

The quality of students' performance remains a top priority for educators who for a long time have been interested in exploring variables contributing effectively for quality of achievement of learners. Public boarding schools admit students to join Form 1 with average entry marks of 370 and above out of a possible 500 obtained at Kenya Certificate of Primary Education. At the end of four years of secondary education, only few of the schools obtain a mean score of 7.0, a grade of C+ and above with others recording majority of the students in the schools obtaining a grade of C plain (mean score of 6.9) and below. Based on the criterion for admissions the expectation of all concern stakeholders is that their children perform well in national examinations to join higher institution. This is not however the case, as there are disparities in students' academic performance which is attributed to unique schools' cultures. The purpose of this study was to establish perceptions of stakeholders on implications of school culture on students' academic performance in public boarding secondary schools. The study objectives were to: examine perceptions of stakeholders on implications of school artifacts, establish implication of collegiality, find out perceptions on school cultural norms and to determine perceptions on implication school ceremonies on students' academic performance. The study employed a structural-functional approach to organizational culture. Related literature was reviewed in line with the research objectives and guided by research questions. Concurrent Nested design employing Mixed Method Approach was adopted and utilized for this study. This study was conducted in Kisii Central Sub County in public boarding secondary schools with a target population of 7 principals, 49 HODs, 80 class teachers, 164 student leaders, 7 BOM and 7 PA chair persons. Saturated sampling obtained a sample of 6 Principals, 42 HODs, 72 class teachers, 144 student leaders, 6 BOM chairpersons and 6 PA chair persons. Data collection instruments were Questionnaires, Interviews schedules, FGDs, Document analysis and Observation protocol. Piloting in 1 school using test-retest test data and correlated applying the Pearson Product Moment Correlation Coefficients 'r' was used to ensure validity of instruments enhanced through expert vetting by two supervisors. Descriptive statistics was used to describe and summarize quantitative data in form of tables to show trends. Thematic analysis was used to analyze qualitative data into themes as they emerged. School culture was found as an important factor that drives education in schools and has direct bearing on students academic achievement. School artifacts implant school culture on stakeholders as collegiality influences the conduct and commitment of teachers' welfare towards students' academic performance. Norms and ceremonies are necessary school culture elements and collaborative crafting is perceived to contribute to performance. The study concluded that positive personal attributes of the principal combined with collegial leadership, well-choreographed artifacts and ceremonies have implications on academic performance. Taking the limitations of the study, the study suggested further study on implication of school culture on students' academic performance in day public secondary schools to establish if the findings of this study are robust for generalization and adoption.

ABSTRACT