

School Cultural: Implication of Artifacts and Collegiality on Students' Academic Performance in Public Boarding Secondary Schools in Kenya

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Abstract: In Kisii Central Sub County, few secondary schools have been perennially associated with good performance whereas majorities are attributed to low students' academic performances irrespective of the cream admission and top boarding status. These disparities in public boarding secondary schools are attributed to unique school's cultures adopted by each school that affects and guides behaviours of the entire school population positively or negatively. A culture helps members to understand the environment and determine how to respond to the values, beliefs and norms of the organization manifested by artifacts, collegiality, norms, ceremonies and rituals. The purpose of this study was to establish implication of school culture artifacts on students' academic performance in public boarding secondary schools in Kisii Central Sub County. The study objectives were to: Establish implication of school artifacts and Analyse implication of collegiality on students' academic performance. The study employed a structural-functionalist approach to Organizational Culture rooted by Malinowski, Radcliffe-Brown, Parsons, and Schein. 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. The target population was made up of 7 principals, 49 HODs, 80 class teachers, 164 student leaders, 7 BOM chairpersons and 7 PA chair persons. Saturated sampling was used to obtain a sample population constituting; 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. Reliability was addressed through piloting in 1 school which was randomly sampled from the target schools and test- retest was employed together with McMillan and Schumacher strategies to establish reliability and validity. Validity of instruments was further enhanced through expert vetting by two supervisors. Descriptive statistics such as frequencies and percentages was used to describe and summarize quantitative data in form of tables to show trends. Thematic analysis was used to analyze qualitative data and focused on the discussion of the themes and sub-themes as they emerged. The findings of the study are hoped to benefit researchers, principals, MOEST as it would be a source of knowledge on the implication of school culture on students' academic performance. The study identified that school artifacts alone do not fully in isolation influence students' academic performance but in collaboration with other factors. It was established that collegiality influence the conduct and commitment of teachers through dialogue, consultation, sharing responsibilities, privileges and teachers' welfare and extension students' academic performance. The study recommended that school principals should engage the input of other stakeholders in all school activities geared towards shaping school culture for them to succeed. The study concluded that positive personal attributes of the principal combined with effective instructional, managerial, and collegial leadership and well-choreographed artifacts have implications on academic performance. The study recommended that there is need for replication studies in other contexts and settings to establish if the findings of this study are robust and to identify any differences based on contexts for generalization and adoption.

Keywords: School Culture, artifacts, collegiality, School environment, School climate.

1. INTRODUCTION

It is very difficult to define school culture although it is the most common and comprehensive element of the schools (Hinde, 2004). School culture can be defined as the historical patterns that include the norms, values, beliefs, ceremonies, rituals, traditions and myths understood by members of the school community (Stolp and Smith, 2004). Peterson (2002) also defines school culture as the underlying set of norms, values, beliefs, rituals, and traditions that make up the unwritten rules of how to think, feel and act in an organization. Phillips (2003) characterizes school culture as the "beliefs, attitudes, and behaviors that characterize a school in terms of: how people treat and feel about each other, the extent to which people feel included and appreciated and rituals and traditions reflecting collaboration and collegiality. This study, considering the descriptions and definitions of school culture by various scholars laid its concern on school culture as the commonality of all happenings in a school set up, all physical identifiable aspects of a school, relationships and interactions, ceremonies and norms established in various schools areas or components. This study was specifically concerned with the implication of all that is or takes place in a school on students' academic performance.

According to studies in America and Europe by Lezotte and McKee, (2006); Reeves, (2009) describe characteristics that distinguish effective schools and sustain successful teaching and learning, and enhance students' achievement. Others highlight internal school improvement processes or mechanisms of evaluation that help promote effective learning and high achievement of students (Harris et al., 2002; Hopkins, 2000). Some scholars also emphasise the family background of students as an important factor that explains students' achievement (Shimada, 2010). Other intellectuals discussed aspects of school leadership skills and methods that enhance the quality of schooling and higher academic performance of students (Duke, Tucker, Salmonowicz, and Levy, 2006; Leithwood, Louis, Anderson, and Wahlstrom, 2004).

Deal (2005) identifies that school sub-cultures have been shown to have an effect on the scholastic tone of the school and subsequently on student behaviour and performance. Teachers' sub-cultures often dictate how teachers relate to one another and can undermine efforts to introduce innovations or influence expectations on the amount of time to be spent on instruction and thus influence student performance. The administrative sub-culture can often become pre-occupied with accountability, control and change, encouraging procedural conformity which can erode teacher motivation, inspirational creativity and thereby, the tone and performance of the school. Orientations of parent and community sub-cultures may also have impact through voiced expectations about school performance. These sub-cultures can have a tremendous effect on behaviour and through behaviour on performance, unless subgroups are held together by an overall cultural unity. Cultural elements influence the behaviour of administrators, teachers, parents, and students by projecting an overall image of what the school stands for. This in turn influences productivity, how well teachers teach and how much students learn.

Barth (2008) notes in research to establish school culture in Malaysia elementary schools using descriptive survey design that the major purpose of a school is to create and provide a culture that is hospitable to human learning. Structural changes made to improve schools without addressing the culture and organizational health of schools has predictably not been successful since the culture and climate of the school affects student achievement. Maslowski (2006) add that the school principal directly influences the culture and climate of the institution which according to Leithwood *et al.* (2004) says the question should be asked is what characteristics of school climate should the principal address in order to most effectively encourage and increase student achievement.

Sergiovanni (2008) on the other hand, identifies shared school values as a powerful socialiser of thoughts and behaviours. As a result, these values and norms must be a negotiated product of the shared aspirations, sentiments and principles of the school community as these values and norms are a useful unifying component of the school community, no other individual than the school leader carries the onus of exemplifying these values and positive attributes. Through strong, positive, collaborative school culture, student achievement can be increased (Muijs, Harris, Chapman, Stoll, and Russ, 2004; Waters, 2003).

In most schools, the distribution of students is normally predictive as perceived by each school stakeholders. Majority of schools each year display more or less similar results at KCSE. However, few are at the extremes of the achievement distribution, so on average, in Kisii Central Sub County each public boarding school based on what goes on in the schools (school culture), has maintained its academic performance over a period. The purpose of this research was to establish

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implications of school culture elements of artifacts and collegiality on students' academic performance in public boarding secondary schools in Kisii Central Sub County.

1.1 Objectives of the Study:

The following objectives guided this study,

- i. To establish implications of school artifacts on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County.
- ii. To analyze implications of school collegiality on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County.

1.2 Research Questions:

The following research questions guided this study,

- i. What implications have schools' artifacts on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County?
- ii. What implication does schools' collegialities have students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County?

1.3 Scope of the Study:

This study was conducted in Kisii Central Sub County, which is one of the nine sub counties of Kisii County. Kisii Central Sub County has many secondary schools; public and private- day and or boarding, mixed or single sex. Public boarding secondary schools, which all students reside in the schools for specified periods, term or year, were the only once involved in this study.

1.4 Limitations of the study:

This study consists of policy issues and in using interviews and focus group study of this nature; there were likely unwillingness or fear from some respondents in interviews to participate freely. The researcher pursued probing, persuasion and encouragement by assuring respondents of confidentiality and anonymity while handling the collected data.

Some respondents might have not been present during the interview or focused group schedules. The researcher made prior confirmations of presence or absence of respondent and this facilitated rescheduling of time or day to visit.

1.5 Theoretical Framework:

This study employed a structural-functionalist approach to Organizational Culture rooted in the functionalist research tradition advanced by Malinowski (1974) and others. Malinowski's functionalist position emerges in two cultural axioms. In the first, Malinowski argues that culture is essentially an instrumental apparatus that enables humankind to better deal with specific problems in their environment, while satisfying their needs. In line to this study, the problem is getting students achieve good grades in KCSE and keeping school status and reputation. The second axiom states that culture encompasses a system of objects, actions, and attitudes in which each part exists as means to an end. That which is a means to the end, that is, desirable academic performance lies on culture that is established in schools based on the culture elements of artifacts, collegiality, norms, and ceremonies to establish the implication on students' academic performance.

Radcliffe-Brown (2002) states that culture does not serve individual needs, but rather an objective entity that goes beyond individuals. In his view, the function of culture refers primarily to the integration of social groups. Moreover, Radcliffe-Brown has broadened Malinowski's theory that purely focused on functions, by identifying the concept of 'structure'. 'Structure' is as central to his theory as the 'function' of culture. His functionalist theory of human community grounded in a presupposed analogy between social and organic life, which leads to the notion of society as 'a system of functions of a social structure'. In this view a school as a social unit has structures which are independent in functions they perform though not singly but in interconnectedness and interlinked to one whole, the school.

2. LITERATURE REVIEW

2.1 School Artifacts and students' performance:

Artifacts are visible elements in a culture and can be recognized by people and significant to the specific school unique culture. Oluwakemi (2012) says organisational artifacts are materials, buildings, symbols, names, images, logos, catchwords make sense to all the stakeholders of an organisation; they therefore have meanings and do not just exist. Artifacts demonstrate the culture, norms and values of those who are in the organisation as well as all its stakeholders. In a nutshell it is a medium of communication within the members of the organisation as well its stakeholders and those outside the organisations; it makes enormous statements. Hofstede and Hofstede (2005) conclude that it is important, cheaper, and more effective for organisational artifacts in order to imprint the organisational culture in the 'minds' of their commitment and probably increase productivity. It also helps in reinforcing the values, norms and conventions of the organization. Hence, the need for this research to establish the artifacts existing in schools and their influence on students' academic performance in public boarding secondary schools in Kisii Central Sub County.

According to Thorsen (2009) cultures show up in visible and invisible ways. Visible expressions of culture are dress code, work environment, benefits, perks, conversations, work life, balance, titles and job descriptions, organizational structure or relationships. Invisible manifestations are values, private conversations (with self or confidant), invisible rules, attitudes, beliefs, worldviews, moods and emotions, unconscious interpretations, paradigms and norms. According to Aswathappa (2005) the purposes of culture are: effective control, promotion of innovation, strategy formulation and innovation, strong commitment from employees and performance and satisfaction. Brown (2004) defines culture as a set of common values, attitudes, beliefs and norms some of which are implicit and some of which are not. People in a particular culture tell certain kinds of behavior and mythologize certain kinds of events and the sum total of all these actions and conversations becomes the context they need for finding meaning in their lives and establishing relationships with others.

It is very difficult to define school culture although it is the most common and comprehensive element of the schools. Culture is the substantive attitudes, beliefs, values and ways of life that members of an organization, or a subgroup within it (Hargreaves, 2007). Culture influences all aspects of schools, including such things as how the staff dresses (Peterson and Deal, 2008), what staff talk about in the teachers' lounge (Kottler, 2007), how teachers decorate their classrooms, their emphasis on certain aspects of the curriculum, and teachers' willingness to change (Hargreaves, 2007).

According to Shimada (2010) there are innumerable ways a school's culture(s) can influence students' performance. It may be useful to think of the possible cultural influences as an interwoven "web" involving several components: which include the structures and programs of the school; the various cultural "clusters" of beliefs, attitudes and values present in the school and the community it serves; the routine, day-to-day actions of educators that "construct" students' educational careers, and "artifacts" that represent various cultures in and around a school. Based on this objective; this study explored school aspects that shape school culture with the aim of leading schools to achieve appealing students' performance in Kisii Central Sub County public secondary schools.

Stephen (2005) argues that visual displays are central as they channel and constrain thought. "Intellectual innovation often requires, above all else, a new image to embody a novel theory. Primates are visual animals, and we think best in pictorial or geometric terms. Words are an evolutionary afterthought". Artifacts (physical products that "embody" the structures or cultural knowledge, beliefs, attitudes and values of one or more cultures) are very powerful means of conveying explicit and tacit cultural messages. Examples of cultural artifacts in schools include visual displays on bulletin boards and walls, images and words in texts used as part of curricula, and equipment (desks, computers and others). A considerable amount of research has documented race, class, gender, or disability bias in curriculum and text materials (Grant and Tate 2001) for a review of this research these artifacts were studied to establish how they influenced school culture and eventually students' academic performance in Kisii Central sub County public secondary schools.

Huddle (2004) in a review of literature on effective leadership, cites a study in which principals in effective schools used a variety of methods to publicize the school goals and achievements in the area of academics. These included: Bringing in outstanding speakers for the National Honor Society meetings, placing names of special education students on the honor roll, Publishing an annual report of academic achievement and mailing it to parents, Displaying academic awards and

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trophies in the school trophy Case. Maehr's Psychological Environment in their book "*The Motivation Factor: A Theory of Personal Investment*," Maehr and Braskamp (2006) focus extensively on motivation, or personal investment, in organizational settings, especially as it functions among adults in the workplace. They conclude "that there is a relationship between organizational culture and personal investment—that knowing something about the cultural facets of an organization allows us to predict employee's job satisfaction and organizational commitment." This study was concerned with school culture establishment through the school artifacts in determining the participation of other educational stakeholders towards predicting students' academic performance.

Study by Deal and Peterson (2004) in a number of schools in America identified that at Ganado Primary, the head teacher and his staff constantly share stories of the many changes they have made in the school, at Joyce Elementary, faculties celebrate the successes of their students and parents in ritual "clap outs" and larger ceremonies. At Central Park East, school leaders meet regularly with students to communicate caring and support for hard work. Hollibrook Elementary holds regular discussion groups in parents' homes to cement ties and built trust. In small and large ways, school leaders refashion the negative sides of school culture and reinforce the positive aspects. The role of school leaders in the crafting of cultures is pervasive. Their words, their nonverbal messages, their actions, and their accomplishments all shape culture. By paying fervent attention to the symbolic side of their schools, leaders help develop the foundation for change and success. This study was carried out to establish how the different cultural aspects are performed in the public boarding secondary schools in Kisii Central Sub County and their influence in academic achievement.

John (2000) cites in his study that, school leaders can communicate their goals by using a wide variety of concrete and symbolic tools: An extremely important component of the climate of the effective school is the presence of visible symbols which illustrate and confirm what is considered to be important in the school. Put another way, visible symbols manifest the school's underlying values and norms. . . School newsletters, statements of goals, behavior codes, rituals, symbols, and legends are all part of the culture of the organization and convey messages of what the school really values.

Johnston (2007) echoes this point when he says, "Values are the bedrock of any institution. They articulate the essence of the organization's philosophy about how it goes about achieving success." He, too, points out that schools' values are communicated and disseminated through familiar means: leaders and heroes, the cultural network (the "grapevine") and rituals and ceremonies. The dynamics and logistics of most schools are such that the principal cannot possibly oversee the motivational needs of every student. Nevertheless, groups of people can be affected by the culture in which they participate, and this domain is under the control and stewardship of the principal.

Research by Bottoms and Schmidt-Davis (2010) identifies that in schools that are highly supportive of their principals, teachers and school board leaders exhibit a clear vision of what constitutes a good school and create a framework in which the principal has the autonomy to work with teachers on an improvement agenda with support from other stakeholders. On the other hand, if the school does not provide clear goals or set a vision beyond basic "test prep," even the most capable principals will likely be nothing more than caretakers while presiding over schools and teachers that lack direction.

To set school goals and vision, the schools must develop a strategic plan that manifests their vision (Bottoms and Schmidt-Davis, 2010). By doing so, schools can give principals and teachers more autonomy to make decisions within the framework of the strategic plan. At the same time, principals and teachers can also be held more accountable for their school's improvement (Bottoms and Schmidt-Davis, 2010). While autonomy is important, teachers need the support of their principal to be effective (Bottoms and Schmidt-Davis, 2010). Hence, Sub County leaders play an important role on the impact their principals have on their schools by supporting them.

2.2 School Collegiality and Students Performance:

Torrington, Hall and Taylor (2005) reported that successful leaders know how to balance meeting human aspirations of the personnel and achieving set strategic goals of the institution. These intellectuals believed that all efficient leaders are effective human resource managers. Despite the significance of the principal's role of physical and human resource management in achieving the school's set goals, more extensively on the principal's ability to blend this role with his or her collegial and instructional leadership. Successful school leaders share responsibility of instructional leadership with their teachers through teamwork, and mutual cooperation, which is an exercise of collegial leadership. This study was to

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establish whether principals in Kisii Central Sub County public secondary schools share with their teachers as a team in ensuring school activities achieve the intended goals. The study intended to establish the existence of these relationships, what and how they contribute to school culture and academic performances.

Hoerr (2006) explained that it is when the principals share their authority, power and some responsibilities with staff that they gain the support of the teachers and other staff. Hoerr (2006) also observed that it is the school leader who collegially empowers his or her teachers who also cements team work, and encourages teachers to be more responsible and effective. Hoerr described, as key elements of collegial leadership: effective communication, interpersonal relationships, and teambuilding. Hoerr's, (2006) position on the significance of collegial leadership for the success of the school leader's instructional role is underscored by the apparent need to inculcate collegial leadership skills in teacher trainees who would become the future school leaders. Teachers who acquire teambuilding skills during their training are also better equipped to become leaders that are more effective in the future.

Campbell-Evans and Maloney (2008) explained in their work on a collaborative teaching model for field experience and emphasised the importance of collaborative work through professional dialogue and articulation of knowledge about teaching and learning in respect of teacher professional development. Principals who receive no formation in school leadership and management prior to their appointment as school leaders may have difficulties in their collegial responsibilities such as consulting, coordinating, supervising and encouraging with diligence for the welfare of the staff.

Hoyle (2006) warned that school heads who failed to practise collegial leadership might become leaders who would get the teachers to follow orders, and to get things done, without any attention to the teachers' welfare. Thus, the 'military commander' type of school leadership is no longer a viable leadership option for the contemporary principal. In order to prevent school leaders from stifling progress and collegiality, principals should be appointed from among those who have received prior training in school leadership and/or organisational management. This echoes the work of Karstanje and Webber, (2008) on essential signposts that must characterise the training and formation of principals in Eastern Europe. Their work, which stipulated, specific topics that should be included in training modules for the preparation of principals remains a worthy source of practical clues for the effective future school leader. This study intended to determine whether those who are appointed principals undergo any form of training. It also tried to establish implications of principals' professional training and development school culture and students' academic performance Kisii Central Sub County public secondary schools.

Study by Burger, Webber and Klinck (2007) which focused on the essentials of an effective educational leader from the perspective of several educators from varying backgrounds is another complementary work on the specific training and preparation of school principals. In Ghana and many other developing African countries, school principals are regularly recruited from among teachers. The major criterion employed to appoint principals is teaching experience and good conduct with no reference to a prior preparation or training in management of schools or organisations. This practice explains to some extent the difficulties principals in developing African countries experience in leading change in their schools. In this regard, Karstanje and Webber (2008) remarked: "School leaders cannot be recruited any more from the teaching staff only by looking at their teaching capacity or their ability to organise festivities. School leadership nowadays is a profession requiring special preparation for the job". This study found out considerations that are taken into account by authorities responsible in appointing principals and their influence on school culture and students' academic performances in Kisii Central Sub County public secondary schools.

According to Kramer (2005) and Saks (2004) attempts to answer the question of what determines people's intention to quit by investigating possible antecedents of employees intentions to quit; identifies that there are several reasons why people leave organizations which could be used to predict intentions to quit and actual turnover. The range of factors may include lack of commitment, job dissatisfaction, insufficient information on how to perform the job adequately, unclear expectations of peers and supervisors, ambiguity of performance evaluation methods and extensive job pressures. Organizational factors such as its stability, personnel policies, grievance handling procedures, supervisory practices and the work environment have been shown to have an influence on employee turnover. Individual factors such as emotional attachment to, identification with and involvement in the organization have been shown to have a link with employee turnover (Allen and Meyer, 2008). This study intended to establish the reasons why teacher opt to leave a certain school as an educational organisation. The study further established which environment or school climate suits better production

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from teachers in Kisii Central Sub County public secondary schools and its impacts on school culture and eventually the academic performance of students.

According to Kouzes and Posner (2007) leadership practices include: modeling the way to which the transformational leader sets the example for others to follow, inspiring a shared vision as the degree to which the leader create a shared vision with the stakeholders and nurtures a promise to fulfill the goals of the institution, challenging the process in which the leader takes risks to make positive change to the organization, enabling others to act as the degree to which the principal empowers the staff to become leaders and includes the faculty in the decision-making process and encouraging the heart as the school leader encourages and recognizes the staff for achieving the goals of the organization. This study focused on these practices to establish their existence and influence on students' achievements in Kisii Central Sub County public secondary schools.

Research by Loeb, Kalogrides and Horng (2010) shows that stable staffing at a school has a positive impact on a school's performance. Unfortunately, low performing schools serving disadvantaged students have the least stable teaching staff. This has led to many of these schools being led and taught by less experienced, less qualified and less effective principals and teachers. To make matters worse, the study identifies that once principals and teachers serving these schools gain experience and become more effective, they prefer to transfer to schools that are higher-performing and serve fewer disadvantaged students. Such frequent turnover negatively impacts student achievement as well as teacher turnover. Providing a more stable, effective school leadership and staff for disadvantaged and low-performing school would likely have a significant impact on the outcomes of the students attending those schools. This study intended to find out whether the same case is replica in Kisii Central Sub County secondary schools. Further the research intended to establish how they influence school culture.

MacNeil and Maclin (2005) explained that leaders of successful schools help to develop, with and among their collaborators, teachers, students and parents, a set of values and norms that help bind the people around them together. It is through collective decision making, infusion of shared ideas, beliefs, theories and values that the successful school leader facilitates the process of developing school culture and a learning environment that supports improved student achievement. This study established roles school principals perform in schools and how they influence the culture of a school. Further the study established the ideal principal attributes in establishing a school culture that positively impact on students' performance in Kisii Central Sub County public boarding secondary schools.

According to Sergiovanni (2001) school leaders who work together with their collaborators and favour collegiality achieve a collective purpose that gives direction and shapes beliefs, values and attitudes of the school community in promoting better learning outcomes. As a result, every effective school has a strong functioning culture and sense of purpose. The set of values, principles and norms upon which this functioning school culture is built and developed come about often as a negotiated product of shared sentiments of members of the school community. He explains that when these values and attitudes have become established in the school, they easily become a powerful socialiser of thought and 'programmer' of certain behaviours.

Hoy (2000) adds that, negative impact of principal and teachers' turnover highlights the importance of hiring effective principals and teachers for the most challenging schools. Staff turnover negatively impacts student achievement for multiple years, hiring ineffective principals or teachers can negatively impact on school culture hence students' achievement for several years, even if he or she is replaced by an effective staff which this study intended also to try to establish. This study established why principals and teachers transfers occur and how they impact on school culture and hence students' academic performance in Kisii Central Sub County public secondary schools.

Heck and Marcoulides (2006) identifies that institutional climate is viewed as behaviour, while culture is seen as comprising the values and norms of the school or organization. Lunenburg and Ornstein (2004) described organizational climate as the total environmental quality within an organization and believe that the recent attention to the effectiveness of public schools and their cultures has shed more interest on the importance of climate. The relationship between culture and climate was supported by Schein, (2006) when he stated that norms, values, rituals and climate are all manifestations of culture. This study determined how school interactions among staffs play a role in establishing and sustaining school culture in Kisii Central Sub County public secondary schools towards students' academic achievement.

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There is substantial evidence concerning the importance of leadership in creating good schools (Blase and Kirby, 2000, Donaldson, 2001, Sergiovanni, 2001, Snowden and Gorton, 2002). Ultimately, the relationships that shape the culture and climate of the school which favour teachers' stay in a certain school are strongly influenced by the school principal. 'In schools where achievement is high and where there is a clear sense of community, studies have found invariably that the principal made the difference' (Boyer, 2009). Hallinger and Heck (2008) proposed that the principal does not directly affect students' achievement, but rather indirectly affects learning by impacting on the climate of the school through the school culture. This study intended to establish whether the same state is replica in Kisii Central Sub County public secondary schools.

Teacher turnover rates increase when there is a change in principals, no matter if the principals are effective or ineffective (Miller, 2009). However, the less effective teachers are more likely to leave a school when taken over by an effective principal and they tend to be replaced by more effective teachers. In contrast, ineffective principals see more of their effective teachers leave (Branch, Hanushek and Rivkin, 2012). Just as a principal's presence can improve student achievement, a principal's departure can have the opposite effect. In a study of Miami-Dade Sub County Public Schools (MDCPS) researchers found that students attending schools with a new principal made lower achievement gains in mathematics than they had been under the previous principal.

Miller (2009) notes that similar results when studying principals in North Carolina were found as an indication of the influence of the different personal attributes and practices which impact on the school culture and a change of leadership can impact on the same. The study identifies that teachers' turnover increases whenever there is a new principal, no matter how effective the principal is and the odds a teacher will leave a school are 17 percent higher when a new principal enters as teacher turnover increases for two years following the departure of the previous principal (Miller, 2009). Schools that provide instructional support by leaders monitoring their teachers' work, but The Wallace Foundation found a great contrast between effective and ineffective schools in how they do the supervision. This study intended to establish whether the same is true to publics secondary schools in Kisii Central Sub County.

According to The Wallace Foundation (2012) effective schools provide support by having ongoing and informal interactions between the principals with teachers throughout the year; they don't simply wait for the annual formal evaluations to provide feedback to their teachers. Seashore-Louis, et al. (2010) identifies that while different sets of principals say they frequently visit classrooms, effective principals make more frequent and spontaneous observations of classroom instruction so they could provide direct and immediate feedback to help improve their teachers' performance. In contrast, ineffective principals still made classroom visits, but they were usually planned in advance and they rarely provided feedback to teachers afterward. This study intended to establish the influence of class supervision and interactions on school culture in Kisii Central Sub County public secondary schools.

The Wallace Foundation (2012) found that school cultures that were highly rated overall by their teachers ranked their principals high in both giving specific instructional guidance and setting an overall tone of institution (Seashore-Louis, et al. 2010). The study further notes that principals rated highly in developing of an instructional climate were more effective than principals rated highly in "Developing an atmosphere of caring and trust". These helps in developing tools and processes principals can use to ensure instruction is aligned to the schools' goals and standards and setting a culture and support for the use of data beyond simple test scores to improve student outcomes. This study intended to find out whether authorities regularly identify promising principal candidates within schools and help create a smooth transition when a principal decides to leave the school in Kisii Central Sub County public secondary schools.

Beteille, Kalogrides and Loeb (2011) study in UK schools identifies that, simply having a new principal doesn't provide the full story on why teachers leave a school. The previous experience of the incoming principal affects a new principal's impact on teacher interaction and turnover. The study adds that, teacher turnover is greater when a new principal has little or no previous experience as a principal. However, according to Portin, et al. (2003) a new principal may come into the school expressly to remove ineffective teachers and replace them with more effective teachers. Some studies have shown that effective principals are more likely to aggressively weed out ineffective teachers as well as recruit new teachers more carefully. More effective principals also lose fewer effective teachers, probably by creating a more favorable working environment. So effective principals are more likely to improve their teaching staff by retaining and recruiting effective

teachers (Branch, Hanushek and Rivkin 2012). This study is intended to establish whether the same is exhibited in Kisii Central Sub County public secondary schools.

Conversely, Rabago (2012) study to establish the influence of teachers' turnover in Kieni East Sub County noted that the least effective principals lose a greater share of their most effective teachers. The study found out that ineffective principals not only drive effective teachers out of their school; they drive their most effective teachers out of their Sub County. In community schools, effective teachers are more likely to leave a school led by an ineffective principal since high-poverty schools typically have less favorable working conditions; it makes sense for effective teachers to leave a school where the principal is not making it any easier. This has impacted on students' performance negatively over the years. This study established that the same circumstances do occur and influence school culture in public secondary schools in Kisii Central Sub County.

Mugo (2011) in a study to examine factors influencing employee turnover: a case of TSC teachers in public secondary schools in Kirinyaga Sub County, Kenya, employed a descriptive survey design using stratified random sampling to select 30 schools, from which 120 teachers (4 per school) were randomly selected to participate in the study. A questionnaire was utilized to collect data for the study. The researcher established that most of the teachers in Kirinyaga Sub County expressed intentions to quit the teaching career. The factors that contributed to high turnover intentions included job related factors, lack of further training opportunities for teachers and to some extent the workload associated with teaching. The researcher recommended that secondary school principals should be encouraged to use participative leadership styles in school management; the BoM and school administrators should make deliberate efforts to involve all teachers in decision making process to make them have a service of ownership of schools; the Government should ensure schools have adequate facilities in order for the teachers to offer their services without strain. This study was carried out by employing mixed methodology study approach with interviews, document analysis and focus group discussions as instruments for data collection with the intent of establishing how teaching staff influences school culture and students' academic performance in Kisii Central Sub County public boarding secondary schools.

Njoroge (2007) did a survey of factors that influence employee retention in manufacturing firms in Nairobi. The study focused on employees who had been retained by their employer for more than 10 years. Career growth and opportunity, better compensation, structured induction programmes, performance management tools, equitable compensation packages, job satisfaction and good leadership skills were found to influence their decision to stay with their current employer. From the respondents, training was the least factor that would influence them to leave their current employment. Amamo (2005) carried out a survey of factors that attract and retain radio presenters in Kenya and observed that basic pay ranked highest among factors that employees would consider while moving to another organization.

Gachanja (2004) carried out a study on workers motivation and labour turnover among sales agents which was a Case study of British American insurance company. The study examined the factors that motivate sales agents and investigated the relationship between motivation and labour turnover. The key findings of the study were lack of financial support to new agents, inadequate on the job training, lack of a good career policy, poor supervision of sales agents, dissatisfaction with remuneration methods and lack of involvement in decision making were found to influence turnover. This study was conducted in school set up to establish which factors have implications to the schools' turnovers and their implications a school culture towards institutional goals attainment in public secondary schools in Kisii Central Sub County.

3. RESEARCH METHODOLOGY

Concurrent Nested Design employing Mixed Methods Approach was adopted and utilized for this study since the researcher intended to look at the problem at hand thoroughly to define it while exploring cause and effect. Mixed Methods approach relates to conditions or relationships that exist, opinions that are held, process that use going on effects that are evident or trends that are developing. The purpose of Mixed Methods approach in research enables a researcher to collect both quantitative and qualitative detailed factual information that describes existing phenomenon, to identify problems or justify current conditions and practices to make comparison and evaluation. Problems most suitable for mixed methods are those in which the quantitative approach or the qualitative approach, by itself, is inadequate to develop multiple perspectives and a complete understanding about a research problem or question (Plano Clark, 2010).

3.1 Location of the Study:

This study was conducted in Kisii Sub County which is to the western part of Kenya in former Nyanza region, on longitude; 340 46' 0 E and latitude: 00 41' 0 N. The Sub County is a driving distance of 309 Km tarmac road from Kenya's capital city of Nairobi, located east- southeast, on Class B3 all-weather road. Major urban centers at a proximity distance from Kisii town which is the headquarter of the study area are; Kisumu city which is 114 Km to the north west, Nyamira at 23 Km to the immediate north, Keroka at 25Km to the east; Kericho at 101 Km to the northeast, Kilgoris at 46 Km to the southeast; Narok 165Km to the east and Migori 67 Km to the southwest connecting to Kenya Tanzania border at Isebania/ Sirare town 31Km further South.

3.2 Target Population:

The study target population was the 7 public boarding secondary schools in Kisii Central Sub County which have been in existence long enough to have an establish school culture and having presented students for KCSE during the last five years. The target population was made up of 7 principals, 49 Heads of Departments, 80 class teachers, 164 student leaders, 7 Board of Management chairpersons and 7 Parents and Teachers Association chair persons.

3.3 Sample Size and Sampling procedures:

Participants were selected through saturated sampling for principals, BOMs, HODs, PAs, class teachers and student leaders. The sample population constituted 6 principals, 42 Heads of Departments, 72 class teachers, 144 student leaders, 6 Board of Management chairpersons and 6 Parents and Teachers Association chair persons obtained after 1 target school was randomly selected for piloting. This sample was ideal as one school was used for carrying out piloting to test research instruments' reliability and validity.

3.4 Research instruments:

The selection of the tools was based on the nature of data to be collected, time available as well as the study objects and literacy level of the respondents. The researcher was mainly concerned with facts, views and opinions; such information was best obtained through the use of questionnaires and interview techniques (Oso and Onen 2008). This research employed questionnaires, interview schedules, observation protocol and documents analysis guide.

3.5 Reliability of Instruments:

Pilot testing of instruments was conducted to help address ambiguities, bias and blind spots in the original drafts of questionnaires, interview and focus group questions. Also to rephrase the focus group questions and semi-structured interview questions and to enhance the reliability of the instruments (Yin, 2009). The research pilot study was conducted in one school which was not part of the study sample and exhibited qualities for study to validate and test reliability of the instrument. The respondents for piloting selected from 1 school through random sampling from the target schools were; 1 principal, 7 HODs, 1 PA chairperson, 1 BOM chairperson, 8 class teachers and 20 student leaders.

3.6 Validity of the Instruments:

Validity aims at establishing whether an indicator (or set of indicators) that is devised to gauge a concept really measures that concept (Orodho, 2005). The researcher submitted the instruments; questionnaires, interview and focus group questions to two experts (supervisors) to initially critique and revised several times for face and content validation; made necessary corrections and improvements of the instruments after which the questionnaires, interview schedule and focused group discussion questions were ready for use.

3.7 Data Collection Procedures:

The researcher obtained an introductory letter from the Director of Post Graduate Studies of Jaramogi Oginga Odinga University of Science and Technology before Seeking for permission from the National Commission of Science Technology and Innovation (NACOSTI). The researcher sought a letter from the offices of County Director of Education for permission to visit schools for the purpose of research. The researcher then visited the sampled schools principals' offices for introduction, familiarization and further directions. The researcher sought permission for meet respondents for familiarization, to explain to them the purpose of the study and the relevance of their participation. The researcher approached all the participants to seek their informed consent to participate in the study.

3.8 Data Analysis:

Thematic analysis was used to analyze qualitative data and focus on the discussion of the themes. The analysis emphasized on organization of data that was rich in descriptive data set. It further created themes. Thematic analysis is the most used form in qualitative analysis. Themes based on each objective of the study from which questions were developed in qualitative analysis. Thematic analysis is suitable for large data sets and flexibility, which allows researchers to obtain responses, based on the various research questions and took consideration Brain and Clarke, (2006) phases of thematic analysis cited in study by Raburu (2011).

4. RESULTS AND DISCUSSIONS

4.1 Implications of School Artifacts on Students' Academic Performance:

The first question responded to was: "What do schools artifacts imply on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County?" Respondents were asked to identify various school artifacts. Data were obtained presented and analysed using frequencies and percentages as in the table 4.5 followed by the narrative that develops the themes which characterise school culture artifacts to improve and sustain student achievement and better academic results. The narrative supported by relevant quotes or paraphrasing of participants' conversations, leads to clearly identified themes, in which key findings have been identified and summarized.

The respondents to the question to identify school artifacts in their respective school were; 6 principals in individual in-depth interview, 6 PA Chair person Interviews, 42 HODs in school based FGDs and 72 class teachers using questionnaires making a total of 126 respondents and Researchers' observations as guided by the observation protocol. Table 4.5 presents the responses.

Table 4.0: School Artifacts

Artifacts	Agree		Disagree	
	<i>f</i>	%	<i>f</i>	%
School mission	86	68.25	40	31.75
School vision	92	73.02	34	26.98
School motto	84	66.67	42	33.33
Religious engravings (images)	48	38.10	78	61.90
Rules and regulations	98	77.78	28	22.22
School Uniform	91	72.22	35	27.78
Core values	96	76.19	30	23.81
Total Average	85	67.46	41	32.54

Data collected to establish the artifacts found in schools identified that school Mission, Vision, Motto and Core Values are common to all schools and painted at strategic points in the school starting from the gates. Every school has a unique school Badge/Logo that is common in school uniforms, which are distinct for each school, in school magazines, exercise books, letter heads, school bus/ vans and other places. This agrees with Oluwakemi (2012) that artifacts are materials, buildings, symbols, names, images, logos, catchwords make sense to all the stakeholders of an organization; they therefore have meanings and do not just exist.

Respondents were further asked to identify the implications of artifacts on students' academic performance in their specific schools. Responses provided identified that majority of the artifacts are found in schools with some variations from one institution to another. Majority of respondents 96 (76.19%) identifies that core values are the greatest contributor to school culture and students' performance while 48(38.10%) agree to religious engravings 78 (61.90%) did not agree that religious engravings influence students' performance. 86 (68.25%) agree that school mission have implications on students' academic performance with 40 (31.75%) disagreeing. On school vision 92 (73.02%) agree that they have implications with 34 (26.98%) disagreeing. 84 (66.67%) agree while 42 (33.33%) disagree that school motto implications on students academic performance. Respondents to school rules and regulations, 98 (77.78%) agree and 28 (22.22%) disagree. Of the 126 respondents agree 91(72.22) that school uniform have implications to students performance with 35

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(27.78%) responded in the contrary. Overly 85(67.47%) agreed that the stated artifacts have implications on students' performance with 41 (32.54%) responding in the contrary. These findings are in consonance to John (2000) study that cites that visible symbols manifest the school's underlying values and norms. School newsletters, statements of goals, behavior codes, rituals, symbols, and legends are culture artifacts of an institution and convey messages of what the school really values and supports. This finding agree to Stephen (2005) examples of cultural artifacts in schools which the study observed as including visual displays on bulletin boards and walls, images and words in texts used as part of curricula, and equipment (desks, computers and others).

4.1.1 School Mission:

Respondents were asked the existence of the school mission in the schools and it was observed that each school for study had a mission which is tabulated in the table below. The study observed that each school for study had a unique mission which stakeholders for each school work towards its accomplishment. These mission statements are:

Table 4.1 Mission Statements

	Mission Statements
School 1	To educate the young on values and nurture them intellectually
School 2	To offer quality education for the girl-child and prepare them for further education and community services
School 3	To bring up a well educated and disciplined student who will contribute positively in the dynamic society
School 4	To establish maintain and improve educational standards geared towards realization of national goals of education
School 5	To provide quality education and develop the girl child intellectually, socially, spiritually and physically to enable her to compete globally
School 6	To provide holistic education services that develop knowledge, talents and desire to make positive difference in the world

In listening to the teachers and the students as well as to the community leaders, the Researcher observed that all schools had a specific vision and mission. A teacher in school 1 stated that,

“Many visions and missions applauded enthusiasm and focus on helping the students through every means possible to be well prepared and confident to write the final KCSE” According to the teachers, “The principals worked hard to achieve academic excellence and to sustain it”. This was in line with the vision for each individual school as was reiterated by a teacher who said that “The vision and mission guides the students as well as teachers to behave well, to study hard and to focus on achieving greater success; our goal” (School 1 HOD FGD).

School 1 principal observed that:

It is important to have a clear mission and vision for a school. Why do we have a school? What is our purpose? What are we supposed to be doing? What collective commitments have we made? Is it clear what we stand for? For us to be a school with a culture that is clearly about student learning first, last, and always, we must be clear about our purpose (School 1 Principal).

In line to school 1 principal, School 2 principal observed that:

Yearly, our school looks at its mission, vision, values, and goals. Without exception, we have discussions surrounding our purpose. We examine our mission. Those conversations help us to fine-tune our focus and provide all the clarity we need to ensure priorities are still in line with student learning. If we fail to do this, we have no road map for what we want to do or where we wish to go (School 2 Principal).

In respect of the mission of the school, the principal said he was running the school as a family that was building a favourable and peaceful atmosphere for effective teaching and learning. In his response to an interview question, school 4 principal developed quite a different theme in explaining the Schools' mission and said,

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All teachers will use extra classes' tutorials judiciously to enable them to complete their syllabus, there will be discipline on the part of students and teachers, and students will take lessons seriously; and teachers will be giving and marking class assignments frequently (School 4 Principal).

Therefore, the school's mission was three fold. Firstly, it was to ensure that teachers made maximum use of extra-tutorials in order to complete subject syllabuses; secondly, to instill discipline among teachers and students, and thirdly, to guarantee that students attend lessons, teachers teach, give assignments and correct them. He explained:

I encourage teachers to teach the students not only during the usual contact hours but also during the extra-tutorials. The teachers sometimes went voluntarily to teach the students during those extra-tutorials. They come to teach at any time and this has actually helped the students (School 4 Principal).

School 4 Principal's vision and mission informed his personal decisions and actions but also found echo in some observations of his students and teachers. A student explained that his teachers often advised them to study hard if they wanted to pass their KCSE. Another student said: "Our Principal tells our teachers to keep us busy, we shouldn't use our leisure time, and we should use it to study". "I have taken extra classes as one of the strategies," said a teacher who had reiterated the concerns of the principal, which was that: "Most of the time the subject teachers couldn't complete the syllabus and that could have caused some of these (academic) problems"

The researcher established that all schools have mission statements. The statements depict perceptions on why the school institution exists, what has it to achieve that is core in education? Girl schools display a specific mission that is inclined to the girl child education and future concerns. The boy schools' mission displays common education missions with no specifications. From these findings it is clear that the statements are long term measurable outcomes whose implications could not be determined during this study though, each school should have a mission statement as a 'torch' to ignite the school path towards students' academic achievement.

4.1.2 School vision:

Respondents were asked to identify the school visions and the following visions were observed displayed at strategic positions within the school. All entrances to the institutions had the vision paint displayed with further emphasis in each hall in the schools.

Table 4.2: School Vision Statements

	Vision
School 1	To be a premier institution in providing graduates who will serve humanity with distinction.
School 2	To develop all round citizens
School 3	To be a centre of academic excellence founded on integrity.
School 4	Provision of quality teaching/ learning processes, hence enhancing quality education for development
School 5	To be an educational institution that develops the girl child to reach her full potential
School 6	To be a model institution for moulding respectable, loyal, innovative and honest citizen

School 5 principal when asked of school vision said that,

As we review our vision, we have an opportunity to use it to give us direction with our mission. If we are here to ensure that all students learn at high levels, how do we move forward? What is the focus of any professional in the building to meet the mission of our school? Inevitably, these reviews create further conversations about best practice in instruction and assessment. They help us to continue to better ourselves so that we provide the best to our students on a daily basis. The collective commitment that we have made to ourselves, to each other, to students and families is that we will do whatever it takes to ensure that the mission of the School, "To achieve the highest level of learning for all through the tenacious pursuit of excellence," is not just a phrase or a line; it is something that we live every day (School 5 teacher)

A school 2 teacher observed in agreement when he said that;

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We get so involved in achieving our daily goals that we just tend to overlook our vision. Once we focus on our vision, our mission will be clearly laid out. It is very important for us as teachers to remember and keep reviewing our vision and mission statements. Asking ourselves why are we in teaching. As teachers if our goals are clear to us then and only we can achieve the goals set for students and work towards effective student learning (School 2 teacher)

Another teacher from school 6 identified that;

We were told to copy it and tape it outside our classroom. It would have been productive to take a more collaborative approach to creating a mission statement. If created collaboratively by all teachers then it would give teachers a clear purpose for where we are headed despite the hurdles encountered that make us question why we went into this profession in the first place. I have my own personal mission statement to remind me of my purpose (School 6 teacher)

In order to sustain the School's vision of top academic performance, and its mission of preparing students to be KCSE confident and ready, the principal of school 1 encouraged duty teachers to free students who were in their final year from regular chores so that they could spend more time studying. He argued "This was the only way he could achieve both the vision and the specific mission of the School."

A form four student attested to this when he said;

The principal, during PA meetings asked their teachers to minimise the work in the school for them so that they could have more time to study in order to pass their KCSE with good results. In this school, all things are done focusing on the schools vision and mission (School 1 Student leader).

The principal had declared what were his vision, and also, his specific mission for the school and had led his key collaborators, namely; teachers, students, parents and community leaders to understand and support that vision and mission. This was in consonance to Bottoms and Schmidt-Davis (2010) that set school goals and vision, must develop a strategic plan that manifests their vision.

School 3 principal had a distinct vision and mission for the school and prevailed upon his teachers and students to understand these and to support and work towards achieving the vision through the implementation of the mission. The vision was: "Commitment to maintaining the school as a top academic achieving school and the mission, preparing students to be KCSE examination confident and ready." The principal had endeared himself to both his students and teachers as a hard working, disciplined and duty conscious leader. Views held also by the chairperson BOM when he said;

"The principal led by example and put in a lot of effort to create an appropriate learning environment that continuously improved the academic performance of his school irrespective of the challenges" (School 3 BOM Chair person).

The school motto, vision and mission are painted at the school gates, schools main administration office and strategic positions within the schools. The researcher observed that the school magazine which is released periodically has a badge of the school as watermark in every page. All printed school programmes, memos, letters and the school flag contain the school motto, vision and mission. In addition the school has a "School anthem" which significantly identifies the school. The School band is symbolic during national holidays and ceremonial occasions. School 1 principal identified the school's Mission Statements as this school aims at "offering homely support and a holistic education founded on strong principles of discipline, character formation and leadership development" hence its mission statement.

According to the principal on the school's vision statement had this to say;

It is the desire of everybody that our school be a global centre of excellence in youth development, effectively providing leadership and academic skills geared towards promotion of a just and caring society that is founded on high moral standards. Therefore our specific school vision is 'To be a premier institution in producing graduates who will serve humanity with distinction (School 1 Principal)

The study further found out that each school department has a unique vision in school 2. This was identified during HODs focus group discussion. The HOD guidance and counseling observed that the department's vision is "It is committed to holistic growth of the individual with a view to empower the girls-child, equip, them with values, attitude, skills and knowledge for the service of God and humanity" this vision is dovetailed to the main school vision.

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4.1.3 School Motto:

In identifying the school motto for each school the following unique motto were identified by respondents and through researcher's observation.

Table 4.3 School Motto

	Motto
School 1	Strive for excellence
School 2	Quality education, quality life
School 3	“Elimu ni Nidhamu” (Education is Discipline)
School 4	Use common sense
School 5	Committed to Excel
School 6	“Juhudi zetu Ufanisi Wetu ”(our effort our success)

Source: Researcher, 2016

School motto according to School 1 Principal is

The light and lamp of all members of our institution, we are all ignited to “Strive for Excellence” and every student, teacher and I must be driven by this. In everything striving for excellence is the leading factor and this has produced results in both curricular and co curricular activities. We are the best always (School 1 Principal).

School 1 PA chairperson observed that;

In fact, even though the principal had a sense of a motto for the School, he had not yet formally articulated his own to the school community. They remained essentially ideas which guided individuals initiatives as Principal over a time. The principal nevertheless must strive to fit to the motto, vision and mission that had been established (School 1 PA chairperson)

School 4 principal explained in his own words what constituted his motto of the school. In the course of an interview with the principal, he gave two similar statements, each as an answer to what was his motto. Firstly, he said,

My long-term goal is looking forward to seeing that students will have higher performance in KCSE results so that a time will come, when all the candidates registered would be able to qualify for prestigious courses in higher education with excellent grades propelled in using common sense (School 4 Principal).

In a second instance, School 4 principal clearly stated as he also was writing, in response to an interview question that;

My vision for the School is to work hard together with all stakeholders towards achieving a 100% success rate for KCSE candidates so that they would all get admission into better universities and renown colleges and all must be guided by the principle of using common sense (School 4 Principal).

These two declarations by school 4 principal emphasised how much he wanted to transform school 4 into “A high-achieving school whose candidates would not only pass the KCSE but also gain admission into higher education institutions.” This is in line with John (2000) cites that, school leaders can communicate their goals by using a wide variety of concrete and symbolic which illustrate and confirm what is considered to be important in the school. School newsletters, statements of goals, behavior codes, rituals, symbols, and legends are all part of the culture of the organization and convey messages of what the school really values.

Parents, teachers, students and the Principal of school 4 had all mentioned the importance of teaching and preparing students to learn well and pass their examinations and thus qualify to enter higher learning institution. However, none of them linked their efforts to achieving school Principal's purported vision and mission and the school motto. The school 4 Principal made allusions to his vision and mission for the School in his interactions with the staff, students and teachers during school assemblies and staff meetings. However, he did not formally inform them, about what were his motivating factor; his school vision and mission. Consequently, he was unable to rally his teachers and students towards achieving his declared School's vision and mission and the school motto.

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School 3 Principal's concern for helping students to work hard and perform well underpinned her vision and mission and the school motto for the school. Although the principal had a vision and a mission for the School, these remained essentially her own ideas as they seemed unlinked well to the motto. One teacher in school 3 during FGD meeting remarked that;

They were not explicitly and formally discussed nor declared and acknowledged by the teachers, students and parents. She only made allusions to these ideas in her interactions with teachers and students. Nevertheless, her vision and mission for the School found indirect echoes or parallels in individually initiated efforts, made by some teachers and students, to promote teaching and learning (School 3 FGD HOD)

The vision was to make the school a reputable, outstanding institution in academic achievement in the District as shown in the vision "To bring up a well educated and disciplined student who will contribute positively in the dynamic society. Her mission was to achieve this vision by improving teaching and learning, and obtaining better results at KCSE with the collaboration of educational partners, namely the County Education Board, NGOs and parents to accomplish the mission "To be a centre of academic excellence founded on integrity in line with the motto "Elimu Ni Nidhamu" (Education is Discipline). In fact, the principal said that she would make the school one of the best schools in town by improving teaching and helping students to be hard working, and to perform better at the KCSE. She remarked that;

I always wanted to achieve better results wherever I found myself, so my target is if I left, I shall leave a legacy that people should miss me, a better legacy than that of my predecessor. That will enlarge my circle of friends among students, parents and the teachers I work with (School 3 Principal)

In concrete terms, School 3 principal expressed and said;

I plan to make the school a reputable institution in the district; to bring on board other partners in educational development, NGOs, PA and BOMs; strengthen the Academic Board and enforce discipline in teachers and students respectively; recruit competent trained teachers to handle subjects (School 3 Principal)

School 3 principal further remarked that;

I wanted, first, to strengthen the School's Academic Board to make it more proactive in taking measures such as intensifying extra-tutorials in order to boost teaching and learning. The Academic Board was an internal school committee, which was exclusively composed of teachers. The School Head was never a member. In collaboration with the Assistant Principal, it oversaw the review of past examinations, organization of new examinations, academic competitions and students' academic records. Members are responsible for operational matters that would reduce academic impediments and improve achievement (School 3 Principal)

At the time of the research, the Academic Board had not met for almost four months due to the regular absenteeism of some of the members, lack of cooperation with the School administration and members complaints on the composition of the board as one teacher remarked that "We can't work with vibarakas (traitors)" which meant there were traitors within the board. (School 3 HODS FGD)

School 3 principal's vision and her mission seemed to be formally unknown to the students, teachers and parents." Staff and students separately emphasised their own vision and mission for the school in similar or different words and terms through their complaints and/or their purported solutions to solving the school's varied problems. These variously-conceived visions and missions for the School by individual teachers and students remained isolated and uncoordinated. Lack of awareness of the principals' common School vision and mission among teachers and students prevented the principal from finding a common rallying motto for taking collective initiatives towards improving the School's academic environment.

4.1.4 Religious Symbols and Engraves:

It was observed that from the main entrance in Schools 2 in addition to paintings of the school motto, vision, and mission and core values there was the painting of the Virgin Mary. The painting in school 2 was emphasized by the sculpture of the Virgin Mary mother of Jesus well enclosed in transparent glass box and placed at a vantage point where none visiting the school can miss its view. This painting was seen in every room in the school. The Jesus crucifix was also common

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with sculptures and paintings at all strategic points in the school. The students dining hall has religious paintings and sculptures related to life of Jesus Christ.

The artifacts demonstrated the culture, norms and values of those who are in the school. They a medium of communication within the members of the school as well as its stakeholders and those outside the school; it makes enormous statements and agrees to Hofstede and Hofstede (2005) who concluded that it is important, cheaper, and more effective for artifacts to imprint the school culture in the ‘minds’ of their commitment and increase productivity. It also helps in reinforcing the values, norms, and conventions of the organization.

In establishing, the significance of these religious engravings the principals, students, and teachers identified that;

The presence of the Virgin Mary sculpture and paintings is a remainder of the relationship anticipated from the students amongst themselves, teachers, and others in the school and with their creator. The need for them to be holy, faithful, honest and live morally with others in their studies and life in school; the crucifix reminds the students of the humble birth of Jesus, suffering of Christ and the eventual forgiveness of past sins. This was instrumental in collegial support in the school and that the creating awareness those school members’ individual backgrounds should not be perceived to hinder their prosperity and advancement (School 2 Principal)

The presence of this artifact in schools can be deduced that they do not contribute solely to the schools’ academic performance as evidenced by the differences in the schools and supported by the performances of school 1 and school 3 which do not have such sculptures or paintings. The religious artifacts influence the attitudes of teachers and students hence to some extent implication on schools’ performance.

4.1.5 School Rules and Regulations:

Principals, HODS, students and Teachers observed that they have school rules which should be abided by at all times. The rules and regulations of the school according to School 1 principal and supported by School 2 principal emanate from stakeholders who discuss them at their levels/ departments before finally compiled into one document which is supplied to all stake holders for consideration, suggestions, amendments before a working final document is published and supplied to all stakeholders for ratification and execution. They are clearly spelt out and elaborate. According to school 1 principal and school 2 principal and agreed to by students and teachers that:

The participatory culture in establishing the rules promotes ownership of the rules and regulation hence observed well curbing disobedience, rebellion and indiscipline among students. The students and everybody else feels that the rules are his or her own making. Therefore, each is obligated to keep them (School 1 Principal)

In Contrary opinion to school 4, school 5 and school 6 where rules and regulation are a making of the principal and a few teachers hence students resist the ones they feel are not favorable to them through strikes and many cases of indiscipline which displays negative implications on students’ academic performance. So, the school rules culture influences students’ performance as was remarked by a student leader that;

The school has very tough rules, you can’t cough, you look at a teacher you are rude and severely punished. When you ask for your rights you are called an inciter and expelled, we have no say, and so we rise up in a mob to resist even if a few of us are sent away they shall have got our sentiments and the public shall have known (School 4 Student Leader)

Asked of the consequences of the strikes and riots, one student had this to say;

Rules which are to control our activities in school are the major causes of strike. We can’t study when we are not treated as human beings. The rules should be for right thinking normal people who are able to distinguish bad and good. But when even your parent is disregarded and asked to go home with you after accompanying you to school to explain why you report to school a day late... then the rule... who can respect... no way. We can no longer accept, even other teachers have complained of the deputy more than the principal has (School 4 Student Leader)

4.1.6 School uniforms:

School uniforms provide unique identification of students of a specific school and give a sense of belonging. School 1 Principal identified that,

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Our students always are found wearing school uniform even during holidays because it is a sense of pride of a performing school. It promotes their self esteem and purpose to work hard to perform better (School 1 Principal)

This observation revealed that students love their school and identified with their school hence the culture of school uniform promotes self-esteem and commitment to the school's performance to uphold the individual children's pride of belonging and being associated with the school.

According to a student, the school uniform perceived as a means to keep them in school. One student leader noted that:

Its bright colour shouts to the teachers and principal from a distance, you cannot sneak into or out of school without being noticed. You must be in school or seek permission which is difficult to get unless you are able to fake serious sickness (School 3 Student Leader)

From this statement though not positive it can be deduced that students are forced to be in school and not to sneak out hence the uniform culture puts them in school to study towards better academic performance. A teacher during a FGD meeting observed that:

It's time to eliminate from schools the status and respect many students give to clothing labels and price tags. Student attention needs to return to learning in the classroom, rather than how they look when they are in that classroom. Mandated uniforms can serve to shift the emphasis from competition back to academic performance and personal achievement (School 1 HOD FGD)

One school 1 teacher during FGD also identified that;

Uniforms create a feeling of oneness and belonging. Everyone can be on the same team. As an athletic teams, uniforms worn for immediate identification and to inspire a feeling of 'oneness.' Put on your team uniform and you suddenly belong. A sense of loyalty emerges from inside, as does an extra effort to perform at the student's best (School 2 HOD FGD)

A teacher from school 3 also added that;

Uniforms add measures of safety in identical dress. Gang identification is obscured. Group violence and theft are dissipated... Children are no longer identified by their 'colors.' Uniform dress alleviated the feelings of imminent danger for students who were afraid they might inadvertently dress in gang color (School 3 HOD FGD)

According to a teacher in school 5;

Uniforms also raise students' expectations of themselves. When dressed neatly and seriously, students tend to behave seriously. Often teachers find calmer, more polite, more attentive students. Students seem to feel more confident in the way they look, and so they have more confidence in themselves (School 5 HOD FGD)

School 1 principal further observed that;

Wearing a uniform is a badge of pride, creates an identity for a school and is an important part of being a school student... A school uniform teaches students to dress smartly and take pride in their appearance. Perhaps most importantly, a uniform means students don't have to worry about peer pressure when it comes to their clothes. When everyone is dressed the same, worrying about what you look like isn't so important. There is no competition about being dressed in the latest trend, which would put a great deal of financial pressure on students and parents. Potential bullies have one less target for their insults; it's hard to make fun of what someone is wearing when you're dressed exactly the same (School 1 Principal)

One school 6 student said that;

My uniform might not be what I would wear in my own time, but it gives me a sense of belonging, takes away the pressure of what to wear and deters the bullies. School uniform isn't fashionable, but that's exactly why I think it should be here to stay (School 6 Student leader)

School 4 Principal added that;

School uniforms are one step that may be able to help break this cycle of violence, truancy, and disorder by helping young students to understand that what really counts is what kind of people they are, what's on the inside, to remember that what they're doing at school is working, not showing off their own clothes or envying another

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student's clothes...If it means teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms. If it means that the schoolrooms will be more orderly, more disciplined, and that our young people will learn to evaluate themselves by what they are on the inside instead of what they're wearing on the outside, then our public schools should be able to require their students to wear school uniforms (School 4 Principal)

School 1 principal had this to say;

They [School uniforms] are great levelers. With a strategically chosen uniform, body type disappears. And it's hard to distinguish who is cool and who is not. It's harder to discern the differences in socio-economic background. Nobody wants any item of clothing that the other is wearing; all are equally undesirable, so thieving and general adolescent covetousness are reduced. No endless back and forth between child, parents and school. Moreover, when a kid's in uniform, he or she sticks out like a sore thumb. The local community knows where that student belongs. It's harder for one to skip school or get into trouble outside school. They're too easily spotted (School 1 Principal)

School 4 PA Chair person observed that;

Uniforms improve discipline, self-esteem and self-respect. They focus attention upon learning and away from such distractions as fashion competition and gang intimidation. Requiring uniforms enhances school security by permitting identification of non-students who try to enter the campus. Weapons have been concealed in jumpsuits, overcoats, and baggy gang clothing (School 4 PA Chair person)

According to school 6 BOM Chair person;

Uniforms help to create unity amid diversity by easing ethnic and cultural tensions and encouraging values of tolerance and civility. Uniforms also bridge differences between students and families of widely disparate income levels. Students from modest economic backgrounds are often the target of exclusion or ridicule on account of their dress. Even from the earliest grades, children feel the pressure to conform to idealized standards of dress, which may be beyond their family's means. Uniforms eliminate this pressure and allow the attention of students to be directed to learning and growing (School 6 BOM Chairperson)

School 3 PA chairperson said that;

Affordable school uniforms can reduce clothing costs substantially. The average clothing cost per child in schools with a student uniform is markedly less than that in institutions without uniforms like universities and colleges. Chosen by each school, school uniforms provide students with a school identity; strengthen school and individual spirit and pride not unlike the way an athletic team uniform builds team identity, morale and self-esteem. Instead of feeling alienated or disconnected, students enjoy the sense of belonging that school uniforms bring. Also, uniforms increase student safety. They prevent thefts because no one's clothes are more valuable. Moreover, intruders can be easily sighted. It is easier for field-trip chaperones to know for which students they are responsible (School 3 PA chairperson)

Uniforms are perceived by students of school 2 as an element that brings equality to all students in an institution regardless of social class. "We feel the same and equal. We don't wear our home clothes, so no one feels inferior and therefore we are able to compete favourably" (Student Leader). This means that the uniform culture conceals family modes of dressing which might impact negatively to some students especially those who may not fit certain dressing codes that might influence their performances. The findings and responses from respondents credit the necessity for a common mutually established dressing code. The school uniform brings learners from all social or economic backgrounds at bar hence favourable competition in class. It is further observed that it is essentially worth noting that there is need always to involve students who are the consumers of the uniform attire to be actively involved in selecting the colour, design and style of uniform as this will promote ownership and avoid resistance from the students. When students resist they will always craft reasons to use them in the least.

4.1.7 Core Values:

The core values were identified by various respondents as values that shape character. They are inner person displays that work as life sign posts and compasses. They facilitate, remind and enhance purposes.

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The school 1 principal added that the school’s core values oscillate around;

Internationalism, democracy, environment, adventure, leadership and service These core words are placed along all pavements in the school as roadmaps and ‘compass guiders’ in the school. This reinforces the core values at all times as one teacher remarked, “I see I remember” (School 1 Principal)

School 2 principal observed that;

Our school driving power is entangled in the core values which are common standings of our students and our general school community. The core words are the effect of our outstanding performance. These words are out of a common initiative of stakeholders especially the girls. Some of the core values observed are; God first, optimism, hard work, honesty, respect, humility, obedience, selflessness, responsibility among others which frequently emerge (School 2 Principal)

The study observed that core values that the learners are to embrace are displayed at strategic points in the school. Some are at the gate. These words are reminders to the students at every time and place of the need to uphold the virtue characters. This was realized to steer the learners in being positive towards the need for the purposes of their being in school and the anticipated future achievements. The words arouse the need for hard work and high academic achievements.

4.1.8 Principals’ Responses on school artifacts:

The researcher further sought to find out the principals identification of artifacts in their various schools. The following artifacts were found to be present in the various schools according to the principals’ responses.

Table 4.4: Principals’ Identification of Artifacts in Schools

Artifact	Availability in school			
	SA	A	D	SD
School vision	4	2	0	0
School mission	3	3	0	0
School motto	1	2	2	1
School Badge/ Logo	3	1	1	1
Religious engravings (images)	2	2	0	2
School Uniform	3	2	1	0
Core values	2	1	3	0
School Rules and Regulations	4	2	0	0

Source: Researcher, 2016

The study established that all 6 (100%) with 4(66.67%) strongly agreeing and 2 (33.33%) of the principals agreeing and identified school vision, mission, motto, core values, displays of achievements of students and school rules and regulations, logos, uniform and buildings as common artifacts in all schools. On school mission 3 (50%) strongly agreed and 3 (50%) agreeing that school mission has implications in schools hence its presence. In addition the study observed that 4(66.67%) schools have religious inclinations represented by religious symbols for their denominational identity which are sculptures or paintings on walls and at designated and strategic areas with only 2 (33.33%) disagreeing. All 6 (100%) principals observed and agreed to the availability of school rules and regulations.

4.1.9 Heads of Departments responses on school artifacts:

HODS were asked to identify the elements that make their school unique and how they influenced students’ academic performance. Responses to the question identified artifacts in Table 4.9 as identified by principals are found in the schools. School 1, 2 and 4 HODs in addition identified displays of trophies won as important artifacts having positive implications on students’ academic performance in the schools.

The HODS observed that the presence of displays of students’ work improved self esteem which makes them to work hard towards improvement as others work to be like others who they perceive are better. A teacher said;

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When I see this (pointing to a trophy in a self), I always remember the sleepless nights we had with the boys which crowned us the best department in overall performance and getting a one hundred token; no word can explain. It makes us more optimistic and focused... we are just waiting, come this year... (School 1 HOD FGD)

Another teacher interjected and said:

Not this time again. Be careful you may not be requested to return it but commanded to give it out. You will walk around quietly unlike the ululations in which you took the pride. This is our time, we knew and worked on our weak areas as you were celebrating... my friend it is easy to get to number one but difficult to keep it (School 1 HOD FGD)

This conversation went on as many more HODS gave their views concerning the artifacts. The researcher observed that the presence of trophies ignited the spirit of competition among the staff members and departments as each focused on how to out shine the other. This emanating from teachers flows over to students who are left to work harder all round to maintain good performance who are the elements for gauging teachers' performance.

4.1.10 PA Chair Persons responses on artifacts:

The respondents were asked to identify school artifacts found in their school. Findings established that the artifacts in Table 8. The study also revealed that the PA 1 Chair person as well as that of the other schools in addition to their inability to identify all the artifacts they were unable to attach meaning to them. In one school the chairperson said;

Many of the writings in the school have been done by teachers for teaching... the teachers want the children to reading when the walk around so as they don't forget. People coming should know which school this is so the name is written. ...yees! The uniforms make them schoolchildren. They are smart in them when they speak to schools (School 1 PA Chairperson)

When asked the school 2 PA chair person who said:

The things you see are used by students in learning (pointing to students and teachers teaching/ learning aids) students in this school are not caned they are given a punishment to do and that would be what some have made. The cups (trophies) are stored here (in the library) for students to see and know that the school wins them in competing. Asked of the school uniform; he said that it is used to identify the students. They wanted to change to green but I said they should wear this one because they cannot be seen easy with green. They can sneak to town and mess (School 2 PA Chairperson)

According to School 3 PA chair person on artifacts, he said that in their school all things have meaning and a purpose to serve. The sign posts that you see have been placed as roadmaps, they make it easier to reflect on the message they contain. This has been done by the student clubs and carry message that reflects the students believe, attention and values within and around their specific designated zones. The school flag ignites their passions in all they do especially co-curricular activities where they excel often.

Based on the question to identify school artifacts, the PA 2 Chair person said “*We are Catholics... we need our girls to be upright as Mary, Jesus protects them and they behave well. So the images are in school to remind always.*” This was in relation with the religious engravings. From these responses, it can be deduced that the sense meaning of the artifacts although the respondents can identify, a number have not been addressed to be made clear to their understanding of meaning and function. Most artifacts in school forming school culture not been meaningfully attributed in relation to students' academic performance.

4.1. 11 School Artifacts and Students' Performance:

Respondents were asked to explain how the identified school artifacts influence students' academic performance. In responding to this question; 6 principals, 6 PA Chair person, 6 BOM chair persons during interviews and 42 HODs through FGD meetings together with 72 class teachers and 144 student leaders' questionnaires a total of 276 respondents were involved and their responses presented in Table 4.10 and discussed as follows;

Table 4.5: School Artifacts implication on Students' Performance

School Artifacts influence performance	SA	A	D	SD
Vision influence performance	150 (54.34%)	94 (34.06%)	20 (7.25%)	12 (4.35%)
School uniform influence performance	88 (31.88%)	132 (47.83%)	36 (13.04%)	20 (7.25%)
Core values influence performance	142 (51.45%)	88 (31.88%)	30 (10.87%)	16 (5.80%)
Motto influence performance	73 (26.46%)	121 (43.84%)	57 (20.65%)	24 (8.70%)
Mission influence Performance	76 (27.54%)	121 (43.84%)	59 (21.38%)	20 (7.25%)
Rules and regulations influence performance	87 (31.52%)	114 (40.30%)	46 (16.67%)	29 (10.51%)
Total Average	103 (37.23%)	112 (40.48%)	41 (15.04%)	20 (7.25%)

Source: Researcher, 2016

Key: SA- Strongly Agree A – Agree D- Disagree SD- Strongly Disagree

From the respondents responses a majority 150 (54.34%) out of 276 respondents strongly agree with 94(34.06%) agree that school vision affects academic performance. 87 (31.52%) strongly agree as 114 (40.30%) agree that school rules and regulations affect students' academic performance. Out of the possible 276 only 24 (8.70%) of the respondents strongly disagreed as 57(20.65%) disagree that school motto has implications on students' performance with majority121 (43.84%) agreeing and 73(26.46%) strongly agreeing that it has implications. This was followed by 36 (13.04%) disagree and 20 (7.25%) strongly disagree that school uniforms have implications on students' performance while 88 (31.88%) strongly agree and 132(47.83%) agreeing to its implications. Respondents further observed that all the artifacts mentioned influence students' academic performance with 215(77.90%) of the total agreeing and 61 (22.10%) disagreeing that the listed artifacts have implications on students' performance. These findings deduce artifacts that exist in schools have meaning and implications on students' performance though not all artifacts are important contributors to students' academic performance. They add value to schools aspects and their presence have implications on what goes on in the school including such things as how the staff and learners dress. This is in consonance to Peterson and Deal,(2008) that at staff talk about in the teachers' lounge and the students' awareness to the presence and implications of the artifacts that Kottler, (2007), subscribes to. How teachers and students decorate their classrooms, their emphasis on certain aspects of the curriculum and teachers' willingness to change in addition to the principal's participation in planning and placement of various artifacts (Hargreaves, 2007).

4.2 School Collegiality and students' academic performance:

In this second objective, respondents were asked to respond to the research question: "What implications does schools' collegiality have on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County?" Principals, HODs, PA and BOM chairpersons, class teachers, and student leaders responded to this research question.

According to School 1 principal; "There are many relationships that do exist in the school" the principal grouped them into: "Staff relationships, student relations, community relationships and official relationships." The principal further explained that,

Staff relations emanate from the teaching staff to other stakeholders, for example teacher and support staff member, teacher and students, teachers and parents or teachers with other teachers. Student relationships are those students have among themselves within and out of school, students with parents, and students with their teachers. One the other hand community relationships involve local leaders, parents, sponsors and donors whereas official relationships are those involving one as a superior for inquiry, consultation, instruction or direction. These official relations may involve teacher and principal, student and teacher, teacher and HOD,

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Principal and education office. Although all these relationships can be formal (official) or interactive depending of content and nature (School 1 Principal)

Further findings indicate that in the study schools the relations that were established common included; relations among students, parents, teachers, principal, community and education officers. The study shows that the nature of relationships that existed in the schools had implications on what goes on towards students' performance. School 2 principal confirmed this when she said that;

It is my duty and responsibility to ensure cordial relationships exist among all stakeholders. I have to promote how the teachers relate with me and the students. It makes my administration easy when there is good cooperation. This promotes and keeps improving our performance and team work which important in a social institution as this school. When relations are cordial, it means there are minor disagreements and this makes to move on (School 2 Principal)

The study identified those principals who exhibit good relations with students and teachers, PA, BOMs, religious leaders, politicians and educational officers enjoys their support creating a conducive school working climate and are able to lead towards attaining good students grades. A student from school 4 observed that;

When we have good relationships with our fellow students we are able to share among ourselves. We can learn among ourselves from each other. Our teachers are happy when we cooperate to form study groups. We are able help each other. Students do not belong to one group. We have many. One can belong to different groups for different subjects. Our teachers guide us in our groups and encourage us to do more (School 4 Student Leader).

On this objective, one school 4 teacher remarked that,

The importance of collaborations for teachers' professional and student's development cannot be over elaborated. Collaborations of teachers lead directly to a much better school environment, where each person feels like a partner and thus will totally apply themselves for the success of the students and the school. It is a well-known fact that that when people are a part of the decision making process they are far more committed to its success, and will hold themselves accountable for the results, thus failure is not an option in a school where each member is valued and treated with respect (School 4 HOD FGD)

This view is also the main thrust of Dufour (2004) who wrote, "To create a professional learning community, focus on learning, rather than teaching, working collaboratively and hold you accountable for results. Cordial relationships observed in schools are a major contributor to the persistent and consistent students' performance. School 1 principal observed that; "Good relations influence stakeholders' participation in school affairs like provision of resources; material and financial, which promote school culture and students' performance." The deviations in relationships in both school 3 and school 4 are purported causes of the level of their students' performances in KCSE. Teachers of school 1 attributed their principal's success in gaining their trust and cooperation to his good human relations, notably his openness and transparency. A teacher remarked that;

He has good relationships with every one, and we all respect him. Well, we cooperate with him because he respects us. He gives instructions but he listens to us, to what we have to say. So, we all strive to also listen to him, we understand his ways of doing things, and he explains things and doesn't hide things from us, even regarding school money, so we always co-operate with him to keep the standard (School 1 HOD FGD)

School 1 principal acknowledged this when he said:

It is about how you relate with the people you are working with, because as a human managing institution you have to be first of all an open-minded person, who accepts views from all quarters. I value every member, this works well for all of us. If you see a school that has many staffs watch it... it will be landing suddenly, it nose dives and collapses. We always work towards attaining one staff... unity is strength (School 1 Principal)

One School 1 form four student leader expressed this very succinctly that;

He was equally appreciated for his personal humility, simplicity, openness to correction and advice to staff and students, his positive arbitration and negotiation skills, enthusiasm and drive in his leading, resourcing and

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supervisory role of the school. He also settles misunderstandings between our teachers and sometimes between parents and some teachers, so the parents like him. The principal is very responsible and shows concern for all of us, he meets us, and he speaks with all freely and advises us to study hard and pass our exams. Sometimes he asks others opinions (School 1 Student leader)

The principal of School 1 had endeared himself to both his students and teachers as a hard working, disciplined and duty conscious leader. He led by example and put in a lot of effort to create an appropriate learning environment that continuously improved the academic performance of his school irrespective of the challenges. Many teachers, students, parents and community leaders acknowledged that he was an effective leader because of his positive personality and conduct. His friendliness, love for school, warm human interpersonal skills and accessibility to students, teachers and parents was applauded by all. One teacher during a focus group discussion expressed this clearly:

As an old boy in this school and now as a teacher; I have seen a lot of change. When I was here as a student you only occasionally see staff seated together with the head and discussing issues. This time you see the staff and the head always together and talking. You cannot actually make the difference between the teachers and the headmaster (School 1HOD FGD)

Hoerr's (2006) position on the significance of collegial leadership for the success of the school leader's instructional role is underscored by the apparent need to inculcate collegial leadership skills in teacher who would become the future school leaders as observed in school 1 academic success which is attributed to good management exhibited by the principal and with full support of his hard working teachers, the board, PA, parents and the students. This was made clear by the School 1 PA chairperson that;

The principal is a team player so, he relies on the support of his teachers and the school board of management and the PA to oversee smooth running of the institution while the daily routine business of the school is run by the office of the Deputy principal and HODS. He delegates to all stakeholders responsibly making his administrative and management work efficient (School 1 PA chairperson)

For the school to raise and retain the high academic standards, the school has the academic Board which consists of the director of studies who also chairs the board meetings and two deputy directors. The academic board ensures curriculum implementation and all evaluation programmes in the school run smoothly.

School 1 principal stated that "In the face of challenges of scarce funding and inadequate resources, the collaboration with local Education Officers and partnership with parents was essential for achieving the mission of the School." According to him, that was the crucial step for helping all students to pass their examinations in order to become useful persons in future. He affirmed this in an interview when he said;

I tell the parents; the argument is that you do not only want a school because you want your child to be wearing a school uniform, but you want him to learn and pass well and become somebody tomorrow, so they should cooperate with us to achieve that through all participation by setting aside and contributing their time and financial resources (School 1 Principal)

According to PA 1 chair person, the interactions with stakeholders ensure that the academic performance of the students is always a target; "It's always a point that is discussed at all meetings with the teachers. So, for that matter the teachers are bound, you know, to put up their best." The School 1 BOM Chairperson alluded to the fact that good dialogue with a clear purpose and goal is crucial for teachers' effective teaching and students' learning. He declared;

For effective teaching and learning to take place, you also have to give direction to your teachers, who are well informed about the goal of the school, about how the School is moving, that is what makes the school to be up and doing. They (teachers) freely visit my office for talk of whichever manner. We relate well. We have an in house way of attending to our issues and everybody is somebody. That is how we succeed (School 1 BOM Chairperson)

Similar to the observation made by the Principal, other community leaders, who spoke about school 1 and other schools, identified hard working and collaborative leadership as major school culture elements that worked towards the academic excellence of schools by means of good initiatives, direction and example. Parents, parent leaders and other stakeholders identified that;

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We visit our school to make sure that the right thing is done and the right thing in our perspective is that we need academic excellence and this is what the hard working leader always tries through their actions to preach and to instil in their teachers and students. As stakeholders we dutifully support, advise our principal on relevant issues to promote our children's performance, those who don't cooperate we advise them on the way to take. We work always to ensure 'hatutaki siasa kwa masomo' (no politicking in education matters)" (School 1 BOM Chairperson)

The principal was well aware of the academic challenges of school 2 when she assumed the position of Principal in the school. Students and teachers alike acknowledged that school 2 principal was a very unassuming person, who related well with teachers and students. A student leader explained;

The principal sometimes joined us in the school farm and worked with them. She is a simple and approachable person. Teachers also admired her spirit of dialogue and commitment to helping teachers to resolve some of their personal welfare problems. She has a good way of talking to us. We at times call her mother (School 2 Student leader)

Many students commented on the support they received from the principal on academic and personal levels an aspect that teachers also agree to. A teacher said,

The dedication and the enthusiasm of the principal had made change for the better. We all work as scheduled without being coerced by anyone you are your own supervisors. After all what is needed is a pleasant result. We are a working family. We are able to work independently towards promoting, one whole, our school (School 2 HOD FGD)

School 2 principal had minimum qualification and experience as a teacher when she was appointed Principal. However, she influences positively her teachers, students and parents by what her teachers refer as “Her simplicity, her spirit of dialogue and consultation, her deep respect and support for her teachers and students alike.” She explained her personal vision for the school, which she stated as: “The School will be the best in the county in terms of academic performance, discipline, sports and health for years and beyond.” This vision led to her specific mission of overhauling teaching and learning to attain higher student academic achievement and improve school discipline, sanitation, and sports.

School evaluation conducted by school 2 principal and staff highlighted certain practices in the school that were responsible for the persistent academic achievement of students. School 2 principal identified that,

Teacher professionalism, sustained supervision of teaching and learning, motivation among teachers, discipline among students and conducive academic environment for students as well as a functional PA and BOM active towards parents and community (School 2 Principal)

The principal explained that;

The mission of the school was directly linked with the situation of the school at the time she became the Principal. She stated that; “Teachers and students had all acknowledged the academic standards and wanted to work on improvement and sustenance of the standards (School 2 Principal)

The Parent Teacher Association of some schools has also helped in promoting the welfare of teachers and staff. At their meetings they not only discussed the welfare of teachers and what to do to encourage the teachers to give out their best and stay longer in the school, but they also discussed how to liaise with the local Director of Education and encourage him to post more qualified teachers to the school. The PA established a special welfare fund, which was meant to cater for the welfare needs of teachers in the school. This was different from the school's own self-constituted teachers' welfare fund. Sometimes, teachers who were sick were visited by the Chairperson or another representative of the PA, who would carry gifts from their members. These gifts were in the form of foodstuffs, live hens, and common refreshments.

Collegial relationships in school 4 according to one teacher observed that, their principal is the sole director of all that takes place in the school. It was mentioned during the school FGD meeting that;

Teachers are not involved in decisions affecting the students and the staff. The principal is the Catholic Church sponsor hand in the school. He is to serve the interest of the church and school before any other. The strained

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relationship with the school principal and his deputy with teachers contribute negatively to students' performance. The strained collegial relations with the school community, local leaders and staff by school administration have hindered community participation in terms of resources support and students' performance (School 4 HOD FGD)

According to school 3 principal, collegiality is an aspect of convenience. One student said that; "We have groups among students which are dictated by various reasons such as students' perceived, home background, tribe, performance in co-curricular or class activities and other common interests." This was also observed during a FGD meeting in which those who belong to the same group responded to the principals' call differently. They exchanged greetings either warmly or coldly. Some addressed their principal by name whereas others used 'Madam' this revealed the level of collegiality in the staff. In one school staff does not relate smoothly with all other stakeholders that during propping during a FGD meeting one teacher remarked that;

She is a dictator! She hates those better than her academically, she solely takes decision, and how can we implement what we do not know the purpose? She has her people not all of us are needed. (Interjected another)Men are the heads; we only need to serve the children. This woman has no respect for us. We will wish to see her succeed on her own. We are watching as we do our work. The work that brought us here (School 3 HOD FGD)

The employment of local traditional methods of resolving misunderstandings was one of the means employed in connecting with the community, showing respect for and honouring the traditions of the local inhabitants. Principals conscientiously established or participated in a number of activities and events that concerned the local community and its inhabitants as a way of nurturing a dynamic relationship with parents and the community, and also promoting the involvement of the community in the affairs of the School and supporting the School. Some of these relationship initiatives consisted of maintaining an active PA through regular meetings in order to recruit resources for the School.

School 4 principal clearly illustrated this when he said:

Other initiatives to enhance a good relationship with the community were the casual visits we make to the local leadership and elders, to the local Government officers, District Education officers and by respecting local traditions and norms as well as participating in local social events as well as involving community members in participating in major school activities (School 4 Principal)

School 4 principal invited community singers and dancers for all occasion which needed entertainment like visits by state officers, prize giving occasion and many others. According to principal and as confirmed by community leaders and parents, these acts helped to establish a cordial relationship between the Principal, the School and the community, which in turn showed interest in the School's affairs and assisted in recruiting resources for the School.

School 5 principal did other things to enhance his partnership with the community, namely: his personal courtesy visits to the leaders of the community, and respect for their opinions, contributions and norms. In spite of the numerous engagements and responsibilities the principal, he indicated that:

I had designated some specific times for visiting the local leaders, the local county Assembly office, as well as the sub County and County Education Office, to greet and exchange ideas. Some of these visits were very casual, non-scheduled and brief. Each time I visited any of these leaders and officers I discussed some of this concerns and sought tacit approval for some of the unpopular measures I was about to take or had taken in the management of the School (School 5 Principal)

Furthermore, he endeavoured to respond to any invitation to participate in social events or activities organized by the local District authorities, by the local leaders or by the Office of the Ministry of Education or TSC office. These official and social interactions helped him to be in contact with a number of parents, who also attended such functions. Huddle (2004), in a review of literature on effective leadership, cites a study in which principals in effective schools used a variety of methods to publicize the school goals and achievements in the area of academics. These included bringing in outstanding speakers for the National Honor Society meetings, placing names of special education students on the honor roll, publishing an annual report of academic achievement and mailing it to parents, Displaying academic awards and trophies in the school trophy case as is the case of some other schools.

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According to school 1 principal, through such visits, the local District Education Office had assisted him in resolving some school disciplinary problems and getting newly trained teachers to the School. The education office also partnered with the PA in seeking funding from the local Government to re-roof a classroom building whose roof was old and torn. He used his relationship with these bodies to boost the reputation of the school and to keep his focus on making the School a top school. The principal believed that all these public entities were proud of the School and wanted it to remain a top-achieving school. The Principal conscientiously engaged and collaborated with the local community through the promotion of an active Parent Teacher Association to recruit local resources to support teaching and learning, teachers' welfare and to enhance student discipline.

Principals displayed great similarities in their collegiality. They endeared themselves to both their students and teachers as hard working, disciplined and duty conscious leaders. They led by example and put in a lot of effort to create an appropriate learning environment that continuously improved the academic performance of their schools irrespective of challenges. Many teachers, students, parents and community leaders acknowledged that School 1 was an effective leader because of his positive personality and conduct. His friendliness, love for school, warm human interpersonal skills and accessibility to students, teachers and parents was applauded by all.

Some teachers in school 1 attributed their principal's success in gaining their trust and cooperation to his good human relations, notably his openness and transparency.

He has good relationships with every one, and they all respect him. He gives instructions but he listens to the teachers, to what they have to say. So, they all strive to also listen to him, they understand his ways of doing things, and he explains things and doesn't hide things from his staff, even regarding school money, so we always co-operate with him to keep the standard (School 1HOD FGD)

School 2 principal acknowledged this when he said:

It is about how you relate with the people you are working with, because as a human managing institution you have to be first of all an open-minded person, who accepts views from all quarters. Some of which you may not like but you consider them all together (School 2 Principal)

The Principal was equally appreciated as revealed by a PA Chairperson that;

his personal humility, simplicity, openness to correction and advice from staff and students, his positive arbitration and negotiation skills, enthusiasm and drive in his leading, resourcing and supervisory role of the School (School 2 PA Chairperson)

School 2 principal settles misunderstandings between teachers and sometimes between parents and some teachers, so the parents like her. This was observed by a member of the BOM that;

The principal is very responsible and shows concern for all students, he meets students and he speaks with them freely and advises them to study hard and pass examinations. Sometimes she asks for others opinions (School 2 BOM Chairperson)

School 2 principal herself reiterated to this when she said:

Any time I see that there is going to be a problem I quickly find a way of solving it. Sometimes I have to behave as if I am the cause, this makes the two parties to feel that I have caused it and I will take the blame and they are free (School 2 Principal)

These positive personal attributes, drive and exemplary conduct are key characteristics of the personality of the principals. The Principals alluded to the fact that good dialogue with a clear purpose and goal is crucial for teachers' effective teaching and students' learning. School 4 principal declared that:

Personal and professional attributes which comprised friendliness, love for school, warm human relational skills and accessibility to students, teachers and parents, resourceful supervisory leadership, exemplary conduct and arbitration skills were well attested by teachers, students, parents and by themselves. So, for an effective teaching and learning to take place, I also gave direction to teachers, who are well informed about the goal of the School, about how the School is moving, that is what makes the schools to be up and doing (School 4 Principal)

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According to teachers of school 4 during HODS FGD meetings, their principals worked hard to achieve academic excellence and to sustain it. This was every principal's vision for his/ her School as was reiterated by a teacher in School 4 who said that: *"In fact, he (Principal) guides us, as well as the students to behave well, to study hard and to focus on achieving greater success; our goal"*. Another teacher explains how the school 2 principal planned strategies that would enhance the success of students when he said that;

Just for instance, we had to be at a staff meeting called by the head to restructure how we were going to put things in order, most especially for the candidates to prepare them early enough for the 2016 exams, so that we will perform well and make the school and ourselves proud (School 2 Class teacher)

School 2 principal and school 1 principal leadership were collegial in many aspects and characterised mainly by sharing responsibility with teachers. Collegial style of leadership is established through participatory decision-making process in the form of regular staff meetings to discuss disciplinary issues, and plan teaching and learning activities. It was equally demonstrated through consultations with implementation committees and Heads of Departments. These consultations, which also involved a dialogue with students, were meant to reinforce a rapport between the Principal, the students, and teachers. Collegial leadership was demonstrated through classroom teaching and sharing of personal resources with teachers as well as through speedy, respectful arbitration of misunderstandings and conflicts.

School 2 principal initiated and encouraged a participatory decision making process through regular staff meetings, consultations with implementation committees and heads of department and a dialogue with students. In addition, unlike the academic teaching-staff meetings, in a school where only academic issues were discussed, the regular staff meetings catered for all issues, ranging from teachers' welfare, students' discipline, parents' support, teaching and learning and academic performance to sports, recreational activities and socio-cultural issues.

School 1 principal, when asked how he did coordinate the boarding affair of students and teachers said that,

The boarding department at our school is mandated to ensure all students are accorded comfortable and safe accommodation for a conducive learning environment. High standards are maintained in line with the Ministry of Education's guidelines. For the teachers to give their best and to dedicate their energies, expertise and time to their students, their welfare must be taken care of. This teachers' welfare is run and managed by teachers to cater for their social and personal needs. Every teacher at the School has an obligation to be a member of the welfare and participate actively in its programmes. The teachers' welfare helps in boosting teachers' morale by creating conducive environments I use it as a channel of embracing, improving efficiency and injecting new but proved working ideas for our school (School 1 Principal)

School 3 principal observed that it was necessary to involve all her teachers in a critical evaluation of school's academic environment and standing. She explained that,

When I was teaching at my previous school I was appalled by the ever-falling academic standard, especially the low achievement of students at the KCSE. As a result, I and a few of my colleagues tried without success to encourage the Principal to introduce certain policies and activities to improve the School's falling standards which led to my transfer from that school that I was insubordination, a blessing in disguise indeed, I was eventual promotion and posited here. When I realised that the performance of the School at that time was good though not the best. The school recorded bad results in 2008 and was to do something about it (School 3 Principal)

As a result, when she became the Principal, she sought to quickly overhaul the school's teaching and learning environment. She also intimated that her predecessor was aware of the reputation of the school as the community leaders and some parents complained about it openly. She marked low professionalism in dealing with teachers and school issues. Explaining this, she said, *"In fact, we can also say that the school is all that motivational; she talks about teachers' personal problems and support them"*

During one of his visits to school 2, the Researcher noticed that none of the teachers was present in their classrooms. The classrooms were quiet and the students were busy doing some class assignments. He knocked on the door of one of the classrooms and upon an invitation he entered. He greeted the class, inquired about the whereabouts of their teachers, and informed that they had all gone to attend a staff meeting with the Principal. He queried them further to know whether this

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was just an impromptu meeting or a standard practice. The students almost in unison responded: “*The Principal always meets our teachers when we reopen school*”

Schools had just reopened after the 2015 Christmas break and the Principal was meeting her teachers for the first time. The Researcher thanked the students and dashed to the teachers’ common room where the meeting was taking place. The researcher was fortunate to have been spotted and invited into the staff common room by the Principal. A teacher was speaking about the team that would visit and express the school’s condolences to a former retired teacher who had been bereaved. Another teacher spoke about the reason why the Languages Department Assessment Committee was unable to organise more debates and quizzes during the past term and what the Committee was planning to do during the new term that was just commencing.

This account illustrates an aspect of the collegial effort of the School principal to involve teachers in decision-making and in running the School. School 2 Principal stated that:

I have to meet the whole staff to discuss with them their plans for helping the children to pass their examinations as this is core to the school, stakeholders and more so to the students’ who depend on the performance in defining their future. We must start early enough, I organise regular staff meetings, discuss and form / encourage and advise different implementation committees for academic and non-academic affairs. These committees comprised teachers with the Head of Department and an experienced teacher as the leader (School 2 Principal)

The principals of these schools encourage teamwork. This involves parents, teachers, staff (teaching and support), BOM and PA members. This enhanced shared responsibilities as delegated and supervised by the principal. One school 5 teachers identified that: “*It boosts morale and a sense of belonging when given an opportunity to participate in school management issues and decision making.*” Another teacher in school 6 observed that, in their School the role of the teachers is ‘*to be present and teach*’. Issues of administration are basically a reserve of the authorities with least involvement of the staff. “*You will only be involved whenever there is nothing personal to gain*” lamented the teacher.

School 6 principal in leading the school is better appreciated with an understanding of her background, attributes, and experience, as a teacher. Her individual vision and mission that she set for the School, although it remained personal and unknown by her collaborators, influenced her thoughts and some of her actions. The principal’s background having completed with success her university with a bachelor degree trained as a teacher. She obtained her master degree in Education in 2007 and years later posted as a principal. She had no prior experience as an accredited school principal. In the first year of her posting to the school, in addition to the principal there were enough trained teachers at the school. Students admired the principal’s sense of discipline and time management skills. Students also appreciated her special concern and care for them. Some students testified that she was persevering, hardworking and disciplined. One student leader from school 6 said that; “*The Principal was doing her work; she does the office work and at the same time teaching*”

Teachers’ efforts were not however recognized by parents in school 4, hence low morale. A parent explained that:

Parents, who complained about the falling standards in school 4, believed that the teachers were not committed to their teaching. Parents thought that most teachers behaved as if they were under an obligation to teach, and therefore showed no personal interest in teaching. These teachers had no desire to help the students to learn and pass the examinations. The standard was falling, falling, falling and last year the performance was worse (School 4 PA Chair person)

According to school 2 principal

The school stake holders relate well. Team work among parents, teachers, staff, BOMs and PA is key to the achievement.” The PA holds frequent meetings with teachers and students to discuss on how they can participate effectively in facilitating and addressing the concerns of students’ academic performance, school discipline, motivation, projects and relevance to the school needs. The school BOM has a good rapport with all other stake holders hence parents readily respond to issues with least criticisms. Teamwork is instrumental in acquisition of facilities and improvement of school towards better students’ achievement (School 2 Principal)

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School 2 principal observed that they were able to obtain a variety of books for the library through collaboration with the local County Government. Schools' academic success attributed to good management exhibited by the principal and with full support of hard working teachers, the board, PA, parents and the students. The principal who is a team player relies on the support of his teachers and the school BOM and the PA to oversee smooth running of the institution, while the daily routine business of the school run by the office of the principal who is assisted by deputy principals, teachers, community members, political leaders, education officers, and religious leaders. For the school to rise and retain high academic standards, the school has to have an active and supported academic board which consists of the director of studies who also chairs the board meetings and deputy directors. The academic board ensures curriculum implementation and all evaluation programmes in the school run smoothly.

By renewing regular meetings with PA executives and parents school principals helped to revive interest of parents in school affairs. Parents began to pay levies to fund school programs and cooperated with the School on students' disciplinary issues. Also, through his visits and sustained involvement with the local chiefs, elders, politicians and education officers, he procured further assistance in the form of text books, repair of school furniture, wiring and electric installation in classrooms. His cooperation with teachers to supervise students at school farms resulted in good harvests that generated additional income to support teaching and learning.

These relationships existing in schools influence students' performance. One teacher during HOD FGD observed that;

When a school has one staff it is easy to implement policies and curriculum delivery is enhanced. A divided team is a losing team. We have always worked together as a team regarding the contributions of each team member. We fill each other's weakness and work on others strengths to succeed. Our success is in our unity cemented by our principal and reflected in our students' performance (School 2 HOD FGD)

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary:

5.1.1 Schools artifacts implications on students' academic performance:

The first objective was to establish implications of school artifacts on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County. This objective guided by the related research question "What are the implications of schools' artifacts on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County?"

The study found out that;

The collective crafting of a school vision and mission by the principal in consultation with other stake holders influenced students and teachers and created trust that enabled and helped in initiating and maintaining productive relationships and partnerships with teachers, parents and the local community. These school cultures of partnerships with the community generated or recruited significant physical and human resources for the school. The resources financial and human that are provided are used by the schools to promote students' performance agreeing with Oluwakemi (2012) that artifacts are materials, buildings, symbols, names, images, logos, catchwords make sense to all the stakeholders of an organisation; they therefore have meanings and do not just exist. Artifacts demonstrate the culture, norms and values of those who are in the organisation as well as all its stakeholders.

The study found out that school uniforms with the respective school badge and logo are a major identity, symbol of belonging, symbol of prestige and pride of the students as well as parents. The uniform promotes equableness among the students who are able to compete favourably without much concern of class which may be detrimental to performances of learners who otherwise may be entangled in dress struggles. This culture of wearing school uniform similar within a school influences school performance in the positive. This is in consonance to Thorsen (2009) who observes that cultures show up in visible and invisible ways and identifies dress code as one of the visible expressions of culture.

The study further found that every school has a vision often defines ability to think about, and plan for the future by using intelligence and imagination. This vision as a school culture element has influence on students' performance as it is regarded as the philosophy or motto that expresses the long-term, clear aspirations and desires of an educational

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institution. According to Soanes and Hawkers, (2008) this vision becomes the central goal that the entire school community acts collectively to achieve. An institutional vision is accompanied by a mission that expresses the tangible means of realizing those long-term ideals or vision. The study established that though every school has a vision their level of performance varies, therefore school vision alone painted in the school has no influence on students' performance especially when the inventor be it the principal, HOD or any stakeholders has acted solely without indulging the views of others as this can enhance owning it and supporting it .

Institutions which have a clear vision and mission are able to rally their staff and resources around that vision to work concertedly in implementing the mission, leading to the realisation of the vision. The study of these six public boarding secondary schools reveals elements of clear and collective school vision and mission. Some principals crafted with their teachers, students and parents, a concise school vision and mission that acknowledged the prevailing academic context of the school, and they took concrete measures to improve it. The Principals of schools that had distinct visions and missions and prevailed upon their teachers and students to understand them and to support and work towards their realization influenced students' performance positively in which the contrary is also true. Teachers and students recalled and articulated the vision and mission of their school in their interactions in high performing schools. Staff meetings and school assemblies were used as forums to disseminate, articulate and rally the school community towards achieving the school's vision and mission.

School vision was employed as a tool of improving a school's reputation towards becoming a top-achieving school at the KCSE and a leader in healthy lifestyles was to be achieved through its mission of revamping teaching and learning towards higher achievement, sustained by discipline, good sanitation and physical fitness. Conversely, other principals who either had only their personal undeclared school vision and mission, unknown to their collaborators, or had no school vision and mission, failed to rally their collaborators, teachers, students and parents towards collectively improving the learning environment and raising academic standards. For example, although, one Principal, made allusions to his vision and mission for the School in his interactions with students, teachers and parents; he failed to formally inform them about this and as a result, he could not rally his teachers and students towards achieving that vision and mission. Similarly, another principal's personal vision and mission to make his school an outstanding institution of high academic achievement with top KCSE results, through improvement of teaching and learning and with aid of school partners, remained unknown to the School community. This hindered a coordinated action in addressing school problems. The managerial and partnership efforts of some schools recorded little success, due in part to a lack of short-term and long-term goals that were shared by all teachers, students and parents.

As a result, this study has demonstrated that those principals who rallied and empowered their school community, comprising teachers, students, and parents, through a clear school vision and mission, succeeded in effecting a positive change that created better teaching and learning, which in turn engendered improved academic standards. Therefore, it is evident from this study that a school vision and mission ought to be developed collectively and to be known to and owned by the school community in order to have a positive impact on teaching and learning, and subsequently on academic standards. In his work on how to develop teachers to be confident, responsible and enthusiastic in their teaching and leadership roles, Day (2008); Day, and Ko, (2011) explained that it is those schools that have shared goals and are clear in their vision that are capable of promoting an atmosphere of and a sense of responsibility to make a difference. Teachers and students alike continue to learn and improve because they have similar objectives, captured in the school's vision and mission statements. Day's work explains how a school vision and mission, shared by the principal, teachers and students can influence the school's transformation.

This research demonstrated the import of Day's assertion that high performing schools were able to motivate their teachers, students and even parents by means of a commonly recognized school vision and mission. This is how they led a positive change and improved academic standards in their respective schools. Day's (2008) position is supported by Dawson (2007) who said: "*The old paradigm where vision/mission/values statements were created by managers and 'imposed' upon the workers in an attempt to motivate them is obsolete*". Dawson claims that it is the collective processes by which school vision and mission is developed that give genuine power or force to the vision and mission statements. Dawson, in fact, believes that it is the collective creation process of the school's vision and mission that actually empowers staff and students to develop trust and social capital that impact student learning. Dawson's position, like that of Day, is clearly demonstrated in this research. This study has shown that Schools, although did not directly involve

students in crafting their vision and mission, they engagingly shared the school vision and mission with staff and students. By involving, disseminating and consolidating the school's vision and mission with staff, students and parents, the effective principals, were able to rally the entire school community towards a positive transformation from low-performing to high performing schools.

This study has underscored the significance of the school culture of rallying parents and the local community around the school's vision, mission, and core values as reported in relevant literature added to Mazibuko, et al., (2008). That without a clear strategy by the principal to involve parents and the community with the school's vision and mission, the principal would not succeed in garnering the crucial support and collaboration of the local community, politicians and education officers towards improving academic standards. Under these artifacts the study established that they are important for the school and students' academic performance when their meanings, implications and influences are brought to the attention of the stakeholders. This though may not independently and singly have implications on students' academic performance but in unison and interlinked to other school cultural elements.

5.1.2 Schools' collegiality implications on students' academic performance:

The second objective was to analyze implications of schools collegiality on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County and guided by the research question "What implications does schools' collegiality have on students' academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County?"

The study found out that;

The study found out that through thriving collegial, instructional and managerial leadership and exemplary personal qualities, the effective principal promoted certain positive values, such as punctuality, studiousness, perseverance, positive rivalry and commitment among teachers and students. These helped in creating an environment that fostered effective teaching and learning and better academic achievement of students. This agrees with Leithwood, 2007 that collegiality as an element of school culture has a direct connection to leadership which is the efforts of the leader, in this case, the principal, to involve his or her colleagues, teachers and other staff in the administration and management of the school. Collegial leadership engages and motivates teachers, students, and community towards improving academic performance.

Collegiality can be achieved through sharing and vesting of power and authority on an equal basis or to a certain degree to parties to the institution. What really matters is how the principal's consultative initiatives and actions with staff help to boost instructional leadership. So, collegial leadership has to do with effective engagement, consultation, dialogue, delegation, cooperation and collaboration between the principal and the staff. Thus, any effort made to consult others, including colleagues, in making and executing decisions is a collegial effort.

When collegiality is absent or reduced, in a school, the school leader becomes a 'dictator' and this inhibits creative initiatives of others in the school community and eventually students' academic performance. Smirchich (2004) remarked that a leader who has only one person making all the day decisions is in fact, not a leader. This research has attested the role played by collegiality in the performing of the schools which are all public boarding schools. When Principals carried out an evaluation of the academic environment of their schools in direct consultation with their teachers they collegially identified the negative practices that impeded effective learning and the ways to resolving, if not all, at least some of them. Their consultations through regular staff meetings and dialogue with students and sometimes with parents resulted in concerted strategic decisions and implementation in resolving some of the school's teaching and learning challenges.

It was through such collegial dialogue that principals, for example, opted together with their staff to overhaul the teaching and learning landscape of their performance to improve academic standards. Among the strategies crafted through this consultation were the restoration of teacher professionalism and teachers' welfare support; the re-establishment of student discipline; and, creation of an academically challenging learning and healthy environment. Other collegial efforts by principals were their successful consultation with parents and their success in earning their partnership to enhance resourcing. The introduction of school projects like farming with the cooperation of teachers and students was achieved also by principals through collegial efforts in a number of schools.

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Further, effective principals developed a collegial working relationship with their teachers and students through participatory decision making processes that focused on regular teaching-staff meetings, consultation with implementation committees and heads of departments and regular dialogue with students. Principals also demonstrated collegial leadership through specific pragmatic acts such as occasional classroom teaching, sharing of personal teaching resources and speedy respectful arbitration of conflicts among staff. In some performing schools, although the Principals sometimes showed some collegiality through consultation with their teachers, often the lack of commitment on the part of the teachers, exhibited by continual teacher absenteeism and lateness, impeded the collective implementation or realisation of those decisions.

Community partnership for the purpose of recruiting local resources to improve teaching and learning as practised by the high performing schools and agreeing with Soanes and Hawkers, 2008, who first defines and lays emphasis on what is 'community' and what is 'partnership' and second, by understanding the link between community partnership and recruitment of local resources. Community is defined as a group of people have a common background and shared interests Partnership is explained as cooperation between two or more people or groups who work together for some purpose. Community partnerships emerge as Leithwood, Louis and Wahlstrom (2004) as an example of meaningful collaborative cultures, designed by principals to build productive relationships with parents and community, and as a result, strengthen their schools' effectiveness. This study agrees with a study in Australia, which found out that Family-Schools and Community Partnerships Bureau (2008), community partnership that exist between families and schools, improves quality of schooling, obtain satisfying educational experiences of students, and strengthen the communities.

In high performing schools, good collegial efforts of the principals, demonstrated by effective communication and collaboration among the parties encouraged the charting of a common course of priorities and strategies in addressing the School's academic successes. As a result, the small efforts attempted individually or in isolation to improve academic standards were either promoted in the presence of a dynamic collegial spirit and commitment or jeopardised or compromised by absence. For example, in a school, in spite of the Principal's involvement with teachers to introduce extra-tutorials to compensate for student and teacher lateness and improve learning, teachers' continual use of tutorials to teach new concepts, and their failure to correct and give feedback on practice examination scripts, deprived students of any revision prior to sitting KCSE. Thus, an activity that was meant by the Principal and the teachers to improve learning became an obstacle to learning due to poor communication among teachers and students and the Principal. In other words, instructional leadership efforts are necessary but not sufficient to improve academic standards, as their effectiveness depends largely on the level of collegiality demonstrated by the principal. Collegiality and consultation require the leader to have authority to ensure the community works with the leader.

The study revealed that the effective principal shares responsibility for instructional leadership with his or her teachers by building collegiality and by supporting teachers. According to Hoerr (2006), the only way by which the principal gains the support of his or her teachers and staff is through his or her collegial efforts, especially those which enable the teachers to grow professionally. It is through collegial leadership that the principal shares his authority and power, and some of his responsibilities. The principal who empowers the staff through collegial means is also the one who cements team work and encourages the teachers to develop a school-wide, not just a classroom, perspective in undertaking their tasks (Hoerr, 2006). The findings are in agreement with Fullan (2008), Leithwood and Mascall (2008) and Hoerr (2006) explained the influence of collegial leadership on student achievement. Hoerr (2006) observed that the exigencies placed on principals make it almost impossible for the principals to do their job all alone.

The study established that a successful leader is the one who consults, coordinates and plans with the staff not by controlling them but by collegiality. It is by the principal's collegial efforts that he or she nurtures what Hoyle (2006) refers to as essential elements of the art and science of leadership such as "teambuilding, communications, interpersonal relationships, curriculum and instruction" which were displayed as essential collegial ingredients in the study schools. The positions of Hoerr (2006), Fullan (2008) and of Leithwood and Mascall (2008) are in direct contrast with the definition of leadership in the early to mid-twentieth century, where scholars such as Henri Fayol that emphasised the planning, organising, commanding, coordinating and controlling aspects of leadership, with little or no allusions to collegial aspects of leadership. Consequently, Hoyle indicates that only dynamic collegial leadership can reduce the danger and the tendency of the principal becoming the boss who influences staff to do what he or she wants to do and to manage others to follow him or her in completing a task without any due attention to their welfare and demeanour. Hoyle (2006) argued

that today, there is a new kind of leadership, which is transformational leadership. “*Transformational leadership is making organizations especially schools more caring communities by leaders guided by principle, morality, and service to others*”.

Similarly, the success of principals in transforming performance of their schools into a top-achieving school and their ability to sustain the top academic performance of some schools, were possible because each of these principals exercised effective collegial leadership. Principals evaluated the prevailing academic standards of their school with all their staff at regular staff meetings, and together, they identified the issues and agreed on what strategies were necessary to resolve them. For example, in one school, teacher unprofessional conduct like lateness and absenteeism reduced considerably because principal and her teachers identified teacher unprofessionalism as a factor that created poor teaching and learning in the School. The teachers subsequently conducted themselves more responsibly. Thus, the efforts of consultation, regular staff meetings, pep talks and support for teachers were the actual collegial acts which galvanised team spirit and commitment from the School teachers and helped the principal in instructional initiatives and efforts.

This study has confirmed the assertion by scholars such as Hoyle (2006), Hoerr (2006), Fullan (2008) and Leithwood and Mascall (2008) that collegial leadership of the principal helps to nurture and cement team spirit and not compliance that must characterise every school that wants to succeed in improving learning through effective instructional leadership. In the light of the literature on school improvement and school effectiveness collegial leadership enhances team spirit high performing school’s environment. This is well emphasized by the fact that the principals who headed high performing schools and succeeded to transform their schools’ academic standards were also those who exercised high collegial leadership by their ability to maintain regular dialogue and consultation with their teachers and to support their welfare.

5.2 Conclusions:

In light of the findings on the implications of school artifacts on students’ academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County, the study concludes that; Schools succeeded by collectively crafting, disseminating and consolidating a school vision and mission with their staff and students, and involved parents and community via their shared vision and mission, were able to rally the entire school community towards a positive change and to transform academic standards to improve academic achievement. Every school vision has to define ability to think about and plan for the future by using intelligence and imagination. The vision philosophy or motto is to express in the long-term, clear aspirations and desires of an educational institution. School motto, vision and mission to be meaningful has to be crafted by principal, teachers, students and parents, they should be concise and acknowledge the prevailing academic context of the school and take concrete measures towards improvement.

School visible symbols are to be explained to new comers, teachers and students, to help them ‘fit’ to the already established school culture. The artifacts are too displayed and emphasized in the schools. This involves clearly painting or writing them at vantage points where they can easily be seen as this will serve to frequently remind the member of the school community. School uniform promotes equity among learners give each an equal opportunity for free interaction and learning irrespective of social or economic class. In choosing school uniform for students the stakeholders should be involved. This will encourage the learners to own it and use it to serve the purposes of promoting self esteem hence readiness to wear it. School rules and regulations are important in ensuring there is order and harmony which is recipe to conducive working environment of all school community members. They should emanate through collaborative participation of all stakeholders as this will ensure and facilitated ownership. Members are to be part of the process in coming up with the rules to avoid them being strangely received and resisted.

In light of the findings second objective to establish the implications of school collegiality on students’ academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County and guided by research question, “What implications does schools’ collegiality have on students’ academic performance in public boarding secondary schools in Kisii Central Sub County, Kisii County?” The study concludes that; A school has a social entity is characterized by interactions and interrelations. The relations that exist among stake holders include; relationship between students, students with teachers, among teachers, with the principal, parents and the community, education officers, political and religious leaders. The study concluded that there should be cordial and mutual relationships among all stake holders as this has positive implications on students’ performances. Where the relations are strained the school environment is negatively impacted leading to low productivity from the teachers and therefore the students outcomes in academics.

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In an under-resourced (financial and human) school setting, effective principals' established school and community partnerships through the Parent Association, parents and the wider community. These partnerships were used to recruit financial and other resources for the school and for teachers' welfare in order to improve the teaching and learning environment and student achievement. The high performing of schools ingeniously established cordial relationships with local politicians, education officers and community, whom they lobbied in resolving to some degree, some of the physical and human resourcing challenges of their schools, such as the lack of sufficient trained teachers, electricity in classrooms and inadequate school furniture, text books and ICT equipment

5.3 Recommendation:

In the case of first objective on the implication of school artifacts the study recommends for the involvement of all school stakeholders in crafting school motto, vision and mission, core values, school rules and regulations. Members of the school community should be well informed to understanding meaning of all artifacts to avoid misrepresentation or misinterpretations as this may be detrimental to the institution. School dressing code should be standardized in pattern in all institutions to avoid comparisons and demands which may arise if differences are perceived while giving liberty to colour to the individual schools.

On school collegiality, the school principal should work as a facilitator not a dictator. A principal, who exercises high level of collegial support, attracts other stakeholders to positively support towards attaining/ achieving school vision, goals and objectives. The principal is able to attract the participation of political leaders, religious leaders, education officials and donors to mobilize resources both material and financial for the school. A school with good collegiality and well-resourced facilities promotes productivity with positive implications on students' performance. School stakeholder should carefully elect members to BOM and PA who promote collegiality. Those who are a threat to school unity should be avoided as facilitation to enlighten them on the need for collaborative existence is initiated.

5.4 Suggestions for Further Research:

This research has limits for generalisation to other contexts especially in mixed boarding, day schools or private schools. There is therefore, a need for replication studies in other contexts and settings to establish if the findings of this study are robust and also, to identify any differences based on contexts.

This study is unintentionally silent on what constitutes the minimal infrastructure and resourcing that a high performing school in public boarding secondary school may require so that it can focus on developing strategies that improve teaching supervision and students' learning, and raising and maintaining academic standards. This may be a useful focus of any future research.

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