ABSTRACT
The main purpose of the study was to determine the influence of school culture on performance at Kenya certificate of secondary Education. Culture refers to totality of all that goes on in an institution. The study sought to fulfill the following objectives; (i)To determine the extent to which the role of the principal in shaping school culture has influence on students’ performance at K.C.S.E.(ii)To determine whether teachers’ perception of school culture has influence on performance at K.C.S.E.(iii)To determine whether students’ perception of school culture has influence on performance at K.C.S.E (iv)to establish whether there is relationship between school culture and performance at K.C.S.E. The study adopted descriptive survey research method. The data for the study was collected using questionnaires. The instrument was delivered to the respondents by the researcher. A sample of 180 students 108 teachers and 18 principals was drawn from 18 public secondary schools in Homa- bay district which were selected randomly out of 52 public schools in the district. Descriptive statistics was used in analysis. The data was presented in frequencies and percentages. The results of this study revealed that the principal being the overall administrator had superior knowledge all round and the relevant academic qualification to be able to improve the running and performance of the school. In relation to the teachers’ perception the data obtained reveals that even though the teachers are committed to the success, the schools did not take care of their welfare. In addition, it was observed that the teachers had big workload clearly indicating that they do not have free time when they can do thorough preparation and this may have contributed to poor performance. From the results, it is evident that the teachers’ have a positive relationship with students and parents they serve. From the findings it is evident that many students were positive about their school culture unlike the teachers. It is evident that the students are happy about the choosing of their perfects however they were unhappy about the meals provided by the schools. Finally the findings it is evident that students perform best in schools with a “participatory” climate at all levels and where high but realistic expectations for students are held. The research recommends that to promote a positive school culture there is need to provide better meals for the students and teachers. In addition the teachers’ welfare should be improved and more teachers to be employed to reduce the workload.