

**INFLUENCE OF SCHOOL CULTURE ON ACADEMIC PERFORMANCE
AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN MASINGA SUB-
COUNTY, MACHAKOS COUNTY, KENYA.**

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**A Thesis Submitted to the School of Education and Social Sciences in Partial
Fulfillment for the Requirements for the Degree of Master of Education in
Leadership and Education Management of Kenya Methodist University**

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DECLARATION AND RECOMMENDATION

I declare this Thesis is my original work that has not been presented in any other university.

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DEDICATION

I dedicate this Thesis to all my mother Julia Musyoka, my sister Elcy Ndanu, Philip and friends who have been a constant source of support and encouragement throughout my study period.

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ABSTRACT

Despite significant investments in education by various stakeholders, academic performance in public secondary schools in Masinga Sub-County, Machakos County, Kenya remains persistently below national standards. This study investigated the influence of school culture on academic performance among public secondary school students in Masinga Sub-County. Specifically, the research examined how principals' management practices, school functions, disciplinary climate, and teacher motivation influence academic outcomes measured through KCSE performance indicators including improved discipline, increased quality grades, and improved mean scores. The study employed a descriptive survey design utilizing both qualitative and quantitative approaches. The target population comprised 8,325 participants from 25 public secondary schools, including 25 principals, 300 teachers, and 8,000 students. Using Yamane's formula, a sample of 382 respondents was selected through purposive and stratified random sampling techniques. Data collection instruments included semi-structured interview schedules for principals and structured questionnaires for teachers and students. Instrument validity was ensured through expert review and pilot testing, while reliability was confirmed through Cronbach's Alpha coefficients exceeding 0.7 for all constructs. Quantitative data were analyzed using SPSS version 27.0, employing descriptive statistics (frequencies, percentages, means, standard deviations) and inferential statistics (Independent Samples t-tests). Qualitative data underwent thematic analysis to complement quantitative findings. Key findings revealed that: (1) Principals' management practices significantly influenced academic performance ($p < 0.05$), with curriculum management showing the strongest association; (2) School functions, particularly prize-giving ceremonies and academic days, positively impacted student motivation and academic culture; (3) Disciplinary climate played a crucial role in creating conducive learning environments, though enforcement consistency varied; (4) Teacher motivation through professional development, reward systems, and welfare programs significantly affected teaching quality and student outcomes. The study concluded that school culture components collectively create an environment that either facilitates or hinders academic achievement. Based on these findings, the study recommends: enhanced principal training in financial and resource management, standardized recognition programs for teachers, implementation of student feedback mechanisms, development of inclusive school functions, and establishment of consistent disciplinary frameworks. These recommendations aim to optimize school culture for improved academic performance in Masinga Sub-County and similar contexts.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
EFA	Education for All
ICT	Information and Communication Technology
KCSE	Kenya Certificate of secondary Education
KNEC	Kenya National Examination Council
NACOSTI	National Commission for Science, Technology and Innovation
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
SSA	Sub Saharan Africa
TSC	Teachers Service Commission
UAE	United Arab Emirates

CHAPTER ONE

1.1. Background of the study

Different stakeholders in the sector of education including parents, teachers, the board and the ministry of education are more concerned about academic performance of students today than ever before (Afemikhe et al., 2022). The importance of education and hence the need to foster and improve academic performance especially among students in secondary schools cannot be underscored and has received significant attention by policy makers around the world (Bayar & Karaduman, 2021). Parents, donors and the Government have continued to commit a significant number of budgets in supporting learning activities in secondary schools with an expectation that students would reciprocate the same through improving on their academic performance. Thus, an enhancement in the students' academic performance is of the greatest value for money by said stakeholders and the time spent by teachers to impart knowledge to learners in classrooms (Portella et al., 2022).

Deal and Peterson (2017) define school culture as the perceptions, beliefs, unwritten and written rules that shape and influence each part of school operations. Schools are social institutions that are established with formal rules and regulations to guide the daily teaching and learning activities. Teaching and learning activities in secondary schools in Kenya are handled by the Ministry of Education with close coordination from the Teachers' Service Commission (TSC) among other stakeholders (Nabiswa et al., 2017).

Education encompasses both formal instructions provided in schools and universities, as well as informal learning that occurs through various life experiences. The primary aim

of education is to enhance the physical, emotional, social and intellectual development of individuals, enabling them to reach their full potential and contribute to the betterment of society (Kinyaduka, 2024). Academic performance is defined as the degree of success and achievement reached by students in their academic pursuits (Tadese et al., 2022). It is typically measured through various assessments, examinations, and evaluations, and reflects students' mastery of subject matter, their ability to apply knowledge, and their overall educational outcomes (Brewington, 2024).

Several theoretical frameworks explain the relationship between school culture and academic performance. This study is anchored in the Organizational Culture Theory developed by Dr. Elliot Jaques in 1951, which posits that organizations, including schools, possess distinct cultures shaped by shared values, norms, and beliefs. This theory identifies three key tenets—values and beliefs, norms and expectations, and practices and rituals—all of which can significantly impact student learning outcomes (Cardona et al., 2023). The theory provides a structured approach to understanding how different aspects of school culture contribute to academic achievement. Research consistently demonstrates that school culture variables directly impact learning outcomes through specific mechanisms. Principals' management practices establish the tone, expectations, and resource allocation that create conditions for effective teaching and learning (Maundu, 2021). School functions—including ceremonies, traditions, and rituals—reinforce values and community cohesion that motivates academic effort (Ngumuta, 2021). Disciplinary climate creates the orderly environment necessary for focused learning Kosgei (2020),

while teacher motivation directly affects instructional quality and teacher persistence (Bulowa et al., 2020).

Global trends in education, such as the focus on standardized testing, curriculum frameworks, and educational policies, can shape school cultures and influence teaching and learning practices. For example, the emphasis on high-stakes testing can lead to a culture of test preparation and rote learning, which may not necessarily foster deep understanding and critical thinking among students. Similarly, global initiatives like the Sustainable Development Goals (SDGs) promote equitable and inclusive education, which can influence school cultures to be more inclusive and supportive of diverse learners (Sianes et al., 2022).

An analysis of global studies reveals consistent patterns regarding the impact of school culture on academic performance. Research from diverse educational contexts demonstrates that positive school cultures characterized by clear expectations, teacher support, and collaborative leadership consistently correlate with higher academic achievement. In most schools in China, a collaborative school culture has been adopted where students and teachers cooperate to promote learning and teaching activities and experiences in classrooms (Chan & Lam, 2023). Experience from Spain indicates that school culture influences the aspirations of students which in turn has positively contributed to academic performance outcomes of most students (Lizama, 2023). In Italy, key school culture features in place and which have in turn indeed provided conducive environment for students to learn include student disciplinary practices and parental involvement in school programs. School culture aspects in Italian schools are believed to

have shaped and strengthened the competence levels of students' hence better academic performance (Longobardi et al., 2022). In the Philippines, schools have embraced rewarding teachers and students in ceremonies like prize-giving as this boosts their confidence and morale, hence impressive performance (Tus, 2020).

However, contradictions emerge in how different cultural contexts prioritize aspects of school culture, with some emphasizing disciplinary climate and others focusing on teacher development. In Turkey, a culture of teacher training has been adopted by most schools as a way of enhancing the motivation among teachers hence improving academic performance among students. In particular, training is provided to teachers in most schools in Turkey as a way of changing their perceptions towards the existing school culture for better academic performance of students (Longobardi et al., 2022). On the contrary, poor and weak culture in most schools in Pakistan has negatively affected academic achievement of most learners. For instance, in most schools in the country, principals did not demonstrate and lead positive cultures negatively affecting academic progress and performance of students in classroom (Pervez et al., 2017). This means that principals in schools are the key stakeholders who are charged with the obligation of cultivating and strengthening the culture of their schools.

While global patterns demonstrate the importance of school culture, analysis of regional African cases present unique challenges and adaptations that more closely reflect Kenya's educational landscape. Regional educational systems, cultural norms, and socioeconomic conditions can also impact on the educational experiences and outcomes of students. For instance, in some regions like Africa, there is a weight given to academic achievement

and competition, leading to a highly competitive and high-pressure school culture. This has resulted in increased stress levels among students and a focus on performance rather than holistic development (Ewulley et al., 2023).

Experience in Africa particularly in Tunisian schools indicate that failure of most schools to review their daily classroom routines as well as the existing rules and regulations being key aspects of school culture have contributed towards dismal academic performance of students in their national exams (Nasri & Rouissi, 2023). According to Afemikhe et al. (2022), existence of strong culture in terms of rules and regulations and well documented school routines have improved academic performance in most Nigerian schools. This therefore means that the schools can improve their culture for better academic performance of their students through regular review of the established formal rules and regulations while also transforming the daily learning and teaching between students and teachers. School rules and regulations enhance administration and create a conducive learning and teaching environment (Lekpa, 2020). Andala and Sibomana (2021) study in Nigeria, reveal that discipline has a positive influence on the academic performance students.

Studies across East Africa further illustrate the critical role of school culture in educational outcomes. In Tanzania, school culture has been the most predominant predictor of academic performance of students (Tarimo, 2020). Uganda has been the most successful country across the region that has made progress to improve school culture for improving student academic performance. For instance, most teachers are very committed towards teaching and learning, principals effectively supervisor preparation of schemes of work

and lesson plans, teamwork is highly encouraged among teachers and that there was goal setting that led to effective coordination (Nalugemwa, 2022). These regional studies provide important contextual insights that can inform understanding of school culture dynamics in neighboring Kenya.

In Kenya, existing studies have examined various aspects of school culture and their relationship to academic performance. The leadership style of principals, the quality of teaching staff, the availability of resources, and the level of community involvement are some factors that shape the school culture and ultimately impact students' academic performance. Effective school leadership that promotes a positive and supportive culture, fosters collaboration among teachers, and sets high expectations for student achievement can contribute to improved academic outcomes. Similarly, the presence of qualified and motivated teachers, adequate learning resources, and strong community partnerships can create an environment conducive to learning and enhance academic performance (Ngumuta, 2021).

County-level studies within Kenya provide further insights into the relationship between school culture and academic performance. In Kisumu County, Elizabeth and Yambo (2022) shared that failure by the Ministry of Education to empower principals with adequate resources has constrained their ability to provide in-house training to teachers as a way of motivating them thus leading to poor academic performance. In Trans-Nzoia, an analysis of the implication of school culture and academic performance was conducted by Bulowa et al. (2020) where a significant interplay was registered in the variables. In Vihiga County, a study showed that disciplinary actions such as expulsions and

suspensions affected the students' academic performance negatively (Kosgei, 2020). In Migori County for instance, low level of motivation among teachers that can be enhanced through in-house training and field workshop has been identified as the key factor influencing poor KCSE performance among students (Bulowa et al., 2020).

Academic performance among secondary school students in many Kenyan counties has historically remained below expectations, with Machakos County being particularly affected. Machakos County, which is divided into eight sub-counties—Machakos Town, Mwala, Matungulu, Kathiani, Kangundo, Yatta, Masinga, and Mavoko—has shown a concerning trend in academic results. Notably, in the 2021/2022 KCSE rankings of the top 100 secondary schools across Kenya's 47 counties, no secondary school from Machakos County made the list (Ngumuta, 2021). Of particular concern is Masinga Sub-County, which has consistently recorded a mean grade of D plain over the past five years, significantly underperforming in comparison to its neighboring sub-counties. Table 1 illustrates the persistently low academic performance in Masinga relative to the other sub-counties in Machakos County.

Table 1.1*KCSE Performance for Masinga and neighboring sub- Counties*

YEAR	KCSE MEAN SCORE							
	Masinga	Mavoko	Yata	Machakos Town	Matungulu	Kathiani	Kangundo	Mwala
2018	4.270	4.434	5.521	5.582	5.740	4.841	5.344	5.672
2019	4.319	5.554	5.212	5.321	5.432	5.534	4.632	4.940
2020	4.251	5.783	5.412	5.524	4.803	5.843	5.320	5.271
2021	3.996	5.322	4.842	5.522	5.431	4.932	5.143	5.622
2022	4.427	5.820	5.713	4.712	5.632	5.742	4.922	5.430

The persistently poor academic performance in Masinga Sub-County represents not only an educational crisis but also threatens the socioeconomic development of the region. The 2022 Kenya Certificate of Secondary Education (KCSE) results indicated that the mean score for Masinga Sub-County was 4.427 out of a possible 12 which is considered poor performance (Kenya National Examination Council [KNEC], 2023). Recent 2023 data from the Ministry of Education indicates that only 14% of Masinga students achieved the minimum university entry requirement of C+ grade, compared to the national average of 18.3% and neighboring Mavoko's 23.7%. This academic underperformance has created a growing skills gap in the sub-county, with employers reporting difficulties in recruiting qualified local candidates for technical and professional positions (County Economic Survey, 2023).

Studies have found that school culture variables, namely principals' management practices, school functions, disciplinary climate, and teacher motivation could play a

significant role in affecting students' academic performance (Maundu, 2021; Obiero, 2022). In Masinga Sub-County, preliminary observations suggest possible deficiencies in these cultural dimensions, which may explain the consistent underperformance relative to neighboring sub-counties.

Despite the concerning academic trends in Masinga Sub-County, existing studies Daniel, (2016), Musau (2015) and Wanja (2012), have focused primarily on resource constraints, teacher qualifications, and student factors rather than the underlying school culture that shapes how these resources are utilized. Specifically, no comprehensive study has examined how the interplay of principals' management practices, school functions, disciplinary climate, and teacher motivation collectively creates a school culture that influences academic outcomes in this unique context. This significant gap in understanding has limited the effectiveness of previous interventions, as they have addressed symptoms rather than the fundamental cultural drivers of academic performance.

If the issue of poor academic performance is not adequately addressed, many students in Masinga Sub-County will continue to miss the minimum university entry requirement of a C+ grade. This will, in turn, limit their opportunities for higher education and employment, leading to stagnation in educational achievement and socio-economic development. The long-term consequences may include a shortage of skilled professionals, hindering community growth and development. Additionally, the lack of educational and employment opportunities could contribute to increased crime rates and other social challenges (Isabel, 2021).

Addressing poor KCSE performance in Masinga is, therefore, crucial for breaking this cycle and empowering the youth with the skills and knowledge needed for personal and community advancement. This research sought to fill the gap by exploring the impact of school culture on students' academic performance. By gaining a more comprehensive understanding of how school culture influences KCSE outcomes, this study aims to provide valuable insights that can inform evidence-based policy changes. Such policies could enhance educational practices and resource allocation, ultimately leading to improved academic performance and greater socio-economic opportunities for students in Masinga Sub-County.

1.2. Statement of problem

Despite substantial investments by the government, parents, and development partners in educational infrastructure and resources, public secondary schools in Masinga Sub-County continue to register persistently poor academic performance. Analysis of KCSE results from 2018-2022 reveals that Masinga Sub-County has consistently achieved a mean score of 4.4 out of 12, significantly below the national average and trailing behind all other sub-counties in Machakos County.

This academic underperformance has far-reaching implications. Only 14% of Masinga students achieve the minimum university entry requirement of C+ grade, compared to the national average of 18.3% and neighboring Mavoko's 23.7%. This creates a cycle of limited opportunities for higher education, reduced employment prospects, and stunted socioeconomic development in the region.

Previous interventions have focused primarily on infrastructure development and teacher training without addressing the underlying school culture factors that may influence academic outcomes. While school culture—encompassing principals' management practices, school functions, disciplinary climate, and teacher motivation—has been identified globally as a critical determinant of academic success, its specific influence in Masinga Sub-County remains unexplored.

The persistence of this performance gap, despite ongoing interventions, suggests that fundamental cultural factors within schools may be constraining academic achievement. If this situation remains unaddressed, the region risks perpetuating educational inequity and limiting the potential of its youth to contribute meaningfully to national development.

1.3. Purpose of the study

The current research study sought to investigate the influence of school culture on the academic performance among public secondary school students in Masinga Sub-County.

1.4. Research objectives

- i. Evaluate the influence of principals' management practices on academic performance in public secondary schools in Masinga Sub-County.
- ii. Assess the influence of school functions on academic performance in public secondary schools in Masinga Sub-County.
- iii. Examine the role of disciplinary climate on student academic performance in public secondary schools in Masinga Sub-County.

- iv. Determine the extent to which teacher motivation influences academic performance in public secondary schools in Masinga Sub- County.

1.5. Research questions

- i. How did the principals' management practices influence academic performance in public secondary schools in Masinga Sub-County?
- ii. What influence did school functions have on academic performance in public secondary schools in Masinga Sub-County?
- iii. What role did the disciplinary climate play in student academic performance in public secondary schools in Masinga Sub-County?
- iv. To what extent did teacher motivation influence academic performance in public secondary schools in Masinga Sub- County?

1.6. Justification of the study

This study is important because it addresses the persistent issue of poor academic performance in Masinga Sub-County, which has consistently lagged other sub-counties in Machakos County in the KCSE exams. By examining the influence of school culture—specifically principals' management practices, school functions, disciplinary climate, and teacher motivation—this research seeks to provide insights that can help improve academic outcomes. The study is particularly relevant to education stakeholders such as the Ministry of Education, school boards, principals, teachers, and students, as it will highlight actionable areas for policy intervention and school management practices that can foster a more productive learning environment.

The benefits of this study include the potential for improved academic performance in public secondary schools in Masinga Sub-County, which could lead to better student outcomes and higher university admission rates. Additionally, the findings can inform policy decisions and educational reforms not only in Masinga but also in other regions facing similar challenges. The study will also contribute to the existing body of knowledge on the impact of school culture on academic performance, offering valuable insights for future research in the field.

1.7. Limitations of the study

This study was limited to public secondary schools in Masinga Sub-County, Kenya, which may restrict the generalizability of the findings to other regions or school types. Additionally, one significant challenge encountered was the reluctance of some respondents to share information, as they feared potential future victimization. To mitigate this, respondents were assured that all information would be used solely for academic purposes, and anonymity was guaranteed. A letter of introduction was provided to clarify that the study was for academic research only, further alleviating concerns of victimization.

Another limitation was resource constraints, including limited finances and logistical challenges. To overcome these, the researcher explored alternative sources of funding, such as securing a loan, and optimized the use of available resources. Cost-effective strategies were employed to ensure that the research could proceed despite these constraints.

1.8. Delimitation of the study

The study focuses on examining the influence of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County. Key constructs being investigated include principals' management practices, school functions, disciplinary climate, and teacher motivation. By targeting principals, teachers, and students, the study ensured a comprehensive understanding of how these elements of school culture contribute to academic outcomes.

The decision to focus on Masinga Sub-County was based on the persistent poor academic performance of students in the KCSE. This geographic and contextual focus allowed the study to address a specific, ongoing issue and offers targeted insights that could contribute to improving academic performance in the region.

1.9. Significance of the study

This study was important as it provided valuable insights to the Ministry of Education in Kenya for formulating policies aimed at strengthening and unifying school cultures across the country. A standardized school culture is expected to create a conducive learning environment for both students and teachers, leading to improved academic performance in the KCSE examinations. Moreover, the findings would assist school boards in Machakos County and nationwide in overseeing and aligning school cultures with the expectations of parents, who are key stakeholders in the education system.

The study would be beneficial for school principals by offering practical guidance on fostering a positive and productive school culture. Through the findings, principals would

be better equipped to create conducive learning environments by implementing professional development programs for teachers, recognizing and rewarding achievements during school functions, practicing effective time management, and enhancing teacher well-being and motivation.

For teachers, the study would provide valuable insights into creating safe and supportive classroom environments that embrace diverse cultures. This was crucial for shaping students' values and discipline, which directly influences their academic success. Additionally, students will benefit from this study by gaining a better understanding of how school culture impacts their academic success, thereby appreciating the role it plays in their educational journey. Finally, this research would contribute to the existing body of knowledge on school culture and its impact on academic performance, serving as a useful resource for scholars conducting similar studies in the future.

1.10. Assumptions of the Study

In conducting this study, several key assumptions were made to ensure the validity and reliability of the research. The assumptions were related to factors beyond the researcher's control but that were vital to the success of this study. The study assumed that selecting principals, teachers, and students from public secondary schools in Masinga Sub-County would provide a representative sample of the broader population. This would allow the researcher to generalize the study findings to other schools within the sub-county.

The researcher also assumed that the study respondents will understand the questions posed and provide honest and accurate responses. This assumption was crucial to assure the validity of the data collected. Lastly, the researcher assumed that participants would

recognize the importance of the study and would willingly share pertinent information without bias or fear of repercussions, knowing that they were guaranteed their confidentiality and anonymity.

1.11. Operational definition of terms

- Academic Performance:** The measurable outcomes of students' learning efforts, specifically referring to KCSE examination results, quality of grades achieved (A-E), mean scores, university transition rates, and indicators of improved discipline and academic engagement
- Disciplinary climate:** The prevailing atmosphere in schools regarding behavioral expectations, consistency of rule enforcement, fairness in disciplinary procedures, and the extent to which disciplinary measures support rather than hinder learning.
- Positive School Culture:** A collaborative and supportive environment created through shared values, beliefs, and practices among school stakeholders that promotes student wellbeing, motivation, academic achievement, and holistic development.
- Principal management practices:** The strategic approaches, leadership styles, and administrative techniques employed by school heads in managing time, financial resources, curriculum implementation, human resources, and physical facilities to optimize teaching and learning outcomes.

School culture:	The collective beliefs, traditions, norms, values, and practices that characterize a school community and influence the behavior, attitudes, and performance of students, teachers, and administrators.
School functions:	Organized school events and activities including prize-giving ceremonies, academic days, cultural celebrations, sports days, and prayer services that reinforce school values, recognize achievements, and build community cohesion.
Students KCSE performance:	It entails the quality of grades, transition rates and school mean score.
Teachers' motivation:	The internal and external factors that drive teachers' commitment, enthusiasm, and effectiveness in their professional duties, including recognition systems, professional development opportunities, welfare programs, and job satisfaction levels.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section investigates the literature materials that aid in understanding the key concepts and ideas, as well as their applications when it comes to understanding school culture and its influence on the academic performance. It is discussed as per the objectives of the study bringing out global, regional, and local perspectives of each. Also covered, are the theoretical and conceptual frameworks and concludes with a summary of research gaps.

2.2 School Culture and Academic Performance

Globally, school culture has been recognized as a key determinant of students' academic achievement. School culture encompasses the shared beliefs, values, norms, and practices that shape the behaviour of students and staff within a school setting (Deal & Peterson, 2017). It influences all aspects of school life, including teaching methods, student-teacher relationships, disciplinary practices, and the overall learning environment.

Studies have demonstrated the significant impact of school culture on academic performance across different regions. In China, a collaborative school culture where students and teachers cooperate has been shown to enhance learning experiences and academic outcomes (Chan & Lam, 2023). Similarly, in Spain, positive school cultures have been linked to higher student aspirations, contributing to improved academic performance (Lizama, 2023). In Italy, the integration of student discipline and parental involvement within school culture has fostered a conducive learning environment,

positively affecting student competence and performance (Longobardi et al., 2022). Conversely, in Pakistan, weak school cultures characterized by poor leadership and lack of motivation have been associated with low student achievement (Pervez et al., 2017).

In Africa, cultural norms and socioeconomic conditions significantly influence educational outcomes. In Nigerian schools, a strong school culture defined by clear rules and well-structured routines has been found to enhance academic performance (Afemikhe et al., 2022). In contrast, rigid and outdated classroom routines have contributed to poor performance in Tunisian schools (Nasri & Rouissi, 2023). In East Africa, Nalugemwa, (2022) espouses that school culture is a critical predictor of academic success, with Uganda showing notable improvements due to strong teacher commitment, effective leadership, and collaborative practices.

In Kenya, school culture plays a significant role in shaping students' academic performance. Factors such as leadership style, teacher motivation, availability of resources, and community involvement contribute to the overall school culture (Ngumuta, 2021). For instance, ineffective leadership and inadequate teacher training have been linked to poor academic outcomes in Kisumu and Migori counties (Elizabeth & Yambo, 2022; Bulowa et al., 2020). Conversely, schools that foster positive cultures through collaborative practices, goal setting, and community support have recorded better academic performance.

The existing literature highlights that school culture significantly impacts academic achievement, with positive cultures enhancing learning environments and student performance. In contrast, negative cultures hinder student motivation and achievement.

This underscores the importance of fostering positive school cultures to improve academic outcomes in Kenyan secondary schools.

2.3 Principals' management practices on academic performance

In their book on qualities of effective principals, Stronge and Xu (2021) describe the term Principals' management practices as being used to describe the strategies, decisions, and actions utilized by school heads in overseeing school operations. They focus on instructional leadership, financial and resource management, discipline enforcement, and teacher motivation (Padayachee, 2021). These practices shape the overall learning environment and play a critical role in determining student academic outcomes.

Effective school leadership is accepted as a key determinant of academic performance (Li & Liu, 2022). By nurturing an environment conducive to learning, ensuring proper resource allocation, and implementing sound instructional policies, principals directly and indirectly influence students' academic achievements. Conversely, weak management practices can lead to inefficiencies, poor discipline, and low teacher morale, all of which negatively affect student performance.

Globally, school leadership has been linked to student success, with studies highlighting the role of principals in shaping academic outcomes through instructional leadership and school culture. In Australia, these reforms have generated significant interest in the global education community regarding school leadership (Cruickshank, 2017). School leadership is based on the idea that it can significantly impact the quality of teaching and learning, either directly or indirectly, ultimately influencing students' academic success. The importance of school leadership in improving academic outcomes is increasingly

recognized Day et al. (2016), prompting an examination of its influence on secondary school student academic performance in Masinga Sub-county. Notably, Leithwood, Jantzi and McElheron-Hopkins (2018) assert that, beyond classroom instruction, leadership style is the another significant factor influencing learning.

Transformational leadership and instructional leadership are the most frequently cited theories in educational literature on leadership Robinson (2020), with researchers endorsing these models as appropriate for school principals, despite the existence of various leadership theories (Hallinger & Heck, 2021; Shatzer et al., 2022). The instructional leadership model emphasizes the role of principals in facilitating improved academic outcomes and enhancing learning and teaching quality (Day et al., 2016). Muasya (2018) maintains that practices around instructional leadership are strongly associated with student academic performance. Conversely, transformational leadership seeks to foster a school culture and vision that enhances teaching and learning quality, develops personnel, and improves the institution as a whole (Shatzer et al., 2022).

The research conducted by Salfi (2023) in Pakistan aimed to identify successful leadership transactions among secondary and elementary school principals. It focused on principals in public institutions, collecting data from teachers, parents, students, and the principals themselves. As indicated in the findings, successful principals ensured school improvement through community and parent engagement, prioritized their own and their teachers' professional development, emphasized positive relationships among the school community, included stakeholders in making decisions, and delegated leadership responsibilities. These principals fostered a collaboration, support and trust, while also

developing a shared school vision. These findings suggest that effective leadership qualities can contribute to school improvement, though the applicability to countries with different socio-economic status requires further investigation.

The study by Wang et al. (2016) investigated the principals' practices and characteristics in four successful primary schools in Singapore. Data was gathered from multiple stakeholders, including school board members, parents, students, and staff. The findings revealed that the principals made significant contributions to their schools' success. They enhanced the professional development of teaching, support and non-teaching staff, and established reasonable cooperation with chief stakeholders. An interesting observation was that the style of leadership used by principals was influenced by the legacy of their predecessors, suggesting that principals are expected to align with the practices of their predecessors. While the previous study focused on secondary schools, this study investigated primary schools. Furthermore, the study's small sample size of only four schools limits the ability to generalize the findings. Notably, Hairon and Goh (2016) found that in Singapore, distributed leadership operated within clearly defined empowerment boundaries. However, they also identified genuine collective engagement and shared decision-making within these frameworks.

Kythreotis et al. (2017) conducted a longitudinal study in Cyprus to examine the impact of school principals' leadership on academic achievement among learners. The study's findings suggest that the style of leadership used by school principals significantly influences students' academic outcomes. Although this study emphasizes the role of leadership style as a contributing factor to student academic achievement, Kythreotis et

al. (2017) acknowledge the existence of a debate surrounding this factor. One perspective argues for a direct influence of leadership style on student academic achievement, while another perspective posits an indirect influence. Consequently, this study was undertaken to investigate these claims and determine which findings are supported by the research.

Alhosani et al. (2017) posit that educational leadership is a crucial variable in facilitating the improvement of academic achievement among students in the United Arab Emirates. According to Khaki and Safdar (2016), educational leadership is a process that directs the efforts of parents, students, and teachers towards the attainment of shared educational goals. Its aim is to foster synergy among teachers, students, and parents, enabling them to collectively understand and work towards the school's mission. This implies that while principals serve as managers and administrators of educational institutions, they are required to engage in consultation with parents, teachers, and students, rather than making decisions unilaterally.

Hoque et al. (2020) did a research study in Malaysia to investigate the correlation between teachers' performance and attitudes and their performance in secondary schools. The researchers collected responses from 50 supervisors and 200 teachers through questionnaires. The study used descriptive statistics to gather data on supervision by principals and the degree of teachers' performance following supervision. Many regression analyses were conducted to examine the correlation between teachers' performance and attitudes and principals' supervision. The study showed a significant and positive association between directive supervision and both teachers' performance and attitudes. Aligning with this research, the current study plans to utilize a Likert-scale

questionnaire in survey research and apply multiple regression analysis to assess the influence of school culture on academic performance among secondary school students in Masinga.

In Africa, studies in different countries have demonstrated how principals' engagement in instructional supervision, discipline management, and capacity-building programs enhances learning outcomes. In a study, Usman (2019) in Nigeria examined the role of instructional supervision in secondary school administration to ensure quality assurance in Nassarawa. From the study, the academic performance of students improved based on the extent to which principals engaged in activities such as checking lesson plans, notes, workbooks, and conducting class visits. Building upon this research, the current study targets teachers, students and principals through survey research methodology. Uchendu (2019) in Nigeria also explored the influence of capacity building programs on the work of secondary school teachers in Cross Rivers State. Their research revealed that teachers showed a preference for coaching, mentoring, workshops, ICT training, and conferences as capacity building methods, while in-service training was the least preferred. The findings further indicated a significant correlation between teachers' work performance and capacity building programs. Building upon this prior research, the present study aims to investigate the degree to which the practices around principals' managerial activities influence academic performance among students by utilizing a survey research design. In the present study, the sample consisted of principals and teachers, and the study examined the impact of these practices on academic performance in Masinga Subcounty.

In Ethiopia, Netsanet (2016) investigated the correlation between principals' supervision of learning and teaching, and academic student performance, in a study conducted. The results showed that effective supervision by principals positively influenced academic performance. On the other hand, Ofoyuru (2018) conducted a study focusing on the moves employed to manage student discipline in secondary schools within Gulu District, Uganda. The findings revealed that communications, punishment, rewards, and counselling were effective strategies in managing student discipline. It was recommended that discipline be given significant consideration, as it directly impacts both spiritual and academic growth, contributing to a comprehensive education.

Nyamongo et al. (2020) did a research study in Nyamira, involving 24 schools, where all 24 principals and 24 teachers were selected by simple random sampling. The study focused on school-based factors and their impact on academic performance. The study results revealed that effective supervision of teachers by principals, including activities such as checking lesson and students' notes, ensuring punctuality, and conducting observing classrooms, significantly contributed to improved students' performance. Similarly, Musungu and Nasongo (2019) conducted a study in Vihiga, examining factors that influence academic performance in secondary schools, with a specific focus on delivering curriculum content to prepare students for examinations.

Okungu (2019) defines capacity building as a process that involves innovative approaches to managing both new and existing content. This process entails identifying alternative methods of accomplishing tasks, adopting best practices, staying updated with current trends and technology, and establishing supportive networks within the community. It is

through collaborative learning among teachers that they can enhance their understanding of subject matter and pedagogy, as emphasized by Moskowitz (2018). Hauser and Kavanagh (2019) further assert that teacher professional development is specifically designed for positive changes in academic performance. This process of development equips teachers with knowledge in content, pedagogy, and information and communication technology (ICT) skills, enabling them to effectively integrate technology into the learning environment.

Kyalo et al. (2017) did a research study that examined the correlation between teachers' capacity building and students' academic performance in public secondary schools located in Nandi County. The study employed a descriptive research design and selected a sample of thirty schools, which encompassed the entire population of principals, 85 teachers, and 136 students. The study revealed that the development of teachers' capacities significantly influenced the education quality. This influence relied on the effective teaching knowledge, skills and attitudes that teachers acquired thanks to consistent training in both in-service and pre-service courses.

In study conducted by Kisirkoi (2018) on the use of ICT education in a secondary school situated in Kajiado County, which consisted of 23 teachers and 535 students, a sample of 18 teachers and 30 students participated. The case study demonstrated a significant improvement in the school's mean academic performance, with a rise from 6.2 in 2009 to 8.4 in 2017. This indicates that the integration of ICT in learning and teaching contributed to the increased academic performance.

2.4 School functions on Academic Performance

According to Maslowski (2017), school ritual refers to the social customs surrounding a specific event that holds significance for a particular group of individuals. These rituals occur in conjunction with events that are imbued with meaning as perceived by the school community. Secondary schools operate based on deeply ingrained collections of fundamental norms. Students, teachers and administrators alike possess preconceived notions about how their institutions should function, often finding it difficult to comprehend alternative approaches (Brady, 2019).

Wilmers and Ylimaki (2021) note, high schools in the US and Canada are intricate establishments characterized by an assortment of rituals, ceremonies, traditions, and underlying norms. These distinctive aspects exert a profound impact on the groups and individuals within them. Canadian and American high schools have evolved into complex microcosms, each possessing their own artefacts, articulated value systems, and fundamental norms. The level of achievement attained by the schools within these institutions is intricately tied to the value they place on education and the school itself. Wilmers and Ylimaki (2021) concludes that schools remain intricate organizations where institutional dynamics significantly influence the lives of those inhabiting them. Robbins (2021) argued out that culture encompasses an amalgamated trend of shared human beliefs, knowledge, behaviours, attitudes, practices and goals. From small-scale environments to bigger organizations, every distinct culture gives out its own results, with no two cultures being identical. An organization's founders clearly delineate its mission,

vision, and purpose during its inception. To manifest this vision, it becomes imperative for the members of the organization to adopt a shared culture.

Pepper (2019) research aimed to establish a school culture in the UK that promotes high levels of student performance. The study emphasized the importance of identifying both destructive and constructive aspects of the culture. Ultimately, school managers ought to strive to build a positive context by creating positive cultural aspects and adjusting on the dysfunctional and negative ones. Positive school cultures are not uniform or excessively conforming, but they should exhibit pervasive and profound core values and a shared purpose. Building on this study, the researcher examined the personal attributes of principals that positively shape school culture and identified negative attributes. Furthermore, the study investigated which attributes, when embraced, lead to the satisfactory attainment of organizational objectives in many secondary schools. Meier's (2016) study on intermediary schools in the USA posits that school leaders contribute to shaping school culture through their communication of core values. They honour and recognize individuals who contribute to the students and the school's mission, operate in line with traditions and rituals which support essence of the school, acknowledge heroes and heroines and their accomplishments, and eloquently articulate the wider school mission. They also celebrate the achievements of the community, students and staff, while maintaining a focus on learning by sharing stories of success and achievement. Gorton et al. (2019) research in Malaysia highlights the significance of leadership in the creation of good schools and the relationships that mould school culture and climate. The involvement of the school principal in celebrating individuals' success strongly influences

this dynamic. In the context of Masinga Sub County public secondary schools, this study seeks to explore the nature of the celebrations held, their conduct, and their influence on students' academic performance.

Deal and Peterson (2017) investigation into effective schools reveals that meaning in these institutions stems from their culture, which is derived from informal cultural activities, stories, rituals, workplace heroes and heroines, shared values and beliefs, and ceremonies. Therefore, comprehending the behaviours, ways of thinking, and other cultural aspects of a school is crucial for enhancing its effectiveness. Consequently, this study seeks to examine the rituals and ceremonies held in public secondary schools in Masinga Sub County and their impact on academic performance.

Deal and Peterson (2020) further describe ceremonies as complex events that employed by an institution to recognize employees' contributions, communicate values and celebrate success. They propose that schools can enhance cultural interactions through their own designed ceremonial occasions. The authors identify four types of ceremonies: opening-day ceremonies that reconnect staff to the school and its mission, seasonal ceremonies that capitalize on external cyclical festivities, ceremonies which pay tribute to individual and group achievements, and commemorative ceremonies that celebrate and honour the achievements of others in successful cultures.

Deal and Peterson (2017) present strategies for principals and staff leaders to foster the positive aspects of school culture, such as celebrating successes in ceremonies and staff meetings and sharing stories of achievement and collaboration whenever possible. Ouma (2017) suggests that School Management Committees should encourage parental

involvement in school ceremonies and rituals to enhance the frequency of reward ceremonies and rituals involving teachers, thereby enhancing their motivation.

According to Deal and Peterson (2020), ceremonies provide opportunities for the school community to unite and connect with purposes and deeper values. Celebrations also enable the recognition of individual and group accomplishments, showcasing potential for success and fostering pride in school performance. Tekyi-Arhin (2023) research indicates that schools promote participatory decision-making processes by conducting frequent staff meetings, consultations with implementation committees and department leaders, and dialogues with learners. In contrast to teacher meetings, which focus primarily on academic matters, regular staff meetings address a wide range of issues, including teacher welfare, student discipline, parental support, recreational activities, sports, learning and teaching, academic achievement, and socio-cultural concerns.

Deal and Peterson (2020) outline a number of ritual types. First, greetings rituals establish value-based connections among individuals. Second, transition rituals strengthen ties to bridge changes in procedures, practices or people. Third, competition preparation rituals equip individuals with the necessary resilience and determination to face challenging situations. Fourth, initiation rituals integrate newcomers into the school community. Finally, school enhancement rituals emphasize the importance of change and collegiality. Additionally, rites of passage rituals provide essential support and compassion during transitional periods. This study seeks to examine the implications of the ritual absence or presence on school culture and, ultimately, students' academic performance, in Masinga subcounty, Kenya.

Deal and Peterson (2020) define rituals as meaningful processes or daily routines that transcend mere technical actions. They have the power to transform ordinary experiences into extraordinary events. When routine events are aligned with a school's mission and values, they evoke a sense of spirit and reinforce cultural bonds. Certain aspects of life in secondary schools, including the gathering in front of lockers, the grouping of classrooms by areas of given subjects, synchronized movement of students between classes signalled by buzzers or bells, and homeroom activities, have become cultural aspects well-rooted in the collective consciousness of an important part of the public (Hoffman, 2021). Modern secondary schools have evolved into social organizations that significantly influence how community members navigate their roles within the institution and directly impact students' engagement with the school and the formal education process. Cansoy and Parlar (2017) assert in their study that the customs, traditions, and general practices within an organization are heavily influenced by the achieved success, contributing to the organizational culture.

A study by Nkosi and Moyo (2023) conducted in South Africa explored the correlation between school culture and academic performance. The findings revealed that schools with a strong and positive culture, which includes well-established ceremonies, tend to have higher academic achievement among students. School functions provide students with opportunities to showcase their talents, receive recognition for their achievements, and create a sense of pride and belonging. These positive experiences contribute to building a supportive and motivating environment for learning, consequently enhancing academic performance.

School functions often incorporate cultural elements and traditions that are specific to the local community. This cultural relevance can have an important impact on student engagement and academic performance. Nkosi and Moyo (2023) conducted a study in Nigeria, which explored the influence of cultural ceremonies on students' academic motivation and achievement. The findings indicated that when school functions incorporate cultural practices and values that resonate with students' backgrounds, it enhances their sense of identity, pride, and motivation to succeed academically.

School functions also serve as opportunities for community involvement and support, which can positively influence academic performance. In many African communities, school functions are seen as collective celebrations that involve parents, community leaders, and other stakeholders. This community participation fosters a sense of communal responsibility for students' educational success. A study conducted by (Sesay, 2020) in Sierra Leone examined the impact of community involvement in school functions on academic performance. The findings revealed that schools with active community participation in ceremonies experienced higher levels of academic performance. The involvement of parents and community members in these events creates a supportive network for students, provides additional resources and encouragement, and reinforces the importance of education.

A study by Kimuya (2021) examined the relationship between school culture and academic performance. The findings revealed that schools with a positive culture, including well-organized and meaningful ceremonies, tend to have higher academic achievement among students. School functions provide a platform for recognizing and

celebrating academic excellence, which can motivate students and foster a sense of pride in their academic accomplishments. Ceremonies often incorporate cultural elements and traditions that are specific to the local community. This cultural relevance can enhance student engagement and academic performance. A study by Sagwe et al. (2016) explored the influence of cultural ceremonies on students' academic motivation and achievement in Kenyan schools. The findings showed that when school functions integrate cultural practices and values that resonate with students' backgrounds, it enhances their sense of identity, pride, and motivation to excel academically. School functions also provide opportunities for parental involvement and community support, which can positively impact academic performance in Kenya. These ceremonies serve as occasions where parents, community leaders, and other stakeholders come together to celebrate students' achievements. This involvement creates a supportive network and reinforces the importance of education.

A study conducted by Jelagat (2018) examined the influence of community engagement in school functions on academic performance. From the study findings, schools with active community participation in ceremonies had higher levels of academic performance. The involvement of parents and the community contribute to a positive school climate, provides additional resources, and facilitates a sense of collective responsibility for students' educational success.

2.5 The Role of Disciplinary Climate on Student Academic Performance

One chief area of study is the relationship between a positive disciplinary climate and student engagement. Patrick et al. (2017) conducted a study on the same in the US,

whereby the importance of creating a supportive and respectful school environment to foster student motivation and engagement was highlighted. From the study, the researchers established that a positive disciplinary climate characterized by clear expectations, consistent disciplinary climate policies, and supportive relationships between teachers and students has been found to positively influence student academic achievement. Additionally, research has emphasized the role of effective disciplinary strategies in promoting academic performance. Research done by Noor (2020) in Malaysia found that schools with well-defined and consistently implemented disciplinary climate policies tend to have greater extents of student achievement. Clear guidelines and consequences for behaviour, along with fair and consistent enforcement, contribute to a positive disciplinary climate that supports students' academic progress. Hamre and Pianta (2019) established that the impact of teacher-student correlation on student academic performance has been extensively explored. Research has consistently demonstrated that healthy student-teacher associations, characterized by support, respect and trust, are associated with improved student outcomes. A positive disciplinary climate that fosters healthy and supportive teacher-student interactions enhances students' engagement, motivation, and overall academic performance.

The role played by leadership in schools in shaping discipline has also been studied. Leithwood et al. (2016) conducted a study to evaluate the effectiveness of leadership practices, such as providing clear expectations, promoting a shared vision, in fostering a positive school culture, contribute to a positive disciplinary climate and subsequently improving student achievement. Strong leadership that prioritizes a safe and inclusive

learning environment sets the tone for positive disciplinary practices throughout the school. In a study conducted by Hofstede (2020), the impact of cultural and contextual factors on disciplinary climate and academic performance was explored. The study examined how cultural norms, values, and beliefs shape disciplinary practices and their influence on student outcomes. Cultural sensitivity and understanding are essential for establishing disciplinary approaches that align with students' backgrounds and promote their engagement and success.

Studies have investigated the relationship between disciplinary climate practices and student academic achievement. One of such studies was conducted by Ehiane (2019) in Lagos, Nigeria and showed that a positive disciplinary climate, characterized by firm but fair disciplinary climate practices, can improve students' academic performance. The study emphasizes the importance of creating a conducive learning environment where students feel safe, respected, and supported. Research has also highlighted the significance of creating a disciplined school environment to combat issues such as student indiscipline and disruptive behaviour. For instance, Kalimaposo et al. (2023) conducted research in Zambia, and from the research, it was established that schools with strong disciplinary measures and consistent enforcement tend to have higher levels of student achievement. This suggests that creating a structured and disciplined learning environment is essential for fostering positive academic outcomes in African schools and beyond. Additionally, the role of teacher-student relationships in promoting a positive disciplinary climate has been explored, whereby research conducted by Devis (2024) demonstrated that positive teacher-student relationships are associated with improved student outcomes in Ugandan

schools. Teachers who establish supportive and caring relationships with their students create an environment that enhances students' engagement, motivation, and overall academic performance.

Moreover, the influence of parental involvement on discipline and student academic performance has been shown in certain studies from the African context. Research conducted by Rossouw (2019) in South Africa shows that when parents are actively engaged in their children's education and collaborate with schools, it positively impacts discipline practices and student achievement. Parental support and involvement in disciplinary matters also contribute to a positive discipline and create a strong partnership between home and school. For example, Geda (2017) conducted a study in Ethiopia, which indicated that involving the wider community in disciplinary practices and decision-making processes can enhance the effectiveness of disciplinary measures. Community support and engagement create a sense of collective responsibility for student behaviour and academic success, contributing to a positive discipline.

One study by Okoth (2018) investigated the impact of disciplinary climate on student academic performance in public secondary schools in Siaya County, Kenya. The researcher found a strong correlation between a positive disciplinary climate and improved academic performance. They emphasized the importance of clear rules and regulations, consistent enforcement, and effective disciplinary measures in fostering a conducive learning environment. Another study by Mwangi and Njuguna (2019) done in Kiambu county delved into the role of teacher-student relationships within the disciplinary climate and its effects on academic performance. Their findings indicated that positive

teacher-student relationships, characterized by trust, respect, and effective communication, contributed significantly to enhanced academic outcomes. Conversely, a negative disciplinary climate, marked by harsh punishment and hostility, was associated with lower academic achievement.

In a qualitative study conducted by Ochieng and Obonyo (2023), the influence of parental involvement in disciplinary practices on student academic performance was examined, and from the study, it was found that active parental participation, such as setting clear expectations, monitoring school attendance, and engaging in discussions about discipline, positively impacted students' academic performance. This highlights the importance of collaborative efforts between parents and schools in fostering a positive discipline.

Further, a study by Ngumuta (2021) explored the role of school leadership in shaping the discipline and its subsequent effects on academic performance in Machakos County. The researcher identified strong and effective leadership as a crucial factor in creating a positive disciplinary climate. School principals who demonstrated proactive approaches to discipline, provided support to teachers, and promoted a culture of fairness and accountability were associated with improved academic performance among students. Another study by Onsoti, (2018) examined the impact of peer influence within the disciplinary climate on student academic performance. Their study revealed that positive peer relationships, characterized by mutual support, collaboration, and academic encouragement, were conducive to enhanced academic outcomes. Conversely, negative peer interactions, such as bullying and disruptive behaviour, had adverse effects on student achievement.

2.6 Teacher Motivation in Academic Performance

In South Asia, there are diverse perspectives on teacher motivation, often specific to each country. However, growing concerns highlight the significant issue of low motivation among teachers in school environments in several developing nations. This lack of motivation is attributed to a combination of factors, including poor morale and job satisfaction, inadequate incentives, and insufficient control measures and behavioural sanctions. For example, Bennell and Akyeampong (2017) highlight the colossal problem of poor teacher motivation in Pakistan, as indicated by the Education For All (EFA 2015) Country Assessment. This issue is further exacerbated by political interference.

In Romania Popa and Acedo (2016) and China Huang et al. (2023) low compensation and limited autonomy in teaching and planning have contributed to a lack of prestige for teachers, leading to an increase in private tutoring. In this activity, teachers often enjoy higher professional status, better remuneration and greater self-esteem. Several teachers believe that enhancing societal respect for the teaching profession can be achieved by improving the public perception of their work and raising awareness of the actual conditions they face (Jinot & Savitree, 2020). Motivation is more likely to thrive in an environment where individuals feel valued for their contributions. This highlights the importance of recognizing employees' needs for acknowledgement. Schemes for recognising employees may involve additional days of paid vacation or cash prizes as rewards for being identified as outstanding contributors to the organization. However, for some employees, the internal satisfaction of being recognized as an asset of the institution outweighs the external rewards offered. Some employees feel motivated and proud from

being acknowledged as a top performer within the company, and they strive to attain a certain extent of recognition. Intrinsic rewards, such as recognition, serve as a way to establish role models and communicate standards of performance, contributing to overall organizational excellence. Bennell and Akyeampong (2017) observed that the significant expansion of the private education sector has diversified the teaching workforce and enhanced their recognition. Teachers from the private sector are often viewed more favourably by the public and parents due to their perceived dedication and usually lower salaries, while achieving better learning outcomes. This trend is particularly evident in rapidly growing private sector provisions that receive strong public approval.

Analoui (2016) argues that dismal motivation of teachers is evident through declining professional conduct standards, including grievous misconduct both within and outside of work, as well as dismal performance professionally. Analoui (2016) study on the motivations of senior managers exposed their dissatisfaction with the traditional attitudes and managerial style of top leaders, who tended to take high-quality performance and good work for granted. Recognition of achievements was infrequent. The persistence of old-fashioned styles and passive interactions, particularly in government organizations and ministries, was evident, with some top leadership individuals referred to as "old guards" who had shown little change. However, the absence of recognition does not always stem directly from the presence of traditional managerial approaches and values. In the book "Motivating People" from the Essential Managers series, Heller and Hindle (1998) emphasize that individuals desire recognition for their individual performance, with pay linked to their achievements. Employees expect non-performers to be dismissed, and, in

fact, the failure to discipline and terminate underperforming individuals stands as one of the most demoralizing occurrences that can be taken or fail to be taken by a company. It ranks at the top of the list, alongside the practice of remunerating dismal players the same salary as non-performers, which significantly deflates motivation.

Creating a supportive and reinforcing work environment that shapes teachers' self-perceptions is crucial (Belle, 2018). Principals must provide various forms of nurturing to teachers to foster motivation and commitment to their profession. The participating teachers unanimously agreed that receiving recognition and praise from their principals, their students' parents, and the students themselves has a positive impact on their motivation. Consistent recognition from the principal serves as an encouragement for teachers to excel in their chosen field.

On the other hand, the absence of commendation and constructive feedback for minor errors or trivial matters has negative consequences. In such instances, teachers become disheartened and participate in curricular and extracurricular activities merely out of obligation, lacking genuine enthusiasm and dedication. The research conducted by Han and Yin (2016) provides evidence that fostering an atmosphere of appreciation holds significance in motivating teachers. When teachers are acknowledged, rewarded, and commended, principals can expect to cultivate a bountiful yield of revitalized professional enthusiasm among their teaching staff.

Teacher absenteeism is reaching unacceptable levels and continues to increase, resulting in reduced instructional time and a decline in teaching quality signified by restricted effort and much dependence on traditional teacher-related activities. Teachers are allocating less

time to extracurricular activities, lesson preparation, and grading. These concerns about teachers' performance are succinctly summarized in the 2018 World Development Report (Pesambili et al., 2022).

A study conducted in Ghana concluded that teacher motivation is high (Bennell & Akyeampong, 2017). Although only 13 percent of surveyed teachers stated that they never enjoyed teaching, about 33% expressed their intention to leave the teaching career. Conversely, more than 80% of interviewed primary school teachers in Sierra Leone expressed their reluctance to continue working as teachers. However, in another study focusing on primary schools in Sierra Leone, principals responded that they would replace 20% of teachers or less if given the opportunity, as they perceive them to be poorly motivated (Harding & Mansaray, 2016). In accordance with these results, the present study investigates the impact of motivation on the academic performance of public secondary school students in Masinga.

The study by Bennell et al. (2018) found noticeable variations in teacher morale in schools within the same locations. For instance, in a survey conducted in secondary schools in Zambia, head teachers rated teacher morale as high in 44% of cases, average in 22%, and poor in 33%. Additionally, Ryan and Deci (2020) suggest that teacher traits can have a negative impact on the extent of motivation. They observed that the age profile of teachers has become younger in several nations because of the high enrolment to primary and secondary school, as well as increased teacher attrition rates. This implies a scarcity of experienced teachers available to provide professional guidance and leadership and act as mentors. The study further notes that in Sub-Saharan Africa (SSA), primary school

teachers tend to be significantly younger compared to secondary school teachers. Priya and Eshwar (2020) research revealed that motivational trends tend to be different between women and men in developing economies, with men leaning more on outward rewards, mainly salary, and women on inward rewards, getting satisfied from teaching children. The study conducted by Bennell and Akyeampong (2017) in SSA highlighted the frequent lack of effective incentives and sanctions for teachers and schools within the public education environment to have a high performance.

Teaching has traditionally held a high level of prestige in many developing countries. However, there is a growing perception among teachers that the respect for their profession is diminishing, both from students, parents, government, and society at large. While low salaries contribute to the decline in teacher motivation, other factors include allocating of menial or administrative tasks, poorer standards of teaching, increased demands from communities towards schools, and the presence of unqualified or predominantly female teachers (Bennell & Akyeampong, 2017). Conversely, the status of community or volunteer teachers tends to motivate them to perform better compared to civil-servant or formal teachers. (Michaelowa, 2017). Additionally, in some cases, teachers may face challenges in establishing positive relationships with the surrounding community, particularly in hierarchical societies characterized by significant gaps between teachers, students, and the community (Ramachandran et al., 2016).

In the Kenyan context, there is limited documentation on teachers' job performance, despite its importance in areas like management of classrooms, taking part in sporting activities, guidance and counselling, and fieldwork. A study by Catherine (2016)

examined the impact of supervising classroom activities on the learning and teaching quality in primary schools in Busia District, but it did not investigate the specific variables of extrinsic and intrinsic motivation in the workplace. Therefore, the current study aims to explore the influence of teacher motivation on academic performance in public secondary schools in Masinga Sub-County, Machakos County, Kenya, as this is an area that has not been extensively examined.

Employee recognition programs may encompass various forms of rewards such as cash prizes or additional paid vacation days, serving as a means of acknowledging individuals as exceptional contributors to the organization (Onyambu, 2018). However, for certain employees, the intrinsic motivation derived from being recognized as a valuable resource within the company surpasses the inspiration provided by the tangible rewards.

Upon conducting searches on online databases and various research repositories for organizations and universities, it was established that there exists a gap on the relevant literature on the role of teacher motivation on the academic performance of students. The current study therefore seeks to fill this gap by looking into the significance of teacher motivation on the academic performance on academic performance of students, with specific reference to Masinga Subcounty, Kenya, by looking into the reward system, professional development, and teacher welfare programs within the Subcounty in question.

2.7 Summary of the Gaps in Knowledge

The review of literature highlights several gaps that this study aims to address. These gaps span theoretical, methodological, empirical, conceptual, and contextual dimensions,

emphasizing the need for a more comprehensive understanding of the factors influencing academic performance.

Theoretical gaps

Identified theoretical gaps include issues like how existing research on principals' management practices primarily focuses on instructional leadership and resource management, with limited exploration of how leadership theories like distributed and transformational leadership impact academic performance in Kenyan public secondary schools, particularly in Masinga Sub- County. Additionally, while instructional and transformational leadership models are widely endorsed, there is an ongoing debate on whether leadership styles directly or indirectly influence student performance. The pathways through which leadership impacts academic outcomes remain unclear in the Kenyan.

Further, while school culture has been recognized as a key determinant of academic performance, prior research has largely examined individual factors such as management practices, teacher motivation, and disciplinary climate separately. There is a gap in understanding how these elements collectively shape school culture and, in turn, influence student performance.

Methodological Gaps

Research conducted in other countries, such as Pakistan, Singapore, and Malaysia, has applied advanced statistical models (e.g., multiple regression analysis) to assess the impact of school leadership and supervision on academic performance compared to previous

studies in Kenya which relied on either qualitative methods, or descriptive statistics, and had small sample sizes. This essentially limited the generalizability of findings across different educational settings.

Additionally, most studies examined isolated variables such as discipline, supervision, or resource allocation without integrating multiple factors to assess their collective impact on student outcomes. This approach limits the ability to draw meaningful conclusions about how school culture, as a comprehensive entity, and the respective influences of academic performance.

Empirical Gaps

While studies in Ethiopia, Nigeria, and Uganda have explored principals' leadership and student performance, there is a lack of research contextualizing these findings to Kenya. Moreover, research linking teacher motivation and principals' management practices as a combined factor influencing academic performance is scarce. While some studies have examined capacity-building programs for teachers in Sub-Saharan Africa, there is minimal research on how principals facilitate these programs and their subsequent impact on academic outcomes.

Further, there is a lack of empirical research specifically focusing on Masinga Sub-County. While studies conducted in other counties in Kenya have acknowledged the role of school culture in academic performance, none have investigated how this applies to public secondary schools in Masinga. Given the unique educational characteristics of the region, localized research is necessary to understand the specific dynamics affecting student outcomes.

Conceptual Gaps

Most literature available focuses on principals' administrative roles such as discipline and resource management rather than their role as instructional leaders shaping pedagogical practices. Additionally, while studies have explored the relationship between technology integration and academic performance, little research has examined how principals support ICT adoption to enhance learning in Masinga.

Additionally, while the importance of a positive disciplinary climate has been widely acknowledged, there is no clear framework differentiating specific disciplinary practices and their distinct effects on student performance. The role of peer influence in shaping the disciplinary climate is another underexplored area, with existing studies providing only broad discussions without detailed analysis of peer dynamics.

In terms of teacher motivation, most studies categorize it into extrinsic and intrinsic factors but fail to determine which specific motivators have the greatest impact on academic performance. There is also little research on the role of teacher leadership and autonomy in influencing motivation and student achievement.

Contextual Gaps

A significant gap in the literature is the lack of research focusing on rural or resource-constrained settings, such as Masinga Sub- County. Most studies on principals' leadership in Africa have been conducted in urban or well-established schools, making their findings less applicable to rural schools facing different challenges. Additionally, studies on teacher motivation and leadership effectiveness have been conducted in various regions,

including Nigeria, Ethiopia, and Uganda, but few focus on Kenyan public secondary schools. While some research has examined disciplinary climate and school functions in Kenyan schools, their intersection within Masinga Sub- County remains unexplored.

Furthermore, government policies on school discipline and teacher motivation are rarely analysed in relation to academic performance. While some studies explore school-based discipline strategies, there is little research on how national policies such as the ban on corporal punishment in Kenya have influenced student behaviour and learning outcomes.

2.8 Theoretical Framework

The theoretical framework for the current research study focuses on understanding the relationship between school culture and academic performance. The framework provides a conceptual lens through which the study was conducted and guides the selection of variables, research design, and data analysis.

The Organizational Culture Theory

Jaques' Organizational Culture Theory emerged from his work at the Glacier Metal Company in the United Kingdom, where he observed how shared beliefs and values influenced workplace behavior and productivity. His groundbreaking work recognized that organizational culture operates as a social control mechanism that influences member behavior through shared values, beliefs, and assumptions (Jaques, 1951). Over subsequent decades, scholars such as Pettigrew (1979), Smircich (1983) and Schein (1985) expanded this theory by examining how organizational culture forms, persists, and changes over time.

At its core, Organizational Culture Theory posits that every organization, including educational institutions, possesses a distinct culture shaped by three interconnected elements. First, values and beliefs form the foundation of an institution's identity and purpose, guiding decision-making and priorities. Second, norms and expectations establish behavioral standards and define what constitutes acceptable conduct within the organization. Third, practices and rituals serve as visible manifestations of the culture, reinforcing values and socializing members into the organizational community (Cardona et al., 2023).

In educational contexts, Organizational Culture Theory has been particularly influential in understanding school effectiveness. Studies by Hargreaves (1995), Heck and Marcoulides (1996), and more recently, Gruenert and Whitaker (2015) have demonstrated how school culture creates environments that either facilitate or hinder teaching and learning processes. These researchers found that schools with positive organizational cultures characterized by shared vision, collaborative relationships, and high expectations consistently achieve better student outcomes than those with fragmented or toxic cultures.

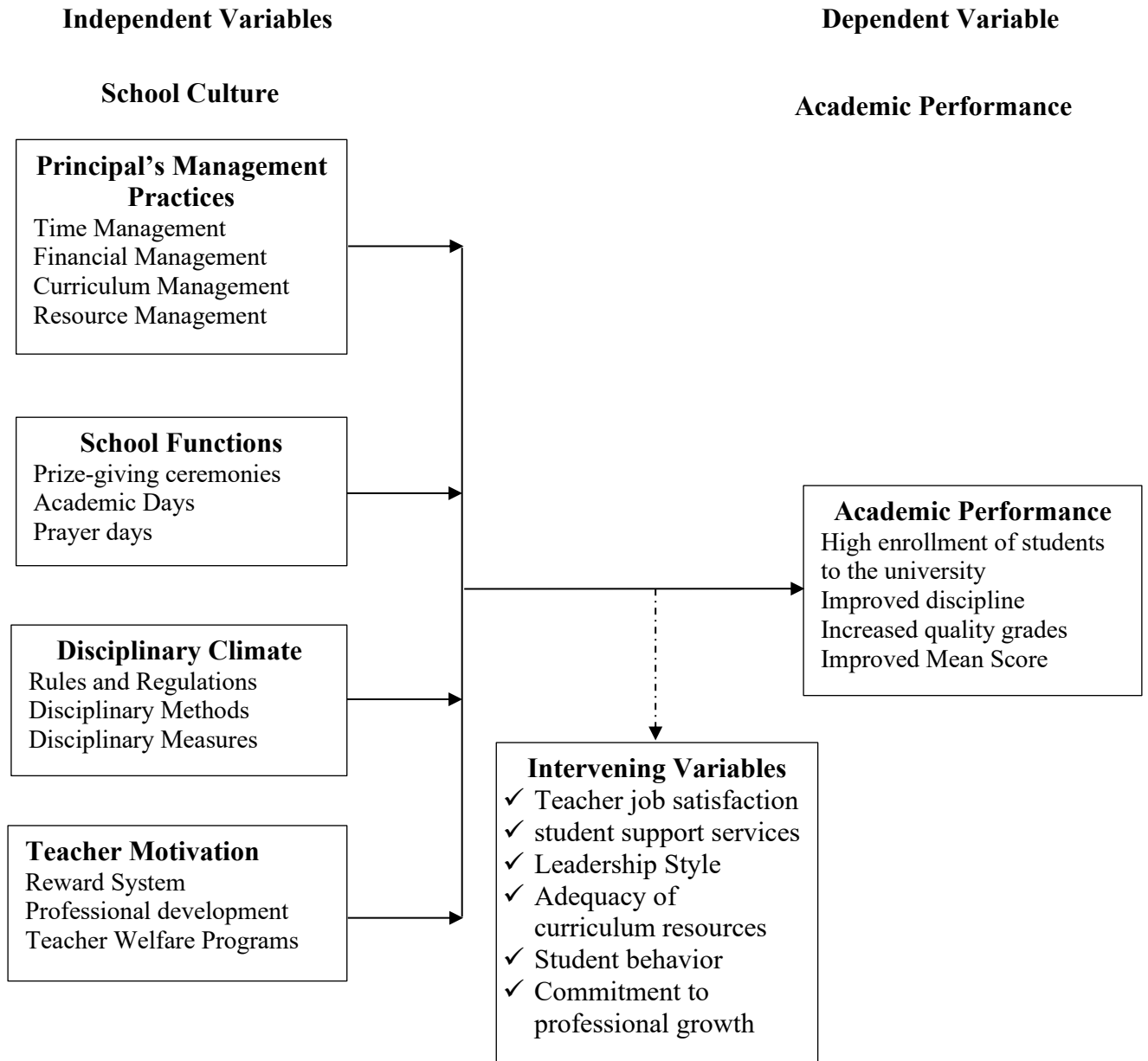
When applied specifically to academic performance, Organizational Culture Theory provides a framework for understanding how institutional values, norms, and practices create conditions that influence student achievement. Research consistently demonstrates that school culture variables directly impact learning outcomes through specific mechanisms. Principals' management practices establish the tone, expectations, and resource allocation that create conditions for effective teaching and learning (Maundu, 2021). School functions including ceremonies, traditions, and rituals reinforce values and

community cohesion that motivates academic effort (Ngumuta, 2021). Disciplinary climate creates the orderly environment necessary for focused learning Kosgei (2020), while teacher motivation directly affects instructional quality and teacher persistence (Bulowa et al., 2020).

2.9 Conceptual Framework

Figure 2.1

Conceptual Framework



A conceptual framework is a method of representation where the researcher conceptualizes relationships between variables in the study and represents them graphically or diagrammatically (Kamarulzaman et al., 2019). Figure 1 presents the conceptual framework for this study, which analyzes the effects of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County. This framework operationalizes Jaques' Organizational Culture Theory by illustrating how the values, norms, and practices within schools influence academic outcomes.

The framework identifies four key components of school culture that influence academic performance both directly and through various intervening variables. Principal's Management Practices including time management, financial management, curriculum management, and resource management, establish the foundational values and expectations of the school. These practices not only directly impact academic performance by creating organized and supportive learning environments but also influence other school culture components. For instance, effective resource management by principals supports teacher motivation through better working conditions, while curriculum management shapes the implementation of school functions.

School Functions, including prize-giving ceremonies, academic days, and prayer days, represent the practices and rituals component of organizational culture. These functions foster a sense of community and recognize achievement, motivating students to excel academically. They contribute to academic performance by enhancing student

engagement and building a culture of excellence. Additionally, these functions reinforce the disciplinary climate by publicly celebrating desired behaviors and outcomes.

The Disciplinary Climate, characterized by rules and regulations, disciplinary methods, and enforcement measures, establishes the norms and expectations within the school environment. A consistent disciplinary climate contributes to positive student behavior and focused learning, directly impacting academic performance. The effectiveness of the disciplinary climate is often influenced by principal's management practices, particularly how consistently rules are implemented and enforced.

Teacher Motivation, influenced by reward systems, professional development, and welfare programs, affects the level of teachers' commitment and instructional effectiveness. This component is particularly important as it translates school values into classroom practices. Motivated teachers deliver higher-quality instruction, provide better support to students, and contribute more actively to school improvement efforts, all of which enhance academic performance.

The relationship between these school culture components and academic performance is mediated by several intervening variables. Teacher job satisfaction primarily mediates the relationship between teacher motivation and academic performance, while also being influenced by the principal's management practices. Student support services mediate the impact of both disciplinary climate and school functions on academic outcomes. Leadership style primarily mediates how principal's management practices translate into academic results. Student behavior serves as a key mediator between disciplinary climate

and academic performance. Finally, commitment to professional growth mediates the relationship between teacher motivation and student achievement.

Collectively, these direct and mediated relationships influence four key indicators of academic performance: high enrollment of students to university, improved discipline, increased quality grades, and improved mean scores. The arrows in the framework indicate the direction and nature of influence, with solid lines representing direct relationships and interconnections among school culture components.

This conceptual framework thus provides a comprehensive model for understanding how the various elements of school culture, both individually and collectively, shape the learning environment and affect students' academic performance in Masinga Sub-County's public secondary schools. It acknowledges the complex, interconnected nature of school culture variables while also recognizing their distinct contributions to student outcomes.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section of the study investigates the methods, procedures and tools that were involved in collecting and analysing the data. It includes the research design, location of study, target population, sampling techniques and sample size, data collection instruments, data collection procedures, pre-testing of research instruments, data analysis, and research ethics. The methodology serves as a roadmap for conducting the research and obtaining relevant data to address the research objectives and answer the research questions.

3.2 Research Design

A research design is a structured plan for answering research questions using empirical data (McCombes, 2021). This study adopted a descriptive survey design, integrating both qualitative and quantitative approaches to investigate the influence of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County.

The descriptive survey design was chosen because it enables the systematic collection of information from a large sample, providing a comprehensive overview of the current state of school culture and its impact on academic performance. This design is particularly suitable for exploring relationships between variables—such as principals' management practices, disciplinary climate, and teacher motivation—and student outcomes. By capturing data on participants' perceptions, attitudes, and experiences, the design offers valuable insights into how different aspects of school culture influence learning.

The quantitative approach, on the other hand, focused on the collection and analysis of numerical data, such as test scores and grades, to measure academic performance. This allowed for the examination of statistical relationships between variables related to school cultures such as principals' management practices, disciplinary climate, and teacher motivation—and academic outcomes. Surveys were conducted to gather data from a large sample, which provided a broad perspective on the topic. The combination of qualitative and quantitative methods also facilitated generalizability and helped identify patterns and trends across the data.

The descriptive survey design was appropriate for this study because it efficiently collects data from a large sample size, making it both time- and cost-effective. Additionally, this design allowed for a comprehensive analysis of the relationship between school culture and academic performance, contributing to a well-rounded understanding of the research problem.

3.3 Location of the Study

The study was conducted in Masinga Sub-County, located within Machakos County, Kenya. The selection of Masinga Sub-County as the location for this research is justified for several reasons. First, Masinga has consistently been identified as a region where secondary schools perform below the required standards for college and university admission (Ngumuta, 2021). This makes it an ideal setting for investigating the factors contributing to academic underperformance and exploring how school culture may influence these outcomes.

Additionally, focusing on a specific geographical area allows for a more manageable and concentrated study (Shabani & Peter, 2018). By narrowing the scope to Masinga Sub-County, the researcher was able to effectively engage with local schools, principals, teachers, and students, ensuring that data collection and analysis were both practical and focused on the target population.

3.4 Target Population

The target population for this study consisted of the principals, teachers, and students from the 25 public secondary schools in Masinga Sub-County. According to the Masinga Sub-County Education Office (2023), this includes 25 principals, 300 teachers, and 8,000 students, resulting in a total population of 8,325 individuals. Since the study seeks to investigate the influence of school culture on academic performance, it is essential to include these key stakeholders who play significant roles in shaping and experiencing the school culture.

Table 3.1

Target Population

	No. of Schools	Principal	Teachers	Students	Total
Extra County	2	2	24	640	666
County	6	6	72	1920	1998
Sub County	17	17	204	5440	5661
Total	25	25	300	8000	8325

The first group in the target population consists of the principals. As key decision-makers, principals play a crucial role in establishing and maintaining school culture, implementing

policies, and creating a conducive learning environment. By including 25 principals, the study ensures a comprehensive understanding of how leadership practices influence school culture and, ultimately, academic performance in Masinga Sub-County.

The second group includes teachers, who are integral to shaping daily teaching and learning experiences. Teachers interact directly with students, implement the curriculum, and create a supportive classroom environment. Their inclusion allows the study to capture their perspectives and practices related to school culture and how these factors influence student outcomes.

The third target group is composed of students, the core beneficiaries of the education system. Their experiences and perceptions are vital for understanding the impact of school culture on academic performance. By incorporating a diverse group of students from different schools, the study was able to gather a broad range of perspectives, leading to a more comprehensive analysis of how school culture affects student engagement, motivation, and academic outcomes.

3.5 Sampling Procedure

3.5.1 Sampling Techniques

Sampling is the process of choosing a subset of a population to make inferences about the whole group which is vital in the process of hypothesis testing. According to Emmel (2013) and Guetterman (2015), the choice of sample size should prioritize information richness rather than merely gathering opinions. In this study, quantitative data was collected from the large grouping and complemented by qualitative data from the smaller

group of people, aligning with the mixed-methods approach. A combination of purposive and stratified random sampling was used to ensure diverse stakeholder representation.

A combination of purposive and simple random sampling techniques was employed to select participants from different school categories. The total sample comprised 25 public secondary schools in Masinga Sub-County schools, which included Extra County, County, and Sub County schools. Purposive sampling technique was used to select the schools to ensure that respondents were chosen from various categories including Extra County, County, and Sub County secondary schools. It also allowed for the inclusion of schools that met the study's specific criteria. Within the selected schools, simple random sampling was employed to select principals, teachers, and students. This ensured that everyone within the respective categories had an equal chance of being selected, thus minimizing bias and enhancing the representativeness of the sample.

3.5.1 Sample Size

The respondents sample size was decided using Yamane method formula as outlined by Yamane, (1967):

$$n = \frac{N}{(1 + Ne^2)}$$

Where n = Sample size

N = Target population

e = Error term

Thus:

$$\begin{aligned}
n &= \frac{8325}{1 + 8325(0.05)^2} \\
&= \frac{8325}{1 + 20.8125} \\
&= 381.662
\end{aligned}$$

The sample size of 382 participants was determined using Yamane's formula as recommended by Nakamura et al. (2012). This formula was selected because it ensures a statistically representative sample with a 95% confidence level and a 5% margin of error, providing sufficient statistical power while remaining practically manageable for data collection in Masinga Sub-County's school environment.

The study used a sample of 8 principals, 90 teachers, and 284 students as illustrated in table 4. The researcher stratified the target population into different strata based on school category (Extra County, County, and Sub County secondary schools) and then by school composition (mixed, boys', and girls' schools). This proportional distribution ensures adequate representation from each school type, enhancing the study's ability to capture the diversity of school cultures present in the sub-county.

From these strata, a sample of 8 principals was selected through purposive sampling. The 90 teachers and 284 students from the 8 public secondary schools were selected using simple random sampling. This ensured that every individual within the selected schools had an equal chance of being included, providing a broad and unbiased perspective on how school culture affects academic performance. This was deemed as an ideal sample size in line with the assertion by Hair et al. (2010) that to examine the relationship between

different variables and to ensure robust statistical analysis, the sample size must be a minimum of 10 participants.

Table 3.2

Sample Population

Participant Category	No. of Schools	Principal	Teachers	Students	Total
Sampling Type		Purposive	Simple Random	Simple Random	
Extra County	2	2	10	32	44
County	6	2	26	81	109
Sub County	17	4	54	171	229
Total	25	8	90	284	382

3.6 Data Collection Instruments

The study utilized multiple data collection instruments to ensure comprehensive data gathering and triangulation of findings.

Structured questionnaires were developed for both teachers and students, containing sections addressing each research objective. The questionnaires included specific items measuring the dependent variable (academic performance) through indicators such as: Student engagement levels in academic activities; Frequency of academic recognition and awards; Perception of academic improvement; Quality of academic support received; and KCSE performance trends and expectations.

Semi-structured interview schedules were designed for principals to gather in-depth qualitative data on school culture practices and their perceived impact on academic

performance. The interviews included specific questions about how principals measure and track the influence of their management practices on student academic outcomes.

3.7 Pretesting Research Instruments

Pretesting was done in Kangundo Subcounty in Machakos County. The choice of Kangundo Subcounty for the pre-testing of research instruments in this study is based on its similarities to the current study area, Masinga Subcounty in Machakos County. Kangundo, like Masinga Subcounty, consists of public secondary schools. Both sub-counties are in the eastern part of the county and are part of the same administrative region. This similarity in the type of schools provides a relevant context for the pre-testing of research instruments. It allowed for the assessment of the instruments' applicability and effectiveness in a setting that closely resembles the actual study area, thereby enhancing the validity and reliability of the research findings. By conducting the pre-test in Kangundo, potential issues or limitations of the research instruments were identified and addressed before the actual study took place in Masinga Subcounty. This ensured that the instruments were well-tailored to the specific context and yield accurate and meaningful data.

Pretesting provided an opportunity to assess the practicality and feasibility of the data collection process. It helped in identifying the logistical issues, time constraints, and challenges that would arise during data collection. Pretesting allowed the researcher to estimate the time required for administration, determine the appropriateness of the sampling technique, and identify any unforeseen obstacles.

Pretesting also enabled the researcher to gauge participants' understanding of the research instruments. By collecting feedback from the pretest participants, the researcher assessed the clarity and comprehensibility of the questions, instructions, and response options. This feedback helped in identifying and rectifying any potential sources of confusion or misinterpretation, ensuring that the instruments are understandable to the target population.

3.7.1 Reliability of Research Instruments

Reliability refers to the consistency and stability of measurements or results obtained from a research study. In this study, reliability was ensured using Cronbach's Alpha with a threshold of 0.7. Standardized and validated questionnaires were used as primary research instruments. These questionnaires from the pilot study were tested for internal consistency, and only items achieving a Cronbach's Alpha of 0.7 or higher were retained, ensuring reliable measurements aligned with the research objectives.

3.7.2 Validity of Research Instruments

Validity refers to the accuracy and truthfulness of the inferences, interpretations, and conclusions drawn from a research study (Middleton, 2019). In this research study, several measures were taken to ensure validity. Content validity was ensured by conducting a thorough review of the literature and theories related to school culture and academic performance, ensuring that the research instruments capture the relevant constructs and dimensions. Construct validity was established by using established measures and scales that have been previously validated in similar studies. Concurrent validity was assessed by comparing the results of the research instruments with other established measures of

school culture and academic performance. Furthermore, criterion-related validity was employed by comparing the research instruments' results with external criteria, such as students' actual academic performance records. Face validity was ensured through the pre-test. Conducting the pre-test with a small sample of participants helped evaluate the face validity of the instrument. Content validity of the data collection instrument was ensured by consulting research experts from KEMU University, who evaluated the questionnaire items for their relevance on the influence of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County. Their feedback and recommendations were instrumental in validating the instruments. Construct validity was confirmed through Exploratory Factor Analysis (EFA), retaining only items with factor loadings above 0.4, while those below this level were discarded.

3.8 Data Collection Procedure

The introduction letter was first obtained by the researcher from KEMU. An authorization letter to undertake this study was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher further obtained permission to undertake the study from the County Commissioner and County Director of Education, Machakos, to inform them of the proposed study in their areas of jurisdiction. On arrival to the schools, the researcher created a rapport with the respondents and explained to them about the purpose of the study. The researcher assured the respondents that strict confidentiality would be maintained in dealing with their identities. The researcher then issued the respondents with questionnaires for them to fill. The questionnaires were picked immediately after they had been filled.

3.9 Data Analysis and Presentation

The study employed a mixed-methods approach to data analysis. Data collected from the field was subjected to editing, coding, and interpretation in alignment with the themes from the study goals and questions. For quantitative data analysis, structured questionnaire items from teachers and students (including Likert-scale responses measuring perceptions of school culture variables and demographic information) were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated to summarize the characteristics of the variables and sample. Inferential statistical techniques, specifically linear regression analysis, were employed to examine relationships between school culture variables (principals' management practices, school functions, disciplinary climate, and teacher motivation) and academic performance indicators, identify predictors of performance, and compare means between different groups.

Qualitative data, gathered through open-ended questionnaire items and principal interviews, was analyzed using thematic content analysis. This involved transcribing interview recordings, coding responses into categories based on emerging themes, and organizing them according to the research objectives. This analysis provided in-depth insights into principals' perspectives on school culture development, challenges in implementing cultural practices, and strategies for improving academic performance.

The integration of both quantitative and qualitative findings allowed for triangulation, enhancing the validity and comprehensiveness of the study results. The analyzed data was

interpreted and discussed in relation to the research objectives and questions, then presented in tables and graphs.

3.10 Ethical Issues

To prevent harm or misuse, any personally identifiable information or sensitive data was anonymized or de-identified. All secondary data sources used in the study are properly cited and attributed, including crediting the original authors, acknowledging their intellectual contributions, and following any guidelines provided by the data providers. Before utilizing any data, the necessary permissions were obtained to meet legal and ethical requirements. The researcher relied on trustworthy, secondary data sources to maintain the integrity of the study. A critical evaluation process was used to assess the quality, validity, and reliability of the data before incorporating it into the research findings. The research method employed to access, select, and analyse the data were transparent and thoroughly documented, enabling other researchers to replicate the study, thereby promoting transparency and accountability.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and discussion of findings from the field study on the influence of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County, Kenya. The analysis is structured according to the four research objectives, examining how principals' management practices, school functions, disciplinary climate, and teacher motivation influence specific academic performance indicators including KCSE results, student discipline, grade quality, and mean score improvements. The chapter demonstrates how the "influence" of school culture variables was measured through statistical correlations, perception ratings, and qualitative assessments of the relationship between cultural practices and academic outcomes. Data presentation follows a systematic approach, beginning with descriptive statistics, followed by inferential analysis, qualitative findings, and integrated discussions that link findings to existing literature and theoretical frameworks.

4.2 Response Rate

The study achieved to an overall response rate of 364 respondents (95.29%) Out of the total sample population, 7 out of 8 principals (87.50%), 83 out of 90 teachers (92.22%), and 274 out of 284 students (96.48%) responded to the questionnaires. The high response rate was largely attributed to effective communication between the researcher and participants. The researcher ensured that participants clearly understood the purpose of

the study and its potential contributions to improving educational outcomes. Furthermore, the questions were meticulously articulated to minimize ambiguity, ensuring that participants found them straightforward to answer. Further, Roberts and Allen (2015) highlight that higher levels of literacy and educational attainment are positively correlated with research participation, which likely contributed to the strong response from the study population. Creswell, (2014) emphasizes that while higher response rates are ideal, lower response rates can still be acceptable if properly accounted for in the methodology. Equally, participants are more inclined to engage in research when they perceive the study as relevant and beneficial to their community, which aligns with the findings of this study.

Table 4.1

Response Rate

Participant Category	Sample Population	Response Rate	Percentage
Principals	8	7	87.50%
Teachers	90	83	92.22%
Students	284	274	96.48%
Total	382	364	95.29%

While many participants responded, a small percentage did not participate. Potential reasons for non-response may include concerns over data usage, privacy, or a lack of motivation to engage with the research process (Brick, 2013). However, identifying the specific causes for non-participation was beyond the scope of this study. The high response rate strengthened the reliability and validity of the findings, as it reflected broad

participation across the target groups and minimized potential biases associated with low engagement.

4.2.1 Reliability

Reliability refers to the extent to which an assessment tool consistently produces stable results (Creswell, 2014). In this study, reliability was evaluated using Cronbach's alpha, which measures the internal consistency of the research instruments. A Cronbach's alpha value of 0.70 or above is regarded as acceptable, signifying that the instrument is reliable (George & Mallery, 2003).

The research instruments, which included questionnaires and interview schedules, were designed based on the study objectives and an extensive review of relevant literature. To ensure clarity and relevance, the instruments were pre-tested in a pilot study involving a small sample of respondents from schools not included in the main study. This pre-test aimed to identify any ambiguities or challenges in understanding the questions, enabling necessary revisions. Cronbach's alpha was calculated for each section of the questionnaire to verify that the items within each section consistently measured the same underlying construct. The sections assessed were Principals' Management Practice, Teacher Motivation, Disciplinary Climate, and School Functions, as shown in Table 5.

Table 4.2*Reliability of Study Variables*

Section	Number of Items	Cronbach's Alpha	
		Teachers	Students
Principal's Management Practice	4	0.80	0.81
Teacher Motivation	3	0.90	0.91
Disciplinary Climate	3	0.88	0.88
School Functions	3	0.88	0.88

The reliability of the study variables was assessed using Cronbach's Alpha, a measure of internal consistency that indicates how closely related a set of items are. Cronbach's Alpha values above 0.70 are generally considered acceptable for social science research, with values closer to 1.0 reflecting stronger internal consistency (Hair et al., 2021). The reliability analysis for both teachers and students were conducted on four key variables: Principal's Management Practice, Teacher Motivation, Disciplinary Climate, and School Functions.

For Principal's Management Practice, the reliability scores were very high for both groups. The Cronbach's Alpha for teachers was 0.80, and for students, it was 0.81. These values suggest strong internal consistency, indicating that the items used to measure this construct reliably reflect the principal's management practices. The variable Teacher Motivation exhibited excellent reliability. For teachers, the Cronbach's Alpha was 0.90, and for students, it was 0.91. These exceptionally high values point to an excellent degree of internal consistency, indicating that the items used to measure teacher motivation are highly reliable and consistent across both respondent groups.

Similarly, the Disciplinary Climate variable demonstrated strong reliability. The Cronbach's Alpha values were 0.88 for both teachers and students. This suggests that the items measuring the disciplinary climate in schools are consistently interpreted by both groups and effectively capture the intended construct. For School Functions, the reliability scores were also robust. Both teachers and students had a Cronbach's Alpha of 0.88, indicating that the items used to assess school functions exhibit a high level of internal consistency and reliability for both groups.

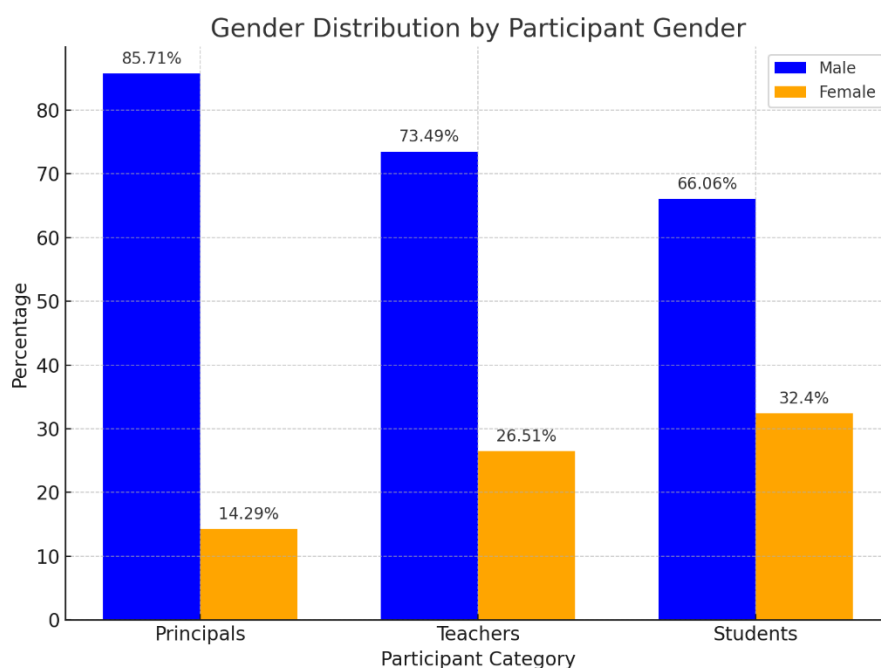
Overall, the reliability analysis indicates that all four study variables demonstrated strong to excellent internal consistency. With Cronbach's Alpha values ranging from 0.80 to 0.91, the study's instruments can be considered reliable, enhancing the confidence in the validity of the findings based on these variables.

4.3 Demographic Information

The study sought information from students, teachers, and principals. This section presents demographic information for each category of respondents who participated in the study. Figures 2 present a summary of distribution of respondents based on school type and category by gender.

Figure 4.1

Gender of the Participants



The research participants included 6 (0.25%) male principals, 1 ((0.04%) female principal, 61 (2.54%) Male teachers, 22 (0.92%) female teachers, 53 (63.86%) male students and 30 (36.14%) female students.

Principals Demographic Information

The demographic information of school principals was assessed based on their age, gender, teaching experience, and type of school. Table 6 presents the results obtained.

Table 4.3*Principals Demographic Information*

Characteristic	Category	Frequency	Percentage (%)
Age	30-40	2	28.6%
	41-50	3	42.9%
	51-60	2	28.6%
	Total	7	100.0%
Gender	Male	6	85.7%
	Female	1	14.3%
	Total	7	100.0%
Type of school	Extra County	2	28.6%
	County	2	28.6%
	Sub County	3	42.9%
	Total	7	350.0%
Experience as a Principal	Below 10 yrs.	2	28.6%
	11-20 yrs.	3	42.9%
	Above 20 yrs.	2	28.6%
	Total	7	100.0%

As presented in the above table, 2 (28%) principals were between 30-40 years old, 3 (42.8%) were between 41-50 years old, and 2 (28.6%) were between 51-60 years old.

Table 6 presents a summary of the demographic characteristics of the seven principals who participated in the study. In terms of age, the participants were fairly evenly distributed across three age groups. The largest group 3 (42.9%) consisted of principals aged between 41 and 50 years, while 28.6% (2) were aged between 30 and 40 years, and another 28.6% were aged between 51 and 60 years. There was a clear dominance of male principals, with 85.7% of the participants identifying as male and only 14.3% as female.

The type of school represented by the principals varied, with 42.9% of participants leading Sub County schools, and 28.6% from both Extra County and County schools. When it comes to experience as a principal, the largest group 3 (42.9%) had between 11 and 20 years of experience, while 28.6% (2) had less than 10 years of experience, and the remaining 28.6% had more than 20 years of experience. Overall, the table provides a snapshot of the participant characteristics, with a relatively small and diverse sample across age, gender, school type, and experience.

Teachers Demographic Information

Information sought on demographic information of teachers include their age, gender, school type and experience as a teacher. Table 7 presents a summary of the findings.

Table 4.4*Teachers Demographic Information*

Characteristic	Category	Frequency	Percentage (%)
Age	20-29	26	31.3%
	30-39	15	18.1%
	40-49	22	26.5%
	50-59	20	24.1%
	Total	83	100.0%
Gender	Male	61	73.5%
	Female	22	26.5%
	Total	83	100.0%
Type of school	Extra County	10	12.0%
	County	24	28.9%
	Sub County	49	59.0%
	Total	83	100.0%
Experience as a Teacher	Below 10 yrs.	32	38.6%
	11-20 yrs.	25	30.1%
	Above 20 yrs.	26	31.3%
	Total	83	100.0%

The table summarizes the demographic characteristics of 83 teachers who participated in the study. In terms of age, the largest group of teachers 26 (31.3%) were aged between 20 and 29 years, followed by 22 (26.5%) aged 40 to 49 years, and 20 (24.1%) aged 50 to 59 years. Teachers aged 30 to 39 years represented 15 (18.1%) of the sample. Regarding gender, a significant majority of the teachers were male 61 (73.5%), while 22 (26.5%) were female.

As for the type of school, most teachers were from Sub County schools 40 (59%), followed by those from County schools 24 (28.9%), and a smaller proportion from Extra County

schools 10 (12%). In terms of teaching experience, 32 (38.6%) of teachers had less than 10 years of experience, 26 (31.3%) had over 20 years of experience, and 25 (30.1%) had between 11 and 20 years of teaching experience. This demographic breakdown shows a predominance of male teachers with varied age ranges, school types, and levels of teaching experience.

Students Demographic Information

The demographic information of students was assessed based on their age, gender, type of school, and the type of school residence. Table 8 presents the results obtained.

Table 4.5

Students' Demographic Information

Characteristic	Category	Frequency	Percentage
Age	14-16	145	52.9%
	17-18	83	30.3%
	Above 18	46	16.8%
	Total	274	100.0
Gender	Male	175	63.9%
	Female	99	36.1%
	Total	274	100
Type of school	Extra County	33	12.0%
	County	79	28.8%
	Sub County	162	59.1%
	Total	274	100.0%

4.4 Influence of Principals' Management Practices on Academic Performance

The first objective aimed to assess the impact of principals' management practices on academic performance in public secondary schools within Masinga Sub-County. These

management practices were evaluated in terms of time management, financial management, curriculum management, and resource management. The following section presents the descriptive findings, inferential analysis, qualitative findings, and a discussion related to the first objective.

4.4.1 Descriptive Findings

The extent to which different aspects of school functions affected the academic performance of students in public secondary schools in Masinga Sub- County was assessed using five Likert scaled statements for teachers and students. The Cronbach Alpha for statement from teachers was 0.798 while that of students was 0.808, making both reliable.

Time Management

The analysis of the data reveals important insights into the perceptions of teachers and students regarding principals' time management practices in public secondary schools within Masinga Sub-County. The study examined four key dimensions of time management: the efficient allocation of time for school activities, effective time management, timely completion of tasks and projects, and the prioritization of academic matters.

Table 4.6*Time Management*

The principal:	Teachers		Students	
	SD/D/N	A/SA	SD/D/N	A/SA
Ensures efficient allocation of time for all school activities.	47.0%	53.0%	51.8%	48.2%
Effectively manages time for school activities.	13.6%	59.3%	36.9%	63.1%
Ensures timely completion of tasks and projects.	13.3%	60.2%	50.0%	50.0%
Prioritizes and allocates time for academic matters.	16.9%	49.4%	54.0%	46.0%

SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

The findings on efficient allocation of time for school activities indicate a relatively balanced perspective among teachers and students. Among teachers, 53.0% agreed or strongly agreed that principals allocate time efficiently, while 47.0% expressed neutral or negative views. Students, however, demonstrated slightly less favorable perceptions, with a majority (51.8%) indicating neutral or negative responses, compared to 48.2% who agreed or strongly agreed. These results suggest that while teachers generally view principals as effective in this area, students may perceive some shortcomings in the allocation process.

Regarding effective time management, teachers exhibited a more favorable outlook, with 59.3% agreeing or strongly agreeing that principals manage time effectively, and only 13.6% expressing neutral or negative opinions. Similarly, 63.1% of students agreed or strongly agreed with this statement, while 36.9% held neutral or negative views. These findings suggest that both teachers and students acknowledge the principals' ability to manage time effectively for school activities, with students expressing slightly stronger support.

In the dimension of timely completion of tasks and projects, teachers expressed strong approval, with 60.2% agreeing or strongly agreeing that principals ensure tasks and projects are completed on time. Only 13.3% of teachers held neutral or negative views. Among students, perceptions were evenly divided, with 50.0% agreeing or strongly agreeing, and the other 50.0% expressing neutral or negative opinions. This divergence suggests that while teachers recognize significant effectiveness in this area, students perceive variability in the timeliness of task completion.

The findings on prioritization and allocation of time for academic matters reveal mixed perceptions. Among teachers, 49.4% agreed or strongly agreed that principals prioritize academic activities, while 16.9% expressed neutral or negative views. Students, however, were less positive, with 54.0% expressing neutral or negative responses, compared to 46.0% who agreed or strongly agreed. This indicates that students perceive a notable gap in the prioritization of academic matters by school principals.

Financial Management

The analysis of the data regarding principals' financial management practices in public secondary schools within Masinga Sub-County highlights critical perspectives from teachers and students. The evaluation focused on three key aspects: effective management of financial resources, transparency and accountability, and appropriate allocation of funds for academic needs.

Table 4.7*Financial Management*

The principal:	Teachers		Students	
	SD/D/N	A/SA	SD/D/N	A/SA
Effectively manages the school's financial resources.	61.4%	38.6%	61.5%	38.5%
Ensures transparency and accountability in financial matters.	37.3%	62.7%	37.4%	62.6%
Allocates funds appropriately for academic needs.	27.7%	72.3%	27.7%	72.3%

SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

Responses on the question of effective management of the school's financial resources indicate most of both teachers (61.4%) and students (61.5%) expressed neutral or negative views, while only 38.6% of teachers and 38.5% of students agreed or strongly agreed that principals effectively manage financial resources. These findings suggest a significant perception gap, indicating that both groups may have concerns about how financial resources are managed within the schools.

On transparency and accountability in financial matters, the perceptions were more favourable. Among teachers, 62.7% agreed or strongly agreed that principals are transparent and accountable, with a similar proportion of students (62.6%) expressing the same view. However, a notable minority (37.3% of teachers and 37.4% of students) held neutral or negative opinions, signalling that while most stakeholders recognize efforts in this area, there is still room for improvement in fostering trust and transparency.

In terms of appropriate allocation of funds for academic needs, both teachers and students demonstrated strong agreement. A significant majority (72.3% of both groups) agreed or strongly agreed that principals allocate funds appropriately for academic purposes, while

only 27.7% expressed neutral or negative opinions. This suggests a high level of satisfaction among both teachers and students with how financial resources are directed towards supporting academic activities.

Curriculum Management

The data presented highlights the perceptions of teachers and students on curriculum management, particularly in relation to financial practices overseen by school principals. The analysis focuses on three critical aspects: the implementation of a well-structured curriculum, monitoring and evaluation of curriculum effectiveness, and promoting innovative teaching methods and approaches. Table 11 presents information obtained from teachers and students on the same.

Table 4.8

Curriculum Management

The principal:	Teachers		Students	
	SD/D/N	A/SA	SD/D/N	A/SA
Ensures the implementation of a well-structured curriculum.	22.9%	77.1%	25.6%	74.4%
Monitors and evaluates the effectiveness of the curriculum.	21.7%	78.3%	23.9%	76.1%
Promotes innovative teaching methods and approaches.	45.8%	54.2%	45.5%	54.5%

SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

A significant majority of respondents viewed principals as effective in ensuring the implementation of a well-structured curriculum. Among teachers, 77.1% agreed or strongly agreed with this statement, while 22.9% expressed neutral or negative views. Similarly, 74.4% of students held positive views, with 25.6% indicating neutral or

negative perceptions. These results suggest a high level of confidence in principals' ability to ensure the proper implementation of the curriculum, though a small proportion of respondents noted potential areas for improvement.

The findings showed that principals were widely perceived as effective in monitoring and evaluating curriculum effectiveness. Among teachers, 78.3% agreed or strongly agreed with this aspect, while 21.7% expressed neutral or negative opinions. Likewise, 76.1% of students provided positive feedback, whereas 23.9% indicated neutral or negative perceptions. These results reflect strong stakeholder confidence in principals' role in maintaining the quality and relevance of the curriculum.

The responses regarding the promotion of innovative teaching methods and approaches were more divided. Among teachers, 54.2% agreed or strongly agreed that principals promote innovation in teaching, while 45.8% expressed neutral or negative views. Similarly, 54.5% of students agreed or strongly agreed, while 45.5% expressed neutral or negative opinions. These findings suggest that while a slight majority recognize efforts to encourage innovative teaching practices, a significant proportion of respondents perceive room for improvement in this area.

Resource Management

The data provides an analysis of teachers' and students' perceptions regarding principals' effectiveness in managing school resources and facilities. The evaluation focuses on three critical aspects: managing school facilities and resources, ensuring the availability of teaching materials, and promoting the use of technology in teaching and learning presented in table 12.

Table 4.9*Resource Management*

The principal:	Teachers		Students	
	SD/D/N	A/SA	SD/D/N	A/SA
Effectively manages school facilities and resources.	38.6%	61.4%	38.6%	61.4%
Ensures the availability of necessary teaching materials.	37.3%	62.7%	37.4%	62.6%
Promotes the use of technology in teaching and learning.	34.9%	65.1%	34.9%	65.1%

SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

The findings reveal that 61.4% of both teachers and students agreed or strongly agreed that principals effectively manage school facilities and resources. However, a notable 38.6% of both groups expressed neutral or negative views. While the majority perceive principals as effective in this area, the significant minority highlights potential gaps in resource management that require attention.

When it comes to ensuring the availability of necessary teaching materials, 62.7% of teachers and 62.6% of students agreed or strongly agreed that principals are effective in this aspect. Meanwhile, 37.3% of teachers and 37.4% of students expressed neutral or negative perceptions. These findings indicate a generally positive assessment, though a substantial minority still perceives inadequacies in the provision of teaching materials.

The data shows that 65.1% of both teachers and students agreed or strongly agreed that principals promote the use of technology in teaching and learning. However, 34.9% of respondents from both groups expressed neutral or negative opinions. These results

suggest that while the majority recognize efforts to integrate technology into teaching, a significant proportion believes there is room for improvement in this area.

4.4.2 Inferential Analysis

The inferential analysis aimed to evaluate the influence of principals' management practices on academic performance in public secondary schools in Masinga Sub-County. Using the Independent Samples t-test, the analysis compared the perceptions of teachers and students across four key management areas: time management, financial management, curriculum management, and resource management. The goal was to identify if there were significant differences in how teachers and students perceived the principals' management practices and to understand the potential implications for academic performance.

Table 4.10*Teacher and Students' Item Means*

Management Area	Statement	Teachers'	Students'
Time Management	Ensures efficient allocation of time	3.48	3.32
	Effectively manages time	3.47	3.68
	Ensures timely completion of tasks	3.76	3.5
	Prioritizes academic matters	3.38	3.26
Financial Management	Effectively manages financial resources	2.95	2.95
	Ensure transparency and accountability	3.73	3.73
	Allocates funds for academic needs	4.02	3.46
Curriculum Management	Monitors curriculum implementation	3.49	3.16
	Ensures effective teaching strategies	3.8	3.55
	Monitors and evaluates student progress	3.58	3.42
	Provides regular feedback	3.48	3.2
Resource Management	Efficient utilization of school resources	3.56	3.35
	Adequate resources for teaching/learning	3.57	3.2
	Manages physical resources/materials	3.66	3.47
	Equitable distribution of resources	3.66	3.3

When it comes to time management, teachers and students had similar perceptions, with only one notable difference. For the statement "Ensures efficient allocation of time," teachers rated it with a mean of 3.48, while students rated it slightly lower at 3.32. However, the t-test results indicated that this difference was not statistically significant ($t(91) = -1.08$, $p = 0.28$). Similarly, when asked if the principal "Effectively manages time," the mean scores for teachers (3.47) and students (3.68) were close, and the t-test yielded no significant difference ($t(91) = -1.38$, $p = 0.17$), suggesting a general consensus on this issue. There was also no significant difference in the perception of whether the

principal "Prioritizes academic matters" ($t(91) = 0.84, p = 0.40$), with both groups rating it similarly. However, when asked if the principal "Ensures timely completion of tasks," teachers rated this significantly higher (3.76) than students (3.50) with a t-test value of $t(91) = 2.30, p = 0.02$, showing a significant difference. This suggests that teachers perceive principals as more effective in ensuring that tasks are completed on time, compared to students' perceptions.

In the area of financial management, the perceptions of teachers and students were notably aligned in several areas. For the statement "Effectively manages financial resources," both teachers and students gave a mean rating of 2.95, and the t-test results confirmed no significant difference ($t(91) = 0.00, p = 1.00$), indicating mutual agreement between the two groups. Similarly, for "Ensures transparency and accountability," both groups gave a high rating of 3.73, and the t-test showed no difference ($t(91) = 0.00, p = 1.00$). However, the statement "Allocates funds for academic needs" revealed a significant difference. Teachers rated this statement much higher (4.02) than students (3.46), with a t-test value of $t(91) = 4.71, p < 0.001$. This suggests that teachers perceive the allocation of funds for academic needs as more adequate compared to the perception of students.

Curriculum management practices also showed significant differences in perceptions between teachers and students. For the statement "Monitors curriculum implementation," teachers rated it higher (3.49) than students (3.16), and the t-test yielded a significant result ($t(91) = 3.22, p = 0.002$), suggesting that teachers feel the principal is more involved in monitoring curriculum implementation. Similarly, teachers rated "Ensures effective teaching strategies" more favorably (3.80) than students (3.55), with the t-test indicating

a significant difference ($t(91) = 2.13, p = 0.04$). This indicates that teachers perceive the principal's role in ensuring effective teaching strategies more positively than students do.

However, the perceptions of teachers and students were similar for the statements "Monitors and evaluates student progress" ($t(91) = 1.45, p = 0.15$) and "Provides regular feedback" ($t(91) = 2.33, p = 0.02$), with both showing no significant difference in the first case, but a significant difference in the latter. Teachers felt that the principal provided more regular feedback compared to students' perceptions of this practice.

Finally, resource management practices showed several areas of significant difference in perceptions. For "Efficient utilization of school resources," teachers rated it significantly higher (3.56) than students (3.35), with a t-test value of $t(91) = 2.15, p = 0.03$. Similarly, when asked if there were "Adequate resources for teaching/learning," teachers rated it higher (3.57) than students (3.20), and the t-test results showed a significant difference ($t(91) = 2.99, p = 0.003$). Teachers also perceived the management of physical resources more positively (3.66) compared to students (3.47), with a significant result ($t(91) = 2.34, p = 0.02$). Lastly, for "Equitable distribution of resources," teachers again rated it higher (3.66) than students (3.30), with a t-test value of $t(91) = 3.07, p = 0.003$, indicating a significant difference. This suggests that teachers perceive the principal as more effective in managing and distributing resources equitably compared to the students' perceptions.

The analysis of principals' management practices and their influence on academic performance revealed several important insights. While there were areas of agreement between teachers and students, significant differences were found in certain aspects of financial, curriculum, and resource management. Teachers generally had more positive

perceptions of principals' effectiveness in managing resources, ensuring timely task completion, and allocating funds for academic needs. In contrast, students tended to rate some aspects, such as time management and resource availability, more critically. These findings suggest that the influence of principals' management practices on academic performance may be perceived differently by teachers and students, which may be reflective of the varying roles and expectations each group has regarding school management. Addressing these perceptual gaps and ensuring greater alignment between teachers' and students' views could enhance the overall effectiveness of school management and academic outcomes in the region.

4.4.3 Qualitative Findings on the Influence of Principals' Management Practices on Academic Performance

The qualitative data collected through interviews with school principals provides valuable insights that both corroborate and deepen our understanding of the quantitative findings on principals' management practices. While the survey data presented earlier revealed varying perceptions between teachers and students regarding management effectiveness, the principals' responses offer contextual explanations for these differences and highlight the practical strategies employed to enhance academic performance. The responses are categorized into five thematic areas: time management, financial management, curriculum oversight, resource adequacy, and challenges in resource management.

The principals emphasized the critical role of time management in balancing academic and extracurricular activities to support student performance. Several strategies were highlighted, including the development and adherence to comprehensive timetables (P1,

P5), regular reviews of schedules (P1, P6), and delegation of responsibilities to heads of departments (P3). Others underscored the importance of communication and strict enforcement of time (P4, P7). Collectively, these practices aim to create an environment where instructional time is maximized, and extracurricular activities are seamlessly integrated to enhance holistic student development.

Interviewee P1: "I create a comprehensive school timetable that balances academic and extracurricular activities. Weekly reviews are conducted to ensure the schedule is adhered to, and adjustments are made if necessary."

Interviewee P3: "I delegate responsibilities to heads of departments and involve them in planning activities to ensure every minute is accounted for effectively."

Interviewee P4: "We use a bell system for strict adherence to time during lessons and extracurricular activities. I also emphasize punctuality to both teachers and students."

Interviewee P5: "I prioritize academic activities during peak hours of the day and schedule extracurricular activities in the afternoons to maintain focus."

Interviewee P6: "I encourage teachers to maintain lesson plans and follow the timetable rigorously while allowing flexibility for special school programs."

Interviewee P7: "Effective communication is key. I ensure that the schedule is shared well in advance and regularly remind staff and students of upcoming activities to avoid conflicts."

Effective management of financial resources was identified as a key determinant of academic performance. Principals outlined practices such as transparent budgeting and allocation of funds for essential academic resources like textbooks, laboratory equipment, and teacher training (P1, P5). Some principals highlighted the importance of seeking additional funding from external sources, including donors and government programs, to

bridge resource gaps (P3, P7). There was also a strong emphasis on financial accountability and minimizing waste through audits and stakeholder engagement (P2, P4). These efforts collectively ensure that available financial resources are optimized to support teaching and learning activities.

Interviewee P1: "I involve stakeholders in budgeting to prioritize academic programs. We allocate specific funds for textbooks, laboratory equipment, and teacher training."

Interviewee P3: "I seek additional funding from the government and donors to supplement our limited resources. We prioritize essential academic needs like examination materials and textbooks."

Interviewee P4: "I ensure timely procurement of teaching materials and regularly audit expenditures to minimize waste and maximize value."

Interviewee P5: "We have a structured system where funds are allocated to academic departments based on their needs, with a focus on performance improvement."

Interviewee P7: "I track expenditures closely and encourage income-generating projects such as farming to support the school's academic programs."

The principals demonstrated a proactive approach to overseeing the implementation of the curriculum. Regular meetings with department heads to assess syllabus coverage (P1, P3) and frequent classroom observations and lesson plan reviews (P2) were cited as critical practices. Several principals also stressed the importance of teacher support through workshops and structured feedback systems to address gaps in curriculum delivery (P4, P6). This oversight ensures that students are adequately prepared for examinations, and that teaching aligns with curriculum standards, ultimately boosting academic performance.

Interviewee P1: "I conduct regular meetings with department heads to assess the progress of syllabus coverage and address any gaps."

Interviewee P2: "Frequent classroom observations and lesson plan reviews are key to ensuring the curriculum is being followed effectively."

Interviewee P3: "I work closely with subject teachers to set realistic deadlines for syllabus coverage and provide support where needed."

Interviewee P4: "I organize workshops for teachers to align them with curriculum expectations and monitor progress through monthly reports."

Interviewee P6: "By implementing a structured feedback system, I gather input from both teachers and students to identify any areas of the curriculum that need improvement."

The provision of adequate resources, including teaching materials and technology, was highlighted as essential for improving academic outcomes. Principals reported strategies such as lobbying for additional resources from donors and government agencies (P1, P5), conducting regular inventory checks to identify and address gaps (P6), and leveraging technology to supplement teaching resources (P7). Collaborative approaches, such as partnerships with local organizations and encouraging resource sharing among teachers, were also emphasized (P2, P5). These practices demonstrate a commitment to ensuring that teachers and students have access to the tools they need to succeed.

Interviewee P1: "I lobby the government and donors for additional teaching materials and ensure timely procurement of books and equipment."

Interviewee P2: "I encourage teachers to share available resources and utilize digital platforms where physical materials are insufficient."

Interviewee P5: "I partner with well-wishers and community organizations to sponsor the purchase of teaching tools and ICT equipment."

Interviewee P6: "Regular inventory checks help me ensure that resources are available and fairly distributed among departments."

Interviewee P7: "I provide teachers with access to technology like projectors and laptops and allocate funds to maintain them regularly."

Despite their efforts, the principals acknowledged facing significant challenges in resource management. Limited funding and delays in disbursements were recurring issues (P1, P2). Some principals noted the difficulty of balancing the high demand for resources with the constraints of available budgets (P4, P5). Others pointed out the challenges of integrating technology into teaching with limited financial support (P6). To address these challenges, principals reported employing innovative strategies such as fundraising, prioritizing urgent needs, and engaging parents and local communities for support (P1, P3, P7). These adaptive strategies help mitigate the impact of resource limitations on academic performance.

Interviewee P1: "Limited funding is a major issue. To address this, we engage in fundraising activities and seek support from local businesses."

Interviewee P2: "Delays in funding disbursement pose challenges, so I focus on planning and prioritizing the most urgent needs."

Interviewee P3: "Inadequate resources are a persistent challenge. I encourage creativity in utilizing what we have and collaborate with parents for additional support."

Interviewee P4: "High demand versus limited resources is a problem. I ensure strict accountability to minimize wastage and prioritize essential needs."

Interviewee P5: "A major challenge is balancing academic and extracurricular needs with limited funds. I work with stakeholders to create a balanced budget."

Interviewee P6: "The biggest challenge is integrating technology with limited funds. I train teachers to maximize available resources and use open-source tools."

Interviewee P7: "The rising number of students strains resources. I address this by reallocating budgets and lobbying for additional government support."

4.4.4 Discussion of Findings

The study findings underscored the critical role of principals' management practices in shaping academic performance among public secondary schools in Masinga Sub-County, Machakos County. These practices encompassing time, finance, curriculum, and resource management exhibited significant associations with academic outcomes, as supported by descriptive, inferential, and qualitative data. The discussion integrated these findings with existing literature, highlighting their implications for educational leadership and policy.

Time management emerged as a pivotal domain, with teachers generally perceiving principals as effective in this area, while students expressed more varied opinions. Descriptive findings revealed strengths in task completion and overall time management, yet highlighted concerns about the prioritization of academic activities. The inferential analysis confirmed a statistically significant relationship between time management and academic performance, emphasizing the importance of effective scheduling and prioritization. Qualitative data from principal interviews directly corroborated these quantitative findings, with five out of seven principals highlighting specific strategies like comprehensive timetables, delegation, and communication as essential to optimizing instructional time. For instance, Principal P1's statement about "weekly reviews to ensure the schedule is adhered to" explains why 59.3% of teachers viewed principals as

effectively managing time, while Principal P5's approach of "prioritizing academic activities during peak hours" addresses the concern reflected in quantitative data where only 46% of students agreed that principals prioritize academic matters. These findings aligned with Liu and Hallinger's (2018) assertion that instructional leadership, including effective time management, is central to improving student outcomes.

Financial management was another critical factor, with mixed perceptions emerging from the descriptive analysis. While a majority of stakeholders acknowledged transparency and the appropriate allocation of funds for academic needs, concerns persisted about overall financial efficiency. Inferential analysis demonstrated a moderate but significant relationship between financial management practices and academic performance. The qualitative findings shed light on effective practices, including stakeholder involvement in budgeting, targeted resource allocation, and fundraising efforts. These practices resonate with Adebowale (2024), who emphasized that financial transparency and strategic allocation are vital for fostering trust and maximizing educational outcomes. The concerns about inefficiency underscore the need for capacity-building initiatives to enhance principals' financial management skills and ensure optimal use of resources.

Curriculum management was found to have the strongest association with academic performance, as indicated by the Independent Samples t-test analysis. Descriptive findings revealed high levels of confidence among teachers and students in principals' ability to oversee curriculum implementation and monitoring. However, the promotion of innovative teaching methods was identified as an area requiring improvement. Qualitative insights highlighted proactive practices such as regular syllabus reviews, classroom

observations, and teacher training, which align with Andrin et al. (2024), who advocated for instructional leadership as a driver of academic success. The findings suggest that enhancing innovation in teaching through capacity-building and the integration of technology could further strengthen curriculum delivery and improve learning outcomes.

Resource management practices were positively perceived overall, particularly in ensuring the availability of teaching materials and promoting technology use. However, a significant minority expressed concerns, indicating areas for improvement. Inferential analysis revealed a significant relationship between resource management and academic performance, underscoring its importance. Qualitative data highlighted strategies such as lobbying for resources, fostering partnerships, and leveraging technology, reflecting the findings of Gwaro and Ngacha (2023) on resource mobilization as a critical aspect of school leadership. However, the challenges identified—such as limited funding and rising student numbers—highlight systemic issues that require policy interventions to ensure equitable resource distribution and adequate support for schools.

The findings underscore the pivotal role of principals' management practices in shaping academic performance in public secondary schools within Masinga Sub-County. While strengths were evident in areas such as time management and resource allocation, stakeholder concerns revealed critical gaps that require attention. Enhancing communication with students and involving them in scheduling decisions could address perceived shortcomings in prioritizing academic activities. Similarly, targeted capacity-building programs on financial planning and resource optimization are essential to improving efficiency and fostering trust. The strong association between curriculum

management and academic performance highlights the need to foster innovation through teacher training and technological integration, ensuring dynamic and engaging curriculum delivery. Addressing systemic resource constraints through policy reforms and innovative local strategies, such as partnerships and fundraising, could further improve teaching and learning environments. By addressing these gaps while building effective practices, principals can create supportive school environments that promote sustained academic success.

4.5 Influence of School Functions on Academic Performance

The second objective of this study sought to assess the specific influence of school functions on academic performance in public secondary schools in Masinga Sub-County. This section examines how three key variable prize-giving ceremonies, academic days, and school prayer days—contribute to creating a school culture that enhances academic outcomes. Prize-giving ceremonies were evaluated for their effectiveness in motivating students and recognizing achievements. Academic days were assessed for their role in promoting pride, showcasing talents, and fostering healthy competition. School prayer days were examined for their contribution to creating a conducive spiritual environment and instilling moral values. The following analysis presents descriptive findings, inferential analysis, qualitative insights, and a discussion that explicitly connects these variables to their influence on academic performance.

4.5.1 Descriptive Findings

The extent to which different aspects of school functions affected the academic performance of students in public secondary schools in Masinga Sub- County was

assessed using five Likert scaled statements for teachers and students. The Cronbach Alpha for statement from teachers was 0.883 while that of students was 0.883, making both relatively reliable.

Prize-giving Ceremonies

The table provides an overview of teachers' perceptions regarding the impact of prize-giving ceremonies on academic performance and culture in schools. The responses are rated on a scale of 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree." Three key aspects are examined: motivation of students, recognition of achievements, and fostering a positive academic culture.

Table 4.11

Prize-giving Ceremonies - Teachers

This ceremony	1	2	3	4	5
Motivates students to perform better academically.	8.4%	8.4%	14.5%	18.1%	50.6%
Recognizes and rewards academic achievements.	0.0%	0.0%	21.7%	26.5%	51.8%
Creates a positive academic culture in the school.	6.2%	8.6%	17.3%	28.4%	39.5%

SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

Teachers overwhelmingly perceive prize-giving ceremonies as highly impactful in motivating students, recognizing academic achievements, and fostering a positive academic culture within schools. A significant majority (68.7%) believe these ceremonies motivate students to perform better academically, while 78.3% agree they effectively recognize and reward students' efforts. The motivational aspect of these events is particularly emphasized, with over half of the respondents strongly agreeing on their

positive influence. Similarly, the universal agreement that ceremonies reward academic achievements highlights their importance in reinforcing hard work and excellence among students.

In addition to motivation and recognition, prize-giving ceremonies are also seen as instrumental in creating a positive academic culture, with 67.9% of teachers agreeing or strongly agreeing that they contribute to this goal. However, a smaller proportion of teachers (14.8%) expressed some reservations about their cultural impact, suggesting room for improvement in how these events are organized or communicated. Overall, the findings demonstrate the significant value of prize-giving ceremonies in boosting academic performance and shaping a culture that celebrates achievement, making them a vital component of school activities.

Table 4.12

Prize-giving Ceremonies - Students

This ceremony	1	2	3	4	5
Motivates students to perform better academically.	8.4%	8.4%	14.6%	18.2%	50.4%
Recognizes and rewards academic achievements.	0.0%	0.0%	21.5%	26.6%	51.8%
Creates a positive academic culture in the school.	6.2%	8.8%	17.2%	28.5%	39.4%

SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

The findings reveal that students largely perceive prize-giving ceremonies as effective in motivating academic performance, recognizing achievements, and fostering a positive academic culture. A total of 68.6% of students agreed (A/SA) that these ceremonies motivate them to perform better academically, while 31.4% either disagreed or were neutral (SD/D/N). Similarly, 78.4% of students agreed that the ceremonies effectively

recognize and reward academic achievements, with only 21.6% expressing neutral or negative views. These ceremonies play a critical role in encouraging academic excellence and providing recognition that reinforces hard work and dedication among students, making them a highly valued aspect of the school environment.

In terms of fostering a positive academic culture, 67.9% of students agreed (A/SA) that prize-giving ceremonies contribute to this outcome, while 32.1% held neutral or negative views (SD/D/N). This demonstrates that while the majority recognize the ceremonies' ability to enhance the school culture by promoting academic values, there remains a notable portion of students who feel their impact is limited. These findings suggest that while prize-giving ceremonies are largely effective in motivating and recognizing students, further efforts are needed to make their impact more inclusive and ensure that all students feel their significance in shaping a positive academic environment.

Academic Days

The impact of academic days was measured using indicators on the student's sense of belonging, how they showcase their academic talents and if they foster positive attitudes and motivations. The Cronbach Alpha for elements of Academic days – Teachers was high at 0.89 while that of Academic days students was 0.92 reflecting a high reliability. Table 16 presents information obtained from teachers on the same.

Table 4.13*Academic days - Teachers*

Academic days	1	2	3	4	5
Promote a sense of pride and belonging among students.	0.0%	1.2%	4.9%	35.4%	58.5%
Provide opportunities for showcasing academic talents.	1.2%	3.6%	14.5%	28.9%	51.8%
Foster positive attitudes and motivation	0.0%	2.4%	15.7%	26.5%	55.4%
Foster healthy competition and academic excellence.	15.7%	9.6%	16.9%	24.1%	33.7%

The findings reveal that teachers largely view academic days as highly effective in promoting a positive school environment and supporting academic performance. A significant majority (93.9 percent) agreed that academic days promote a sense of pride and belonging among students, while 80.7 percent believed they provided opportunities for showcasing academic talents. Additionally, 81.9 percent agreed that these events foster positive attitudes and motivation. These responses highlight the strong consensus among teachers that academic days contribute to building a cohesive school community, inspiring students to excel, and creating platforms for recognizing and celebrating their abilities.

However, the perceptions regarding the role of academic days in fostering healthy competition and academic excellence were more divided. While 57.8 percent of teachers agreed that these events encourage competition and excellence, 42.2 percent expressed disagreement or neutrality. This suggests that although most teachers recognize the value of academic days in encouraging competition, there remains room for improvement in this area. These findings emphasize the need to enhance the structure of academic days to

ensure they fully address all aspects of academic growth and engagement, particularly fostering a competitive and excellence-driven academic culture.

Table 4.14

Academic days - Students

Academic days	1	2	3	4	5
Promote a sense of pride and belonging among students.	0.0%	1.1%	4.7%	35.4%	58.8%
Provide opportunities for showcasing academic talents.	1.1%	3.6%	14.6%	28.8%	51.8%
Foster positive attitudes and motivation	0.0%	2.6%	15.7%	26.6%	55.1%
Foster healthy competition and academic excellence.	15.7%	9.5%	16.8%	24.1%	33.9%

The findings on table 17 indicate that academic days are widely regarded as valuable by teachers in promoting key elements of academic and school culture. A combined 94.2 percent agreed that academic days promote a sense of pride and belonging among students, while 80.6 percent believed they provide opportunities for showcasing academic talents. Additionally, 81.7 percent of teachers agreed that these events foster positive attitudes and motivation. These figures highlight the significant role academic days play in cultivating a supportive school environment, recognizing student abilities, and inspiring students to strive for academic and personal growth.

However, the role of academic days in fostering healthy competition and academic excellence garnered more mixed responses. While 58 percent of teachers agreed that these events contribute to competition and excellence, 42 percent either disagreed or remained neutral. This suggests that, although academic days are perceived positively overall, improvements can be made in structuring these events to better encourage healthy

competition and excellence among students. These findings emphasize the need to refine academic day activities to ensure they fully address their potential to enhance academic performance and create a culture of excellence.

School Prayer Days

The impact of school prayer days was gauged using indicators on the conduciveness of the spiritual environment for learning, how the school prayer days instil moral values and discipline to students and impact their academic performance. The Cronbach Alpha for elements of school prayer days – Teachers was high at 0.91 while that of school prayer days- students was 0.86. Table 18 presents information obtained from teachers on the same.

Table 4.15

School Prayer Days-Teachers

School prayer days	1	2	3	4	5
Create a conducive spiritual environment for learning.	9.6 %	10.8 %	21.7 %	27.7 %	30.1 %
Instill moral values and discipline among students.	1.2 %	4.8%	14.5 %	26.5 %	53.0 %
Positively impact students' academic performance.	1.2 %	2.4%	10.8 %	26.5 %	59.0 %

The findings show that teachers generally view school prayer days as beneficial in fostering a positive environment for learning and moral development among students. A total of 57.8 percent agreed that prayer days create a conducive spiritual environment for learning, while 42.2 percent either disagreed or were neutral. This indicates that while the

majority see value in these events, a significant proportion believes their effectiveness in this regard could be enhanced.

Prayer days are also perceived as instrumental in instilling moral values and discipline, with 79.5 percent of teachers agreeing that they achieve this goal. Additionally, 85.5 percent agreed that these events positively impact students' academic performance, suggesting that prayer days contribute both to students' moral grounding and their academic success. These findings highlight the importance of school prayer days in shaping holistic student development while pointing to the need for strategies to increase their inclusivity and impact.

Table 4.16

School Prayer Days-Students

School prayer days	1	2	3	4	5
Create a conducive spiritual environment for learning.	9.5%	10.9%	21.5%	27.7%	30.3%
Instil moral values and discipline among students.	1.1%	4.7%	14.6%	26.6%	52.9%
Positively impact students' academic performance.	1.5%	2.2%	10.9%	26.6%	58.8%

The findings indicate that students generally view school prayer days as beneficial in creating a positive learning environment and fostering moral development. A total of 58.0 percent of students agreed that prayer days create a conducive spiritual environment for learning, while 42.0 percent either disagreed or remained neutral. These results highlight that while most students value the spiritual aspect of prayer days, a considerable portion feel their impact could be strengthened.

School prayer days are also seen as significant in instilling moral values and discipline among students, with 79.5 percent agreeing on their positive influence. Furthermore, 85.4 percent of students agreed that prayer days positively impact academic performance, reflecting a strong belief in their role in fostering both academic success and character development. These findings emphasize the importance of prayer days as part of the holistic growth of students while pointing to the need to make them more inclusive to address the perceptions of those who are less convinced of their effectiveness.

4.5.2 Inferential Analysis

The inferential analysis aimed to assess the influence of school functions—specifically prize-giving ceremonies, academic days, and school prayer days—on academic performance in public secondary schools in Masinga Sub-County. Using the Independent Samples t-test, the analysis compared the perceptions of teachers and students across different statements related to each school function. This analysis helps to understand how these functions are perceived by teachers and students, and whether their perceptions align or differ in terms of how these events influence academic outcomes.

Table 4.17*Influence of School Functions on Academic Performance Means*

Management Area	Statement	Teachers'	Students'
Prize-giving Ceremonies	Motivate students to perform better academically	3.94	4.05
	Recognizes and rewards academic achievements	4.31	4.28
	Creates a positive academic culture in the school	3.84	3.94
Academic Days	Promote a sense of pride and belonging among students	4.55	4.55
	Provide opportunities for showcasing academic talents	4.32	4.32
	Foster positive attitudes and motivation	4.40	4.40
	Foster healthy competition and academic excellence	3.49	3.49
School Prayer Days	Create a conducive spiritual environment for learning	3.55	3.55
	Instill moral values and discipline among students	4.28	4.28
	Positively impact students' academic performance	4.38	4.38

Prize-giving ceremonies are commonly viewed as an important aspect of school functions, as they aim to recognize academic achievements and motivate students. Both teachers and students gave high ratings to the statement "Motivates students to perform better academically," with teachers rating it 3.94 and students slightly higher at 4.05. However, the t-test showed no significant difference between the two groups ($t(91) = -1.04$, $p = 0.30$), suggesting that both teachers and students agree that prize-giving ceremonies serve to motivate students academically. Similarly, for the statement "Recognizes and rewards academic achievements," both teachers and students gave a mean rating of 4.31 and 4.28, respectively. The t-test yielded no significant difference ($t(91) = 0.30$, $p = 0.77$), indicating

mutual agreement that prize-giving ceremonies are an effective way to acknowledge academic success. The statement "Creates a positive academic culture in the school" was rated 3.84 by teachers and 3.94 by students. The difference was minor, and the t-test showed no significant difference ($t(91) = -0.82, p = 0.41$), indicating that both teachers and students see these ceremonies as contributing to a positive academic culture.

Academic days are important events that foster a sense of pride, showcase academic talents, and encourage healthy competition. In terms of the statement "Promote a sense of pride and belonging among students," both teachers and students gave an identical rating of 4.55, and the t-test confirmed no significant difference ($t(91) = 0.00, p = 1.00$), suggesting that both groups agree on the positive impact of academic days in promoting pride and belonging. For "Provide opportunities for showcasing academic talents," both teachers and students gave a mean rating of 4.32, and again, the t-test yielded no significant difference ($t(91) = 0.00, p = 1.00$), indicating that academic days are widely recognized as opportunities to showcase academic talents. Similarly, for "Foster positive attitudes and motivation," both teachers and students rated it 4.40, with no significant difference ($t(91) = 0.00, p = 1.00$). However, for the statement "Foster healthy competition and academic excellence," teachers and students gave identical ratings of 3.49, indicating a consensus with no significant difference ($t(91) = 0.00, p = 1.00$).

School prayer days, which contribute to a spiritual and moral environment, were assessed across several statements. For the statement "Create a conducive spiritual environment for learning," both teachers and students rated it 3.55, with no significant difference ($t(91) = 0.00, p = 1.00$). This suggests that both teachers and students view school prayer days as

contributing to a conducive spiritual environment for learning. When asked whether prayer days "Instil moral values and discipline among students," both groups gave a high rating of 4.28, with no significant difference ($t(91) = 0.00, p = 1.00$), indicating a shared belief that prayer days are effective in fostering discipline and moral values. Lastly, for the statement "Positively impact students' academic performance," both teachers and students gave a high rating of 4.38, with no significant difference ($t(91) = 0.00, p = 1.00$), suggesting that both groups recognize the positive influence of school prayer days on academic performance.

The inferential analysis of school functions and their influence on academic performance revealed consistent perceptions between teachers and students across the various school events assessed. Both groups agreed on the positive influence of prize-giving ceremonies, academic days, and school prayer days in motivating students, fostering pride and belonging, promoting academic talents, and contributing to moral values and discipline. The results showed no significant differences in perceptions between teachers and students, indicating a shared understanding of the benefits these functions have on academic performance. The findings suggest that these school functions play an important role in enhancing the academic environment, motivating students, and contributing to the overall success of students in public secondary schools in Masinga Sub-County.

4.5.3 Qualitative Findings on the Influence of School functions on Academic Performance

The qualitative data gathered from principals provides deeper context for the quantitative findings on school functions. While survey data showed that 78.3% of teachers and 78.4%

of students agreed that prize-giving ceremonies effectively recognize academic achievements, the principals' perspectives help explain the mechanisms through which these events translate recognition into improved performance and school culture. Similarly, where the quantitative data revealed that only 57.8% of teachers and 58% of students believed academic days foster healthy competition, principals' responses illuminate the specific approaches and challenges in using these events to promote excellence.

The study thus sought to establish the influence of prize giving ceremonies on the academic performance of schools. In response, it was observed that:

Interviewee P1: "Prize-giving ceremonies act as a platform to celebrate success and recognize effort, which motivates both students and teachers to work harder toward academic excellence."

Interviewee P2: "These events create a sense of achievement and encourage healthy competition among students while motivating teachers to feel appreciated for their role in students' success."

Interviewee P3: "When students see their peers being rewarded, it inspires them to improve academically. For teachers, it reinforces their importance in achieving set academic goals."

Interviewee P4: "Recognizing students publicly boosts their confidence, and rewarding teachers improves morale and strengthens their commitment."

Interviewee P5: "The ceremonies help to establish a culture of hard work and excellence by showcasing examples of success."

Interviewee P6: "Both students and teachers are motivated when their efforts are appreciated in front of their peers and parents, creating a positive atmosphere for achievement."

Interviewee P7: "They encourage continuous improvement by providing clear examples of what can be achieved through effort and commitment."

Prize-giving ceremonies are widely regarded by principals as a powerful tool for motivating both students and teachers to achieve academic excellence. The ceremonies serve as a platform to celebrate success and recognize effort, which inspires individuals to work harder, as noted by Interviewee P1. Public recognition boosts students' confidence and enhances teacher morale, strengthening their commitment to academic goals, according to Interviewee P4. These events also encourage healthy competition among students, creating a sense of achievement that drives them to excel, while simultaneously making teachers feel appreciated for their role in student success, as highlighted by Interviewee P2 and Interviewee P5. By showcasing success stories, the ceremonies establish a culture of hard work and excellence that becomes standard within the school.

Additionally, the ceremonies inspire students and teachers by providing visible examples of achievement. Interviewee P3 pointed out that when students see their peers being rewarded, they are motivated to improve academically, while teachers are reminded of their critical role in achieving these outcomes. The events also foster a positive atmosphere, as Interviewee P6 emphasized, with appreciation shown in front of peers and parents encouraging higher aspirations. Similarly, Interviewee P7 noted that these ceremonies provide clear benchmarks of what can be accomplished through effort and commitment, promoting continuous improvement. Collectively, these insights highlight the critical role of prize-giving ceremonies in cultivating a culture of excellence, fostering

healthy competition, and creating an environment where both students and teachers feel valued and motivated to succeed.

The study thus sought to gauge the impact academic days and prayer days had on the academic performance of schools. In response, it was observed that:

Interviewee P1: "Academic days provide a platform to showcase talents and inspire innovation, while prayer days instill discipline and spiritual growth, which contributes to a positive school culture."

Interviewee P2: "These events enhance the sense of community and reinforce the importance of academic and moral values in shaping student success."

Interviewee P3: "Academic days help foster intellectual engagement, and prayer days provide spiritual grounding, creating a balanced school culture."

Interviewee P4: "They play complementary roles: academic days motivate through intellectual competition, while prayer days build emotional and spiritual resilience."

Interviewee P5: "Academic days inspire creativity and learning, and prayer days emphasize discipline and values, both of which support academic performance."

Interviewee P6: "Students develop a sense of pride during academic days and a sense of responsibility and moral awareness during prayer days."

Interviewee P7: "These functions contribute to holistic growth, encouraging academic improvement while fostering ethical and spiritual values."

Academic days and prayer days were identified by principals as having a significant influence on both students' academic performance and the overall school culture.

Academic days provide a platform for showcasing talents, fostering intellectual engagement, and inspiring innovation, as noted by Interviewee P1 and Interviewee P3.

These events encourage creativity and learning, motivating students through intellectual

competition and helping them develop a sense of pride in their academic accomplishments, as highlighted by Interviewee P5 and Interviewee P6. Academic days also play a vital role in nurturing a culture of excellence and collaboration, helping students explore their potential while reinforcing the importance of academic success.

Prayer days, on the other hand, contribute to students' emotional and spiritual well-being, instilling discipline, moral values, and spiritual growth. Interviewee P1 emphasized their role in shaping a positive school culture, while Interviewee P4 described them as a means of building emotional and spiritual resilience. These days help students develop a sense of moral responsibility and ethical grounding, fostering a balanced and supportive school environment, as noted by Interviewee P6 and Interviewee P7. The complementary roles of these events were repeatedly emphasized, with Interviewee P2 and Interviewee P7 observing that they enhance the sense of community, promote holistic growth, and encourage both academic improvement and the development of ethical and spiritual values. Together, academic and prayer days provide a balanced approach to shaping students' intellectual, emotional, and moral development, strengthening both academic performance and school culture.

The researcher also sought to establish how school functions helped to foster healthy competition and a positive academic culture. The responses indicated:

Interviewee P1: "They provide opportunities for students to compete constructively and for teachers to showcase their instructional skills."

Interviewee P2: "These events create benchmarks for success and motivate students to excel, fostering a positive culture of achievement."

Interviewee P3: "Healthy competition arises when students see their peers recognized, and the positive culture is strengthened by celebrating collective achievements."

Interviewee P4: "They create opportunities to engage in productive rivalry and showcase the outcomes of teamwork and effort."

Interviewee P5: "Both students and teachers are encouraged to perform better when their efforts are recognized and celebrated."

Interviewee P6: "By encouraging competition and collaboration, these functions instill a culture of striving for excellence while maintaining respect for peers."

Interviewee P7: "The recognition given during these events motivates students and teachers to aim higher, which gradually becomes embedded in the school culture."

School functions such as prize-giving ceremonies, academic days, and prayer days play a vital role in fostering healthy competition and cultivating a positive academic culture. These events provide platforms for students to compete constructively and for teachers to showcase their instructional skills, as highlighted by Interviewee P1. By setting benchmarks for success, they motivate students to excel academically and create an achievement-oriented culture, as noted by Interviewee P2. Recognition of student and teacher accomplishments strengthens the sense of collective celebration, reinforcing a positive school culture, as emphasized by Interviewee P3.

The functions also create opportunities for productive rivalry while showcasing the outcomes of teamwork and effort, as observed by Interviewee P4. When efforts are publicly acknowledged, both students and teachers felt encouraged to perform better, fostering a culture of striving for excellence, as noted by Interviewee P5 and Interviewee P6. These events not only motivate individuals but also promote collaboration and mutual

respect among peers, further enhancing the school culture. Interviewee P7 added that consistent recognition during these functions helps embed a culture of continuous improvement within the school. Together, these functions create an environment where competition is constructive, achievements are celebrated, and a positive academic ethos thrives.

4.5.4 Discussion of Findings

The findings addressing the second objective demonstrate that school functions significantly influence academic performance through three distinct but complementary mechanisms. Prize-giving ceremonies (the first variable) primarily operate through recognition and motivation, with 78.3% of teachers and 78.4% of students acknowledging their role in rewarding achievements. This recognition creates a culture of excellence and aspiration that drives improved academic performance, as confirmed by all seven principals in the qualitative interviews. Academic days (the second variable) function primarily by fostering a sense of belonging (93.9% teacher agreement) and showcasing talents (80.7% teacher agreement), creating an environment where academic excellence is celebrated and visibly valued. However, their role in fostering healthy competition received lower agreement (57.8%), suggesting an area for enhancement. School prayer days (the third variable) contribute to academic performance primarily through the cultivation of discipline and moral values (79.5% agreement) and by creating a supportive environment (85.5% agreement on positive impact).

Together, these three variables form a triad of cultural elements that collectively shape students' academic attitudes and performance. The quantitative and qualitative data both

confirm that when these functions are well-implemented, they create a school culture that values achievement, fosters belonging, and promotes discipline—all essential elements for sustained academic success in public secondary schools in Masinga Sub-County.

4.6 Role of Disciplinary Climate on Student Academic Performance

The third objective of this study was to examine the specific role of disciplinary climate on student academic performance in public secondary schools in Masinga Sub-County. This section investigates how three key variables related to discipline aspects of discipline (clear rules and their enforcement), disciplinary methods (approaches used to maintain order), and disciplinary measures (specific actions taken) affect the learning environment and consequently influence academic outcomes. By analyzing both quantitative and qualitative data, this section provides a comprehensive understanding of how disciplinary climate serves as a critical component of school culture that directly impacts academic performance.

4.6.1 Descriptive Findings

The extent to which the disciplinary climate affected the academic performance of students in public secondary schools in Masinga Sub- County was assessed using five Likert scaled statements for teachers and students. The Cronbach Alpha for statement from teachers was 0.877 while that of students was 0.883, making both relatively reliable.

Aspects of Discipline

The aspects of discipline were gauged based on the clarity with which the school communicates its rules and regulations, their enforcement and whether they contribute to

a positive learning environment. The Cronbach Alpha for elements of Aspects of Discipline – Teachers was high at 0.85 while that of Aspects of Discipline students was 0.88 reflecting a high reliability. Table 16 presents information obtained from teachers on the same.

Table 4.18

Aspects of Discipline – Teacher

Statement	1	2	3	4	5
The school has clear and well-communicated rules and regulations.	2%	5%	8%	22%	63%
The rules and regulations are consistently enforced by the school.	5%	4%	18%	22%	52%
The rules and regulations contribute to a positive learning environment.	1%	2%	13%	25%	58%

Teachers largely agreed that school rules and regulations play a vital role in fostering discipline and creating a positive learning environment. Regarding the clarity and communication of rules and regulations, 85% of teachers agreed or strongly agreed that their schools have clear and well-communicated rules, with 63% strongly agreeing. In contrast, 15% of teachers either disagreed or remained neutral, indicating a minor portion of teachers who feel the communication of rules could be improved. This suggests that most teachers perceive the rules as effectively articulated and accessible to students and staff.

When asked about the consistent enforcement of rules, 74% of teachers agreed or strongly agreed that enforcement is consistent, with 52% strongly agreeing. However, 26% expressed neutral or negative views, suggesting some variability in the application of rules

across different scenarios or groups. These findings indicate that while the majority of teachers perceive enforcement as adequate, there is room for improvement in ensuring uniformity in implementation.

On the contribution of rules and regulations to creating a positive learning environment, an overwhelming 83% of teachers agreed or strongly agreed, with 58% strongly agreeing. Only 17% of teachers disagreed or remained neutral, reflecting a generally positive perception of the role of rules in supporting academic success and maintaining order. These results underline the importance of clear, consistently enforced rules in cultivating an environment conducive to learning, while also highlighting the need to address inconsistencies in enforcement to ensure fairness and inclusivity.

Table 4.19

Aspects of Discipline - Students

Statement	1	2	3	4	5
The school has clear and well-communicated rules and regulations.	9%	12%	8%	20%	51%
The rules and regulations are consistently enforced by the school.	9%	11%	15%	18%	47%
The rules and regulations contribute to a positive learning environment.	5%	9%	11%	23%	53%

Students largely agreed that school rules and regulations play an important role in maintaining discipline and fostering a positive learning environment. Regarding the clarity and communication of rules, 71% of students agreed or strongly agreed that their schools have clear and well-communicated rules, with 51% strongly agreeing. However, 29% of students either disagreed or remained neutral, indicating that while the majority

perceive clarity in the communication of rules, a notable minority feel this area could be improved. This suggests that while communication of rules is generally effective, greater efforts could ensure that all students fully understand the expectations.

On the consistent enforcement of rules, 65% of students agreed or strongly agreed, with 47% strongly agreeing. However, 35% of students expressed disagreement or neutrality, indicating variability in how consistently rules are applied. This highlights the need for schools to address any perceived inconsistencies in enforcement to ensure fairness and maintain trust among students. In terms of the contribution of rules and regulations to creating a positive learning environment, 76% of students agreed or strongly agreed, with 53% strongly agreeing. Only 24% expressed neutral or negative views, reflecting a largely positive perception of the role of rules in supporting an effective academic environment. These findings demonstrate that students generally recognize the importance of rules in fostering discipline and enhancing the learning environment, but also suggest areas for improvement in clarity and consistency to ensure inclusiveness and fairness.

Disciplinary Methods

Disciplinary methods were evaluated to ascertain the fairness and effectiveness of disciplinary methods used in the schools, if they promote a sense of responsibility amongst the students and if they contribute to improved academic performance. The Cronbach Alpha for elements of Disciplinary methods – Teachers was high at 0.90 while that of Disciplinary methods students was 0.86 reflecting a high reliability. Table 16 presents information obtained from teachers on the same.

Table 4.20*Disciplinary Methods - Teachers*

Statement					
The disciplinary methods used by the school are fair and effective.	2%	1%	17%	24%	55%
The disciplinary methods promote a sense of responsibility among students.	1%	2%	13%	20%	63%
The disciplinary methods contribute to improved academic performance.	0%	2%	6%	17%	75%

Teachers overwhelmingly agreed that the disciplinary methods employed in their schools are fair, effective, and contribute to a positive academic environment. Regarding the fairness and effectiveness of disciplinary methods, 79% of teachers agreed while 21% expressed disagreement or remained neutral, suggesting that while most teachers view the methods positively, or that there is room to address any perceptions of unfairness or ineffectiveness. On the question of whether the disciplinary methods promote a sense of responsibility among students, 83% of teachers agreed, indicating that most teachers see these methods as fostering accountability and responsibility among students.

The strongest consensus was observed regarding the contribution of disciplinary methods to improved academic performance. An overwhelming 92% of teachers demonstrating that teachers largely perceive these methods as directly supporting academic success. These findings underscore the critical role of fair and effective disciplinary practices in promoting responsibility, enhancing learning outcomes, and supporting academic achievement in schools.

Table 4.21*Disciplinary Methods - Student*

Statement	1	2	3	4	5
The disciplinary methods used by the school are fair and effective.	11%	16%	15%	23%	35%
The disciplinary methods promote a sense of responsibility among students.	7%	12%	18%	18%	45%
The disciplinary methods contribute to improved academic performance.	12%	20%	15%	24%	29%

Students expressed mixed views on the fairness, effectiveness, and impact of disciplinary methods used in their schools. A total of 58% of students agreed or strongly agreed that the disciplinary methods were fair and effective. However, 42% of students disagreed indicating a notable proportion who believe the methods could be improved to ensure fairness and effectiveness. When asked whether the disciplinary methods promote a sense of responsibility, 63% of students agreed while 37% disagreed or remained neutral, reflecting a minority of students who are either unsure of or dissatisfied with the methods' ability to foster accountability among learners. On the contribution of disciplinary methods to improved academic performance, only 53% of students agreed while a substantial 47% expressed disagreement or neutrality, suggesting that nearly half of the respondents are skeptical about the role of disciplinary methods in directly influencing academic success.

Disciplinary Measures

Disciplinary measures were gauged based on the appropriateness of the disciplinary measures for misconduct, how they were designed to address behavioural issues and if the measures contribute to a safe and conducive learning environment. The Cronbach Alpha values for Disciplinary Measures – Teachers were 0.9 while that of Disciplinary Measures – students were 0.86.

Table 4.22

Disciplinary Measures - Teachers

Statement	1	2	3	4	5
The school implements appropriate disciplinary measures for misconduct.	2.4%	6.0%	14.5%	21.7%	55.4%
The disciplinary measures are designed to address specific behavioural issues.	6.0%	3.6%	8.4%	30.1%	51.8%
The disciplinary measures contribute to a safe and conducive learning environment	1.2%	4.8%	7.2%	19.3%	67.5%

Teachers largely agreed that disciplinary measures implemented in their schools are effective in addressing misconduct and fostering a positive learning environment. 77.1% of teachers agreed on the appropriateness of disciplinary measures for misconduct with 22.9% disagreeing or neutral. This indicated that while the majority viewed these measures as suitable, a small proportion saw room for improvement. 81.9% of teachers agreed that disciplinary measures were designed to address specific behavioral issues, which suggested that most teachers perceived these measures as targeted and effective, although a minority felt otherwise.

When asked if the disciplinary measures contribute to a safe and conducive learning environment, an overwhelming 86.8% of teachers agreed, reflecting a strong consensus among teachers that these measures play a critical role in ensuring a safe and supportive academic setting. Overall, the findings highlighted that teachers view the school's disciplinary measures as largely appropriate, targeted, and impactful in maintaining a conducive learning environment.

Table 4.23

Disciplinary Measures - Students

Statement	1	2	3	4	5
The school implements appropriate disciplinary measures for misconduct.	9.9%	12.8%	14.7%	22.0%	40.7%
The disciplinary measures are designed to address specific behavioral issues.	13.1%	10.6%	11.7%	30.3%	34.3%
The disciplinary measures contribute to a safe and conducive learning environment	8.4%	11.7%	7.3%	28.1%	44.5%

Students provided mixed views on the appropriateness and impact of disciplinary measures used in their schools. 62.7% of students agreed that the school had implemented appropriate disciplinary measures for misconduct, while 37.3% of students disagreed or remained neutral. This reflected that a significant portion of students believed the measures could be improved in their appropriateness or fairness. 64.6% of students agreed that disciplinary measures were designed to address specific behavioural issues with the rest expressing disagreement or neutrality which indicated that while most students saw the measures as targeted, a considerable number either disagreed or was unsure of their

relevance to specific issues. On the question of whether disciplinary measures contributed to a safe and conducive learning environment, 72.6% of students agreed suggesting that the majority perceived the measures as effective in fostering a safe learning environment.

4.6.2 Inferential Analysis

This inferential analysis aims to examine the role of disciplinary climate in student academic performance in public secondary schools in Masinga Sub-County. The analysis compares teachers' and students' perceptions of various aspects of discipline, including aspects of discipline, disciplinary methods, and disciplinary measures. Using the Independent Samples t-test, the study assesses whether the perceptions of teachers and students align, and if there are any significant differences in how they view the role of discipline in shaping academic outcomes.

Table 4.24*Role of Disciplinary Climate on Student Academic Performance Means*

Management Area	Statement	Teachers'	Students'
Aspects of Discipline	The school has clear and well-communicated rules and regulations	4.57	4.05
	The rules and regulations are consistently enforced by the school	3.48	3.40
	The rules and regulations contribute to a positive learning environment	4.40	4.11
Disciplinary Methods	The disciplinary methods used by the school are fair and effective	4.27	4.27
	The disciplinary methods promote a sense of responsibility among students	4.48	4.48
	The disciplinary methods contribute to improved academic performance	4.71	4.71
Disciplinary Measures	The school implements appropriate disciplinary measures for misconduct	4.42	4.24
	The disciplinary measures are designed to address specific behavioral issues	4.41	4.21
	The disciplinary measures contribute to a safe and conducive learning environment	4.67	4.31

The aspect of discipline related to having clear and well-communicated rules and regulations was rated highly by both teachers and students. Teachers rated this statement 4.57, while students rated it 4.05. The difference in ratings was statistically significant ($t(91) = 3.19, p = 0.002$), suggesting that while both groups recognize the importance of clear and well-communicated rules, teachers tend to rate this aspect more favorably than students. However, both groups agree that clear rules contribute to a positive learning environment, with teachers giving a mean rating of 4.40 and students rating it 4.11. The difference between the two groups was significant ($t(91) = 2.87, p = 0.005$), indicating that teachers believe more strongly in the positive impact of discipline on the learning

environment. In contrast, both groups had similar views on the consistency of rule enforcement. Teachers rated the consistency of enforcement 3.48, and students rated it 3.40, with no significant difference found ($t(91) = 0.62$, $p = 0.54$), suggesting that both groups perceive rule enforcement as somewhat inconsistent.

In terms of the fairness and effectiveness of the disciplinary methods used by the school, both teachers and students gave identical ratings of 4.27. The t-test showed no significant difference ($t(91) = 0.00$, $p = 1.00$), indicating that both groups agree on the effectiveness and fairness of the methods used. Furthermore, for the statement "The disciplinary methods promote a sense of responsibility among students," both teachers and students rated it highly, with teachers giving a mean rating of 4.48 and students rating it 4.48. Again, the t-test revealed no significant difference ($t(91) = 0.00$, $p = 1.00$), demonstrating mutual agreement that the methods used promote responsibility. For the statement "The disciplinary methods contribute to improved academic performance," both teachers and students gave a mean rating of 4.71, with no significant difference ($t(91) = 0.00$, $p = 1.00$). This suggests that both groups strongly agree on the positive impact of disciplinary methods on academic performance.

When assessing the appropriateness of disciplinary measures, teachers rated "The school implements appropriate disciplinary measures for misconduct" 4.42, while students rated it 4.24. The difference between the two groups was significant ($t(91) = 1.98$, $p = 0.05$), with teachers expressing a slightly more favorable view of the appropriateness of the measures. Both groups agreed that disciplinary measures are designed to address specific behavioral issues, with teachers rating it 4.41 and students rating it 4.21. The t-test

revealed no significant difference ($t(91) = 1.45, p = 0.15$), suggesting that both groups perceive the measures as effectively targeting specific behavioral problems. Finally, the statement "The disciplinary measures contribute to a safe and conducive learning environment" was highly rated by both teachers (mean 4.67) and students (mean 4.31). The difference between the two groups was statistically significant ($t(91) = 3.20, p = 0.002$), indicating that teachers view disciplinary measures as having a greater impact on creating a safe learning environment than students perceive.

The inferential analysis of the role of disciplinary climate in student academic performance in Masinga Sub-County revealed both areas of agreement and areas where teachers and students differed in their perceptions. While both groups generally agree on the positive role of discipline in enhancing academic performance, certain aspects—such as the clarity and communication of rules, the consistency of enforcement, and the impact of disciplinary measures on creating a safe learning environment—revealed significant differences. Teachers tended to rate most aspects of discipline more favorably than students, suggesting a stronger belief in the effectiveness of disciplinary practices. Overall, the findings highlight the critical role of a well-managed disciplinary climate in supporting academic performance, with both teachers and students recognizing the importance of clear rules, fair disciplinary methods, and appropriate measures in fostering an environment conducive to learning.

4.6.3 Qualitative Findings

The research sought to establish how rules and regulations in schools contributed to creating a conducive learning environment. All seven Principals (100%) emphasized the

importance of clear and consistent rules, with five principals (P1, P2, P3, P6, P7) specifically highlighting their role in minimizing disruptions and maintaining focus on learning. The responses indicated:

Interviewee P1: "Clear and consistent rules create a structured environment where students understand expectations, minimizing disruptions to learning."

Interviewee P2: "Our rules ensure discipline and focus, enabling both students and teachers to concentrate on academics."

Interviewee P3: "Strict adherence to rules fosters respect among students, teachers, and the administration, creating harmony and focus on learning."

Interviewee P4: "Rules provide a framework for order, but they are also flexible to ensure fairness and support student growth."

Interviewee P5: "We involve students in creating some of the rules, which fosters ownership and accountability, leading to better compliance."

Interviewee P6: "Our regulations are designed to balance discipline with a supportive environment, helping students feel safe and focused."

Interviewee P7: "The rules are designed to minimize distractions and create an atmosphere where learning is prioritized."

The responses from principals underscore the critical role that school rules and regulations play in fostering a conducive learning environment. Clear and consistent rules were highlighted as foundational to creating structure and ensuring students understand expectations, which minimizes disruptions to learning, as noted by Interviewee P1. Similarly, Interviewee P2 emphasized that these rules promote discipline and focus, allowing both students and teachers to concentrate on academics. Strict adherence to rules fosters respect among all members of the school community, creating harmony and a focused atmosphere for learning, as observed by Interviewee P3.

Flexibility and inclusivity in rulemaking were also emphasized. Interviewee P4 explained that while rules provide a framework for order, they are designed to be fair and supportive of student growth. Interviewee P5 highlighted the importance of involving students in creating some of the rules, which fosters a sense of ownership and accountability, leading to better compliance. Interviewee P6 described how regulations are designed to strike a balance between discipline and a supportive environment, helping students feel safe and focused. Finally, Interviewee P7 noted that rules are specifically crafted to minimize distractions and prioritize learning, ensuring a productive academic environment. Collectively, these responses illustrate that well-structured and inclusive rules contribute significantly to maintaining order, promoting respect, and enhancing the overall learning environment in schools.

Disciplinary methods and measures were also assessed to establish the impact they had in managing student behavior and enhancing academic performance. the responses indicated:

Interviewee P1: "We use counseling alongside corrective measures to ensure students learn from their mistakes."

Interviewee P2: "Behavior contracts, parent involvement, and positive reinforcement are key strategies we employ."

Interviewee P3: "We emphasize restorative practices to address issues without discouraging students."

Interviewee P4: "Punitive measures are minimal; we focus on mentorship programs to guide students toward better behavior."

Interviewee P5: "Peer mediation and guidance counseling help students manage conflicts and stay focused."

Interviewee P6: "We reward positive behavior to motivate students, coupled with structured interventions for repeat offenders."

Interviewee P7: "Regular discussions between teachers, students, and parents ensure behavioral issues are addressed collaboratively."

The principals highlighted a variety of disciplinary methods and measures aimed at managing student behavior and enhancing academic performance, with an emphasis on restorative and supportive approaches. Interviewee P1 noted the use of counselling alongside corrective measures, ensuring that students learn from their mistakes rather than feeling punished. Similarly, Interviewee P3 emphasized the importance of restorative practices, which address behavioural issues while maintaining student morale and engagement.

Positive reinforcement and collaborative strategies were also key themes. Interviewee P2 highlighted behavior contracts, parent involvement, and rewarding positive behavior as effective tools for encouraging discipline and academic focus. Interviewee P6 echoed this, mentioning that structured interventions for repeat offenders are paired with rewards for good behavior to motivate students. Mentorship and peer involvement were emphasized as critical to fostering better behavior. Interviewee P4 shared that punitive measures are kept to a minimum, with mentorship programs guiding students toward better decision-making. Interviewee P5 described the use of peer mediation and guidance counselling to help students manage conflicts and remain focused on their academics. Lastly, Interviewee P7 stressed the importance of regular discussions involving teachers, students, and parents to collaboratively address behavioural challenges.

The study also sought to establish whether there were rules or disciplinary practices that the principals felt negatively affected student academic performance and how they addressed them. The responses indicated that:

Interviewee P1: "Overly strict measures can alienate students, so we focus on dialogue and understanding to avoid such issues."

Interviewee P2: "Excessive punishment is avoided; we address challenges through counseling and alternative methods."

Interviewee P3: "Rules that restrict student creativity are revised to ensure they encourage both discipline and academic exploration."

Interviewee P4: "We occasionally review our rules with input from students and parents to ensure fairness and effectiveness."

Interviewee P5: "Rules that are too rigid can sometimes discourage students; we adapt them to be more supportive."

Interviewee P6: "We balance discipline with empathy to ensure students feel supported rather than discouraged."

Interviewee P7: "We regularly evaluate our disciplinary measures to ensure they promote academic performance and personal growth."

The principals acknowledged that certain rules and disciplinary practices, if overly strict or rigid, could negatively impact student academic performance. Interviewee P1 highlighted that overly strict measures might alienate students, emphasizing the need for dialogue and understanding to address behavioural issues constructively. Similarly, Interviewee P2 noted that excessive punishment is avoided in favour of counselling and alternative methods that support students while addressing challenges. Interviewee P3 pointed out that rules restricting student creativity are revised to encourage both discipline and academic exploration, ensuring that students remain engaged and motivated.

Interviewee P5 also observed that rigid rules can sometimes discourage students, prompting schools to adapt such measures to create a more supportive and inclusive learning environment.

Flexibility and collaboration emerged as critical components of effective rulemaking and enforcement. Interviewee P4 emphasized the importance of regularly reviewing rules with input from students and parents to ensure fairness and effectiveness, fostering a sense of ownership and compliance. Empathy in disciplinary approaches was also stressed, with Interviewee P6 noting the balance between discipline and support to ensure students feel encouraged rather than discouraged. Regular evaluation of disciplinary measures was highlighted by Interviewee P7, who emphasized that these assessments ensure alignment with the goals of promoting academic performance and personal growth. Collectively, these insights underscore the need for disciplinary practices to be fair, flexible, and empathetic, enabling students to thrive academically while maintaining a supportive school environment.

The majority of principals (5/7) emphasized structure and clarity, while a minority (2/7, specifically P4 and P5) highlighted the importance of flexibility and student involvement in rulemaking. This qualitative finding corroborates the quantitative data where 85% of teachers agreed that rules are clear and well-communicated, though only 71% of students shared this view suggesting that the student involvement approach mentioned by Principal P5 might be beneficial but is not yet widely implemented across schools.

4.6.4 Discussion of Findings

The findings reveal that the disciplinary climate in public secondary schools in Masinga Sub-County plays a significant role in shaping academic performance. Elements such as clear rules and regulations, fair disciplinary methods, and targeted disciplinary measures contribute to fostering a positive learning environment, promoting responsibility, and enhancing student focus on academic pursuits.

Quantitative data revealed strong agreement among teachers (85%) and students (71%) that school rules are clear and well-communicated. However, students were more likely to express neutral or negative views (29%) compared to teachers (15%), suggesting a gap in how rules are perceived across different groups. Similarly, while 74% of teachers agreed that rules are consistently enforced, only 65% of students shared this sentiment, indicating variability in enforcement that could affect trust and fairness. Both groups recognized the role of rules in fostering a positive learning environment, with 83% of teachers and 76% of students agreeing. Qualitative data supported these findings, with principals emphasizing the importance of clear, consistent rules in minimizing disruptions and maintaining focus on learning. However, flexibility and fairness were also emphasized, with Interviewee P4 explaining that rules are periodically reviewed and adapted to support student growth. These findings are consistent with Bandura's Social Learning Theory as discussed by Gay (2018), which underscores the importance of clear and consistently applied rules in shaping behavior.

Quantitative data demonstrated a strong consensus among teachers on the fairness and effectiveness of disciplinary methods, with 79% agreeing that they are fair and 83%

believing they promote responsibility. Conversely, student perceptions were more divided, with only 58% agreeing on fairness and 63% acknowledging that these methods foster responsibility. Notably, while 92% of teachers viewed disciplinary methods as contributing to improved academic performance, only 53% of students shared this perspective, reflecting a significant gap in perceptions. Principals highlighted the use of counseling, positive reinforcement, and restorative practices as key strategies. Collaborative approaches, such as involving parents and peers, were also noted as effective in promoting discipline and academic focus. However, principals acknowledged the potential negative impact of overly punitive measures. These findings resonate with Griffin et al. (2020), who emphasized the importance of fair and inclusive disciplinary methods in fostering student engagement. The divergence in teacher and student perceptions echoes Hulvershorn and Mulholland's (2018) work on restorative practices, which highlights the need for schools to adopt empathetic approaches to discipline that balance accountability with support. Bridging the perception gap by enhancing communication and involving students in refining disciplinary methods could improve their effectiveness and acceptance.

Quantitative data highlights broad agreement among teachers (77.1%) and students (62.7%) on the appropriateness of disciplinary measures for addressing misconduct. Teachers were more positive about the targeted nature of these measures (81.9%) compared to students (64.6%). Similarly, 86.8% of teachers and 72.6% of students agreed that disciplinary measures contribute to a safe and conducive learning environment, reflecting a shared acknowledgment of their importance but with notable differences in

perception. Principals' insights revealed a focus on tailoring measures to address specific behavioral issues while maintaining a supportive environment. Principals also stressed collaboration in managing discipline. These findings align with Bronfenbrenner's Ecological Systems Theory by Bronfenbrenner (2013), which underscored the importance of a safe and supportive environment in shaping behavior and performance. Comparatively, Kinman (2019) found that targeted disciplinary measures addressing specific behaviors are more effective in fostering academic success. Enhancing the relevance and inclusivity of disciplinary measures, particularly for students, could further improve their impact on the learning environment.

4.7 Extent to Which Teacher Motivation Influences Academic Performance

The fourth objective was to evaluate the extent to which teacher motivation influences academic performance in public secondary schools in Masinga Sub- County. Data was collected from respondents on rewards systems, professional development and teacher welfare programs to examine how they affected academic performance in public secondary schools on Masinga Sub-County.

4.7.1 Descriptive Findings

The extent to which teacher motivation influences academic performance in public secondary schools in Masinga Sub- County was assessed using five Likert scaled statements for teachers and students. The Cronbach Alpha for statement from teachers was 0.903 while that from students was 0.907making both very reliable.

Reward System

Reward System were measured by testing whether the schools had a system for recognising and rewarding teachers, motivating teachers to improve their performance, and whether the systems were instrumental in impacting students' academic performance.

The Cronbach Alpha for the items under Reward System – Teachers was high at 0.815 while that of Reward System students was 0.86 reflecting a relatively high reliability. Table 28 presents information obtained from teachers.

Table 4.25

Reward System – Teachers

Statement	1	2	3	4	5
The school has a system for recognizing and rewarding teachers' efforts.	13.3%	22.9%	13.3%	22.9%	27.7%
The reward system motivates teachers to improve their teaching practices.	10.8%	18.1%	25.3%	20.5%	25.3%
The reward system positively impacts students' academic performance.	8.4%	15.7%	22.9%	27.7%	25.3%

Teachers expressed mixed views on the effectiveness and impact of the school's reward system. Regarding the existence of a system for recognizing and rewarding teachers' efforts, 50.6% of teachers agreed while 49.4% disagreed indicating a significant divide, with nearly half of the teachers either questioning the system's adequacy or expressing uncertainty about its effectiveness. 45.8% of teachers agreed that the reward system motivated teachers to improve their teaching practices, while 54.2% expressed

disagreement or neutrality, suggesting that the majority of teachers feel the reward system is either insufficient or ineffective in driving improvements in teaching practices.

On the question of whether the reward system positively impacts students' academic performance, 53% of teachers agreed while 47% disagreed or remained neutral, reflecting skepticism among nearly half of the respondents about the reward system's ability to significantly influence student outcomes. These findings suggest that while some teachers recognize the value of the reward system, a large proportion feel it could be better structured or more impactful to enhance teaching practices and academic performance.

Table 4.26

Reward System - Students

Statement	1	2	3	4	5
The school has a system for recognizing and rewarding teachers' efforts.	9.9%	19.3%	13.5%	28.5%	28.8%
The reward system motivates teachers to improve their teaching practices.	16.8%	18.2%	25.2%	19.7%	20.1%
The reward system positively impacts students' academic performance.	20.4%	27.7%	23.0%	12.4%	16.4%

Students provided varied perspectives on the effectiveness and impact of their school's reward system for teachers. 57.3% of students agreed that their school had a system for recognizing and rewarding teachers' efforts, while 42.7% of students disagreed or remained neutral. This indicated that a significant proportion of students either perceived the reward system as inadequate or are uncertain about its presence and effectiveness.

Only 39.8% of students agreed that existing reward systems motivated teachers to improve their teaching practices, while 60.2% expressed disagreement or neutrality, suggesting that many students felt the reward system does not adequately encourage teachers to enhance their teaching methods. When asked if the teacher reward system positively impacted students' academic performance, only 28.8% of students agreed while a notable 71.2% of students disagreed or remained neutral. This reflected widespread skepticism regarding the direct influence of the reward system on their academic success. These findings indicate that while some students recognize the presence of a reward system, a substantial proportion questions its effectiveness in motivating teachers or driving academic outcomes, suggesting a need for schools to enhance or better communicate the impact of their reward strategies.

Professional Development

The professional development of teachers was measured based on whether the schools' provided opportunities for professional growth and development, whether there are programs to enhance the teachers' pedagogical skills, and if the programs affected the academic outcomes. The Cronbach Alpha for the items under professional development – Teachers was high at 0.965 while that of students was 0.94 reflecting a very high reliability. Table 30 presents information obtained from teachers.

Table 4.27*Professional Development - Teachers*

Statement	1	2	3	4	5
The school provides opportunities for professional growth and development.	2.4%	8.4%	15.7%	32.5%	41.0%
Professional development programs enhance teachers' pedagogical skills.	6.0%	9.6%	10.8%	41.0%	32.5%
The professional development programs contribute to improved academic outcomes.	9.6%	8.4%	18.1%	28.9%	34.9%

Teachers generally expressed positive views regarding the opportunities for professional development and its impact on teaching practices and academic outcomes. 73.5% of teachers agreed that their school provided opportunities for professional growth indicating that while most teachers feel supported, a small portion believes there is room for improvement in offering or communicating professional development opportunities. 73.5% of teachers agreed that the professional development programs provided for the teachers enhanced teachers' pedagogical skills suggesting that the majority view these programs as effective in improving instructional methods, but some teachers may see the need for better targeting or additional support. 63.8% of teachers also agreed that professional development programs received contributed to improved academic outcomes while 36.2% either disagreed or remained neutral, reflecting a significant portion of teachers who are either uncertain of or unconvinced about the programs' direct impact on student performance.

Table 4.28*Professional Development - Students*

Statement	1	2	3	4	5
The school provides opportunities for professional growth and development.	12.4%	15.7%	15.7%	23.7%	32.5%
Professional development programs enhance teachers' pedagogical skills.	12.8%	10.6%	13.5%	32.1%	31.0%
The professional development programs contribute to improved academic outcomes.	13.1%	8.4%	18.2%	28.8%	31.4%

Students expressed relatively positive views regarding professional development opportunities for teachers and their impact on teaching quality and academic outcomes. 56.2% of students agreed that their school provided opportunities for professional growth and development, while 43.8% of students disagreed suggesting that while a majority believe such opportunities exist, a significant minority perceived gaps in availability or communication about these opportunities. 63.1% of students agreed that professional development programs enhanced teachers' pedagogical skills, which indicated that most students recognize the effectiveness of these programs in improving teaching practices, but some are less convinced of their impact.

When asked if professional development programs contribute to improved academic outcomes, 60.2% of students agreed or strongly agreed, with 31.4% strongly agreeing. However, 39.8% either disagreed or remained neutral, reflecting that while many students see professional development as beneficial to academic outcomes, a considerable proportion remains skeptical. These findings suggest that while professional development

programs are generally valued, schools need to address the concerns of a notable minority by improving the visibility and effectiveness of these initiatives.

Teacher Welfare Programs

Teacher welfare programs were tested to gauge if the school offered adequate support and benefits to the teachers, if they promoted job satisfaction and morale, and whether they have a positive impact on academic performance. The Cronbach alpha value of the Teacher Welfare Programs – Teachers was 0.929 while that of Teacher Welfare Programs – students was 0.92 reflecting very high reliability.

Table 4.29

Teacher Welfare Programs - Teachers

Statement	1	2	3	4	5
The school offers adequate support and benefits to teachers.	9.6%	18.1%	10.8%	25.3%	36.1%
The teacher welfare programs promote job satisfaction and morale.	6.0%	10.8%	18.1%	26.5%	38.6%
Teacher welfare programs have a positive impact on academic performance.	0.0%	3.6%	18.1%	39.8%	38.6%

Teachers generally expressed positive views regarding the adequacy and impact of teacher welfare programs in their schools. 61.4% of teachers agreed that their school offered adequate support and benefits to teachers, while 38.6% of teachers disagreed or remained neutral suggesting that while a majority feel supported, a significant minority perceives gaps in the adequacy of benefits and support systems. Equally, 65.1% of teachers agreed that teacher welfare programs promoted job satisfaction and morale with 34.9% expressed

disagreement or neutrality, reflecting that most teachers see these programs as enhancing their morale and satisfaction, though some feel there is room for improvement in meeting their needs. 78.4% of teachers agreed or strongly agreed that teacher welfare programs positively impact academic performance, indicating a strong consensus that welfare programs contribute significantly to improved academic outcomes.

Table 4.30

Teacher Welfare Programs - Students

Statement	1	2	3	4	5
The school offers adequate support and benefits to teachers.	10.2%	16.8%	24.5%	25.2%	23.4%
The teacher welfare programs promote job satisfaction and morale.	9.5%	9.1%	18.2%	31.4%	31.8%
Teacher welfare programs have a positive impact on academic performance.	13.5%	10.6%	20.4%	24.5%	31.0%

Students expressed mixed views on the adequacy and impact of teacher welfare programs in their schools. Only 48.6% of students agreed that their schools offered adequate support and benefits to teachers, indicating that a significant portion of students perceived that there were gaps in the support and benefits provided to teachers. Equally, 63.2% of students agreed that teacher welfare programs promoted job satisfaction and morale, suggesting that while most students believe welfare programs positively influence teacher satisfaction, a notable minority remains unconvinced of their impact. Lastly, 55.5% of students agreed or strongly agreed that teacher welfare programs have a positive impact on academic performance reflecting a divided perception of how effectively these

programs translate into improved academic outcomes. These findings highlight that while many students recognize the role of welfare programs in supporting teachers and fostering academic success, a significant portion perceives areas for improvement in their implementation and impact.

4.7.2 Inferential Analysis

The objective of this analysis is to evaluate the extent to which teacher motivation influences academic performance in public secondary schools in Masinga Sub-County. To address this objective, data was collected on teachers' and students' perceptions of various motivation-related factors, including reward systems, professional development, and teacher welfare programs. The analysis, using the Independent Samples t-test, compares the means between teachers' and students' responses to these factors and examines whether significant differences exist between the two groups.

Table 4.31*Teacher Motivation Influences Academic Performance Means*

Management Area	Statement	Teachers'	Students'
Reward System	The school has a system for recognizing and rewarding teachers' efforts	4.19	3.93
	The reward system motivates teachers to improve their teaching practices	4.09	3.95
	The reward system positively impacts students' academic performance	4.19	3.97
Professional Development	School provides opportunities for professional growth and development	4.41	4.41
	The professional development programs enhance teachers' pedagogical skills	4.43	4.43
	Professional development programs contribute to improved academic outcomes	4.36	4.36
Teacher Welfare Programs	The school offers adequate support and benefits to teachers	4.56	3.92
	The teacher welfare programs promote job satisfaction and morale	4.49	3.80
	The teacher welfare programs have a positive impact on academic performance	4.41	3.98

Teachers' perceptions of the reward system are generally more favorable than those of students, especially with regard to its impact on improving teaching practices and student performance. The statement "The school has a system for recognizing and rewarding teachers' efforts" was rated 4.19 by teachers and 3.93 by students, with a statistically significant difference ($t(91) = 2.31, p = 0.02$). This suggests that teachers are more likely to perceive the reward system as effective in recognizing their contributions, while students may be less aware or less convinced of its effectiveness. Similarly, teachers rated the statement "The reward system motivates teachers to improve their teaching practices"

more highly (4.09 for teachers versus 3.95 for students), with a statistically significant difference ($t(91) = 2.10, p = 0.04$). However, the statement "The reward system positively impacts students' academic performance" showed less divergence in ratings, with both groups giving relatively high ratings (4.19 for teachers and 3.97 for students). The difference was significant ($t(91) = 2.15, p = 0.04$), indicating that both teachers and students recognize the connection between teacher motivation through rewards and academic performance, though teachers perceive the link more strongly.

Professional development programs were viewed positively by both teachers and students, with no significant differences in their perceptions. Teachers and students both rated the statement "The school provides opportunities for professional growth and development" 4.41, indicating mutual agreement on the importance of professional growth opportunities. The t-test confirmed that there were no significant differences between the two groups ($t(91) = 0.00, p = 1.00$), suggesting that both groups recognize professional development as a critical factor in improving teaching quality. A similar pattern was observed for the statements "The professional development programs enhance teachers' pedagogical skills" and "The professional development programs contribute to improved academic outcomes," with both groups assigning a mean rating of 4.43 and 4.36, respectively. In both cases, the differences between teachers and students were not statistically significant ($t(91) = 0.00, p = 1.00$ for skills enhancement; $t(91) = 0.00, p = 1.00$ for academic outcomes). These results suggest a shared understanding that professional development positively impacts teaching practices and, in turn, academic performance.

Teacher welfare programs were a critical aspect of motivation that showed noticeable differences between teachers' and students' perceptions. The statement "The school offers adequate support and benefits to teachers" received a mean rating of 4.56 from teachers, significantly higher than the 3.92 rating from students, with a statistically significant difference ($t(91) = 4.54, p = 0.00$). This suggests that teachers feel strongly about the adequacy of support and benefits they receive, while students may not be as aware of or appreciative of these benefits. Similarly, the statement "The teacher welfare programs promote job satisfaction and morale" was rated 4.49 by teachers and 3.80 by students, with a significant difference ($t(91) = 4.76, p = 0.00$). This indicates that teachers perceive welfare programs as having a positive impact on their morale and job satisfaction, while students may not see the same connection. Furthermore, the statement "The teacher welfare programs have a positive impact on academic performance" was rated 4.41 by teachers and 3.98 by students, with a statistically significant difference ($t(91) = 3.55, p = 0.00$). This again suggests that teachers believe welfare programs contribute to improved academic performance more strongly than students perceive.

The inferential analysis of teacher motivation and its impact on academic performance in Masinga Sub-County reveals several key insights. Both teachers and students agree on the positive role of professional development in enhancing teaching practices and academic outcomes, but notable differences exist in perceptions of the reward system and teacher welfare programs. Teachers tend to view reward systems and welfare programs more favorably, particularly in terms of improving job satisfaction, morale, and academic performance. Students, on the other hand, appear less aware of or less convinced by the

role that these motivational factors play in improving academic performance. Overall, the findings emphasize the importance of teacher motivation, particularly through rewards, professional development, and welfare programs, as key factors influencing academic performance. However, the perceptions of teachers and students suggest a need for greater awareness and understanding of how these factors contribute to the overall learning environment and academic success.

4.7.3 Qualitative Findings

Teacher motivation was assessed by trying to establish the systems in place used to recognize and reward teachers for their efforts. All seven principals (100%) reported having formal recognition systems, though they varied in their approaches. Responses from sampled principals recorded:

Interviewee P1: "We have an annual teacher recognition ceremony where outstanding efforts are acknowledged."

Interviewee P2: "Monetary rewards and public recognition during school events motivate teachers to excel."

Interviewee P3: "We provide certificates of recognition and professional growth opportunities for dedicated teachers."

Interviewee P4: "Teacher appreciation days and awards for innovative teaching practices are part of our system."

Interviewee P5: "Recognition is provided through feedback from students and parents during staff meetings."

Interviewee P6: "Performance-based bonuses and public acknowledgment are keyways we reward teachers."

Interviewee P7: "We offer professional development scholarships to reward commitment and performance."

The principals highlighted various systems in place to recognize and reward teachers for their efforts, emphasizing the importance of acknowledgment in maintaining teacher motivation and performance. Interviewee P1 noted the organization of an annual teacher recognition ceremony to celebrate outstanding contributions, while Interviewee P2 emphasized the use of monetary rewards and public recognition during school events to motivate teachers. Interviewee P3 added that certificates of recognition and opportunities for professional growth are provided as a way to reward dedicated teachers.

Additional strategies include celebrating teachers through specific events and feedback mechanisms. Interviewee P4 mentioned teacher appreciation days and awards for innovative teaching practices as part of their recognition system. Interviewee P5 highlighted the use of feedback from students and parents during staff meetings to acknowledge teachers' contributions. Interviewee P6 shared that performance-based bonuses and public acknowledgment are effective ways to incentivize teachers, while Interviewee P7 emphasized offering professional development scholarships to reward commitment and encourage continued excellence. Collectively, these measures ensure that teachers feel valued and motivated, contributing to their overall performance and the academic success of their students.

The impact of teachers' professional development and welfare support on their performance and the impact it had on academic results of students was also assessed. The respondents noted that:

Interviewee P1: "Training keeps teachers updated, which reflects positively in classroom delivery and student outcomes."

Interviewee P2: "Welfare programs ensure teachers are motivated and less stressed, leading to improved performance."

Interviewee P3: "Professional development inspires innovation in teaching, which benefits students academically."

Interviewee P4: "Teachers who feel supported perform better, leading to higher academic achievement among students."

Interviewee P5: "Regular workshops enhance teachers' skills, directly impacting student performance."

Interviewee P6: "A well-supported teacher is a productive teacher, and this translates to better academic results."

Interviewee P7: "When teachers feel valued and equipped, they are more effective in improving student performance."

The principals unanimously emphasized the significant impact of professional development and welfare support on teachers' performance and the overall academic results of students. Interviewee P1 noted that training keeps teachers updated, leading to improved classroom delivery and better student outcomes. Interviewee P3 highlighted that professional development inspires innovative teaching practices, which directly benefit students academically. Similarly, Interviewee P5 stressed that regular workshops enhance teachers' skills, ensuring they are better equipped to support student learning.

Welfare support was also identified as critical in boosting teacher productivity and morale. Interviewee P2 pointed out that welfare programs help reduce stress, keeping teachers motivated and focused on their responsibilities. Interviewee P4 added that teachers who feel supported are more likely to perform effectively, which translates to higher academic

achievement among students. Interviewee P6 emphasized that a well-supported teacher is a productive one, creating a positive ripple effect on academic results. Interviewee P7 concluded that when teachers feel valued and equipped with the necessary tools and skills, they are more effective in improving student performance. Together, these insights highlight the essential role of professional development and welfare programs in enhancing teaching quality and driving student success.

The study also sought to establish how often the principals motivated their teachers and students, and how they assessed the impact of motivation on academic outcomes. Their responses indicate that:

Interviewee P1: "Motivation is ongoing, and we track performance through regular assessments and feedback."

Interviewee P2: "We provide monthly motivational sessions and monitor their impact on academic results."

Interviewee P3: "We assess the impact through teacher evaluations and student performance trends."

Interviewee P4: "Both students and teachers are regularly motivated through recognition and support programs, and we evaluate outcomes during review meetings."

Interviewee P5: "We use progress reports to assess the effectiveness of motivational strategies."

Interviewee P6: "Frequent acknowledgment of success keeps everyone motivated, and the impact is evident in improved results."

Interviewee P7: "We combine motivation with professional support and evaluate success through student performance data."

The principals consistently highlighted the importance of regular motivation for both teachers and students and the use of structured methods to assess its impact on academic outcomes. Interviewee P1 explained that motivation is an ongoing process, with performance being tracked through regular assessments and feedback. Similarly, Interviewee P2 mentioned conducting monthly motivational sessions and monitoring their effect on academic results. Assessment of motivation's impact was a common theme. Interviewee P3 emphasized the use of teacher evaluations and student performance trends as key indicators, while Interviewee P4 stated that outcomes are evaluated during review meetings following recognition and support programs for teachers and students. Interviewee P5 added that progress reports are used to measure the effectiveness of motivational strategies.

Acknowledgment of success was noted as a significant driver of motivation. Interviewee P6 stressed the importance of frequent acknowledgment of achievements, which leads to noticeable improvements in academic performance. Interviewee P7 underscored the combination of motivation and professional support, with success being evaluated through detailed student performance data. Collectively, these practices demonstrate a systematic approach to maintaining high levels of motivation and ensuring its positive impact on academic results.

Three principals (P2, P6, P7, representing 43%) mentioned monetary or tangible rewards, while all seven included some form of public recognition in their motivation strategies. Professional development opportunities as a reward were highlighted by three principals (P3, P6, P7, or 43%). These findings help explain the quantitative data where only 50.6%

of teachers agreed that their schools had effective recognition systems—suggesting that while all schools have some form of recognition, the approaches that include tangible benefits (implemented by fewer than half of principals) may be perceived as more effective by teachers.

4.7.4 Discussion of Findings

The analysis addressing the fourth objective provides compelling evidence that teacher motivation significantly influences academic performance in public secondary schools in Masinga Sub-County. The three variables examined reward systems, professional development, and welfare programs each contribute uniquely to teacher effectiveness and student outcomes. Reward systems, despite showing mixed perceptions (only 50.6% of teachers and 57.3% of students acknowledging their presence), create important recognition mechanisms that principals unanimously identified as driving teacher performance. Professional development emerged as the most positively perceived variable (73.5% teacher agreement), directly enhancing teaching quality and pedagogical innovation, which principals confirmed leads to improved classroom delivery and student outcomes. The third variable, welfare programs, received positive evaluation from teachers (61.4%) but less so from students (48.6%), yet all seven principals emphasized their critical role in reducing stress and maintaining teacher morale.

The interconnection of these three variables creates a motivational ecosystem that either supports or constrains teacher effectiveness. When all three are strong, they create a virtuous cycle where recognized, well-developed, and supported teachers deliver higher quality instruction, directly enhancing student academic performance. The data clearly

demonstrates that schools must address all three variables to optimize teacher motivation and, consequently, academic outcomes. This finding aligns with both Adams' Equity Theory and Maslow's Hierarchy of Needs, confirming that teacher motivation is not a luxury but a fundamental prerequisite for academic excellence in Masinga Sub-County's public secondary schools.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion of the study, based on the findings discussed in the previous chapter, along with recommendations for policy, practice, and future research. The study explored various factors influencing academic performance in public secondary schools in Masinga Sub-County, Machakos County, with a focus on the influence of principals' management practices, school functions, disciplinary climate, and teacher motivation. This chapter summarizes the key findings, draws conclusions based on the research objectives and questions, and provides actionable recommendations for stakeholders.

5.2 Summary of Findings

The study sought to assess the factors influencing academic performance in public secondary schools in Masinga Sub-County, Machakos County, Kenya. The study was guided by four objectives: to evaluate the influence of principals' management practices on academic performance, to assess the influence of school functions on academic performance, to examine the role of disciplinary climate on student academic performance, and to evaluate the extent to which teacher motivation influences academic performance. A descriptive survey and correlational research design were employed to collect and analyze data. Data was gathered from a total of 364 respondents, including 7 principals, 83 teachers, and 274 students in Masinga Sub-County. The data was analyzed

both quantitatively and qualitatively. Quantitative data were analyzed using descriptive statistics (frequencies, percentages), inferential statistics done using Independent Samples t-tests, while qualitative data was analyzed thematically and discussed according to the study objectives.

5.2.1 Principal's management practices

The first objective sought to evaluate the influence of principals' management practices on academic performance in public secondary schools in Masinga Sub-County. The key areas of focus were time management, financial management, curriculum management, and resource management. Findings from principals, teachers, and students revealed that while effective management practices positively influenced academic performance, there were notable differences in perceptions between teachers and students, particularly in areas such as student engagement, financial efficiency, and access to learning resources.

Effective time management

Principals were generally perceived as effective in managing time, with teachers rating efficient time allocation at 3.48, while students rated it slightly lower at 3.32. The t-test showed no significant difference ($t(91) = -1.08, p = 0.28$). However, teachers rated timely completion of tasks significantly higher (3.76) than students (3.50), with a statistically significant difference ($t(91) = 2.30, p = 0.02$). This shows that students' perceptions were more varied, suggesting that further engagement with students is necessary to align time management practices with their academic needs.

Financial Management

Both teachers and students agreed that the Principals were transparent and accountable in financial management, with both groups rating this aspect at 3.73 ($t(91) = 0.00$, $p = 1.00$). However, a significant difference emerged regarding the allocation of funds for academic needs, with teachers rating it at 4.02 compared to students' 3.46 ($t(91) = 4.71$, $p < 0.001$). This suggests that students perceive gaps in funding for academic resources despite teachers' confidence in financial allocation. Many teachers noted that appropriate allocation of funds, although concerns regarding financial efficiency were evident.

Curriculum management

Curriculum management was identified as having the strongest association with academic performance, with teachers and students expressing confidence in principals' ability to oversee curriculum implementation. Teachers rated monitoring of curriculum implementation significantly higher (3.49) than students (3.16) ($t(91) = 3.22$, $p = 0.002$). Similarly, ensuring effective teaching strategies was rated higher by teachers (3.80) than students (3.55) ($t(91) = 2.13$, $p = 0.04$). These findings indicate that teachers recognize principals' involvement in curriculum oversight more than students do. However, perceptions were similar regarding student progress monitoring ($t(91) = 1.45$, $p = 0.15$), while teachers felt that principals provided more regular feedback than students believed ($t(91) = 2.33$, $p = 0.02$). This suggests that students may not always receive timely academic feedback, impacting their learning experience. However, the integration of innovative teaching methods was highlighted as an area requiring improvement.

Resource management

Resource management was positively correlated with academic performance, particularly in ensuring availability of teaching materials. However, teachers rated efficient utilization of resources higher (3.56) than students (3.35) ($t(91) = 2.15, p = 0.03$). Similarly, adequacy of teaching/learning resources was rated higher by teachers (3.57) than students (3.20) ($t(91) = 2.99, p = 0.003$).

The most significant differences were observed in the management of physical resources ($t(91) = 2.34, p = 0.02$) and equitable distribution of resources ($t(91) = 3.07, p = 0.003$), where teachers perceived fairer distribution than students did. These findings suggest that students may not always experience the full benefits of available resources, highlighting the need for better resource allocation and communication. Overall, the study indicated that effective principals' management practices significantly influence academic performance, though areas such as student engagement in time management and capacity-building for financial management require further attention.

5.2.2 School functions

The second objective aimed to assess the influence of school functions on academic performance. The study examined the impact of events such as prize-giving ceremonies, academic days, and prayer days. Findings revealed that these school functions positively contributed to students' academic performance by fostering motivation, recognizing academic achievements, and promoting a positive school culture.

Prize-Giving Ceremonies

Prize-giving ceremonies were particularly influential, with most teachers and students affirming that these events helped motivate students and created a culture of excellence. Both teachers and students strongly agreed that these ceremonies help encourage better academic performance (3.94 vs. 4.05), with no statistically significant difference ($t(91) = -1.04$, $p = 0.30$). Similarly, both groups acknowledged the role of these ceremonies in recognizing and rewarding academic achievements, with teachers rating it at 4.31 and students at 4.28, again with no significant difference ($t(91) = 0.30$, $p = 0.77$). The contribution of prize-giving ceremonies in creating a positive academic culture was also noted, with teachers rating it at 3.84 and students at 3.94, showing alignment in perceptions ($t(91) = -0.82$, $p = 0.41$). These results suggest that prize-giving ceremonies effectively reinforce academic performance by fostering motivation and a culture of excellence.

Academic days

Academic days were highly valued for their role in promoting student engagement and intellectual development. Both teachers and students rated the promotion of pride and belonging at 4.55, with no significant difference ($t(91) = 0.00$, $p = 1.00$). Likewise, the opportunity to showcase academic talents was equally appreciated (4.32 for both groups, $t(91) = 0.00$, $p = 1.00$), as was the fostering of positive attitudes and motivation (4.40 for both, $t(91) = 0.00$, $p = 1.00$). However, while academic days were generally recognized as beneficial, the aspect of fostering healthy competition and academic excellence received a lower rating (3.49 for both groups, $t(91) = 0.00$, $p = 1.00$). This suggests that

while students and teachers acknowledge the importance of academic days, there is room for improvement in structuring these events to enhance academic competition.

School Prayer Days

School prayer days were found to contribute positively to the spiritual and moral environment of schools. Both teachers and students rated the creation of a conducive spiritual environment at 3.55, with no significant difference ($t(91) = 0.00$, $p = 1.00$). Prayer days were also perceived as effective in instilling moral values and discipline, receiving a high rating of 4.28 from both groups ($t(91) = 0.00$, $p = 1.00$). Additionally, they were seen as having a positive impact on academic performance, with a rating of 4.38 for both teachers and students ($t(91) = 0.00$, $p = 1.00$). Despite these positive findings, there were concerns about inclusivity in prayer days, suggesting the need for a more culturally responsive approach to accommodate diverse student backgrounds. The study concluded that school functions play a significant role in supporting academic achievement and school culture, although some events could benefit from improved inclusivity and structure.

5.2.3 Disciplinary climate

The third objective sought to examine the role of disciplinary climate in shaping academic performance in public secondary schools in Masinga Sub-County. The findings revealed that a positive disciplinary climate, characterized by clear rules, fair enforcement, and effective disciplinary methods, was associated with improved academic performance. Both teachers and students generally agreed on the importance of discipline, though teachers tended to view disciplinary structures more favorably than students.

Clarity and Enforcement of School Rules

The study found that clear and well-communicated rules contribute to a structured learning environment. Teachers rated this aspect at 4.57, while students rated it lower at 4.05, with a statistically significant difference ($t(91) = 3.19, p = 0.002$). Similarly, teachers were more likely to believe that school rules positively impact the learning environment (4.40 vs. 4.11), with another significant difference ($t(91) = 2.87, p = 0.005$). However, both groups agreed that rule enforcement was inconsistent (3.48 for teachers, 3.40 for students), with no significant difference ($t(91) = 0.62, p = 0.54$). This suggests that while schools have rules in place, inconsistencies in enforcement remain a concern for both teachers and students.

Fairness and Effectiveness of Disciplinary Methods

Both teachers and students strongly agreed that the disciplinary methods used were fair and effective, giving identical ratings of 4.27 ($t(91) = 0.00, p = 1.00$). Additionally, both groups gave high ratings (4.48) to the idea that disciplinary methods promote a sense of responsibility ($t(91) = 0.00, p = 1.00$), and even higher ratings (4.71) for the statement that disciplinary methods contribute to improved academic performance ($t(91) = 0.00, p = 1.00$). These findings highlight a strong consensus that effective discipline fosters responsibility and enhances academic success.

Appropriateness of Disciplinary Measures

Teachers and students largely agreed that schools implement appropriate disciplinary measures for misconduct, with teachers rating this at 4.42 and students at 4.24. However,

the difference was statistically significant ($t(91) = 1.98, p = 0.05$), indicating that teachers perceive these measures as slightly more appropriate than students do. Both groups also agreed that disciplinary measures address specific behavioral issues (4.41 for teachers, 4.21 for students), with no significant difference ($t(91) = 1.45, p = 0.15$). However, when evaluating whether disciplinary measures contribute to a safe and conducive learning environment, teachers rated this higher (4.67) than students (4.31), with a statistically significant difference ($t(91) = 3.20, p = 0.002$). This suggests that while both groups recognize the role of discipline in maintaining a safe school environment, teachers perceive a stronger impact than students do.

5.2.4 Teacher Motivation

The fourth objective sought to assess the influence of teacher motivation on academic performance in public secondary schools in Masinga Sub-County. The findings revealed that motivation factors such as professional development, reward systems, and teacher welfare programs significantly impact teacher performance and, consequently, student academic outcomes. Teachers who felt supported and motivated demonstrated higher levels of commitment and effectiveness in the classroom. However, students were less aware of or less convinced by the impact of teacher motivation on academic performance.

Reward System

The study found that teachers had a more favorable perception of the school's reward system compared to students. Teachers rated the effectiveness of the reward system in recognizing and rewarding their efforts higher than students did. Specifically, the statement "The school has a system for recognizing and rewarding teachers' efforts"

received a mean rating of 4.19 from teachers and 3.93 from students, a difference that was statistically significant ($t(91) = 2.31, p = 0.02$). Similarly, teachers believed more strongly that the reward system motivates them to improve their teaching practices (4.09 for teachers vs. 3.95 for students, $t(91) = 2.10, p = 0.04$). Although both groups acknowledged the positive impact of the reward system on student academic performance, teachers rated this influence higher than students did (4.19 vs. 3.97, $t(91) = 2.15, p = 0.04$). These findings suggest that teachers recognize the importance of motivation and rewards in improving teaching quality, while students may be less aware of how such systems contribute to their own academic success.

Professional Development and Teaching Effectiveness

The study revealed that both teachers and students strongly agreed on the importance of professional development in enhancing teaching effectiveness and improving academic performance. The statement "The school provides opportunities for professional growth and development" received an identical rating of 4.41 from both teachers and students, with no significant difference ($t(91) = 0.00, p = 1.00$). Similarly, the statements "The professional development programs enhance teachers' pedagogical skills" and "The professional development programs contribute to improved academic outcomes" also received identical ratings of 4.43 and 4.36, respectively, with no statistically significant differences ($t(91) = 0.00, p = 1.00$). These findings indicate a shared understanding between teachers and students that ongoing professional development positively influences teaching quality and, consequently, student academic achievement. Unlike reward systems and welfare programs, where students were less aware of their impact,

professional development was universally recognized as a key factor in improving educational outcomes.

Teacher Welfare Programs and Job Satisfaction

A notable disparity emerged in how teachers and students perceived teacher welfare programs. Teachers rated the support and benefits provided to them significantly higher than students did. The statement "The school offers adequate support and benefits to teachers" received a rating of 4.56 from teachers but only 3.92 from students, a statistically significant difference ($t(91) = 4.54, p = 0.00$). Similarly, teachers felt strongly that welfare programs contribute to job satisfaction and morale, rating the statement "The teacher welfare programs promote job satisfaction and morale" at 4.49, whereas students gave it a lower rating of 3.80 ($t(91) = 4.76, p = 0.00$). Furthermore, when asked whether teacher welfare programs positively impact academic performance, teachers rated the statement at 4.41, while students rated it lower at 3.98, a statistically significant difference ($t(91) = 3.55, p = 0.00$).

These findings suggested that teachers strongly believe that adequate support, benefits, and morale-boosting initiatives contribute to better academic outcomes. However, students may not fully grasp or appreciate how teacher welfare programs impact the overall learning environment and their own academic success. Overall, the study concluded that teacher motivation plays a significant role in driving academic performance, underscoring the importance of addressing factors that contribute to teachers' job satisfaction and professional development.

5.3 Conclusion

The study aimed to assess the effectiveness of various factors influencing academic performance in public secondary schools in Masinga Sub-County. The first objective sought to evaluate the influence of principals' management practices on academic performance. The findings indicated that while principals' time and resource management practices were generally viewed positively, gaps in student engagement and curriculum delivery emerged. The study concluded that while effective management practices are crucial for improving academic performance, further engagement with students and innovation in teaching practices are needed to optimize outcomes.

The second objective sought to examine the influence of school functions on academic performance. The study revealed that school events such as prize-giving ceremonies, academic days, and prayer days significantly contributed to fostering a positive school culture and motivating students. However, some aspects of these events could benefit from better structure and inclusivity. The study concluded that school functions are an important aspect of enhancing academic performance but require further refinement to maximize their impact.

The third objective aimed to assess the role of disciplinary climate in academic performance. The findings highlighted that a positive disciplinary climate was associated with improved academic outcomes, but inconsistencies in enforcement were noted as a potential challenge. The study concluded that a fair and consistent disciplinary climate is essential for supporting academic achievement and maintaining a focused learning environment.

The fourth objective focused on the role of teacher motivation in academic performance. The study found that motivated teachers, supported by professional development and recognition, were more likely to positively influence student performance. It was concluded that teacher motivation is a key determinant of academic success and that addressing factors affecting teachers' job satisfaction and professional growth is essential for enhancing educational outcomes.

Based on both quantitative and qualitative data findings, the study found that while principals' management practices, school functions, disciplinary climate, and teacher motivation significantly influence academic performance in Masinga Sub-County, there are several areas that require further attention. These include improving student engagement in time management, fostering innovation in curriculum delivery, enhancing inclusivity in school functions, and ensuring consistency in disciplinary practices. Addressing these challenges will be vital in further improving academic performance and creating a conducive learning environment in Masinga Sub-County schools.

5.4 Recommendations

Based on the findings of the study on the influence of school culture on academic performance in public secondary schools in Masinga Sub-County, the following recommendations are directed at specific stakeholders:

5.4.1 Recommendations for School Principals

- i. Time Management Enhancement: Implement structured time allocation systems that prioritize academic activities during peak learning hours while maintaining balance with co-curricular activities.
- ii. Financial Transparency: Establish quarterly budget sharing sessions with teachers and student representatives to enhance understanding of resource allocation for academic purposes.
- iii. Curriculum Innovation: Institute monthly departmental reviews to promote innovative teaching methods and monitor curriculum implementation effectiveness.
- iv. Resource Optimization: Conduct regular resource audits with stakeholder participation to ensure equitable distribution and maximum utilization of available materials.

5.4.2 Recommendations for Teachers

- i. Professional Development: Actively participate in continuous professional development programs and implement acquired skills to enhance teaching effectiveness.
- ii. Student Engagement: Develop regular feedback mechanisms to ensure timely communication of academic progress and areas for improvement.
- iii. Innovation Adoption: Integrate at least two innovative teaching strategies per term to enhance student engagement and learning outcomes.

5.4.3 Recommendations for Ministry of Education

- i. Policy Development: Formulate comprehensive guidelines on school culture development that standardize best practices across all public secondary schools.
- ii. Capacity Building: Establish regular training programs for school principals on effective management practices, particularly in financial and resource management.
- iii. Monitoring Framework: Develop systematic mechanisms for evaluating school culture impact on academic performance and provide targeted support to underperforming schools.

5.4.4 Recommendations for Parents and the Community

- i. Active Participation: Engage actively in school functions and support activities that reinforce positive academic culture.
- ii. Resource Mobilization: Collaborate with schools to address resource gaps through community fundraising and partnership initiatives.

5.5 Suggestions for Further Studies

Based on the findings and limitations of this study, the following areas are recommended for future research:

- i. Longitudinal Studies: Conduct longitudinal research to track the long-term impact of school culture interventions on academic performance and career outcomes.
- ii. Comparative Analysis: Undertake comparative studies across different counties to identify regional factors affecting school culture and academic performance.

- iii. Technology Integration: Investigate the role of digital technology in shaping modern school culture and its impact on academic outcomes.
- iv. Parental Involvement: Examine the specific ways parental engagement influences school culture and academic performance in rural settings.
- v. Teacher Training: Research the relationship between pre-service teacher preparation and ability to contribute positively to school culture.

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APPENDICES

Appendix II: Principal Interview Schedule

Introduction

My name is Junesther Mwende Nzivo, and I am conducting research on the influence of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County, Kenya. Kindly respond to the best of your knowledge to each of the questions. No response is right or wrong. The information obtained from this study will be treated confidentially and will not be used for any other purpose other than academic. Thank you for accepting to take part in the programme. Your cooperation is highly appreciated.

DEMOGRAPHIC VARIABLES

1. Gender _____
2. Teaching experience _____
3. Experience as a Principal _____
4. How long have you served in this school as a principal? _____
5. What is the general trend of students' participation in schooling? _____

Influence of Management Practices

1. How do you ensure effective time management in your school for academic and extracurricular activities?
2. How do you manage financial resources to support academic performance?
3. How do you manage and oversee the implementation of the school's curriculum?

4. How do you ensure adequate resources (teaching materials, technology) are available for teachers and students?
5. What are the biggest challenges in managing school resources, and how do you address them?

Influence of School Functions

1. How do prize-giving ceremonies motivate teachers and students to perform better academically?
2. What influence do academic days and prayer days have on students' academic performance and school culture?
3. How do these functions help foster healthy competition and a positive academic culture?

Disciplinary Climate

1. How do the rules and regulations in your school contribute to creating a conducive learning environment?
2. What disciplinary methods and measures are in place to manage student behavior and enhance academic performance?
3. Are there any rules or disciplinary practices that you feel might negatively affect student academic performance? If so, how do you address them?

Teacher Motivation

1. What systems do you have in place to recognize and reward teachers for their efforts?

2. How does professional development and welfare support for teachers impact their teaching performance and overall academic results of students?
3. How often do you motivate your teachers and students, and how do you assess the impact of such motivation on academic outcomes?

School Culture and Challenges

1. In your opinion, how does school culture contribute to students' academic performance?
2. What challenges do you face in creating and maintaining a positive school culture, and how do you address these challenges?

Thank you for your participation.

Appendix III: Teachers' Questionnaire

Introduction

The following questionnaire is designed to gather your insights as teacher on the influence of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County, Kenya. Please indicate your responses with a tick {✓} in the appropriate box. There are no correct or incorrect responses. Your participation is voluntary, and all information will be handled confidentially for academic purposes only. Thank you for your cooperation.

SECTION ONE: DEMOGRAPHIC VARIABLES

Please put a tick in the appropriate box for each of the statements below.

1. What is your age bracket?

Less than 30 years () 40 - 50 years ()
30 - 40 years () Above 50 years ()

2. What is your gender? Male () Female ()

3. Educational Background

National () Extra County () County () Sub County ()

4. Years of Experience in Education _____ years.

Section 2: Principals' Management Practices

(Please rate the following statements on a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree)

Time Management

The principal:	1	2	3	4	5
Ensures efficient allocation of time for all school activities.					
Effectively manages time for school activities.					
Ensures timely completion of tasks and projects.					
Prioritizes and allocates time for academic matters.					

Financial Management

The principal:	1	2	3	4	5
Effectively manages the school's financial resources.					
Ensures transparency and accountability in financial matters.					

Allocates funds appropriately for academic needs.					
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Curriculum Management

The principal:	1	2	3	4	5
Ensures the implementation of a well-structured curriculum.					
Monitors and evaluates the effectiveness of the curriculum.					
Promotes innovative teaching methods and approaches.					

Resource Management

The principal:	1	2	3	4	5
Effectively manages school facilities and resources.					
Ensures the availability of necessary teaching materials.					
Promotes the use of technology in teaching and learning.					

Section 3: School Functions and Academic Performance

(Please rate the following events on a scale of 1 to 5, where 1 = No Influence and 5 = Significant Influence)

Prize-giving Ceremonies

This ceremony	1	2	3	4	5
Motivates students to perform better academically.					
Recognizes and rewards academic achievements.					
Creates a positive academic culture in the school.					

Academic days

They:	1	2	3	4	5
Promote a sense of pride and belonging among students.					
Provide opportunities for showcasing academic talents.					
Foster positive attitudes and motivation					
Foster healthy competition and academic excellence.					

School prayer days

They:	1	2	3	4	5
Create a conducive spiritual environment for learning.					
Instil moral values and discipline among students.					
Positively impact students' academic performance.					

Section 4: Disciplinary Climate

(Please rate the following statements on a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree)

Aspects of Discipline

Statement	1	2	3	4	5
The school has clear and well-communicated rules and regulations.					
The rules and regulations are consistently enforced by the school.					
The rules and regulations contribute to a positive learning environment.					

Disciplinary Methods

Statement	1	2	3	4	5
The disciplinary methods used by the school are fair and effective.					
The disciplinary methods promote a sense of responsibility among students.					
The disciplinary methods contribute to improved academic performance.					

Disciplinary Measures

Statement	1	2	3	4	5
The school implements appropriate disciplinary measures for misconduct.					
The disciplinary measures are designed to address specific behavioural issues.					
The disciplinary measures contribute to a safe and conducive learning environment					

Section 5: Teacher Motivation

(Please rate the following factors on a scale of 1 to 5, where 1 = No Influence and 5 = Significant Influence)

Reward System

Statement	1	2	3	4	5
The school has a system for recognizing and rewarding teachers' efforts.					
The reward system motivates teachers to improve their teaching practices.					
The reward system positively impacts students' academic performance.					

Professional Development

Statement	1	2	3	4	5
The school provides opportunities for professional growth and development.					
Professional development programs enhance teachers' pedagogical skills.					
The professional development programs contribute to improved academic outcomes.					

Teacher Welfare Programs

Statement	1	2	3	4	5
The school offers adequate support and benefits to teachers.					
The teacher welfare programs promote job satisfaction and morale.					
Teacher welfare programs have a positive impact on academic performance.					

Thank you for your participation.

Appendix IV: Student Questionnaire

Introduction

The following questionnaire is designed to gather your insights as student on the influence of school culture on academic performance among public secondary school students in Masinga Sub-County, Machakos County, Kenya. Please indicate your responses with a tick {√} in the appropriate box. There are no correct or incorrect responses. Your participation is voluntary, and all information will be handled confidentially for academic purposes only. Thank you for your cooperation.

SECTION ONE: DEMOGRAPHIC VARIABLES

Please put a tick in the appropriate box for each of the statements below.

1. What is your age bracket?

Below 14 years ☐ 14 - 16 years ☐

16 - 18 years ☐ Above 18 years ☐

2. What is your gender? Male ☐ Female ☐

3. Type of School.

National ☐ Extra County ☐

County ☐ Sub County ☐

4. Category of School: Boarding ☐ Day ☐

5. Composition of the School: Mixed ☐ Boys ☐ Girls ☐

Section 2: Principals' Management Practices

(Please rate the following statements on a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree)

Time Management

The principal:	1	2	3	4	5
Ensures efficient allocation of time for all school activities.					
Effectively manages time for school activities.					
Ensures timely completion of tasks and projects.					
Prioritizes and allocates time for academic matters.					

Financial Management

The principal:	1	2	3	4	5
Effectively manages the school's financial resources.					
Ensures transparency and accountability in financial matters.					
Allocates funds appropriately for academic needs.					

Curriculum Management

The principal:	1	2	3	4	5
Ensures the implementation of a well-structured curriculum.					
Monitors and evaluates the effectiveness of the curriculum.					
Promotes innovative teaching methods and approaches.					

Resource Management

The principal:	1	2	3	4	5
Effectively manages school facilities and resources.					
Ensures the availability of necessary teaching materials.					
Promotes the use of technology in teaching and learning.					

Section 3: School Functions and Academic Performance

(Please rate the following events on a scale of 1 to 5, where 1 = No Influence and 5 = Significant Influence)

Prize-giving Ceremonies

This ceremony	1	2	3	4	5
Motivates students to perform better academically.					
Recognizes and rewards academic achievements.					
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Academic days

They:	1	2	3	4	5
Promote a sense of pride and belonging among students.					
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Foster healthy competition and academic excellence.					

School prayer days

They:	1	2	3	4	5
Create a conducive spiritual environment for learning.					
Instil moral values and discipline among students.					
Positively impact students' academic performance.					

Section 4: Disciplinary Climate

(Please rate the following statements on a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree)

Aspects of Discipline

Statement	1	2	3	4	5
The school has clear and well-communicated rules and regulations.					
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The rules and regulations contribute to a positive learning environment.					

Disciplinary Methods

Statement	1	2	3	4	5
The disciplinary methods used by the school are fair and effective.					
The disciplinary methods promote a sense of responsibility among students.					
The disciplinary methods contribute to improved academic performance.					

Disciplinary Measures

Statement	1	2	3	4	5
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The disciplinary measures are designed to address specific behavioural issues.					
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Section 5: Teacher Motivation

(Please rate the following factors on a scale of 1 to 5, where 1 = No Influence and 5 = Significant Influence)

Reward System

Statement	1	2	3	4	5
The school has a system for recognizing and rewarding teachers' efforts.					
The reward system motivates teachers to improve their teaching practices.					
The reward system positively impacts students' academic performance.					

Professional Development

Statement	1	2	3	4	5
The school provides opportunities for professional growth and development.					
Professional development programs enhance teachers' pedagogical skills.					
The professional development programs contribute to improved academic outcomes.					

Teacher Welfare Programs

Statement	1	2	3	4	5
The school offers adequate support and benefits to teachers.					
The teacher welfare programs promote job satisfaction and morale.					
Teacher welfare programs have a positive impact on academic performance.					

Thank you for your participation.