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CONTENTS

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ii

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4. **ABSTRACT**: Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

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BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

THE INFLUENCE OF MANAGEMENT ON SCHOOL CULTURE AND ITS EFFECTS ON ACADEMIC PERFORMANCE: A CASE OF ST. PATRICK'S HIGH SCHOOL ITEN

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ABSTRACT

School culture is the composite of stakeholders' employees, parents and students perceptions of their environment. It is these perceptions and associated stakeholder behaviors that shape the dynamic culture of all school. School success is heavily dependent on a positive, supportive school culture. This study sought to establish the influence of management on school culture and its effects on academic performance. The study specific objectives were, to find out to what extent has management united teachers, students and non-teaching staff, to find out how school management influenced school culture and its role on academic performance. The study was done at St. Patrick's High School Iten, and the targeted population was 596 respondents comprising of management, teachers, patrician brothers, non-teaching staff and former students. Thus the targeted sample was 239 respondents. GLOBE approach is used to develop an empirically based theory to describe, understand, and predict the effect of cultural variables on management and organizational processes and the effectiveness of these processes. The study used both primary and secondary data. Primary data was collected through questionnaires, interview schedule and observation. Secondary data was document analysis of school past academic records and other performance related documents in school and District Education Officer office. The tables and figures in chapter four of this document were based on the authors' data for the year 2010. The study findings revealed that indeed there has been culture change from when the school was managed by patrician brothers to today being managed by government. This has seen change that has also affected the school performance. The t-test carried out revealed that there is direct association between school culture and performance. The study recommends that students' culture, teachers and non-teaching staff unity culture and management related cultures should be clearly defined and evaluated so that the school performance will be improved. The study is of great benefit to school management, community members and the entire ministry of education in reviving the "sleeping academic giants" to their rightful place.

KEYWORDS
Culture, school performance, culture change, management.

INTRODUCTION
The trend toward the global economic village is clear, and the 21st century may very well become known as the century of the "global world" (McFarland et al, 1993). Since effective organizational leadership is critical to the success of international operations, this globalization of industrial organizations presents numerous organizational and leadership challenges. While the evidence of a leadership–performance link is largely sketchy, considerably more research has empirically examined organizational culture–performance relationship. Indeed, on examination of literature one is likely to conclude that organizational culture is one of the most popular concepts in the fields of management and organizational theory. One reflection of the popularity of the culture concept is the increasing number of theoretical perspectives and organizational disciplines which utilize the concept (Aluko, 2003).

Culture is linked to organizational performance are clear in their claims, an illustration of this is derived from the works of the so-called 'excellence writers' who argue that successful organizations are distinguished by their ability to promote cultural values which are consistent with their chosen strategies (Peters and Waterman, 2002). In schools that were performing well like St. Patrick's Iten there has been change in school education system over the years, first it was 7-4-2-3 system and now 8-4-4 system (A-Level to O-level) this means that there has been change in school culture. Also the system of school enrollment has changed significantly before for some schools it used to admit students from all over the country but after introduction of policies that required them to admit 85% from its region meant that the school system also was altered. Political influence has also been viewed has one of the factors causing change in school cultures since some leaders are using schools for their political gain. Finally change of curriculum and school policies has influenced school culture and performance.

Maehr and Fyans (1989), describing culture building in organizations in general, characterize it as a fluid process: Groups tend to work out ways of getting along among themselves. They arrive at certain shared understandings regarding how, when, and where activities are to occur. The goals can ultimately become important enough to take on a life of their own, to become invested with meaning that reflects the basic purpose of the school and its reason for being. They can become part of the value system in which each participant in the school willingly and enthusiastically participates.

STATEMENT OF THE PROBLEM
The process of education begins in an institution of general education and its efficiency largely contributes to the success in the learner's further periods of life. There have been myriads of problems facing secondary school currently, among them are poor remuneration of teachers, too much work load and exam oriented system that rate students equally in the national examinations regardless of the geographical location and facilities available in the school, (Tohver, 2004; Kivine, 2004). Culture is the learned assumptions on which people base their daily behaviour, "…the way we do things around here." Culture drives the organization, its actions and results. Schein in (Macmillan, Tempoe 2000) define organizational culture as "pattern of basic assumptions invented discovered or developed by a group of people as it learns to cope with its problems of external adoption and internal integrations - that has worked well enough to be considered valid and correct way to perceive, think and feel in relation to those in problems. This study sought to establish the role of culture on the school performance. Most of the studies done have concentrated on effects of organizational culture on performance in commercial sector and little as been done on how the same influence academic performance in school set up. This study examines extent that organizational culture affects academic performance in St. Patrick's secondary school, Iten in Rift Valley province Kenya. The author chose this school because of the current dismal performance in the national exams yet it used to be regarded as "academic giant" (high academic performer) in the past, another factor is that this school has undergone change in management from Europeans to Africans and from 7.4.2.3 to 8.4.4 systems of education. These changes must have necessitated change in organizational culture in the school. The objective was to establish the role of organizational culture on academic performance of St. Patrick's High school, Iten. Also it determines how school management influenced school culture and its effects on academic performance and establish the effect of change in organizational culture on student academic performance.

CONCEPTUAL FRAMEWORK
The conceptual framework guiding this study will be adopted from Ouchi style of management "Theory Z" (1981) who identified a set of management practices which he calls a "Theory Z" style of management, the most significant distinguishing feature of this style of management is its holistic emphasis on people and environment, in which they work, employees are treated as integrals and central elements in the organization and are given an active role in decision making and self governance. The study main variables were summarized and presented in figure 1.1. The diagrammatic representation of conceptual framework shows how the variables are related.

FIGURE 1: MANAGEMENT AND PERFORMANCE CONCEPTUAL FRAMEWORK
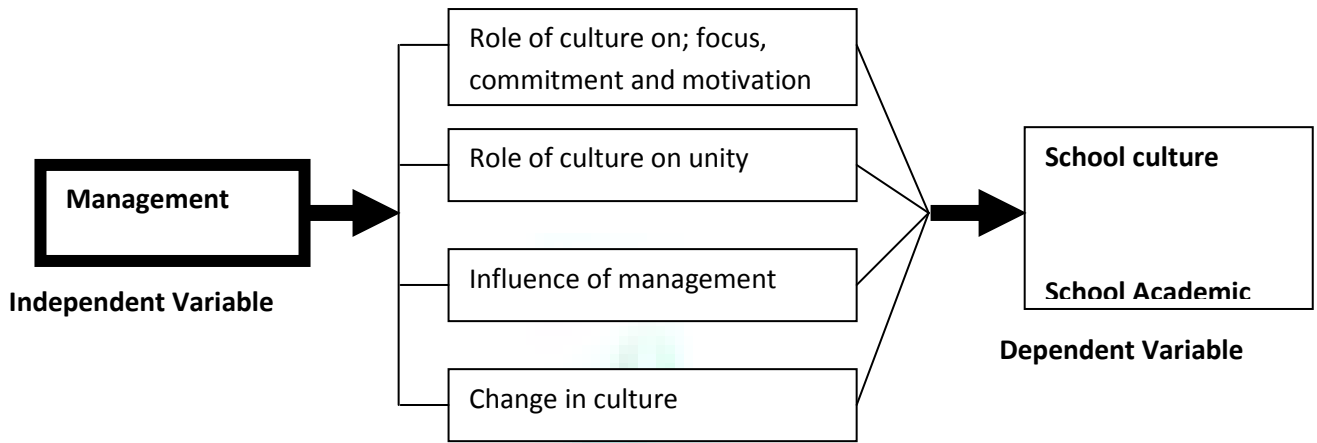
LITERATURE REVIEW

Organization Culture is considered to be an important factor that influences the performance of an organization, and the relationships between the performance and OC have often been analyzed in the past decades, (Desphande, Farley, 2004). Many researches have shown that OC has an effect on job satisfaction, job efficiency, employee commitment and cooperation, decision-making etc. (Langan-Fox, Tan, 1997; O'Reilly, Chatman, Caldwell, 1991). The literature on school culture makes it clear those effective schools, that is, schools that demonstrate high standards of achievement in academics, have a culture characterized by a well-defined set of goals that all members of the school administration, faculty, and students value and promote. If a principal can establish and clearly communicate goals that define the expectations of the school with regard to academic achievement, and if the principal can rally a constituency of teachers and students to support those goals, then the motivation to achieve the goals is likely to follow.

Most reviews of the effective school literature point to the consensus that school culture and climate are central to academic success (Mackenzie 1983). Typical of the findings is the summary of Purkey, Smith (1983), who in their review of the literature on effective schools found a close correlation between positive school culture and academic quality: The literature indicates that a student's chance for success in learning cognitive skills is heavily influenced by the climate of the school. A school-level culture press in the direction of academic achievement helps shape the environment (and climate) in which the student learns. An academically effective school would be likely to have clear goals related to student achievement, teachers and parents with high expectations, and a structure designed to maximize opportunities for students to learn. A press for academic success is more likely to realize that goal than would a climate that emphasizes affective growth or social development. (p. 440). In the study the school environment influences its culture especially the management and past school reputation.

RESEARCH DESIGN AND METHODOLOGY

The study employed a case study research design. St. Patrick's High Iten was selected purposively for its past performance trends. This approach seeks to collect data without manipulating the research variables or the respondents in an attempt to find out the effect of culture on school academic performance. The researcher choose this research design since inferences about relations among variables are made, without direct intervention from connected variation of independent and dependent variables (Paton, 2000). In this study, variables were investigated without any manipulation or alteration and descriptive methodologies were used.

The target main groups for this study were students, school management, teachers, patrician brothers and former school students. The study target sample population was 592. The sampling procedure involved the use of purposive sampling technique in which the researcher chose St. Patrick's High school because of its past and current performance, change in management from Europeans to Africans and change in education system from 7.4.2.3 to 8.4.4 system. This was followed by Cluster and simple random sampling technique to identify the individual elements for the teachers and non teaching staff, students, former students and Patrician brother, number was spread according to forms and streams. The population was clustered into; students, teachers, non teaching staff, former students, Patrician brothers and Board of management. The elements in each cluster were assigned numbers, this numbers were then mixed together in a basket and the required sample drawn without replacement. A sample of 200 students, 22 teachers, 5 former students, 8 non-teaching staff, 1 brother and 2 board of management, yielding sample size 0f 238 respondents.

Data used was from both primary and secondary sources. The main research instruments used were the questionnaires, interviews to obtain information from the insiders who know more about the school and observations. The study used interview schedules to solicit more information from school management. Further, the researcher observed behaviors related to culture. As such, the data collection instruments for this study were questionnaires, interview and observation schedules. Data was analyzed both quantitatively and qualitatively. Descriptive methods were employed and data presented in the form of frequency distribution tables and pie charts that facilitated description and explanation of the study findings. Quantitative data was tested by use of inferential statistics. The tests helped in identifying the significance of data and relationship between the variables like the level to which culture influence the school performance.

RESULTS

THE ROLE OF CULTURE ON STUDENT ACADEMIC PERFORMANCE

The culture of any learning institution has a great effect on how the students attend classes and the attention that they give while in class. It is with this in mind that the researcher sought to find out the effects of culture on students class attention in relation to their academic performance. The study tried to find out whether the respondents had a class room culture and most of the respondents 107(82.9%) stated that they had, this was in line with the results obtained from the observations which showed that the school had rules which are well framed.

THE CLASS CULTURES AVAILABLE IN SCHOOL

The study also tried to find out the class cultures that were available in the school and from the findings most of the students 105(81.4%) agreed that the main culture of their class was that silence should be maintained in the classes. 90(69.8%) stated that their class culture was that students should respect the teachers, 88(68.2%) agreed that their class culture was that students should study alone during class time and 84(65.1%) agreed that the class culture was that students should ask questions during lessons. From the observation schedule it was noted that the school rules were pined in the notice board. The school rules as observed underpins the school culture since students follow the rules for example in assembly everyone stands on his number which is easy to monitor who is present and during meals students sit in a specific table two students from each form as summarized in table 1.

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT   30

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TABLE 1: CLASS CULTURE PRACTICED IN THE SCHOOL

The class culture	Agree		Disagree		Undecided	
	F	%	F	%	F	%
Students should be in class before the bell rings	71	55.0	48	37.2	10	7.8
Students should study in groups	71	55.0	46	35.7	12	9.3
Students should study alone during class time	88	68.2	29	22.5	12	9.3
Silence should be maintained in class	105	81.4	14	10.9	10	7.8
Students should ask questions during lessons	84	65.1			11	8.5
Everyone should answer at least one question per lesson	44	34.1	69	53.5	16	12.4
Students should respect the teachers	90	69.8	29	22.5	10	7.8
Teachers should address students with respect	75	58.1	44	34.1	10	7.8
Teachers should be friendly	66	51.2	51	39.5	12	9.3
Students should not steal form others	1	.8	107	82.9	21	16.3
Praying together every day after preps	5	3.9	81	62.8	43	33.3
Presence of subject leaders to help those who are not doing well in the subjects	3	2.3	78	60.5	48	37.2
Students should consult teachers during learning	1	.8	78	60.5	50	38.8
Teachers should assist the students in any area of difficulty	4	3.1	74	57.4	51	39.5
To create competition among the classes	1	.8	68	52.7	60	46.5
Students should be attending preps	2	1.6	63	48.8	64	49.6
Students should be well dressed for school	2	1.6	43	33.3	84	65.1

Source: Authors' source

The results obtained were interpreted to mean that the classes had classroom culture and the most practiced culture was the maintenance of silence in the classes.

HOW CULTURE AFFECTS THE STUDENTS' PERFORMANCE

The study went further and tried to find out on the various ways that the schools culture affected the students performance and from the findings most of the students agreed that they can access textbooks 88(68.2%), they respect each other as brothers 87(97.4%), they can change to participate in learning process and work together as brothers 79(61.2%), they can approach anyone with their problem and get help 78(60.5%), they can ask questions without fear 76(58.9%), their teachers can repeat hard topics 73(56.6%) and that they can get help from other students 72(55.8%) as shown in table 2.

TABLE 2: EFFECTS OF CULTURE ON PERFORMANCE

How culture affects performance	Agree		Disagree		Undecided	
	F	%	F	%	F	%
You work together as a group	56	43.4	61	47.3	12	9.3
You can get help from students	72	55.8	44	34.1	13	10.1
You can ask questions without fear	76	58.9	42	32.6	11	8.5
You respect each other as brothers	87	67.4	31	24.0	11	8.5
You can access text books	88	68.2	30	23.3	11	8.5
You can change to participate in learning process	79	61.2	40	31.0	10	7.8
You can approach anyone with your problem and get help	78	60.5	41	31.8	10	7.8
You work together as brothers	79	61.2	40	31.0	10	7.8
Your teachers can repeat hard topics	73	56.6	44	34.1	12	9.3
You do a lot of revisions	57	44.2	60	46.5	12	9.3
You clear the syllabus early	56	43.4	59	45.7	14	10.9
You do not do a lot of revision	3	2.3	95	73.6	31	24.0
You are able to consult the teachers in areas where you don't understand	1	.8	24	18.6	104	80.6

Source: Authors' source

The results obtained from the study were interpreted to imply that culture can affect the student's performance in various ways.

ESTABLISH THE ROLE OF MANAGEMENT IN UNITING TEACHERS, NON-TEACHING STAFF AND STUDENTS AND ITS EFFECT ON SCHOOL ACADEMIC PERFORMANCE

The culture of a school can play a major role in uniting the teachers, non-teaching staff and the students and also it can influence the schools academic performance. The researcher therefore tried to find out the Role of Management in Uniting Teachers, Non-Teaching Staff and Students and its Effect on School Academic Performance.

HOW CULTURE INFLUENCES STUDENT'S HARD WORK IN ACADEMICS

The study tried to find out how culture influences students hard work in academics and from the findings most of the student respondents 79(61.2%) agreed that it makes everything to be planned and scheduled and that the school management ensures that they do the right thing, 77(59.7%) stated that it makes everyone busy with his/her duties and 71(55.0%) stated that it makes the environment to be for hard working people as shown in table 3.

TABLE 3: HOW CULTURE INFLUENCES STUDENT'S HARD WORK IN ACADEMICS

How culture influences student's hard work in academics	Agree		Disagree		Undecided	
	F	%	F	%	F	%
The environment is of hard working people	71	55.0	37	28.7	21	16.3
Every one is busy with his/her duties	77	59.7	31	24.0	21	16.3
Everything is planned and scheduled	79	61.2	29	22.5	21	16.3
The schools management ensures you do the right thing	79	61.2	29	22.5	21	16.3
The school tradition does not allow idling	67	51.9	41	31.8	21	16.3
Are able to associate with teachers and ask the for assistance in areas that you do not understand	1	.8	90	69.8	38	29.5
It helps us know our target	17	13.2	11	8.5	101	78.3
it creates a conducive environment for learning	17	13.2	10	7.8	102	79.1
It enables smooth running of the school	6	4.7	21	16.3	102	79.1
It creates motivation/inspiration to the learners	10	7.8	17	13.2	102	79.1
Are able to get enough assistance from the teachers as you supposed to	2	1.6	23	17.8	104	80.6

Source: Authors' source

The results obtained from the study were interpreted to mean that the availability of culture enables the students to have a good environment for learning which is in line with the results obtained from the observations which stated that the school has a good learning environment.

HOW CULTURE AFFECTS ACADEMIC PERFORMANCE

The teachers were requested to state how culture affects the academic performance most of them 6(50.0%) strongly agreed that the management structure is clear and that all channels of communication are clear as shown in table 4. Others agreed that self -improvement is encouraged 6(50.0%), in consultation the head teacher sets the agenda 9(75.0%), there is little point in further training 6(50.0%), teams often change 6(50.0%), they are given help to improve their work 9(75.0%), and that decisions are informed by staff consensus 9(75.0%). The teachers strongly disagreed that it is unclear to whom they are responsible 6(50.0%) and that they often don't know what is going on 9(75.0%) others disagreed that decisions are implemented efficiently 6(50.0%), they expect advancement to be difficult 6(50.0%) and that often decisions are implemented 9(75.0%). The teachers were undecided whether all management areas are integrated 6(50.0%). An equal number of respondents disagreed and agreed that information is freely available 6(50.0%), strongly agreed and agreed that they can talk to someone when problems arise 6(50.0%), strongly disagreed, disagreed, undecided and strongly agreed that the school policy is arrived at democratically 3(25.0%) and others strongly disagreed, disagreed, agreed and strongly agreed that 3(25.0%). The findings concur with Follet (1968) in Okumba (1998) who believe that a fundamental problem in all organizations was in developing and maintaining dynamic and harmonious relationship between its members. This has a bearing on how the members of school environment relate to each other and its influences on the academic performance of the students. Isaac (1984) supports Follet view by saying that the school as a learning environment is a powerful arena in view of academic performance.

TABLE 4: HOW CULTURE AFFECTS ACADEMIC PERFORMANCE

	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Self -improvement is encouraged	0	0.0	3	25.0	0	0.0	6	50.0	3	25.0
I have the opportunity for advancement	3	25.0	3	25.0	0	0.0	3	25.0	3	25.0
Decisions are implemented efficiently	0	0.0	6	50.0	3	25.0	0	0.0	3	25.0
The management structure is clear	3	25.0	0	0.0	0	0.0	3	25.0	6	50.0
All channels of communication are good	3	25.0	0	0.0	3	25.0	0	0.0	6	50.0
In consultation the head teacher sets the agenda	0	0.0	0	0.0	0	0.0	9	75.0	3	25.0
I can talk to someone when problems arise	0	0.0	0	0.0	0	0.0	6	50.0	6	50.0
There is little point in further training			3	25.0	3	25.0	6	50.0	0	0.0
I expect advancement to be difficult	3	25.0	6	50.0	0	0.0	0	0.0	0	0.0
Often decisions are implemented	0	0.0	9	75.0	0	0.0	3	25.0	0	0.0
It is unclear who is responsible to whom	6	50.0	3	25.0	0	0.0	3	25.0	0	0.0
I often don't know what is going on	9	75.0	0	0.0	3	25.0	0	0.0	0	0.0
School policy is arrived at democratically	3	25.0	3	25.0	3	25.0	0	0.0	3	25.0
Teams often change	3	25.0	3	25.0	0	0.0	6	50.0	0	0.0
I am given help to improve my work	0	0.0	0	0.0	3	25.0	9	75.0	0	0.0
All management areas are integrated	0	0.0	0	0.0	6	50.0	3	25.0	3	25.0
Information is freely available	0	0.0	6	50.0	0	0.0	0	0.0	6	50.0
Decisions are informed by staff consensus	0	0.0	0	0.0	0	0.0	9	75.0	3	25.0

Source: Authors' source

The results obtained implied that culture affects the academic performance in very many ways. This could mean that the school culture plays a significant role in influencing the school academic performance. Adinda (2001) also concurs with Isaac's view by saying that in academic performance, teachers and learners and low they relate to each other are vital factors. Lezzote (1989) stresses the need for a safe and orderly environment for good academic performance. In this view he occurs with Igaga it is only in an effective school, where there is an orderly purposeful business like atmosphere, free from threats and fears of any physical harm where academic performance flourish. Therefore there is need to have a condusive school environment for teaching and learning in order to facilitate excellent academic performance.

TO ESTABLISH INFLUENCE OF SCHOOL MANAGEMENT ON CULTURE CHANGE AND ITS EFFECTS ON THE SCHOOL ACADEMIC PERFORMANCE

The change of culture can also change the mode of learning and also influence the academic performance of the school. It is with this in mind that the study tried to find out the relation between the culture change and change in the school academic performance.

HOW CULTURE HAS CHANGED?

The study tried to find out whether culture and traditions of the school have changed and whether it has affected performance and from the findings, most of the student respondents 96(74.4%) agreed that the school culture has changed and 88(68.2%) agreed that it has affected the performance of the school. The results implied that the culture and the traditions of the school have changed and it has really affected the schools performance. The study find out how the culture of the school has changed and from the findings most of the respondents 67(51.9%) agreed that the school used to admit students from all over the country as shown in table 5.

TABLE 5: CULTURE HAS CHANGED

How culture has changed	Agree		Disagree		Undecided	
	F	%	F	%	F	%
The school was run by mission	39	30.2	51	39.5	39	30.2
The school was a sponsored school	40	31.0	50	38.8	39	30.2
The school used to admit students from all over the country	67	51.9	23	17.8	39	30.2
The school was headed by principal chosen by catholic diocese	50	38.8	40	31.0	39	30.2
The school was managed by catholic diocese	47	36.4	43	33.3	39	30.2

Source: Authors' source

The results implied that currently the school does not admit students from allover the country like it used to. According to study by Riddel and Brown (1991) while giving a summary of recent research findings from industrialized countries cite specific factors which make primary schools effective. The most critical of the factors cited is leadership. They report that research shows that having a head teacher who is purposeful but neither too authoritarian nor too democratic and who is able to share ownership of the school and colleagues is important. The good qualities of leadership identified include the ability to delegate to a deputy without finding threatened and involve members of staff in planning and management of schools.

THE FACTORS THAT BROUGHT ABOUT THE CHANGE IN SCHOOL CULTURE

Further, the study sought to establish the factors that brought about the change in the school culture and from the findings most of the students 55(42.6%) believed that the school performance was the main factor that brought about the change in the school culture as shown in table 6. The results implied that the performance of a school can lead to change in the schools' culture.

TABLE 6: THE FACTORS THAT BROUGHT ABOUT THE CHANGE IN SCHOOL CULTURE

The factors that brought about the change in school culture	Agree		Disagree		Undecided	
	F	%	F	%	F	%
Political influence	42	32.6	59	45.7	28	21.7
Community influence	45	34.9	56	43.4	28	21.7
The school performance	55	42.6	46	35.7	28	21.7
Students misbehavior	37	28.7	64	49.6	28	21.7
Community views	43	33.3	58	45.0	28	21.7
Change in management of the school	8	6.2	93	72.1	28	21.7

Source: Authors source

CHALLENGES FACING THE SCHOOL IN MAINTAINING ITS CULTURE

In order for any institution to be able to conserve and preserve its culture there are certain challenges that it has to with stand. With this in mind the researcher sought to find out the challenges facing the school in maintaining its culture. The students were requested to state the challenges that faced the school in maintaining its culture and from the findings most of them 73(56.6%) believed that poor leadership and 57(44.2%) poor team work are the main factors challenging the school in maintaining its culture as summarized in table 7.

**TABLE 7: CHALLENGES FACING SCHOOL IN MAINTAINING ITS CULTURE**

Challenges facing school in maintaining its culture	Agree		Disagree		Undecided	
	F	%	F	%	F	%
Poor leadership	73	56.6	37	28.7	19	14.7
Lack of management cooperation	54	41.9	56	43.4	19	14.7
Poor students behavior	39	30.2	71	55.0	19	14.7
Mother tongue influence	31	24.0	79	61.2	19	14.7
Relaxed school rules	31	24.0	79	61.2	19	14.7
Poor team work	57	44.2	53	41.1	19	14.7
Application of the quota system	1	.8	109	84.5	19	14.7
Lack of resources to keep the tradition going	5	3.9	105	81.4	19	14.7
Poor maintenance of the schools facility which enables the culture to be practiced	1	.8	105	81.4	23	17.8
Poor teacher students relationship	8	6.2	90	69.8	31	24.0
Lack of commitment by the teachers to maintain the old culture	6	4.7	71	55.0	52	40.3
Lack of students commitment	3	2.3	28	21.7	98	76.0
Pressure form the community	2	1.6	25	19.4	102	79.1

Source: Authors' source

The results implied that lack of good leadership and proper teamwork are the main challenges facing the school in maintaining its culture.

FIGURE 1: SCHOOL PAST ACADEMIC PERFORMANCE

St. Patricks Iten Results From 1985-1995
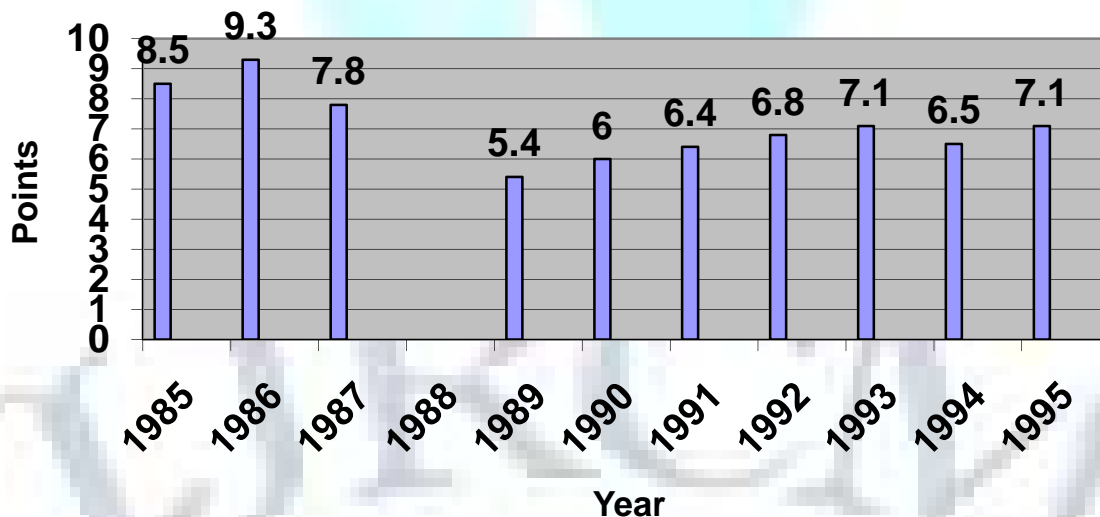
In figure 1, the findings clearly portray the change in school performance from the year 1985 to 1995. In 1988 was when the schools curriculum was changed to 8.4.4 system this could mean that change in curriculum came with changes on the school culture and way of doing things. For example it took time for the school to regain its past trend of performance which started at a very low mean grade and climbed gradually. The improvement of performance could mean that the school was adapting to the introduced culture. From the interview it shows that the drop in academic performance was due to change in culture as a result of change in management.

EFFECTS OF SCHOOL CULTURE ON PERFORMANCE

The independent sample t-test was used to establish the influence of culture and school performance. The study findings illustrated in table 8 showed that performance is significantly related to types of culture in the school at $\alpha = 0.05$ significance level where p=0.014, p=0.012, p=0.019. This could mean that school performance is affected by culture practiced in the school.

TABLE 8: PAIRED SAMPLES T-TEST TO FIND OUT RELATIONSHIP BETWEEN CULTURE AND SCHOOL PERFORMANCE

Paired Samples T-Test to find out relationship between culture and school performance		t	df	Sig. (2-tailed)
Collaborative culture	School performance	3.869	116	.000
	Collaborative culture	2.504	117	.014
Control culture	School performance	3.504	117	.000
	Control culture	2.504	117	.012
Competence culture and school performance	School performance	4.936	111	.000
	Competence culture	-2.382	110	.019

Source: Authors' Source

CONCLUSION

The schools culture affects the students' performance because they can access textbooks, they respect each other as brothers, they can participate in learning process and work together as brothers, they can approach anyone with their problem and get help, they can ask questions without fear, their teachers can repeat hard topics and they can get help from other students.

The school has an effect on student's commitment and being in the school helps the students to be committed because everyone is expected to be hard working, everyone is expected to show a good example, the students are expected to live as a family and everyone is expected to learn with minimal supervision. The students are proud of being in the school and to be identified as partisans and the main reason for this is because e the school excels in both academics and games.

Culture influences student's hard work in academics because it makes everything to be planned and scheduled and the school management ensures that they do the right thing, it makes everyone busy with his/her duties and it makes the environment to be for hard working people. Culture affects the performance of the school in many different ways. The school culture has changed and it has affected performance of the school. Poor leadership is t ha main factor challenging the maintenance of the school culture.

RECOMMENDATIONS

From the study the following recommendations were made;
i.   The schools should consider giving students freedom for going out as before to stop them from sneaking out
ii.   Good and strong Culture of the school should be well preserved because it enables the school to have a good learning environment
iii.   The school should strive to maintain high academic performance to enable it maintain its culture
iv.   The school to restore the former culture of morning devotion by students to uplift students' moral and spiritual welfare

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