disorder in classroom and gang activities.

Kamal and Bener (2009) cross sectional study on factors contributing to school failure among school children in very fast developing Arabian society which was conducted in Qatar revealed that the students had indiscipline problems. These indiscipline problems were internet usage, playing video games and watching television. Smoking was highest among boys predominantly beginning from the age of 12 years. School related indiscipline issues were signs of poor attention and hyperactivity, talkative and disruptive classrooms.53.4% of the respondents failed to do their homework in class while 33.3 % were absent. Similar sentiments have been echoed by Meador (2019) who studied on the factors that limit school effectiveness. Meador (2019) argues that attendance of students' matters, a teacher cannot possibly do their job if a student is not there while a student can do homework, it is likely that they learn less than they would have been there for the original instruction. A student who misses an average of ten school days a year will have missed an entire school year by the time they graduate high school. Poor attendance severely limits both teachers' overall effectiveness and students learning potential. These continuous disruptions do limit schools' effectiveness.

A Union of Professionals of America (2019) revealed that too many children struggle in low performing and under resourced schools. Many children and students are suspended hence creating a vicious cycle in which students miss critical access to direct instruction that cannot be recaptured once they return to school. Often students return even further behind than they were and they have little or no support to catch up. Suspensions are also a predictor of student's risk for dropping out. New research in America found that even a single suspension increases the likelihood of low

achievement and of dropping out altogether. African American and Latino students particularly males are more likely to be suspended for subjective violations and disrespect, (A Union of Professionals of America, 2019).

A study carried out by Ofori, Tordizo, Asamoh and Achiaa (2018) on the effects of indiscipline on academic performance of Junior High school students in the Fantea Kwa district of Ghana revealed that common acts of indiscipline by the students were as follows- lateness, truancy, throwing litter around the school compound and classroom, failure to do homework, stealing of friends' articles. Failure to do homework, examination malpractice, engaging in pre-marital sex and alcoholism were also found to be rampant in that district.

Moye (2015) study of students' indiscipline and principals' attitude in Ondo state secondary schools in Nigeria showed that part of the effects of indiscipline is high negative influence on peers who are disciplined. Students who are not disciplined end up getting frustrated because other students usually have negative attitude towards them. In addition to that indiscipline causes high poor academic achievement. Students' indiscipline is a menace that has been hunting the educational system in Nigeria. It has been considered as a national concern because it is a threat to school effectiveness.

In Kenya Karanja and Bowen (2012) survey on student indiscipline in public secondary schools revealed that arson which is the burning of buildings, vandalism, striking, bullying, drug taking, killing of other students, mock boycott were the common indiscipline cases. They also found that form ones, form fours and form twos were the leading culprits of unrests. Karanja and Bowen (2012) found that there is clear evidence that school unrests are linked to poor academic performance of students according to 86.2% of the respondents. 90% of the schools in the sample representing both urban

schools revealed the same trend of positive correlation between student unrests such as strikes and the mean grade obtained in a given year. This meant that students' unrests negatively affected academic performance. Schools that did not participate in strikes had a relative stable academic performance. The combined mean grade for schools that did not go on strike was always above mean grade marks for schools that experienced students' unrest.

2.3.14 Teacher characteristics in low performing schools

Ultimate realization of aims of education in the country depends on qualitative and quantitative attributes and attitudes of teachers in schools. In the class a professional teacher must demonstrate excellence in his teaching. He must maximize his ability to transform positively in cognitive, affective and psychomotor areas. He must show superiority in his teaching process. Generally, the teacher must be intelligent, qualified and must possess neat appearance and desirable qualities. A teacher must possess both content and pedagogical knowledge. Content based pedagogical knowledge can be described as practical knowledge of teaching it includes knowledge of approaches to topics, teacher's knowledge such as strategies for planning practices, behavioral management techniques, classroom organizational practices, motivational techniques, different ways of presenting facts.

According to Masinjila (1989) quality education requires quality teaching force. Highly qualified teachers are most capable of helping their students learn, have deep mastery of both subject and pedagogy. Darling-Hammond (2000) argues that preparation that teachers receive before beginning their work varies significantly especially within the least developed countries.

A study carried by OECD (2016) in OECD countries revealed that schools in some countries performed poorly in mathematics because of teacher absenteeism. Teacher absenteeism of teachers is a basic demonstration of teachers' professional responsibility to students learning through showing up for learning every day. Teacher absenteeism jeopardizes students' opportunities to learn. Lessons may be cancelled if no substitute teachers are available and may not be well prepared or as effective as regular teachers. Schools with larger proportions of low performers tend to suffer more from teacher absenteeism on average across OECD countries.

Hafiane, Kaddari, Elachqar, Ellaissaoin and Tahraoui (2015) in their study on major factors that influence school failure in Morrocco came up with a different conclusion. They found that students' attitude towards school and learning is highly associated with school failure. Extracurricular activities seem not be significant. School characteristics such as influence of teachers and school potential and infrastructure are not significantly associated to the rate of school failure.

Gakure, Mukuria and Kithae (2013) carried out a descriptive research study in Gatanga district in Kenya. Some of the reasons of poor performance in Gatanga district were that higher percentage of the schools reported to have inadequate administration and teaching staff. 80% of the respondents indicated that the training was inadequate. The findings of this study showed that despite the reported importance of in-service training to the efficiency of the teaching staff, such trainings were almost absent for teaching staff in Gatanga. In cases where they were done, they were scarce and short thus not playing the role of equipping teachers with relevant skills for better delivery of their services. The trainings given were said to be inadequate since there were no follow ups on the same. The trainings given were also not in line with the ever-changing curriculum of the schools.

According to Timothy (2008) indiscipline is the direct opposite of discipline. Dittinuiya (1995) defined it as any act that does not conform to the societal values and norms. Out (1995) defines indiscipline as unruly acts and behaviors, acts of lawlessness and disobedience to school rules and regulation.

It can be summarized that indiscipline is any form of misbehavior which the students can display in the following ways: general disobedience to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behavior, drug abuse, stealing, lateness, truancy, dirtiness, quarrelsome, use of abusive foul languages, rudeness, gangster-ism or cultism etc. as the forms of indiscipline in schools are inexhaustible.

Timothy (2008) further stated that indiscipline can be the unwillingness of students to respect the constituted authority, observe and obey rules and regulations and to maintain high standard of behaviour conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease.

Achievement of the goals of secondary school education largely depends on the positive disposition of students in their academic work and instructional performance of teachers. A major task facing educational administrators is the continuous existence of the problem of dropout, deviant behavior, examination malpractice, lateness and poor academic performance among students. Ngwokabuenui (2015) in his study of indiscipline in 120 secondary schools in Cameroon schools found that indiscipline was very rampant and it created an atmosphere of insecurity, frustration and instability hence leading to ineffective learning. This study revealed that the frequent and familiar identified types of indiscipline in Cameroon secondary schools are categorized into three major groups. The cases of students' indiscipline regard to the disobedience of

students to school administration are assault and insult on teachers, non-teaching staff and school prefects. The instances of ill – discipline, concerning collective misconduct of students include vandalism and mass protest. While cases of indiscipline relating to student's poor habits are chewing gum in class, speaking of Pidgin English, wearing dirty and wrong uniform, fighting and examination malpractice.

Teachers' behavioral characteristics are relatively stable traits that are influence the way teachers practice their profession. What teachers are influences what teachers do, in return influence what and how much students learn (UNESCO, 2004)). So effective teachers possess the knowledge and skills needed to attain the goals and must be able to use the knowledge appropriately if these goals are to be achieved. The possession of knowledge is referred to as competence while the use of knowledge is referred to as teacher performance. Thus, there should be a link between teacher behavioral traits, teacher competence and teacher product to attain students' academic performance.

Every educational system at every level depends heavily on teachers for execution of its program. Obadara (2005) viewed teachers to be highly essential for a successful operation of the educational system. Without teachers with relevant behavioral traits educational facilities cannot facilitate academic performance of students. Undoubtedly the success and quality of any educational system depends on the quality of teachers input into the system, (Fehintola, 2014). According to Fehintola (2014) Nigerian education system has problems such as inadequate infrastructure, brain drain, population explosion, lack of motivation on the part of instructional and non-instructional staff, inadequate classrooms, lack of instructional aids lack of recreational facilities, high student / teacher ratio, inadequate classrooms and inadequate training staff.

Timar, Rodriguez, Ferrario and Kim (2006) in his study on strategies to improve low performing schools in California found that the schools had poorly trained teachers and who reduced the expectations of students. Furthermore, the teachers in California high priority school grants program taught what was outside the field of training this therefore contributed to poor performance.

Pallavi (2016) in his longitudinal systematic review of factors linked to poor performance of disadvantaged 10th grade students in science and mathematics in United Kingdom showed that student perception of teacher's attitude can predict academic performance. Students in the lowest socio-economic status did not attend school because of their teachers' expectation of success and for fear of humiliation in class.

Fehintola (2014) and Waweru (2012) found that pedagogical knowledge identifies distinctive bodies of knowledge for teaching. Teacher's attitude toward teaching includes teacher self-esteem, teacher self-efficacy, teacher's expectation, teacher's commitment etc. Attitude of teaching regarding students could be attitudes toward individual learners, groups or classes of learners. This can be (affection of learners), enthusiasm to teach these specific learners. These attitudes toward students could be formed due to changes exhibited by the students such as low socio-economic status, poor discipline, physical appearance or educational needs such as speech difficulties.

Studies conducted in Mississippi to determine the relationship between teacher quality and student performance in mathematics revealed, that there is a strong relationship. Teachers' professional training and competencies made them motivated and able to make learners achieve better grades in national examinations irrespective of student-teacher ratio, (Maji & Mategato, 2006)

2.3.15 Entry marks and academic performance in low performing schools

Low entry marks can affect student academic performance. A study by Gitaari, Nyaga, Muthaa and Reche (2012) in their study of factors contributing to poor performance in public secondary schools in Tharaka South district revealed that some teachers felt that low entry marks at form one level contributed to students' poor performance in mathematics. Awino and Ayodo (2011) and Kaimenyi (2013) also found that low entry behavior by students has affected academic performance in Migori Sub County. Teachers blamed the quality of students joining form one from day one and regarded them as academically low. Ndege (2010) descriptive survey design study in Borabu district on secondary schools found out that most students attending day schools attain low marks from their KCPE. In Kenya the top scorers are admitted to national schools, average scorers get admitted to boarding district facilities and finally the remaining join day schools around their homes, (Datta, 1992). Those who find themselves in these schools are likely to have low esteem and doubt their ability to perform well in national examinations. Ndege (2010) observed that only a small percentage of 4% of form one entrants of the day secondary schools within Borabu district had an entry mark of between 350 and above. 50% had an entry mark of between 250 and 300.This means more than half are above average while 47% had 250 or below, a clear indication that most day school students within Borabu district joined secondary schools with low entry marks. These low marks have a poor performance implication in their final examinations which attribute to poor academic performance within the district.

Onderi and Makori (2014) carried out a study in Nyamira county and found out that there were a number of challenges facing form one selection, they found out that district schools faced steep competitions from national schools as a result they fail to obtain a sufficient number of qualified staff (students with minimum entry requirements)

because they select their students last after national schools and county schools have had their share on turn. National schools and county schools select top performing ones leaving bottom performing ones to the district schools. Consequently, district schools end up with students who are considered low academic performers or what has rightly been described as low academic performers or what has been rightly described as academic leftovers or simply poor students.

Waseka and Simatwa (2016) carried out a study in Kakamega County, findings were that students who entered form one with high marks were described as "motivated, easier to learn and that they also easily grasped the various concepts in class causing them to score high grades in class and eventually in KCSE. Those with low entry marks on the other hand were said to lack self-esteem and performed below average in class and eventually in KCSE. Waseka and Simatwas (2016) study also showed that national and county schools required a higher entry mark on admission and usually performed better in KCSE as compared to sub county schools which admitted students with lower marks at KCPE. These findings are in agreement with those of Nakhanu (2009) who established entry behavior of students as a factor affecting syllabus coverage. She observed that students who entered form one with low KCPE marks were found to be slow learners and thus delays coverage of the syllabus. Mobegi (2007) similarly identified low entry behavior as a challenge experienced by head teachers in their attempt to provide quality education. In some of the schools they had even performed better than their peers who scored higher marks than them. This could be attributed to being in boarding schools with better learning facilities.

2.3.16 Inadequate facilities

Timar, Rodriguez, Ferrerio and Kim (2006) in their study on low performing schools which were on California high priority school grants problem found that many low

performing schools are located in impoverished communities where family distress make it hard for children to come to school prepared to learn. Many of the low performing schools do not have the capacity to support high quality teaching and learning. The schools have thinly stretched resources to meet student needs.

2.3.17 Language and academic performance in low performing schools

Dogo (2016) in his study in Nigeria posited the idea that teachers need to have a deep knowledge of both the language of instruction and the subject matter which they are expected to teach. In addition to that, students understanding is deepened when both the language of instruction and the methods used by teachers provide the discussion of similarities among representations that revealed underlying mathematical structures or essential   features of mathematical ideas. Ogechi (2009) in related study concerning the importance of the second language in Kenyan secondary level of education found that at this level of education will communicate in the language they used in learning mathematics and this would enable them to express themselves fully when learning mathematics. The students' proficiency of mathematics language instruction becomes necessary if students are to excel and perform well in mathematics.

Mbugua, Mungiri and Reche (2012) found that students' poor performance at the national examination (KCSE) would be as a result of their inability to comprehend mathematical vocabulary and the language of instruction. For students to excel they must recognize, comprehend and apply the requisite mathematical vocabulary. Sarah (2003) in her study on language and other background factors affecting secondary pupils in mathematics in South Africa found that language background influenced performance.

Syan, Hwang and Wanjohi (2015) in their study on international students found that the results on language and academic performance reported that there was indeed a relationship between self-perceived English language proficiency and academic performance as measured by GPA. There is a relationship between the number of languages spoken and academic success. The findings of this study implicate the role of English proficiency on academic achievement of international students.

2.3.18 Rising time and academic performance in low performing schools

Sleep affects many aspects of our life. Having sufficient sleep helps us think and perform different tasks more efficiently and consistently. Insufficient sleep however can be harmful because it may impair many activities throughout a day. When hungry for sleep, the brain tries to satisfy its need by causing the feeling of "sleepiness" and so it decreases levels of one's alertness and concentration. Excessive sleep is also associated with negative mood, inconsistent performance, lower productivity and short-term memory that can inhibit learning and some behavioral controls (Curcio, 2006).

The sleep and circadian timing research provide two important predictions about time of class and academic achievement of students. First, students who are assigned to early morning class are most likely sleep derived since they do not have enough sleep as explained by the findings on sleep phase delay. Second the circadian timing preference, influenced by the sleep phase delay of students can change the learning ability and productivity of the students throughout the day (Luong, 2017). In particular, circadian cycles make people more sleep or more certain during certain times of the day, with wakefulness likely to peak in the late morning, drop and rise again in the afternoon. Therefore, adolescents' academic performance is expected to follow very similar patterns which they will likely perform better if they feel more alert and wakeful.

Wheaton, Chapman and Croft (2016) argue that insufficient sleep in adolescents has shown to be associated with a wide variety of adverse outcomes, from poor mental and physical health to behavioral problems and lower academic grades. Most high school students do not get sufficient sleep. Delaying school for adolescents has been proposed as a change to address insufficient sleep in this population and to potentially improve students' academic performance. Later start times also generally correspond to improved attendance, less tardiness, less falling in asleep in class, better grades and fewer motor vehicle clashes. Insufficient sleep has been associated with a wide variety of adverse outcomes in multiple aspects of their lives from poor mental and physical health to behavioral problems and poor academic performance. Insufficient sleep has been linked to poor mental health including depression, depressive symptoms and suicidal ideation. Finally, students who not get enough sleep also may be more likely to have problems of paying attention and poor academic performance.

Heissel and Norris (2016) argue that sleep patterns are determined in part by sunrise patterns, which vary across time zones. American children are chronically sleep deprived. As children enter puberty, physiological changes delay the onset of sleep. Sleep patterns matters for learning and cognition. Important formation and consolidation processes occur overnight, as the brain plays pattern for brain activity exhibited during learning. Fogel and Smith (2011) argue that restricting sleep also reduces alertness and attention levels which likely affects learning and attention levels which likely affects students' ability to learn or take tests the next day. In light of these findings American Academy of Pediatrics (2014) recommended that adolescents should wake up no earlier than 8.00 am.

Lahey (2019) reveals that early school start times result in sleepy kids and frustrated parents while delayed start times led to improved grades and standardized test scores

and a reduction of teen car accidents. Lack of enough sleep damages their mental health, education and even ability to drive safely. Chronic sleep loss contributes to higher rates of depression, suicidal ideation and obesity. Long term deprivation of sleep has also been shown to lead to decreased attention span, lower test scores, tardiness, less concentration and overall low academic achievement. It was found that start times that were delayed by one-hour students did not shift their bedtimes later, resulting in a net gain of one extra hour of sleep on school nights. These children arrived at school more rested and according to the report experienced "less day time sleepiness, less tardiness, fewer attention/ concentration difficulties and better academic performance compared with middle school students at earlier starting times.

Edwards (2011) study on all middle schools in Wake County of North Carolina found out that proponents of later start times argue that students in early starting schools do not receive enough sleep and that performance can be increased by beginning the school day at a later time. The rationale typically given for start times affecting academic performance is primarily biological. Earlier start times may result in fewer hours for sleep, since students may not fully compensate for earlier rising times with earlier bed times. In particular adolescents have difficulty adjusting to early bedtimes due to the timing of release of the hormone melatonin. Edwards (2011) also adds that a reduced amount of sleep has been demonstrated to reduce students' cognitive ability which in turn could reduce learning resulting in lower test scores.

2.3.19 Home Environment

Wright and Saks (2008) argue that the most accurate predictor of a student's achievement in school is not income or social status but the extent to which students' family is able to create a home environment that encourages learning; expresses high but not unrealistic expectations for their children's, education at school and in the

community. Henderson and Berta (2004) argue that when parents are involved in their children's education at home they do better in school. In addition, Wright and Saks (2008) are of the opinion that inviting parents to identify measures of progress sends message that students can learn and how they learn is not just an issue for teachers and adminis8th international conference of Lahore showed that the home has a great influence on the students psychological, emotional, social and economic state. In view of Ajila and Olutola (2007), the state of home affects the individual since the parents are the first socializing agents in an individual's life.

Khasanah and Harwati (2017) identified attributes such as gender, origin of father education/occupation, mothers' education, senior high school department, senior high school grade, attendance and drop out were the most influential student attributes in determining academic performance. Musau, Omieno and Angulu,(2019) cited mothers and fathers education were found to be influential in students' academic performance. Religious background was also found to be listed among top factors affecting academic achievement.

Browny and Sumiya (2002) identified factors such as change of school, family break up, teacher absence, parent illness, death of family member, student illness, learning disability caused by visual or hearing impairment and students attitude learning as ones that affect students' performance. Challenges experienced by candidates during examinations were bereavement, sicknesses (Musau, Omieno & Angulu, 2019)

2.3.20 School Environment

The school plays a critical role in all aspects of children's development. Silva, Khatibi and Azam (2018) cited provision of physical resources, improving access to textbooks, technology and support materials, applying equitable financial formulas are among

priorities of many education reforms. Instructional materials such as text books, library size and science laboratories could be seen as more influential factors affecting academic achievement.

Mushtaq and Khan (2012) found that student's performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer laboratory. On the other hand (Young, 1999) held the view that student performances are linked with library use and level of their parental education.

School related environmental factors such as shortage of well traines teachers, inadequacy of teaching facilities, lack of funds to purchase necessary equipment, poor quality textbooks, large classes, poorly motivated teachers, lack of laboratories and libraries, poorly coordinated supervisory activities, transfer of teachers and principals as some of the factors that affect academic performance (Vundla, 2012). Ifuoma, Chinyere, Efeyedu and Juliana (2017) study on factors influencing academic performance of students in Anamba state revealed that institutional factors such as inadequate texts, inadequate number of teachers, inadequate libraries ineffective teaching methods as factors affecting academic performance. Jamilla (2016) study in Illala district of Tanzania found that students lacked textbooks especially in the teaching of science subjects. The libraries had insufficient books while the science laboratories had no books.

2.3.21 School Fees

Ndiritu (1999) found no correlates between socio economic status but found that poor children are regularly sent home because of inability to pay school fees. This means that when away they will miss lessons, practical lessons yet they have to sit for the same exam as other students who were in school. Olude (2013) study in Nairobi private

schools in West lands division shows that 24% missed schools on account of lack of school fees majority of them actually 76% of the students came from the slum areas. According to Musau, Omieno and Angulu (2019) argue that financially challenges such as fees payment affected academic performance. Financial challenges especially in fees payment and the presence of a role model figure were found to affect academic performance (Musau, Omieno & Angulu, 2019).

2.3.22 Organisational Politics

Organizational politics are informal, unofficial and sometimes behind the scenes efforts to sell ideas, influence in and organization, increase of power or achieve other targeted objectives (Brandon & Seldon, 2004). On the other hand, organizational politics involves intentional acts of influence to enhance or protect the self-interest of individuals or groups (Olorunleke, 2015). Mcshane and Von- Glinow (2000) defined organizational politics as attempt to influence others using discretionary behavior's that promote personal objectives rather than organizational interest. Political behavior are those activities that are not required as part of one's formal role in the organization but that which influences, or attempt to influence the distribution of advantages and disadvantages within the organization (Robbins, 2008). Dubrin, (2001) defined organization politics as informal approaches to gaining power through means other than merit or luck.

Schools are sub units of the larger macro political system, arenas where local battles occur among the key actor groups: the professional patron, principal teacher and teacher-teacher relationships. Cooper, Chibulka, Fusarelli (2008) argue that as issues change, the micro politics and power of the top administrators are different, as principals use their power, rewards, inducements and personal influence to control the environment of the school with its departments, levels, roles, conferences and councils.

As these different levels conflicts arise. Hubbard, Hugh and Mehan (2006) echo that conflicts can be avoided, managed, suppressed and redirected, a process of renegotiating the social order of the schools. Thus, within the formal and informal arenas of the school, leaders deal with conflict every day managing it, redirecting it, suppressing and succumbing to it. Micropolitics of education can influence the outcomes of the school, children and communities. Robin (2001) argues that good political behavior or tactic or behavior cannot help an organization to achieve its goals. This means that if school politics is not managed and goes out of hand the goals of the institution more so academic performance might drop.

2.4 Critique of Existing Literature

Many academic scholars in the field of education have associated school culture to improved academic performance, Chen and Kompf (2012); Purkey and Smith (1983) and Bulris (2007) have brought forward the perspective of high performing school culture as one that is made of high student motivation, high expectation of teachers, teachers clear shared purpose, school missions and frequent monitoring of students. On the other hand, other scholars such as Prater and Busch (2009) and Mackay (2016) highlighted instructional leadership, safe and orderly environment, positive school relationships, discipline and clear school mission as key components that bring about high academic performance. Many studies from Africa on school culture and high academic performance such as Kieti (2011), Odude 2013) and Cheben (2018) have painted effective school culture as one that is made up of schools that have high level of discipline, adequate learning and teaching resources, favorable home environment, adequate teachers and stress-free students.

Most of these studies by educational scholars of school culture and academic performance such as Bulris (2007), Chen and Kompf (2012) and Cheben (2018)

focused on school-based factors affecting academic performance but on the other hand failed to also consider the external factors that affect academic performance. From the contribution of most scholars of school culture much emphasis is on what goes within the school however school culture can also be affected by factors outside the school. External factors such positive parental, student and teacher relationships, adequate financial resources, well-articulated stakeholder relationships such as parent's teacher's associations are key contributors to improved academic performance (Mutwiri, 2015).

2.4.1 Research gaps

A significant amount of research regarding school culture and academic performance in schools have focused on traditions, norms, beliefs, ceremonies and rituals in schools, Omusonga, Kazadi and Indoshi (2008). Maloswki's (2001) explorative study was on school culture, it focused on cultural profiles, dimensions, value of goals and innovations in Dutch secondary schools. Similarly, Orora's (1988) study in Kenyan secondary was on the role of school principal promoting basic cultural assumptions at the school level and how this can lead to improved academic performance. Jerry (2006) study on school culture focused on importance of measuring school culture and changing it to yield better grades.

Other studies on academic performance in schools have associated learning resources, economic, social and environmental factors, student motivation, parental involvement as key factors that play a vital role in academic performance (Nakhanu, 2009; Salameh and Sathakathulla, 2018, Masumoto and Welty, 2009). Instead of this study focusing on school cultural aspects such as rational goal organization, open systems orientation and collaboration by previous scholars such as (Malowski, 200, Smith 2007) it departs from those perspectives. This study is anchored on discipline, rising time, entry marks, teacher characteristics, language policies, learning community, time on task,

instructional leadership and games as key aspects of school culture that influence academic performance in secondary schools.

2.5 Chapter Summary

Chapter two has given an overview of concept of performance, academic performance, school culture and school traditions. It has also provided literature on instructional leadership, discipline, language, learning community, teacher characteristics, games, rising and entry marks time in both high and low performing schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this study was to determine school culture and its influence on academic performance in selected secondary schools in Mombasa County, Kenya. The objectives of the study were to describe school culture in high performing schools; to describe school culture components in low performing schools; to analyze performance scores in Kenya Certificate of Secondary School Examination between 2012 and 2016; to determine if there is any relationship between school culture and academic performance between 2012 and 2016. The study adopted a descriptive survey design, which collected both quantitative and qualitative data. This chapter also discusses research philosophy, research design and methodology adopted, target population, sampling procedures, research instruments, validation procedures and analysis procedures.

3.2 Philosophical Paradigm

A paradigm is a set of theories, procedures and assumptions about how researchers look at the world; they are based on axioms or statements that are universally accepted as true (Dominick & Wimmer, 2013). This idea of believers and values forming the foundations of approaches to research is also held by Ranjit (2010) who defines a paradigm as a systematic set of beliefs based on ontological, epistemological and methodological assumptions. The authors Johnson and Christensen (2010) define research paradigm as a perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices. This philosophical definition from Johnson perfectly fits with the author's perception of a school culture as a perspective held by a school community. This is because a culture is defined by a set of deliberately shared assumptions, concepts, values and practices

which determine what a school community does for the purpose of achieving the desired excellence in academics. Paradigm in this discussion refers to an integrated set of assumptions about the nature of the social world, about the character of knowledge we can have about the social world, and about what is important to know.", Greene, (2007). The concern for pragmatists is to find out "what works" and what enables them to cope more successfully with the physical environment and with each other, Parvaiz, Mufti and Wahab (2016).

This study is anchored on pragmatism philosophical paradigm. Pragmatism philosophical paradigm supports the use of a mix of different research methods as well as modes of analysis and a continuous cycle of abductive reasoning while being guided by the researchers' desire to produce socially useful knowledge, Felizer, (2009). This study used both quantitative and qualitative strands. First the data collection methods used are semi -structured questionnaires which will both tap quantitative data and qualitative data. The questionnaire has open ended sections that has tapped in depth responses from respondents. The other data collection methods are document analysis and interview all these two are data collection methods for qualitative research. Secondly the data analysis has descriptive and inferential statistics which are both qualitative and quantitative inclinations.

Concurrent mixed research design has been adopted in this study. The QUAN and QUAL strands of the study have occurred concurrently. During the research process data was collected using both qualitative and quantitative data collection methods and also during the analysis. Both the Qualitative and quantitative phases were planned and implemented so as to answer the research questions.

Since the research adopted the mixed research approach concurrent parallel strategy was found appropriate. The different methodological perspectives complemented each other (Creswell, 2014). A comparison of the qualitative and quantitative data sets was done so as to determine if there was any convergence by jointly confirming and supporting the same conclusion or both results focused on an issue but are complementary to each other and leads to fuller picture or both results were divergent (Creswell, 2018).

The data collected was presented and interpreted starting with the quantitative results followed by qualitative responses from both HPS and LPS. The discussion section started with quantitative results and qualitative responses from participants from HPS and LPS. The rationale for this mixed approach is that one data collection and results would strengthen the results of both approaches.

This mixed research approach was most suitable because it enabled the researcher achieve the objectives of this research study. Objectives one and two were to describe school culture in high and low performing schools while objective three was to analyze performance scores in Kenya Certificate of Secondary Education between 2012 and 2016. Qualitative approach was most suitable for studying objectives one, two and three as the data collection methods used such as interviews from school Principals would give a better picture of school culture in the various high and low performing schools and also on the basis of each school as they all have different characteristics. Another method used for data collection was document analysis. It was used to analyze the performance scores of KCSE. Quantitative approach was most suitable in studying objective four of this study as it aimed at determining if there was any relationship between school culture and academic performance. Tests used in this study were, Pearson Test of Correlation Coefficient, Regression analysis and Chi square. This

study therefore combined data collection methods and analysis for qualitative and quantitative approach.

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches, e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques for the purposes of breadth and depth of understanding and corroboration, (Creswell & Clark, 2011). Hence mixed research is defined as research in which the investigator collects and analyzes data, integrates the findings and draws inferences using qualitative and quantitative approaches or methods in a single study or a program of inquiry.

The positivist paradigm is the oldest and still the most widely used. It is derived from the writings of philosophers such as Comte and Mill, positivism is the paradigm most used in natural sciences. The positivist paradigm involves such concepts as quantification, hypotheses and objective measures. Interpretive paradigm traces its roots to Max Weber. The aim of this paradigm was to understand how people in everyday natural settings create meaning and interpret the vents of the world, (Hitchcock & Hughes 1995). Early philosophers argued that one could not use both approaches in a single study it was referred to as incompatibility thesis. Starting in 1990's many researchers rejected the incompatibility thesis and started advocating the pragmatic position that says that both quantitative and qualitative research are very important and often should be thoughtfully mixed in single research studies. This gave rise to mixed research (Dominick & Wimmer, 2012).

The current study had both quantitative and qualitative research objectives and hence the choice of mixed research method was appropriate. Quantitative research methods

are associated with objectivism philosophical orientation. Employing the positivist approach helps produce knowledge which is externally valid. Thus, the findings of positivist research can be generalized and applied beyond the situation in which the study was originally conducted, (Johnson and Burke, 2010).

On the other hand, qualitative research is often identified with the constructivist philosophical orientation as these methods lend themselves to involve analyzing descriptive or narrative data. Qualitative data sources include observation, interviews and document analysis (Myers, 2009). Qualitative research presents data as descriptive narration with words   in natural settings. The research problem of this study needed a mixed approach paradigm as results from the respondents such as students, teachers and principals needed a quantitative approach to confirm the initial results from qualitative approach.

Creswell (2011) argues that qualitative understanding arises out of studying a few individuals qualitatively and exploring their perspectives in great depth whereas the quantitative understanding arises from examining a large number of people and assessing responses to few variables. Qualitative research and quantitative research provide different pictures, or perspectives and each has its limitations. When researchers quantitatively examine many individuals the understanding of any one individual is diminished. When researchers study a few individuals qualitatively, the ability to generalize the results to many is lost. Hence the limitation of one method can be offset by the strengths of the other methods.

This study adopted the mixed method design. In this design, qualitative and quantitative data are collected concurrently in one phase. The data is analyzed separately and then compared and or combined. This method is used to confirm, cross validate or

corroborate findings. Results are mixed during the overall interpretation. It is often used to confirm or to overcome a weakness in one method with the strengths of another (Creswell, 2013). In this study, the researcher obtained and described views of the respondents from open ended questionnaires, interviews which generated opinions of a qualitative nature. This calls for a qualitative analysis and description of the data. However, document analysis of the examination results, teacher qualifications, and students' entry behavior generated quantitative data that called for quantitative methods of analysis, such as inferential statistics. In order to merge the results and interpret combined results in relation to school culture in high and low performing schools, a mixed approach was used.

3.3 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine their relevance to the research purpose with an economical procedure (Kothari, 2003). A research design is the "blue print 'that enables the investigator to come up with solutions to these problems and guides him or her in the various stages of the research. A research design is therefore, a set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem of the research.

Kothari (2003) and Mugenda and Mugenda (2003) have identified several research designs which are largely categorized as either experimental or descriptive. Experimental designs approach the process of information gathering by manipulating certain independent variables on a sample and observing their effect on dependent variable, and may include control samples on which the primary ingredients have not been changed. Descriptive approaches gather the information from a natural setting and they report the observations of the case as the facts present themselves or as observed.

Other types of researches include ex-post-factor analysis and historical researches both of which study past evens or occurrences to inform the current or future events. Other designs are related to the methods of data collection such as such as survey, case study, ethnography and correlation.

This study applied descriptive survey design. According to Orodho (2009), a descriptive survey design can be used to obtain desired information about the incidence, distribution and interrelationships among a given population at given time. This study was aimed at determining the relationship between school culture and academic performance in selected secondary schools in Mombasa County. A survey is an attempt to collect data from members of a population with respect to one or more variables, Mugenda and Mugenda (2003). Survey research is therefore a self-report study which requires the collection of quantifiable information from the sample. Survey research could be descriptive, exploratory or involving statistical analysis. O'Leary, (2004) stipulate that a survey describes a situation. In support of this, Walliman (2005) adds that descriptive research relies on observation as a means of collecting data. It attempts to examine situations in order to establish what the norm is. Observation methods and tools can take many forms such as questionnaires, interviews, visual records made, sounds or even smells. Kothari (2008) describes descriptive research as one that describes state of affairs. The characteristic of this method is that the researcher has no control over the variables. He or she can only report what has happened or what is happening. Therefore, a school survey was conducted so as to gather information about specific schools' cultures and their relationship with academic performance.

Fowler (2002) says that the purpose of the survey is to produce statistics which are quantitative or numerical descriptions about some aspects of the study population. The data is collected by asking questions to people about their perceptions, attitudes,

behavior or values and thereafter the data is analyzed to yield desired information that describes existing culture. This survey research was therefore descriptive having the independent variables as the school culture components while the dependent variable is academic performance.

Given that the objective of the design was to assess the relationship between school culture components and academic performance, the descriptive survey was able to describe the state of school culture components and academic performance and also checked whether there was a correlation between them. This survey was also able to accurately describe which school culture characteristics influence academic performance precisely why the high performing schools performed better. The survey design type was selected for this research because the sample of selected schools and students was quite large

3.4 Area of Study

This study was concerned with school culture in secondary schools and academic performance in Mombasa County, and therefore the study was carried out in Mombasa County. The County was selected because most schools in Mombasa County have not been performing well in KCSE compared to other secondary schools in Kenya and there was need to establish what type of school culture exists in high performing and low performing schools. In 2012 and 2013 KCSE results only one secondary was in the top hundred ranking yet other counties like Nairobi had 14 and 12 consecutively. This poor performance had attracted public concern as expressed in public meetings. Mombasa County has a total population of 1,208,333 in 378,422 households and covers an area of 219.9 sq. km. The population density is 5,495 per sq. km and 37.6% of the population live below the poverty line. Appendix D is a sketch map of Mombasa County.

3.5 Target Population

There are 98 secondary schools in Mombasa County which offered KCSE examination between 2013- 2016. The total target population was the 1248 teachers, 23,532 students and 98 Principals. The principals, teachers and students' responses were used to establish whether school culture influences academic performance and whether the difference in academic performance in low performing and high performing schools was as a result of school culture. This comparison was used to minimize the effect of self-bias from the principals' responses. Gentilucci (2004) and Nettles and Herrington (2007) note the importance of using students as respondents in such a study as they can provide useful information which in their opinion can be used to enhance their learning. The writers reiterate that the use of education administrators as the only respondents denies the students a chance to give their input into this important process. As a result of this, researchers use "subjectivist" or "insider" research where students give useful insights as to how best schools should be managed, which would not be obtained from school administrators or other stakeholders (Gentilucci, 2004).

3.6 Sampling Technique and Sample Size

Sampling technique refers to the method used to get a representational sample from the population for study purposes and from which generalizations can be made. According to Mugenda and Mugenda (1999), the purpose of sampling is to secure a representative group which will enable the researcher to gain information about the population. Sampling is defined as a selection of a group of cases from a larger collection of such cases, according to a specific procedure, (Wright & Sim, 2000). The purpose of selecting a sample is to address the research question (Martella, Nelson, Morgan and Nancy,2013), where a complete survey of respondents would not be practical and more

so if the sample statistics can be effectively generalized as properties of the entire population of study.

Sampling techniques are of two categories, non–probabilistic sampling techniques and probabilistic sampling. According to Mugenda and Mugenda (2003) Non probabilistic sampling techniques are used when a researcher is not interested in selecting a sample that is representative of the population. Examples are convenience, purposive, snow-balling and quota sampling.

In purposive sampling the researcher intentionally selects the participants who can contribute in depth rich understanding of the phenomenon under investigation, (Klenke; 2008, Voegtle, Spauding & Lodico, 2010). In convenience sampling cases or units of observation are selected depending on the availability to the researcher, Mugenda and Mugenda (2003). In snow ball sampling the process involves selecting or using networks. Contact with few people will direct him to other people needed for the study. Under non probability sampling methods the study adopted purposive sampling.

Probability sampling goal is to select a reasonable number of subjects, objects or cases that represent the target population, (Mugenda & Mugenda, 2003). They all give each sampled member the same chance of presence in the sample, (Etikan & Bala, 2017). Examples are simple random sampling, systematic random sampling, stratified and cluster sampling Hartas (2010). In stratified sampling, the population is divided into clusters, strata or groups of units having certain characteristics in common and a sample drawn from each stratum, (Kelsey, White more, Evans & Thompson, 1996). Stratified sampling allows inclusion of members from identifiable distinct clusters of the population, such as different locations, or differentiation by gender, age or some other quality. It is used to ensure the representativeness of the sampled members to the whole

population. In cluster sampling when the total area of the research is too large a better way for the researcher is to divide the area in to smaller part of the same or equal and then select randomly from the smaller units, (Etikan & Bala, 2017). It is expected that that the total population is to be divided into relatively smaller number which are still from the clusters of smaller units and then some of this cluster unit will be selected randomly so that it will be included in the general sampling. In systematic sampling only the first unit is selected randomly while the remaining units of the sample are selected by a fixed schedule, (O'leary, 2004). In probability sampling methods this study adopted cluster and stratified sampling. The two prominent clusters were the high and low performing categories of schools. Cluster sampling was used to group the 98 schools into high and low performers at KCSE. High performing cluster had 12 schools while the low performing one had 86.

This study adopted cluster, stratified, random and purposeful sampling technique to identify respondents because the study population was not homogeneous. Consequently, a survey was used to purposely include all high performing schools because they were only 12. They were purposely selected to include the only girls' school in this group that was performing well. However, for the over 86 low performing schools, simple random sampling was used to select the 21 low performing schools, and for each school its principal was included as a respondent. For the respondents in each grouping, the strata used were whether one was a male or a female, and whether one was a student, a teacher or a principal.

For the teachers, a list of members of the teaching staff was obtained from the deputy Principal and members selected at random without replacement until the size needed from each school were attained. For the students, the class lists of the form four students

were used to form the sampling frame out of which the relevant numbers were selected through simple random sampling without replacement.

3.6.1 Sample size criteria

A decision to be made in the survey is the size of the sample to be selected. If the sample is larger than what is really necessary, a lot of time and money may be wasted. And on the other hand, if the sample is too small, the required precision will not be achieved making the results less useful, (McNamara, 1994). Similarly, Creswell (2002), argues that the larger the sample, the more similar it will be to the population and the more dependable generalizations will be made.

As a general rule, qualitative studies have fewer participants than quantitative studies. Quantitative studies typically collect much more detailed data from a small number of people. In qualitative studies, studies are judged by the extent to which they are information representative, (Cotrell & Mckenzie, 2011). In qualitative studies sample size determination depends on what the researcher wants to know, purpose of study, what will be useful data, what is at stake based upon outcomes of the study and what can be accomplished in the available time.

According to Mugenda and Mugenda (2013) when the study population is less than 10,000 a sample size of between 10% and 30%, is a good representation of the target population, and hence 10% is adequate for analysis. This research adopted the 10% as the size of the samples in each category and stratum. The calculated sample sizes were recorded in the table 3.1 below.

Table 3.1: Study Population and Sample Size

	Schools		Students		Principals		Teachers	
	No of schools	Size of sample	No. of students	Size of sample	Principals	Size of sample	No. of teachers	Size of Sample
High performing	12	12	1910	191	12	12	750	75
Low performing	86	21	2530	253	86	21	2170	217
Totals	98	33	4440	454	98	33	2920	291

3.7 Research Instruments

The present study adopted mixed research   instruments. It used both quantitative and qualitative techniques in data collection. It used questionnaires, interviews and document analysis.

3.8 Questionnaires

Questionnaires are limited to printed forms on which respondents are asked sorts of factual information related to the goals of study, (Thomas, 2003). Questionnaires are the most popular way to gather primary data. They are particularly appropriate when the research problem calls for a descriptive design. The advantages of a questionnaire include its flexibility because it can be custom designed to meet the objectives of almost any type of project, (McNaabb, 2002). They are also easier to administer as it is not necessary to have an interview, they can be posted or internet distributed and hence the researcher will save his time and money and they can also be largely disseminated across large populations, (McNabb, 2004). In this study, questionnaires were administered to principals, teachers and students so as to obtain numerical data.   The

data received enabled the researcher determine whether there was any relationship between school culture components and academic performance.

3.9 Interviews

A research interview has been defined as a" two" person conversation initiated by the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systematic description or explanation, (Cohen & Manion,1994). An advantage of a research interview is that it allows for greater depth than is the case with other methods of data collection. A disadvantage is that it is prone to subjectivity.

An interview schedule consists of structured and pre-coded questions, (Dinesh, 2003). Formally structured and semi-structured interviews are verbal approximations of a questionnaire with explicit research goals, (Fetterman, 2010). In the structured interview, the interviewer used an interview schedule which is essentially an abbreviated questionnaire. According to Smith, Harre and Langenhove (2005), semi-structured interviews are used in order to gain a detailed picture of respondents' beliefs, perceptions or accounts of a particular topic. In addition to that, Tedeschi, Park and Gachoun (2009) argues that unstructured interviews have open ended questions that do not restrict the respondent. The unstructured interview format allows the respondent to have an interactive role with the researcher in determining the direction of the interview.

A semi-structured interview is a much more flexible version of the structured interview. It is the one which tends to be most favored by educational researchers since it allows depth to be achieved by providing opportunity on the part of the interviewer to probe and expand the respondent's responses. Semi structured interview was used to collect

responses from the principals. A voice recorder was used to record all interviews and all were transcribed verbatim. All participants were visited in their schools and requested if they could participate in the interview. All participants chose to have the interviews carried out in the offices where they felt comfortable. An interview schedule was prepared in advance to aid the researcher with the structure and flow of interview (see appendix 7). Each participant was presented with a similar set of questions relating to school culture in high and low performing schools. All questions were open ended. Open ended questions allow the participants more scope to express thoughts and feelings and offer more detail on the research subject (Braun & Clarke, 2013). The researcher sought to use language that was comprehensible and relevant to each participant being interviewed (Arksey & Knight, 1999). The interview schedule enabled the researcher to collect data from different school principals about culture components from both high and low performing schools and their relationship with academic performance.

3.10 Document Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents both private and electronic (computer based and internet transmitted material (Bowen, 2009). Like other analytical methods in qualitative research, document analysis requires interpreted in order to be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge. According to Asdal and Hilde (2020) documents are what have been written, discussed, circulated, quoted and sent along in between institutions and offices, individual homes and inboxes, databases and archives. Documents can also be sites that we can enter and explore as part of our document analyses. Document analysis was used to analyze KCSE performance scores from different secondary schools from 2012 to 2016. The mean scores in KCSE grades for

each sampled school for the years in question were calculated and tabulated for comparison and determination of their trends. Their correlation with the various cultural elements was worked out to measure the influence of the cultural element on performance of the school.

3.11 Validity and Reliability

Validity

Validity refers to the degree to which an instrument actually measures what it is supposed to measure, (Bernard, 2006; Conn away, 2010 and Kothari, 2008). Validity can be categorized as content, construct and criterion. Content validity also sometimes called content relevance or content coverage refers to the degree to which an assessment measures what it is supposed to measure, (Fawcett, 2007). Construct validity is the degree to which an assessment measures what it claims or purports to be measuring. Construct validity is the appropriateness of inferences made on the basis of observations or measurements, specifically whether the instrument measures the intended construct. It is concerned with the theoretical underpinnings of the concepts that we attempt to measure. Basically, construct validity indicates whether the concepts that were derived from theory are operationalized in a way that reflects theory. Criterion related validity or evidence based on relations to other variables refers to how well the test correlates with some external variable or criterion (Mcllintire and Miller, 2007)

To ensure that there was validity in this study the researcher contacted the two supervisors attached in this study to tap their expertise so as to confirm whether the items in the questionnaire were assessing the defined content. The researcher also ensured that the items included all the school culture components of the study. To ensure validity of research in qualitative approach the researcher used a number of ways to safeguard it. The interviewing techniques used were those that built rapport of

openness, trust these enabled respondents to express themselves freely. In addition to that the researcher to received responses that adequately answered the research questions and objectives. Questions that were relevant to the study were the only ones asked this ensured the researcher got responses that were linked to this study. Also, the interview was not very long a long one would have bored the respondents as they would be in a hurry to respond hence getting inadequate and invalid responses.

Reliability

According to Mugenda and Mugenda (1999) reliability is a measure of degree to which a research instrument will yield constant results after repeated trials. Orodho (2009) stated that reliability is the consistence in producing similar results over a period of repeated trials. An instrument is perceived to be reliable if it provides the same outcomes under repetitive measurements while maintaining the same circumstances. Baumgarten (2010) sees reliability as the consistency of measurement of a concept using an identical measuring instrument and procedure, and the "replicability" of the findings. It is often sub divided into internal reliability and external reliability. Internal reliability describes the consistency of the indicators used in the research, generally expressed as a correlation value between them. External reliability indicates whether the findings can be generalized beyond research content. Assessing reliability is carried out through mathematical procedures, e.g., test-retest for stability estimates and Cronbach's alpha for internal reliability. Scott and Morrison (2007) argue that if a measure or indeed a series of measures when repeated give a similar result it is possible to say it has high reliability. Cronbach (1990) has outlined a number of methods to determine the reliability of an instrument which include the test-retest, the alternative form, the split –halves and internal consistency or homogeneity of the scales as measure of reliability. In this study Test-Retest method was administered to determine reliability

of questionnaires. It was done on few selected schools which are not part of the sample for study. The researcher   administered the first test   manually.

For the quantitative approach a test was administered to 20 students in the first test. Thereafter after a period of two weeks the same test was administered to the same 20 students. The Pearson Correlation Coefficient r value was 0.90. The Pearson Correlation Coefficient r value for principals was 0.95. For teachers a test-retest for 10 teachers for an interval of two weeks showed the Pearson r for this data was 0.80 For measuring reliability of two tests the Pearson correlation coefficient was used. The results of the two tests indicated that there was good reliability as any result of 0.80 was an indicator of high reliability. This procedure helped in determining the consistency of instruments in eliciting the same responses every time the instruments were administered. The results of this reliability tests for principals, teachers and students held the instruments reliable.

Reliability of research in qualitative approach was realized through minimizing the interview bias this ensured that the results can be trusted. The results were reliable because all questions were explained to all respondents in a similar manner meaning that they would respond from the same perspective hence bringing consistency in the way they answered.

3.12 Pilot Study

Pilot study was carried out in Kilifi County which is a neighbor to the study area. The pilot study was conducted in five schools covering a cross section of the population. Five schools were selected which matched the categories of LPS and HPS. The questionnaire used in the pilot study had questions seeking answers on all variables. The pilot study helped the researcher to familiarize with the data collection techniques,

ascertaining the accuracy of the questions and guided in the modification of the research instruments. Piloting helped strengthen reliability and validity of the research instruments (Mugenda & Mugenda, 1999). The responses to pilot questions showed that there were some misspellings of some words and also some questions were ambiguous. These issues were resolved with further refining of the instruments by revision and improvements.

3.13 Ethical Considerations

The ethics of educational and social research embraces moral issues arising out of the conduct of research. Ethics concerns the morality of human conduct. In relation to social research, it refers to the moral deliberation, choice and accountability on the part of researchers throughout the research process Miller et al (2012). Miller (1998) argues that ethical issues necessarily emerge during the research process because the methods researchers use, are intrusive. Researchers invade people's lives through the questions they ask and by the behavior they exhibit. Ethics in research is principally concerned with the effects of research on people, and more so those who get involved in one way or another with the research process (Wallima, 2007). In consideration of the above issues, the researcher used appropriate language so as not to offend the respondents. This research considered the age of the respondents, cultural diversity, disability and gender. Walliman (2007) says that the way one behaves during the research sends out unforeseen signals and might raise unforeseen expectations. Coercion which involves dishonest means of persuasion, making unrealistic and untrue promises, allowing belief that one has come to help was also avoided.

According to Belmont Report (1979) the researcher must respect each participant as a person capable of making an informed decision regarding participation in the research study. In this regard, opportunity to ask questions or opt out of the study was

guaranteed. The researcher obtained consent from each respondent through an introductory letter in addition to that the issue of confidentiality in research is mandatory (Gregory,2003). In this context all data collected from the participants was kept secret. The results of the study would only be availed to relevant authority, it was asserted, and to those participants who would be interested in knowing the results. All protocol was observed. In addition, before the administration of the research instruments, Moi University issued an introductory letter allowing the researcher to carry out the study. A research permit was obtained from NACOSTI. Thereafter permission was obtained from the County Administration of Mombasa County. The researcher also sought permission from the County Education Offices to visit the sampled schools. The researcher then made arrangements with the principals concerned so as to agree on the time and date of the study to avoid disruption of lessons. To avoid all the literature provided cited the source of the reference, author and year of publication. Copying and quoting work of authors was done through use of quotation marks. To avoid plagiarism all, work of different authors was paraphrased. It was also subjected to a plagiarism tool. Anonymity of participants was also realized; the questionnaire had no place for name hence no one would be victimized. All details of the questionnaire and interview schedule were kept a secret. Every information or data received in this study was confidential, all questionnaires and interview schedules were locked in a cabinet so that no one would be able to read the details in research instruments.

3.14 Data Analysis

This study employed both qualitative and qualitative techniques in data collection and analysis and these were derived from the objectives and hypothesis of study. Descriptive and inferential statistics was adopted. Descriptive statistics are designed to

describe the data about a study in a clear understandable way. Descriptive statistics which were used included mean, standard deviation and percentages. Tables and figures were used to present the data.

Statistical analysis was done through the statistical package for social sciences SPSS. (SPSS) tool is comprehensive integrated software that is used for statistical data analyzing and is used to calculate and analyze specific information from data that can be used in research studies. Statistical analysis was done using Pearson Correlation Coefficient, Chi square and regression analysis. Pearson Correlation Coefficient is a measure of the correlation between two variables X and Y. It is also defined as the covariance of the two variables divided by the product of their standard deviations. In this case Pearson Correlation Coefficient was used to test the relationship between the variables of school culture and academic performance and to establish if there was any relationship. Chi square was used for testing the null hypothesis.

Data from respondents was collected coded, analyzed according to themes and processed by SPPS software platform. This was done to build a database for statistics that was used to describe, analyze and present the raw data using both descriptive and inferential statistics. Content analysis consists of analyzing contents of documentary materials such as books, magazines, newspapers and the contents of other verbal materials which can either be spoken or written (Kothari 2008). In this study previous KCSE examination results were captured. This was done so as to collect data of school performance of five consecutive years which were from 2012-2016. The results were analyzed and results of mean scores tabulated. These helped in getting a clear picture on how both LPS and HPS were performing

3.15 Chapter Summary

In this chapter, philosophical paradigm, research design, research instruments, pilot study, ethical considerations, validity and reliability, content analysis, sampling techniques, target population, area of study and ethical considerations have been discussed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the results of the analysis in order to answer the four research questions of this study. The results are organized in the order of the four research objectives. The first research objective was to describe school culture in high performing secondary schools in Mombasa County. The second objective was to describe school culture in low performing secondary schools in Mombasa County. The third objective was to analyse the KCSE performance trend in selected high and low performing secondary schools in Mombasa County between 2012 and 2016. The fourth objective was the core objective of the study and it sought to determine if there is any relationship between school culture and academic performance between 2012 and 2016.

For clarity, these results are broadly organized in various sections. The first sections deal with research preliminary information like response rates and demographics. The second section deals with descriptive statistics of the study variables in which the means (and their standard deviations) and percentages are the key descriptive statistics used. The third section deals with the inferential statistics like correlations and multivariate regression analyses so as to investigate the relationships among the study variables. These research findings are presented in either figures or tables generated by the aid of the analysis software (SPSS and excel) and explanations are given for each figure or table of results. After presenting, analyzing and interpreting the quantitative findings qualitative ones will also be presented starting with high performing schools followed by low performing schools.

4.1 Questionnaire Return Rates

Respondents were given questionnaires which they filled and returned to the researcher.

The questionnaire return rate is as presented in table 4.1

Table 4.1 Questionnaire Return Rate

Category of respondents	Sample size	Questionnaire returned		Percentage return rate
Principals	31	LPS	18	90.3%
		HPS	10	
		Total	28	
Teachers	291	LPS	150	69.4%
		HPS	52	
		Total	202	
Students	457	HPS	178	93.2%
		LPS	248	
		Total	426	
Grand totals	779	656		84.2%

Table 4.1 indicates that the response rates achieved for the three sets of questionnaires were 90.3% for principals, 69.4% for teachers, and 93.2% for students.

A total of 656 participants were finally confirmed for this study, of which 28 were school Principals, 202 were teachers while 426 were students. Out of the 291 teachers 52 were from high performing schools (HPS) while 150 were from low performing schools (LPS). Out of the 28 Principals interviewed 10 were from high performing schools while 18 were from low performing schools. Out of the 426 students 178 were from high performing schools while 248 were from low performing schools.

4.2 Demographics and School Features

The demographic aspects of the respondents examined in this study were; gender, level of education and the duration the teacher who took part in the study had stayed in their schools. These aspects were considered important to this study in the sense that

performance of the schools or any institution would likely be influenced by the nature of its human resource in the   schools.

4.2.1 Types of schools

From the start, the main objective had categorized the schools into two general groups, that is, low performing schools (LPS) and higher performing schools (HPS). However, considering the responses from the principals, it was discovered that some of these schools were stratified into day schools and boarding schools. Some of others were single sex while others were mixed day boys and girls' schools. The other categorization was either public or private. Table 4.2 has these results.

Table 4.2: Categories of secondary schools in Mombasa County

		HPS		LPS	
		Frequency	Percent	Frequency	Percent
	Public	5	50.0	8	44.4
Public or	private	5	50.0	10	55.6
Private school	Total	10	100.0	18	100.0
	day school	8	80.0	17	94.4
Day or	boarding school	2	20.0	0	0
boarding	Missing	0	0	1	5.6
school	Total	10	100.0	18	100.0
	mixed	6	60.0	12	66.7
Mixed or not	Not mixed	4	40.0	6	33.3
mixed	Total	10	100.0	18	100.0

From table 4.2 there were an equal number of public high performing schools as there were private HPS (five each). On the other hand, there were 8 (44.4%) public low performing school and 10 private (55.6%) low performing schools.

Majority of the schools in Mombasa are day schools. There were a totals of 25 of which was made up of 8 (80%) of HPS and 17(94%) of LPS day schools while only 2 (20%)

were boarding schools from the HPS category. Among those, 6 HPS and 12 LPS were mixed, while 4 HPS (40%) and 6 LPS (33%) were single gender schools.

4.2.1.1 Characteristics of principals in Mombasa County

These characteristics were indicated by gender, level of education and the length of stay of the principals in their current schools. Figure 4.1 has these results.

4.2.2 Gender of HPS principals

Only 20 percent of the HPS principals were females, while 80% were males. In the LPS 67% were males and 33% females.

Gender

	LPS freq.	LPS %	HPS freq.	HPS %
■ Female	6	33	2	20
■ Male	12	67	8	80
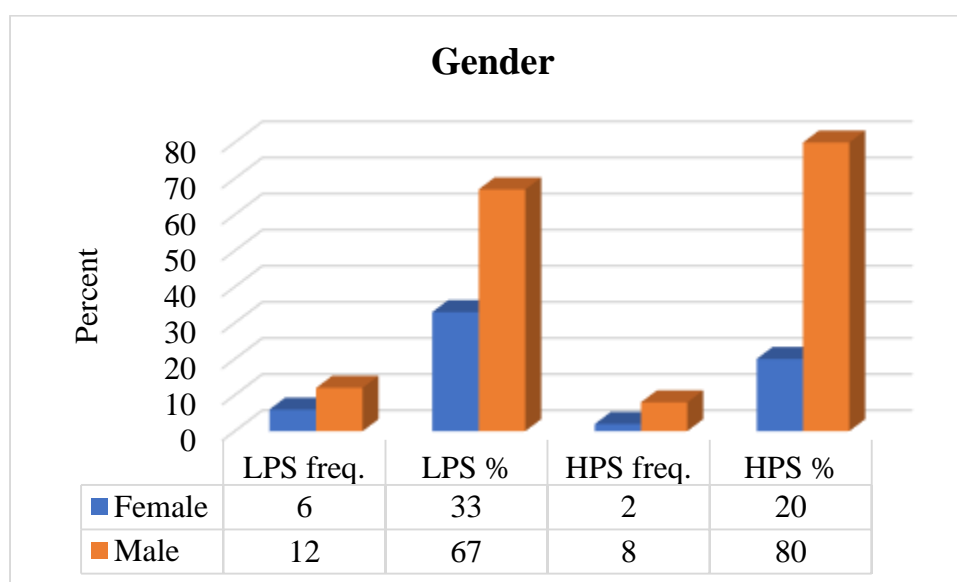
Figure 4.1(a): Gender of Principals

4.2.3 Education levels of LPS principals

The qualifications of the principals were distributed as follows: 5.6% of the LPS and 10% of HPS Principals had diplomas. 61.1% of LPS and 40% of HPS principals had a bachelor's degree. There were less LPS Principals (27.8%) than the HPS principals (50%) who had master's degrees. There were another 5.6% of the LPS principals who had other unspecified qualifications. Generally, HPS principals had superior qualifications than those in LPS.

Education Level

	Diploma	Bachelor	Masters	Others
■ LPS freq.	1	11	5	1
■ LPS %	5.6	61.1	27.8	5.6
■ HPS freq.	1	4	5	0
■ HPS %	10	40	50	0
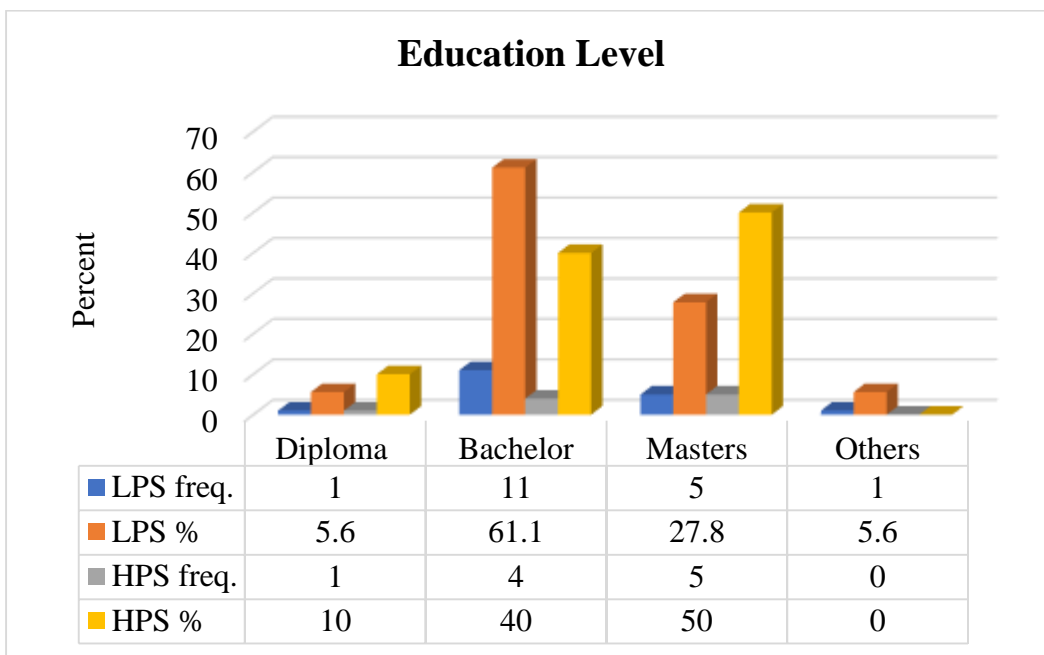
Figure 4.1(b): Education Level of Principals

4.2.4 Principal's Length of stay in current school

Majority of the LPS principals were relatively new to their schools, since 66.7% had been in their school for up to 5 years, compared to only 30% of the HPS principals. This pattern was repeated for the medium length of stay of between 6 and 10 years where LPS and HPS principals there were 27.8% and 30% respectively. There were more of HPS principals (40%) than LPS principals (5.6%) with an experience of over ten years in their current schools.

Length of Stay

	LPS freq.	LPS %	HPS freq.	HPS %
0-5 years	12	66.7	3	30
6-10 years	5	27.8	3	30
More than 10 years	1	5.6	4	40
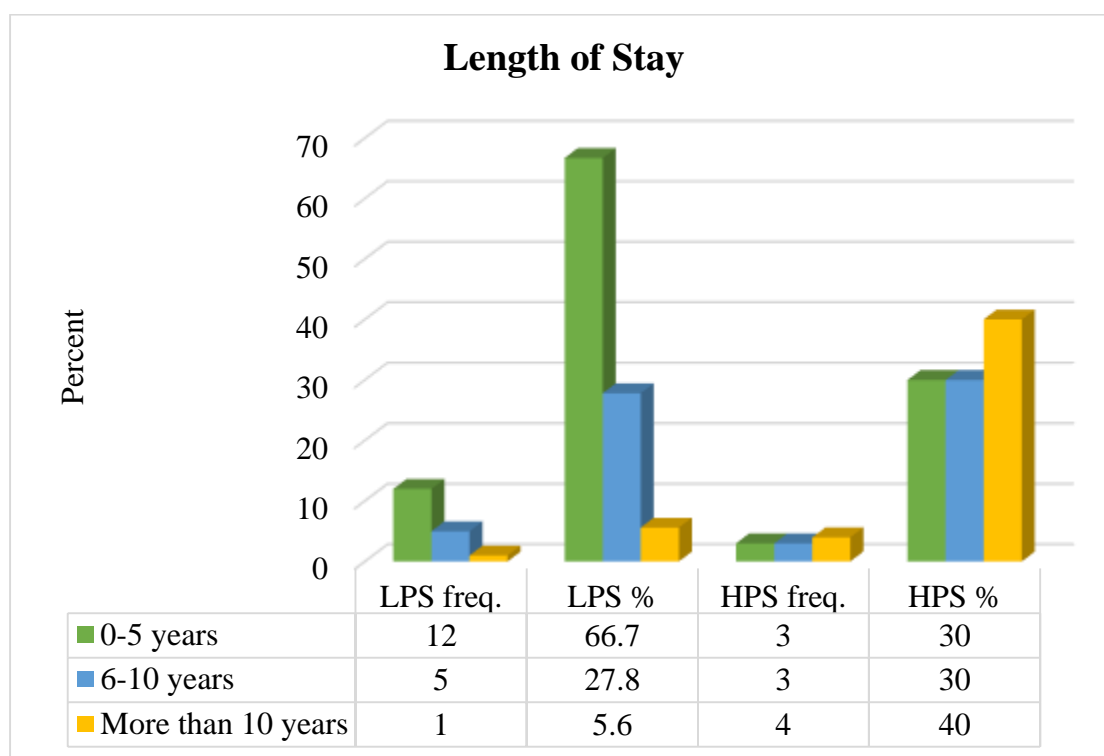
Figure 4.1(c): Length of stay of Principals.

4.2.5 Attendance to a management training course by HPS principals

All 10 (100%) of the HPS principals had attended a management course. Perhaps this assisted them to achieve better results in their schools. The education level of head teachers and teachers determines the extent to which a school culture can influence academic performance. As Makau and Somerset (1980) noted academic and professional qualification of teachers were crucial factors in influencing performance; the differences in teaching affects performance and those schools with the best qualified teachers tended to be the most successful in examinations. However, many teachers typically lack the expertise to prepare effective pedagogical materials, effective teaching methods and even to develop valid and reliable tests. Hence students' scores on teacher-made tests often do not accurately reflect their mastery of content.

4.2.6 Attendance to a management Course by LPS principals

There were 15 (83.3%) of the LPS principals who had attended a management course while 3(16.7%) of the LPS principals had not attended any management course.

Managerial course helps the principals to better manage the schools' affairs. There seems to be some training gap in school management for LPS in Mombasa County which could partially explain the low performance of these schools.

4.3 Teachers' Demographics in HPS

The demographics checked for in the questionnaire involved gender of the teacher, the highest education level, the length of stay of the teacher in the current school and whether the teacher had attended any management courses. Table 4.3 contains the results summarized for each component.

Table 4.3: Demographic information of the teachers in HPS

			Frequency	Valid Percent
Teacher's Gender	Valid	Female	17	25.0
		Male	51	75.0
		Total	68	100.0
Teachers' Highest education level		Diploma	7	10.3
		Bachelors	49	72.1
		Masters	10	14.7
		Others	2	2.9
		Total	68	100.0
How long worked in this school?		0-5 years	45	66.2
		6-10 Years	9	13.2
		more than 10 Years	14	19.1
		Total	68	100.0
Have you attended a management course?		Yes	52	77.6
		No	15	22.4
		Total	67	100.0
		Missing	1	

4.3.1 Gender of teacher in HPS

From table 4.3 we see that 68 teachers responded to the question on gender and that 17(25%) were females while 51(75%) were males. This was expected since there were

more boys' schools in the sample than the girls' schools. Boys schools tended to have more male teachers than girls' schools.

4.3.2 Education levels of teachers in HPS

Results in table 4.3 show that Diploma holders were only 7(10.3%) and Bachelor's degree holders were 49(72.1%); master's degree holders were 10(14.7%) and those who had other qualifications were only 2 or (2.9%), making a total of 68 teachers. Majority of the teachers in HPS were therefore bachelor's degree holders.

The qualifications of a teacher, such as mastery of subject and its pedagogy, directly relates to the teacher's quality and productivity. Magno and Sembrano, (2006) identified measures of general teaching practices such as teaching method and strategies, classroom management, planning and organization of teaching as those that lead to effective teaching. Teachers in HPS in Mombasa County have well qualified teachers.

4.3.3 Duration of teachers stay in HPS schools

This was measured by requiring the respondents to answer the question "How long have you worked in this school?" by choosing from Likert scaled choices of equal or less than five years, between six and ten years and more than ten years. The length of stay of a teacher in a school gives a measure of his or her knowledge of the school's culture and hence their ability to tune the students into productive study habits.

Results show that 45(66.2%) of the 68 teachers responding had stayed for up to 5 years. A further 9 (13.3%) had an experience of between 6 and 10 years in their current school. The number of teachers who had stayed longest in their school for over 10 years were 14 representing 19.1% of the responding sample population. In short there were more teachers who were "new" to their school than there were the old timers in HPS. As

Malowski (2001) found, teachers in more successful schools reported that their senior teachers were aware of matters such as staff punctuality and that they checked that policies were being maintained as in matters such as in the setting of homework. Horsford (2010) had similarly observed that in successful schools, teachers believe in the importance of basic skills, instruction; develop performance standards and feedback procedures and value leadership. Teachers gain this consistence of quality the more they stay in one school.

4.3.4 Attendance to courses in management for teachers in HPS

Management courses for teachers improve their skills in running their routine work, planning programs, influencing learning activities and controlling the discipline of learners. The question used to measure this required the teacher to indicate whether he/she had attended such skills enhancing courses beyond their basic qualifications. Results indicate that for majority (77.6%) of the respondents had attended these courses while only 22.4 % had not. The implication of these results are that majority of teachers in HPS in Mombasa were well versed in the managerial skills they needed to do their work effectively and influence academic performances of their students, by providing instructional leadership. This leadership is given by teachers, as Nova Scotia (2018) put it, when they focus on improving the effectiveness of instruction so as to increase the achievement of all students, know when, how and why to initiate change, create a school wide inclusive culture of high expectations for achievement and for rigor, relevance and respect in the classroom.

4.4 Teachers Demographics in LPS

The purpose of checking the teacher's demographics in both type of schools was to obtain a framework for comparing the salient cultures that bring about the differences in performance between these two categories of schools, i.e., LPS and HPS. The

demographics of the HPS were described in the preceding sections above and following is a summary of the same for LPS as in the table 4.4.

4.4.1 Gender of teachers in LPS

Teacher's Gender in LPS was distributed as follows: Females were 67 representing 44.7% of all LPS teachers in the sample. The rest, 83 of them, were males representing 53.3% of the LPS teachers in the sample. There were more male teachers in the LPS probably since they consisted of more boys (hence more male teachers) and mixed schools than there were pure girls' schools in this category.

Table 4.4: Demographic information for LPS teachers in Mombasa County

			Frequency	Valid Percent
Teacher's Gender	Valid	Female	67	44.7
		Male	83	53.3
		Total	150	100.0
Teachers' Highest education level	Diploma		28	18.9
	Bachelors		110	74.3
	Masters		10	6.8
	missing		2	1.3
	Total		150	100.0
How long worked in this school?	0-5 years		109	76.2
	6-10 Years		19	13.3
	more than 10 Years		15	10.5
	Missing		7	4.7
	Total		150	100.0
Have you attended A management course?	Yes		98	66.7
	No		43	29.3
	Missing		3	2
	Total		150	100.0

4.4.2 Teachers' highest education level in LPS

In LPS there were a total of 150 teachers who responded to the questionnaires. Twenty-eight (28) or 18.9% of these teachers had only a diploma as their highest academic

qualification; most of the teachers in these schools had a bachelor's degree representing 74.3% or 110 teachers. Only 10 (6.8%) of them had a master's degree while 2 teachers did not respond to this question.

Apparently, the teachers in the LPS had sufficient educational qualifications to handle the requirements of the secondary school curriculum. Suitable teacher qualifications enable them to do quality job such as being strict, teaching in explicit ways, fulltime learner engagement, giving help to their students among other desirables (Poplin, Rivera, Durish, Hoff, Kannell, Pawlak, Hinman, Straus & Venny, 2001).

4.4.3 Teachers duration of stay at their stations for LPS

The question asked to teachers was "How long have you worked in this school?" The responses recorded in table 4.4 above show that an overwhelming majority, i.e., 109 or 76.2 percent of the 150 sampled and responding teachers in LPS had stayed in their schools for up to five years. Another 19 or 13.3% had between 6 and 10 years while 15 or 10.5% had worked in their current stations for more than 10 years. Seven (7) of these teachers did not respond to the question. There was either a high turnover or the teachers were recently employed in these schools. In comparison to HPS where 66.2% had five or less years in their schools, LPS had a higher frequency of new teachers than HPS in Mombasa County.

4.4.4 Attendance to management courses by teachers in LPS

Responding to the question on whether they had attended a management course, 98 (66.7%) of the teachers in LPS answered in the affirmative while 43 (29.3%) had not attended any management courses. Three did not respond.

4.5 Objective 1

 To describe school culture in high performing secondary schools in Mombasa County

4.5.1 Introduction

High performance in schools have been theorized to be caused by a system of persistent patterns of values, behaviour patterns and programs that define how things are done in the schools. These form the culture of the organizations that lead to the unique patterns of good performance at KCSE over the years. These cultural components were identified: as instructional leadership, time on task, discipline, language policy, Entry behavior, a learning community, teacher characteristics, bedtime and rising time or start up time and participation in games and sports. The following sections summarises the results of the responses to questions on the above cultural components in HPS in Mombasa County with their corresponding comments and observations. These results will help identify and describe the type of culture in existence in these schools, and perhaps help explain their persistent good performance at KCSE over the years.

4.5.2 Instructional leadership in HPS

Instruction leadership was measured by checking the extent to which the Principals exhibited the following behaviour as perceived by the teachers: Are Lesson plans well monitored? Are Teachers evaluated? Are the Students Monitored? Whether the principal was keen in resource allocation; whether they set clear goals for both teachers and students; whether the learning and teaching was made priority of time usage in the school; whether the principals organized for teachers to get induction courses; whether the Vision and mission of the school emphasized and whether the principal observes teaching that was going on in the classrooms. The expected responses were Likert scaled from "not at all", "to a less extent", "a moderate extent" and "to a great extent".

4.5.2.1 Lesson plan well monitored

The question sought to find out if the principals of the schools monitored the lesson delivered to the learners. The teacher's responses as captured in the figure 4.2 shows that majority 60.2% of the respondents did not answer the question, which creates a gap in essential information.

However, 14.7% of the teachers thought the lessons were well monitored and a similar percentage (14.7%) thought the lesson plans were moderately monitored (a cumulative of 29.4%). A sizeable cumulative percentage (25.9%) was convinced that there was no monitoring of lesson plans, or if present, it was to a less extent. These results from HPS teachers' responses show that there is some lesson plan monitoring that goes on in HPS in Mombasa County.
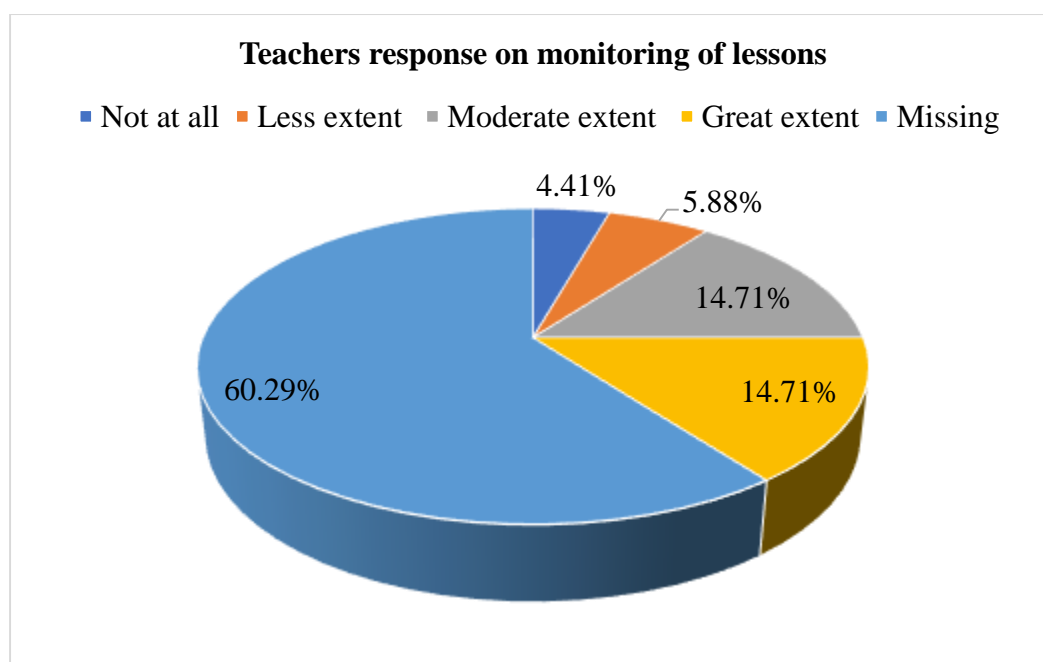
Figure 4.2: Teachers' response on Monitoring of Lesson Plans in HPS

While the majority of HPS teachers abstained from responding to this question, the majority of the principals in this category of schools did not shy off from stating that they monitored their teachers' lesson plans. The responses of the principals on whether they monitored lesson teachers' plans are presented in figure 4.3.

From figure 4.3(a), the majority of the principals (50%) confirmed that there was a moderate monitoring of lesson plans followed by another 33.3% who said that they did the same to a great extent. Only 16.6% monitored the lesson plans to a small extent. The principals views on lesson monitoring was collaborated by the HPS students' responses in table 4.5, in which majority (52.2%) of the 178 students agreed that the respective principals of their schools keenly monitored the learning to a great extent.

Lessons well monitored

	Less Extent	Moderate Extent	Great Extent
Series1	16.67	50	33.33
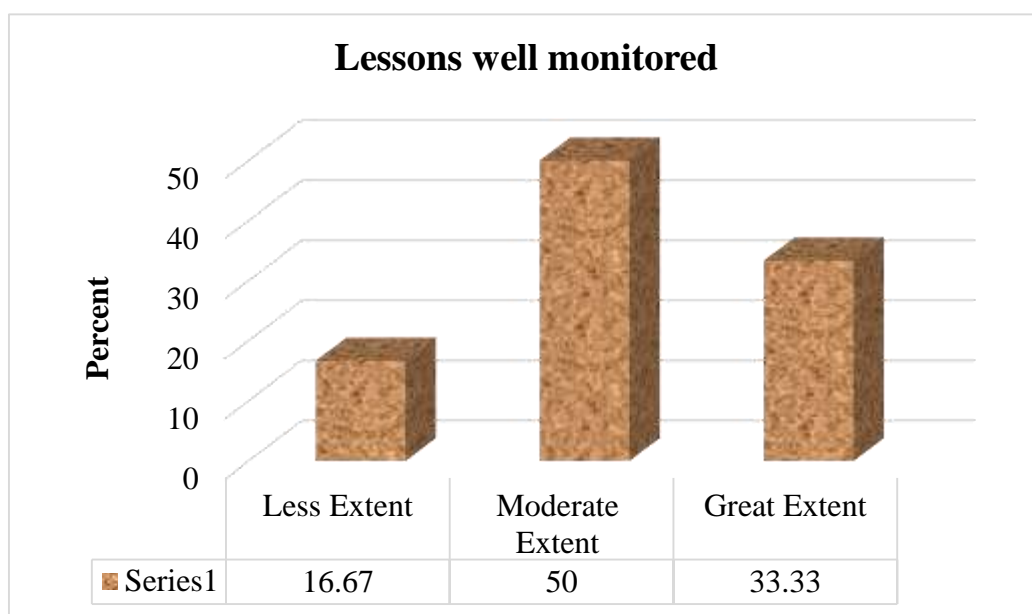
Figure 4.3(a): HPS Principals responses on monitoring of lesson plans

A further 37.6% of the students felt that the principals monitored the learning to some moderate extent, 7.9% said this happened to a less extent and only 1.7% thought that there was no monitoring of the learning by the principals. The same students tell us that the principals keenly monitor their teachers to a great extent (61.2%) and to a moderate extent (27.0%); "less extent" and "not at all" scored 7.3% and 4.5% respectively.

From the foregoing, it is obvious that in HPS in Mombasa County, lesson plans and the teachers themselves are monitored by principals for their effectiveness in delivering learning to the students.

Table 4.5: HPS Students' Views on monitoring of lessons by Principals

Question	Responses	Frequency	Valid Percent
Principal keenly motors learning	not at all	3	1.7
	less extent	14	7.9
	moderate extent	67	37.6
	great extent	93	52.2
	Missing	1	.6
	Total	178	100.0
Principal monitors teachers keenly	not at all	8	4.5
	less extent	13	7.3
	moderate extent	48	27.0
	great extent	109	61.2
	Total	178	100.0

4.5.2.2 Are teachers evaluated in HPS?

The question asked the teachers to indicate the extent to which they were evaluated in relation to their work performance and productivity. Figure 4.3(b) is a bar graph showing the percentages of teachers in HPS and their responses to that question.

Only 1.56 % did not agree that there was any evaluation taking place in their schools, which was surprising since TSC requires all teachers to make annual returns about their teachers where peer appraisal takes place besides the confidential reports sent by the principals. The second group of teachers (4.69%) thought there was some teacher evaluation even though to a small extent.

A further 42.19% experienced a moderate evaluation in their school while the majority (51.56%) was of the opinion that teacher valuation was done to a great extent in their schools. The principals on the other hand, seemed to match the teachers' perception of the extent of teacher evaluation in their schools.

Teachers Evaluated

Series1	Not at all	Less Extent	Moderate Extent	Great Extent
	1.56	4.69	42.19	51.56
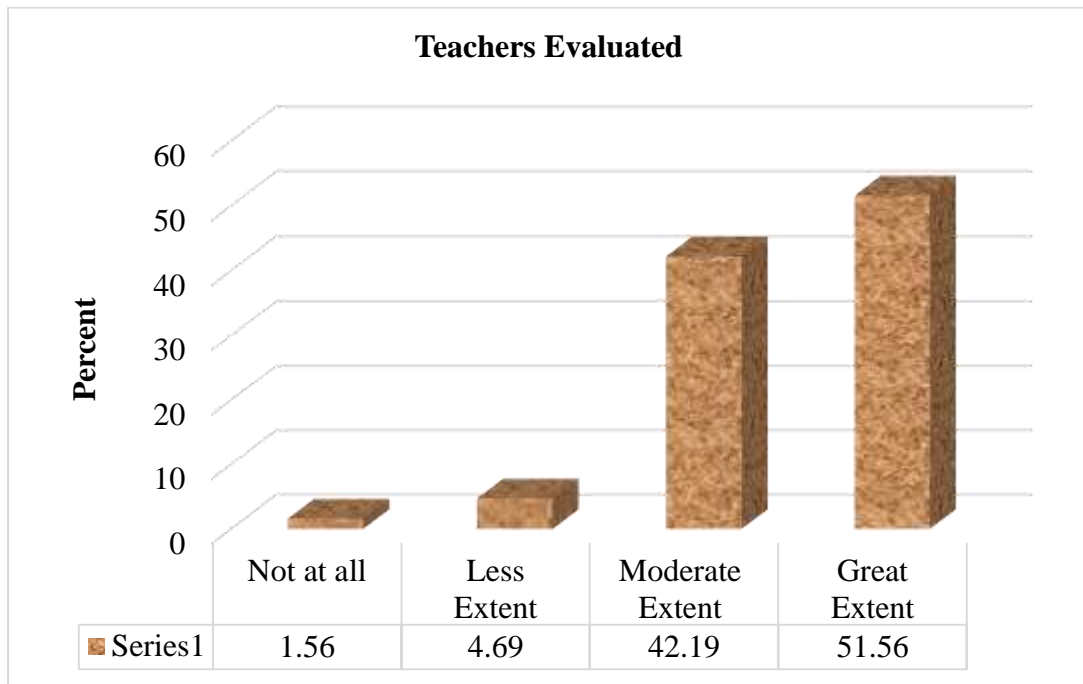
Figure 4.3(b): HPS Teachers perception of their Evaluation

As the figure 4.4 shows, the majority of principals (60%) agreed that teachers were evaluated to a great extent. A further 30% thought that the teacher evaluation occurred moderately and only 10% thought the evaluation was done to a small extent.

These results show that teacher evaluation occurs sufficiently in HPS in Mombasa County. The teachers' Service Commission has an annual requirement for the teachers to be evaluated by their peers and superiors, and then the returns made to its headquarters. So it's not surprising that these responses by both teachers and their principals rhyme perfectly, since Teacher evaluation is part of instructional leadership practices.

Teachers Evaluated

- Less Extent
- Moderate Extent
- Great Extent
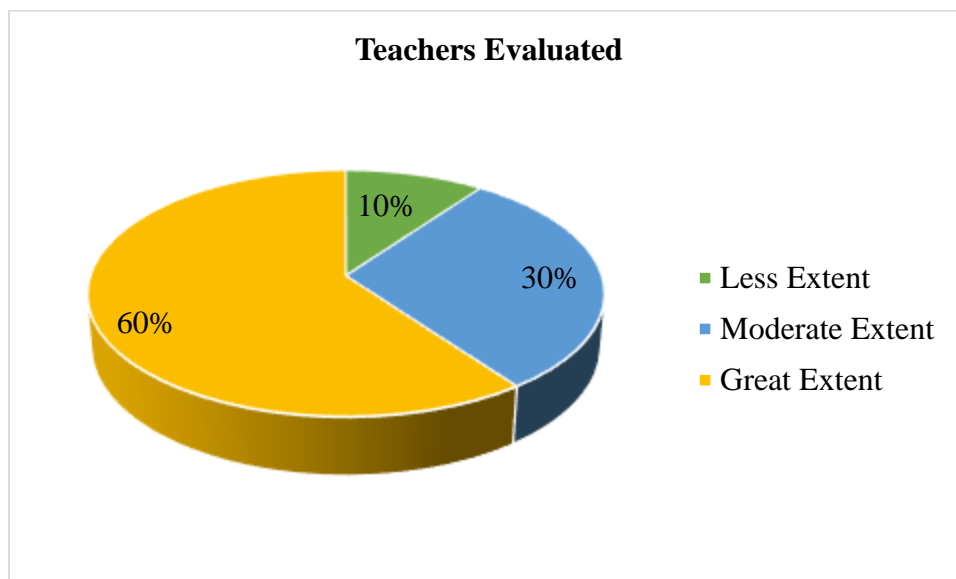
Figure 4.4: HPS Principals perception of the extent of teacher evaluation

Jenkins (2010) identified some of the action's principals take to promote growth in student learning as including monitoring lesson plans and evaluating teachers. Similarly, Musungu and Nasongo, (2008) established that head teacher's frequency of internal supervision (read as evaluation of teachers) contributed towards better performance. These results, at the very least, have shown that evaluation of teachers (and probably attendant corrective feedbacks) is associated with High performance.

4.5.2.3 Are the HPS students monitored?

This question was asked to all the three categories of respondents, principals, teachers and students. To answer this question, the respondents were required to give responses as follows: not at all; to a less extent; to a moderate extent and to a great extent. The results were worked out for each and summarized in the table 4.6.

The results show that all the principals (100%) claimed that the students learning activities were monitored to a great extent. However, this view was held by 67.6 % of the teachers and 99.4 of the students (99.4%). Those teachers and students who held the view that the learners were moderately monitored were 25% and 37.6%

respectively. Only 4.4% of the teachers and 7.9% of the students thought the learning was monitored to a less extent. There were 1.5% of teachers and 1.7% of students who thought their learning was not monitored at all.

These results indicate that in HPS there was monitoring of the students learning to a great extent. This characteristic of HPS was also identified by several researchers such as Jenkins (2010) and Lezotte (2009) both of whom cite frequent monitoring lesson plan and student progress as contributors to high academic performance. Researchers Eliam and Aharon (2003) also recognized monitoring of self in connection with time management and with regards to the performance of multiple tasks within a certain period,

Table 4.6: Monitoring of learners in HPS

Question	Responses	Principals		Teachers		Students	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
	Not at all	0	0	1	1.5	3	1.7
	less extent	0	0	3	4.4	14	7.9
	moderate extent	0	0	17	25.0	67	37.6
Is Students' learning Monitored?	great extent	10	100	46	67.6	93	52.2
	Total valid	10		67	98.5	178	99.4
	Missing	0	0	1	1.5	0	.6
	Total	10	100	68	100.0	178	100

4.5.2.4 Is the HPS Principal was keen in resource allocation?

The purpose of this question was to establish the extent to which the HPS Principals exhibited this leadership component in enabling effective teaching and learning. Table

4.7 is a record of the responses to the question of whether principals in HPS were keen in providing the necessary resources for teaching. Opinions ranged from "not at all´, through "less extent" and "moderate extent" to "a great extent".

All the Principals in HPS in Mombasa said that they did that to a great extent. However, 2.9% of the 68 teachers from HPS said the resources were provided to a less extent, while another 17.6% said that Principals were only moderately keen in providing resources. The majority (77.9%) of the teachers agreed with the principals that they provided resources to a great extent. On the other hand, majority of students (41.6%) agreed with the principals that they were keen in providing the needed resources for teaching to a great extent.

Table 4.7: HPS Principal's keenness in resource allocation

		Principals		Teachers		Students	
Question	**Responses**	Frequency	Percent	Frequency	Percent	Frequency	Percent
	Not at all	0	0	0	0	13	7.3
	less extent	0	0	2	2.9	22	12.4
Principals	moderate			12	17.6	68	38.2
keen in	extent	0	0				
resource	great extent	10	100.0	53	77.9	74	41.6
allocation	Missing	0	0	1	1.5	1	.6
	Total	10	100	68	100.0	178	100

A further 38.2% thought the principals only moderately provided the resources. In summary, the HPS principals were keen in providing the necessary resources for teaching and learning. There is a perceived correlation of the teaching and learning resources to the performance of the students in their academic work.

4.5.2.5 Does the HPS Principal set clear goals for both teachers and students?

The respondents were asked to indicate the extent to which their school principals set clear goals for the teachers and students. The responses were captured in the figures 4.5(a) and 4.5(b).

In figure 4.5(a), majority of the HPS principals (90%) believe that they were setting clear goals for both the students and teachers. Only10% of them thought that their goals were only moderate. Their HPS teacher on the other hand, 1.47% of the teachers felt that their principals set clear goals to a less extent; another 20.5% said that the clear goals were set to a moderate extent, while the majority (77.9%) of the HPS teachers said that to a large extent, the principals were able to set clear goals for the school. Hence the Principals in HPS in Mombasa County set clear goals for their teachers and students to a great extent.

This behaviour by HPS principals of setting expectations for the learners influences better performance if especially accompanied by a definite plan of actions according to those goals as was stated by Leithwood et al (2006) and Pont, Nusche and Moorman (2008). They said that the most effective schools are led by individuals who set and communicate clear goals and define plans of action according to those goals, including specific tasks for teachers and all actors in the school community. The reverse (low performance) is also a possible outcome caused by lowering the expectations for the students by setting low standards of performance for them.

4.5.2.6   Is the learning and teaching in HPS made priority of time usage in the
**   school?**

Respondents were asked to give an indication of the extent prioritization of time usage in regards to learning versus other activities in the school. The responses were recorded

in the table below as a combination of the three categories of respondents in HPS in Mombasa County.

Table 4.8: Prioritization of time usage in HPS

Question	Responses	Principals		Teachers		Students	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Learning and teaching is a priority in the school	not at all	0	0	0	0	3	1.7
	less extent	0	0	1	1.5	0	0
	moderate			11	16.2	36	20.2
	extent	0	0				
	great extent	10	100.0	56	82.4	139	78.1
	Missing	0	0	0	0	0	0
	Total	10	100	68	100	178	100

All the principals (100%), majority of teachers (82.4%) and a majority of students (78.1%) agreed that learning and teaching are given the first priority of all school activities in HPS in Mombasa County. A small percentage of teachers (16.2%) and students (20.2%) thought the teaching and learning was given a moderate priority in HPS in Mombasa County and only 1 (1.5%) teacher a low extent of priority for teaching and learning. The overriding impression for the HPS is that academic work is given a lot of emphasis and hence it's not surprising that the schools do well in KCSE.

When results are announced by KNEC every year, ranking of schools is based on their mean grades at the examination. Similarly, the teacher promotion is based on their productivity as indicated by their subjects' mean grades at KCSE. Hence giving the teaching and learning high priority on the school's time use is an existential motive for the players in these schools. These results are corresponding to the observations by

Purkey and Smith (1983) that effective high performing schools correlated positive school culture and academic quality, part of which is achieved through maximum use of instructional time.

4.5.2.7 Does the HPS Principal organize for teachers to get induction courses?

This was a twin question asked different ways for the principals and for the teachers. The principals were asked to indicate how often they organized induction courses for the teachers and teachers indicated how often they attended such course. The results are combined in table 4.9.

Two (2) Principals or 20% claimed that they organized for these courses to a less extent and a similar number organized them to a great extent. However, six (6) of them which was 60% of the sampled HPS principals organized induction courses for their teachers to a moderate extent. On the side of teachers, majority (35.3%) attended those courses to a great extent, a further 33.8% moderately and 25% to a less extent. There were 3 or (4.4%) who had not attended the courses. Cumulatively, the majority opinion of those who stated that induction courses were offered from moderate to great extent were 95.3% (i.e., 60% +35.3%) showing that induction courses for teachers in HPS were a common and valued occurrence.

It is therefore evident that because of these induction courses, the principals and the teachers in HPS are well anchored in in the skills and procedures needed to deliver effective teaching and learner management in HPS in Mombasa County. These results are supportive of the findings and conclusions of many researchers as follows. Johnson and Uline (2005) observed that instructional leaders promote staff professional growth. Blasé and Blasé (2000) identified providing professional development opportunities (for teachers) as one of the behaviors of instructional leadership. Waters, Marzano,

Waters and McNutty (2005) were of the view that instructional leaders provide teachers with necessary staff development opportunities that directly enhance their teaching. Hallinger (2011) asserted that Principals appear to influence learning by developing teachers who perform well through shaping academic structures and processes which act as mediating factors. Carrier (2011) also argued that instructional leadership focuses on learning of students and teachers. Nyagosia, Waweru and Njuguna (2013) concluded that school leaders who are proactive   help in building team leadership and a culture conducive to learning and professional growth for teachers.

Table 4.9: Frequency of induction courses for the teachers in HPS

	Principals		**Teachers**	
	How often does the Principal organise induction courses for the teachers?		How often do you attend induction courses?	
Responses	Frequency	Percent	Frequency	Percent
Not at all	0	0	3	4.4
less extent	2	20.0	17	25.0
moderate extent	6	60.0	23	33.8
great extent	2	20.0	24	35.3
Total	10	100.0	67	98.5
Missing	0	0	1	1.5
Total	100	100	68	100.0

4.5.2.8 Is the Vision and mission of the school emphasized in HPS?

Principals and teachers in HPS of Mombasa County were asked their view on the extent to which their schools" visions and missions were clarified to the teachers. Their respective responses were captured in the pie charts in figures 4.5 (a) and (b).

HPS principals' views on clarity of their schools mission and vision

Did not respond
10%

Moderately clear
50%

To a great extent
40%
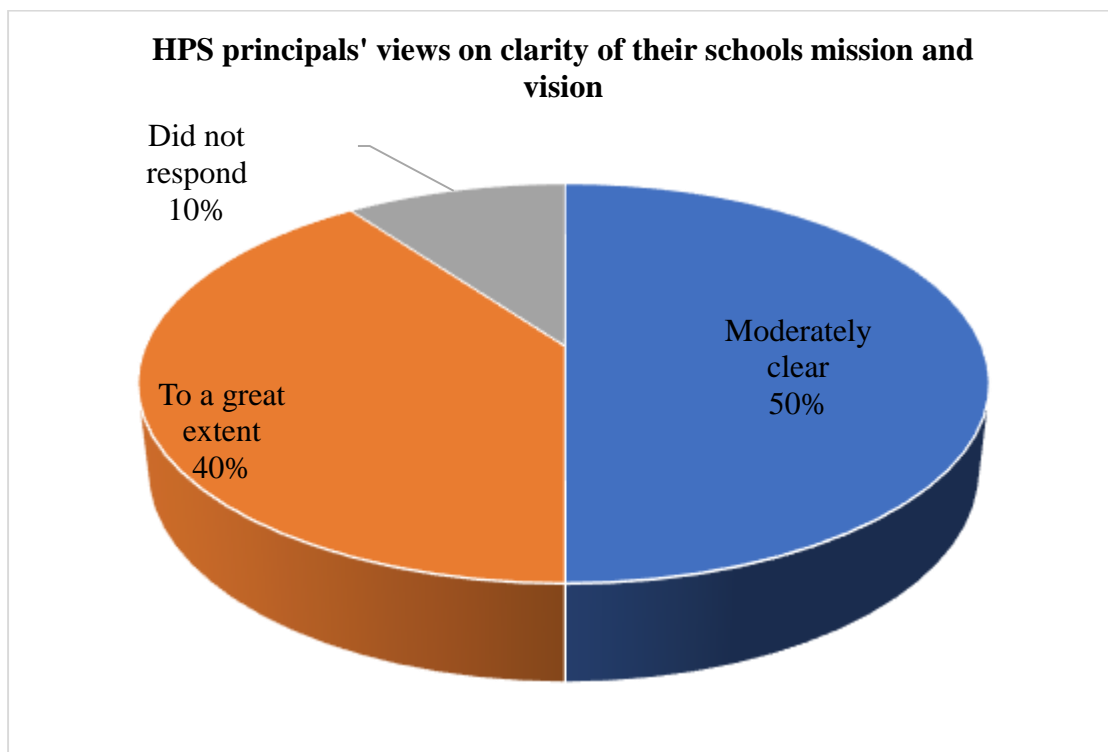
Figure 4.5(a): HPS teachers' view on clarity of their school's vision and mission

Responding to clarity of vision and mission, 50.0% of the principals were of the view that their vision and mission were moderately made clear to both teacher and students. Another 40.0% returned a "to a great extent" verdict, while one principal (10%) did not respond.

On the other hand, 7 (10.3%) of the teachers said that mission and visions of their schools were Not at all clarified by their principals. The second group of 14 teachers or 20.6% felt that the vision and mission of their schools were clear to only a little extent, 21(30.0% returned a moderate extent of clarity of the vision and missions, while the majority of them (24) or 35.3% felt that these two aspects of their value system were clear to a great extent. only 2 teachers did not respond to this question. The combined result of these two categories of respondents (principals and teachers) is that they were all adequately clear about their schools' visions and missions towards which they

exerted deliberately directed efforts. The results of their efforts are reflected in the higher performances of their schools.
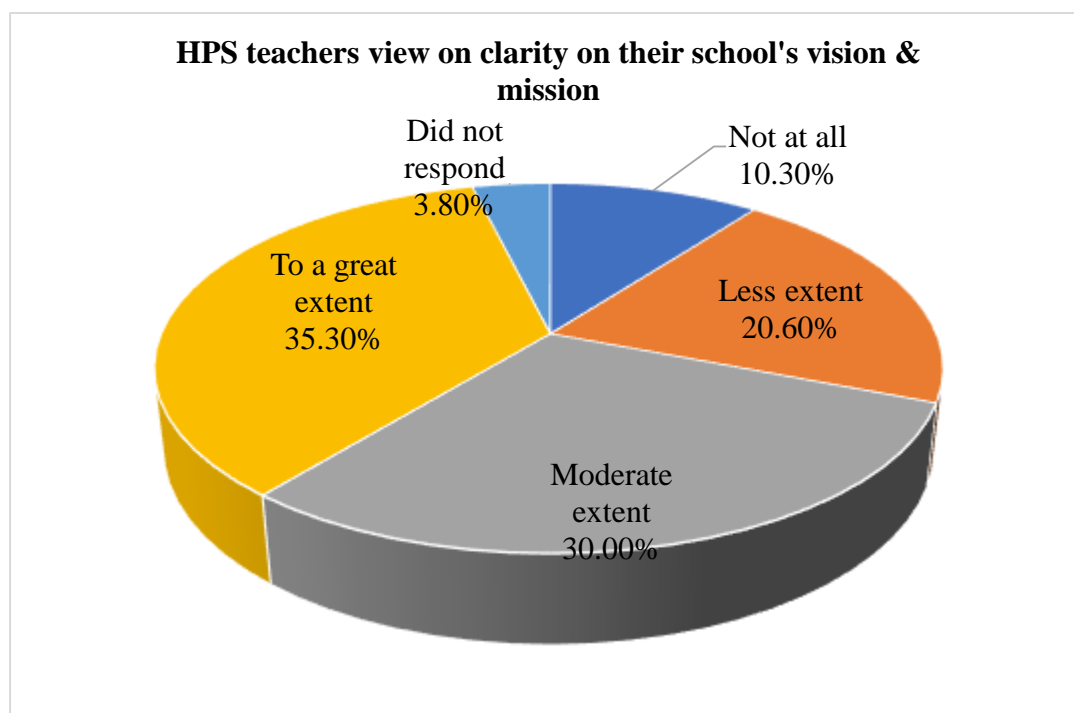
Figure 4.5(b): HPS teachers view on clarity on their school's vision and mission

These results rhyme with those of Musungu and Nasongo, who asserted that the core role of an instructional leader is to ensure achievement of the established mission through creating a good environment for the schools. In addition, the results are in agreement to those of Carrier (2011) who argues that instructional leadership communicates high expectations for student achievement and instruction and develops a community that is unified around one vision and one mission for the school. Further still, these results echo those of Mutua (2014), who studied schools in Matungulu district in Machakos County, and revealed that students who had predicted better grades (had a vision and a mission) had better grasp of the school's mission, vision and values, all of which positively influenced students' performance. These school visions and missions when constantly communicated through school assemblies improved KCSE performance because students were reminded of what the school valued.

4.5.2.9 Does the HPS Principal observe the teaching that goes on in the classrooms?

Observation of teachers at work is a supervisory one for both teachers and students. For this item, the three categories of respondents, i.e., Principals, teachers and students were asked to express how often this happened in their schools. Triangulation of these responses gives a clearer picture of what happens inside these classrooms in HPS in Mombasa County. Figures 4.6(a) and 4.6 (b) show the responses from the teachers and the HPS principals on this item respectively. Figure 4.6 (c) and (d) present the views of the HPS students about the extents of their principals' monitoring their learning and of monitoring the work of teachers respectively.

In figure 4.6 (a), there were 3.0% of the teachers who never experience observation by their principals as they teach. The other 6.1% have experienced this observation to a small extent while 35.38% only experienced the observation moderately. The majority of these HPS teachers are monitored as they teach by their principals to a great extent. This result is mirrored by the principal's responses since the   majority (70%) believes that they monitor the teachers' work to a great extent. Those who did it moderately were only 10% while 20 percent observed their teachers at work only to a small extent. No principal accepted that they don't observe teachers as they work.

Principal Observes Teaching

Percent	Not at all	Less extent	Moderate extent	Great extent
◼ Series1	3.08	6.15	35.38	55.38
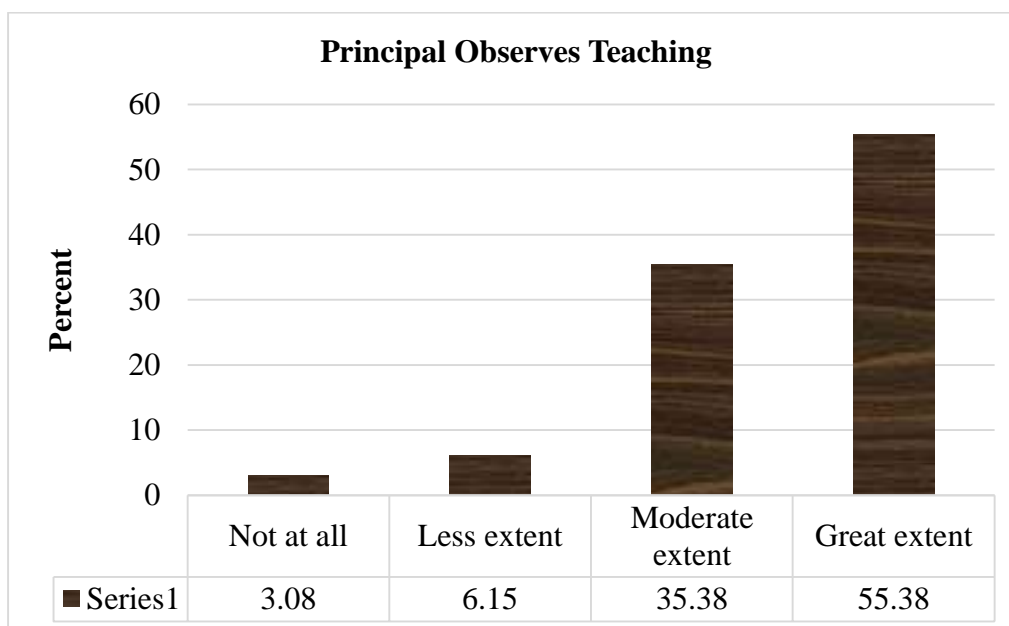
Figures 4.6 (a): HPS Principals' and Teachers' views on observation of teaching in classroom

Personal observes Teaching

Percent	Less extent	Moderate extent	Great extent
◼ Series1	20	10	70
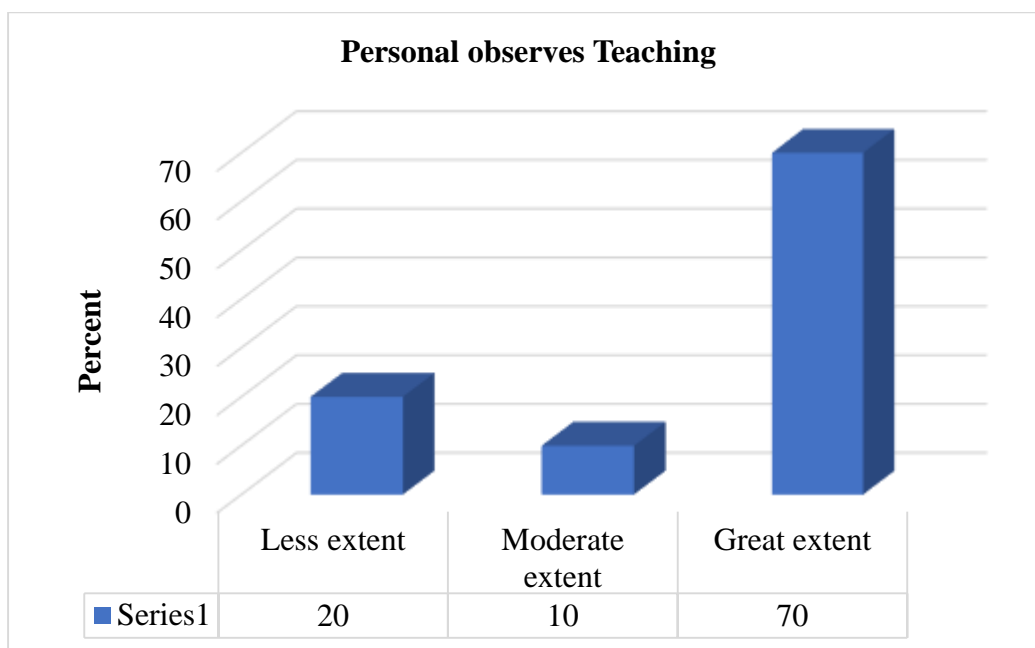
Figures 4.6 (b): HPS Principals' and Teachers' views on observation of teaching in classroom

Looking at the students' responses in figures 4.6(c) and (d), it is apparent that majority

of 52.2% know that their principals monitored their learning to a great extent. Another

36.64% said that their learning was monitored moderately, and 7.87% were monitored

to a lesser extent.

Principal Keenly Monitors Learning

	Not at all	Less extent	Moderate extent	Great extent	No response
Series1	1.69	7.87	37.64	52.25	0.55
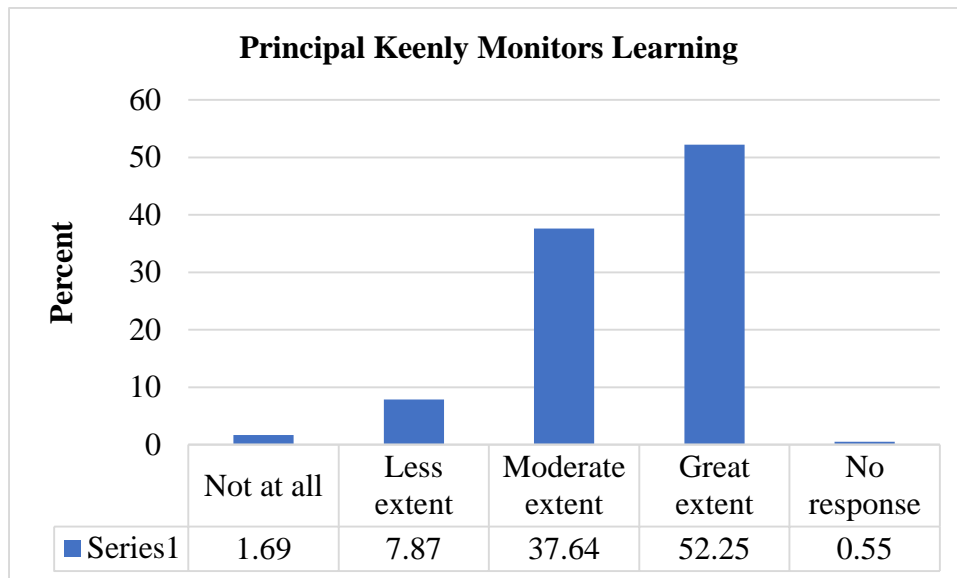
Figure 4.6 (c): HPS student's view of Principals monitoring of learning

Principal Monitors Teachers Keenly

	Not at all	Less extent	Moderate extent	Great extent
Series1	4.47	7.3	26.57	61.24
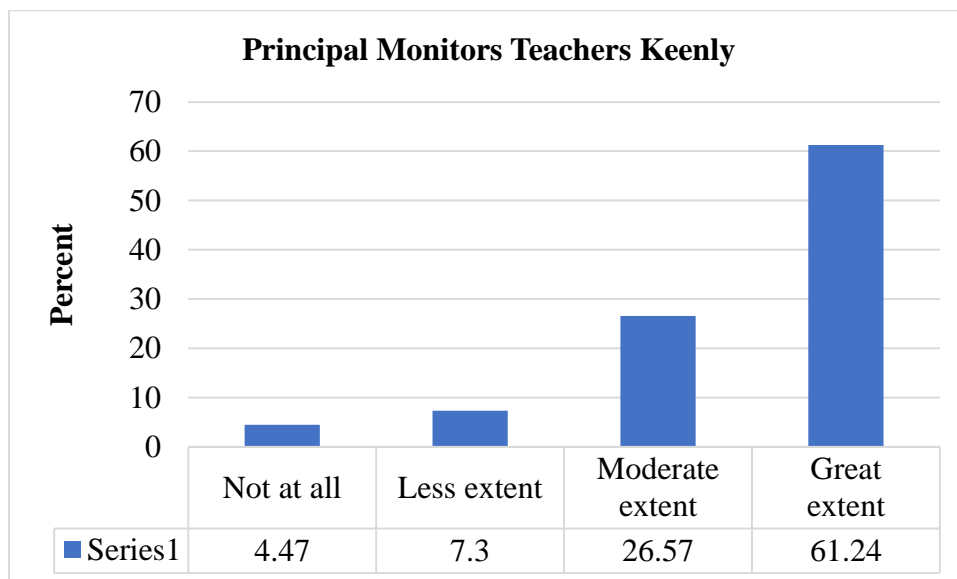
Figure 4.6 (d): HPS student's view of Principals monitoring of teachers

There was still 1.69% who did not feel that their principals monitored their learning at

all. On monitoring of their teachers by the principals (figure 4.6(d)), majority (61.2%)

were of the opinion that their principals monitored the teachers to a great extent, 26.97%

said moderately, 7.3% said this occurred to a lesser extent while the minority of 4.49%

their teachers were not monitored at all by their principals. The aggregate of these observations is that the majority of Principals, teachers and students in these HPS schools believe that both the work of the teachers and learners is monitored by the principals to a great extent.

4.5.2.10 Summary of instructional leadership in HPS

The extent of existence of the school cultural components of instructional leadership in HPS was investigated using the elements of: first, whether the principals in HPS set the directions all should follow by setting and clarifying the Vision and mission of the school, setting clear goals for both teachers and students, as well as making learning and teaching a priority of time usage in the school; Secondly, the section checked whether the principals effectively played their facilitation roles of resource allocation and organizing for teachers to get necessary induction courses; and finally whether the principals undertook their supervisory work of monitoring the various aspects of teaching such as lesson plans, evaluation of teachers performance and of observing the teaching and learning that was going on in the classrooms.

The results arrived at for all these indicators of these components were overwhelmingly in the affirmative by the majority of the respondents. These results therefore prove that there is a strong element of instructional leadership in high performing secondary schools in Mombasa County.

4.5.3 Time on task in HPS

Time on task is the estimate of how much school time is actually used to pursue the objectives of the school academic activities as opposed to leisure and other social activities. Time on task was explained by Berlin (1991) as "the time students appear to be paying attention to materials or presentations that have instructional goals.

Academic (or actual) learning time is the instructional time when classroom learning actually occurs in a subject area, typically guided by the teacher.

The time on task as a component of culture was measured in HPS by asking the following investigative questions: teachers focus on academic work; teachers are clear about the purpose of the lesson; maximizing of school learning time; there is adequate contact time for learning. The responses were Likert scaled with (1=Not at all; 2= to a less extent; 3= to a moderate extent and 4 = to a great extent). The table 4.10 is a record of the means of these responses by HPS principals and HPS teachers for each indicator of time usage.

Table 4.10: HPS Principals' and teachers' perceptions on time on task

	HPS Principals			HPS Teachers		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Teachers focus on academic work	10	4.00	.000	66	3.82	.461
Teachers clear about purpose of lesson	10	3.90	.316	65	3.85	.404
Teachers and learners maximize time spent on learning	10	3.90	.316	67	3.78	.455
There is adequate contact time for learning	10	4.00	.000	66	3.71	.456
Mean of means		3.95			3.79	

For the indicators of "teachers clear about purpose of lesson", "there is adequate contact time for learning", "teachers and learners maximize time spent on learning" and teachers focus on academic works" both the principals and teachers returned a mean of 4, which was equivalent to "great extent". The overall means for both groups is about the same at 3.95 and 3.79 respectively, which was equivalent to a great extent. It is

therefore apparent that greatest extent of time usage in HPS is for maximization of academic work or time on task.

To correspond with this view of teachers, the students in HPS also reported on how they used their time while in school. Table 4.11 has this information where they returned a verdict of great extent" on both of the items "I rarely waste time doing unnecessary things" and "I concentrate well in class". This shows that the students used their time doing the tasks for their academic work, and never wasted it on irrelevant activities. The students also averaged a 3 (moderate extent) on the two items of "I wake up early to do my studies" and "I use time well". Again, this shows that they wake up early and use that time well by doing their studies. The students confirm what their teachers and principals have stated above.

Table 4.11: HPS Students perceptions on time on task

	N	Mean
I use time well	178	3.2247
I rarely waste time doing unnecessary things	178	4.5730
I concentrate well in class	178	3.5787
I wake up early to do my studies	178	3.0899

In conclusion of this item on time on task, the three categories of respondents are stating that the ratio of time on task in HPS is high compared to other activities. The high performance may be related to this focus on time usage for academic work.

4.5.4 Discipline in HPS

This component of school discipline in HPS was measured by the establishing the extent of existence of the following of student behaviour: Whether students' display disruptive behaviour; the students' respect for their teachers; whether there is

punctuality of students; whether task Completion was taken seriously; whether the learners have self-discipline; whether good teacher -learner relationships existed in the schools; whether there was good class attendance and whether the Learners were attentive in class . The responses ranged from the extremes of "not at all" to "great extent". Table 4.12 has this summary of responses for both HPS Principals and teachers on the items on discipline in HPS in Mombasa County.

Both teachers and Principals in HPS agreed that the level of disruptive behavior by student was to a less extent at a mean of 1.7 and 2.3 respectively, which round up to 2 (less extent). Students respect for their teachers was on the higher side at means of 3.70(great extent) for responses by principals and 3.35 (moderate extent) response by teachers. The item on punctuality   scored means of 3.20 by Principals and of 3.35 by teachers. Both average on moderate extent of the punctuality by students.

Table 4.12: Status of discipline in HPS in Mombasa County

	HPS Principals			**HPS Teachers**		
	N	Mean	Std.	N	Mean	Std. Deviation
Students display Disruptive behaviour	10	1.70	.823	67	2.34	.863
Students have respect for teachers	10	3.70	.483	66	3.35	.668
There is punctuality	10	3.20	.632	65	3.35	.672
Task completion taken seriously	10	3.60	.516	66	3.56	.611
Learners have self-discipline	10	3.20	.632	66	3.05	.753
Good teacher -learner relationships	10	3.40	.516	66	3.27	.775
Good class attendance	10	3.60	.516	66	3.38	.627
Learners are attentive	10	3.30	.483	66	3.14	.605
Average mean		**3.2**			**3.18**	

The extent of seriousness with which task completion taken by students scored a mean of 3.60 by principals and 3.56 by teachers, which equates to a great extent.   Both

principals and teachers agreed that students had a moderate extent of self-discipline with means of 3.20 and 3.05 respectively.

According to both groups of respondents, there was a moderately good teacher-learner relationship with principals scoring a mean of 3.40 and teachers a mean of 3.27. However, while the HPS Principals thought the class attendance by learners was to a great extent (mean=3.60), HPS teachers had a lower mean of moderate extent (3.38). Lastly, the item on Learners is attentiveness in class was scored 3.30 (moderate extent) by HPS principals and 3.14(moderate extent) by the HPS teachers. When we look at the mean of the means for all items by each category or respondents, we notice that the overall verdict on the discipline item of school culture gets a value of (3.2 moderate extent) by the principals and 3.18 (moderate extent) by HPS teachers.

4.5.4.1 Types of indiscipline found in HPS Schools

Table 4.13 shows the type of indiscipline cases in HPS in Mombasa County. The only common agreement among the three categories of respondents was in the unspecified "others" which scored 70%, 32.3%, and 48.3% for the principals, teachers and students respectively. However, a few of the principals (10%) and teachers (1.5%) agreed on the issue of students failing to complete their assignments, and the problem of students cheating in examinations (10% and 5.4% respectively) which appears to be a minor issue with HPS in Mombasa County.

While the Principals didn't notice any absenteeism or noise making (0% on both issues), both the teachers (20.6 % on both issues) and the students (15.2% and 33.1%) recognised the two types of indiscipline as being present. Consequently, it is fair to conclude that there are some low-level indiscipline cases in HPS in Mombasa County although the various "others" were not identified.

Table 4.13: Types of indiscipline found in HPS Schools

Investigative question	Responses	HPS Principals		HPS Teachers		HPS Students	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
	Failure to complete assignments	1	10	1	1.5	0	0
	Cheating in exams	1	10	3	4.4	0	0
What are the most common indiscipline cases in your school?	Absenteeism	0	0	14	20.6	27	15.2
	Noise making	0	0	14	20.6	59	33.1
	Others	7	70	22	32.3	86	48.3
	Missing	1	10	14	20.6	6	3.4
	Total	10	100	68	100	178	100.0

Interview responses from 10 principals in HPS were as follows, 10% cited fighting, 10% cheating in exams, use of phones at 10%. 20% cited boy and girl relationship, 10% cited abusive language while vernacular speaking was also at 10%. The most common cited type of indiscipline was wearing of non-school uniform which was at 20% and late coming at 20%. Another indiscipline case was disrespect for teachers. The principal's interview responses are in tandem with the results of table 4.13 and also clarify other indiscipline cases as indicated in the table.

Here discipline is seen to mean the perceptions by Simba, Agok and Kabuki (2016) that it is student behaviors and actions that conform to the predetermined rules and regulations of the school. The role of discipline in influencing the performance of students in academic work has been captured by Kaimenyi (2013) stating that "discipline positively influences academic performance by creating a good learning environment." The results also support what Aziz (2009) observed that discipline an

important ingredient in the school system. They are also in line with Putnam, Handler and Feinberg (2005) who argued for a strong relationship between discipline and academic achievement and that a lack of discipline is considered as a factor in declining performance. These results are also in agreement with those of Pasternak (2013) who found that, in Israel and United States of America, the four skills of perseverance, meeting schedules, goal setting and planning, which are attributes of discipline, positively influenced academic performance.

4.5.5 Language policy

Having a policy requiring the students to use the official instruction language which is English was considered a factor influencing the performance in most subjects but Kiswahili, and hence the overall grades in KCSE. The presence of a language policy was tested using the indices of whether Teachers enforced a language policy, whether students abide by such a language policy,

Whether the students readily use the English language in the school and whether learners like reading story books. Responses were based on a Likert-scaled choice of not at all, to a lesser extent, moderately and great extent. Table 4.14 records the means of the responses for each of the index.

The first question on language policy was on whether there existed a strict language policy. Only Principals and teachers were asked this question. The HPS Principals returned a mean of 2.90 (moderate extent) just like their teachers who had a mean of 3.01(moderate extent). On whether the teachers enforced this language policy, the three categories of respondents of principals, teachers and students returned a means of 2.70, 2.79 and 2.77 respectively, which interprets into a moderate extent.

Similarly, on whether the students abide by the language policy, the principals, teachers and students averaged 2.60(moderately), 2.37(less extent), and 2.73(moderate extent) in the same order. So this could be summarized that the students abide by the language policy to a moderate extent.

On the item whether students readily use English language in the school, the principals, teachers and HPS students returned means of 2.80, 2.72 and 2.76 which approximated to a 3 (moderate extent) for all. This means that the students of HPS were competent in using the official instructional language or English.

Table 4.14: Language Components in HPS

	Principals			Teachers			Students		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
There is a Strict language policy	10	2.90	.57	68	3.01	.92	---	---	---
Teachers enforce language policy	10	2.70	.82	68	2.79	.80	178	2.77	1.04
Student abide by language policy	10	2.60	.69	67	2.37	.85	178	2.73	7.31
Students readily use English language in the school	10	2.80	.79	68	2.72	.71	178	2.76	7.30
Student have adequate language skills	10	2.90	.74	63	2.87	.77	---	---	---
Learners like reading story books	10	2.30	.48	68	2.44	.78	178	3.58	10.25

Regarding whether the students have adequate language skills only principals and teachers responded with means of 2.90(moderate) and 2.87(moderate). Hence the students were considered moderately competent in the instructional language.

According to principals, learners like reading story books to a less extent (mean= 2.30) same as teachers (mean= 2.44) while students thought they read story books to a great extent (mean= 3.58).

4.5.6 Entry Behaviour

Entry behaviour was measured in terms of the marks a student obtained in the KCPE examination which qualified him or her to join form one.

4.5.6.1 Minimum entry marks

According to the principals, only two schools had a mean score of above 350 marks as the average entry marks (see table 4.15). Two other schools had a mean entry marks of between 300 and 349, while the rest six schools accepted students with between 250 and 299 marks.

Table 4.15: Minimum Entry Marks in HPS

Question	Responses	Principals			Teachers			Students		
		Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
	200-249 Marks	0	0	0	4	5.9	5.9	1	.6	.6
	250-299	6	60.0	60.0	17	25.0	30.9	5	2.8	3.4
	300-349 marks	2	20.0	80.0	39	57.4	88.2	6	3.4	6.7
Minimum entry marks	above 350 Marks	2	20.0	100.0	8	11.8	100.0	54	30.3	37.1
	Missing	0	0		0	0		3	1.7	100.0
	Total	10	100.0		68	100.0		109	61.2	98.3
	Total				68	100.0				

However, it appears that most responding (57.4%) teachers came from the schools with a mean entry mark of between 300 and 349 in KCPE. The next group of 17(25%) was from schools whose cut-off entry marks were between 250 and 249 in KCPE. Only 4 teachers (5.9%) were from schools whose cut off marks were between 200 and 249.

On the other hand, the responses from the students show that only an accumulative 6.7% had entry marks lower than 300 marks in HPS in Mombasa County. Another 30.3% had their entry marks between 300 and 349. The majority (61.2%) of the students in HPS in Mombasa County had entry marks above 350 marks.

4.5.6.2 Strictness on minimum entry marks

Table 4.16 is a record of the responses from HPS Principals, teachers and students to the question whether the schools were strict on the enrolment of students according to the minimum mark criterion. According to majorities of the three groups, Principals (40%), teachers (38.2%) and students (34.8%), they agreed that the schools were strict on this requirement. The second most numerous set of respondents from the three groups disagreed that the requirement for a student to meet the minimum set entry marks before admission was strictly adhered to, with scores of 30.0%, 16.2% and 26.4% respectively. Another set of 10.0% of principals, 26.5% of teachers and 18.0% of students had a strong agreement with the assertion that schools were strict on admission minimum marks. A few of each category of respondents either thought that the strictness was not always the case or they were not sure, representing 20% of principals, 11.8% of the teachers, and 16.3% of the students. There were, however, a few teachers (5.9%) and students (7.3%) who strongly disagreed with the statement. Generally according to the greater majorities, the HPS schools strictly adhered to the requirement of cut-off points before admitting their students.

At the same time the complementary question that "there was no admission without the minimum Marks" showed the same trend. Most principals (40%), teachers (38.2%) and students (34.8%) agreed that no student was admitted without attaining the minimum cut-off points. No principal strongly agreed that "no student was admitted without meeting the minimum points", but 26.5% of teachers and 12.9% of the students strongly disagreed with the assertion, which means some were admitted contrary to the minimum cut-off point's requirements. A large number of principals (40%) said that it was not always that "no student would be enrolled without minimum marks" and they were supported by 11.8% of the teachers and 24.2% of the students. A further 5.9% of the teachers and another 7.3% of the students simply disagreed with the assertion that no student was admitted without set standards.

Table 4.16: Strictness on minimum entry marks

Question	Response	Principals		Teachers		Students	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Strictness on minimum entry marks	strongly agree	1	10.0	18	26.5	32	18.0
	agree	4	40.0	26	38.2	62	34.8
	not always/not sure	2	20.0	8	11.8	29	16.3
	disagree	3	30.0	11	16.2	47	26.4
	strongly disagree	0	0	4	5.9	8	4.5
	Missing	0	0	1	1.5	0	0
	Total	10	100.0	68	100.0	178	100.0
No admission without minimum cut-off marks	strongly agree	0	0	18	26.5	23	12.9
	agree	4	40.0	26	38.2	56	31.5
	not always	4	40.0	8	11.8	43	24.2
	disagree	2	20.0	11	16.2	43	24.2
	strongly disagree	0	0	4	5.9	13	7.3
	Missing	0	0	1	1.5	0	0
	Total	10	100.0	68	100	178	100.0

There were more cumulative percentage of each category who agreed with the assertion than those who out rightly disagreed (40% -agreed versus 20%- disagreed) for principals; 64.7%-agreed versus 22.1%-disagreed for teachers and 44.4% - agreed versus 31.5%-disagreed for students. Subsequently, the stronger persuasion is that most of the HPS student were admitted having met the minimum cut off points and very few, if any, did not meet the cut off points for intake.

4.5.7 Learning Community in HPS Schools

From table 4.17, it is apparent that all the responding principals (100%) were of the opinion that there were active learning groups in their school. At the same time the majority (56%) of teachers and 77.5% of the students in HPS confirmed the existence of the study groups. Some 11 teachers (16.2%) and 39 (21.9%) of the students indicated that these learning groups were not in their school.

Furthermore, on the question of whether the groups got their tasks to completion, 62.9% of the students and 92.6% of the teachers and 100% of the principals responded in the affirmative. Minorities of both groups 4.4% of teachers and 35.4% of students said that the learning groups did not see their works to completion. There were two (2) teachers and three (3) students who did not respond to the question.

The other task was for respondents to rate the effectiveness of the learning groups. Less than half of the teachers i.e., 15 (22.1%), followed by 20% of the principals and 32(18.0%) of the students rated the groups as very effective. Another 61.8% of the teachers 52.8 of student's and70% of the principals returned an "effective" verdict. A further 10.3% of the teachers and 11.2% of students and 10% of the principals said these groups were less effective. Only 16.3% of the students thought that these groups were not effective. Four teachers and three students did not respond to the question.

There is therefore conclusive evidence that the HPS schools have a culture of using learning groups to enhance their studies. These groups are effective in causing students to complete their assignments and in promoting learning in HPS.

Table 4.17: Presence and effectiveness of learning communities in HPS

Question	Responses	HPS Principals		HPS Teachers		HPS students	
		Frequency	%	Frequency	%	Frequency	%
Are there active learning Groups?	Yes	10	100.0	56	82.4	138	77.5
	No	0	0	11	16.2	39	21.9
	Missing	0	0	1	1.5	1	.6
	Total	0	0	68	100.0	178	100.0
Do the groups get tasks to completion?	Yes	10	100	63	92.6	112	62.9
	No	-	-	3	4.4	63	35.4
	Missing	-	-	2	2.9	3	1.7
	Total	-	-	68	100.0	178	100.0
How do you rate the effectiveness of the groups?	very effective	2	20.0	15	22.1	32	18.0
	Effective	7	70.0	42	61.8	94	52.8
	Less Effective	1	10.0	7	10.3	20	11.2
	Not effective	0	0	0	0	29	16.3
	Missing	0	0	4	5.9	3	1.7
	Total	10	100.0	68	100.0	178	100.0

4.5.8 Teacher characteristics in HPS

Teacher characteristics in the Mombasa secondary schools were measured using the parameters of how friendly and warm the students felt their teachers were, how students felt their teachers planned their lessons, whether teachers promoted good learning habits, and whether teacher were effective in assessing and marking, whether the

teachers were good motivators and whether the teachers used teaching aids in delivering their lessons. Responses were chosen from a very great extent, great extent, and moderate extent and to a less extent. The following figures from 4.5.7(a, b, c, and d) capture these responses from the students in HPS in Mombasa County.

4.5.8.1 Teachers warmth and friendliness in HPS

Results in figure 4.7(a) show that a majority i.e. (38.2%) of the students in HPS regarded their teachers as being moderately warn and friendly to them.
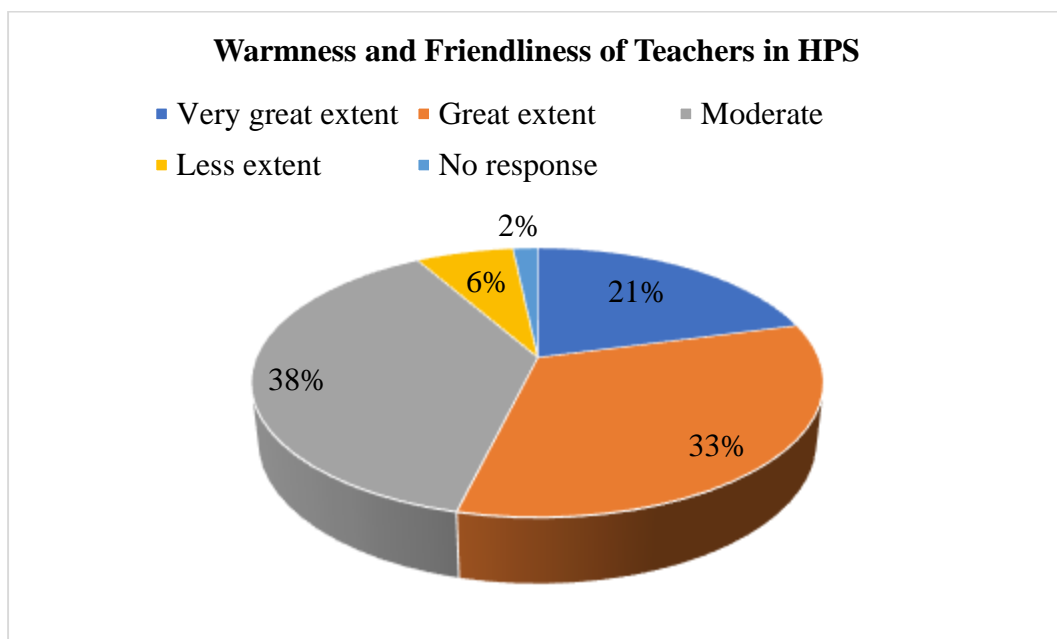
Figure 4.7 (a): Warmness and friendliness of the teachers in HPS

This was closely followed by 33.15% who thought the teachers were warm and friendly to a great extent, and a further 21.35% their teachers were warm and friendly to a very great extent. Only 5.02% did not think their teachers were warm and friendly to any significant extent. Cumulatively, the majority of the HPS students (54.5%) felt that their teachers were warm and friendly to a very great and great extent.

The figure 47(b) shows the results of the HPS student's perceptions of the quality of lessons delivered by their teachers. Their expressions were based on the extent to which they felt their teachers planned their lessons before their delivery.

Teachers plan well for lesson plans

	Very great extent	Great extent	Moderate extent	Less extent	No response
■ Series1	38.2	38.76	18.54	2.25	2.25
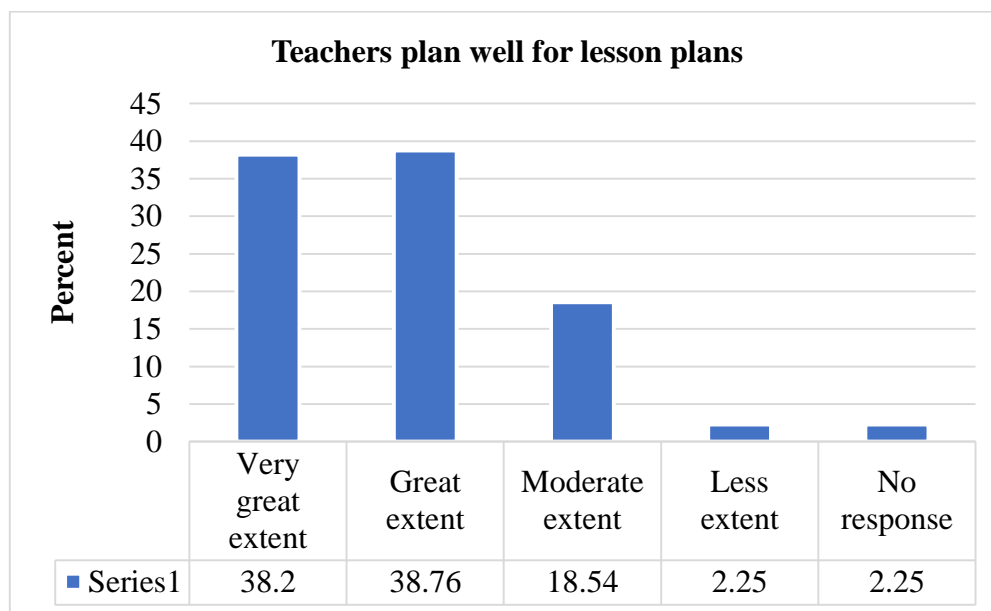
Figure 4.7 (b): Quality of lesson planning by Teachers in HPS

A whooping cumulative majority (77%) of the students thought their teachers were very great and great in planning their lesson. Another minority of 18.54% thought the teacher did a moderate job in lesson planning and 2.25% of the HPS students thought their teachers did a poor job of lesson planning. Only 2.25% did not respond to the question. It makes statistical sense to conclude that teacher in HPS delivered very well-planned lesson to their students.

4.5.8.2 Promotion of good learning habits by teachers in HPS

When asked the extent to which the teachers in their schools promoted good learning habits, the HPS student's respondent as sown in figure 4.5.7(c). Their responses constituted of 28.9% who said their teachers promoted good learning habits to a very great extent followed by 37.08% who gave a verdict of great extent, followed by 28.09% who thought the teacher's moderate promoter of good learning habits. Thus

cumulatively, a majority of 65.17% of HPS students praised their teachers as great promoters of good learning habits in their schools.
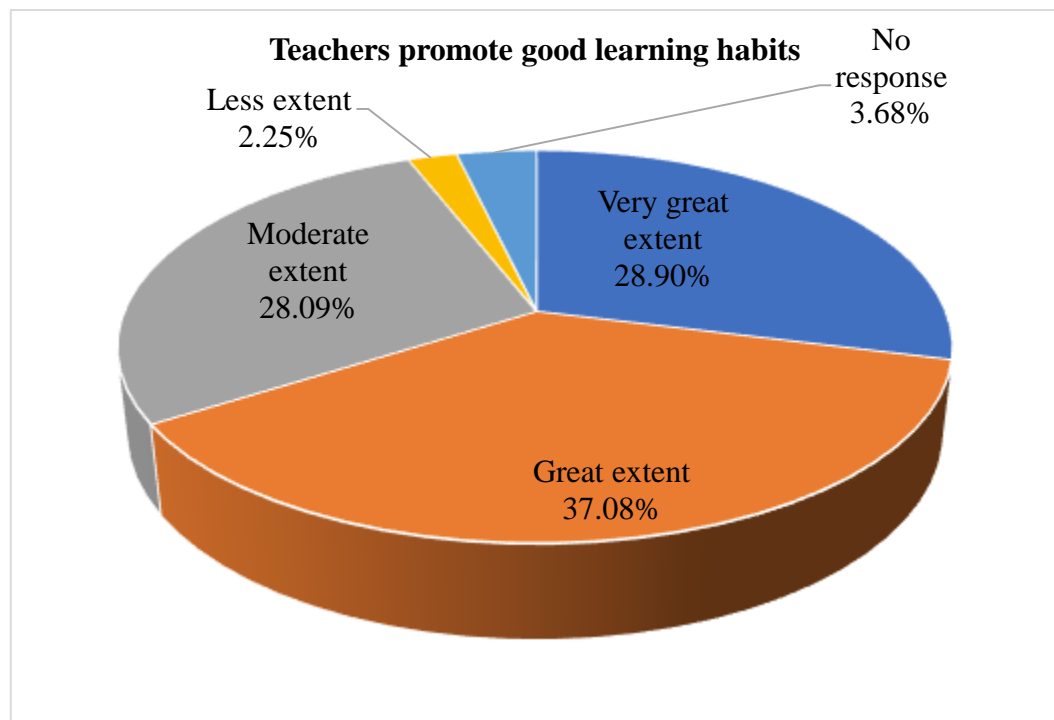
Figure 4.7(c): Promotion of good learning habits by teachers in HPS

4.5.8.3 HPS teachers' effectiveness in assessing and marking students work

Prompt and effective assessment and feedback to students promote leaning and performance. To gauge whether teachers in HPS in Mombasa County were effective in doing this, the students were asked to rate their teachers on a scale of very great, great, moderate extents and finally, to a less extent. The results of their responses are captured in figure 4.7(d).

Teachers effectiveness in Assesment and Marking

	Very great extent	Great extent	Moderate	Less extent	No response
■ Series1	32.02	26.4	32.58	7.3	1.69
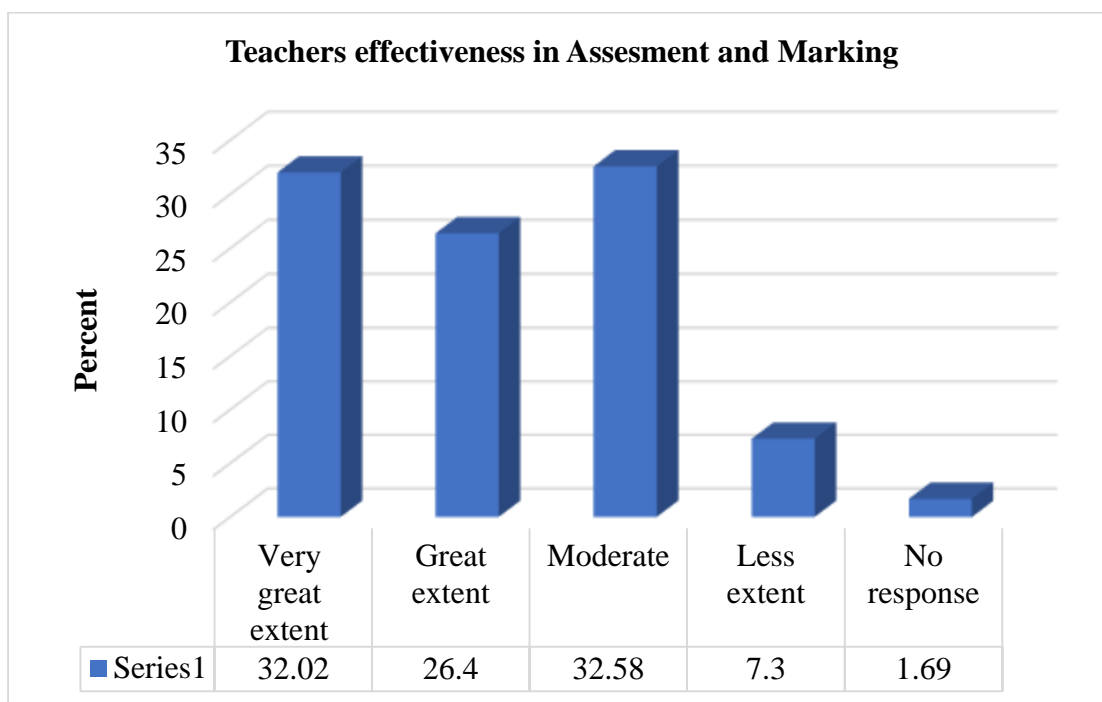
Figure 4.7(d): HPS teachers' effectiveness in assessing and marking

From figure 4.5.7(d), it is apparent that 32.02% agreed that their teachers were to a very great extent, effective in assessment of their work. Another 26.4% thought their teachers were effective in assessment to a great extent and a further 32.58% gave a verdict of a moderate extent of assessment by their teachers. Only 7.3% of the students had a poor (less extent) rating of their teacher effectiveness in assessment. In conclusion, the teachers in HPS in Mombasa County were great in assessing and marking their students' works.

4.5.8.4 HPS teachers' motivation to learners

The ability and effectiveness of the teachers to motivate their learner in HP schools was measured on the same responses and scales used in the section 4.5.7 (c) above. From figure 4.7 (e), we observe that 34.83% of the students in HPS were of the opinion that their teachers motivated them to a very great extent while 33.15% said their teachers were great in their motivating of student. A further 20.7 % thought their teachers were just moderate in motivating them and a paltry 1.09% thought their teachers motivated

them to a very little extent. But in general, the teachers in HPS were to a great extent able to motivate their students.
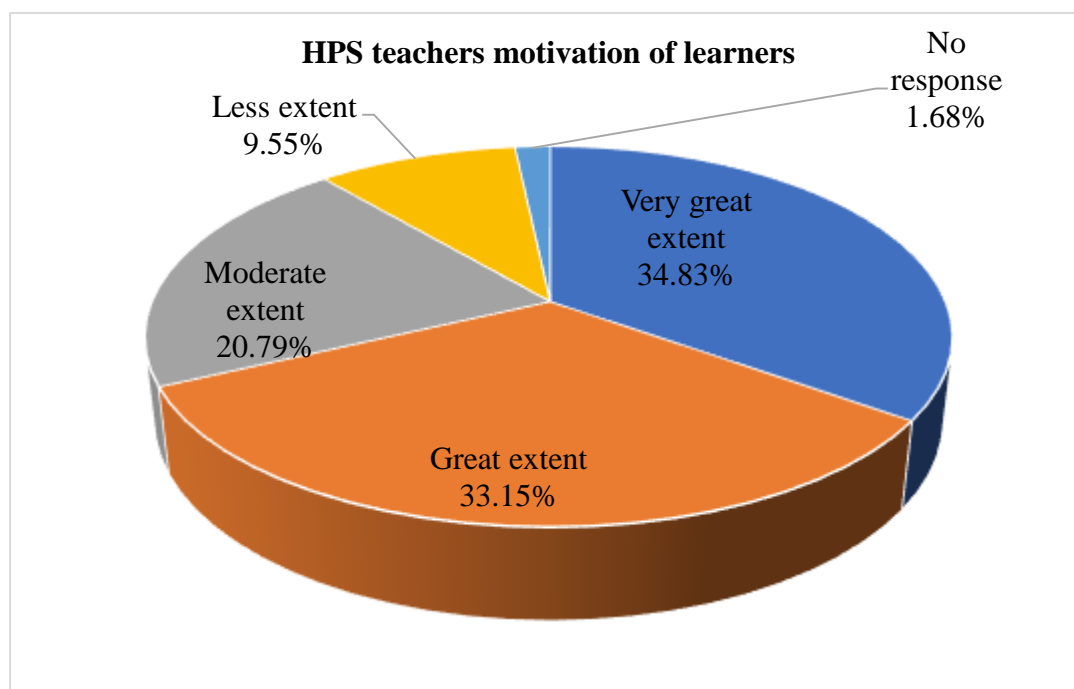
Figure 4.7(e): HPS teachers' motivation of learners

4.5.8.5 Teachers' use of teaching aids in HPS

For this component of teacher characteristics, the students' responses were captured in figure 4.7(f). The question sought to establish the extent to which the teacher in HPS used the teaching aids to affect their teaching.

The students of HPS in Mombasa had response rates of 24.4% for very great extent of use of teaching aids by the teacher, 33.5% of great use of teaching aids, 30.34% moderate use of teaching aids and 8.43% of a little extent of use of teaching aids by the teachers. A further 1.69% of the students did not respond to the question. A majority of a cumulative 57.9% gave a verdict of great and very great use of teaching aids by HPS teachers, which could help explain the better comprehension of the taught concepts by the students and their consequent higher performance for HPS.
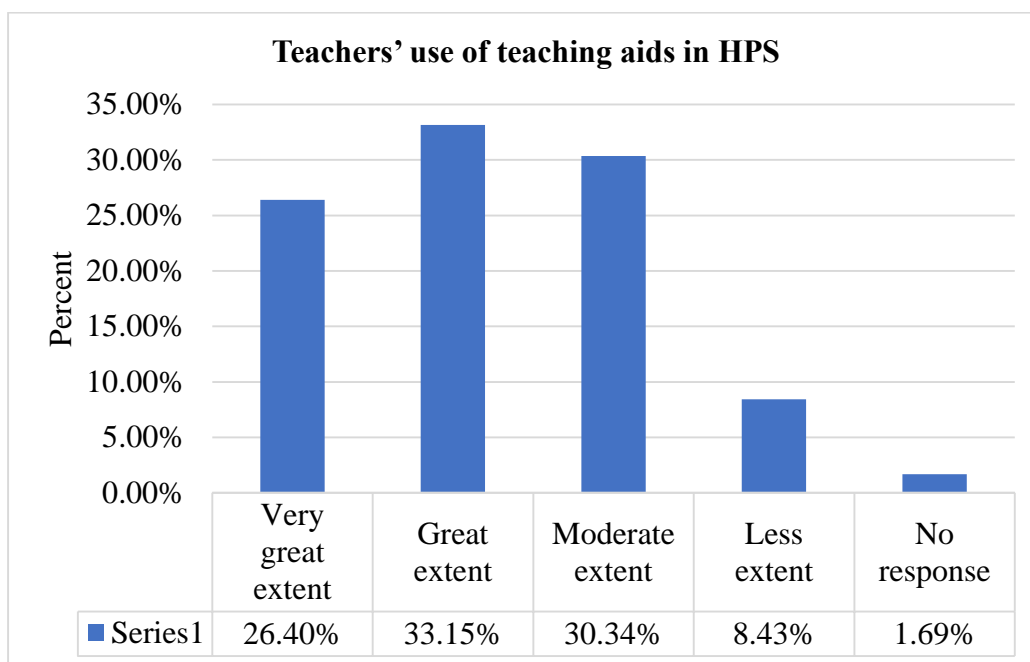
Figure 4.7(f): Teachers' use of teaching aids in HPS

In summary of the teacher characteristics shows that: Cumulatively, the majority of the HPS students felt that their teachers were warm and friendly to a very great / great extent; teachers in HPS planned their lessons to a very great extent; a majority of the teachers in HPS are either very great or great at use of teaching aids; in general, the teachers in HPS motivate their students to a great extent; a majority of HPS students praised their teachers as great promoters of good learning habits in their schools and teachers in HPS in Mombasa are great in assessing and marking their students' works. That means the HPS have teachers with characteristics that support good performance of their students and this forms part of the culture of these schools. The teachers are warm and friendly, planned their lessons well, had great use of teaching aids, they motivated their students, promoted good learning habits and were great in assessing and marking their students work.

4.5.9 Rising time/start up time

Rising time was theorized as a factor of a school culture which influences the performance of the students. Figure 4.8(a) and (b) captures both bed time and rising times for the HPS students in Mombasa County. The purpose of this item was to establish the time students woke up to engage in academic work. The choice times for waking up were proffered as before 5.30 am, between 5.30 and 6.00 am, between6.00 and 6.30 am, and between 6.30 am and 7.0 am.
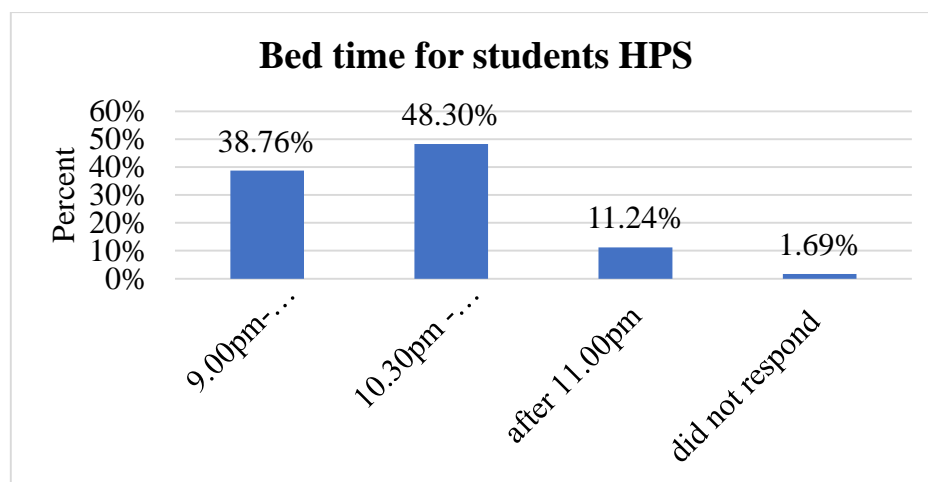
Figure 4.8 (a): Bed time for HPS students
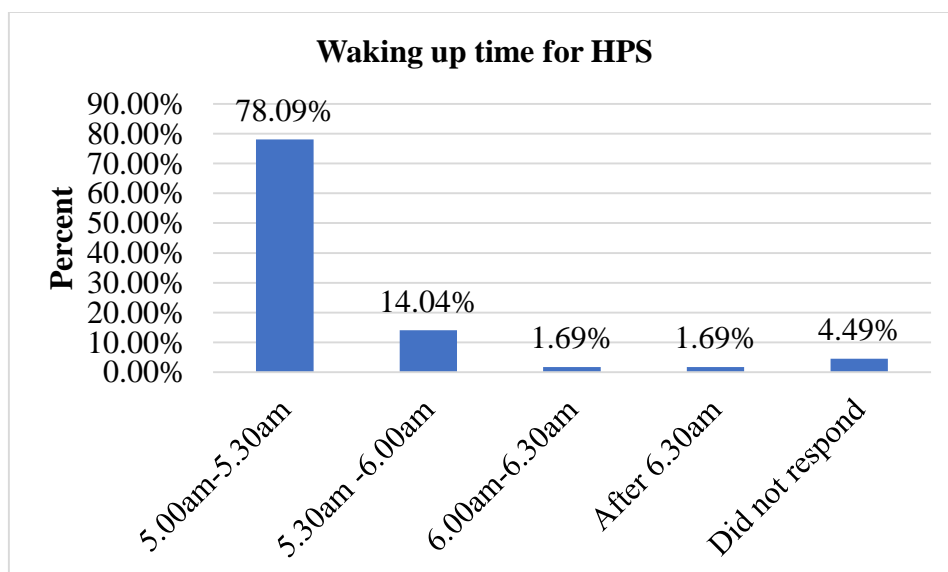
Figure 4.8 (b): Waking up time for HPS students

The results show that the majority (48.31%) of the HPS students in Mombasa County go to bed between 10.30pm and 11.00 pm. The group of early sleepers constitutes 38.76% of the students who go to bed between 9.00 and 10.00 pm. A further 11.24% went to bed after 11.00 pm. Only 1.69% did not respond to the question. In Figure 4.8 (b), the majority (78.09% of the students woke up at between 5.00 and 5.30 am, while another 14.04% got out of bed at between 5.30 and 6.00 am. Those who woke up at between 6.00 and 6.30 were equal to those who woke up after 6.30 am at 1.69%. The rest of the respondents (4.49%) did not indicate their waking up time.

Consequently, the longest sleeping student would have nine and a half hours of sleep (9.00 pm to 6.30 am), while the shortest time used to sleep was six hours (11.0 pm to 5.0 am). Most students had sufficient sleep of between six and nine and half hours daily.

4.5.10 HPS students' participation in games

The level of participation of the students in games was expected at least in theory to contribute to the sharpness of students in their academic work. The purpose of this question was to find out if the HPS students' performance was in tandem with participating in games, so as to associate the two. The results in figure 4.9 indicate that the majority (46.6%) of the students only participated in games to a very little extent.
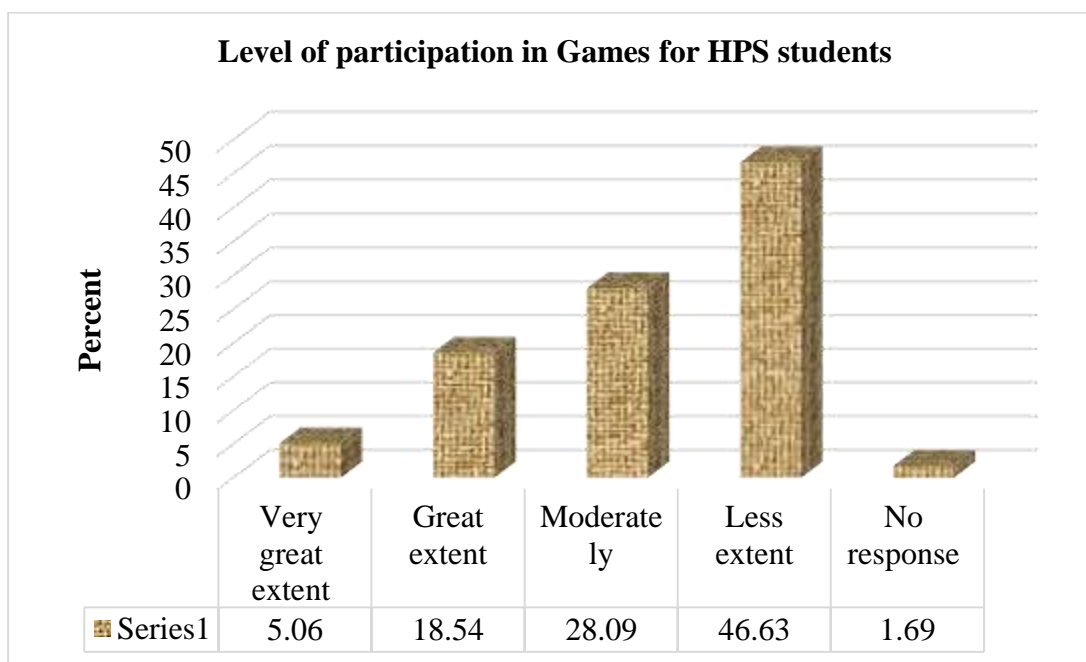
Figure 4.9: Level of participation in Games for HPS students

Those whose participation was only moderate were 28.09% while 18.52% were involved in games to a great extent. Only 5% of the HPS students were very serious in these games and got involved to a very great extent. The implication of these findings is that the HPS student's higher academic performance is despite their not placing a lot of importance in games. It would appear that partition in games is inversely related to higher performance in academics for the HS in Mombasa County. Interview responses from 10 principals are in support of the above findings of figure 4.9. The responses are 20% opined that their students participated in games quite often, 20% were for often while 50% indicated that they did not participate at all. This shows that students' participation in games is quite minimal.

4.5.11 Summary of findings of the culture elements in HPS in Mombasa County

The culture of HPS in Mombasa County is summarized by combining the aggregated results from each cultural element.   On "instructional leadership", results showed that principals in HPS set the directions that all should follow by   clarifying the Vision and mission of the school, setting clear goals for both teachers and students, prioritizing

learning and teaching for time usage in the schools. Furthermore, the principals effectively facilitated resources for teaching and they organized for teachers to get necessary induction courses. In addition, the HPS principals not only monitored the lesson plans, ensuring that the teaching and learning was going on in the classrooms but they also evaluated their teachers' performances. These results therefore prove that there is a strong element of instructional leadership in high performing secondary schools in Mombasa County.

On the item of amount of time used on performing academic tasks (time on task), the results led to the conclusion that the ratio of time on task in HPS is high compared to other activities. Similarly, on the issue of discipline, the overall verdict on this item of school culture rated moderately by the principals and teachers. These results led to the conclusion that there is some low level of indiscipline cases in HPS in Mombasa County, though they don't seem to affect their academic performances. There was found to be present a moderate "language policy" in HPS in Mombasa, which was only moderately enforced by teachers and moderately abided to by students. The learners had a moderate mastery and use of the English language. The average view of the students and teachers was that the students read story books to only a moderate extent.

Regarding the "entry behaviour", the majority of the students in HPS in Mombasa County had entry marks above 350 marks. Most of the HPS students were admitted having met the minimum cut off points and very few, if any, did not meet these criteria for intake. Generally according to the majorities, the HPS schools strictly adhered to the requirement of cut-off points before admitting their students, who were of a superior quality.

As for the "learning community" component of HPS cultures, there was conclusive evidence that the HPS schools use learning groups to enhance their studies. These groups are effective in causing students to complete their assignments and in promoting learning in HPS. Further, results on "Teacher characteristics" showed that HPS teachers are warm and friendly, planned their lessons well, had great use of teaching aids, they motivated their students, promoted good learning habits and were great in assessing and marking their students work. These characteristics supported good performance of their students and this forms part of the culture of these schools.

The results on "Rising time/start up time" proved that the majority of the HPS students in Mombasa County go to bed between 10.30pm and 11.00 pm and woke up at between 5.00 and 5.30. Consequently, the longest sleeping student would have had nine and a half hours of sleep (9.00 pm to 6.30 am), while the shortest time used to sleep was six hours (11.00 pm to 5.00 am). Most students had sufficient sleep of between six and nine and half hours daily. Finally, the results on "participation in Games/sports" component of school culture showed that most students in HPS do not attach a lot of importance to or participate in games and sports. It appears that participation in games is inversely related to higher performance in academics for the HS in Mombasa County.

4.6 Objective 2

To describe school culture components in selected low performing secondary schools in Mombasa County.

4.6.1 Introduction

The same cultural components described for HPS were measured for LPS in Mombasa, in order to determine their frequency or level of occurrence. These elements are instructional leadership, time on task, language policy, entry behaviour, learning

community, Teacher characteristics, Rising time, and participation in Games and sports. The degree of their preference was expected to assist in determining the type of culture in these schools, which in turn would help in explaining the type of results these schools perennially get at KCSE. With their determination, then the differences between the cultures of HPS and LPS could be established so that these two can be compared for their role in influencing the varied academic performances between these two categories of school in Mombasa County.

4.6.2 Instructional Leadership in LPS

Instruction leadership in LPS is a cultural element which was measured through questions testing the Principals supervisory duties of monitoring and evaluation of teachers' lesson plans, actual teacher presentations in class, monitoring the academic behaviour of learner. A further set of variables measuring instructional leadership in LPS tested the extent of LPS principals' provision of direction in the school through setting useful Visions and missions of the school, setting clear goals for both teachers and students and, and measuring the teacher's clarity about the purpose and focus of their lessons. Finally, the extent to which the principals provided teachers with induction courses was measured. The responses ranged from not at all through less extent and moderately to great extent and very great extent. The results of these responses by the principals are presented in figures 4.10 to 4.12.

4.6.2.1 LPS Principals' responses on their role of monitoring and evaluation

Monitoring and evaluation was through four items of lesson monitoring, teacher observation, monitoring of student progress and evaluation of teacher's work. The responses were recorded in figure 4.10.

From figure 4.10, the majority (55.6%) of the principals in LPS did not respond to the question whether they monitored lesson plans. Those who monitored the lesson plans returned a 16.7% for each of moderate and great extents respectively. Only 11.1% monitored the lesson plans to a little extent. The average of responses seems to rest on moderate extent of monitoring of lesson plans in LPS.

Regarding the principals' frequency of observing teachers as they teach, only two degrees of responses were obtained, i.e., moderate (66.7%) and less extent (33.3%). So going by the majority, the LPS principals moderately observed teachers in class as they teach.
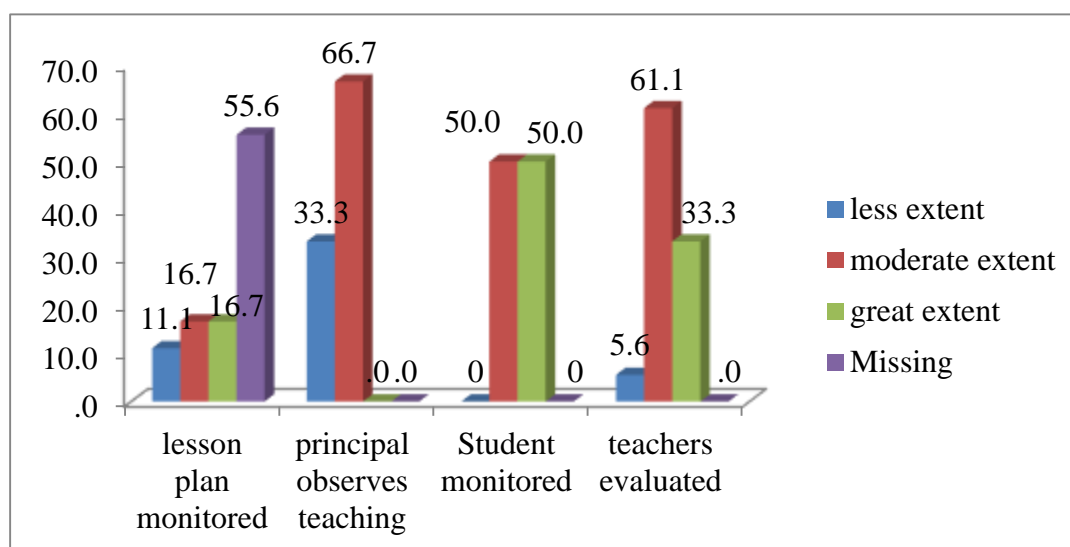
Figure 4.10: LPS Principals' responses on their role of monitoring and evaluation

Similarly, on monitoring students' progress in academic works, there were as many (50% each) of those who said they moderately monitored as those who said that they did it to a great extent. The import of this is that the students' progress was sufficiently monitored in LPS in Mombasa County. In the same figure, majority of the teachers (61.1%) said that they had their teachers evaluated. A further 33.3% returned a verdict of great extent of evaluating teachers, while only 5.6% evaluated their teachers to a less

extent. The evident supported conclusion is that the teachers in LPS were adequately evaluated in LPS schools.

4.6.2.2 LPS Principals' prioritization of learning and provision of induction courses

In figure 4.11 are the responses of the LPA principals to the questions on the prioritization of learning and teaching and provision of induction courses. The majority (61.1%) of the LPS principals moderately facilitated induction courses to their teachers, while those who facilitated this to a great and less extent were both equal at 11.1%. There was a notable 16.7% who never facilitated these induction courses.
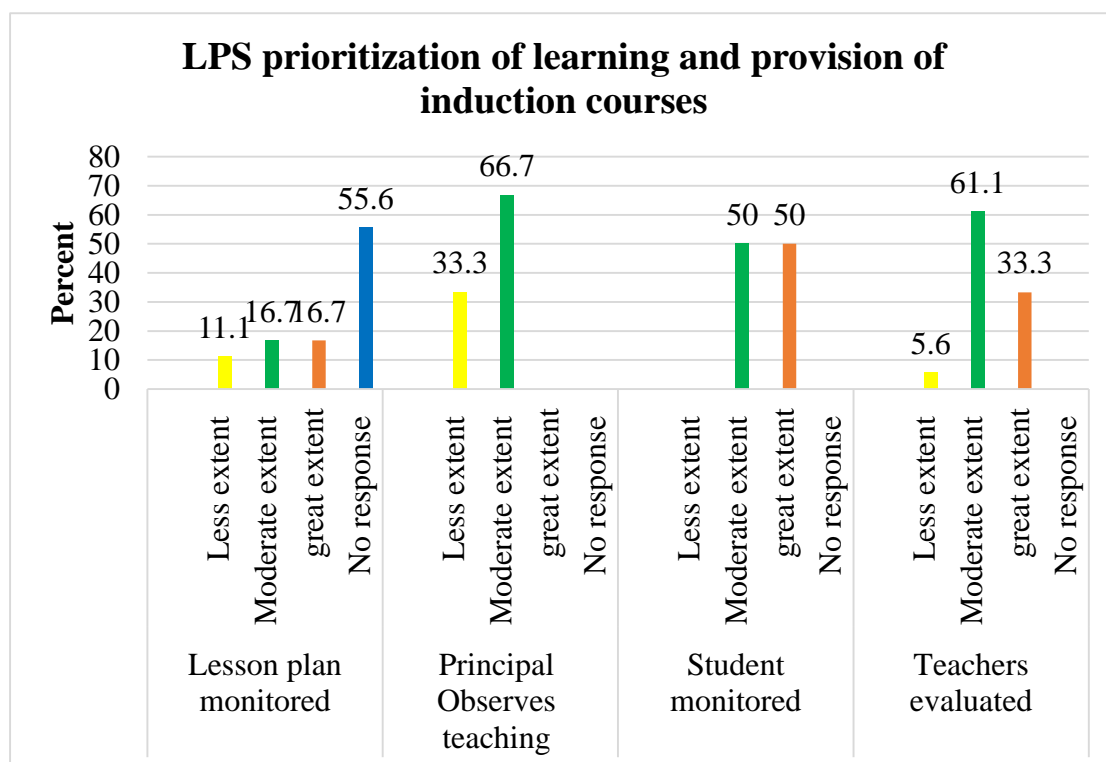
Figure 4.11: LPS prioritization of learning and provision of induction courses.

In the same figure, the prioritization of learning and teaching was done to a great extent by 83.3% of the LPS principals. Another 11.1% prioritized the two to a moderate extent, while 5.6% did not respond. It appears that teaching and learning activities are prioritized more than other activities in LPS in Mombasa County.

4.6.2.3 LPS Principals provision of direction

The element of direction in LPS schools was tested using the questions on the extent of LPS principals setting clear visions, missions and clear goals for the school, as well as the extent of the teachers understanding of the purposes of their lessons and their focus on the academic work. Their responses were captured as in the figure 4.12.

From their responses, 44.4% of the LPS principals said that they emphasized the vision and mission to a moderate extent, 11.1% did this to a great extent while 27.8% had a less extent and finally, 11.1 did not bother with the mission and visions of the school at all. On setting clear goals for the teachers and students, majority (44.4%) did this only moderately. However, there were another 38.9% of LPS principals who placed a great importance to setting goals for their schools, some 5.6% only set goals to a lesser extent, which was a similar percentage to those who never set any goals at all.
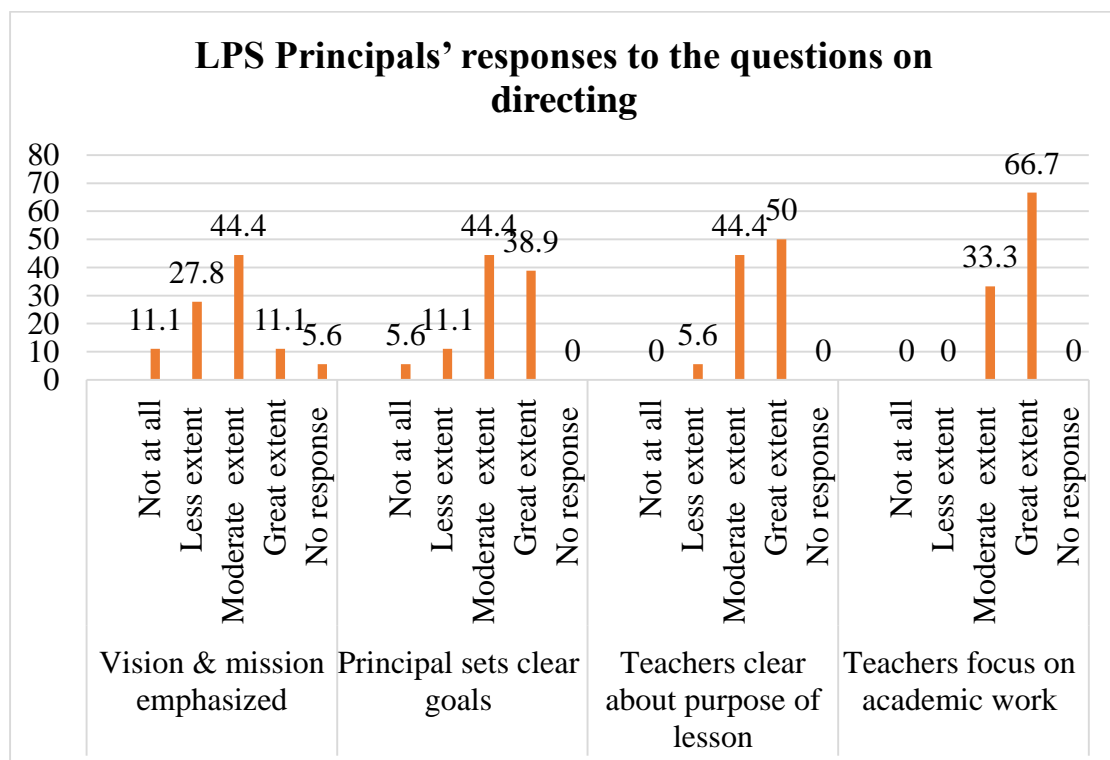
Figure 4.12: LPS Principals' responses to the questions on directing

Figure 4.12 contains further information on teachers' focus on their work and their clarity of the purpose of the lessons. The majority (66.7%) of LPS principals were of the opinion that their teachers had clear focus on academics.

Another 33.3% thought their teachers had a moderately clear focus on academic work; 27.8% thought the teachers had focused on their work to a less extent. Another 5.6% thought their teachers never focused on their academic work and a similar number of Principals didn't respond to the question. On the issue of teachers being clear about the purpose of their work, 50% of the LPS principals thought their teachers possessed this quality to a great extent. Another 44.4% of the principals thought the teachers had a moderate clarity of the purpose of their work. From these two sets of responses, the LPS principals view their teachers as having a great clarity of the purpose of their work and a clear focus on their academic work.

4.6.2.4 LPS teachers' perception of Principals provision of direction

The teachers in LPS responded to this question on general provision of direction in their schools as recorded in figure 4.13. Majority (36.7%) of the LPS teachers opined that the vision and mission of the school was emphasized to a great extent; 26.7% said it was emphasized to a moderate extent, and 20% thought the emphasis on these values was done only to a small extent. On the prioritization of the teaching and learning in LPS, majority of the teachers (53.3%) were of the opinion that teaching and learning were given a great extent of priority, followed by 32% who gave it a moderate assessment. Only 8% thought the learning and teaching in their schools were given a little priority. Again, on the issue of teachers' clarity of the purpose of the lesson, 64% and 29.3% of LPS teachers believed that they achieved that to a great extent and moderate extents respectively bringing the majority opinion to a great extent of clarity of their purpose of the lessons. According to LPS teachers' responses in figure 4.13, a

large majority of LPS teachers (71.3%) were moderately focused on academic work. Another 22.0 % were focused on their work to a small extent. At the same time, 55.3% of them said their schools prioritized teaching and learning to a great extent, 32.0 a moderate priority and 8% gave it only a little priority. The same teachers thought their principals were keen in providing the resources to a great extent (52.7%), moderate extent (25.3%) and to a less extent (10%).
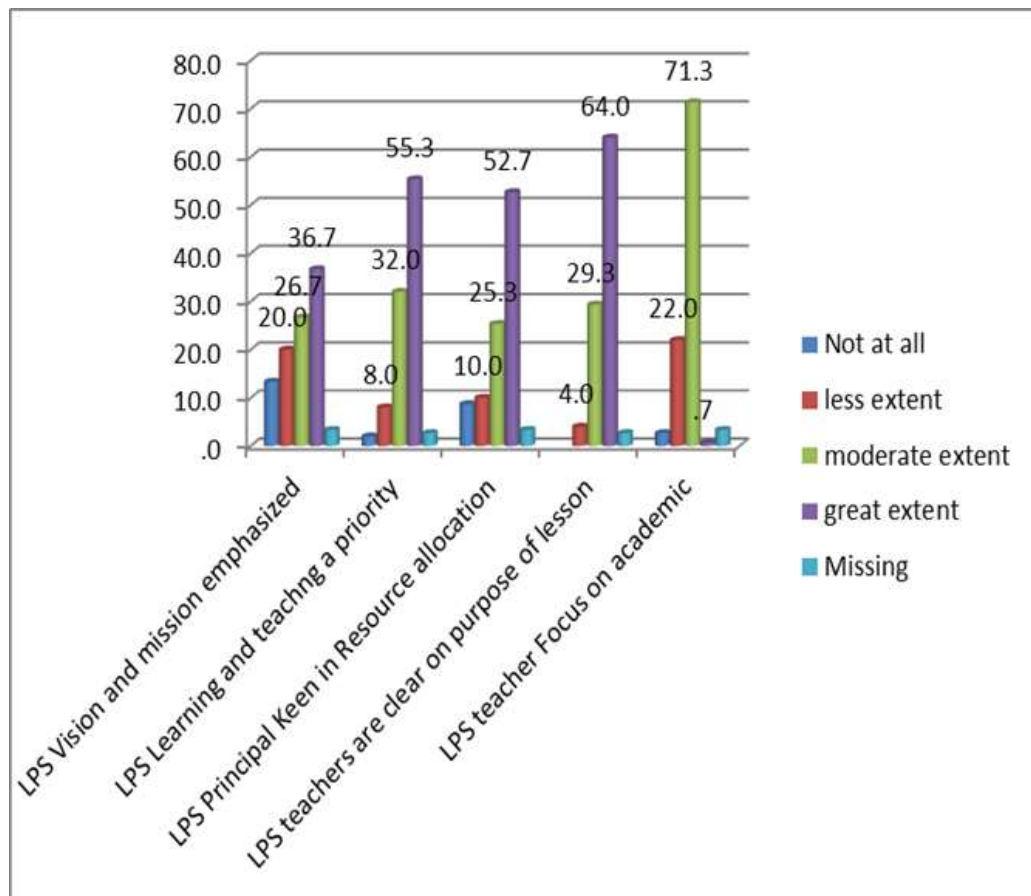
Figure 4.13: LPS teachers' responses on vision, focus, purpose and resources

4.6.2.5 LPS teachers' perception of their principals' role in monitoring their work

When questioned on their perceptions about the Principals role in monitoring their work, the LPS teachers responded as in figure 4.14

4.6.2.5.1 The LPS teachers' lesson plans were monitored

As can be seen in figure 4.14, the LPS teachers who thought their lesson plans were well monitored to a great extent made up only 11.3 %. Another 12.7% thought the monitoring was moderate and a further 2.7% returned a less extent of monitoring. Majority of them (69.3%) did not respond to this question, which leaves a gap in information.
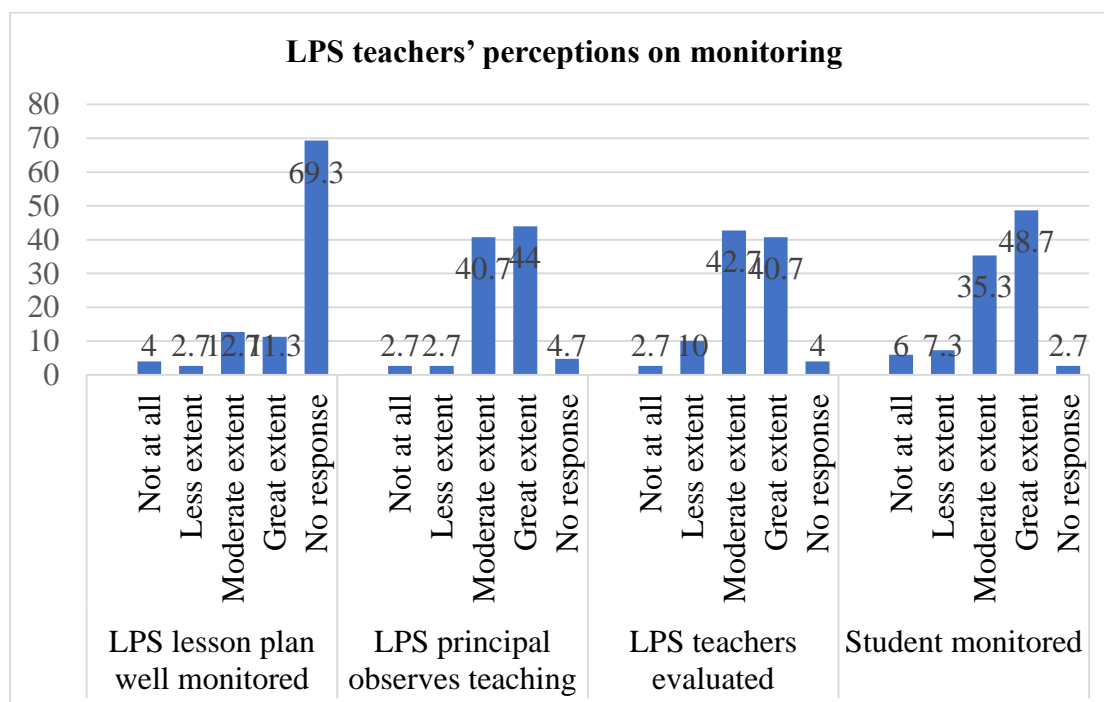
Figure 4.14: LPS teachers' perceptions on monitoring

4.6.2.5.2 LPS principal observation of the teaching in their classrooms

Regarding the extent to which the principal observed the teaching in their classrooms, the LPS teachers responded with 44% saying it was to a great extent, while another 40.7% said it was to a moderate extent, and still some 2.7% saying lesson observation was done to a small extent. The results therefore show that LPS teachers' lessons were observed by their principals for between moderate and great extents.

4.6.2.5.3 Evaluation of teachers in LPS

Majority of LPS teachers (40.7%) were of the opinion that their principals caused their (teachers') evaluation to a great extent while 35.3% rated it moderately; 10% more of LPS teachers thought their evaluation was moderate and some 1% of them were never evaluated. Consequently, it is apparent that the cumulative majority (76%) of the teachers in LPS were well evaluated between moderately and to a great extent.

4.6.2.5.4 Monitoring of LPS students

Monitoring of LPS students was perceived by their teachers as being to a great extent (48.7%), 35.3% moderate extent, 7.3% less extent and 6% were not monitored at all. So cumulatively moderate and great extents of monitoring brought up the majority of LPS teachers who thought their students were well monitored.

4.6.2.6 LPS students' perception of instruction leadership elements in their schools

Figure 4.15 records the LPS students' perceptions of their principals' leadership behaviors. The issues tested were prioritization of learning, monitoring of their learning, monitoring of their teachers, supervision of academic activities and provision of learning resources by the principals.

4.6.2.6.1 LPS Students' view on prioritization of teaching and learning in their schools

The majority 56.9% of the LPS students thought their teaching and learning was given a great priority over other activities in their schools. Those who thought their school gave this activity a moderate priority was 33.1% and those whose opinion was for lesser extent were only 7.3%.

4.6.2.6.2 LPS students view on Principals monitoring of their learning

In figure 4.15, the majority of 46.8% were of the opinion that their principal monitored their learning to a great extent. Other responses were moderate extent (29%), less extent (13.3%), and 10.1% said monitoring of learning was not done at all in their schools.

4.6.2.6.3 LPS students' perception about the monitoring of teaches by their principals

Majority of the LPS students (54.4%) opined that their teachers were monitored to a great extent by their principals, 36.6% thought the monitoring was moderate and only 5.2% thought the monitoring was done to a little extent. The rest 8.5% did not think that monitoring of teachers ever happened in their schools.
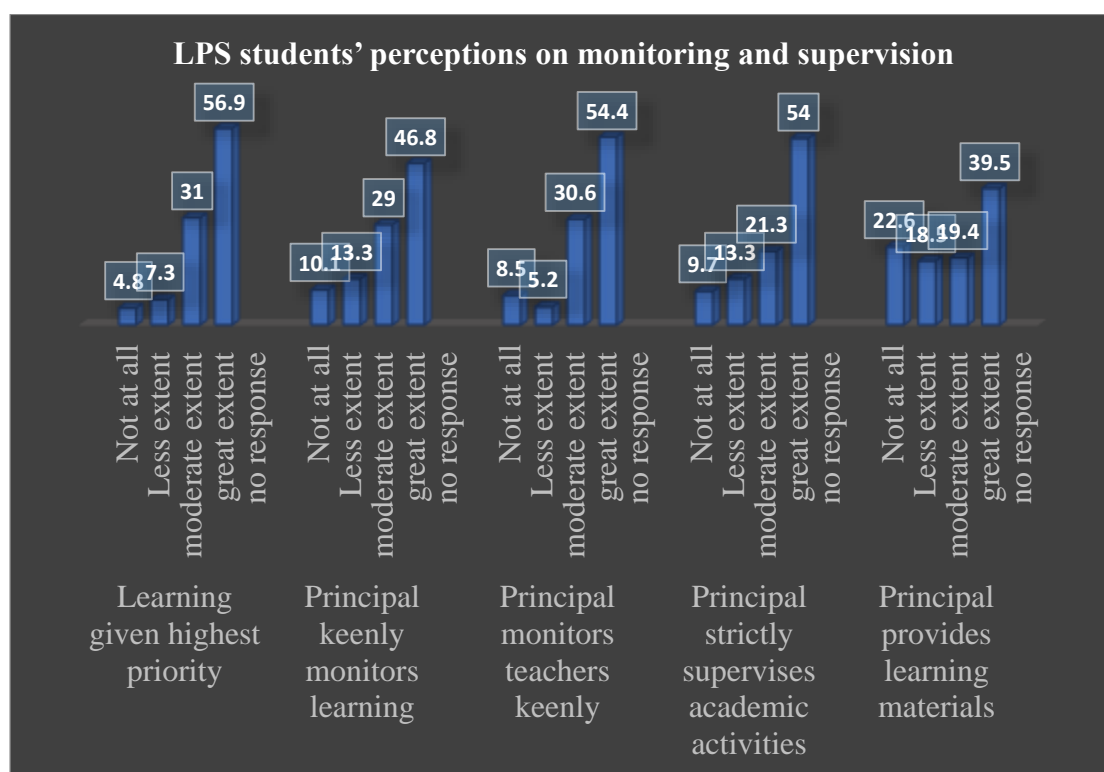
Figure 4.15: LPS students' perceptions on monitoring and supervision

4.6.2.6.4 LPS students' perception about the Principals' supervision of academic activities

The results were that the majority (54%) gave a great extent of principals' supervision of academic activities, 21.8% said it was only moderately done, 13.3% said it was done to a little extent and 9.3% said it was not done at all.

4.6.2.6.5 LPS students' perception of the extent of provision of learning materials by their principals

The results in figure 4.14 show that a small majority of students (39.5%) thought their principals provided the learning materials to a great extent. Another 18.4% gave a moderate verdict on the issue, while another 22.6% said that the resources were not provided at all. Those who had an opinion of a less extent was 18.5%. Cumulatively, 57.9% had a favorable opinion of moderate to great extent of resources allocation by the principals of LPS. So the majority of LPS schools had adequate supply of the learning resources they needed. Despite that, however, it is notable that over 40 % of the students in LPS had insufficiency of learning materials.

4.6.2.7 Summary of instructional leadership in LPS

Table 4.18 summarizes the means of the responses by teachers, Principals and students to individual components of the Instruction leadership.

In summing up this section, the majority of the LPS teachers agreed with their Principals on several issues namely: that the vision and mission of the school was emphasized to between moderate and a great extent; the majority of the LPS principals moderately facilitated induction courses for their teachers; the LPS teachers have a great clarity of the purpose of their work and a clear focus on their academic work, and have a great extent of clarity of their purpose of the lessons; their principals were keen

in providing the resources to a great extent. In addition, the LPS teachers and their students have the following common views on instructional leadership in their schools: the opinion that teaching and learning were given a great priority; that LPS teachers' lessons were observed and monitored by their principals to a great extent; their principal monitored the students learning to a great extent, hence there is a great extent of supervision of academic activities by the principals. However, there were the following standalone observations from the teachers and students of LPS: i) majority of the teachers in LPS were well evaluated between moderately and to a great extent; ii) the majority of LPS schools had adequate supply of the learning resources they needed. Despite that, however, it is notable that over 40 % of the students in LPS had insufficiency of learning materials. The overall mean of the means indicates that the Principals LPS schools provide a moderate instructional leadership.

Table 4.18: Summary of the means of Instructional leadership items in LPS

Instructional leadership Questions	Responses: 1=Not at all; 2= less extent; 3= moderate extent; 4= great extent						Mean of means	Verdict on extent of practice
	LPS teachers		LPS Principals		LPS Students			
	N	Mean	N	Mean	N	Mean		
Vision and mission emphasized	145	2.90	17	2.59	-	-	2.75	Moderate
Sets clear goals	145	3.41	18	3.17	-	-	3.29	Moderate
induction courses	146	2.64	18	2.67	-	-	2.66	Moderate
Principal keen in Resource allocation	145	3.26	18	3.67	248	2.76	3.47	Moderate
Teaching and Learning is a priority	146	3.45	17	3.88	248	3.40	3.67	Great extent
principal is strict on supervision of academic activities	-	-	-	-	248	4.38	4.38	Great extent
Lesson plan well monitored?	46	3.02	8	3.13	-	-	3.08	Moderate
principal observes teaching	143	3.32	18	3.67	248	4.48	3.50	Great extent
Students' learning Monitored	146	3.30	18	3.50	248	3.91	3.40	Moderate
Teachers evaluated	144	3.26	18	3.28	-	-	3.27	Moderate
							Overall mean= 3.3	**Moderate extent**

4.6.3 Time on task in LPS

The variables tested for this component of the school culture in LPS included teachers'

focus on academic work, teachers' clarity about purpose of lesson, LPS teachers and

learners' maximization of   time spent on learning and   adequacy of contact time for

learning. The expected responses were graded from 1= not at all, 2= small extent, 3= moderate extent and 4= great extent. Table 4.19 is a summary of these responses from the tree categories of respondents.

From the responses from the LPS Principals and teachers, the teachers were clear about the purpose of their lessons to a great extent (with an average mean of 3.53). Similar results were obtained for the other two variables of "Teachers and learners maximize time spent on learning" and "there is adequate contact time for learning" which scored average means of 3.56 and 3.51 respectively.

Corresponding results from the students on how they used their time shows that on the variable of "I wake up early to do my studies" and "I use time well" their means scored indicated a moderate extent for both, having scored mean scores of 3.17 and 3.23 respectively. However, on the variable "I rarely waste time doing unnecessary things" the students scored a mean of 2.34 (lesser extent) which is the same as saying they don't waste time on unnecessary things. For the variable "I concentrate well in class" the students scored a mean of 3.62, which interprets into a "great extent" according to the range of responses.

In summary on time on task, from the results of this section, we discern that in LPS in Mombasa, the teachers were clear about the purpose of their lessons and both LPS Teachers and learners maximize time spent on learning to a great extent. The students saying they don't waste time on unnecessary things, they concentrate well in class to a "great extent" and hence there   adequate contact time for learning.

Table 4.19: Reponses to "time on task" by LPS Principals, teachers and students

	Responses: 1=Not at all; 2= less extent; 3= moderate extent; 4= great extent							
	LPS Principals		LPS teachers		LPS students		Average of means	Outcome
Questions	N	Mean	N	Mean	N	Mean		
Teachers clear about purpose of lesson	18	3.44	146	3.62	-	-	3.53	Great extent
Teachers and learners maximize time spent on learning	18	3.67	145	3.45	-	-	3.56	Great extent
Adequate contact time for learning	18	3.50	146	3.51	-	-	3.51	Great extent
I wake up early to do my studies	-	-	-	-	242	3.17	3.17	Moderate
I use time well	-	-	-	-	242	3.23	3.23	Moderate
I rarely waste time doing unnecessary things	-	-	-	-	242	2.34	2.34	Lesser extent
I concentrate well in class	-	-	-	-	241	3.62	3.62	Great extent

4.6.4 Discipline in LPS

This element of the school culture was measured through several questions, whose responses were expected to be 1= not at all, 2- to a small extent, 3= moderately and 4= to a great extent. The questions and their responses for the three categories of respondents, i.e. LPS principals, teachers and students were recorded as in the figure 4.16.

4.6.4.1 LPS students' disruptive behaviour.

The principals responses averaged 2.56 (moderate extent) on whether students display disruptive behaviour. The teachers had a closely similar mean of 2.57 which is a moderate level of student's disruptive behaviour. These results point to existence of some appreciable level of indiscipline in these schools.

4.6.4.2 LPS students' respect for their teachers

Responding to whether students respect their teachers, the principals scored a mean of 3.28 while the LPS teachers had a mean of 2.82 and the students' mean on the same was 3.03. This translates into a moderate level of respect for the teachers by the students in LPS.

4.6.4.3 Punctuality in the LPS schools in Mombasa County

Both the principals and the teachers had a moderate view of the punctuality in the schools (means of 3.11 and 2.74 respectively). The students were not asked this question. This means the sense of time consciousness in LPS in Mombasa County is less than perfect, and points to the existence of some sluggishness and time wasting in these category of the schools in Mombasa County.

4.6.4.4 Extent of learners' self-discipline in LPS

Results for the component of whether learners had self-discipline, the principals in LPS were of the moderate extent (mean of 2.78) while the teachers rated this lower at "less extent" with a mean of 2.44. This shows that the learners in LPS have some extent to go before they can be fully self-disciplined for completion of their work. They still need some pushing to perform their parts of the academic programs.
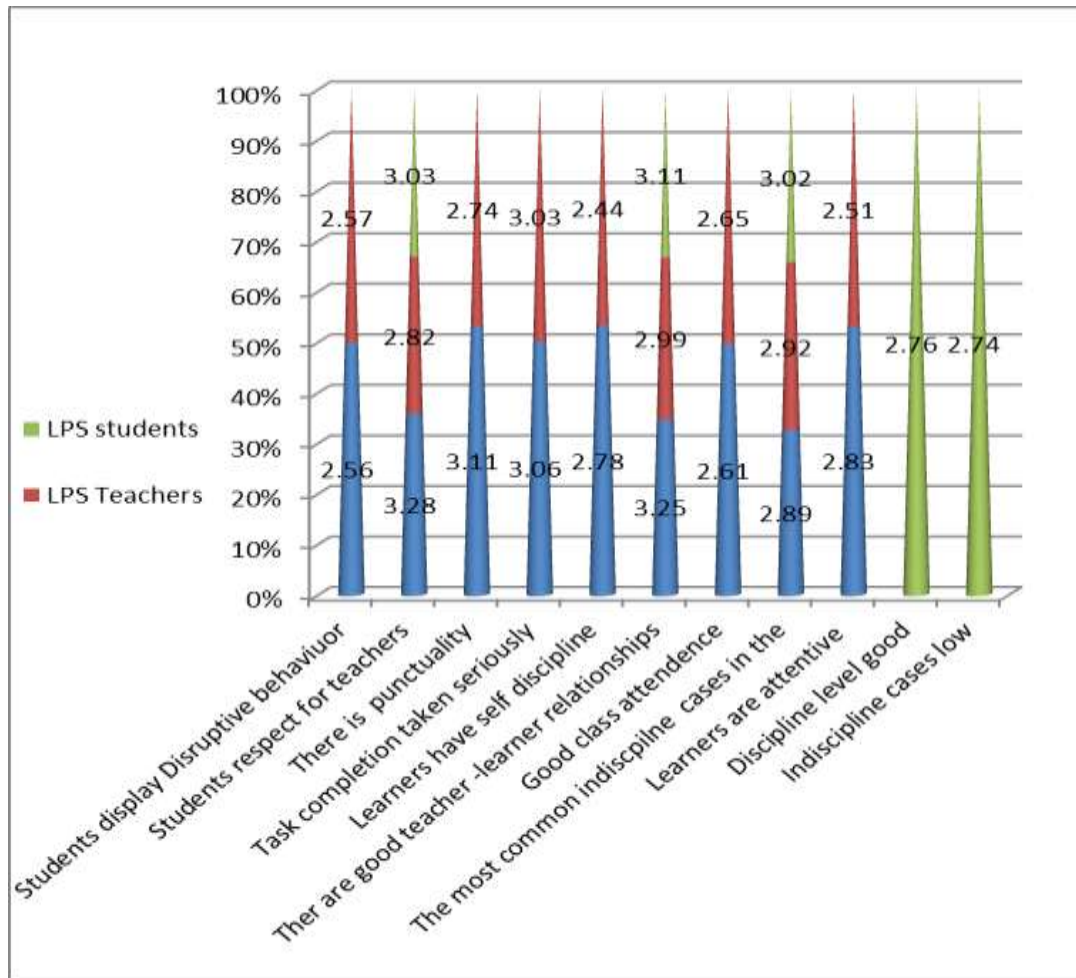
Figure 4.16: Status of discipline LPS in Mombasa County

4.6.4.5: Student-teacher relationships in LPS

Responding to the existence of good student-teacher relationships, the three groups of principals, teachers and students returned means of 3.25, 2.99 and 3.11(all meaning moderate extent). This shows that a moderately good working relationship which has ample room for improvement to perfection. Very good relationships between the teachers and students allow them to work cooperatively towards their academic goals. However, the less than perfect teacher –student relationships could hamper the performance if as it is, develops into a permanent feature of the schools culture.

4.6.4.6 Rates of class attendance in LPS

The Principals of LPS scored a mean of 2.61(moderate extent), similar to that of the LPS teachers (mean of 2.65) on the question of whether there was a good class attendance. This means that there was a less than perfect class attendance by either the teachers or the students or both. Given that examinations are set on the assumption that the syllabuses were wholly covered, then a less than a great extent of class attendance spells imminent failure to meet the requirements of the syllabuses and KCSE examination. This result partly explains why these schools are considered low performing schools.

4.6.4.7 Are learners attentive in LPS classes?

The LPS principals and their teachers scored means of 2.88 and 2.53 respectively which translate into moderate extent of attentiveness of the LPS students in classes. However, it is desirable that for maximization of learning, the learners should be more attentive than just moderately. Poor attention leads to misunderstanding or lack of sufficient understanding of lesson content and eventually to low performance in examinations.

4.6.4.8 Discipline level and numbers of indiscipline cases in LPS

This question was asked to LPS students and not to their teachers or Principals. Their views were averaged to 2.76 and 2.74 (both to a moderate extent) on the "level of discipline is high" schools and on the "discipline cases were low´ in their schools. What the students are saying is that there is a moderate or less than perfect levels of discipline in these schools. Low levels of discipline have been associated with poor performances in academic work.

4.6.4.9 Most common indiscipline cases in LPS in Mombasa

The question had anticipated that the choice responses would centre on noise making, absenteeism, arguing with teachers, and "others" in the order of 1, 2, 3 and 4. These choices were scored average wise as 2.89 by the principals (arguing with teachers), 2.92 by teachers (arguing with teachers) and 3.03 for students (arguing with teachers) but with a standard deviation d of 1.27 which lands on a maximum of 4.3 or others.

Table 4.20: Most common indiscipline cases as per LPS students' responses

Type of indiscipline	Frequency	Valid Percent
Noise making	50	20.7
Absenteeism	42	17.4
Arguing with teachers	2	.8
Others	147	61.0
Total	241	100.0

A further analysis of the percentages of the students' responses shows that the choice of "others" types of indiscipline cases exist at the highest percentage of 59.3 % (See table 4.20). Interview responses from 18 principals on the question of what are most common indiscipline case revealed the following, 22.7% opined that there was fighting, 33.3% cheating, 55.5% lateness, 16.6% phone usage in school, 22.2% boy girl relationships. Vernacular speaking was at 55.5%, 38.8 % wearing of non-school uniform, 66.6% disrespect for teachers and 77.7% was absenteeism. These interview responses clarify the other indiscipline cases of   figure 4.20.

4.6.4.10 Summary of the Discipline element of the Culture of LPS

The highlights of the status of discipline in LPS in Mombasa County are   as follows:

These results point to existence of some appreciable level of indiscipline in these schools; there is also a moderate level of respect for the teachers by the students in LPS;

there exists some sluggishness and time wasting and the teachers /students exhibit some degree of not completing their work; the students of LPS in Mombasa County have some extent to go before they can be fully self-disciplined for completion of their work; however, the teachers and students have a moderately good working relationship which has ample room for improvement to perfection;   there was a less than perfect class attendance by either the teachers or the students or both; the LPS students pay a moderate attentiveness to their lessons; further, there is a moderate or less than perfect levels of discipline in these schools; the most prevalent   types of indiscipline cases in LPS schools were "others" which were not identified by this research. In short, the discipline levels in LPS in Mombasa schools are less than optimal for good performance.

4.6.5 Language policy in LPS

Table 4.21 is a record of the results of the responses to the items on language policy in LPS in Mombasa County. The component checked on whether the LPS schools had language policies guiding the students on how to communicate or improve their mastery of the instructional language. The items included whether the LPS School has a strict language policy; if teachers enforce the language policy, whether students abide by the language policy, whether the students readily use English language, and whether the students like reading story books in the language of instruction.

4.6.5.1 Whether the LPS School has a strict language policy

 Majority of the LPS principals responded with 16.7% saying that the language policy existed to a great extent with a further 66.7% rating that item at a moderate extent. However, there were still some 16.7% of the principals who thought this policy on language only existed to a little or a small extent. A similar pattern of responses was observed from the LPS teachers with majority of 48.70% rating it moderately while

28.70% thought the language policy existed to a great extent. Responses of small extent and not at all scored 14% and 4.7% respectively. This result leads to the conclusion that the issue of language policy in LPS is given some importance and majority of the schools gave it a moderate emphasis.

4.6.5.2   Whether LPS teachers enforce language policy

Majority of teachers (46.0%) and principals (72.2%) in LPS rated this item moderately. In contrast though, the majority (49.2%) of LPS students said their teachers never enforced such policies in their schools. However, looking at the means of the individual categories of the respondents shows an agreement of a rounded mean 3 (2.92% for teachers, 2.83% for principals, and   3.13% for students) which represents a moderate level of the enforcement of the language policy by the LPS teachers in Mombasa County.

4.6.5.3 Whether LPS students abide by the school's language policy

 On this item, there was a general agreement of the majorities of teachers (37.3%) and principals (55.6%) responses that the students hardly abided with the language policies of their schools (i.e. small extent). Another 31.3% of teachers and 33.3% gave a moderate extent of the students, abidance with the language policies. There were 24.0% of the teachers and another 5.6% of the principals who said the students abided to the language policies to a great extent. On their parts, the LPS students had a majority of 52.0% saying the extent of abiding with the policy was to a moderate extent, another 16.9% said they abided with the policy to a great extent.

However, the Component mean scores from the three groups were   2.28, 2.29 and 2.22(rounded to 2) for the teachers, principals and students respectively, which lead to a conclusion that the rate of student's abidance with the language policies in the LPS

schools was only to a small extent. That is students in LPS hardly spoke in the English language for their daily communication, which might have a correlation to the level of academic performances.

Table 4.21: Presence of language components in LPS

Component	Degree of Presence	LPS Teachers (%)	LPS Principals (%)	LPS students (%)
School has a strict language policy	Not at all	4.70		-
	Small extent	14	16.7	-
	moderate extent	48.70	66.7	-
	great extent	28.70	16.7	-
	Component mean score	**3.06**	**3**	**-**
Teachers enforce language policy	Not at all	4.7		49.2
	small extent	22.7	22.2	18.5
	Moderate	46.0	72.2	22.6
	great extent	24.0	5.6	6.9
	Component mean score	**2.92**	**2.83**	**3.13**
students abide by language policy	Small extent	37.3	55.6	18.5
	moderate extent	31.3	33.3	52.0
	great extent	8.0		16.9
	Component mean score	**2.28**	**2.29**	**2.22**
students have language skills	Not at all	15.3	16.7	-
	small extent	39.3	50.0	-
	moderate extent	31.3	27.8	-
	great extent	9.3	5.6	-
	Component mean score	**2.36**	**2.22**	**-**
Students readily use English language	Not at all	20.0	16.7	6.0
	Small extent	36.7	33.3	14.9
	moderate extent	34.7	44.4	49.6
	great extent	4.7	5.6	27.8
	Component mean score	**2.25**	**2.39**	**1.99**
Students like reading story books	Not at all	30.0	16.7	18.1
	Small extent	39.3	61.1	20.2
	moderate extent	20.7	22.2	36.7
	great extent	6.7		23.4
	Component mean score	**2.04**	**2.06**	**2.34**

4.6.5.4 Do LPS students have language skills?

This question was only asked to the teachers and the Principals of the LPS. They responded with majorities of both categories (39.3% of teachers and. 50.0% of principals) returned a verdict of small extent of masterly of the English language by the students. A moderate extent of mastery of the language was returned by 31.3% of teachers and 27.8% of the principals. There were some small numbers of teachers (15.3%) and principals (16.7%) who thought their students didn't have any mastery of the language at all, with further minorities of 9.3% teachers and 5.6% principals who had great faith in the language mastery of their students. On average, nearly equal means of 2.36 for teachers and 2.22 for principals indicated that the students had only a small extent of mastery of the English language in LPS.

4.6.5.5 To what extent do the students readily use English language in school?

This question was answered by the three categories of respondents, teachers, principals and students. Their majority responses for all of them rested on moderate extent of use of the English language by the students for daily communications and their scores were 34.7% for teachers, 44.4% for principals and 49.6% for students. The second major groups of teachers and principals indicated that the students in LPS used English only to a small extent (36.7% teachers and 33.3% of the principals). Only14.9% of the students said their use of English was to a small extent. Actually the students had more confidence in themselves as they had a bigger percentage (27.8%) of them than both teachers (4.7%) and principals (5.6%) who thought that use of English was to great extent. The average means of the three groups over the indicators of language use shows (2.25) for teachers, (2.39) for principals and (1.99) for students, which is an overall verdict of small extent of use of English language by the LPS students for their daily communications in school.

4.6.5.6 Do LPS Students like reading story books?

This question was asked to all respondents. The majorities of LPS teachers (39.3%) and principals (61.1%) responded with an opinion that only a small extent of the students liked reading English story books, while the majorities of the students (36.7%) thought that they had a moderate liking and reading of English story books. While 6.7% of the teachers and 23.4% of the students thought the students liked and read English story books, none of the principals was of this opinion. The overall means for this item across all the respondents were 2.04(for LPS teachers), 2.06 (for LPS principals) and 2.34 for LPS students which interprets into a small extent of reading of storybooks in LPS in Mombasa County. This shows that the students of LPS do not benefit with the language skills build up associated with reading story books, something that may partially explain their low performances in national examinations.

4.6.6 Entry Behaviour in LPS

This component of school culture was thought to be an important contributor to the performance of the schools at KCSE. The respondents were required to indicate the average entry marks for their students in form one so that an estimate of their student's entry abilities could be estimated and compared. All the three calibre of respondents, principals, teachers and students of LPS in Mombasa County were questioned.

4.6.6.1 Minimum entry marks in LPS

The results in figure 4.17 are the responses from the Principals, teachers and students of the LPS in Mombasa expressed as percentages by each item on the cultural component of students' entry behaviour.

Although the majorities of the LPS principals (61.1%) and the teachers (52.1%) show that the calibre of the students were within the marks range of 200 to 249, the majority

of the students (46.4%) thought they had between 250 and 299 marks when they joined the school. This disparity is possible since some high performing students accepted into HPS may end up in LPS due to inability to pay high boarding fees in HPS. Probably the teachers gave the official Cut-off marks while the students captured their real entry marks.
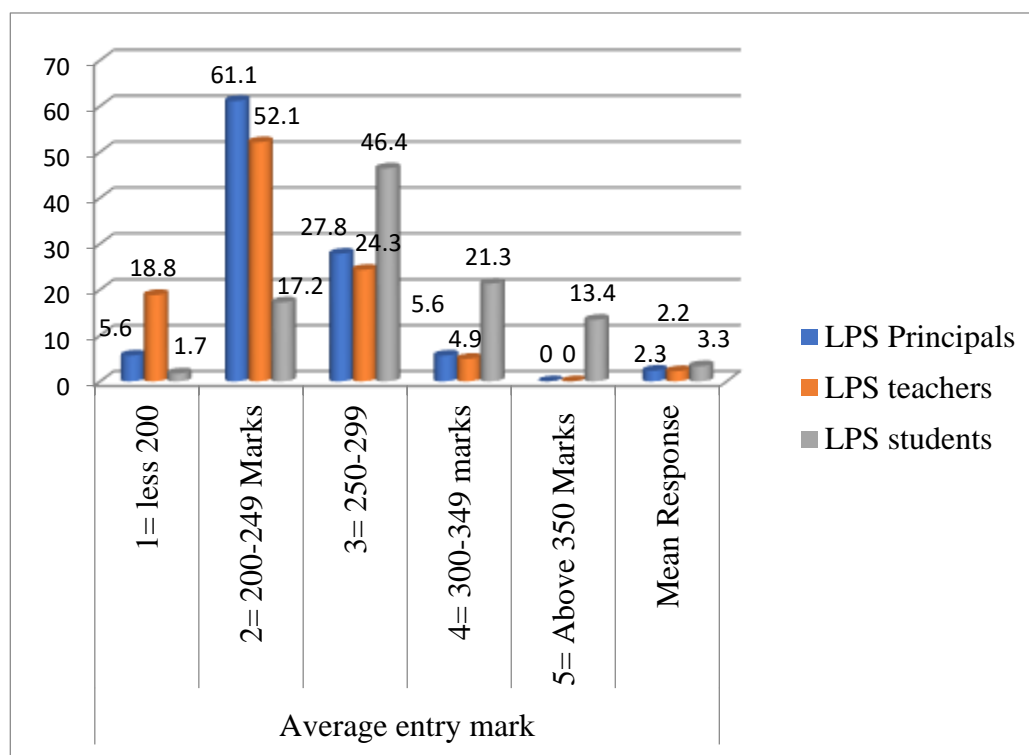
Figure 4.17: Minimum form one entry marks in LPS

From the same results there were sizeable percentages of both LPS principals (27.8%) and teachers (24.3%) who thought their students were of the range of between 250 and 299. Very few of the three categories of respondents felt that their students had less than 200 marks (5.6% of principals, 18.8% of teachers and 1.7% of the students) when they joined form one. On the other end of the scales, very few students had 300 marks and above according to the principals with an accumulation of (5.6%+0%= 5.6%). According to the 4.9 % of the teachers, the entry marks were above 300. According to the students, the range of 300 to 349 marks scored 21.3% and another 13.4% for above

350 marks. These last two groups of students may have been the transfer cases or second chance students who didn't proceed to HPS.

Besides, the fixing of the minimum entry marks does not bar   those with even higher marks from joining LPS, since there is usually no fixed upper limit of entry marks. The overall mean for all the respondents showed that majority of the LPS students joined form one with   marks ranging from 200 to 249 for both teachers and principals (means 2.3 and 2.2 respectively), but it was slightly higher from the students who gave themselves a mean of 3.3 or a range of between 250 and 299 marks. Generally, the majority of the LPS students are of the calibre of those who scored   below 300 marks at KCPE, but above 200 points at KCPE.

4.6.6.2 Strictness on minimum entry marks in LPS

Although schools always fixed the lowest criterion for form one entry, it is not always possible to follow this standard due to a variety of reasons. Sometimes lower KCPE marks holders still find their way into school thus diluting the selection quality. The extent to which these principals in LPS were able to restrict their form one intakes to the minimum requirements was investigated and the results from the LPS principals, teachers and students were captured in figure 4.18.
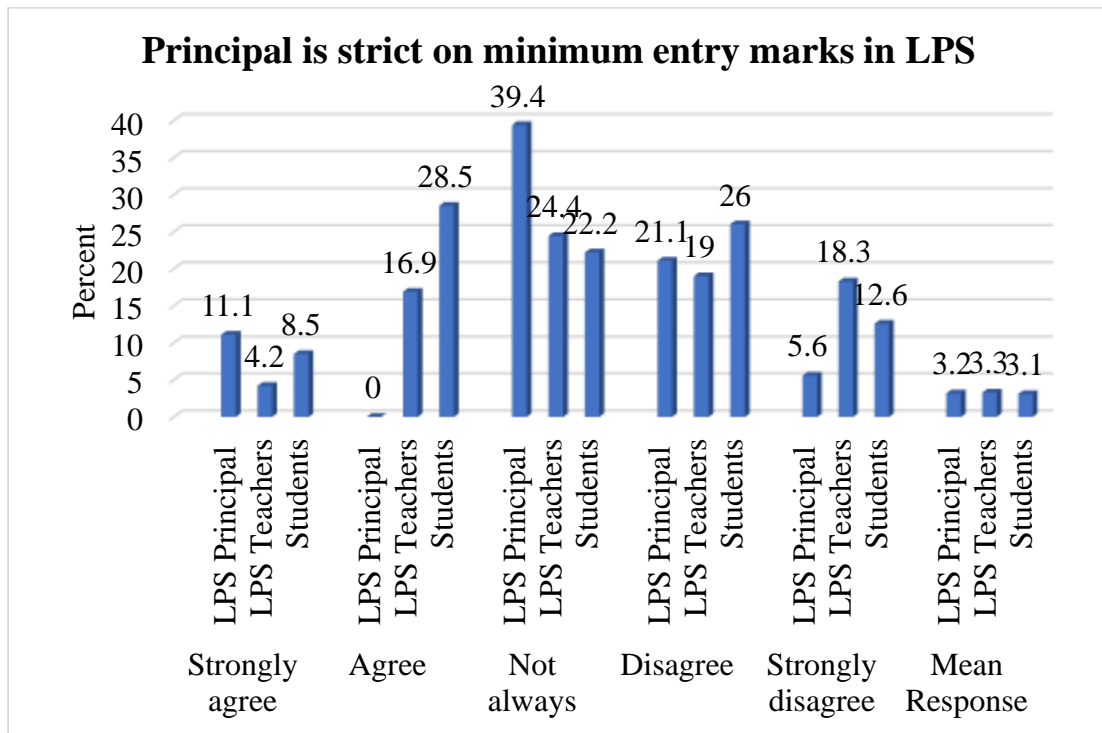
Figure 4.18: Principal is strict on minimum entry marks in LPS

The majority of the principals (61.1%) said that it was not always possible to stick to the criterion. Even majority of their teachers (39.4%) agreed with the principals that it was not always the case, meaning that some students found their way into schools without having met the criterion of minimum entry marks. However, there were some 11.1% of the principals, 4.2% of the teachers and 8.5 % of the students who strongly agreed that this criterion was strictly followed. A further 16.5% and 28.5% of the teachers and students were in agreement that the principals were strict in observing the minimum entry marks for those joining form one. Those who disagreed and strongly disagreed with the assertion were cumulatively 27.8% of the principals, 33.7% of the teachers and 38.6% of the students. Their averages were 3.2, 3.3 and 3.1 for the principals, teachers and students respectively, which interprets to: it is "not always" true that the principals of LPS strictly follow the minimum marks criterion in admitting students into form one.

4.6.6.3 No admission without minimum entry mark

This question was asked to qualify the question on how strict the principals of LPS was in maintaining the no minimum mark no entry expectation. Results in figure 4.19 seem to buttress those of the previous section with majority of the principals (50%), teachers (34.8%) and students (32.9%) saying that it was not always true that there was no admission into LPS without the student acquiring the minimum entry marks.

Actually the mean responses of the three categories of respondents were principals (3.6), teachers (3.5) and students (3.1) which point out to an average of (4) or a disagreement with the assertion that no student was admitted without meeting the minimum entry mark. The converse is therefore true that there were students in LPS who got in without meeting the required grades. This might also partially explain why their performance at KCSE is also low.

4.6.6.4 All selected form one join the school

This question was intended to check whether all those who were chosen to join form one was actually able to do so. Given the need to fill established vacancies in the LPS, non-reporting of those selected might force the principals to accept less qualified persons into their schools or risk becoming under established. The responses checked the degree of agreement (from strongly agree to strongly disagree) the LPS principals and their teachers had with the assertion that all those selected to join their schools actually did so. Figure 4.20 has these results in graphical form.
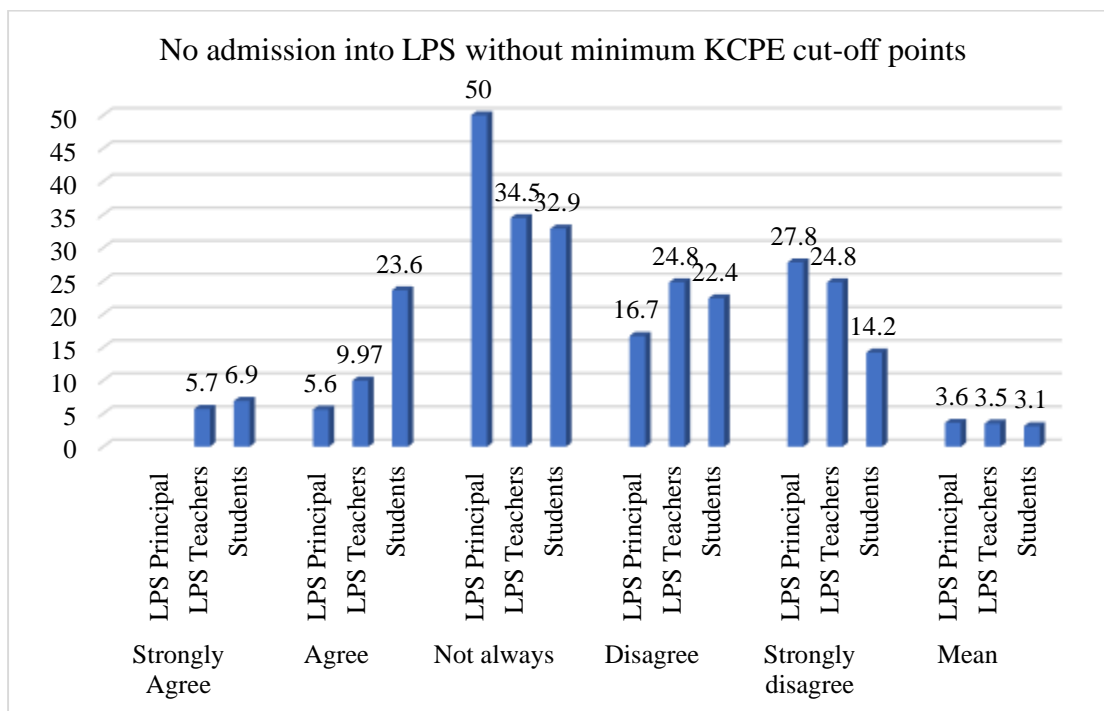
Figure 4.19: No admission into LPS without minimum KCPE cut-off points

Majority of the principals (50%) and majority of the teachers (52.8%) said that it was not always that all those selected to join form one actually did so. There were some of the principals (5.6%) and teachers (11.3%) who agreed that all selected joined their schools. Only 5.6% of the principals were strongly convinced that all those who they selected for form one joined their schools. There were, however, 11.1% of the principals and 12.2% of the teachers who disagreed with the assertion that all those selected for form one actually joined these schools.

As can be seen here those who disagreed and those who said that it was not always true that all the students selected joined their appointed LP schools were in the overall majority, chalking up to 62.2% of the teachers and 63.9% of the principals. An obvious implication here is that not all those who were selected to join LPS in form one actually joined their appointed schools, which leaves room for the less qualified and to take up such vacancies, which is commonly referred to as second selection.

LPS teachers

12.7   0   11.3

52.8

1= strongly agree
2=agree
3= not always
4= disagree
5= strongly disagree
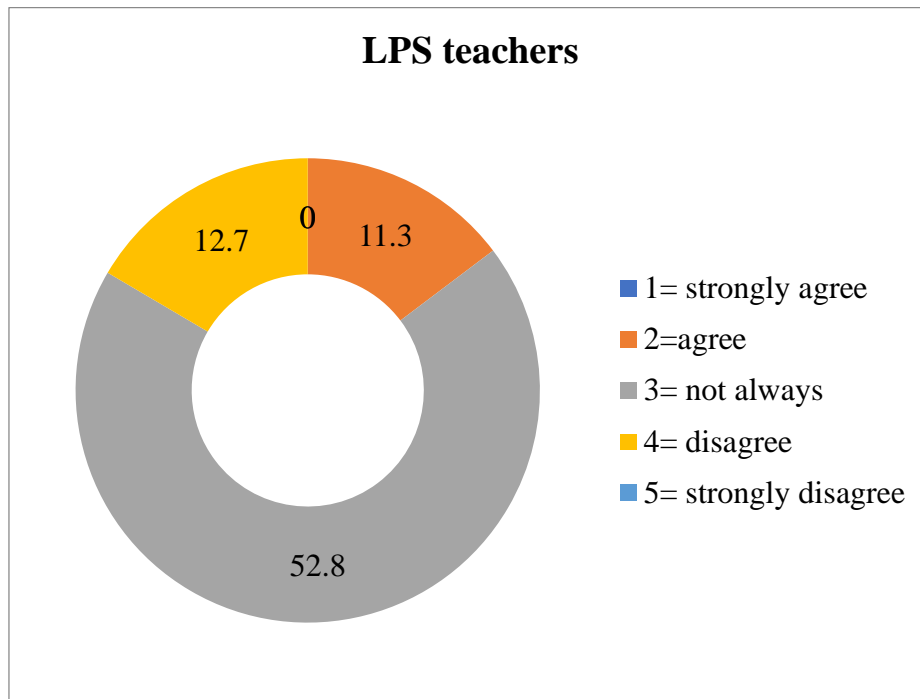
Figure 4.20(a): All selected form one join the school

LPS Principals

11.1   0   5.6

5.6

50

1= strongly agree
2=agree
3= not always
4= disagree
5= strongly disagree
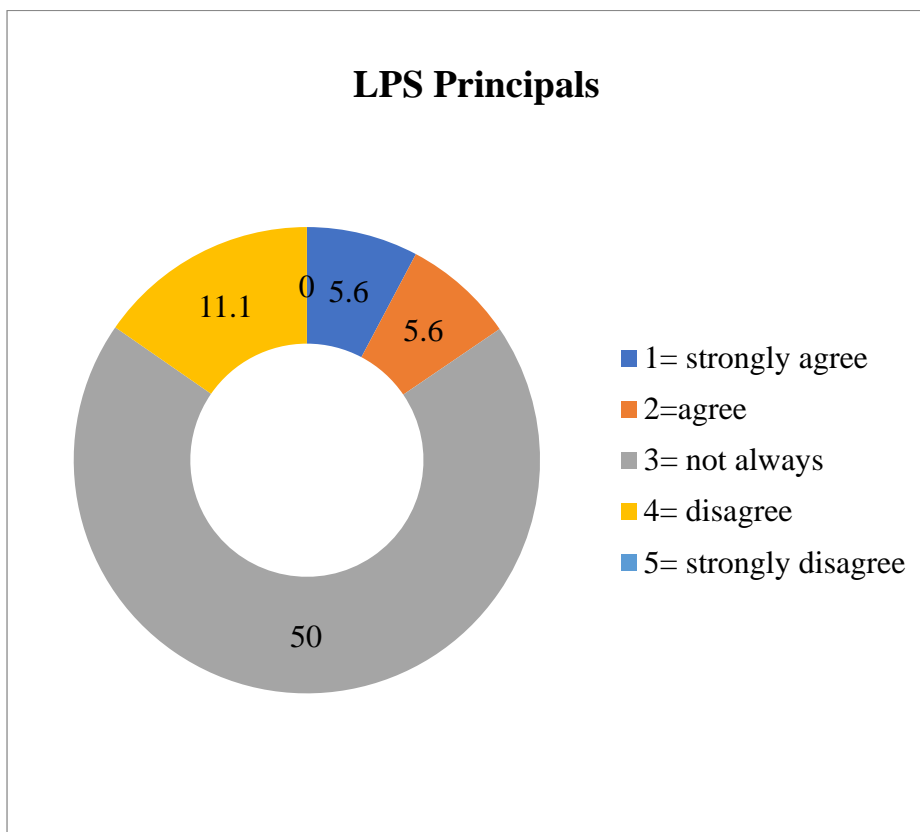
Figure 4.20(b): All selected form one join the school

4.6.6.5 High KCPE score leads to high KCSE score

Because of the need to check for any correlation between entry behaviour and the final performance pf the students at KCSE, the respondents were asked to weigh in their opinions on the issue and record the degree to which they agreed on disagreed with the assertion, that a high KCPE score leads to a high KCSE score. The opinions were scaled from the extremes of very strong agreement to very strong disagreement. Figure 4.21 has these results.

The responses from the three categories of respondents seem distributed normally with very few to the extremes either side of the middle. Cumulatively, (11.1 %) of the principals, (30.9%) of teachers and (4.9%) of students agreed that there was a connection between KCPE performance and KCSE performances, but these were in the minorities. Cumulatively, there were (66.7 %) of Principals, (22.3 %) of teachers and (36.9%) of students who disagreed with the notion of a direct relationship between KCPE performances and KCSE. The majority of the principals (61.1%) disagreed with the statement, and actually negating it. The majorities of the teachers (46.8%) and students (42.5%) and a sizeable percentage of principals (22.2%) said that the reality was not always that if one had a high score in KCSE then he would automatically score highly at KCSE. From the figure 4.21, the mean scores from the teachers, principals and students coalesce around a mean of 3(not always so).
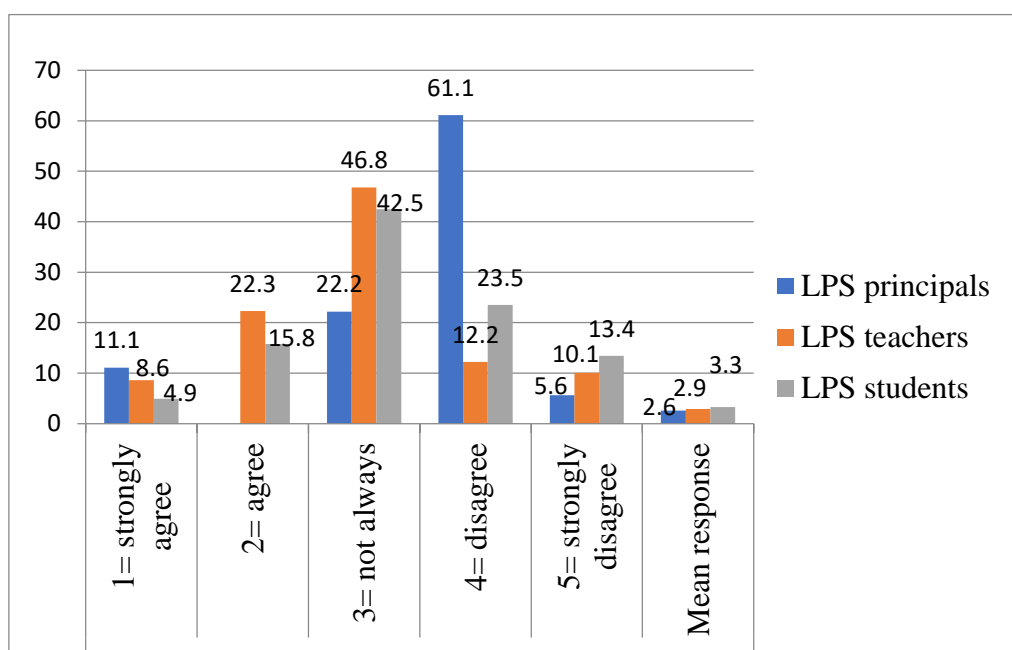
Figure 4.21: Relationship between KCSE and KCSE scores

4.6.6.6 Summary of entry behaviour of LPS in Mombasa County

Generally, the majority of the LPS students are of the calibre of those who scored below 300 marks at KCPE, but above 200 points at KCPE. They were therefore not the cream of their class eight candidates and ended up in schools that perform poorly. The LPS principals do not always strictly follow the minimum marks criterion in admitting students into form one. There results show that there were some LPS students in who got in without meeting the required minimum entry marks. Furthermore, not all those who were selected to join LPS in form one actually joined their appointed schools, which leaves room for the less qualified to take up such vacancies (commonly referred to as second selection). The majorities of the teachers (46.8%) and students (42.5%) and a sizeable percentage of principals (22.2%) said that the reality was not always true that if one had a high score in KCPE then he would automatically score highly at KCSE.

4.6.7 Learning Community in LPS Schools

Learning communities are the groups of students that are formed for the purpose of pursuing certain learning activities such as completion of an assignment, a research or a discussion. In the LPS this component of the school culture was measured through the question items that sought to establish the presence of such study groups, their helpfulness and effectiveness in assisting the students to complete their assigned academic tasks. Table 4.22 contains the results from the responses of both the teachers and the Principals f LPS school. Table 4.23 contains the responses of the LPS students on the same or similar items.

From the table 4.22, the majorities of the principals (68.8%) and teachers (76.2%) reported the presence of these groups in their school. The means of these responses also indicate a resounding "Yes" to whether these groups were present in the LPS schools. However, there were notable 31.3% of the schools LPS principals and 23.8% of the LPS who confirmed that they do not form such study groups in their schools.

In the follow up question of the usefulness of the study groups in assisting the students to complete their tasks, the overwhelming majorities of the LPS principals (76.4%) and their teachers (90.1%) said yes. Consequently, in the PLS, these groups are deemed to be important in enabling the students cover the tasks that are essential for their learning. The means of the two groups rest at 2, indicating the same result. Further, 81.3 % of principals and 54.7% of the teachers, who were clear majorities, said that these study groups were effective in enhancing learning and completion of tasks by the students.

Table 4.22: LPS Principals' and teachers' views on Presence and effectiveness of Learning Groups

Question	Responses	LPS Principals		LPS teachers	
		Frequency	Valid Percent	Frequency	Valid Percent
Are there active learning Groups	Yes	11	68.8	109	76.2
	No	5	31.3	34	23.8
	Mean		**1.31**		**1.24**
Do the groups get tasks to completion?	Yes	12	76.4	128	90.1
	No	4	23.5	14	9.9
	Mean		**1.35**		**1.10**
How do you rate the effectiveness of the groups?	very effective	0	0	24	17.5
	Effective	13	81.3	75	54.7
	Less Effective	1	6.3	27	19.7
	Not Effective	2	12.5	11	8.0
	Mean		**2.31**		**2.18**

Turning onto the responses by the LPS students to the same issues above, a clear majority of 71.7% confirmed the presence of the study groups in their school. Despite this observation, and in line with some of the principals who said such learning groups (communities) aren't used in their schools, 28.3% of the students did not have them in their schools.

For those who had the groups, 61.4% said these groups met regularly to do tasks. The 38.6% who said they don't might be the same who said these groups don't exist in the first place. Again, where these groups operate, the majority of the students (44.6%) said

they were effective and very effective (16.1%), while 12.4% said they were not as effective and 26.9% said these groups were not effective at all, probably because the groups were not even established in their schools.

Table 4.23: LPS student's views about presence and usefulness of Study groups

Question	Responses	Frequency	Valid Percent
Are there active learning groups	Yes	177	71.7
	No	70	28.3
	Total	247	100.0
	Mean		**1.28**
Do these groups meet regularly?	Yes	151	61.4
	No	95	38.6
	Total	246	100.0
	Mean		**1.39**
How effective are these groups	very effective	39	16.1
	Effective	108	44.6
	Less effective	30	12.4
	Not effective	65	26.9
	Total	242	100.0
	Mean		2.50
Do you belong to any of the study groups?	Yes	177	72.8
	No	66	27.2
	Total	243	100.0
	Mean		**1.30**
How do you rate your performance?	very good	35	14.4
	good	107	44.0
	fair	84	34.6
	poor	12	4.9
	very poor	5	2.1
	Total	243	100.0
	Mean		**2.36**
Why do you perform at that level?	teamwork	2	.9
	others	231	99.1
	Total	233	100.0
	Mean		**4.97**

Most of the students (72.8%) belonged to these groups and again a smaller group (27.2%) didn't, perhaps again the reason being that these groups were not established their schools.

When asked to rate their performances, a cumulative majority (58.4%) thought they were either good (44%) or very good (14.4%). Another 34.6% rated themselves fairly but a group making up 7% of the LPS students said they performed poorly in their academic work.

In conclusion, majority of the LPS schools utilized study groups in their school, but a small minority of the schools LPS do not employ such study groups. Most of the students belonged to these groups which met regularly to do tasks. According to the majorities, groups were effective in enhancing learning and completion of tasks by the students. Majority of the students LPS thought they were both good performers, although there were a few who recognised they were poor performers. This shows that in Low performing schools, study groups are employed and that they influence academic performance.

4.6.8 Teacher characteristics in LPS

Mombasa County were asked to rate their teachers' characteristics. These teacher characteristics were measured using the items: Teacher's warmth and friendliness; quality of lesson planning by teachers; teachers' promotion of good learning habits; teachers' effectiveness in assessing and marking students work; teachers' motivation to learners and LPS Teachers' use of teaching aids. The extents of the said qualities were scaled from very great extent through great and moderate to a small extent. Figure 4.22 summarizes these results.

4.6.8.1 Teachers warmth and friendliness in LPS

Results in figure 4.22 on this item show that the majority of the students (38.3%) perceived their teachers as moderately warm and friendly. Another 29.4% viewed their teachers as warm and friendly to a very great extent followed by 25% who thought the

teachers were great when it came to warmth and friendliness. Only 7.3% rated the teachers as friendly to a small extent. The mean of these responses on the component was 2.23 indicating that on average, the teachers in LPS were great in their warmth and friendliness towards their students.
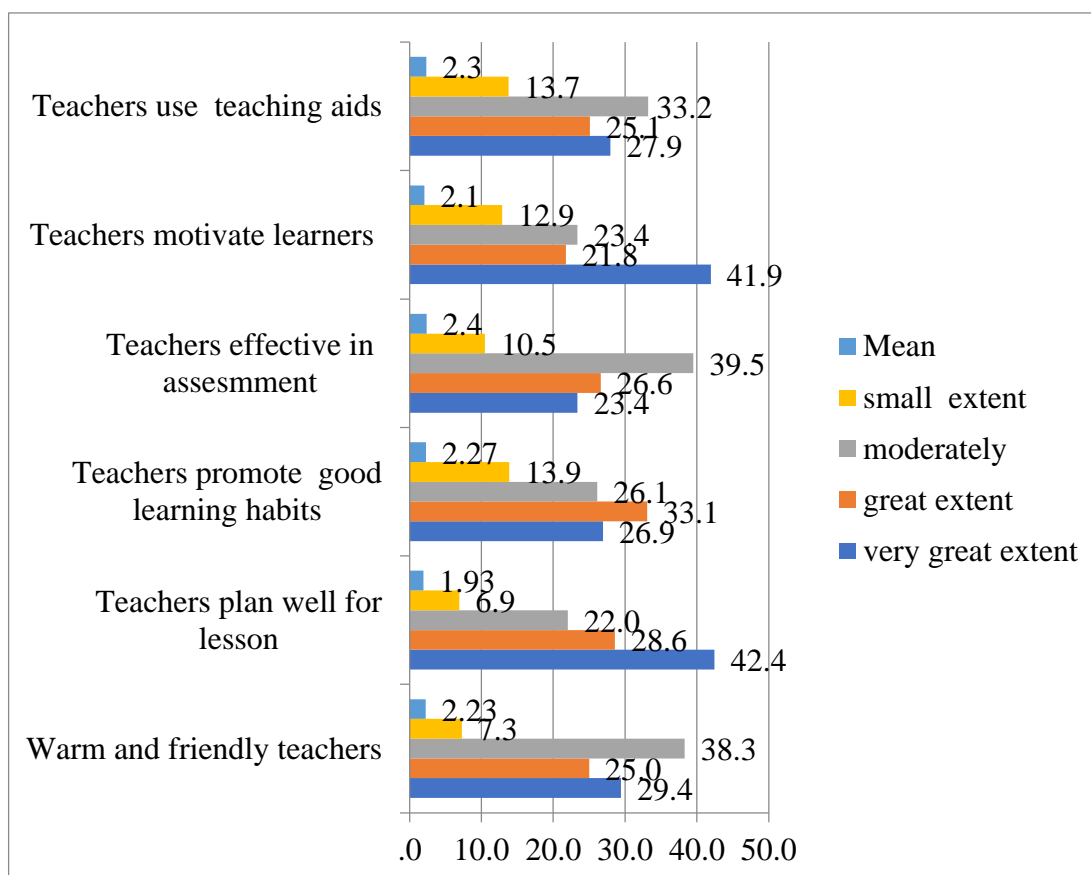
Figure 4.22: Teachers characteristics in LPS

4.6.8.2 Quality of lesson planning by Teachers in LPS

From table 4.22, the majority of the students in LPS (42.4%) praised their teachers for going to very great extents in planning their lessons, with a further 28.6% rating their teacher's lesson planning efforts as great; 22.0% said the lessons were only moderately planned while the final minority of 6.9% thought their teachers didn't put any effort beyond a small extent in planning their lessons. The means of these responses rested at 1.93, which is equivalent to a great extent of lesson planning by the LPS teachers.

4.6.8.3 Promotion of good learning habits by teachers in LPS

The extent to which LPS teachers promoted good learning habits was rate by their students as follows: to a very great extent 26.9%; great extent, 33.1 % (majority); moderate extent, 26.1% and a small extent 13, 9%. The mean of the responses was 2.27, which indicated that the LPS teachers went to a great extent towards promoting good learning habits among the students.

4.6.8.4 LPS teachers' effectiveness in assessing and marking students work

To The question "were the teachers in LPS effective in assessing students work, the students ratings of their teachers were as follows; 23.4 % said the teachers were very great; 26.6% said the teachers were great at assessing their work; 39.5% said teachers were moderately effective; 10.5% said the teachers were only able to assess and mark their work to a small extent. The mean was 2.4 which translated into the LPS teachers were effective to a great extent in assessing and marking of the students' work.

4.6.8.5 LPS teachers' motivation to learners

To answer the question on whether the teaches in LPS in Mombasa county were motivating to their learners, the students replies as follows: those who thought their teachers motivated them to a very great extent were 41.9%(which was also the majority view); those who thought their teachers were great at motivating them were21.8%; those who rated their teachers as moderate at motivating were 23.4%; and those who thought their teachers motivated student to only a small extent were 12.9%. The average of these responses gave a mean of 2.1, which is equivalent to a great extent of motivational efforts by the LPS teachers.

4.6.8.6 Teachers' use of teaching aids in LPS

When asked the extent to which the LPS teachers used teaching aids to effect learning, the LPS students rated their teachers as follows: 27.9% thought their teachers used teaching aids to a very great extent; 25.1% opined that teaching aids were used to a great extent; 33.2%(majority) settled for a moderate extent while 13.8% viewed the use of teaching aids as being done to only a small extent. The means of their opinions was 2.3 which was equivalent to a great extent of use of teaching aids by teachers in LPS in Mombasa County.

To conclude on the component of the teachers' characteristics in LPS in Mombasa County, the results paint the following picture about them: That the teachers in LPS were great in their warmth and friendliness towards their students. They also went to great extents in preparation of the lesson plans and promoted good learning habits among the students to a great extent. Their use of teaching aids was a great just as ware their motivational efforts and assessing and marking of the students' work. Simply put, the teachers in LPS in Mombasa County were of great characteristics. That means the LPS have teachers with characteristics that should support good performances of their students in national examinations such as KCSE.

4.6.9 Rising time/start up time in LPS.

The purpose of this item was to establish the time students woke up to engage in academic work. Figure 4.23 is a record of the responses from the LPS students regarding their bed times and rising times.

The majority (48%) of the students went to bed between 10.30 and 11.0 pm. Another group of 38.7% slept earlier between 9.00pm and 10.00 pm. Only 12.5% stayed up late after 11.00 pm. On the other hand, most of the students were up between 5.0 am and

5.30 am. Another batch of 13.3% woke up between 5.30am and 6.00 am. Those who got out of bed between 6.00 and 6.30 am were only a small number of 2.4% which is similar to who rose after 6.30 am. This suggested that the longest time of sleep for a student was nine and a half hours of sleep i.e. between 9.00 pm and 6.30 am, while the shortest time used to sleep was six hours (11.0 pm to 5.0 am). The time intervals between the average bed time (10 -10.30 pm) and average rising time (5.00-5.30 am) was 7 hours. Therefore, most students in LPS had sufficient time to sleep and relax.

What time do you go to bed?

	9.00-10.00pm	10.30-11.00pm	After 11.00pm
Series1	38.70	48.00	12.50
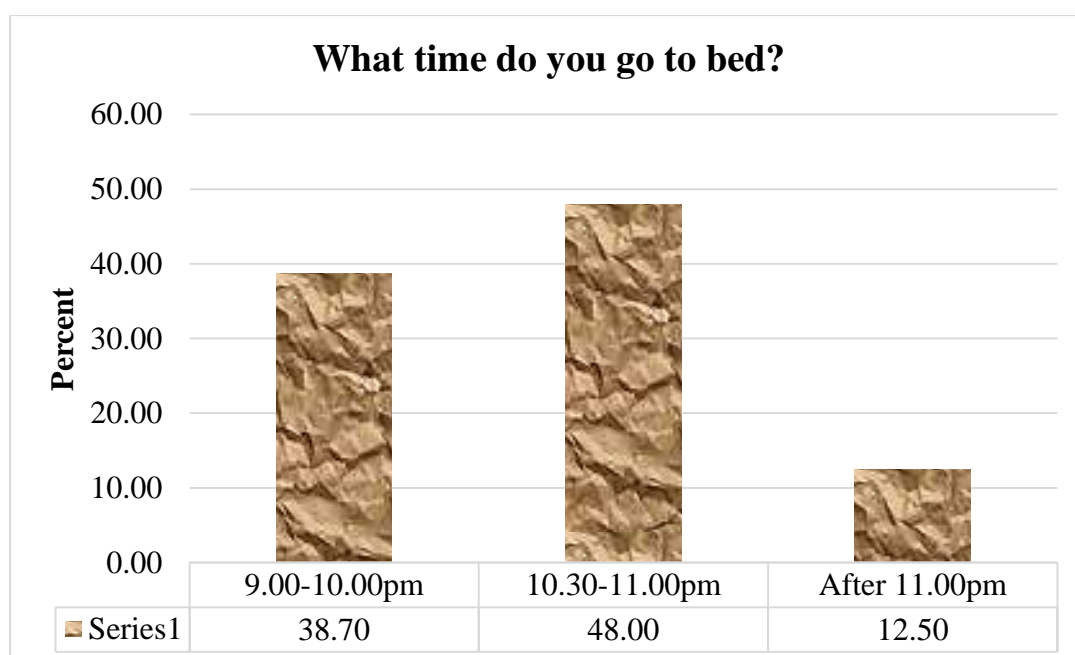
Figure 4.23(a): Bed times for LPS students

When do you get out of bed?

	5.00-5.30am	5.30-6.00am	6.00-6.30am	After 6.30am
Series1	81.9	13.3	2.4	2.4

Y-axis: Pecent (0 to 90)

Figure 4.23(b): Rising times for LPS students

4.6.9.1 Morning studies by LPS students

Beside the times of going to bed and waking up, the SLPS students were asked to indicate the extent to which they did morning studies and how well they used that time. Table 4.24 has these results.

Table 4.24: Use of time by LPS students

	I wake up early to do my studies		I use time well	
	Frequency	Percent	Frequency	Percent
very great extent	14	5.6	7	2.8
great extent	27	10.9	21	8.5
moderately	106	42.7	123	49.6
less extent	94	37.9	91	36.7

Regarding the use of the time when they wake up, most LPS students (42.7%) only moderately used that time to do early morning studies. Collectively those who utilised

their morning time to do study from moderately to very great extent, added up to 60.7%.

More than a third (37.9%) of these LPS students did not do early morning study to any

appreciable extent. The same pattern is observable with their opinion of how well they

used their time. Seemingly, same majority who woke up early to studies moderately

seem to think they use their time well (49.6%). Additionally, the cumulative percentage

of those who utilised their time from moderate to very great extent was 62.4% (a

majority). Those who did not utilize their time well had a similar percentage (36.7%)

to those who did not wake up early to do their morning studies (37.9 %%).

The aggregate of the of the measures of bed time, rising time, and the use of the morning

for study in LPS are therefore as follows: The majority of the students went to bed

between 10.30 and 11.0 pm, and most of them were up between 5.0 am and 5.30 am.;

Therefore, most students in LPS had sufficient time of 7 hours to sleep and relax; most

LPS students only moderately used that time to do early morning studies, but more

than a third of these LPS students did not do early morning study to any appreciable

extent. A majority of the LPS utilised their time well, but over one third of them did

not.

These results seem to suggest that the LPS perform poorly regardless of the time the

learners go to sleep or wake up. Despite the majorities waking up early to do morning

studies and their believing that they use their time moderately well, they still don't do

well in KCSE. They do not wake up particularly early (average time was between 5.0

am and 5.30 am), and they seem to have enough time to sleep (average seven hours).

4.6.10 LPS students' participation in games

Participation in games had been theorized as a cultural factor that influenced student

performance in academic work. The LPS students were asked to indicate the extent to

which they participated in games and sporting activities by choosing from a small to very great extent. The results are shown in figure 4.24

The LPS students seemed to be distributed into four nearly equal parts. Those whose participation in games was very great and great scored 27% following the moderates who were a percentage point ahead (27%). Those with a small participation in games made up 21%. The mean was 2.3, which shows that majority of these students in LPS participated in games to a great extent, yet they perform poorly at examinations.

Participation in Games
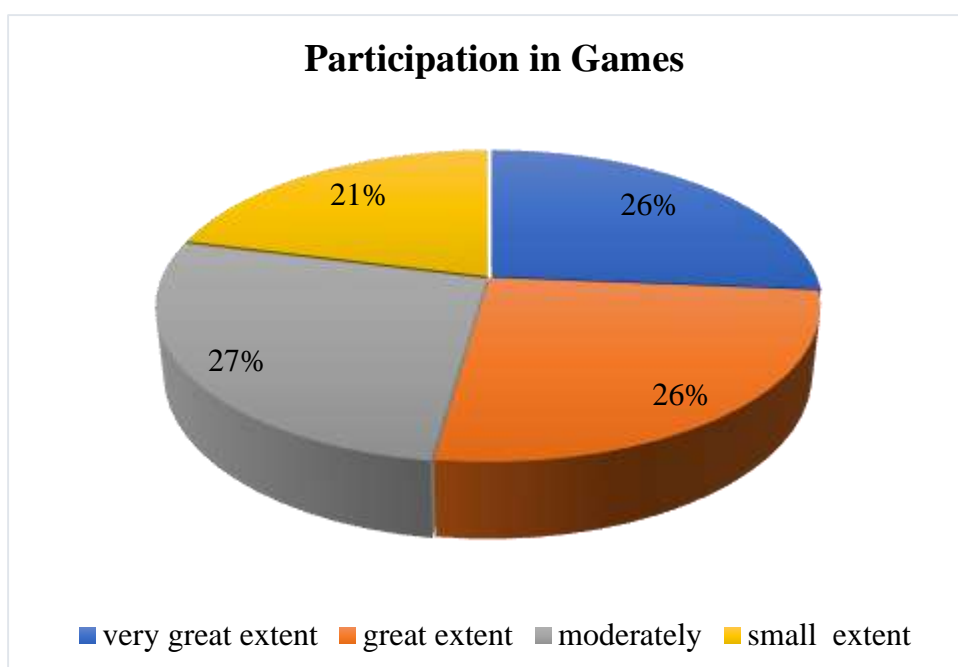
Figure 4.24: Students' participation in games

Similarly interview responses from 18 principals on how often their students participated in sports/games activities were as follows, 44.4% were for quite often, 38.8% for often and lastly 16.6% were for not at all. These results are in tandem with the results of figure 4.24 which show majority of students in LPS participated in games yet they performed poorly.

4.6.11 Summary of findings of the culture elements in LPS in Mombasa County

The school culture in LPS was measured along nine components. These elements are instructional leadership, discipline, time on task, language policy, entry behaviour, learning community, Teacher characteristics, Rising time, and participation in Games and sports. The findings so far obtained show that the culture in LPS in Mombasa is best described by the following characteristics.

Instructional leadership: these schools have and emphasize their visions and missions to between a moderate and a great extent; the LPS principals moderately facilitated induction courses for their teachers and to a great extent, and they were also keen in providing the resources although forty percent of the students in LPS had insufficiency of learning materials. In addition, in the LPS teaching and learning were given a great priority. There is a great extent of supervision of academic activities by the principals, who not only monitor the teacher's lesson plans and presentations, but also the students' progress to a great extent. The LPS teachers have a great clarity of the purpose of their academic work and lessons and the majority of the teachers in LPS were well evaluated between moderate and a great extent.

Discipline in LPS: These results point to existence of some appreciable level of indiscipline in these schools. There is also a moderate level of respect for the teachers by the students. Students show some sluggishness and time wasting, while both the teachers and students exhibit some degree of failure to complete their work. However, the teachers and students have a moderately good working relationship. There was a less than perfect class attendance rate by either the teachers or the students or both. The LPS students pay a moderate attention to their lessons. Collectively, there is a moderate or less than perfect levels of discipline in the LPS. The most prevalent types of indiscipline cases in LPS schools were not noise making, absenteeism or arguing with

teachers as was anticipated, but "others" which were not identified by this research. In short, the discipline levels in LPS are not as they should be to support a better performance in KCSE.

On time on task: from the results of this section, we discern that in LPS in Mombasa, the teachers were clear about the purpose of their lessons and both LPS Teachers and learners maximize time spent on learning to a great extent. The students don't waste time on unnecessary things; they concentrate well in class to a "great extent" and hence there is adequate contact time for learning.

Language policy: The language component in LPS in Mombasa County is characterized by a presence of a moderate policy on English language, which is given a moderate emphasis and a moderate level of enforcement by the LPS teachers. The students in LPS hardly spoke in the English language for their daily communication, probably because they have a small extent of mastery of the English language. Hence there is only a small extent of use of English language by the LPS students for their daily communications, perhaps causing or being a consequence of a small extent of reading of storybooks by the students.

Entry behaviour: The majority of the LPS students' joint form one with between 200 and 300 marks in KCPE. They were therefore not the cream of their class eight candidates. The LPS principals do not always strictly follow the minimum marks criterion in admitting students into form one. Furthermore, not all those who were selected to join LPS in form one actually joined their appointed schools, which leaves room for the less qualified to take up such vacancies (commonly referred to as second selection). The majorities of the teachers and students and a sizeable percentage of

principals were of the opinion that it was not always true that if one had a high score in KCPE then he would automatically score highly at KCSE.

Learning community: Majority of the LPS schools utilized study groups in their school to influence academic performance. Most of the students belonged to these groups which met regularly to do tasks. According to the majorities, these groups were effective in enhancing learning and completion of tasks by the students. Majority of the students LPS thought they were good performers, although there were a few who recognised they were poor performers.

Teacher characteristics: the teachers in LPS show great warmth and friendliness towards their students. They go to great extents in both the preparation of the lesson plans and promoting good learning habits among the students. Their use of teaching aids was a great just as were their practice of motivating, assessing and marking of the students' work. These are great teacher characteristics. The LPS in Mombasa have teachers with characteristics that should support good performances of their students in national examinations such as KCSE.

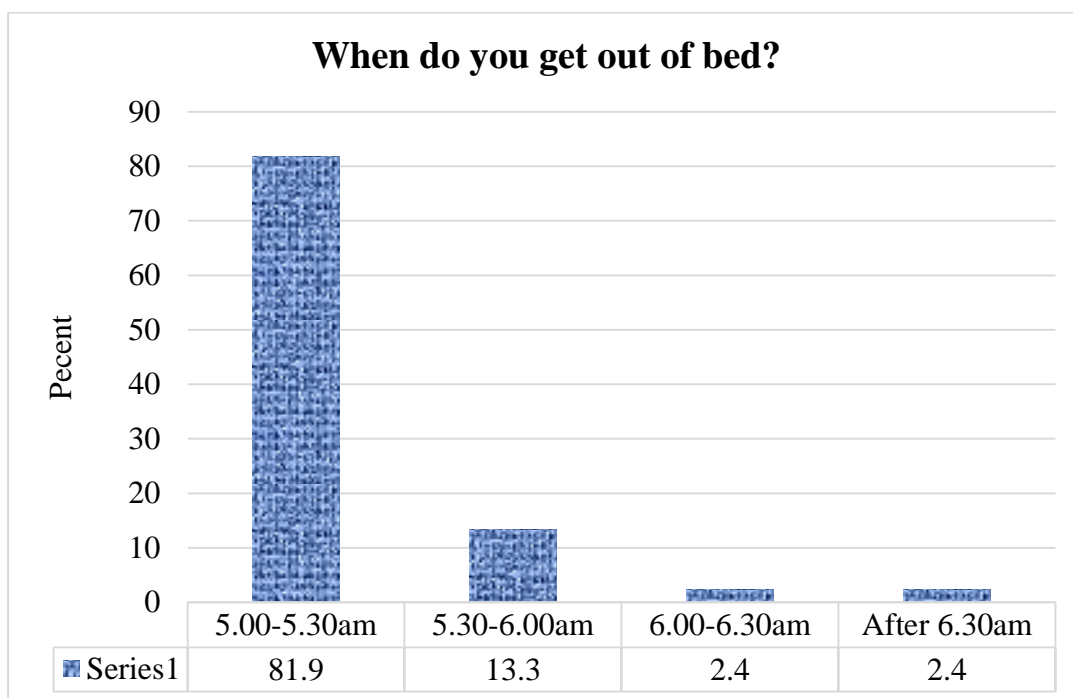Rising time: in the LPS in Mombasa, the majority of the students went to bed between 10.30 and 11.0 pm, and most of them were up between 5.0 am and 5. 30 Am.; Therefore, most students in LPS had sufficient time of 7 hours to sleep and relax. Although most LPS students only moderately used that time to do early morning studies, still more than a third of them did not do early morning study to any appreciable extent

Participation in Games and sports: the results have shown that these students in LPS participated in games and sports to a great extent. This culture may be responsible for

sapping their energy and many students in LPS may be trading their academic progress for their prowess in games and sports.

4.7 Objective 3

To analyze performance scores of selected secondary schools in Mombasa County, in the national examination of Kenya certificate of secondary education between 2012-2016.

4.7.1 Introduction

In this section, the five-year KCSE trend analysis is presented covering KCSE data from 2012 to 2016 period so as to uncover the direction of the education performance during this 5-year period. Various procedures including tabulation, analysis of mean marks and linear regressions were used to decipher the performance trends for both the LPS and HPS in the county.

4.7.2 Numbers of HPS and LPS   in Mombasa County between the years 2012 and 2016

 The KCSE results for Mombasa school between 2012 and 2016 were ordered into the categories of school which had mean scores above the university entry cut-off points and those whose average points fell below university entry requirements. The former were classified as high performers (HPS) and the latter as low performers (LPS). The table 4.25 shows how the numbers of each category of schools changed with time.

The figures in table 4.25 reveal several observations. The first is that there were about three times more low performing schools than the high performers in each year between 2012 and 2015, except that in 2016, when the HPS dropped further, and the low performers increased. The Second point is that the performance was on an improving upward trend between the years 2012 and 2014, but it took a downward turn in 2015

and went further down in 2016. The third is that generally, the performance in 2016 dropped for all schools in Mombasa County between 2015 and 2016 leading to many candidates not attaining the minimum university entry mark.

Table 4.25: Trends of LPS and HPS numbers and mean grades between 2012 and 2016

		2012	2013	2014	2015	2016
High performing Schools (HPS)	No of Mombasa schools with mean grade C+ (7.0 points) and above (university entry cut-off)	7 (21%)	8 (25%)	9 (26.4%)	8 (23.5%)	6 (17.6%)
Low performing schools (LPS)	No of schools with mean grade of below C+ (Below 7.0 points)	25 (79%)	24 (75%)	25 (73.5%)	26 (76.4%)	28 (82.3%)
	Total	32 (100%)	32 (100%)	34 (100%)	34 (100%)	34 (100%)

Source: Source MOE Mombasa County, 2017.

A plot of the number of schools attaining a mean grade of C+ (HPS) and above, and those whose means fall below C+ (LPS) against the year is shown in figure 4.25.
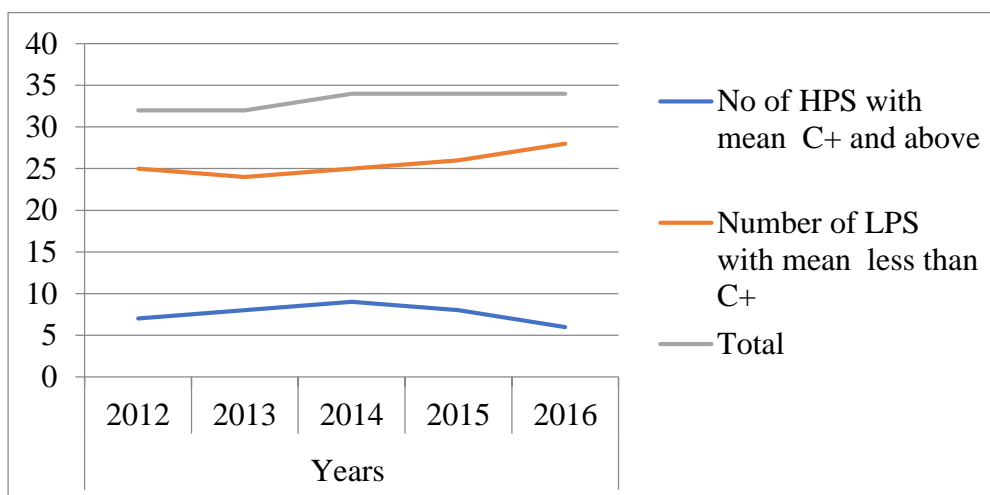
Figure 4.25: KCSE Mean score trends for HPS, LPS and Overall, between 2012-2016.

Figure 4.25 shows that the mean score in HPS was generally above 7 while that in the LPS, was between 3 and 4 for the five-year period from 2012 to 2016. The number of schools which attained mean grade of C+ and above increased steadily from 7 to 9 between the years 2012 and peaked in 2014. There after the curve took a steep dip annually between 2015 and 2016. This trend is the exact opposite for the LPS between the same years, meaning while the number of schools with C+ those with below C+ decreased and vice versa between the years 2015 and 2016, the total number of schools with candidates KCSE in Mombasa County increased from 32 to 34, at a time when the mean scores were declining. One key outstanding performance trend is the result of 2016. All the schools registered a drastic drop in mean score. In this year, the mean score was 6.60 in HPS and 2.46 in LPS. This result shows that a majority got the poor grades of D and which was far below the minimum college entry score of C+.

This drastic change might have been caused by the stringent examination management protocols introduced by the national government to curb the alleged rampant culture of cheating in KCSE examinations in the previous years. Indeed, the number of cheating cases reduced from a massive 5,101 in 2015 to only 21 in 2016 (KNEC report, 2016).

This poor performance in the 2016 examination in Mombasa is also reflected at national level. Nationally, the number of candidates with minimum university entry qualification of mean grade C+ and above was 70,073 (11.38 per cent) in 2017 compared to 88,929 (15.41 per cent) in 2016 (KNEC, 2017).

Further analysis considered the numbers of student attaining the grades from A to E in Mombasa County during the years in consideration, as shown in Table 4.26. Further, table 4.27 shows the numbers if students who attained the cluster of the university entry grades A to C+, diploma entry grades C to C-, D+ to D, and D- to E in terms of both the numbers and percentages of the candidates entered for the examination in each year. Figure 4.26 presents the trends of these numbers of grades graphically.

Table 4.26:   KCSE results for all schools in Mombasa County for the years 2012 -2016.

YEAR	ENTRY	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Y	P	X	Z
2016	7626	4	60	109	171	175	216	352	502	684	1307	2775	1223				
2015	6239	65	171	274	268	332	405	553	691	879	1072	1167	300	27	19	14	2
2014	6137	34	148	198	235	307	355	482	651	853	1199	1254	349	7	30	43	-
2013	6304	27	150	178	212	276	367	480	624	845	1131	1348	423	6	36	41	-
2012	5818	24	110	139	235	271	332	483	609	768	1070	1221	334	37	149	26	7

Source: County Education office, Mombasa.

NB: Y= KNEC cancelled results for irregularity; P= Results pended due to infringement of entry requirements; X= Candidate not present throughout the examination; Z= Candidate did not meet the registration requirements.

The results in table 4.16 show that the numbers of candidates increased annually from a low of 5818 in 2012 to a high of 7626 in 2016. The number of grades A increased steadily from 24 in 2012 to a high of 64 in 2015, but there was a drastic drop in 2016 to only 4. The same general trend was observed for the grades B to C. However, while the grades A to D+ were decreasing, the poorer grades of D- to E were increasing with the highest numbers attained in 2016 when it appears there was a mass failure.

The grades A to C+ were considered as useful in qualifying a candidate to get university entry. Grades C to C- qualifies one to pursue diploma courses. Grades D+ to D could qualify one to certificate courses while very little else academic pursuits are available to grades D- to E holders.

Table 4.27: Annual cluster of KCSE grades between 2012 and 2016 for Mombasa County Schools

	2012		2013		2014		2015		2016	
	No.	%	No.	%	No.	%	No.	%	No.	%
A TO C+	1111	19.1	1210	19.2	1278	20.8	1515	24.3	735	9.6
C TO C-	1092	18.8	1104	17.5	837	13.6	1244	19.9	854	11.2
D+ TO D	1838	31.6	1976	31.3	2052	33.4	1951	31.3	1991	26.1
D- TO E	1555	26.7	1771	28.1	1603	26.1	1467	23.5	3998	52.8
TOTAL	5596	96.2	6061	96.1	5770	94.0	6177	99.0	7578	99.7
ENTRY	5818		6304		6137		6239		7626	

The populations of the candidates with the clusters of grades as described above were plotted in figure 4.26 from table 4.27.

Results in table 4.17 and the graphs in figure 4.26 tell the same story. The trends show that there was a general increase of the two top clusters of grades A to C+ and C to C- between 2012 and 2015 where they both climaxed at 1515 and 1244 respectively. They both then sharply dropped in 2016 less than a thousand at 735 and 854 respectively.

The cluster of grades of D+ to D maintained a roughly constant numbers of about 2000 students for the five years in consideration. Meanwhile the lower grades of D- and E increased slightly from 2012 to 2013, then dropped (performance improved) in 2014 and 2015; they then sharply shot upwards to about four thousand in 2016. In 2016 this was the year that saw all good grades drop while the poor performances shot to all-time highs. Except for 2015, all the other years recorded a less than 20 % transition to the universities, leaving out over 80%.
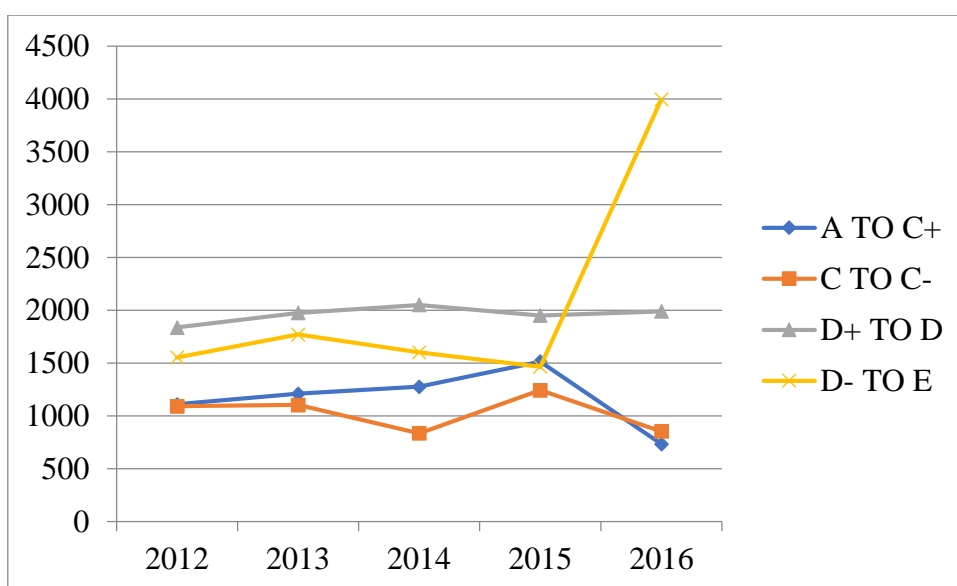
Figure 4.26: Trends of the clusters of KCSE grades for the years 2012 to 2016

The trend analysis results have clearly revealed that the KCSE performance for the five-year period between the year 2012 and 2016 was low. There was a steady annual improvement of the grades between 2012 and 2015, followed by a drastic drop in 2016. A special explanation needs to be made for the drastic change in the 2016 county results in relation to national performance. This poor performance in the 2016 examination in Mombasa County was reflected even at national level during this year, the government introduced stringent examination conditions in order to curb the alleged rampant culture of cheating in KCSE examinations in the previous years. Indeed, the number of cheating

cases reduced from a massive 5,101 in 2015 to only 21 in 2016 (KNEC Report, 2017). Nationally, the number of candidates with minimum university entry qualification of mean grade C+ and above was 70,073 (11.38 per cent) in 2017 compared to 88,929 (15.41 per cent) in 2016. This means that over eighty percent of county's form four graduates do not transit to college education for competitive courses. These results further imply that more and more youths drop out of school and do not benefit from advanced formal education.

Although studies have shown higher education to have positive influence on employability and individual and household income, majority of Mombasa County youths perform poorly, and hence they are left behind to seek lower-level courses, manual labour or to immerse themselves into the hopelessness associated with social vices. In some way, the school system in Mombasa County has been wasteful of county and national resources as well as career paths and opportunities for majority of their youths over the years. The positive outcome of this revelation of the performance trends in the region especially to school managers is that there is a need to intentionally put in place policies, provisions and activities that create and nurture a strong performance-directed culture in order to awaken the region academically.

4.8 Objective 4

To investigate the relation between school culture components and KCSE performances in secondary schools in Mombasa county

4.8.1 Correlation coefficients

This was the core objective of the study and was assessed using both correlation and regression analysis. The purpose of these analysis techniques was to establish if indeed there is a significant relationship between study variables. The bivariate Pearson

Correlation produces a sample correlation coefficient, r, which measures the strength and direction of linear relationships between pairs of continuous variables. By extension, the Pearson Correlation evaluates whether there is statistical evidence for a linear relationship among the same pairs of variables in the population, represented by a population correlation coefficient, ρ ("rho").

Pearson's product moment Correlation coefficient (r) can take on any value in the range [-1, 1]. The sign of the correlation coefficient indicates the direction of the relationship, while the magnitude of the correlation (how close it is to -1 or +1) indicates the strength of the relationship. A value of r=0, or very near zero, means that there was no linear correlation between the two variables. It means simply that two things vary separately or independently (Rummel, 1976).

Using the SPSS analytical tool version 17, the overall means of culture components were thus correlated with KCSE results data in order to investigate the bivariate relationships between school culture components and performance, whose results are shown in table 4.18. The table shows the correlation coefficients for both LPS and HPs and the ensuing explanations of the results on each cultural component are based on the records in this table.

4.8.1.1 Learning community and performance

The correlation results in table 4.28 show that learning community behaviors and academic performance in secondary schools are positively correlated in both HPS (r=.165, =.026) and LPS(r=.130, =0.033), but more strongly so for HPS than for LPS. The correlation coefficients for both types of schools are both significant at the 95% degree of confidence (α=0.05). The overall correlation of the learning community with the academic outcomes is also positive at r=.168.

4.8.1.2 Teacher characteristic

This characteristic scored (r=.218, =0.003) for HPS and (r=.078, =.204) for LPS, both of which are positive correlations. The quality of teachers had more impact to the performance of HPS than found in LPS. However, it is a significantly influencing factor to performance of HP schools at 0.01 confidence level but not for LPS. Teacher characteristic, especially in the relatively higher performing schools, has a significant positive association with the academic performance in secondary schools in the Mombasa County.

Table 4.28: Correlation coefficients between School Culture components and KCSE Performance

School Culture Components		HPS	LPS	overall
Learning Community	Pearson Correlation coefficients (r)	.165*	.130*	.168**
	Sig. (2-tailed)	.026	.033	.000
Teacher characteristic	Pearson Correlation(r)	.218**	.078	.133**
	Sig. (2-tailed)	.003	.204	.005
Language Policy	Pearson Correlation(r)	-.168*	.057	-.057
	Sig. (2-tailed)	.024	.358	.232
Time On Task	Pearson Correlation(r)	.094	.368**	.245**
	Sig. (2-tailed)	.208	.000	.000
Entry behaviour	Pearson Correlation(r)	.792**	.460**	.633**
	Sig. (2-tailed)	.000	.000	.000
Discipline	Pearson Correlation(r)	.323**	.362**	.345**
	Sig. (2-tailed)	.000	.000	.000
Leadership	Pearson Correlation(r)	.139	.106	.143**
	Sig. (2-tailed)	.062	.085	.002
Rising Time	Pearson Correlation(r)	-.152*	.145*	-.010
	Sig. (2-tailed)	.041	.018	.833

4.8.1.3 Language policy and performance

The correlation coefficient results on language policy shows a significant correlation with academic performance in high performing schools (r=.168, =.024). The correlation is neither significant in low performing schools (LPS) (r=.057, =.358) nor in the overall county (r =.057, =. 232).

4.8.1.4 Time on task and performance

The correlation coefficients results for Time on task were (r= .094, = .208) for HPS and (r=.368**, =.000) for LPS. It also scored (r=.245**, =.000) overall on its impact on performance in the county.

4.8.1.5 Entry behavior and performance

Entry behaviors are so positively and significantly correlated such that schools with strong emphasis on high entry behaviors (marks at KCPE) tended to post better KCSE performance (r=.792**, =.000). And on the other hand, LPS had a smaller though positive correlation of their KCSE performance to entry behaviour (r=.460**, =.000). The correlation coefficients for the overall county performances tell the same story with (r=.633**, =.000).

4.8.1.6 Discipline and performance

Pearson Correlation coefficients for discipline and performance scored (r= .323**, =0.000) for high performing schools and (r= .362**, =0.000) for LPS while overall for the county, the scores were (r= .345**, =.000).

4.8.1.7 Instructional leadership and performance

This component of the school culture scored Pearson Correlation coefficients of (r=.139, = .062) for HPS which is a positive covariation and (r=.106, =.085) for LPS.

Apparently, Instructional Leadership plays more influence on performance in HPS than in LPS(r=.106, =.085) but it was more pronounced when considering the overall effect on performance in the county where it correlated slightly more strongly and significantly with performance (r= .143**, =.002). While these results do not necessarily contradict the observation by other researchers, they however do not show the expected strong relationships to performance.

4.8.1.8 Rising Time and performance

It had been expected that the factor of rising time would have had an influence on both the time available for the learners to be on the tasks and that early rising would provide prime time for academic work leading to better performances at KCSE. However, the correlation coefficients of rising time to performance obtained in table 4.28 are (r= -.152*, = .041) for HPS. This means that rising time had a significantly negative covariance with performance for HPS. On the other hand, the same factor showed a positive and significant correlation with performance for LPS (r= .145*, =.018), and an overall very slight negative correlation with performance (r=- 0.010, = .833).

Further scrutiny of other results revealed that the average bed time for the sampled students from both groups returned a statistic of (m=1.8, std. =0.084) which was equivalent to a bed time of between 10.30pm and 11.00 pm. The average time for waking up time returned a statistic of (m=1.26, std=0.038) which was the equivalent of between 5. 00a.m and 5.30 a.m. This works out to be a difference of between 5.30am - 10.30pm (7 hours of sleep), and 5-00am -11.00pm (i.e. 6 hours of sleep).

4.8.2 Regression diagnostics

A multivariate regression was run in which the composite independent variables were all regressed on the dependent variable (academic performance measured as overall

school means for the years 2012 to 2016) in order to identify cultural components that have a significant effect on performance in secondary schools in Mombasa County. However, prior to conducting the multivariate analysis, the researcher had first to test if the multivariate regression assumptions are met. These key assumptions are; multicollinearity, constant variance of residuals (Homoscedascity), linearity and normality of residuals.

Normality of residuals was assessed through visual approach using both the Q-Q plots and by also plotting the actual distribution of the residuals using a histogram. A residual is the vertical distance between a data point and the regression line. Each data point has one residual. They are positive if they are above the regression line and negative if they are below the regression line. If the regression line actually passes through the point, the residual at that point is zero. To clarify further, residuals are the difference between an observed data value and a predicted data value. They are also known as errors. The results in figure 4.27 show that the distribution does not deviate much from normality and therefore the normality assumption was assumed to be met.
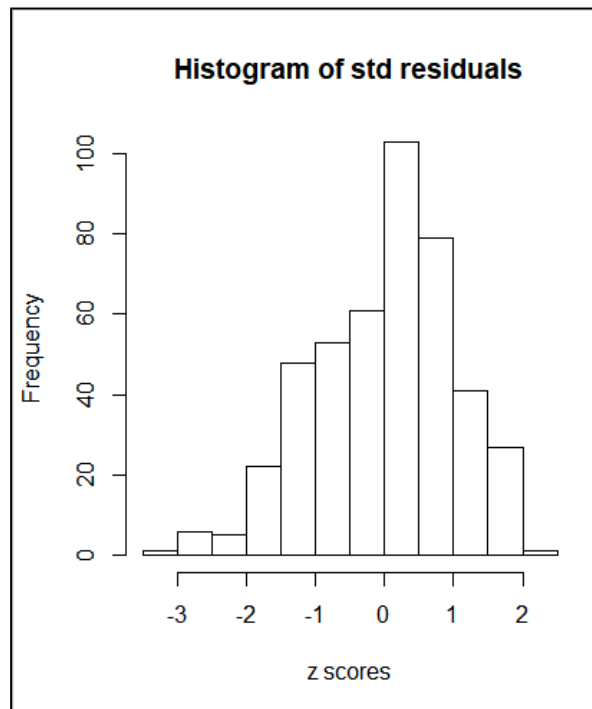
Figure 4.27 (a): Histogram for normality assumption test
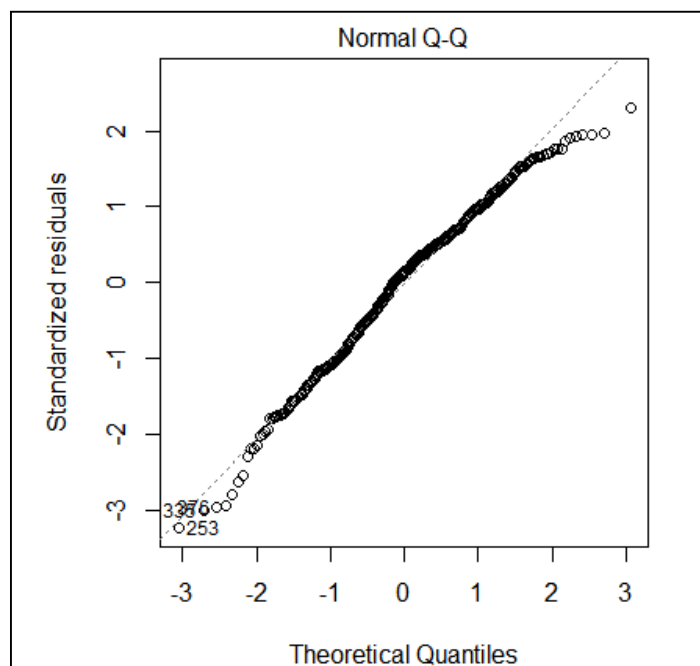
Figure 4.27 (b): Q-Q plots for normality assumption test

The plot of residuals versus predicted values are commonly used to check for the assumption of linearity and homoscedasticity (having equal statistical variance) with the knowledge that small absolute residuals signals that the model does not significantly

deviate from a linear fit and therefore residuals are close to zero (not more than |2|). The same test technique was used in the current study and the linearity test results in figure 4.28 show that none of the residuals is more than the |2| threshold and therefore the linearity assumption was met meaning that the Independent Variables and Dependent Variables are linearly related.

To test for homogeneity of variance assumption, the plots of fitted values versus the predicted values techniques are used to test if the assumption is met or not. Homoscedasticity assumption is met when no pattern in the residuals exists and that the residuals are equally spread around the x axis. In statistics, a sequence of random variables is homoscedastic if all its random variables have the same finite variance. This is also known as homogeneity of variance. Homoscedasticity describes a situation in which the error term (that is, the "noise" or random disturbance in the relationship between the independent variables and the dependent variable) is the same across all values of the independent variables. Heteroscedasticity refers to the circumstance in which the variability of a variable is unequal across the range of values of a second variable that predicts it. This test approach was used in the current study and the results are presented in figure 4.28. The result shows that the two homogeneous test conditions are met; no pattern exists in the distribution of residuals and the residuals are distributed almost equally below and above the X-axis meaning that the overall variances are homogeneous.
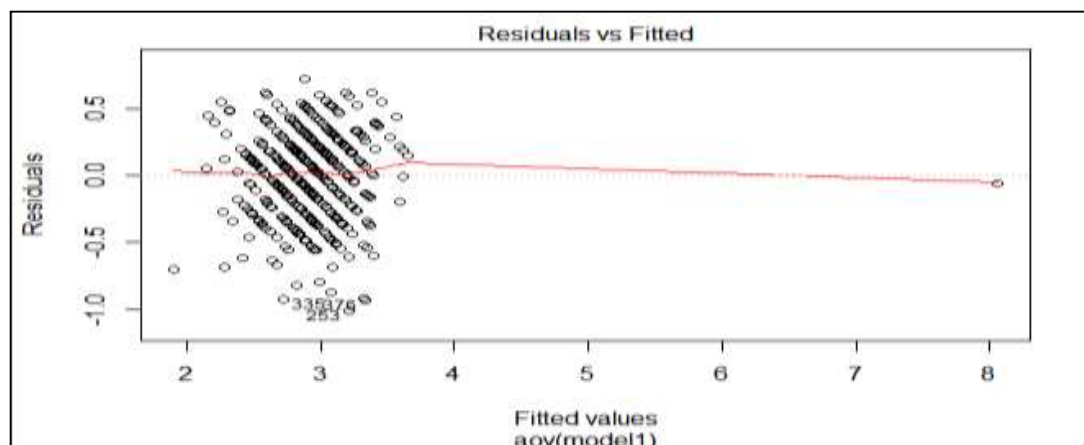
Figure 4.28: Plot of Residual versus Fitted Values to test for Homogeneity of variance assumption

However, the plot identified three influential observations as case number 335, case number 253 and case number 376 which were excluded from the analysis as recommended by Izenman (2013) in order to improve the model fit.

This finding means that our coefficients estimate in the multivariate regression are not significantly inflated due to multicollinearity issues (Asar, 2017) and therefore the coefficient estimates are reliable in identifying the cultural components influencing academic performance.

Table 4.29: Collinearity Statistics for cultural components

Variables	Collinearity Statistics		Test Decision
	Tolerance	VIF	
Learning Community	.608	1.645	No multicollinearity
Teacher Char	.689	1.452	No multicollinearity
Language Policy	.898	1.114	No multicollinearity
Time On Task	.864	1.158	No multicollinearity
Entry Behaviour	.943	1.060	No multicollinearity
Discipline	.697	1.434	No multicollinearity
Leadership	.608	1.644	No multicollinearity
Rising Time	.852	1.174	No multicollinearity

The regression diagnostics above have revealed that the assumptions are met. Further, table 4.30 shows the results of analysis of variance (ANOVA) for the same data sets.

Table 4.30: Analysis of variances for the ANOVA

performance category	Model		Sum of Squares	df	Mean Square	F	Sig.
High	1	Regression	42.327	8	5.291	108.337	.000[b]
		Residual	8.351	171	.049		
		Total	50.678	179			
Low	1	Regression	29.084	8	3.636	43.380	.000[c]
		Residual	21.622	258	.084		
		Total	50.706	266			

NOTE: The adjusted R square for HPS=.828 and LPS=.560 and overall R square is .683

4.8.2.1 Results from the regression analysis

The regression results shows that the fitted linear model was significant both in the HPS $(F(8,171)=108.337, p<.001)$ and in LPS $(F(8,258)=43.380, p<.001)$ meaning that the researcher has obtained two significant models predicting performance in secondary schools in Mombasa

4.8.3 Multivariate regression

The multivariate regression was then run after checking and confirming that the linear regression assumptions were sufficiently met. Table 4.31 has these coefficient results.

The results show that, except for leadership which was unique to the LPS, four common factors are significant predictors of academic performance both in the HPS and in the LPS. They had the largest positive values of statistic t. These factors are teaching Community, discipline, entry behaviour and time on task.

Table 4.31: Regression coefficient results for both HPS and LPS in Mombasa County

performance category		coefficient Beta	t	Sig.
High Performing schools	(Constant)		5.769	.000
	Learning Community	.123	**3.424**	.001
	Teacher Char	-.056	-1.416	.159
	Language Policy	-.061	-1.873	.063
	Time On Task	.355	**10.595**	.000
	Entry Behaviour	.833	**4.574**	.000
	Discipline	.347	**8.436**	**.000**
	Leadership	.056	1.512	.132
	Rising Time	-.027	-.799	.426
Low performing schools	(Constant)		3.530	.000
	Learning Community	.161	**2.924**	.004
	Teacher Char	-.072	-1.464	.144
	Language Policy	.047	1.061	.290
	Time On Task	.365	**8.161**	.000
	Entry Behaviour	.509	**11.949**	.000
	Discipline	.442	**9.366**	.000
	Leadership	.147	**2.723**	.007
	Rising Time	.079	1.727	.085

Figure 4.29 shows an optimal four-factor model for HPS and a five-factor model for LPS. These generated the highest positive values for statistic t. As a result, several components that dominate the school cultures in High and low performing schools in Mombasa County are identifiable from the coefficients and are the main significant influencers of performance.

First, for the HPS, these significant cultural components are learning community (β=.123, p=.001), Time on Task (β=0.355, p=.000), Entry Behaviour (β=.833, p= .000)

and discipline (β=.347, p=.000).   Hence if PH represents performance for High performing schools, then it could be expressed as:

P_H= 0.123 LC + 0.355 TT + 0.833EB+ k

Where k is a constant representing some unknown value, LC= Learners community, TT= time on task, and EB= entry behaviour.

Secondly, for LPS the regression coefficients are 0.161 for learning-community, 0.442 for discipline, and 0.365 for time on task, 0.509 for entry behaviour and 0.147 for leadership, and these five   define the school culture in LPS in Mombasa County. The model for performance (PL) in LPS in Mombasa County can be expressed as:

P_L=   0.161 LC + 0.442 D+ 0.365 TT + 0.509 EB+ k

Where LC = Learners community, D= discipline, TT= time on task and EB= entry behaviour and k is a constant representing other unknown factors.

The two sets of significant cultural components that influence performance for the two categories of schools have been used to formulate a cultural model for each type. These cultural models of school cultures are presented in the figure 4.29.
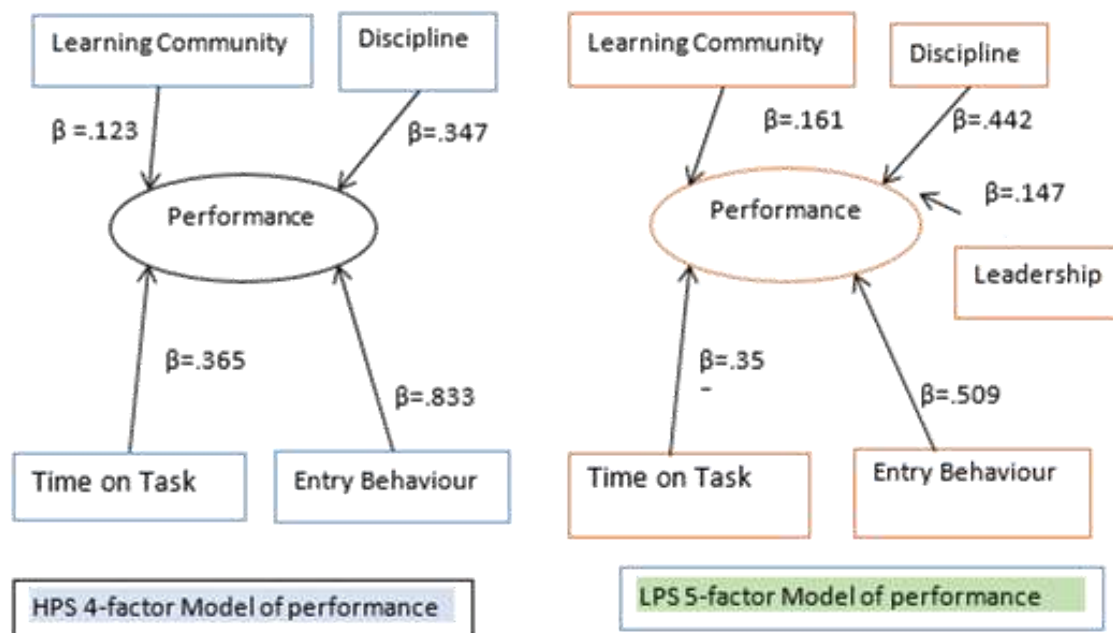
Figure 4.29: Models of cultural components Optimal Performance in HPS and LPS schools in Mombasa County.

4.8.4 Hypothesis testing

4.8.4.1 Chi-Square Tests for Low Performing Schools

Ho: There is no statistically significant relationship between school culture and academic performance in selected Low performing secondary schools in Mombasa County.

H₁: There is a statistically significant relationship between school culture and academic performance in selected Low performing secondary schools in Mombasa County

Table 4.32: Chi square values for LPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square(χ^2)	28.711[a]	12	.004
Likelihood Ratio	30.503	12	.002
Linear-by-Linear Association	8.010	1	.005
N of Valid Cases	17		

a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

The results of the Pearson Chi-Square row are $\chi2$ (df=12) = 28.711, p = .004. This tells us that there is no statistically significant association between school culture and academic performance for low performing schools; that is, school culture does not affect the academic performance of low performing secondary schools in Mombasa County.

The calculated chi-square ($\chi2$) value is compared to the critical value from the chi-square ($\chi2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1 hypothesis. Also, if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

4.8.4.2 Strength of association

Association refers to coefficients which gauge the strength of a relationship. Coefficients in this section are designed for use with nominal data. This study used Cramer's V to test the association. Agresti (1996) asserts that the value Cramer's V vary between 0 and 1, the nearer to 1 the stronger the association.

Table 4.33: Cramer's values for LPS

		Value	Approx. Sig.
Nominal by Nominal	Phi	1.300	.004
	Cramer's V	.750	.004
N of Valid Cases		17	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

The value of Cramer's V is near 1 which shows that the association between school culture and academic performance of Low performing secondary schools in Mombasa County is strong, and its significant since the p-value of 0.004<0.05 at 5% level of significance. If the p-value > 0.05 then the relationship will be insignificant.

4.8.4.3 Chi-Square Tests for High Performing Schools

H₀ There is no statistically significant relationship between school culture and academic performance in selected high performing secondary schools in Mombasa County

H₁ There is a statistically significant relationship between school culture and academic performance in selected high performing secondary schools in Mombasa County.

The calculated chi-square (χ2) value is compared to the critical value from the chi-square (χ2) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1 hypothesis. Also, if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.34: Chi squared values for HPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square(χ^2)	8.925[a]	8	.349
Likelihood Ratio	10.956	8	.204
Linear-by-Linear Association	3.390	1	.066
N of Valid Cases	17		

a. 15 cells (100.0%) have expected count less than 5. The minimum expected count is .35.

The results of the Pearson Chi-Square row are that χ2(df=8) = 28.711, p = .349. The χ2 value from the table at 8 df is 15.51. The calculated value is more than the critical value so we reject the null hypothesis. This tells us that there is a statistically significant association between school culture and academic performance for high performing schools; that is, school culture does affects the academic performance of high performing secondary schools in Mombasa County. Next, the study checked the strength of the association.

4.8.4.4 Strength of Association

Association refers to coefficients which gauge the strength of association. Coefficients in this section are designed for use with nominal data. This study used Cramer's V to test the association. Agresti (1996) asserts that the value Cramer's V vary between 0 and 1, the nearer to 1 the stronger the association.

Table 4.35: Cramer's values for HPS

		Value	Approx. Sig.
Nominal by Nominal	Phi	.725	.349
	Cramer's V	.512	.349
N of Valid Cases		17	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

The value for Cramer's V is 0.512 which is almost mid-way between 0 and 1 showing that the association is weak. There is a weak significant relationship between school culture and academic performance for high performing schools in Mombasa County the study checked the value of 0.512 which showed a weak relationship. The nearer to 1 the Cramer's value the stronger it is.

4.8.4.5 Tests of Hypotheses for Low Performing Schools according to Variables

4.8.4.5.1 Learning Community

H_o There is no statistically significant relationship between learning community and academic performance in selected Low performing secondary schools in Mombasa County.

H_1There is a statistically significant relationship between learning community and academic performance in selected Low performing secondary schools in Mombasa County.

The calculated chi-square (χ2) value is compared to the critical value from the chi-square (χ2) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1 hypothesis. Also if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.36 Chi square value for learning community in LPS

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.536[a]	18	.054
Likelihood Ratio	29.224	18	.046
Linear-by-Linear Association	4.107	1	.043
N of Valid Cases	17		

a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

The results of the Pearson Chi-Square row are χ2 (18) = 28.711, p = .054. Here the study fails to reject the null hypothesis. The critical value is 28.85 which is more than 28.711. This tells us that there is no statistically significant association between learning community and academic performance for low performing schools; that is, learning community does not affect the academic performance of low performing secondary schools in Mombasa County.

4.8.4.5.2 Discipline

H₀ There is no statistically significant relationship between discipline and academic performance in selected Low performing secondary schools in Mombasa County.

H₁There is a statistically significant relationship between discipline and academic performance in selected Low performing secondary schools in Mombasa County.

The calculated chi-square ($\chi 2$) value is compared to the critical value from the chi-square ($\chi 2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1 hypothesis. Also, if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.37: Chi square value for discipline in LPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.442[a]	18	.019
Likelihood Ratio	32.538	18	.019
Linear-by-Linear Association	6.844	1	.009
N of Valid Cases	17		

a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

The results of the Pearson Chi-Square row are $\chi(18) = 32.442$, p = .019. Here the study rejects the null hypothesis. The critical value from the chi square tables is 28.85. This tells us that there is a statistically significant relationship between discipline and academic performance for low performing schools; that is, discipline affects the academic performance of low performing secondary schools in Mombasa County.

4.8.4.5.3 Instructional Leadership

H$_0$ There is no statistically significant relationship between leadership and academic performance in selected Low performing secondary schools in Mombasa County.

H$_1$There is a statistically significant relationship between leadership and academic performance in selected Low performing secondary schools in Mombasa County.

The calculated chi-square ($\chi 2$) value is compared to the critical value from the chi-square ($\chi 2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1

hypothesis. Also, if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.38: Chi square value for instructional leadership

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.442[a]	18	.019
Likelihood Ratio	32.538	18	.019
Linear-by-Linear Association	6.844	1	.009
N of Valid Cases	17		

a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

The results of the Pearson Chi-Square row are $\chi(18) = 32.442$, p = .019. Here the study accepts the null hypothesis. The critical chi square value is 28.85 which is less than 32.442. This tells us that there is no statistically significant association between leadership and academic performances for low performing schools; that is, leadership does not affect the academic performance of low performing secondary schools in Mombasa County.

4.8.4.5.3 Time on Task

H$_0$ There is no statistically significant relationship between time on task and academic performance in selected Low performing secondary schools in Mombasa County.

H$_1$There is a statistically significant relationship between time on task and academic performance in selected Low performing secondary schools in Mombasa County.

The calculated chi-square ($\chi2$) value is compared to the critical value from the chi-square ($\chi2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1

hypothesis. Also, if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.39 Chi square value for Time on Task

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.480[a]	24	.203
Likelihood Ratio	29.903	24	.188
Linear-by-Linear Association	3.049	1	.081
N of Valid Cases	17		

a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

The results of the Pearson Chi-Square row are $\chi2(24) = 29.480$, p = .203. Here the study rejects the null hypothesis. The critical chi square value is 36.42 which is more than 29.840. This tells us that there is a statistically significant association between time on task and academic performance for low performing schools; that is, time on task does affect the academic performance of low performing secondary schools in Mombasa County.

4.8.4.5.4 Entry Behavior

H₀ There is no statistically significant relationship between entry behavior and academic performance in selected Low performing secondary schools in Mombasa County.

H₁ There is a statistically significant relationship between entry behavior and academic performance in selected Low performing secondary schools in Mombasa County.

The calculated chi-square ($\chi2$) value is compared to the critical value from the chi-square ($\chi2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1

hypothesis. Also if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.40 Chi square value for entry behaviour in LPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.000[a]	6	.009
Likelihood Ratio	7.606	6	.268
Linear-by-Linear Association	1.125	1	.289
N of Valid Cases	17		

a. 20 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

The results of the Pearson Chi-Square row are $\chi(6) = 17.000$, p = .009. Here the study accepts the null hypothesis. The critical chi square value is 12.59 which is less than 17.000. This tells us that there is no statistically significant association between entry behavior and academic performance for low performing schools; that is, entry behavior does not affect the academic performance of low performing secondary schools in Mombasa County.

4.8.4.6 Tests of hypothesis for high performing schools

4.8.4.6.1 Learning community

H_0 There is no statistically significant relationship between learning community and academic performance in selected High Performing secondary schools in Mombasa County.

H_1 There is a statistically significant relationship between learning community and academic performance in selected High Performing schools in Mombasa County.

The calculated chi-square ($\chi2$) value is compared to the critical value from the chi-square ($\chi2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1

hypothesis. Also if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.41: Chi square value for Learning Community in HPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.000[a]	3	.001
Likelihood Ratio	23.035	3	.000
Linear-by-Linear Association	14.323	1	.000
N of Valid Cases	17		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .41.

The results of the Pearson Chi-Square row are $\chi(3) = 17.000$, p = .001<0.05. Here the study accepts the null hypothesis. The critical chi square value is 7.81 which is less than 17.000 This tells us that there is no statistically significant association between learning community and academic performance for high performing schools; that is, learning community does not affect the academic performance of high performing secondary schools in Mombasa County.

4.8.4.6.2 Discipline

H₀ There is no statistically significant relationship between discipline and academic performance in selected High Performing secondary schools in Mombasa County.

H₁ There is a statistically significant relationship between discipline and academic performance in selected High Performing schools in Mombasa County.

The calculated chi-square ($\chi2$) value is compared to the critical value from the chi-square ($\chi2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1 hypothesis. Also if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.42 Chi square value for Discipline in HPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.000[a]	3	.001
Likelihood Ratio	23.035	3	.000
Linear-by-Linear Association	14.323	1	.000
N of Valid Cases	17		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .41.

The results of the Pearson Chi-Square row are $\chi(3) = 17.000$, p = .001001<0.05. Here the study accepts the null hypothesis. The critical chi square value is 7.81 which is less than 17.000. This tells us that there is no statistically significant association between discipline and academic performance for high performing schools; that is, discipline does not affect the academic performance of high performing secondary schools in Mombasa County.

4.8.4.6.3 Instructional leadership

H$_0$ There is no statistically significant relationship between leadership and academic performance in selected High Performing secondary schools in Mombasa County.

H$_1$ There is a statistically significant relationship between leadership and academic performance in selected High Performing schools in Mombasa County.

The calculated chi-square ($\chi2$) value is compared to the critical value from the chi-square ($\chi2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H0 should be rejected and accept the alternative H1 hypothesis. Also if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.43 Chi square value for leadership in HPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.543[a]	3	.909
Likelihood Ratio	.822	3	.844
Linear-by-Linear Association	.016	1	.900
N of Valid Cases	17		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .29.

The results of the Pearson Chi-Square row are t $\chi(3) = 0.543$, p = .909>0.05. Here the study rejects the null hypothesis. The critical chi-square value 7.81 is more than the calculated value of 0.543. This tells us that there is a statistically significant association between leadership and academic performance for high performing schools; that is, leadership affects the academic performance of high performing secondary schools in Mombasa County.

4.8.4.6.4 Entry Behavior

H_o There is no statistically significant relationship between entry behavior and academic performance in selected High Performing secondary schools in Mombasa County.

H_1 There is a statistically significant relationship between entry behavior and academic performance in selected High Performing schools in Mombasa County.

The calculated chi-square ($\chi2$) value is compared to the critical value from the chi-square ($\chi2$) table. If the chi-square value is more than the critical value, then there is a significant difference. That the H_0 should be rejected and accept the alternative H1 hypothesis. Also if the p-value is greater than 0.05 then the null hypothesis is rejected, if the p-value is less than 0.05 the null hypothesis is accepted.

Table 4.44 Chi square value for entry behaviour in HPS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.000[a]	3	.001
Likelihood Ratio	23.035	3	.000
Linear-by-Linear Association	14.323	1	.000
N of Valid Cases	17		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .18

The results of the Pearson Chi-Square row are $\chi(3) = 17.000$, p = .001<0.05. Here the study accepts the null hypothesis. The critical chi square value is 7.81 which is less than 17.000. This tells us that there is no statistically significant association between entry behavior and academic performance for high performing schools; that is, entry behavior does not affect the academic performance of high performing secondary schools in Mombasa County.

4.8.5 Presentation and analysis of qualitative data from high performing schools

4.8.5.1 Introduction

The intention of the interpretive approach was to get an in-depth view from the participants on the type of school culture that existed in the selected high and low performing secondary schools in Mombasa County. A semi structured interview which had 9 questions was used to gather information from the participants. This section provides the qualitative findings. The findings are based on objective one and two of this study. Objective one of the study was to describe school culture in selected high performing secondary schools in Mombasa County while objective two was to describe school culture in selected low performing secondary schools in Mombasa county. This section is dedicated to the presentation and analysis of the findings of qualitative data.

First will be findings from selected high performing secondary schools followed by low performing schools. Key findings to the research questions are thematically presented.

4.8.5.2 Students indiscipline in high performing schools

Interview question1: What type of student's indiscipline cases are common in your school?

Participants were asked to describe the common indiscipline cases in their schools. All the participants felt that their schools had minor indiscipline cases. One of the participants described their state of indiscipline as

> *"The students in this school like wearing funny uniform, you know they come from rich backgrounds and so want to imitate those in movies. They also like using slang languages and we are trying to control it but they usually pick it from songs."* [**Participant 3**]

The second participant also spoke of few discipline cases below is the response

> *"First of all because Islamic background they are taught on how to be very obedient so I think because of that religious background very there are very few discipline cases. There are just the normal ones like not finishing homework".* [**Participant 2**]

Another participant acknowledged that there was low level of indiscipline.

> *"What I know is that our school is known for very high level of discipline but will never fail to have an undisciplined student. The common indiscipline cases that we have are late coming, another indiscipline case is wearing a wrong attire, when it rains most students like wearing open shoes, otherwise I can say that the students are generally disciplined"* [**Participant 1**]

Participant 4 acknowledged that there were very few cases of indiscipline such as noise making, wearing untucked shirts, untidy hair and late coming. From the above excerpts it can be interpreted that the discipline in high performing schools did not have very glaring discipline cases and possibly this did not affect the teaching and learning in their schools. The following are the themes;

a) Wearing inappropriate uniform

From the participants it can be interpreted that the HPS had minor problems of wearing inappropriate school uniform, open shoes and untucked shirts. This means that the students had problems of dressing for example some kept unkempt hair so they looked untidy.

b) Late coming

This is another discipline problem that HPS had, some of the students arrived at schools quite late hence missing a bit on what was taught.

c) Use of slang language

The participant acknowledged that some of the students were using slang language, this means it is not standard English language use, some wanted to imitate musicians from abroad.

d) Noisemaking

This was also reported by some of the participants.

4.8.5.3 Impact of student indiscipline on academic performance in high performing schools.

 Interview question 2: How has student indiscipline impacted on the school academic performance?

This question wanted answers on whether student indiscipline had an impact on school's academic performance. Two participants stated that since there was low level of student indiscipline the schools' performance was very good. One said that

> *"Since there very few cases of indiscipline it means that discipline has helped them perform well. Because there are no cases of students*

being sent home on suspension it means that there are always in school hence perform better". **[Participant 1]**

Participant 2 acknowledged that the schools mean score was quite high however performance slightly dropped for those few students who had few discipline cases however the school mean score was still very high. All the other three participants reported that the schools general discipline status was quite high hence influenced academic performance positively it was good.

4.8.5.4 Characteristics of teachers in high performing schools

Interview question 3: Describe the characteristics of your teachers?

This question was aimed at finding out the type of teacher characteristics in the high performing schools. In this question three of the participants reported that their teachers were committed and hardworking.

> *"I think our teachers have high level of commitment and competency".* [**Participant 1**]

Another participant said this of the teachers in that school

> *"Teachers in this school are committed in doing their work, completing the syllabus on time. They dress very well and have good morals. They also have good student teacher relationships".* [**Participant 4**]

One participant reported that their school employed teachers with many years of experience

> *"Most of our teachers are experienced with over 20 years of experience, this is a characteristic that we try to endorse in our interviews".* **[Participant 2]**

Two participants reported that their teachers were self-motivated, hardworking and were punctual in class. From the above excerpts the following themes are emerging;

a) Commitment of teachers

The participants agreed that their teachers were very committed in fact they had high level of commitment. They were committed in doing their work because of this they completed the syllabus in time.

b) Experienced teachers

The participants acknowledged that their teachers were experienced some had experience of over 20 years.

c) Good teacher student relationship

This was reported by some of the participants, they stated that the teachers interacted well with students so definitely this meant that students would have no problem explaining where they did not understand during class or learning time.

d) Good morals.

Some teachers reported that their teachers had good morals. This means the teachers were well behaved and so were good role models to the students.

4.8.5.5 Entry behavior in high performing schools

Interview question 5: What is range of students' entry marks for the majority of students joining form one?

The main purpose of this question was to find out the students' entry behavior when joining form one. This would give a direction on whether students' academic performance is influenced by marks one attained in the Kenya Certificate of Primary Education or not. In relation to the range of students' entry behavior all participants reported that their schools admitted pupils who scored 350 and above.

> *"The range is 360 to 420 marks; we normally target an average of 365 marks. So, I can give a range of 350 and above. Almost 100% is made is made up of students scoring 350 and above."* **[Participant 2].**

Participant 3 reported that though they admitted students scoring 350 marks and above however there were few exceptions of students who were admitted with 300 to 350 marks. Those being admitted with 300-500 marks were allowed because they belonged to the community which owned the school. General observation from the participants is that students joining form one are admitted with very high marks.

4.8.5.6 Instructional Leadership in high performing schools

a) Who monitors lessons during learning?

The aim of this question was to find out the level of instructional leadership in the schools. Was there any difference, how did the school principals manage the institutions? Two participants reported that the head of departments and subject coordinators monitored the lessons during learning.

> *"The subject coordinators and head of departments monitor the lessons from form one to form four"* **[Participant 2]**

> *"During learning the head of department monitors what is covered throughout the week and also checks the record of work." (Participant1)*

Two other participants said that the principal and deputy principal monitor the lessons during learning. In contrast to the above responses one participant spoke of no monitoring going on when lessons were going on because in their school teachers were responsible enough and therefore did their work well as expected. The response from the participants showed that monitoring of lessons was a delegated responsibility most principals did not do that work.

b) Professional Development courses in high performing schools

Interview question: Does the school offer professional development courses?

Concerning whether the teachers attended professional courses all participants reported that their teachers attended professional development courses, both internal and external. They also spoke of few teachers being nominated to attend these courses.

> *"I will say yes, but it is normally organized by KESHA, Kenya Secondary school heads association. Most of the time the school collaborates with neighboring schools to nominate teachers to attend those courses".* [**Participant 5**]

Another participant reported that "…*the school offered government related courses like psychological ones, mentoring, Cambridge compliant courses, seminars and google support courses. The school pays 40% of the fees."*

Participant 4 reported that "… *the school offered in house trainings for specific areas such as senior examiners courses for subjects such as English."*

Emerging themes.

a) Offering of professional development courses by participants.

All the participants reported that professional development courses were offered to their teachers though they varied from school to school, place and content. Examples of the courses offered were psychology, mentoring, Cambridge related courses, senior examiners courses and google support courses.

a) How frequent is the professional development of teachers?

All participants reported that the frequency varied from school to school.

b) Is there any emphasis on the vision of the school?

The aim of this question was to probe if there was emphasis on the vision of the school by the school principal. Emphasis on school visions helps learners get a direction on how to realize their goals though following it.

All participants reported that their schools emphasized on the school vision during assemblies, there exercise books had the vision on the cover page.

c) Learning resources in high performing schools

Interview question: Are there adequate learning resources

The main purpose of this question was to ascertain whether the schools had adequate learning resources All participants reported that their schools had adequate resources, for the government schools they had enough text books because the Kenyan government supplied textbooks for all subjects. Participant 2 reported that the school had adequate learning resources. They had enough desks, teachers whose ratio was 1:25, adequate laboratories such as computer, science, physics and chemistry ones. Some schools had labs with smart boards with internet connectivity.

4.8.5.7 Learning communities in high performing schools

Interview question 7: Are there active learning communities?

The main purpose of this question was to ascertain if the schools had learning communities and if they were active. All the five respondents had that their schools had active learning communities, ranging from google classrooms, some based on subjects and others based on projects and assignments.

4.8.5.8 Link between learning communities and academic performance

Interview question 8: How do they contribute to improved academic performance?

The aim of this question was to find out if the learning communities promoted academic performance and in what manner. These are some of the responses

> *"The learning communities were helpful because weak learners learn from one another. In case some missed classes they would be able to catch up. In addition to that there is peer to peer teaching. Tasks are assigned and discussed in the learning communities."* **[Participant 1]**

> *"The study groups are mostly in form three and four. They have helped students with their personal work and also completion of assignments."* **[Participant 4]**

From the above responses the learning communities are helpful to the learners because they weak learners learn from one another, those who miss classes are informed on what was taught also there is peer to peer teaching.

4.8.5.9 Participation in games and leisure activities in high performing schools

Interview question 9: Has the school been participating in games or co- curricular activities?

a) Participation of ball games and indoor games.

The aim of this question was to find out if the high performing schools participate in games and if it has any relationship with academic performance. All participants reported that their schools participated in both outdoor and indoor games. Participant 1 reported that their school participated in games and other activities like swimming, netball, indoor games such as scrabble and chess. Another one said that

> *"So here we have a program for Wednesday, the lessons end a bit earlier than usual, the normal lessons up at 3pm. This means that from 3pm -4.20 pm, they have activities such as games and clubs on an alternating basis."* **[Participant 3]**

Participant 5 spoke of games, football, basketball, clubs such as junior achievers were some of the games that the school participated in. All participants had their students participating in football. The general conclusion from the participants is that the students participated in various games.

4.8.6 Presentation and analysis of qualitative data from low performing schools.

4.8.6.1 Introduction

This section presents the analysis and interpretation of qualitative findings from selected low performing secondary schools in Mombasa County. A semi structured interview was used to gather information from the participants. The findings of this were on objective two of the study which was purely qualitative.

4.8.6.2 Student indiscipline in low performing schools

Interview question 1: What type of student indiscipline cases are common in your school?

The aim of this question was to find out the type of indiscipline cases that were common in low performing schools, this would show the magnitude of the problem. Three themes were found these were drug abuse, absenteeism and lateness. All participants acknowledged that drugs, lateness, absenteeism were very rampant in their schools. 3 out of 5 participants said that their students were also rude.

    a) Drug abuse

> *"Drug abuse, truancy, laxity, we have disobedience especially to teachers and student leaders, these are the most common* "[**Participant 7**]

    b) Absenteeism

> On issue of absenteeism some participants reported that it was a problem in their schools. This is shown in the excerpt below

> *"There quite a number you know one of them is absenteeism that is indiscipline because presently they leave without permission, they can*

be out even for 23 days, another one is drugs, quite a number take drugs even bhang, we had a few cases of indiscipline, students also defy teachers, they refuse to kneel even when they do not do homework". **[Participant 9]**

Another one reported this

"The most common indiscipline cases we can talk about is absenteeism because students do not report, they do not communicate to the school" **[Participant 8]**

Another one also said the following

"Quite a number, you know one of them is absenteeism that is indiscipline they can be absent for even 23 days" **[Participant 9]**

Lateness.

Three of the participants reported that lateness was one of the indiscipline cases.

"And another indiscipline case that we have is late coming" **[Participant 8]**

One of the participants said

"What I will say actually is that our school is known for very high level of discipline but will never fail to have one, indiscipline student cases that we have are late comers" **[Participant 6]**

Another participant stated

"One of the indiscipline cases that we have is late coming, being a day school, some reside a bit far from school" **[Participant 10]**

Other indiscipline cases raised by the participants were wearing open shoes, wearing wrong uniform, noise making, laxity, non-completion of homework fighting, smoking and boy-girl relationship

4.8.6.3 Impact of student indiscipline on academic performance.

Interview question 2: How has the student indiscipline impacted the school's academic performance?

All the participants confirmed that the student indiscipline impacted the schools negatively, the academic performance was poor, this is what one of them said

> *"The indiscipline has really affected the school performance, because when a student is absent for the whole year, register them in Form four and they just disappear what do you expect, in fact, all those students who left after registering attained grade E, that is 7 aggregate points"* **[Participant 9]**

Participant 7 acknowledged that because of disobedience to authority and teachers, student truancy, and not following teachers' instructions, students' academic performance was low.

> *"Well, the impact is negative because like disobedience to authority, you do not expect a teacher to do his best, if one does not follow the teachers' instructions, not attending classes has a negative impact".* **[Participant 7]**

Another participant reiterated that

> *" Yes, if you look at the latest results, the major contributor to poor academic performance is noise making, some students do not come to school some even work, some even run the motorcycle businesses in Lamu. Quite a number of them are sent home there was a case of a student who wanted to pierce his friend this has affected the performance of the school''* [**Participant**   ]

4.8.6.4 Teacher characteristics in low performing schools.

Interview question 3: Describe the characteristics of your teacher's?

All the five participants describe the characteristics of the teachers as people who are committed. The following themes emerged.

a) Commitment

> *"Our teachers are qualified and registered, they are hard-working,*
> *and also work as a team. they work under minimal supervision"*
> [**Participant 6**]

Another participant described the teachers in the school as follows

b) Cooperative

"The truth is that our teachers here are not arrogant, they are cooperative

because in many meetings they cooperate". **[Participants 7]**

c) Self-driven

> *"The characteristics of my teachers are, generally they are self-*
> *driven, goal-oriented, their mission is to give best to the students*
> *"They are punctual let me confirm that they have a good relationship*
> *with students"* **[Participant   8]**

Participants 9 and 10 described the teachers as ones who are disciplined and

hardworking the other general attributes of teachers as reported by participants were

that they were hard-working, self-motivated, team players, focused, working under

normal supervision, punctual, cooperative and qualified.

4.8.6.5 Entry behavior of students in low performing schools.

Interview question 4: What is the range of student entry behavior for the majority of

students?

Low entry marks of 100-250 marks

All the participants said that the schools admitted students with as low as 150 marks in

KCPE, one participant acknowledged that the school admitted students with as low as

100 marks. Otherwise, the range of marks for the majority was 150 to 250 marks.

4.8.6.6 Impact of teacher characteristics on low performing schools

All participants said that the teachers in their schools had good qualities however the academic performance was quite low. Most of the participants reported that the teachers were motivated, punctual and had good teacher pupil relationship despite this the performance of learners was still low.

4.8.6.7 Instructional leadership in low performing schools

Interview question 6a: Who monitors lessons during learning?

Responses from participants ranged from students, principals and deputy principals. 2 participants acknowledged that students monitored the lessons through the Teacher Professional Assessment Development Program tool which was developed by Teachers Service Commission to evaluate teachers' performance.

> *"Well, there is a program where students monitor on their own, whenever a teacher enters a class, he has to sign and later the class governor notes the lesson which was and was not taught."*

The third participant stated that

> *"It is vested in the office of the deputy but I want to also thank Teachers Service Commission because it has assisted so much to the extent the class secretary is given a form designed by TSC this form is filled every lesson and every week"*

Only one participant acknowledged that monitoring of the lessons was done by the principal while the other three acknowledged that it was the deputy principal.

Interview question 6b: Does the school offer professional development courses?

Theme: No professional development courses offered.

All the five participants reported that no professional courses were offered or paid for by the school.

> *"No, because sometimes we have small issues like going for marking, where they pay for themselves, when they can't afford, they do not go,*

we can say we offer no professional courses for teachers".
[Participants 7].

The second participant reported that

"... their school offered no professional development course".
[Participant 8]

The third participant reported that

"No, the school does not offer any professional development training for the   teachers. **[Participants 9]**

The fourth participant also reiterated that

"Because of financial problems the school does not of professional development courses. "[**Participants 10]**

Only one participant acknowledged that the school offered professional development

courses.

"I will say yes, but it's normally organized by KESHA Kenya secondary heads Association, so most of the time the school collaborates with neighboring schools to train, few teachers go there"
[Participant 6]

The general impression created by the low performing schools is that

professional development courses are not offered by the school because of

financial challenges.

Interview question 6c: Does the school have adequate learning resources?

Two out of the five participants who were in government schools reported that they had

adequate textbooks but lacked adequate laboratories, classroom and libraries. Three out

of the five participants acknowledged that the schools lacked adequate textbooks,

laboratories that their schools were ill equipped, no playground, lacked laboratory

reagents, dormitories and libraries.

4.8.6.8 Learning communities in low performing schools

Interview question 8: Are their active learning communities?

a) Inactive learning communities

All the five participants acknowledged that the schools had learning communities however they were inactive. One participant said

> *"There is good advancement in technology, there is Google classroom for learners, the only issue is that the parents cannot afford the smart devices, in a class of 52 only have 20 to 30 smart devices"*

4.8.6.9 Impact of learning communities on academic performance

Interview question 9: How do learning communities contribute to academic performance?

All five participants said that learning communities can improve academic performance because weak ones can learn from bright pupils, students can also understand the topics better.

> *"They contribute a lot because the weak ones learn from the bright ones and we'll be able to pull up the weak ones when they are in groups because if it is assignments, they encourage the weak ones."* **[Participant 6]**

> *"Ok, when you conduct the study groups in different subjects it enables the students of different levels to understand the given topic".* **[Participant 8]**

> *"Well, the times we have followed the performance, those students who have passed were in certain groups."* **[Participant 7]**

> *"Definitely the learning Communities have been able to help the weak learners you know they share new ideas"* **[Participants 10]**

4.8.6.10 Games and sports in low performing schools

Interview question 10: Has your school been participating in games and other leisure activities?

All five participants expressed that the schools participated in games and other leisure activities ranging from football, men's handball, football women, volleyball, rugby and debate clubs.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to determine school cultures and their influence on academic performance in selected secondary schools in Mombasa County of Kenya. The observed trends of KCSE performances of secondary schools in Mombasa between 2012 and 2016 showed a generally dismal performance in comparison to other parts of the country. There were some schools that persistently got a mean score above the cutoff grade (C+ and above) for university entry and were labeled high performing schools or HPS. Those schools that scored less than C+ were categorized as low performance schools or LPS. Poor performance at KCSE led to decreased entries to university, higher rates of crime and prevalence of social vices in Mombasa County (Vinnerljung, 2015). Understanding the root cause of the poor performances at KCSE necessitated the investigation into the contribution of the school cultures for high performing and low performing schools. The following research questions were formulated to answer the question of role of school culture in the performance of students in KCSE in Mombasa county: 1) What characteristics of school culture are found in high performing schools in Mombasa County?; 2) What characteristics of school culture are found in low performing schools in Mombasa County?; 3) What are the descriptive trends of the performances of the selected secondary schools in Mombasa County in KCSE between 2012 and 2016?, and 4) What is the relationship between school culture and academic performance of the selected secondary schools in Mombasa County? The purpose of this chapter was to present a discussion of those findings, to put forth conclusions and to suggest recommendations based upon the research results.

5.2 Discussions of Findings

The findings of this study are discussed on the basis of the Cognitive anthropology culture theory by Goodenough (1981). The theory explains how school culture and values are received, interpreted and manifested amongst teachers, students and support staff. In turn, this collective value system influences the way everyone in the organization behaves and what they achieve. This theory proffers that personal cultural outlooks or individual "propriospects" reside in the minds of people and it includes values and traditions that are known to all members of the society. The sum of the contents of all 'propriospects' of the society's member becomes the culture pool. School culture varies from school to school and it influences academic performance of each school differently from the others.

The elements of the school cultures investigated included time on task, teaching community, student entry behavior, games activities, rising time, and instructional leadership. Each of the research questions to be answered was based on one of the cultural elements of the perceived school culture. The following sections discuss the results in line with general sequence of subsections in chapter four starting with the biodata and following through with the specific research questions, and ending up with conclusions and recommendations.

5.2.1 General overview of results

Results indicated that the response rate achieved   was over sixty percent for teachers, and over eighty percent for students and a half-half balance between the principals of two categories of the schools. This made the results an acceptable representative of the study populations.

Although the main objective had categorized the schools into two general groups of LPS and HPS, it was discovered that the twenty-five schools involved in the research were further stratified into day schools and boarding schools. While some were single sex boarding, others were mixed day schools. The other categorization was either public or private.

Majority of the schools in Mombasa are mixed day public schools. This shows the myriad types of possible combinations of school cultures and value systems in secondary schools in Mombasa County. Although the main grouping of the schools for this study was based on high and low performances, there are many variations of the school cultures even amongst the main HPS and LPS groups; the subcultures are modified by their being private or public, day or boarding, single sex or mixed school, each of which is capable of leading to different performances.

Another feature of the schools in Mombasa is most of them are headed by male principals with only twenty of them being females. There were also more male teachers than females for both categories of schools, showing how boys' schools outnumber girls'. While over fifty percent of HPS principals had masters' degrees, less than thirty percent of the LPS principals had this level of qualification; actually, over sixty of LPS teachers were first degree holders. Masters' degrees expose the principals to advanced management skills to influence decision making. Generally, the HPS schools in Mombasa had better qualified Principals than those in LPS.

In addition, majority of the LPS principals were relatively new to their schools with nearly two thirds clocking less than five years in their schools. In comparison, there were more than forty percent of HPS principals who had an experience of over ten years in their current schools. Longevity of a principal in a school makes him or her make

more impact in the particular cultural elements that influence the schools performances. These results seem to associate the higher performance with increased longevity of the school principal in the school.

In Uganda, Nannyonjo (2007) had reached the conclusion that school performance is influenced by head teacher's characteristics such as qualification, service training, experience and tenure of service in the school. These results show that all of the HPS principals and slightly over eighty percent of the LPS principals had attended a management course. So, do the HPS do better than LPS because of their more trained principals? Makau and Somerset (1980) have answered this question by noting that academic and professional qualifications of teachers were crucial factors in influencing performance. This stand was similar to Adeyemi's (1998) observation that a teacher who does not have both academic and professional teacher qualifications would undoubtedly have negative influence on teaching and learning of his or her subjects. These results therefore agree with (Nannonjo, 2007; Makau, 1980 and Adeyemi, 1998)

As for teacher's quality, Poplin, Rivera, Durish, Hoff, Kannell, Pawlak, Hinman, Straus and Venny (2001) held the view that suitable teacher qualifications enable them to do quality job such as being strict, teaching in explicit ways, fulltime learner engagement, giving help to their students among other desirables. Majority of the teachers in HPS were bachelor's degree holders with slightly over ten percent having attained a master's degree. The percentage of LPS teachers with bachelor's degree was nearly equal to that of HPS teachers and about seven percent of them having attained master's education. There were therefore no appreciable differences in the qualifications of the teachers of both categories of schools.

Some of the criteria of measuring general good teaching practices that lead to effective teaching were identified by Magno and Sembrano, (2006). These were teaching methods and strategies, classroom management, planning and organization of teaching, which any pedagogy trained graduate or master's holder has masterly of. As Magno and Sembrano, (2006) had observed, the qualifications of a teacher, such as mastery of subject and its pedagogy, directly relates to the teacher's quality and productivity. Hence, teachers in both HPS and LPS in Mombasa County are adequately qualified to do a quality teaching job, all other factors being held constant.

Results on teacher turnover show that an overwhelming majority of over seventy-six percent of LPS teachers had stayed in their schools for up to five years compared to sixty-six percent of the HPS in the same category. It was also found that there were more teachers who were "new" to their schools than were the old timers in both categories of schools. Nevertheless, in comparison to HPS, the LPS had a slightly higher frequency of new teachers than HPS in Mombasa County. As an observation, a higher rate of teacher turnover weakens the stability of the school culture which may negatively affect the performance of the schools. As noted by Horsford (2010) long experience enables teachers to develop performance standards and feedback procedures and value leadership which they use to guide their learners. Similarly, as Malowski (2001) found out, teachers in more successful schools reported that their senior teachers were aware of matters such as staff punctuality and that they checked that policies were being maintained as in matters such as in the setting of homework. In the same line of thinking, Horsford (2010) adds that teachers gain this consistence of quality the more they stay in one school. Since teachers gain this consistence of quality the more they stay in one school, the opposite happens when the teacher turnover is high, as is the case in LPS in Mombasa County.

Attending management courses for teachers improve their leadership skills in running their routine work, planning programs, influencing learning activities and controlling the discipline of learners. This leadership is given by teachers, as Nova Scotia (2018) put , when they focus on improving the effectiveness of instruction so as to increase the achievement of all students, know when, how and why to initiate change, create a school wide inclusive culture of high expectations for achievement and for rigor, relevance and respect in the classroom.

These results indicate that over seventy percent of the HPS and over sixty percent of the teachers in LPS teachers had attended these courses, giving a difference of about ten percent in favor of the HPS.

In conclusion, the implication of these results are that majority of teachers in both LPS and HPS albeit with a slight bias for the latter group, were well versed in the managerial skills they needed to manage and influence academic performances of their students, by providing instructional leadership.

5.2.2 Research question one

What characteristics of school culture are found in high   performing schools in Mombasa County?

In order to answer this question, it is necessary to first outline the cultural components that were used to aggregate the overall culture of the schools. These were Instructional Leadership, Discipline, time on task, Language policy, Entry Behaviour, Teaching community, Teacher characteristics, participation in Games and bedtime/ rising time. The results of each of these elements are discussed each at a time in the following sections under similar headings.

5.2.2.1 Instructional leadership in HPS

The extent of existence of the school cultural components of instructional leadership in HPS was investigated using the elements of: first, whether the principals in HPS set the directions all should follow by setting and clarifying the Vision and mission of the school, setting clear goals for both teachers and students, as well as making learning and teaching a priority of time usage in the school.

The setting of expectations such as visions, missions and goals for the learners influences better performance if especially accompanied by a definite plan of action according to those goals. This was stated by Leith wood et al. (2006) and Principals Pont, Nusche and Moorman (2008). Results obtained from this research show that over ninety percent of the principals and over seventy percent of the teachers in HPS believe that principals were setting clear goals for both the students and teachers. Furthermore, the majorities of the respondents (principals and teachers) are adequately clear about their schools' visions and missions towards which they exerted deliberately directed efforts. These results only help to buttress those of Leith wood et al. (2006) and Principals Pont, Nusche and Moorman (2008), that the most effective schools are led by individuals who set and communicate clear goals and define plans of action according to those goals, including specific tasks for teachers and all actors in the school community. By implication, the reverse (low performance) is also a possible outcome caused by lowering the expectations for the students by setting low standards of performance for them, as observed by Elder (1981) and Rist (1970).

Secondly, the research checked whether the principals effectively played their facilitation roles of resource allocation and organizing for teachers to get necessary induction courses. Results show that to a great extent, all the Principals in HPS in Mombasa provided the resources needed for teaching and learning, as was attested to

by was supported by majority of the principals, teachers and students. In addition, Majority of HPS principals organized induction courses for their teachers to a moderate extent   showing that induction courses for teachers in HPS were a common and valued occurrence.

The other aspect of assessing the instructional leadership in HPS was whether the principals undertook their supervisory work of monitoring the various aspects of teaching such as lesson plans, evaluation of teachers' performances and of   observing the teaching and learning that was going on in the classrooms. The results of the responses by majorities of the HPS principals, teachers and students indicate that lesson plans, classroom teaching and student progress was greatly monitored by the principals.

The focusing of the schools' efforts was checked through the extent to which learning and teaching were prioritised in HPS. When results are announced by KNEC every year, ranking of schools is based on their mean grades at the examination. Similarly, the teacher promotion   is based on their productivity as indicated by their subjects' mean grades at KCSE. Hence giving the teaching and learning high priority on the schools' time use is an existential motive for the players in these schools.

Results from this research showed that all the HPS principals, majorities of their teachers and students   agreed that learning and teaching are given the first priority of all school activities in HPS in Mombasa County. The overriding impression for the HPS is that academic work is given a lot of emphasis and hence it's not surprising that the schools do well in KCSE. These results are corresponding to the observations by Purkey and Smith (1983) that effective high performing schools correlated positive school culture and academic quality, part of which is achieved through maximum use of instructional time.

Instructional leadership culminates in evaluation of teachers work by their superiors. The teachers' Service Commission has an annual requirement for the teachers to be evaluated by their peers and superiors, and then the returns made to its headquarters. But even without the TSC's requirement, the principals ought to be aware of their teachers' effectiveness and weaknesses in order to affect timely corrective interventions. Through that evaluation of teacher performance, the principals perhaps achieve the twin objectives of giving the feedback to teachers as well as their guiding their professional development, as Guzman (2000) says.

The majority of both principals and teachers agreed that teachers in HPS in Mombasa County were evaluated to a great extent. Evaluating teachers was identified by Jenkins (2010) as one of the actions principals take to promote growth in student learning. Similarly, Musungu and Nasongo, (2008) established that head teacher's frequency of internal supervision (read as evaluation of teachers) contributed towards better performance. These results, at the very least, have shown that evaluation of teachers (and probably attendant corrective feedbacks) is associated with High performance.

Therefore, the aggregate results arrived at for all these indicators of presence of instructional leadership were overwhelmingly in the affirmative by the majority of the respondents. To the extent that these were instructional leadership qualities found with HPS principals, the results are therefore in in conformity with those of Eshiwani (1998) and Ayot and Briggs (1992) all of whom linked strong leadership and administrative practices of the school to high performances in Kenyan secondary schools. Similar results were found by Carrier (2011), and Musungu and Nasongo (2008, Nyagosya, Waweru and Njuguna (2013), Lezotte (2009) and Jenkins (2010). The only nonconformity was found in the results of Mackey (2016) who did not directly link instructional leadership to academic achievement. These results therefore lead to the

conclusion that that there is a strong element of instructional leadership in high performing secondary schools in Mombasa County.

5.2.2.2 Discipline

Here discipline is seen to mean the perceptions by Simba, Agok and Kabuki (2016) that it is student behaviors and actions that conform to the predetermined rules and regulations of the school. The role of discipline in influencing the performance of students in academic work has been captured by Kaimenyi (2013) stating that "discipline positively influences academic performance by creating a good learning environment."

There are many other research findings in the social sciences, pedagogy and education which have demonstrated a strong relationship between student discipline and academic results. For instance, while Omote, Thinguri and Moenga, (2015) consider it as a basic requirement for successful teaching and learning in schools and a subject of concern among teachers, Putnam, Handler and Feinberg (2005) and Kaimenyi (2013) associated lack of discipline to declining performance.

Part of this research was to measure the level of discipline in HPS in Mombasa County so as to establish any relationships there may be with the performance of the students in national examinations. This component of school discipline was measured using the indices of the extent to which students' display disruptive behaviour; the students' respect for their teachers; whether there is punctuality of students; whether task completion was taken seriously; whether the learners have self-discipline; whether good teacher-learner relationships existed in the schools; whether there was good class attendance and whether the learners were attentive in class.

The results show that both teachers and Principals in HPS experienced disruptive behaviour by students only to a small extent. According to the principals, HPS students greatly respected their teachers although the teachers rated this to moderate extent. There were moderate levels of punctuality to programs by both teachers and students. There was a great extent of seriousness with which students took task completion. Both principals and teachers rated their students as moderately self-disciplined. According to both principals and teachers, there was a moderately good teacher-learner relationship. However, while the HPS Principals thought the class attendance by learners was great, the HPS teachers rated students' class attendance as only moderate, thus indicating some noticeable level of student absence. Nevertheless, both principals and teachers rated the learners' attentiveness in class moderate, which again shows some deficiency in lesson concentration which lead to less than perfect performances.

The results support what Aziz (2009) observed that discipline is an important ingredient in the school system. They are also in line with Putnam, Handler and Feinberg (2005) who argued for a strong relationship between discipline and academic achievement and that a lack of discipline is considered as a factor in declining performance. These results also agree with those of Pasternak (2013) who found that, in Israel and United States of America, the four skills of perseverance, meeting schedules, goal setting and planning, which are attributes of discipline, positively influenced academic performance.

In conclusion, most items on discipline were scored from moderate to great and consequently it is inferred that the level of discipline in HPS is between moderate and great. Therefore, the better levels of discipline among the HPS students may partially explain their higher performance at KCSE.

5.2.2.3 Time on task

Time on task was explained by Berlin (1991) as "the time students appear to be paying attention to materials or presentations that have instructional goals. Academic (or actual) learning time is the instructional time when classroom learning actually occurs in a subject area, typically guided by the teacher.

The results from the three categories of respondents, principals, teachers and students, show that the ratio of time on task in HPS is high compared to other activities. The high performance in HPS in Mombasa County may be related to this focus on time usage for academic work.

Similar conclusions were obtained by Lezotte (2010) identifies time on task or opportunity to learn as one of the characteristics of an effective school where students tend to learn most of the lessons they spend time on. Kagawaran (2005) also explains that to arrest the deteriorating quality one of the immediate tasks that need to be undertaken is to increase engagement time on task, maximizing the use of the time allotment for every subject and reducing the non-teaching duties of teachers. Schools in central Kenyan that put emphasis on time on task recorded more improved performances (Waweru and Nyagosia, 2013). This outcome is supportive of Calman (2010) who argued that developing and maintaining a persuasive focus on instruction and learning including focusing on academics and maximizing school learning time, brings about improved results. This finding is relevant in Kenyan situation because it guides the principals in choosing activities that directly convert students' time into better grades at KCSE.

5.2.2.4 Language policy in HPS

Singh, Malik and Singh (2016) opined that competence in English is the most significant factor with the positive outcome on performance of the students. Every school should seek to acclimatize their students with the usage of the official instructional language in order to enhance its mastery and ease of communication and self-expression in examinations by the students.

It was with this understanding of the role of language mastery in acquisition of academic concepts that the researcher wanted to find out whether the HPS in Mombasa had put any policy guiding their students on how to develop their language skills. Further, it was found necessary to estimate how often the teachers enforced this policy amongst the students, and whether this policy was adhered to by the beneficiaries, the students.

The results recorded in this report showed there is a moderate language policy in HPS in Mombasa County which was moderately enforced by teachers. Students were required to constantly communicate in the English language during school times. However, the students only moderately abided with this requirement resulting to a moderate masterly and use of the English language by students; finally, the students read story books to a moderate extent. The conclusion is that the language policies, their enforcement and effectiveness are not great for the HPS School, and neither do the students have a drive to read English books such as novels. Such behaviours may help explain lower rankings in KCSE compared to national schools.

In other comparable results by Nyaswabu (2013) it was concluded out that learners lack of English language skills inhibits both their understanding and expression, leading to poor academic achievement. This was because in the school setting where the medium

of instruction is English for most subjects, proficiency in English will make the learning of those subjects much easier. A similar argument by Kiplimo (2013) supports the same notion that   students who used English language as their medium of communication within the school compound developed good communication skills which expanded their academic   performance. With this revelation of the low degree of effectiveness of the language policies in HPS in Mombasa, the principals might find the need to put up more strategies to raise the use and command of the English language in their schools

5.2.2.5 Entry behaviour

Entry behaviour has been defined by the authors Ogbonnaya, Okpuruka, Iheanacho and Ndu, (2014) as those prerequisites that qualify a student to enter into any school. Student's cognitive entry qualifications which are believed to reflect students' intelligence is a factor that determines student academic achievement (Durotulu, 1994). This fact of the importance of good quality marks as spring board to higher acquisition of knowledge was also stated by Alias and Zain (2006) who observed that entry requirements determine students' educational readiness and progress. It is therefore understandable why schools should be overly concerned about the quality of students they start with in form one and the consequences upon their final KCSE. The quality of students' intake is one of the factors that contribute to quality of grades because, as Ogbonnaya et al (2014) succinctly put it, entry grades or entry marks of a student to any education program are probably the single most revealing indicator of his or her successful adjustment to the intellectual demands of a particular   course of study. It was with this knowledge of the dependence of KCSE performances on the KCPE marks in mind that the researcher set out to find out the quality of KCPE entry grades requirements and the degree of their adherence in HPS in Mombasa County.

The results from the analysis showed that the majority of slightly above sixty percent of the students in HPS in Mombasa County had entry marks above 350 marks. Although the majorities of principals' teachers and students agreed that no student was admitted without attaining the minimum cut-off points, and that the schools were strict in enforcing it, these majorities were always less than fifty percent. This was indicating the possibility of deviations from this entry requirement. However, not all schools were that strict in enforcing the policy. The possible reasons for the deviation would include the need to fill vacancies not taken up by those initially selected for one reason or another. In Kenya, it is common for students not to take up or keep their position as offered, and so schools have to often replace them with not up to the mark applicants. The higher performance of the HPS in Mombasa could be linked to their intake of the higher entry KCPE marks set for them compared to the corresponding lower entry marks for the LPS in Mombasa County. Subsequently, it was conclusive that most of the HPS student were admitted having met the minimum cut off points, but there were a few, who did not meet the cut off points for intake, since principals were not entirely strict in observing the entry requirements.

Results agrees with those of Durotulu (1994) and Alias and Zain (2006) which support the idea that the quality of students' intake is one of the factors that contribute to quality of grades. But needless to say, even the students, teachers and principals are aware that good entry marks lead to better performances in academics. Principals of HPS should endeavor to uphold the higher entry requirements for improved results in KCSE.

5.2.2.6 Learning community

Learning communities were described by Lau (2006) as one that encompasses all elements of group work and learning situations where students cooperate in order to

accomplish a specific learning objective. These groups are purposely formed to execute a particular function in class or school, such as discursive participation and problem solving (Fulton and Riel, 1991). This research had set out to find out if such groups were practically operative in HPS schools in Mombasa County, and if so, how effective they were in completion of tasks and their contribution to the performance of the students in KCSE.

The results recorded here in showed that nearly sixty percent of HPS teachers and over seventy-seven percent of the confirmed the existence of the study groups. Furthermore, all the principals and overwhelming majorities of both teachers and students also confirmed that these groups were effective in completing their tasks. This leads to the conclusion that the use of study groups in the HPS in Mombasa County is substantial and these learning groups play a major role in the performance of the students in KCSE.

Similar results were found by Frank, Beasley and Kroll (2019) and David, (2008). According to them some of the importance of learning communities was that they provide most positive climate, including personalized relationships for students and collegiality among teachers leading to higher persistence rates and have greater gains in intellectual and social development compared with their counterparts.

It would be imperative for those schools using the groups to continue and for those schools that don't have them yet, to adopt the system so as to enhance student to student support in solving academic problems and task completion.

5.2.2.7 Teacher characteristics

The effectiveness of teachers in getting students understand and master the subject content depends on some human qualities of the teacher such as teaching methods and strategies, classroom management, planning and organization of teaching. The

determinants of teachers' effectiveness include some aspects of their personality such as being tolerant, having good sense of humor, being warm and friendly, and being concerned about students (Magno and Sembrano, 2006). For this research, the components of teachers' characteristics measured were limited to Teacher's warmth and friendliness, teachers' propensity to promote   good learning habits, their effectiveness in assessing and marking students' work, teachers' use of teaching aids and their being motivating to learners.

The result of the teacher characteristics as measured herein show that the majority of the HPS students rated   their teachers as very great on the components of warm and friendly, motivating and lesson planning. They also rated their teachers as being great in use of teaching aids, promotion of good learning habits and in assessing and marking their students' works.

These results rhyme with those of by several other authors such as Poplin, Rivera, Durish, Hoff, Kannell, Pawlak, Hinman, Straus and Venny, (2001) who asserted that high performing teachers stressed particular virtues including respecting self and others, working hard, being responsible,   doing excellent work, being hopeful. Similarly, Corrigan (2005)   argued that high performing schools have teachers whose lessons were consistently prepared, have high consistency and high expectations of their students. In addition, Hopkins and West, (1994) thought that effective teachers develop   good learning habits and made well planned lessons, sustained a stimulating classroom environment and a close check on learning, with effective marking and assessment. That means, in conclusion, that the HPS teachers in Mombasa County have characteristics that support good performance of their students and this forms part of their schools' culture.

5.2.2.8 Participation in games

The level of participation of the students in games was expected at least in theory to contribute to the sharpness of students in their academic work. The purpose of this question was to find out if the HPS students' performance was in tandem with participating in games, so as to associate the two. The results indicate that the nearly half of the students only participated in games to a very little extent. Actually less only five percent of the HPS students were very serious in these games to a very great extent.

The implication of these findings is that the HPS student's higher academic performance is despite their not placing a lot of importance in games. It would appear that partition in games is inversely related to higher performance in academics for the HS in Mombasa County

These results directly support the views of Kimengi Kiptala and Okero (2014), and Kisango (2016) who argued that participation in games and sport is viewed as a hindrance to academic success and waste of student's precious time, which interferes with academic excellence. However, majority of the researchers including Waseka and Simatwa (2016), Okumu, Rono and Maithya (2009), Ongonga, Okwara and Okello (2010), Annu (2014) and Fujita, 2005 and Sing (2014) were of a contradictory view, stressing that students who participated in school-based extracurricular activities had higher grades, higher academic aspirations and better attitudes than those who were not involved in extracurricular activities at all. Their reasoning was that co-curricular activities create benefits in educational outcomes such as better school attendance, low rates of discipline issues, higher education achievements and greater sense of school loyalty or spirit. In conclusion, the culture in most HPS in Mombasa County is one in

which participation in games and sports are not taken with any serious degree of importance.

5.2.2.9 Bedtime and rising time

In this research, bedtime and rising time was considered as one of the elements of school culture which influences the performance of the students. Its importance to students' output was not only in the quantity but also the quality of time students had to use in their studies. Some writers such as Ongeti (2008), had argued that early rising benefits learners' performance while others such as Kangethe, Lyria and Nyamanga, (2014 had misgivings about it. The purpose of this item was to establish the time students woke up to engage in academic work, and perhaps correlate it to the performance at KCSE.

The results show that the majority (nearly fifty percent) of the HPS students in Mombasa County goes to bed between 10.30pm and 11.00 pm, after some sizeable group of early sleepers which constitutes nearly thirty-nine percent of the students who go to bed between 9.00 and 10.00 pm. On the other hand, the majority (nearly eighty percent) of the students woke up at between 5.00 am and 5.30 am. Consequently, the longest sleeping student would have nine and a half hours of sleep (9.00 pm to 6.30 am), while the shortest time used to sleep was six hours (11.0 pm to 5.0 am). Therefore, most HPS students had sufficient sleep of between six and nine and half hours daily.

These results seem to suggest that the HPS do better in academics despite the time the learners go to sleep or wake up. Kangethe, Lyria and Nyamanga, (2014) had found that students who woke up very early to perform house chores before going to school were perennially fatigued, lacked concentration and performed poorly. This then cannot be applicable to students of HPS Mombasa for the reason that they do not purposely wake up early to do chores which are unrelated to their school work. Even though Ongeti

(2008), found that pupils in Bungoma County who woke up early to read and prepare for class performed better in class, those findings do not seem relevant to the behaviour of the students in HPS in Mombasa. Consequently, these results neither support the findings by (Kangethe, Lyria and Nyamanga, (2014, nor those of Ongeri's 2008).

In conclusion, most HPS students had sufficient sleep of between six and nine and half hours daily and they perform better in academics despite the time they go to sleep or wake up.

5.2.2.10 Summary of findings of the culture elements in HPS in Mombasa County

The culture of HPS in Mombasa County was summarized by combining the aggregated results from each cultural element. On "instructional leadership", results showed that principals in HPS set the directions that all should follow by clarifying the Vision and mission of the school, setting clear goals for both teachers and students, prioritizing learning and teaching for time usage in the schools. Furthermore, the principals effectively facilitated resources for teaching and they organized for teachers to get necessary induction courses. In addition, the HPS principals not only monitored the lesson plans, ensuring that the teaching and learning was going on in the classrooms but they also evaluated their teachers' performances. These results therefore prove that there is a strong element of instructional leadership in high performing secondary schools in Mombasa County.

On the item of amount of time used on performing academic tasks (time on task), the results led to the conclusion that the ratio of time on task in HPS is high compared to other activities. Similarly, on the issue of discipline, the overall verdict on this item of school culture was rated moderately by the principals and teachers. These results led to the conclusion that there is some low level of indiscipline cases in HPS in Mombasa

County, though they don't seem to affect their academic performances. There was found to be present a moderate "language policy" in HPS in Mombasa, which was only moderately enforced by teachers and moderately abided to by students. The learners had a moderate mastery and use of the English language. The average view of the students and teachers was that the students moderately read story books.

Regarding the "entry behaviour", the majority of the students in HPS in Mombasa County had entry marks above 350 marks. Most of the HPS students were admitted having met the minimum cut off points and very few, if any, did not meet this criteria for intake. Generally according to the majorities, the HPS schools strictly adhered to the requirement of cut-off points before admitting their students, who were of a superior quality.

As for the "learning community" component of HPS cultures, there was conclusive evidence that the HPS schools use learning groups to enhance their studies. These groups are effective in causing students to complete their assignments and in promoting learning in HPS. Further, results on "Teacher characteristics" showed that HPS teachers are warm and friendly, they planned their lessons well, had great use of teaching aids, they motivated their students, promoted good learning habits and were great in assessing and marking their students work. These teacher characteristics supported good performance of their students and this forms part of the culture of these schools.

The results on "bed time and Rising time" proved that the majority of the HPS students in Mombasa County go to bed between 10.30pm and 11.00 pm and woke up at between 5.00 and 5.30. Most students in HPS had sufficient sleep of between six and nine and half hours daily, but this bed and rising time did not seem to affect how they performed. Finally, the results on "participation in Games/sports" component of school culture

showed that most students in HPS do not attach a lot of importance to or participate in games and sports. It appears that participation in games is inversely related to higher performance in academics for the HS in Mombasa County.

Hence the high performing secondary schools in Mombasa County are characterized by the following indices of cultural elements:

1. There is a strong element of instructional leadership in high performing secondary schools in Mombasa County.

2. The level of discipline the HPS students are between moderate and great, which is suitable for their higher performance at KCSE.

3. The ratio of time on task in HPS is high compared to other activities.

4. In the HPS Schools in Mombasa County, the language policies, their enforcement and effectiveness are not great and neither do the students have a great drive to read English books or novels.

5. Most of the HPS student were admitted having met the minimum cut off points, but principals were not entirely strict in observing the entry requirements.

6. The HPS in Mombasa County substantially use learning communities to increase rates of completion of tasks.

7. In conclusion, the HPS teachers in Mombasa County have suitable characteristics that support good performance of their students

8. In most HPS in Mombasa County, students do not consider participation in games and sports as important.

9. Most HPS students had sufficient sleep of between six and nine and half hours daily and they perform better in academics despite the time they go to sleep or wake up.

5.2.3 Research question two

What characteristics of school culture are found in low performing schools in Mombasa County?

The conviction that schools have certain defining cultures that influence how thy do their activities and fulfil their mandates, led to the need to study the secondary school in Mombasa County. While some were designated high performing, others by virtue of their persistent low annual performances in KCSE were designated low performing school, LPS. The first question answered above was about describing the culture of High performing schools in Mombasa County. The purpose of this current section is to answer the question two, which seeks to describe the culture of the LPS in Mombasa County.

The same Culture components and their elements used for question one was repeated for question two. These components were instructional Leadership, discipline, time on task, language policy, entry behaviour, teaching community, teacher characteristics, participation in games and bedtime versus rising time. In the following sections, the results of each of these elements for LPS are discussed and conclusions made. At the end a summary of the outcomes and an outline of the conclusions from the descriptors of the culture in LPS are presented.

5.2.3.1 Instructional Leadership in LPS

Jenkins (2010) defines instructional leadership as one that reflects those actions principals take to promote growth in student learning. These actions include setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans and evaluating teachers. For this research, instructional leadership in LPS is a cultural element was measured through questions testing the principals' provision

of direction in the school through setting useful Visions and missions and clear goals for both teachers and students; and measuring the teachers clarity about the purpose and focus of their lessons; Principals supervisory duties of monitoring and evaluation of teachers' work, actual teacher presentations in class, monitoring the academic behavior of learner, and the extent to which the principals provided teachers with induction courses and teaching and learning resources .

The presence of Visions and missions and the extent of clarity of goals were also tested. Johnson and Uline (2005) had found that an instructional leader has a vision of learning. According to Nova Scotia (2018), instructional leaders demonstrate instructional leadership when they create a school wide inclusive culture of high expectations for achievement and for rigor. Consequently, the elements tested to indicate how the principals provided direction were whether the principal and the school community were guided by vision and mission statements for their school. It was also tested whether the teachers had set clear goals and if they were focused on purpose of their lessons.

The results of these indicators of instruction leadership in LPS showed that the majority of the LPS teachers and their principals agreed that the vision and mission of the school's ware given an emphasis ranging from moderate to great. These two elements of school culture provide the single largest focus for everyone in the school as a guide to where their efforts should be directed. The second source of direction comes from clarification of purpose and work of the teachers. Results on these items show that the majorities of LPS teachers have a great clarity of the purpose and focus of their academic work and the lessons they prepare for their students. Further, majority of teachers and students of LPS were of the opinion that teaching and learning were given

a great   priority. By focusing on their vision, mission and purpose of the lessons the teachers and principals of LPS are agreement with Nova Scotia (2018).

According to the results, the majorities (just above sixty percent) of the LPS principals moderately facilitated induction courses for their teachers and were keen in providing the resources to a great extent. However, according to the LPS teachers responses, results showed that a small majority of only thirty four percent of the teachers had been moderately exposed to induction course. Cumulatively, about forty percent of LPS teachers had had little or no exposure to induction courses. Those who got between moderate and great exposures to the induction courses added up to   slightly over fifty five percent, with a mean of moderate exposure to induction courses. There is more reason to go by the teachers' own testimonies and conclude that these courses have not reached every teacher in LPS, and that over forty percent which is a very sizeable number of these teachers have not been professionally developed on their jobs. The consequences of poor teacher induction or development could be seen in the poor KCSE results such school post every year.

Allocating resources was considered to be a leadership role by the LPS principals. Learning resources have been associated with improved academic performance and are a key feature in instructional leadership. Their importance of instructional resources in the learning process has been captures by Salam (2011) by noting that they conveniently promote the ability of a teacher to pass message to learners in a manner that is accurate, proper, clear and understandable.

The extent to which the LPS principals provided resources indicates the ease with which the learners could get the concepts being taught. The results obtained here show that almost forty percent of the LPS students felt that their principals provided the learning

materials to a great extent. Cumulatively, nearly sixty percent had a favorable opinion of moderate to great extent of resources allocation by the principals of LPS. Their view was supported by over seventy percent of their teachers who cumulatively thought that the rate of provision of these resources was between moderate and great extent. However, it is notable that over forty percent of the students in LPS had insufficiency of learning materials, and would not have been able to adequately meet the requirement of the syllabuses. This negatively affects their performance. Most of the principals had tried to provide resources. Even with the substantial shortfall in resource allocation, most of the LPS principals would have met the criterion for good school administrators set by Johnson and Uline (2005); they considered better school administrators as those educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. Nevertheless, these schools still perform poorly. Although Lloyd, Mensh and Clark, (2000)   found in their study in Kenya, that poor performing schools were characterized by inadequate school facilities, the results of this study indicate that the low performance in LPS cannot be entirely blamed on lack of resources.

On the element of Monitoring and Evaluating teaching in HPS, results show that the majority over fifty five percent of the principals in LPS did not respond to the question on whether they monitored lesson plans. That can only be interpreted to mean that they don't. The average of responses seems to rest on moderate extent of monitoring of lesson plans in LPS.

According to Baffuor–Awuah (2011) one of the specific supervisory techniques which are employed by head teachers in the evaluation of teachers and pupils is actual visitation of the class sessions. Wekesa (1993) continued to observe that the head

teachers' supervisory roles lead to effective implementation of curriculum in order to ensure high pupils' achievement in internal and external examinations. As Baffuor – Awuah (2011) had advised, the principals should do this through classroom visitation so that they become aware of problems faced by teachers and pupils in the teaching/learning process and can therefore devise mechanisms to be put in place in order to achieve effective teaching and learning. To extent that they did not monitor teacher's lesson plans, and to some extent failed to visit classrooms, the LPS principals are not fully informed of the challenges their teachers and students are facing.

However, majority of the LPS principal said that they monitored their students learning to a great extent, to which majority of the students agreed. Hence there is a great extent of supervision of academic activities by the principals. Other results according to majority of LPS teachers and principals indicated that the extent of evaluating teachers in LPS lay between moderately and to a great extent.

Previously, results by Eshiwani (1998), Ayot and Briggs (1992), Carrier (2011), Musungu and Nasongo (2008, Nyagosya, Waweru and Njuguna (2013), Lezotte (2009) and Jenkins (2010) had linked strong leadership and administrative practices of the school to high performances. However, the results of instruction leadership in LPS cannot be described as strong. They were only moderate, which makes them fail the expectations of the team of authors above.

An outstanding weakness of the instructional leadership in LPS was noticed in the lack of monitoring teachers' lesson preparations and in providing resources. The research did not establish the reasons behind these two omissions from the requirements for good leadership in LPS. Although these results could not clearly be related to those of Mackey (2016) (who failed to see any direct link between instructional leadership and

academic achievement), it was, nevertheless, obvious that there was a deficiency in some of the instructional leadership elements in LPS, which resonate with their low performances in KCSE. In conclusion, the overall average of the means of all indicators of instructional leadership shows that the Principals LPS schools provide a moderate instructional leadership, but they had deficiencies in monitoring the lesson planning by teachers and in provision of resources.

5.2.3.2 Discipline situation in LPS in Mombasa County

Almost every teacher knows that discipline of students is a basic requirement for successful teaching and learning in schools. As Gitmo, Katola and Nyabwari (2013) tell us, student discipline in school is not only their ability to adhere to rules and regulations, but also the learner's predisposition to discern what is wrong or right. Some of the indicators of student indiscipline as pointed out by Ali (2014) can include disobedience, destruction of school property, poor attitude to learning, immoral behavior, drug abuse, stealing, lateness, truancy, tardiness, being quarrelsome and use of abusive or foul language and many more. While Machika's (2007) point out that good student discipline leads to improved performances, lack of it causes disorder at school, wastes time and hinders learners from learning optimally, and Karanja and Bowen (2012) add that such behaviour would translate into poor performance of students during examinations.

Having noted the empirical connection between indiscipline in schools and poor performance, and cognizant of the background of persistent low performances in some schools in Mombasa County, this research set out to investigate the level of discipline and the types of indiscipline cases found in LPS in Mombasa County. The purpose was to finally establish the relationship between levels of discipline in LPS and the observed trend of performance at KCSE over the years.

In order gather that information, the following investigative questions were asked about the learners in JPS: i) to what extent do LPS students show disruptive behaviour? ii) do learners in LPS have self-discipline? iii) how good are student-teacher relationships in LPS? iv.) What are the rates of   class attendance in LPS? v) Are learners attentive in LPS classes? vi) What are the level of discipline and numbers of indiscipline cases in LPS? ; vii) What are the most common types of indiscipline cases in LPS in Mombasa county?

Disruptive behaviour as an element of school discipline in LPS was investigated in this research. The results from the LPS principals' and teachers responses' averaged a moderate extent of disruptive behaviour from the LPS students. A moderate rate of disruption of programs is sufficient to derail the completion of school syllabuses which are ordinarily so packed that many schools look for extra tuition time over the holidays to ensure adequate preparations for the examinations.

Self-discipline contributes to general school discipline. A self-disciplined individual must have self-control, respect, obedience and good manners. Responding to the question of whether learners had self-discipline, the majority of the LPS principals said their students in were of the moderate extent of self-discipline, while the teachers rated the students a bit lower at "less extent". This result shows that self-discipline for the LPS students was below average. This shows that most learners in LPS fell short of the required levels of self-discipline to undertake serious rigors studying for completion of their work and higher performances. They still need some pushing and supervision to perform their parts of the academic programs.

Responding to whether students respect their teachers, the LPS principals, teachers and the students' averages of opinion translated into a moderate level of respect for the

teachers. The same result was also arrived at for the question of the quality of teacher-student relationship in LPS, where all the three groups of respondents rated it as moderate. Therefore, there was a moderate level of respect for the LPS teachers by their students. This can only mean that there is less than perfect relationship between the teachers and learners. This shows that a moderately good working relationship which has ample room for improvement to perfection. Very good relationships between the teachers and students allow them to work cooperatively towards their academic goals. However, the less than perfect teacher–student relationships could hamper the performance if, as it is apparent, develops into a permanent feature of the schools culture.

The research required to find out the rates of class attendance in LPS, as possible indicator of time spent by students on the task of learning and interacting with teachers. The results from the responses of both the LPS Principals and teachers were similar at moderate extent of attendance. The meaning of moderate is actually a near fifty- fifty situation, as opposed to little and great extents. Only great extent of attendance by LPS students of the lower quality of KCPE entry marks could assure them a good pass at KCSE. This result means that there was a less than perfect class attendance by the students. Given that examinations are set on the assumption that the syllabuses were wholly covered, then a less than a great extent of class attendance spells imminent failure to meet the requirements of the syllabuses and KCSE examination. This result shows a moderate rate of class attendance, which partly explains why these schools are considered low performing schools.

In addition, punctuality in the LPS both the principals and the teachers expressed that there was a moderate degree of punctuality in the LPS schools, but the students were not asked this question. This means the sense of time consciousness in LPS in Mombasa

County is less than perfect, and points to the existence of some sluggishness and time wasting in these categories of the schools in Mombasa County. When poor punctuality is coupled with the low levels of class attendance, they cause students failure cover a lot of course content which leads to imminent poor performances at KCSE.

Besides class attendance and punctuality, students have to be attentive to the instructions. The principals and teachers were asked to indicate the extent to which their students were attentive in class. The LPS principals and their teachers reported that their students demonstrated a moderate extent of attentiveness of the LPS students in classes. The students were not required to respond to this question. However, it is desirable that for maximization of learning, the learners should be more attentive than just moderately. Poor attention leads to misunderstanding or lack of sufficient understanding of lesson content and eventually to low performance in examinations.

Learning takes place if the learner successfully completes the requisite learning activities given by their teachers. The seriousness of completion of tasks by LPS students was reported by both the principals and teachers as being of moderate extent. Completion of tasks points to self-discipline by the students. This outcome points to a substantial degree of incomplete work, and hence incomplete learning, which might have contributed to the low performance by these LPS schools in KCSE.

The research also checked the levels of discipline and numbers of indiscipline cases in LPS. The investigative questions were asked to LPS students but not to their teachers or Principals. Their views were averaged to a moderate extent on the "level of discipline is high" schools and on the "number of discipline cases were low´ in their schools. What the students are saying is that there is a moderate or less than perfect levels of discipline in these schools. Low levels of discipline have been associated with poor

performances in academic work. High numbers of student's indiscipline continue to be a major problem in the learning institutions and have hampered the education progress of affected learning institutions. Regarding the most common indiscipline cases found in LPS in Mombasa County, the question had anticipated that the choice responses would center on noise making, absenteeism, arguing with teachers, and "others". These results from the three categories of respondents the principals, teachers and students identified arguing with teachers as the most frequent misbehavior of the choices given. A further analysis of the percentages of the students' responses shows that the choice of "others" types of indiscipline cases exist at the high percentage of over fifty percent. These other types of indiscipline cases in LPS schools were not identified by this research and they might be candidates for further research, since they seem to be the more significant indiscipline types in LPS. However, Nyabuto and Njoroge (2014) had listed some of the disruptive behaviour such as school strikes, commotions, disturbances, class boycotts, neglecting to do assignments, mass indiscipline, riots and violent strikes. Although such disruptive activities were not mentioned in the responses they could very well constitute the "others" as listed by the students. All said and done, what Vockell (1990) found in the United Arab Emirates and Nyabuto and Njoroge (2014) in Kenya, and still applies to all Kenyan schools today is that school discipline, or lack of it, is a vital ingredient for the success of students' academic performance.

The discipline status of the LPS in Mombasa County is therefore characterized by a moderate extent of disruptive behaviour from the LPS students; a below average level of self-discipline of the LPS students; a moderate level of respect for the teachers by their students; a moderate extent of class attendance by LPS students; a moderate degree of punctuality in the LPS schools; the LPS students demonstrated a moderate extent of attentiveness; a moderate extent of the seriousness of completion of tasks

by LPS students; there is a moderate or less than perfect levels of discipline in these schools and although arguing with the teachers was common occurrence, the bulk of the most frequent indiscipline cases labelled "others" were not identified by this research.

Hence, the level of the discipline in LPS in Mombasa County is below the standards that lead students to good performance in KCSE and, therefore, student indiscipline could very well explain the poor performances of these LPS schools.

These results therefore buttress the findings of Machika (2007) and Karanja and Bowen (2012), Kaimenyi (2013), Nyabuto and Njoroge (2014) and Mussa (2015), that discipline is considered vital for students' academic success. Similarly, the results related well with the research conclusions reached by Putnam, Handler and Feinberg (2005) who argue for a strong relationship between discipline and academic achievement; with a lack of discipline being considered as a factor in declining performance. In short, the discipline level in LPS in Mombasa schools is less than optimal for good performance.

5.2.3.3 Time on task in LPS

Although Time on task was explained by Berlin (1991) as "the time students appear to be paying attention to materials or presentations that have instructional goals, it was Lezottes (2010) who made the link between learning and time. He sees time on task as the opportunity to learn, and further states that students tend to learn most of the lessons they spend time on. Academic (or actual) learning time is the instructional time when classroom learning actually occurs in a subject area, typically guided by the teacher. This time on task may also be referred to as "engaged time" which is the time when students are actually involved in an instructional situational goal.

For the student, time is the currency that buys him knowledge, and the amount of that knowledge depends on how well that time was invested in paying attention and completion of given tasks. This research set out to determine time-on-task as an element of the school culture in LPS. The variables tested for this component of the school culture in LPS included teachers' focus on academic work, teachers' clarity about purpose of lesson, LPS teachers and learner's maximization of time spent on learning and adequacy of contact time for learning.

From the responses from the LPS Principals and teachers, the teachers had a great clarity about the purpose of their lessons. Similar results were obtained for the other two variables of "Teachers and learners maximize time spent on learning" and "there is adequate contact time for learning" which scored average means of great extents respectively. Corresponding results from the students on how they used their time shows that on the variable of "I wake up early to do my studies" and "I use time well", their means scores indicated a moderate extent for both items. However, on the variable "I rarely waste time doing unnecessary things" the students scored a mean response of agreement with "lesser extent" which is the same as saying they do waste time on unnecessary things. For the variable "I concentrate well in class" the students scored a mean of "great extent" according to the range of responses.

In conclusion on findings from time-on-task, the results of this section indicate that in LPS in Mombasa, the teachers were clear about the purpose of their lessons and both LPS teachers and learners maximize time spent on learning to a great extent. The students said they do waste some on unnecessary things, they concentrate well in class to a "great extent", and hence there was adequate contact time for learning.

Although Waweru and Nyagosia 2013) showed that schools in Central Kenya putting emphasis on task recorded more improved results, these results for LPS in Mombasa do not conform to the expected behaviour of students with good time-on-task. Several questions arise regarding these responses on time use in LPS. The first is, if most of the LPS students   wake up early to do their studies, use time well and concentrate well in class, then why would they persistently perform poorly in the final examinations for years? Second, might the students have given dishonest answers to the questions?

Lezottes (2010) argued that time on task implies that each of the teachers of the school has a clear understanding of what the essential learner objectives are, grade by grade and subject by subject. However, to the extent that the results show that the LPS teachers   were clear about the purpose of their lessons then they meet that condition, but the students don't. Either the students over estimated their actual engagement time, or misinterpreted it to mean being present at a desk in a classroom. Other results   on discipline show the LPS students had moderate extent of class attendance, punctuality, attentiveness, seriousness of completion of tasks and a below average level of self-discipline. All of these factors of discipline are in LPS time wasters and so this is proving that time is not well used in LPS for academic pursuits.

Bergin and Bergin (2014) further clarify time on task or academic learning time is the amount of time spent learning at school after subtracting time for taking attendance, messing around, lunch, recess, daydreaming and so forth. It appears the LPS students' concept of time on task includes all the messing around class, and day dreaming which Bergin and Bergin are referring to. But the short of it is that the students do not dedicate the bigger apportion their time to studying.

Schools that perform well in KCSE ensure that students spend most of their school time engaged in focused learning activities. The principals and teachers of LPS should benefit from suggestion by Kagawaran (2005) on how to arrest the deteriorating quality of their KCSE grades by adjusting their time on task for their students. This is can be done by lessening activities that take teachers and or students away from the classroom, maximizing the use of the allotment for every subject and reducing the non-teaching duties of teachers. Cotton (2000) also suggests that in order to maximize learning time in schools, they should ensure adequate learning time for core subjects, implementing appropriate policies to deter lateness, absenteeism and disruptive classroom behavior.

5.2.3.4 Language policy

Learning is a communication process that involves passing of ideas from one source to a receiver. For example, form a book to a reader or from a teacher to a student. Information is transmitted via a language and students use language to ask questions. The Kenya institute of Education (2002) which is now Kenya Institute of curriculum development (KICD) declared   that English is the official language of instruction in schools, colleges and universities. Consequently, students who master English reap many academic benefits in form of excellence in examinations. As observed by Nyaswabu (2013)   learners who lack of English language skills are inhibited in both their understanding and self-expression, which results to poor academic achievement by learners. To help students master the use of English language, many schools deliberately induce their students to frequently use the language in their daily communications, and have in place such a policy as part of their school culture (Kiplimo, 2013).

This research questioned the principals, teachers and students of the LPS in order to find out if they had any policy guiding the students on use of English language in

school. The response items checked on whether the LPS schools had language policies guiding the students on how to communicate or improve their mastery of the instructional language. The items included whether the LPS School has a strict language policy; if teachers enforce the language policy, whether students abide by the language policy, whether the students readily use English language, and whether the students like reading story books in the language of instruction.

Results as recorded show that the language component in LPS in Mombasa County is characterized by a presence of a moderate policy on English language in LPS, which is given a moderate emphasis and a moderate level of enforcement of by the LPS teachers. The students in LPS hardly spoke in the English language for their daily communication and hardly read story books probably because they have a small extent of mastery of the English language. Hence there is only a small extent of use of English language by the LPS students for their daily communications. This low use of the English language perhaps either causes or is a consequence of a small extent of reading of storybooks by the students. But it could as well be the effect of the predominance of Kiswahili as a business and cultural language in the coastal area.

These results echo the findings of Kiplimo (2013), Malik and Sing (2016) and Nyaswabu (2013) all of whom who found that learners' lack of English language skills inhibits their performance in academics. This culture may partially explain the low performances of the LPS in national examinations. Where the language policy was weak or non-extent, it is vital for the principals to establish and enforce the use of English as a language of instruction, so as to improve students' power of comprehension and self-expression in academic work.

5.2.3.5 Entry behaviour

The authors such as Durotulu (1994) and Alias and Zain (2006) brought to light what every teacher and educationist already knows. That Student's cognitive entry qualifications reflect student's intelligence and also determines the student academic achievement and quality of final grades. It's on such basis that schools in Kenya are graded as national or county schools and they accept students of defined ranges of performance marks at KCPE. National schools pick the cream of the KCPE performers, leaving the county schools to select their form ones from the remnants. It was upon such background knowledge that this element of school culture (entry behaviour) was investigated to find out what contribution entry marks make to the final KCSE performance for the LPS in Mombasa County.

Results arrived at show that the majority of the LPS students scored below 300 marks but above 200 points at KCPE. They were therefore not the cream of their class eight candidates and ended up in schools that perform poorly. It also came out that LPS principals do not always strictly follow the minimum marks criterion in admitting students into form one. There results show that there were some LPS students who got in without meeting the required minimum entry marks. Furthermore, not all those who were selected to join LPS in form one actually joined their appointed schools, which leaves room for the less qualified students to take up such vacancies (commonly referred to as second selection). Nearly half of the teachers, over forty percent of students and about twenty percent of LPS principals said that the reality on the ground was that it is not always true that if one had a high score in KCPE then he would automatically score highly at KCSE. Other uninvestigated factors that could affect the performance of such a student could be poor health, emotional stress and student's home –related factors, especially for the day scholars.

Low performance in higher classes was associated with low entry behaviour by among others, Durotulu (1994), Alias and Zain, (2006), Nakhanu (2009) and Thomas (2014). All of them held that student's cognitive entry qualifications   reflected the student's intelligence and is a factor that determines the student's subsequent academic achievements.   Specifically, Nakhanu (2009) had further observed that students who entered with low certificate of primary education marks   were found to be slow learners and thus delayed the completion of the syllabus.

However, although majority of the respondents in this study did not agree with the supposition that high performances in KCPE always led to high performance in KCSE, the trend of annual performances of these school prove otherwise that the empirical findings of the other researchers cited above are correct. For example, LPS intake students from the lower end of KCPE mark. The low KCPE marks relate directly to their poor performances at subsequent examinations, which have not been as good as those in HPS whose intake are from better qualified KCPE graduates. This difference in performance could be explained by the differences in the cognitive intelligence levels of the two categories of students.

5.2.3.6 Learning community

The practice of organizing learners into work groups has been practiced by teachers in many schools. Group work is in fact a method of teaching which call upon each member of the group to contribute some effort for the benefit of all members, and as Sackney (2007), such collaborative teams and learning networks function as "communities of practice". Some of the benefits of group work   were outlined by Lau (2006). Among them is that students cooperate in order to accomplish a specific learning objective, and to provide mechanisms for students to interact positively. Where one student may not have comprehended a learning point, his friend in the group would help to explain it to

him, and where a practical work requires joint effort, group members can make that work easier by sharing it among themselves.

This research set out to establish the extent to which such groups are utilized in the LPS in Mombasa County. The question items sought to establish the presence of such study groups, their helpfulness and effectiveness in assisting the students to complete their assigned academic tasks.

The results show that nearly seventy percent of the LPS principals and nearly eighty percent of the LPS teachers reported the presence of these groups in their school. However, there were notable thirty one percent of the schools LPS principals and over twenty three percent of the LPS teachers who confirmed that they do not form such study groups in their schools. The effect of lack of these study groups on the overall performance of the LPS cannot be neglected.

In the follow up question of the usefulness of the study groups in assisting the students to complete their tasks, the overwhelming majorities of over three quarters of the LPS principals and over ninety percent of their teachers replied in the affirmative. Consequently, in the PLS, these groups are deemed to be important in enabling the students cover the tasks that are essential for their learning. These work groups were not only useful but also effective in enhancing learning and completion of tasks by the students, according to the majorities of the principals and teachers of those schools. Those principals and teacher who said the groups are not effective in helping the students complete their work can only be from the schools that don't use such groups, and so don't know their value. That far these results confirm that most principals and teachers of LPS were aware of the benefits of the study groups. So far these results are supportive of the views held by Sackney (2007), Lau (2006) and Kisumo, Ahmed and

Ongeti, (2013) that learning communities can help attain better work completion rates, increase collegiality among the students and improve results in examinations. It is not, however, conceivable that any trained teacher in these schools was not aware of study groups as a method of teaching, so those not using them can only have been negligent.

Further results showed that over seventy percent of the students belonged to these groups and again a smaller group of about thirty percent didn't. Perhaps this failure to belong to a group may have been caused by the failure by teachers in these schools to establish them.

When asked to rate their performances, a cumulative majority of over fifty eight percent thought they were either good or very good, while about thirty percent rated themselves fairly. There was also a group making up seven percent of the LPS students who said they performed poorly in their academic work.

In conclusion, majority of LPH schools employ the study groups or learning communities as part of their school culture. Most of the students belonged to these groups. These learning groups were found to be useful and effective in completion of tasks given to students. Although these results could not directly link the performance of the students to the existence or absence of the study groups, nevertheless the benefits associated with their use should convince those schools without them to adopt their use.

5.2.3.7 Teacher characteristics in LPS

The success of any student in any task, such as academic performance has been associated with the kind of input the teachers put to change the student behaviour. While some teachers are known to produce superb grades from their students year after year, there are others whose subjects always bring up poor grades all through. The same patterns are observed for some schools which always do well compare to those who

perform poorly year after year. Could these variations in performances be associated to the characteristics of the teachers in this school? Could there be something the HPS teachers possess or do differently from the LPS teachers in Mombasa County? Actually, Magno and Zambrano, (2006) suggested that the content of teacher effectiveness includes some aspects of the teacher's personality, such as being tolerant, warm and friendly. Some of the other characteristics of an effective teacher suggested by Corrigan, (2005) included consistently preparing lessons, while Hopkins and West, (1994) added teachers' ability to develop   good learning habits in students, followed by   effective marking and assessment of students work. Additional variables checked whether the teachers were good motivators and whether the teachers used teaching aids in delivering their lessons.   This research tested the degree to which LPS in Mombasa County exhibited all these characteristics with a view of identifying any association between them and the observed low performances in examinations by their students. Questions were asked to the students only because they were the receivers of the various treatments by the teachers and were therefore the best judges to rate the quality of what they got from their teachers.

The results obtained show that majority of over sixty percent of the LPS students rated their teachers as showing great warmth and friendliness towards them. However, it is still notable that a bout forty percent of the students in LPS did not vote favorably for their teachers. If the forty percent feel neglected, then their commitment to those teachers' subjects drops with subsequent low performances. Other results show that over seventy percent of the LPS students felt that their teachers went to a great extent of lesson planning their lessons well. Responding to the next variable, a cumulative fifty nine percent of the LPS student said their teachers went to great extents towards promoting good learning habits among the students Again it is instructive that this

majority is much less than three quarters of the LPS students, leaving over forty percent not satisfied with their teachers' assistance in learning how to learn. Regarding the extent to which LPS teachers assessed and marked the students' work, only an accumulative fifty percent returned responses of great and very great for their teachers, with the rest fifty percent feeling dissatisfied with either the quality of assessment. However, when the mean of the responses was considered, it indicated that the LPS teachers were effective to a great extent in assessing and marking of the students' work.

When it came to motivation, the majority of the LPS students who thought their teachers motivated them to a very great extent were just slightly over forty percent. And another twenty two percent thought their teachers were great at motivating them. The cumulative percentage of those giving their teachers a positive evaluation on this item were less than seventy percent which leaves over thirty percent not satisfied with their teachers' motivational efforts. Similarly, although majority settled for a moderate extent of use of teaching aids by their teachers, this majority was small, being only slightly more than thirty percent. This trend of low percentages of the positive evaluation of the LPS teachers' characteristics was noticed for the other items on warm and friendliness, promotion of good learning habits and assessment of students' work.

To conclude on the component of the teachers' characteristics in LPS in Mombasa County, the results paint the following picture about them. Although majorities of the students responded with a mean of great for all items on teacher characteristics, all of them were below seventy percent in favor. Most of the items got majorities responses which were below fifty percent. Simply put, the teachers in LPS in Mombasa County were of great characteristics that should support good performances of their students in national examinations such as KCSE. However, it is conclusive that a substantial gap exists in the effectiveness of these teachers' characteristics in benefiting the LPS

students in their bid for higher performances at KCSE. The teachers should Endeavor to improve their warmth and friendliness, promoting of good learning habits, assessed and marking the students' work, motivating them, and using teaching aids.

To the extent that the majorities of students, despite the low percentages involved, were positive about their teachers, these findings reflect those of Corrigan (2005). Corrigan argued that high performing schools have teachers whose lessons were consistently prepared, and have high consistency and high expectations of their students. Corrigan (2005) did not, however, highlight the characteristics of a poor teacher, although this can be inferred as the opposite of the qualities of a good teacher.

5.2.3.8 Participation in games

Over the last decade, researchers have been fascinated by the idea that student's participation on extracurricular activities could influence their performance in their academic work. For example, in the year 2005, Fujita and later Sing (2014) and Annu (2014) discovered that revealed that students participating in extracurricular activities had higher grades, higher academic aspirations and better attitudes than those who were not involved in extracurricular activities at all. It was therefore expected that schools which had a sporting culture would show a clear relationship with their academic performances. This component of the culture in the LPS was measured by asking the LPS students to indicate the extent to which they participated in games and sporting activities.

The results from the analysis show that there were four nearly equal groups of LPS students. The students whose participation in games was between great and very great scored twenty six percent, nearly equal to those who only moderately got involved in games with twenty seven percent. Those with a moderate and small extent of

participation in games made up forty-eight percent. The mean was 2.3, which shows that majority of these students in LPS, participated in games to a great extent.

Yet they perform poorly at examinations. Here our expectation that participation in games would boost the performance in LPS was shattered. The flip side of this view is the optimistic view that because of these games, the LPS have performed better than if they did not participate in games at all, but there is no evidence to support it. These results sharply contradict the findings of researchers such as Fujita (2005), Sing (2014), Annu (2014), Waseka and Simatwa (2016), Ongonga, Okwara and Okello (2010) and Okumu, Rono and Maithya (2009) all of whom found a positive correlation between participation in games and sports, and academic performance among students. According to them, students participating in extracurricular activities did better academically than students who did not participate. On the contrary, these findings tend to rhyme with Kimengi Kiptala and Okero (2014) and Kisango (2016) who argued that sport participation is viewed as a hindrance to academic success and waste of student's precious time and interferes with academic excellence. In conclusion, the school culture in LPS comprises of a great participation in games and sports.

5.2.3.9 Bedtime versus rising time

The times students go to bed and wake up determine the time duration of sleep they get, in order to sufficiently relax and be ready for the next day's work. Some researchers like Reddy (2014) argues that sleep deprivation can result in less motivation, difficulty in concentration, restlessness, slow reaction times, lack of energy, frequent errors, forgetfulness and impaired decision skills. This research needed to find out if there was a link between the times students in LPS went to bed, the time they woke up or rising times and their performances in examinations. This was particularly relevant since most of LPS in Mombasa County were also day schools, such that the logistics of commuting

to schools from homes were likely factors to influence wakeup times for the students. In addition, this research checked how well these students used their early morning time after waking up.

The results are that forty eight percent of the LPS which was the majority went to bed between ten-thirty and eleven pm. On the other hand, most of the students were up between five   and -thirty in the morning. These time differences worked out that the longest sleeping LPS student would have had nine and a half hours of   while the shortest time used to sleep was six hours. The time intervals between the average bed time   and average rising time   was seven hours. Therefore, most students in LPS had sufficient   time of at least seven hours to sleep and relax.

Regarding the use of the time when they wake up, slightly more than forty percent of LPS students only moderately used that time to do early morning studies. Cumulatively, those students who utilised their morning time to do study between moderately and to very great extents, added up to about sixty percent. Also more than a third (about thirty eight percent) of these LPS students did not do early morning study to any appreciable extent.

Seemingly, the same majority (about fifty percent) who woke up early to study seem to think they use their time moderately well. Those who used their morning time either moderately well or to a great extent were the majority, making up about sixty two percent. Those who did not utilize their time well had a similar percentage of about thirty seven percent to those who did not wake up early to do their morning studies (about thirty eight percent).

These results seem to suggest that the LPS perform poorly regardless of the time the learners go to sleep or wake up. Despite the majorities waking up early to do morning

studies and their believing that they use their time moderately well, they still don't do well in KCSE. Although Kangethe, Lyria and Nyamanga, (2014) had found that students who woke up very early to perform house chores before going to school were perennially fatigued, lacked concentration and performed poorly, students from LPS in Mombasa can't use that excuse for their performance. They do not wake up particularly early (average time was between 5.0 am and 5.30 am), and they seem to have enough time to sleep (average seven hours). Similarly, the findings by Ongeri, (2008) in his study in Bungoma County those pupils who woke up early to read and prepare for class performed better in class may not have been contradicted by the behaviour of LPS students in Mombasa County.

In conclusion, majority of the LPS students go to bed between ten thirty and eleven at night and wake up between five and five-thirty in the morning. Therefore, most students in LPS had sufficient time of seven hours to sleep. Further, only forty percent of LPS students used their early morning time moderately well to do studies, but more than a third of these LPS students did not do such studies to any appreciable extent.

5.2.3.10 Summary of school characteristics in LPS

Instructional leadership in LPS is characterized by a moderate emphasis on the vision and mission of the schools. Teachers have a great clarity of the purpose and focus of their academic work and teaching and learning were given a great priority. Although courses are offered to about a third of LPS teachers, over forty percent of the teachers have not been professionally developed on their jobs. An outstanding weakness of the instructional leadership in LPS was noticed in the lack of monitoring teachers' lesson preparations and in providing resources. There is also a great extent of supervision of academic activities and a moderate extent of evaluating teachers in LPS by the principals. Hence the Principals of LPS provide a moderate instructional leadership.

The status of discipline in LPS was characterized by   a below average level of self-discipline of the LPS students. There were moderate extents of disruptive behaviour, respect for the teachers by their students, class attendance by students, punctuality, attentiveness, and seriousness of completion of tasks by students. The overall result is that there is a moderate or less than perfect levels of discipline in these schools. Although arguing with the teachers was a common occurrence, the most frequent indiscipline cases were labelled "others" but they were not identified by this research.

Findings on time-on-task indicate that in LPS in Mombasa, the teachers were clear about the purpose of their lessons and both LPS teachers and learners maximize time spent on learning to a great extent. Although the students   claimed to concentrate well in class to a "great extent", they however wastee some time on unnecessary things and therefore, in the light of the poor levels general and self-discipline noted above, time is not well used in LPS for academic pursuits.

The Language policy in LPS in Mombasa County is characterized by a presence of a moderate policy on English language in LPS, which is given a moderate emphasis and a moderate level of enforcement by the LPS teachers. The students in LPS have only a small extent of mastery of the English language and hardly spoke in the English language for their daily communication, nor do they read storybooks to any appreciable extent.

The entry behaviour of the form one of LPS is highlighted by majority of the LPS students having scored   below 300 marks but above 200 points at KCPE. Some LPS students joined the schools without meeting the required minimum entry marks. Furthermore, not all those who were selected to join LPS in form one actually joined

their appointed schools. Most principals and teachers were convinced that attaining high scores at KCPE would automatically lead to high scores at KCSE.

Majority of LPH schools employ the study groups or learning communities as part of their school culture. Most of the students belonged to these groups. These learning groups were useful and effective in completion of tasks given to students.

The teacher characteristics in LPS are highlighted by their moderate use of teaching aids, they showed great warmth and friendliness and they were great in lesson planning; also, they went to great extents towards promoting good learning habits among the students, were very great at motivating learners and very great in assessing and marking students work. Despite use of teaching aids and motivating learners having been rated moderate and very great respectively, these majorities' opinions were themselves all below fifty percent which means they do not present a good enough teacher quality. Simply put, the teachers in LPS in Mombasa County were of great characteristics that should support good performances of their students in national examinations such as KCSE. However, a substantial gap exists in the effectiveness of these LPS teachers' characteristics in benefiting the LPS students in their bid for higher performances at KCSE. The teachers should endeavor to improve their warmth and friendliness, promoting of good learning habits, assessing and marking the students' work, motivating them, and using teaching aids.

Part of the school culture in LPS comprises of a great participation in games and sports. The bed time for Majority of the LPS students go to bed between ten thirty and eleven at night and rising time was between five and five-thirty in the morning, which gave them sufficient time of seven hours to sleep. Further, only forty percent of LPS students used their early morning time moderately well to do studies, while the rest did not.

5.2.4 Research question three

What are the descriptive trends of the performances of the selected secondary schools in Mombasa County   in KCSE between 2012 and 2016?

The annual KCSE results for Mombasa schools between 2012 and 2016 were ordered into two categories.   Schools which had mean scores equal or above the university entry cut-off points of C+ were labeled high performing schools (HPS), while those whose average points fell below university entry requirements were labelled low performing schools or LPS.

The results led to several observations. The first observation is that there were about three times more low performing schools than the high performers in each year between 2012 and 2015, except that in 2016, when the HPS dropped further, and the low performers increased. The second point is that the performances of all schools were on an improving upward trend between the years 2012 and 2015, but they took a downward turn in 2016. The third is that generally, the performance in 2016 dropped for all schools in Mombasa County in 2016 leading to many candidates not attaining the minimum university entry mark.

The trends show that there was a general increase of the two top clusters of grades A to C+ and C to C- between 2012 and 2015 where they both climaxed at 1515 and 1244 respectively. They both then sharply dropped in 2016 less than a thousand at 735 and 854 respectively. The cluster of grades of D+ to D maintained a roughly constant numbers of about 2000 students for the five years in consideration. Meanwhile the lower grades of D- and E increased slightly from 2012 to 2013, then dropped (performance improved) slightly in 2014 and 2015; however, these low grades then sharply shot upwards to 3998 in the year 2016 from a low of about 1467 in 2015. In the

year 2016 all good grades dropped while the poor performances shot to an all-time high. Except for 2015, all the other years recorded a less than 20 % transition to the universities, leaving out over 80%.

The trend analysis results have clearly revealed that the KCSE performance for the five year period between the year 2012 and 2016 was low. There was a steady annual improvement of the grades between 2012 and 2015, followed by a drastic drop in 2016. While in the years 2012, 2013, 2014 and 2015   the county took more a thousand students per year to the universities, in 2016 it managed only 735 students (which was only 9.6%) of all candidates that year. For every year, between 2012 and 2015, those who made it for university entry kept marginally increased from nineteen percent   and climaxed in 2015 with just over twenty four percent.

A special explanation needs to be made for the drastic change in the 2016 county results in relation to national performance. This poor performance in the 2016 examination in Mombasa County was reflected even at national level. During that year, the government introduced stringent examination conditions in order to curb the alleged rampant culture of cheating in KCSE examinations in the previous years. Indeed, the number of cheating cases reduced from a massive 5,101 in 2015 to only 21 in 2016 (KNEC Report, 2017). Nationally, the number of candidates with minimum university entry qualification of mean grade C+ and above was 70,073 (11.38 per cent) in 2017 compared to 88,929 (15.41 per cent) in 2016.

This means that over eighty percent of Mombasa County's form four graduates do not transit to college education for competitive courses.   Academic outcome was given a meaning by   Amasuomo (2013), Simiyu (2015), Mimrot, (2016), Njogo, Foncha & Abongdia (2018), and Mligo and Mshana (2018),   that the extent to which a student

or institution has achieved their educational goals and also how well a learner meets the standards set out by the ministry of education or the institution itself. When the performances of the most schools in Mombasa County are weighed against that definition, them most of them did not meet this criterion for all of the years in consideration.

These results further imply that more and more youths drop out of school and do not benefit from advanced formal education. According to Singh, Malik and Singh (2016) students' academic performance plays a vital role in creating the finest quality alumni who will become leaders and manpower of a particular country consequently responsible for the country's economic development. Actually, higher education is expected to have a positive influence on employability of an individual giving them higher incomes than those of low academic qualifications. Majority of Mombasa County youths perform poorly, and hence they are left behind to pursue lower-level courses, manual labour or to immerse themselves into the hopelessness associated with social vices. In a way, the school system in Mombasa County has been wasteful of county and national resources as well as career paths and opportunities for majority of their youths over the years.

Unfortunately, the performance trends in Mombasa do not give adequate assurance to the stake holders that things will be much better for their sons and daughters any time soon, unless a positive change occurs. The only redeeming outcome of this revelation of the performance trends in the region especially to school and education managers in Mombasa County is the realization that there is a need to urgently and intentionally put in place policies, provisions and activities that create and nurture a strong performance-directed culture in order to awaken the region academically.

5.2.5 Research question four

What is the relationship between school culture and academic performance of the selected secondary schools in Mombasa County?

Stablishing the relationship between school culture and academic performance of the selected secondary schools in Mombasa County was the core objective of the study. It was assessed using both correlation and regression analysis. The purpose of these two analysis techniques was to establish if indeed there is a significant relationship between study variables.

5.2.5.1 Pearson Correlation analysis of independent variable to performances

The independent variables were the theorized school culture elements of entry behaviour, instructional leadership, and level of student discipline, time on task, sleeping and rising time, teacher characteristics, language policy and the extent of student's participation in games. For this study, the dependent variable was taken as the quality of grades achieved at the KCSE examinations. The overall means of culture components were thus correlated with KCSE results data in order to investigate the bivariate relationships between school culture components and overall school performance.

The correlation results thus obtained show that learning community behaviors and academic performance in secondary schools are positively correlated in both HPS (r=.165, =.026) and LPS(r=.130, =0.033), but more strongly so for HPS than for LPS. These correlation findings imply that schools with stronger emphasis on learning communities perform better than those that don't utilize them in the course of their teaching and learning. It also shows that the use of learning communities in Mombasa schools benefits learners in their academic performances.

Learning groups were found to enhance student performance by providing a sense of identity to learners, enabling discursive participation and shared values. According to Bielaczyc and Collins, the goal of a learning community is to advance the collective knowledge. In a boarding school where most HPS were found, such communities are easy to form and sustain because of the close proximity of the learners to each other, unlike in day school were everyone disperses to different homes after the end of school day. These groups are more likely to have an impact especially, as Sackney (2007) argues, teachers in those schools participate in learning communities, share responsibility, along with students for improved student learning.

Furthermore, the results showed that teacher characteristics, especially in the relatively higher performing schools, have a significant positive association with the academic performance in secondary schools in the Mombasa County. Teacher characteristics which were identified by Magno and Sembrano, (2006) include as being tolerant, having good sense of humor, being warm and friendly, and being concerned about students. Teachers are influential to how students learn because thy help the students to focus on the content and they also simplify concepts for easier understanding. They are able to do this by maximizing the use of class time, effectively organizing what students do, how and the sequence of content learnt. Teachers also provide a broad, balanced and relevant and stimulating curriculum, besides setting high standards of teaching (Magno and Sembrano, 2006). From the results, it became apparent that the quality of teachers had more impact to the performance of HPS than in LPS, which could be an indication that the teachers in HPS were more concerned and did everything possible to help their students to achieve more. Good teachers also characterized by awareness of purpose, task orientation, high expectations for students, enthusiasm, clarity and directness, lessons consistently prepared, predictable routines, effective use of praise,

students on task, redoubling teaching efforts when learner has difficulties (Corrigan, 2005). High performance in HPS   might also have been because most were boarding schools and the teachers are by default the only available adult for academic and other kinds of help the students could have beyond class time while in school.   This is contrasted with day scholars in LPS, whose contact with teacher's most likely ends at the end of school day.

Having and enforcing a language policy in the school was found by Singh, Malik and Singh (2016) to improve the student's competence in English and was also the most significant factor with the positive outcome on performance of the students. Students with good communication skills expand their performance. The correlation coefficient results on language policy shows a significant correlation with academic performance in high performing schools (r=.168, =.024), but not in low performing ones. To explain this difference, perhaps it is informative that while it is possible to sustain such a policy to students who are localized in the boarding schools, most students of the LPS are day scholars and soon disperse daily to engage in communication in other home languages, thus diluting their mastery of the English language.

The overall combined result implies that changes or efforts to enforce language policies in Mombasa County schools have no significant effect on academic performance. This overall result is possible because the language skills gained by the fewer boarding schools students is diluted by the larger number students in day schools whose mastery of the English language is not as good. Therefore, efforts of Teachers enforcing language policies, students abiding to language policy or whether students exhibit good language skills have not significantly impacted on the academic performance in secondary schools in the county.

The time spent on undertaking a task is positively associated with academic performance for both types of schools but its effect is more profound in LPS than in HPS. Time on task was significantly positively correlated to overall county performance in KCSE meaning that that the more time students and teachers put into meaningful learning, the better was the KCSE performance in the secondary schools in Mombasa County. Here time on task means both the instructional time when classroom learning actually occurs in a subject area, typically guided by the teacher, and time students appear to be paying attention to materials or presentations that have instructional goals (Berlin, 1991). On the other hand, Opportunity to learn simply means students tend to learn most of the lessons they spend time on (Lezottes, 2010). These results make good sense because learning is always time dependent and the more a learner utilizes it on learning the more, they improve their performance. The relationship between time on task and performance was captured by Waweru and Nyagosia (2013), who confirmed that effective schools that perform well in KCSE ensure that students spend most of their school time engaged in focused learning activities. Put in another way, poor performing schools were characterized by among other factors, the lack of active participation of students in the teaching-learning process (Lloyd, Mensh and Clark, 2000).

Another performance influencing factor assessed was entry behaviour. As Senemoğlu (2009) observed; cognitive entry behaviors (such as KCPE) are a form of pre-learning that is required in order to acquire a new content at a subsequent level (such as KCSE). The correlation scores for entry behaviour and performance were high for HPS (r=.792**, =.000), but smaller for LPS (r=.460**, =.000). The correlation coefficients for the overall county performances tell the same story with (r=.633**, =.000). The results of this study have supported the notion that a student who has better entry marks

into a secondary school will most likely also perform better than the one who got in with poorer grades. Many studies investigating the effect of pre-learning (entry behavior) by among others, Alci, Erden, and Baykal (2010); Dochy, De Ridjt, and Dyck, (2002); Hailikari, Nevgi, and Kamulainen(2008); Hailikari, Nevgi, and Lindblom- Ylänne (2007) and Thompson and Zamboanga(2004) concluded that pre-learning had a positive and facilitating effect on learning at the next level. The results of this research reinforce those found by other researchers above. They also have the implication for the principals of these schools that they should stick to the entry marks cut of grades, but if they have to accept any student replacements or transfers, then they can only pick those with high enough KCPE marks.

Pearson Correlation coefficients for discipline and performance scored (r=.323**, =0.000) for high performing schools and (r= .362**, = 0.000) for LPS while overall for the county, the scores were (r= .345**, =.000) which was an average of the two. The lower coefficient for the discipline in HPS shows that it is less of a problem there than it is in LPS, where there is more indiscipline. These results show a significant positive relationship between discipline (and rather indiscipline) and school performances for both categories of schools, and by extension, the county in general. This result makes a lot of sense since disciplinary deviance is a time waster and reduces active time on task for learning. Discipline was the second (after entry behavior) most strongly correlated cultural component to performance, which stresses its importance to schools and stake holders.

These results support the conclusions arrived at by several authors including Putnam, Handler and Feinberg (2005) who found a strong relationship between discipline and academic achievement (and) a lack of discipline (was) considered as a factor in declining performance. Machika (2007) also found out that 100% of parents and

learners agreed that (student's) discipline can improve performance and that disorder at school wastes time and hinders learners from learning optimally. The same views were held by Karanja and Bowen (2012) that the loss of learning time (due to indiscipline) would translate into poor performance of students during examinations. The challenge is on the principals of LPS and particularly those of the day scholars whose daily rhythm of on-of school on daily bases erodes the disciplinary values the teachers try to inculcate in them.

Instructional Leadership apparently plays slightly more influence on performance in HPS (r=.106, =.085) than in LPS but it was more pronounced when considering the overall effect on performance in the county where it correlated slightly more strongly and significantly with performance (r= .143**, =.002). While these results do not necessarily contradict the observations by other researchers, they however do not show the expected strong relationships to performance. Although Mackey (2016) did not directly link instructional leadership and academic achievement he nonetheless observed that Schools, in which teachers' perceptions of (good) leadership are high, also tend to have higher levels of student performance. Judging from the correlations obtained, these good leadership qualities are apparently missing from both types of schools in Mombasa County. These leadership qualities were outlined by Waters, Marzano, Waters and McNutty(2005) who prescribed the roles of Principals in high performing schools to include promoting cohesion among staff; develop shared understanding of purpose, vision and mission; provide and enforce clear structures; establish rules routines regarding the running of the school; in matters of discipline, they should protect and shelter teachers from distraction; ensure that teachers have necessary materials and equipment; and teachers also have necessary staff development opportunities that directly enhance their teaching.

Results and conclusions by the following researchers had placed a lot of emphasis on the role of instructional leadership in influencing performance of students; for instance, Johnson and Uline (2005) indicated that principles of schools should promote the success of all students by advocating, nurturing and sustaining a school culture and instructional programs conducive to student learning and staff professional growth. However, Hallinger (2011) categorically claimed that the principals' role as instructional leader is the primary influence on student achievement. Similar views were held by (Lezzote, 2002) and Schreerens (1997) that effective instructional leadership has been shown to result in school improvement and effectiveness, (Lezzote, 2002). Judging by the views of Hallinger (2011), (Lezzote, 2002) and (Schreerens, 1997) it appears that the school leaderships in Mombasa County have not effectively influenced the student performances. Further, it is prudent for the school leaderships in the Mombasa County to reflect on the extent to which they conform to the prescriptions by Walters et al (2003) and make changes that count.

Rising time and bed time was a variable expected to estimate the length of sleep time the students in the schools had, since Reddy (2014), had argued that students who wake up early for school do not get enough sleep, and may not fully compensate for earlier rising times within earlier bedtimes. Another argument against early rising was that sleep deprivation can result in less motivation, difficulty in concentration, restlessness, slow reaction times, lack of energy, frequent errors, forgetfulness and impaired decision skills, which in turn have been repeatedly linked to increased rates of tardiness, truancy, absenteeism and dropping out. All these would lead to poor performance in examinations. Conversely, Ongeti, (2008) found that pupils who woke up early to read and prepare for class performed better in class.

Bedtime and sleep time had established that most students in both schools slept between 10.30pm and 11.00 pm and woke up between 5. 00a.m and 5.30 a.m., giving both groups a range of between six and seven hours of sleep. It had been expected that the factor of rising time would have had an influence on both the time available for the learners to be on the tasks and that early rising would provide prime time for academic work leading to better performances at KCSE.

Results of the correlation coefficients of rising time to performance for HPS are (r= -.152*, = .041). This means that rising time had a significantly negative covariance with performance for HPS. On the other hand, the same factor showed a positive and significant correlation with performance for LPS(r= .145*, =.018), and a very slightly negative overall correlation with performance for all the Mombasa county school (r=-0.010, = .833). Consequently, sleeping late and waking up early (i.e. less hours of sleep) seems to help LPS perform better (perhaps since most of the LPS are day scholars and they need time to commute to their schools) but has the opposite effect on HPS. Sleeping late and waking up early (i.e., less hours of sleep) causes HPS to perform poorer.

The correlation results for HPS seem to support the observation by Reddy (2014), had argued that students who wake up early for school do not get enough sleep, and therefore they perform poorly. The results for LPS contradict Reddy (2014), but somehow support Ongeti (2008) only to the extent of relating rising early and good performance. However, while Ongeti's results had found that pupils who woke up early to read and prepare for class performed better in class, there is no indication that the early rising of LPS students was for the purpose of early morning studies. The earl rising by LPS students was more likely to enable them commute to schools from their homes.

The lessons the principals of HPS can learn here is that students need sufficient sleeping time if they need to perform well in the academics, hence early sleeping tomes should be enforced. The LPS principals should equally impress on their students the importance of sleeping early, get over seven hours of sleep before waking up early for school the next day.

5.2.5.2 Regression analysis

A multivariate regression was run in which the composite independent variables were all were regressed on the dependent variable (academic performance measured as overall school means for the years 2012 to 2016) in order to identify the cultural components that had a significant effect on performance in secondary schools in Mombasa County.

The plot of residuals versus predicted values were used to check for the assumption of linearity and homoscedasticity (having equal statistical variance) with the knowledge that small absolute residuals signals that the model does not significantly deviate from a linear fit and therefore residuals are close to zero. Residuals are the differences (errors) between an observed data value and a predicted data value. On a graph, a residual is the vertical distance between a data point and the regression line.

The results showed that the Independent Variables and Dependent Variables are linearly related. This finding means that the coefficients estimates in the multivariate regression are not significantly inflated due to multicollinearity issues (Asar, 2017) and therefore the coefficient estimates are reliable in identifying the cultural components influencing academic performance.

5.2.5.3 School cultural models for LPS and HPS

The multivariate regression was then run after checking and confirming that the linear regression assumptions were sufficiently met. The regression results shows that the fitted linear model was significant both in the HPS $(F(8,171)=108.337, p<.001)$ and in LPS $(F(8,258)=43.380, p<.001)$ meaning that the researcher had obtained two significant models predicting performance in secondary schools in Mombasa County. As a result, several components that dominate the school cultures in High and low performing schools in Mombasa County are identifiable from the coefficients and are the main significant influencers of performance. The results further show that, except for leadership which was unique to the LPS, four other common factors are significant predictors of academic performance both in the HPS and in the LPS. They had the largest positive values of statistic t. These factors are teaching Community, discipline, entry behavior and time on task.

First, for the HPS, these significant cultural components are learning community $(\beta=.123, p=.001)$, Time on Task $(\beta=0.355, p=.000)$, Entry Behaviour $(\beta=.833, p=.000)$ and discipline $(\beta=.347, p=.000)$. Hence if PH represents performance for High performing schools, then it could be expressed as:

$$P_H = 0.123\ LC + 0.355\ TT + 0.833 EB + 0.347\ D + k$$

Where k is a constant representing some unknown value, LC= Learners community, TT= time on task, and EB= entry behaviour.

Secondly, for LPS the regression coefficients are 0.161 for learning community, 0.442 for discipline, and 0.365 for time on task, 0.509 for entry behaviour and 0.147 for leadership, and these five define the school culture in LPS in Mombasa County.

Therefore, the model for performance (PL) in LPS in Mombasa County can be expressed as:

PL= 0.147 IL+0.161 LC + 0.442 D+ 0.365 TT + 0.509 EB+ k

Where IL= Instructional leadership, LC = Learners community, D= discipline, TT= time on task and EB= entry behaviour and k is a constant representing other unknown factors.

The two sets of significant cultural components that influence performance for the two categories of schools have been used to formulate a cultural model for each type. These cultural models of school cultures are presented in the figure 5.1.
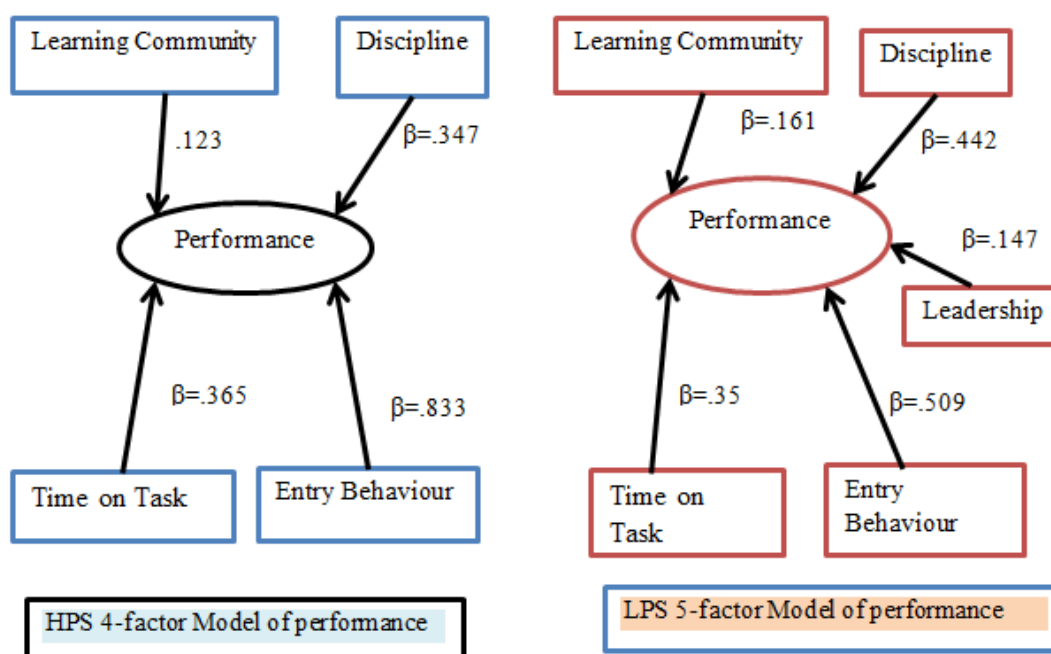
Figure 5.1: Models of cultural components   Optimal Performance in HPS and LPS schools in Mombasa County.
Source: Researcher.

5.2.6 Discussion of findings of interview from high performing schools

The low level of indiscipline cases has emerged as a main theme across all interviews.

All participants in the HPS reported that they had common or minor indiscipline cases

like wearing improper school uniform, tight trousers, using slang language, not completing homework, wearing open shoes, noise making, wearing untucked shirts and keeping untidy hair. All participants reported that though they had these minor indiscipline cases still the academic performance in these schools was quite high. Previous studies by Kaimenyi, (2013) and Omote, Thiunguri and Moenga (2015) found that discipline positively influences performance as it creates a good environment for learning. Notwithstanding, these results are also in agreement with those of the quantitative study, see table 4.12, they showed that the high performing schools had very few cases of indiscipline.

Another theme that emerged was that high performing schools selected students with very high marks, all admitted students who scored 350 marks and above in the Kenya Certificate of Primary Examination. This implies that students joining form one have higher cognitive ability hence can grasp the concepts better than students in low performing schools who have lower entry behaviour. Durotulu (1994) argued that a student's intelligence is a factor that that determines students' academic performance. In this regard it can be argued that this intelligence was a factor for their good performance. Wekesa and Simatwa (2016) had also concluded that that those with higher entry scores at KCPE performed better than those with lower entry scores.

Respondents were also required to describe the characteristics of their teachers. A consistent theme that emerged throughout the interview showed that teachers in HPS had good teacher characteristics more so their personality. The interview findings show that some schools employed teachers with very many years of experience, good morals, well dressed and had emotional stability. Other attributes of teachers in HPS were high level of commitment, competency, hardworking, punctual and were self-motivated. Magno and Sembrano (2006) had similar findings like the ones from the interview, they

found that some aspects of teacher personality such as being tolerant, having a good sense of humor, being warm and friendly and having concern about students were necessary for teacher effectiveness

Supervision and inspection of teachers is a very important aspect in instructional leadership, (Waweru, 2012). For schools to perform well the school principals must monitor what goes on in their classes or school in general. Results from the interview revealed that only one school had a principal who personally monitored the lessons. Three principals stated that that the head of departments and head of subjects monitored. In contrast principal revealed that there was no monitoring in their school because teachers were responsible enough and taught without much supervision. These interview findings point to the fact that many school principals do not do the monitoring but have delegated that responsibility to head of departments and subject heads. These findings concur with those of Waweru (2012) the teachers reported that principals neglected supervision of teachers because they were busy with administrative activities most of which kept them away from school. This could imply that high academic achievement is not so much linked to instructional leadership

On the question on whether the school offered professional courses the principals had much in common, all said professional development course were offered though the type of courses and frequency varied from school to school. The schools paid for the trainings however many of them were within the institution facilitators would come to the schools. Courses ranged from senior examiners courses, pedagogical skills, psychological and mentoring courses. The school vision was emphasized and all HPS had adequate learning facilities. In fact, principals from the HPS acknowledged that the government supplied them with enough textbooks. Masumoto and Welty (2009) similarly found that in Instructional leadership the principal shares responsibility of

instructional leadership with other educational leaders through provision of resources and guidance of teachers, communicating vision and expectations, creating appositive organizational culture and professional learning communities and exhibiting a visible presence.

From table 4.17 in HPS quantitative findings it is apparent that all the responding principals (100%) were of the opinion that there were active learning groups in their school. Similarly, the interview findings also show that all principals stated that there were active learning communities in the schools. Learning communities provide most positive climate, including personalized relationships for students and collegiality among teachers. Kisumo, Ahmed and Ongeti (2013) argue that schools as learning environments are no longer viewed as formal organizations such as factories or manufacturing industries but as learning communities with as a system of shared beliefs, values and norms amongst teachers, students and parents aimed at improved performance in national examinations. Principals in HPS schools said that learning communities were formed by the teachers, students discussed various topics in different subjects and topics. Lau (2006) describes learning communities as one that encompasses all elements of group work and learning situations where students cooperate in order to accomplish a certain task. It can be argued that active learning communities in HPS have contributed to improved academic performance. Qualitative findings of principals concerning games and co-curricular activities showed that all schools participated in football and hence corroborate with those of quantitative findings. Other games that schools participated in were netball, volley ball. Swimming, indoor games such as scrabble, chess and darts.

5.2.7 Discussion of findings of interview from low performing schools

The problem of drug abuse emerged as the major theme in qualitative findings. All schools in the LPS category had students that were abusing drugs. This definitely affected academic performance, when students take drugs, they feel drowsy, lose concentration and cannot pay much attention. Bowen (2012) had found that students' indiscipline translated to poor performance during student examinations. Absenteeism and lateness were recurring themes, principals agreed that students missed classes and teaching. Some students would even miss learning for a whole year, this meant that they would not be conversant with the subject content or syllabus ripple effect of that is that students would perform poorly. These findings are similar to those of Etsey (2005) who found that indiscipline causes loss of content and knowledge. Putnam, Handler and Feinberg, (2005) also concurs with the findings of the study, argued that lack of discipline is considered a factor for declining performance. Mussa's (2015) study on the role of students' achievements in Kinondoni area in Dar es Salaam had similar findings to the ones in this study, students reported to classes late, they were truant, used abusive language, and smoked marijuana. Students absented themselves without good reasons hence leading to low academic performance. Some of these indiscipline cases are as a result of peer group influences, in reference to Walberg's (1981) peer group was a factor that affected educational productivity. With the effects of peer group influence some students have immersed themselves in smoking, drinking, bhang and drug taking all these have affected the academic performance of students.

The success of any student in any task is associated with the kind of input the teacher puts to change the students' behavior. The results of the study point out to commitment of teachers as one of the recurring themes. Teachers were also found to be qualified, cooperative self-driven, goal-oriented, and punctual, other attributes of the teachers

were Self-motivated and being a team player. These results rhyme with those of Sembrano, (2006). Sembrano (2006) asserted that the determinants of teachers' effectiveness include aspects of their personalities for example being tolerant, humour, being warm and friendly and being concerned about students. The results of this study point to the fact that teachers are very effective however the performance in LPS is very poor this is a contradiction. The teachers in LPS are qualified and registered by TSC, this is a contrast, probably there could be other factors contributing to this poor performance.

Results of the quantitative studies obtained showed that over 60% of LPS students rated their teachers as being warm and friendly towards them. Similarly, there is a commonness in the finding because in the same way principals in the schools have acknowledged that teachers LPS have positive attributes. Whereas the expectation of would-be teachers with positive attributes should produce students who pass well, this is the opposite students are failing.

Waseka and Simatwa (2016) in their study on factors affecting academic performance in Kakamega County in Kenya found that entry behavior affected the performance of studies in KCSE. Findings of the interview show that majority of students admitted in LPS scored marks within the range of 150 and 250 marks. Other students who scored as low as 100 marks were also admitted. Several studies have attempted to assess the impact of entry behavior and academic performance. Low performance in higher classes was associated with low entry behavior, this has a direct impact on academic performance and that is why the KCSE results are quite low. Quantitative results (see table 4.17) had indicated that 61.1% of principals from LPS admitted students with low marks. Both findings from the survey and interview show that students in LPS have low entry behavior this could be a reason for poor academic performance

Monitoring of lessons during learning in LPS was a delegated responsibility. it emerged that students did the monitoring through the teachers' professional assessment development program tool. The class monitor must indicate which lessons were taught and which were missed by students

Jenkins (2010) defines instructional leadership as one that reflects those actions principals take to promote growth in student learning, these actions include setting clear goals, allocating resources to instruction, managing curriculum, monitoring lesson plans and evaluating them. School principals were interviewed so as to provide answers on who monitored the lessons during learning. The research findings have established that monitoring of lessons to a great extent was delegated to students, deputy principal. Only one principal did the actual monitoring. this means that the principals who do not have a good grip on what goes on during, Baffuor Awah -(2011). The findings have revealed that LPS did not offer professional development courses for teachers. Therefore, these schools lagged behind in adopting the new approaches and trends of teaching, this could have been a possible reason for the low academic performance.

The school plays a crucial role in all aspects of children's development. Silva, Khatibi and Azam (2018) cited the provision of physical resources, improving access to textbooks, technology and support materials, and applying equitable financial formula are among the priorities of many education reforms. School principals should strive to ensure that they are schools have adequate learning resources, findings of this study have established that the LPS lack adequate learning resources. The LPS lacked adequate learning resources ranging from textbooks, equipped laboratories, classrooms, libraries, playing fields, dormitories and laboratory reagents. Because of this the LPS have low academic achievements.

Njenga (2000) found that the national schools that performed well academically also performed well in games. Principals were to respond to the question on whether the LPS schools participated in games, all of them acknowledged that these schools participated in football, handball, volleyball and rugby. These findings are in tandem with those of quantitative approach in this study, principals had indicated that 44.4% of students participated in games quite often while 38.8% were for often. Finally, it can be concluded that despite their participation in games, the academic performance was very low. These findings differ from those of Fujita (2005) and Sing (2015), they had argued that participation in games contributes to improved academic performance.

A Learning Community is defined as a group of individuals who are interested in a common topic of the area and who engage in knowledge related set of transactions Fulton and Riel, (1991). In normal circumstances, it is expected that learners get group assignments and may be required to work in small study groups. All the principals acknowledged that there was the presence of study groups however they were inactive these findings were in agreement with those quantitative results, 68.8% of principals acknowledged that there were active learning groups they were not promoting academic performance These findings are also in tandem with those of David, (2008) and Frank, Beasly and Kroll (2019). Goodenough's (1981) cognitive anthropology culture theory argued that values are received, interpreted and manifested amongst teachers, students and support staff. In reference to this Goodenough's 1981 theory and its application in LPS it can be argued that wrong values may sometimes be passed on to students through other students and from other members of school community of which can affect the academic performance. In addition to that Walberg's (1981) theory on educational productivity suggested a number of factors that affect learners' performance. School principals have to take time to evaluate what is bad and what factors need promotion in

a school. These factors like socio-emotional influences, classroom management, parental support, student teacher characteristics, socio-behavioral attributes, peer group, school culture and classroom climate can either bring positive or negative results in a school set up. In this study these factors of educational productivity need to be revisited by school principals and see how they can be well harnessed.

5.3 Summary of Findings

The purpose of this descriptive survey was to determine school culture and its influence on academic performance in selected secondary schools in Mombasa County, Kenya. The study was justifiable because it sought to identify the cultural differences that cause discrepancies in performances between high and low performing secondary schools in Mombasa County. The concern for the poor performance for schools in Mombasa County was too many youths in the area ended up not making it to university education and subsequently missed choice opportunities in the public and private sectors.

Hence this study set out to find answers to four major questions which were expected to unlock the puzzle of perennial poor KCSE performances by secondary schools in Mombasa County. These questions were: 1) what characteristics of school culture are found in high   performing schools in Mombasa County? 2) What characteristics of school culture are found in low performing schools in Mombasa County? 3) What are the descriptive trends of the performances of the selected secondary schools in Mombasa County   in KCSE between 2012 and 2016; and 4) What is the relationship between school culture and academic performance of the selected secondary schools in Mombasa County?

Results obtained have given information that is summarized as follows:

A. The culture in high performing schools (HPS) in Mombasa County is characterized by a strong element of instructional leadership. Although there is some low level of indiscipline cases in HPS in Mombasa County, it doesn't seem to affect their academic performances. The ratio of time used on completing tasks in HPS is high compared to other activities such as games. The language policies, their enforcement and effectiveness are not great and neither do the students have a great drive to read English books or novels. Although most of the HPS students were admitted having met the minimum cut off points, principals were not entirely strict in observing the entry requirements. However, these HPS substantially use learning communities to increase rates of completion of tasks. The HPS teachers have suitable characteristics that support good performance of their students. Participation in games and sports is not considered as important and it is actually inversely correlated to higher performance in academics. Most HPS students had sufficient sleep of between six and nine and half hours although bed and rising time did not seem to significantly affect how they performed.

B. The culture in low performing schools (LPS) in Mombasa County is characterized by moderate instructional leadership which had an outstanding weakness of failure to monitor teachers' lesson preparations and poor provision of resources. In these schools, there is a moderate level of discipline in these schools, although the most frequent indiscipline cases labelled "others" were not identified by this research. In the light of the poor levels of general and self-discipline noted above, time is not well used in LPS for academic pursuits. The moderate levels of emphasis and enforcement of policy on use of English

Language in LPS has resulted into a poor of mastery of the English language and poor readership of storybooks. Furthermore, majority of LPS schools employ the study groups or learning communities as part of their school culture, and are useful and effective in completion of tasks given to students. Although the teacher in LPS were of great characteristics that should support good academic outcomes, a substantial gap exists in their effectiveness, such as providing their students with warmth and friendliness, promoting of good learning habits, assessing and marking the students' work, motivating them, and using teaching aids. Despite this result showing that majority of LPS students delighted in great participation in games and sports, their love for sports was inversely related to academic performances. Even though majority of the LPS students had sufficient time of seven hours to sleep, most of them do not use their early rising time to do morning studies.

C. The correlation findings supported the notion that a student who has better entry marks into a secondary school will most likely also perform better than the one who got in with poorer grades. Even though the Rising time for students had a significantly negative covariance with performance for HPS, it had a positive and significant correlation with performance for LPS. Furthermore, early rising was more beneficial to the performances of LPS students than those in HPS. This difference could perhaps be explained by the fact that most of the LPS students are day scholars and they need to wake up early in order to have some time to commute before the onset of lessons. In addition, schools with stronger emphasis on learning communities perform better than those that don't. It was also conclusive that time on task was significantly positively correlated to overall county performance in KCSE, but its effect is more profound in LPS than in

HPS. Therefore, the more time students and teachers put into meaningful learning activities, the better is their performance in KCSE. There was a strong relationship between discipline and academic achievement; a lack of discipline was considered as a factor in declining performance. Generally, the efforts to set up and enforce language policies have had no significant effect on overall academic performance for secondary schools in Mombasa County. Although instructional leadership is more positively correlated to performance in HPS than in LPS, that relationship was weaker than was expected. Also, the teacher characteristics had a significant positive association with the academic performance in secondary schools in the Mombasa County, especially in the high performing schools.

D. There were about three times more low performing schools than the high performing schools in each year 2012 to 2015 except in 2016. The second point is that performance of all school was on improving between 2012 and 2015 but took a downward trend in 2016.

5.4 Conclusions

As a result of the investigations in this study, it is concluded that there were two cultural models, one for HPS and another for LPS in Mombasa County which may be used to explain the trends in academic performances of the two categories of schools.

In the light of the findings and discussion it is appropriate to conclude that the differences in the types of school cultures in secondary schools in Mombasa County are responsible for the differences in their performances in KCSE. Specifically, the High performing secondary schools in Mombasa County have four cultural elements that favour better performances. These schools start off with form one entrants who have superior entry behaviour, which predisposes them to fast learning. Secondly, the

learners have good general and self-discipline that allows them to put more time on task rather than other activities. Finally, the HPS utilize the strategies of forming learners' community or study groups to enhance studies, completion of tasks and sharing a common purpose. The Low Performing Schools in Mombasa County were hindered from good performances by the already poor entry behaviour of their students (low average KCPE marks). Also, the instructional leadership fails by failing to provide adequate resources. The level of general and self-discipline are also too low to support sufficient and productive time on task for the students. However, they have a redeeming utilization of the learners' community.

5.5 Recommendations

The observed trends of KCSE performances of secondary schools in Mombasa county of Kenya over the years had indicated that they have maintained a dismal performance in KCSE as compared to other parts of the country, thus causing great concerns to the stake holders about the future of the youth in the county. The purpose of this descriptive survey was to determine school culture and its influence on academic performance in selected secondary schools in Mombasa County, Kenya. More specifically, the research had the main objective of determining if there was any relationship between school culture and academic performances so as to highlight the strengths and weaknesses for corrective action.

To answer the study questions, this study summarized findings concerning school cultural determinants of academic performance between high performing (HPS) and low performing (LPS) Secondary schools in Mombasa County. On the basis of those findings this study makes the following recommendations:

1. It is recommended that the principals in those schools need to improve on the other elements such as insufficient instructional leadership qualities such as sprucing up the supervision of teacher's lessons. The QAS and TSC should also note this recommendation.

2. The HPS principals should address rising time which had a significantly negative covariance with performance by setting up and reinforcing strict bedtime and rising times to avoid oversleeping by some students;

3. The learners should also be encouraged to participate more in games for their balanced mental and physical development and for relaxation. The HPS principals should take action.

4. The HPS principals should emphasize on the importance of conforming to the language policy as it helps the students understand concepts and express themselves better

5. Principals of HPS should also provide sufficient learning and teaching materials for effective transfer of knowledge.

6. It is recommended that the principals of LPS should address not only the negative elements noted in the conclusion that lead to poor performance, but also the extensive utilization of school times for games and sports at the expense of academic work.

5.6 Suggestions for Further Research

This researcher recognizes that it was not possible to cover all grounds in the line of discovering the contributors to the dichotomy of low and high performers among the schools in not only Mombasa County but also in the country. Such a research could for instance, reveal   the degree of similarities or differences between the characteristics of the schools that perform well or low at a national level. Such research could inform and

guide both school practices and national education policies on effective cultures for improving school performance. Therefore, this study recommends further studies that could address the limitations of trying to match the responses of the current rather than the experiences of the students who left the schools and whose results were analyzed. Such information would be more enlightening in decision making. Further research could address home, economic and social factors that may be influencing the day scholar's performance in addition to the school culture. Research is also needed in order to further investigate the main types of student indiscipline that this research did not capture but which could be adversely affecting the students' performances in Mombasa County. It would also be useful to carry out research so as to compare the cultural difference between the national schools and Mombasa schools that cause the big gaps in performances which were observed between the two. Such information would help the decision makers both at the County and national levels to align their practices and policy towards equalizing opportunities for all schools. In this research, it was recognized that apart from the measured variables, the intervening variables if measured in relation to performance, they would alter the outcome of these findings, but they were not researched. Further research would provide information to more accurately separate the effect of culture and of intervening variable on the performance of the schools in Mombasa County.

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APPENDICES

Appendix 1: Research Clearance Permit

THIS IS TO CERTIFY THAT:
MS. ROSELYN SIDI RANDU
of MOI UNIVERSITY -ELDORET, 0-80100
Mombasa,has been permitted to
conduct research in *Mombasa County*

on the topic: *SCHOOL CULTURE AND*
ACADEMIC PERFORMANCE IN SELECTED
SECONDARY SCHOOLS IN MOMBASA
COUNTY

for the period ending:
15th August,2015

....
Applicant's
Signature

Permit No : NACOSTI/P/15/2839/5920
Date Of Issue : 15th June,2015
Fee Recieved :Ksh 2,000

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

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5359

CONDITIONS: see back page

Appendix 2: Research Authorisation from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318349
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref No.

15th June, 2015

NACOSTI/P/15/2839/5920

Roselyn Sidi Randu
Moi University
P.O Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"School culture and academic performance in selected secondary schools in Mombasa County,"* I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for a period ending **15th August, 2015.**

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

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

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix 3: Research Authorization by Mombasa County Commissioner

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: Mombasa 2311201
Fax No.041-2013846
Tel.0722371400
Email: msacountycommissioner@yahoo.com
    When Replying please quote:

COUNTY COMMISSIONER'S OFFICE
MOMBASA COUNTY
P.O. BOX 90424-80100
MOMBASA

Ref. No.**MCC/ADM.25/86**

6ᵗʰ July, 2015

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
ROSELYN SIDI RANDU

This is to confirm that Roselyn Sidi Randu, holder of ID No. 8522621, who is a student at Moi University (Registration No. EDU/D.Phil.A/1014/11) has been authorized to carry out research on **"School culture and academic performance in selected secondary schools in Mombasa County"** for a period ending 15ᵗʰ August, 2015.

Any assistance given to her will be highly appreciated.

Thank you.

(APP)

NELSON MARWA SOSPETER
COUNTY COMMISSIONER
MOMBASA COUNTY

Appendix 4: Introduction Letter from Mombasa County Service Board

MOMBASA COUNTY PUBLIC SERVICE BOARD

Ref: CPSB/HR/9/1/2017 (2)   9th January, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION LETTER-ROSELYN SIDI RANDU P/NO. 20130036225

This is to confirm that the above named person is an employee of the County Government of Mombasa. She is a Board member on contractual terms.

Any assistance accorded to her will be highly appreciated.

Yours sincerely,

Jeizan Faruk
Ag. Chief Executive Officer,
Mombasa County Public Service Board

Appendix 5: Research Authorization from County Director of Education

Working with the Mombasa county government Tel 0727 649 052.

REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone: Mombasa 2315327 /
2230052
When replying please quote
Email pdecoast@yahoo.com

COUNTY DIRECTOR OF EDUCATION,
MOMBASA COUNTY,
P. O. BOX 90204 – 80100,
MOMBASA.

Ref. No.MC/ED/GEN/18/13

13th July 2015

To Whom It May Concern

RE: RESEARCH ATHORIZATION
ROSELYN SIDI RANDU

This is to confirm that Roselyn Sidi Randu, holder of ID No.8522621 is a student at Moi University Eldoret (Registration No.EDU/D.Phil.A/1014/11 has been authorized to carry out research on **"School Culture and Academic Performance in selected Secondary Schools in Mombasa County"** for a period ending 15th August, 2015.

Any assistance given to her will be highly appreciated.

Thank you.

Abdikadir M. Kike
COUNTY DIRECTOR OF EDUCATION
MOMBASA COUNTY

Appendix 6: Questionnaire for School Principals

This interview schedule is aimed at gathering information about school culture and academic performance in selected secondary schools. The answers you give will be used only for the purpose of completing this research. Your confidentiality will be assured .Please respond by either ticking or writing your freely expressed opinions in the spaces provided.

Q.1What is your gender?

Female   [_____]   Male [_____   ]

Q.2 How old are you?

20-29 [_____   ]   30-39 [_____   ]   40-49 [_____   ]   50 and above [_____   ]

Q.3 What is your highest qualification

Diploma   [_____]   Bachelors[_____]   Masters [_____   ]   PHD[_____   ]

Language

1 To what extent does your school reinforce the importance of spoken language?

   i)   Quite often   ii) Often   iii) Not at all

2) Which are your official languages spoken by (a) students? …………………………

(b) Staff? ....

(c) In your own opinion does reinforcement of English language contribute to improved academic performance?

(i) Yes [_____] (ii) No [_____]

3) Does your school have a language policy? Yes [_____   ]   No [_____]

4) In your opinion how does it contribute to improved performance? ....

……………………………………………………………………………………………

Games/ leisure activities

(5) Studies have revealed that games and leisure activities contribute to improved academic performance. What is your opinion?

a) (i) Yes……………

(ii) No………………...

(6) How often does your school participate in the following activities?

b) Clubs and societies (i) Quite often [_____] (ii) Often [____] (iii) Not at all [_____]

c) Music and drama   (i)Quite often [_____] (ii) Often [_____] (iii) Not at all [_____]

d) Sports activities   (i) Quite often [____] (ii) Often[_____] (iii) Not all   [__]

Instructional leadership

	Great extent	Moderate	Less extent	Not at all
7) Teachers prepare professional documents				
8)The lessons are well monitored				
9)Teachers are adequately monitored				
10)The principal sets clear goals for the school				
11)Learning and teaching activities are a priority in this school				

12) There are set induction courses for teachers regularly				
13) We ensure the school vision and mission is discussed regularly				
14)The principal or someone else observes teaching regularly				

Rising time

(16)   Does rising up early for preps for examination from 4.30 am to 6 am contribute to improved academic performance?

    (i)   Yes [   ]

    (ii)   No [   ]

(17)   Does starting lessons early before recommended 8 am time by ministry of education contribute to improved academic performance?

    (i)   Yes [   ]

    (ii)   No [   ]

(18)   If your answer is No what are the possible reasons for the non-improvement in academic performance?

(i)……………………………………………………………………………………

(ii)……………………………………………………………………………………

Discipline

(19) What are the most common indiscipline cases in your school?

a)…………………………………………………………..

b)……………………………………………………….

(20) Self-discipline in students is seen in perseverance, meeting time schedules, goal setting and completion of non-pleasant tasks.   To what extent does it contribute to improve   Performance?

    a) Great extent [   ]   b)Moderate extent [   ] c) Less extent [   ]

(21) What is the status of school and class punctuality in your school?

    a) Very high [   ]   c) High [ ]   c) Very low [   ]

Thank you very much for your co-operation.

Appendix 7: Interview Schedule for School Principals

The interview schedule is aimed at gathering information about school culture and academic performance in selected secondary schools in Mombasa County.

SECTION A: PERSONAL INFORMATION

Q.1 For how long have you worked in this school? ---

 Q.2 What is your age bracket?...

Q.3 what is your highest qualification?...............................

SECTION B

Q.1What type of students' indiscipline cases are common in your school?

Q.2 How has student indiscipline impacted on the school academic performance?

Q.63Describe the characteristics of your teachers

Q.4How do their characteristics influence the academic performance of your school?

Q.5 What is the range of student's entry behavior or marks for the majority?

   a) 200 marks and below
   b) 201-300
   c) 301-350
   d) 350 and above

 Q.5 Instructional Leadership

   a) Who monitors lessons during learning?
   b) Does the school offer professional development courses for teachers?
   c) How frequent is the professional development of teachers?
   d) What is the vision of the school?
   e) Are there adequate learning resources?

Q.6.Are there active learning communities?

Q.7. How do they contribute to improved academic performance?

Q.8 Has your school been participating in games and other leisure activities?

Thank you very much for your cooperation.

Appendix 8: Questionnaire for Teachers

This Questionnaire seeks to identify how school culture influences academic performance in selected secondary schools in Mombasa County. Information recorded here in will be used for the sole purpose of the research and will be handled confidentially. In the following questions pleas mark your answer with a (√) alongside the appropriate answer.

Section A

1. Please indicate your gender? Female [___]   Male [___]

2. What is your school type?   Public   [___]   Private [___]

3. Please indicate school category? Day [___]   Boarding [___]

4. Indicate if   Mixed [___]   Not Mixed [___]

5. What is your highest academic level?

 Diploma   [___] Bachelors   [___] Masters [___] Others………… (Specify)

6. How long how have you worked in this school?

0-5 yrs. [____] 6-10yrs. [____] Over 10 yrs. [___]

	Great Extent	Moderate Extent	Less Extent	Not at all
1. The lesson Plans are monitored well				
2. Teachers are adequately evaluated in this school				
3. The Principal monitors the students' progress consistently				
4. The Principal is keen in allocating learning resources				

5. The Principal sets clear goals for the school				
6. Learning and teaching activities are a priority in this school				
7. The Principal sets induction course for teachers regularly				
8. The Principal ensures the school vision and mission is discussed				
9. The Principal or someone else observes teaching regularly				

Section B

In this section B you will be asked some questions regarding Instructional Leadership your school. Indicate the level of agreement to the following statements regarding instructional leadership in this school. [Use (√)   to marks against either 1 or 2 or 3 or 4 in the provided boxes to indicate your choice answer.

Q.16   a) Are teaching / learning activities a priority to the management?

YES   [___]   NO [___]

   b) If NO what are the management's major priorities?

_____

_____

Q. 17 (a) Have you attended any induction courses, workshops or training related to your subject?

                  YES   [___]   NO [___]

a) To what extent has the management training   impacted your ability to manage your teaching?

No Impact [___]   Small Impact [___] Moderate Impact [___] Large Impact [___]

18. What teaching / learning resources are inadequate in your school?

1. ………………………………………………………………………….

2. ………………………………………………………………………….

Section C

In Section C, you are to provide the information concerning the time used to accomplish the teaching and learning tasks (time on task). Indicate your level of agreement with the statements regarding time on task in this school by putting a tick (√) against only one choice from Great Extent – 4, Moderate Extent – 3, Less Extent – 2, and Not at all – 1.

 Please Tick Where appropriate and indicate the extent to which you practice the following items.

Statement on time on task	Not at all 1	Less 2	Moderate 3	Great 4
a) Teachers here focus adequately on academic work				
b) In this school teachers are clear about the purpose of the lesson and what they are to do				
c) In this school students and teachers spend most time on learning/ teaching activities				
d) Students in class display disruptive behaviour in class				

	Very low-1	Low -2	High -3	Very High-4
e) Teachers maximize school learning time				
f) There is adequate good contact time for learning				

Section D: School Discipline

The next section D, deals with level of discipline in your school.

19. What are the most common indiscipline cases in your school [give any three]

1. …………………………………………………………………….

2. …………………………………………………………………..

3. …………………………………………………………………….

Please give responses to the questions so as to capture the discipline level in this school by ticking (√) against your choice answer. Use the number 1 – 4 as per the key: 4 – Very High, 3 – High, 2 – Low, 1 – Very Low

20. Statement	Very low-1	Low -2	High -3	Very High-4
a. In this school there is respect for teachers				
b. In this school there is punctuality in doing things				
c. In this school tasks completion is taken very serious				
d. In this school there self-discipline of learners				
e. There is good teacher – student relationship here				
f. There is good class attendance by learners				

g. Students Pay attention to instructions adequately				

Section E: Language Policies

Indicate the level of Commitment to language policy in this school by ticking (√) in the appropriate box. Use the following Keys: Great Extent – 4; Moderate Extent – 3; Less Extent – 2; Not at all –1

21. **Statement**	**Great extent**	**Moderate extent**	**Less extent**	**Not at all**
a. Principal has enacted a language policy				
b. Teachers enforce language policies				
c. Students abide by language policies and regulations				
d. Learners exhibit language skills				
e. Learners have use English language readily in the school				
f. Learners like reading story books				

Section F: Entry marks

a) What are the average minimum entry marks of students joining form one in this school?

150-199 [.......]   200-249[......]   250-299[…..] 300-349 [.....] 350 and above [.....]

Use the key below to give your opinion by ticking (√) on the right response for the following statements concerning entry behaviour in your school.

KEY: SA- Strongly Agree, **A**- Agree, **NA**- Not Always, **D**- Disagree, **SD**- Strongly Disagree

22. **Statement**	S A	A	NA	D	SD
i. The school is very strict on the minimum entry mark of students					
ii. No student is allowed to join this school with less than the cut off mark					
iii. The form 1 student we select joins the school					
iv. Those with higher entry marks scores higher in KCSE					

Section G: Learning Community / Groups

23. Are there any activities learning-communities (groups) in the classes that you teach?   Yes   [___]   No   [___]

24. Do you give them any tasks or topics for discussion? Yes [___]   No [___]

25. How effective are these groups?

Very Effective [____] Effective [____] Less Effective   [____] Not Effective [_____]

Thank You for the thought, time and effort you have put into

completing this questionnaire.

Appendix 9:   Students' Questionnaire

This is a questionnaire intended to collect information on how school culture influences academic performance in selected secondary schools in Mombasa County. Your responses will help achieve this objective. You are assured that this information will be treated with utmost confidence and only for the purpose of this research. Do not indicate our named on this questionnaire. Where boxes with choices are given, please indicate your response with a tick (√) against your choice. Put only one choice for each question.

Section A

1. Name of School _____

2. Please indicate your gender? Female [___]   Male [___]

3. Please indicate school category? Day   [___]   Boarding [___]

4. Indicate if your school is   Mixed   [___]   single sex [___]

Section B

In section B you will be asked some questions regarding Instructional Leadership in this school. Indicate the level of agreement to the following statements regarding instructional leadership in this school. Use the numbers either 1 or 2 or 3 or 4 according to the following Key: **Great Extent – 4, Moderate Extent – 3,   Less Extent – 2, and Not at all – 1]**

Questions on Instructional leadership

Statement	4	3	2	1
1. Learning in this school is given the highest priority by the principal				
2. The principal keenly monitors learning by students				
3. The principal monitors teachers keenly				
4. The principal is strict in supervision of academic activities				
5. The Principal provides learning materials adequately				

6. **Section C: Discipline**

In Section C you are to provide the information concerning the time on task. Indicate the level of agreement to the statements regarding time on task in this school, ticking (√) on only one choice. [Use the following Key: **Great Extent – 4; Moderate Extent – 3; Less Extent – 2; not at all – 1**]

	4	3	2	1
1. The discipline level is good in this school				
2. The indiscipline cases are few in this school				
3. Students respect teachers				
4. Teachers and students relates well				

5. What are the most common indiscipline cases common in your school [give any three]?_____

_____

Section D: Time on task

Please Tick Where appropriate and indicate the extent to which you practice the following items [Use the following Key: **Great Extent – 4; Moderate Extent – 3; Less Extent – 2; not at all – 1]**

Statement on time on task	1	2	3	4
6. I wake up early to study				
7. I use my time well to learn most of the day				
8. I rarely waste class time doing unnecessary things				
9. I concentrate well in class during learning				

Section E: Language Policies

Indicate the level of Commitment to language policy in this school.

[Use the following Keys: **Very Much – 4   Much – 3   Not Much - 2   Not at all – 1]**

	4	3	2	1
10. Teachers enforce language policies				
11. Students abide by language policies and regulations				
12. Student use English language always in this school				
13. Learners like reading story books				

Section F: ENTRY MARKS

14. What were your total KCPE marks? _____

Use the key below to give your opinion on the following statements concerning entry behaviour in this school.

KEY: 1- Strongly Agree; 2- Agree; 3- Not Always; 4- Disagree; 5- Strongly Disagree

	1	2	3	4	5
15. The school is very strict on the minimum entry mark of students					
16. No student is allowed to join this school with less than the cut off mark					
17. Those with higher entry marks scores higher in KCSE/ class in most cases					

Section G: Learning Community / Groups

Please tick as appropriate.

18. Are there any activities teaching communities (groups) in the classes that you teach?

Yes   [___]   No   [___]

19. Do these groups work or have topics for discussion regularly?

Yes **[___]**   No [___]

20. How effective are these groups?

Very effective [___]   Effective   [___] Less Effective   [__] Not Effective [__]

21. Do you belong to any of these study groups? Yes   [___]   No   [___]

22. How do you rate your performance in academics? [Choose one of the choices below]

Very **Good [___]**   **Good [___]**   **Fair** [___] **Poor [___] Very Poor** [___]

23. Why do you perform the way you perform in number (e) above?

1. ————————————————————————

2. ————————————————————————

3. ————————————————————————

Section H: Rising Time:

24. What time do you go to bed? 9pm-10pm [_____] 10:30-11:00 [_____] 11:30-12pm [_____]

25. When do you get out of bed in the morning? 5am-5:30am [_____] 5:30am-6:00am [_____]   6:00am-6:30am[_____] 6:30am-7:00am[_____]

Section I: Games

26. To what extent does the school participate in games at sub county, county and national schools?

Very Great extent [_____] Great extent [_____]   Moderate extent [___]
Small extent [___]

Section J: Teacher Characteristics

Indicate the extent to which the following teacher characteristics are experienced in your school. Tick the appropriate box for your choice.

Key: 1 Very Great Extent   2 Great Extent   3 Moderate Extent   4 Not at all

Response	1	2	3	4
Warm and friendly				
Teachers deliver well planned lessons				
Teachers are effective in assessing and marking students work				
Teachers motivate learners				
Teachers use of teaching aids				

Thank you for thought, effort and time you have put in completing this questionnaire.