

School Rituals and Language Policies as Correlates of Pupils' Academic Performance in Public Primary Schools in Kipipiri Sub-county, Kenya

¹Ruth Mukami Ng'ang'a*, ²Peter Githae Kaboro and ³Stephen Mutesa Lekalgitele

1 Department of Curriculum and Education Management, Laikipia University, Kenya.

2 Department of Curriculum and Education Management, Laikipia University, Kenya.

3 Department of Curriculum and Education Management, Laikipia University, Kenya.

Abstract

Education and schooling enable learners to acquire the necessary skills, knowledge and attitudes needed to become useful citizens of the society. However, achievement of these attributes has been affected by low academic performance in schools especially in Kipipiri Sub-county, Kenya. This study sought to find out the influence of school culture on academic performance. It focused on two aspects of school culture: school rituals and language policies. Specifically, to what extent could the two aspects predict pupils' academic performance in the Sub-county? Using the descriptive survey research design, data were collected from a sample of 1563 respondents selected from a total population of 4173. It comprised 60 headteachers, 60 deputy headteachers, 416 teachers and 1027 pupils. A questionnaire was used where the collected data were analyzed both descriptively and inferentially with hypotheses tested at $\alpha = .05$ using simple regression. Results indicated that school rituals ($r=.671$, $p =.000$) and school language policies ($r=.639$, $p=.000$) had a statistically significant influence on performance. The study therefore concluded that school rituals and language policies were significant correlates of pupils' academic performance. The study recommends that schools nurture and develop cultures that galvanize the school communities for effective achievement of the school aspirations.

Key words: Academic performance; Language policies; School community; School organization; School rituals.

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I. Introduction

Education is an essential undertaking in the development of any society. According to Toitok, et al. (2015) investment in education fosters economic growth and enhances productivity. Education is also regarded as the means through which political and social consciousness as well as manpower capacity of any nation is raised (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2012). It is in acknowledgement of this fact that Kenya has placed education at the center of its development agenda. According to Sessional Broad sheet paper No. 1 of 2005 (Ministry of Education, Science and Technology (MoEST), 2005), Kenya expressed the overall goals of education in its National Development Plan and outlined strategies suitable to achieve Education for All (EFA). The government through the Ministry of Education has set specific objectives of education in line with its national aspirations of the Big Four Agenda Items and the Vision 2030 as well as the international Sustainable Development Goals (SDGs) (Government of Kenya (GoK), 2018).

School is an important component of formal education (Parankmail, 2012). It provides the medium through which learners are socialized to become useful citizens of the society. Schooling enables learners to identify with their role expectations and hence makes them functional in the society. It can therefore be argued that formal education acquired through school attendance not only produces knowledgeable but also well grounded, analytical and active participants in the world of work. Mbiti (2009) avers that school should be viewed as a formal organization where the school community and the activities are governed by specific rules and procedures in order to achieve the aspirations of the school. According to Kalam (2012), school as a learning organization should have a shared vision that gives a sense of direction to the school community and serves as a motivating force for collective and sustained action in pursuit of the school goals.

Organizational culture defines the beliefs, attitudes, traits, behavioral patterns and principles which govern the way individuals interact with one another in and out of the organization Mackenzie (2009). Kool and Stoll (2016) assert that the culture of a given organization promotes healthy relations among members of the organization. On the other hand, Erickson (2011) avers that organizational culture should be seen as the first step towards a shared understanding among the members of the organization. Consequently, school as a learning organization must have an appropriate culture with the capacity to make its members change and adapt individually and collectively to realize its vision, goals and objectives.

According to Fink and Resnick (2011), the term school culture defines the environment that touches the behavior of the entire school community. This implies the value and oddity that defines a school. It is grounded on the arrangements of school life, proficiencies and standards, objectives, ideals, influences, management practices and the structure of the school organization (Hallinger & Heck, 2008). Freyberg and Stein (2009) described school culture as the principles of the school that attracts the school community to identify and to want to be associated with the school. Therefore, it can be argued that school culture entails what the school has established as its behavior patterns as exhibited through school rituals, routines and inter-relationships among the school community members.

Presently, school culture has become an important concept among education researchers and policy makers in an endeavor to understand how school organization operates and how school culture relates to educational outcomes. The effect of school culture on students' performance has been a major theme in contemporary educational research. For example, studies by Smith (2001) and Mackenzie (2009) established that students' success in learning cognitive skills was positively related to the school culture. Wang (2007) establish that school culture is a significant predictor of enhanced learner performance.

Coleman (2009) carried out a study whose aim was to investigate reasons that contribute to variances in achievement among students in schools in America. A major finding of the study was that dissimilarities within schools accounted for only a trivial part of the total discrepancies in learner achievements compared to between-school variances. Only 10% to 20% variance was attributed to within school differences. The study showed that the most dominant aspects were in fact school community characteristics rather than curriculum implementation components. These results were further collaborated by studies by Austin (2011) and Maslowski (2011) which established that school academic achievement was largely determined by the focus and behavioral patterns of the school community rather than the physical and resource endowment of the schools.

A study by Dillmanet (2009) on the interaction between school culture and effectiveness of school as an organization identified a number of components that contribute significantly to school culture. Key among the factors were school rituals and the language policies adopted by the schools with the aim of focusing the school community and enhancing interpersonal relationships among the stakeholders of the school. These factors reflect a shared ideology or mission in school and bring about cohesion and collaboration among the school community. According to Edelstein (2012), these two aspects are crucial features of an effective school that bring about the shared vision and a sense of unity and consistency among the school community that ensure achievement of school goals and aspirations.

Learners' academic performance is an important indicator of effectiveness of a school structure. In Kenya, the Ministry of Education (MoE) emphasizes that primary school education is the basic requirement for selection to secondary schools and vocational training. Taking into account that Kenyan education system is examination oriented, pupils' performance in National examination is critical. The Kenya Certificate of Primary Education (KCPE) examination results determine pupils' progress in terms of secondary education. Analysis of KCPE examination performance by schools among public primary schools in Kipipiri Sub-county of Nyandarua County reveals variation in schools performance despite being located within the same environment (Kenya National Examinations Council, 2020). To what extent could this difference in performance be attributed to differences in organizational culture among the schools and specifically to differences in school rituals and school language policies? This is the knowledge gap that this study sought to fill.

Research Objectives and Hypotheses

The study sought to find out the extent to which two aspects of school culture, namely, school rituals and school language policies could separately predict pupils' academic performance in public primary schools in Kipipiri Sub-county, Kenya. Two objectives and their corresponding hypotheses were formulated to guide the study. The hypotheses were tested at an alpha level of .05. The objectives were as follows:

- a) To establish the extent to which school rituals predict pupils' academic performance at the KCPE examination in public primary schools in Kipipiri Sub-county, Kenya.
- b) To find out the extent to which school language policies predict pupils' academic performance at the KCPE examination in public primary schools in Kipipiri Sub-county, Kenya.

The corresponding hypotheses were stated thus:

H₀₁: School rituals have no statistically significant influence on pupils' academic performance at the KCPE examination in public primary schools in Kipipiri Sub-county, Kenya.

H₀₂: School language policies have no statistically significant influence on pupils' academic performance at the KCPE examination in public primary schools in Kipipiri Sub-county, Kenya.

II. Literature Review

School Culture and Schooling

The term school culture refers to the principles, views, attitudes, written and unrecorded procedures that inform how a school functions (Deal & Peterson, 1999). It results from both cognizant and insentient school perspectives, values, interactions and practices. School culture profoundly shapes specific institutional antiquity; how learners, parents, educators, managers and other staff members all contribute to their school norms and behaviors. Schooling on the other hand refers to the process of socialization that children receive in school (Edelstein, 2012). The two concepts exist together and hence make school have a specialty of its own kind. Therefore every school promotes, reinforces, encourages and supports those qualities it opines are desirable and which lead to success. Gary (2006) identifies school culture as the beliefs, attitudes and practices that characterize a school in terms of how people feel and treat each other; the degree to which people feel included and appreciated; what they care about as important rituals and traditions reflecting relationship and collegiality. Therefore it can be argued that culture is reflected in a school in all aspects of the school; myths, moral code, rituals, ceremonies, artifacts, symbols, values and behaviors. School culture defines all that takes place in a school.

According to Kool and Stoll (2016), school culture shapes the setting and affects the conduct of the entire school community. School culture also defines the quality and character of school life. It is based on the pattern of school life, experiences and reflects norms, goals, values, interactions teaching, leadership practices and the structure of the organization. Blumfeld, et al. (2008) defined school culture as the essence of the school that draws teachers, pupils and stakeholders to identify with their school and to want to be part of it.

School culture plays a significant part in the course of formation and sustaining of parameters that define institution goals and objectives in line with academic performance. It can therefore be argued that an organization is known by its culture, as it presents certain pre-defined policies which guide the way people interact at their work place, thus gives them a sense of direction. It is the culture of an organization which can excerpt the finest out of every group affiliate. Organizational culture unites people from different backgrounds to realize their dreams together (Kool & Stoll, 2016). Schools with appropriate culture engage their pupil enough to enhance high academic performance.

Studies by Dillmanet (2009), Kennedy (2000) and Fabowaleet (2008) addressed the school effectiveness and the organizational features of the school. The studies separately found out that the most influential determinants of students' academic output were in fact school community characteristics rather than curriculum components. The studies noted that factors like school facilities, number of teachers, instructional materials and other curriculum components hardly contributed to differences between schools' academic achievement. Rather, as the studies revealed, it is the school communities' personal and collective characteristics that impacted educational achievements and contributed to the differential performance of students between the schools. These results were further collaborated by the studies by Austin (2011) and Maslowski (2011) that revealed that school academic achievement is largely determined by the focus and behavioral patterns of the school community rather than the physical and resource endowments of the schools.

According to Edelstein (2012), school culture is closely associated with an orderly environment. Further, Edelstein observed that, the environment is derived from interpersonal relationships, discipline that emanates from belonging and participation, cohesion and collaborative effort, collegiality and consensus in terms of shared visions and goals. The shared visions and goals reveal unity of purpose among the school community. These factors formed the basis of this study which hypothesized that pupils' academic performance is likely to be enhanced by an appropriate school culture as manifested through school rituals and school language policies.

School Rituals and Pupils' Academic Performance

According to the Oxford Learners' English Dictionary (2006), a ritual is a sequence of activities that are always done in similar manner. For school organizations these may include assemblies, prize giving, music festivals, management board meetings and sponsorship of a variety of activities that mark important events in the life of the school. These also reinforce the bond among affiliates of the school and community thereby increasing their points of engagement and sense of purpose. All these rituals play significant roles in the development of the structures that serve to define a school culture (Schein, 2006).

School rituals are further described as traditions and important occasions that ensure exceptional history and meaning that occur year in and year out and serve to offer community members with a "basis to endure uncounted problems and variation" (Deal, 2009). They comprise ceremonies marking incidents and

events that strengthen institutional ethics and rites that provide individuals and groups with a connection to the whole school organization and to relate as one family. This motivates both teachers and pupil to work hard to their level best as they anticipate for these significant events to take place in their institutions. Rituals performed during these occasions like the school assemblies help to galvanize the school community and to rally all the members in pursuit of what the school has set as targets for themselves (Schein, 2006).

Researchers have established that school rituals give life to the school and strengthen academic performance. According to Lokomski (2001), regular school rituals enhance awareness of improving academic standards. Administrators can use rituals as a way of motivating both teachers and pupils and hence sustain traditions of high academic performance in schools. They also send messages about the beliefs, core ethical values and the desired outcomes and expectations of all members of the school community. Therefore it can be argued that school rituals are fabrics that join all members and bring them on board to work together as a team. This study was carried out with a view to establish whether the observed variance between schools' academic performance in Kipipiri Sub-county of Nyandarua County, Kenya could be explained in terms of differences in rituals performed in the schools.

School Language Policies and Pupils' Academic Performance

Spolsky (2004) avers that language policy refers to all the language practices, beliefs and management decisions of a community. Language policy therefore determines which language should get status and priority in society by being labeled standard or official, local or national. The United Nations Educational Scientific and Cultural Organization (UNESCO) piloted research across 26 countries whose results showed that over 50% of students who graduated from primary schools did not express the language in which they were being cultured. This applies to the United States as well. A report by the American Psychological Association (APA) in 2012 noted that Latino students who spoke one language at home and another at school were at amplified risk of graduating late or dropping out of school. An American counselor in conversation with a then US senator noted that a real education is one that gives a clear direction on the language that leads to a child understanding himself or herself the world and his or her culture (Obama, 1993).

School language policy ensures that there is an official language for use by the local society. For example, Kenya recognizes Kiswahili and English as the official languages as stipulated in the Constitution of Kenya (GoK, 2010). These languages are taught in school to ensure progress of the country and to foster national unity. Shohamy (2006) observes that school language policy helps in facilitating equality among the learners in a school. It promotes the potentials of all the learners to adapt to that specific environment as they learn and manipulate it for desired behavioral development. Language is recognized as the carrier of the values and culture that makes an organization unique. Therefore school language policies are regarded by many in education fraternity as an essential and basic part of administration and the curriculum practice of schools.

School language policy is a manuscript compiled by the staff of a school, often assisted by other members of the school community to which the staff members give their assents and commitment to enhance by maintaining some follow-up activities (Kithae et al, 2013). It recognizes areas in the school's scope of operation and programs on how school functions and learns on daily basis. The fact acknowledged by all stakeholders in education is that language policy has implications for instruction and knowledge acquisition. The dialect learners speak and listen to most of the time is the language in which they will be most interested to learn. According to Mukuria, et al. (2013), there is need to sensitize teachers on the importance of communicating in English to pupils and among themselves when in the school compound so that they act as role models and provide pupils with enabling environment for listening to the target language. Equally, pupils should be encouraged to speak in English and Kiswahili to improve on the skills of communication and shared behavior. It is duty of every school to have a language policy that assists in ensuring that schools remain appropriate. Language as an instrument in communication helps to establish effective working partnership between stakeholders (UNESCO, 2008). It can therefore be argued that language that is well understood by the learners and used in a given institution with good mastery ensures good performance is achieved.

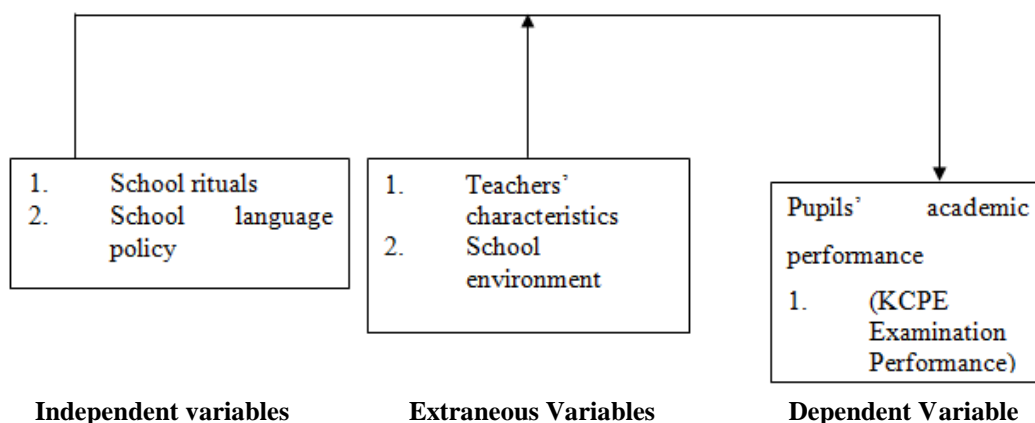
Hardman (2008) confirmed that intellectual development and literacy is best nurtured in accustomed language. Alidou (2009) posits that under-achievement is not experienced by learners because they have innate cognitive problems, but due to the fact that most learners do not fully master the language of teaching. Language may not be the only cause that accounts for learners' low academic performance, but it is an important determinant that accounts for good performance (UNESCO, 2005). Further, UNESCO (2008) found out that the main problem to Education for All (EFA) is language. Children achieve better if the language of teaching is conversant. Brockutne, (2011) established that when pupils express themselves in a language they dominate in terms of structure and content, they get much better outcomes in assessment. Therefore it can be argued that language helps the school in terms of success in academic performance. This study postulated that the differentiated performance at KCPE between primary schools in Kipipiri Sub-county could be due to variations in establishing and implementing suitable language policies for the schools' communities.

Theoretical and Conceptual Frameworks

Two theories underpinned the study, namely, the Institutional Theory by Lynne (1987) and Systems Theory by Bertalanffy (1968). The Institutional Theory, emphasizes on the understanding of the setting in which organizational performance is embedded. The theory postulates that an organization is made up of a group of people who have a common goal or purpose (Mbiti, 2009). The collective effort and the pooling together of resources to achieve a common goal is what describe an organization. In formal organizations, the community and the activities are governed by specified rules and procedures. Proper organizational management entails formalized procedures and structures intended to plan, supervise, organize and control the activities of the organization. Rendering to the theory, strong normative anticipations produce three levels of institutional context consisting of rules, standards, guidelines, ethics and schedules that shape the communal conduct (Scott, 2005). In this study, the school community is regarded as the organization and therefore its performance is influenced by the factors that define it culture. Two of these factors include school rituals and the language policy.

The systems theory is one of the most protuberant theories in modern management practices. The proponents of the theory describe the interdependence of relationship created in organizations, as configured parts connected and joined together as elements of standing relationship. The Institutional Theory is significant as it describes the effectiveness of the school community in attainment of its set objectives while the systems theory underpins the importance of school rituals and language policies as inputs that determine the output, that is, pupils' academic performance. Therefore the study presumed that pupils' academic performance (dependent variable) is a function of school rituals and school language policy (independent variables) among members of the school community. The study further postulated that the relationship between the independent and dependent variables is likely to be influenced (positively or negatively) by the extraneous variables namely teachers' characteristics and school environment. The relationship between the variables is as displayed in the conceptual framework illustrated in figure 1:

Figure: 1 Interrelationship among variables of the study



Kerlinger (2006) averred that, extraneous variables have the potential to form rival hypotheses in explaining the dependent variable unless they are identified and controlled. Control of extraneous variables ensures that any association between dependent and independents variables is only attributable to chance factors alone. The effects of the extraneous variables in this study were controlled through sampling. The study involved only community owned primary schools which dominate the area of study. Extraneous effects were further controlled through randomization of the sampled schools.

III. Research Methodology

The study used descriptive research design which according to Lovell and Lawson (2012) is applied in studies where conditions already exist, practices are held, processes are ongoing and trends are developing. Therefore the researcher cannot manipulate the independent variable(s) to determine their effects on the dependent variable(s). This design was chosen because the effect of school rituals and language policy on pupils' academic performance had already taken place and could only be determined retrospectively.

The study sample comprised 1563 respondents from a target population of 4,173 made up of 60 head teachers, 60 deputy head teachers, 416 teachers and 1027 pupils. The sample size was guided by Krejcie and Morgan (1970) Table for determining sample sizes from given populations. The sample was selected by simple random and stratified sampling techniques. The study used a similar questionnaire for all categories of

respondents to collect the required data. The questionnaires were personally delivered to 60 public primary schools in the study area. The questionnaire had 29 five-point Likert scale items that measured the two aspects of school culture namely schools rituals and language policy. Academic performance was measured by examining the last eight years KCPE Examinations school mean scores.

The questionnaire was validated by carrying out a pilot study in the neighboring Kinangop Sub-county using six public primary schools randomly selected. The pilot study assessed the extent to which all of the 29 items in the questionnaires were measuring school rituals and language policy. The results of the pilot study were used to make changes that were deemed necessary before execution of the main study. Reliability of the instrument was estimated through the internal consistency technique where scores were computed and then correlated. This computation generated a correlation coefficient of $r=.870$. (87%) Therefore the instrument was considered to be consistent in measuring the constructs of school rituals and language policy since according to Mugenda and Mugenda (2003) a coefficient of .70 (70%) and above is regarded as ideal in social sciences research.

IV. Results and Discussion

Data analysis was done at two levels. The first level involved computing the mean of the schools in terms of establishment of school rituals and school language policies. The second level involved computing the mean score of the schools at KCPE for the eight years from 2013 to 2020. The two sets of scores were then compared for the respective schools and regression analyses used to determine the extent to which each of the independent variables could predict the dependent variable.

School Rituals and Pupils Academic performance

Scores with respect to establishment of school rituals were recorded against the eight years average of the school mean scores. The data was represented as a scatter plot as displayed in Figure 2:

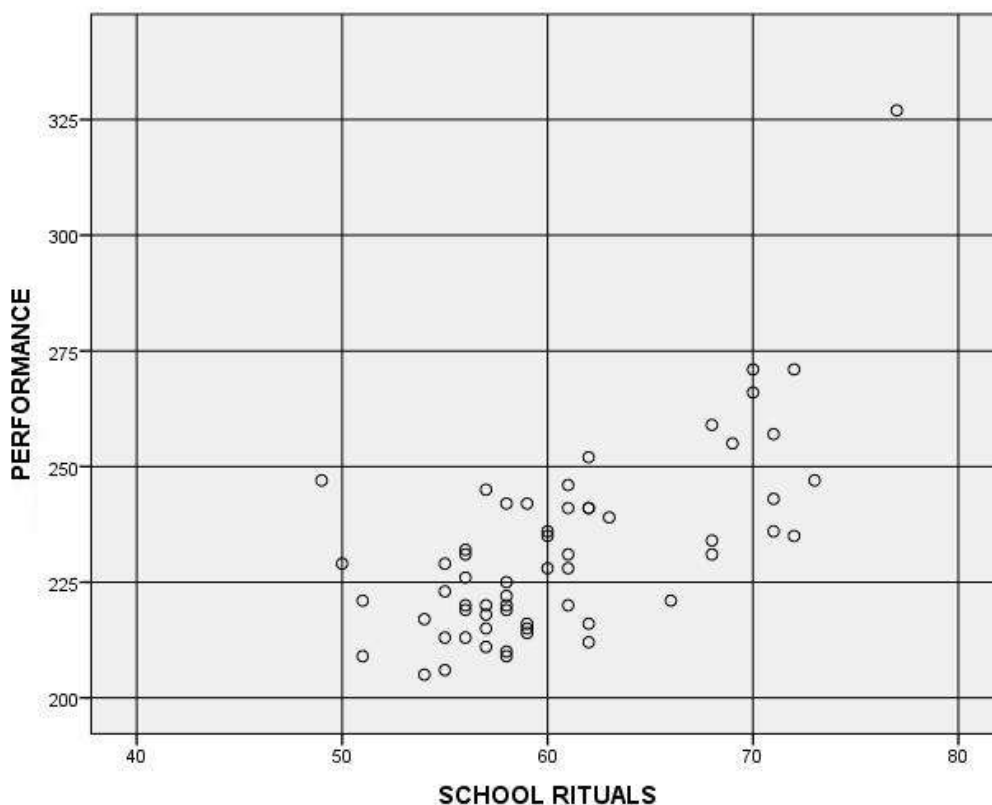


Figure 2: Relationship between school rituals and pupils' academic performance

The scatter diagram indicates a positive relationship between school rituals and academic performance. This means that the higher the score in rituals the higher the academic performance. To establish whether school rituals was a significant predictor of pupils' academic performance it was imperative to test hypothesis H01 which stated:

H₀₁: School rituals have no statistically significant influence on pupils' academic performance at KCPE examination in public primary schools in Kipipiri Sub-county, Kenya

Simple regression was carried out in order to establish whether the selected school ritual factors were capable of predicting pupils' academic performance. The outcome of simple regression analysis is summarized in Tables 2 to Table 4:

Table 2: Model Summary of Regression Analysis between School Rituals and Pupils' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508		.499 14.50255

Predictors: (Constant), School rituals

Table 2 presents the R and R² values. The R value represents the simple correlation which is 0.713, and indicates a high degree of correlation. The R² value indicates how much of the total variation in the dependent variable (academic performance) that could be explained by the independent variable (school rituals). In this case, 50.8% could be explained. The rest 49.2% are explained by other factors such as school discipline, interpersonal relationships, staff commitment and effective time management among others.

The next step in the analysis involved carrying out Analysis of Variance (ANOVA) to establish how well the regression equation fits the data, that is, how well the independent variable (school rituals) predicts the dependent variable (pupils' academic performance). The results are shown in Table 3:

Table 3: Analysis of Variance (ANOVA) on How Well Regression Equation Fits the Data between School Rituals and Pupils Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12580.845	1	12580.845	59.816	.000*
	Residual	12198.797	58	210.324		
	Total	24779.642	59			

Dependent Variable: Academic performance

Predictors: (Constant), School culture

Table 3 indicates that the regression model predicts the dependent variables significantly well (P = 000). This implies that school rituals were significantly influencing pupils' academic performance in public primary schools in Kipipiri Sub-county, Kenya. The final part of the analysis involved determination of coefficients for predicting academic performance given the score on school rituals and whether the school rituals significantly predict academic performance. The results are as shown in Table 4:

Table 4: Summary Data of Simple Regression between School Rituals and Pupils' Academic Performance

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	99.970	19.063		5.244 .000*
	School Rituals	2.177	.313	.671	6.956 .000*

Dependent Variable: academic performance

R= .671, R²=.039, F= 48.386, P=.000

Dependent Variable: Academic performance Independent Variable: School rituals (* 000) means Significant at .05 alpha level)

An examination of data presented in Table 4 reveals that the F-value (F= 48.386; P=000) was statistically significant. This implies that there was a positive significant influence of school rituals on pupils' academic performance. Therefore, school rituals were a significant predictor of pupils' academic performance. Consequently, the null hypothesis was rejected at $\alpha = .05$. Table 4 further specifies that Beta (B) value as 2.177. Therefore the regression equation becomes:

$$AP = 99.970 + 2.177 X_1 \dots \dots \dots (1)$$

Where AP= Academic Performance and X₁ is the score on school rituals

Equation (1) indicates that for every unit change in school rituals the academic performance increases by 103.1. Therefore the study concluded that school rituals factors were a reliable predictor of pupils' academic performance in public primary schools in Kipipiri Sub-county, Kenya.

The findings are in agreement with those of Alavi and Ramipoor (2010) who found that school rituals play a vital role in developing values in the students and society as whole and contribute a great deal to social organisation and individual development. Osman and Ongeti (2013) revealed that school rituals can offer permanent solutions to improved performance in national examinations in secondary schools. School rituals come out as a key element for institutions towards achievement of their mission and vision developed over time as established by Hamida (2012) for public secondary schools in Mombasa County, Kenya.

School Language Policies and Pupils' Academic Performance

The score for each school in terms of language policy was recorded against the eight years average school KCPE mean scores. The data was plotted as a scatter plot and the results are presented in Figure 3:

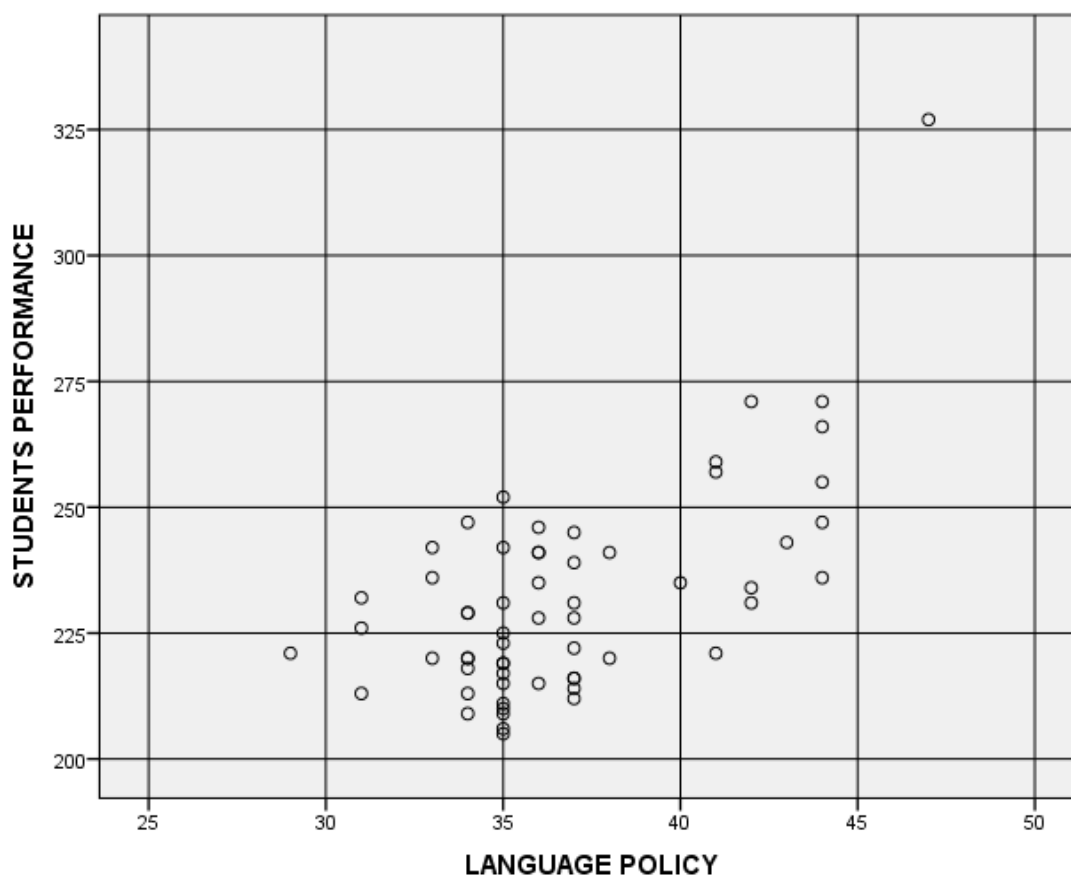


Figure 3: Relationship between language policies and pupils' academic performance.

The scatter diagram shows a positive relationship between the score on language policies and academic performance, that is, the higher the score on language policy the higher the academic performance. To establish whether language policy was a significant predictor of pupils' academic performance it was imperative to test hypothesis H02 which stated:

H₀₂: Language policy has no statistically significant influence on pupils' academic performance at the KCPE in public primary schools in Kipipiri Sub-county, Kenya.

Simple regression was carried out in order to establish whether language policy factors were capable of predicting pupils' academic performance. The outcome of simple regression is summarized in the subsequent Tables 5 through to Table 7:

Table 5: Model Summary of Regression Analysis between School Language Policies and Pupils' Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
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.648a	.420	.410	15.73808
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Predictors: (Constant), School language policy

Table 5 presents the R and R2 values. The R value represents the simple correlation coefficient which is 0.648 and indicates a high degree of correlation. The R2 value indicates how much of the total variation in the dependent variable (academic performance) that could be explained by the independent variable (school language policy). In this case, 42.0% could be explained. The rest 58.0% are explained by other factors. The next step in the analysis involved carrying out ANOVA to establish how well the regression equation fits the data, that is, how well the independent variable (school language policies) predicts the dependent variable (pupils' academic performance). The results are shown in Table 6:

Table 6: ANOVA on How Well Regression Equation Fits the Data between School Language Policy and Pupils Academic Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9577.679	1	9577.679	36.542	.000*
Residual	15201.963	58	262.103		
Total	24779.642	59			

Dependent Variable: Academic performance

Predictors: (Constant), School language policy

Table 6 indicates that the regression model predicts the dependent variables significantly well (P=000 which is less than 0.05). This implies that language policy is capable of predicting pupils' academic performance in public primary schools in Kipipiri Sub-county, Kenya. The final part of the analysis involved determination of coefficients for predicting academic performance given the school language policy and whether the school language policy significantly predicts academic performance. The results are as shown in Table 7:

Table 7: Summary Data of Simple Regression between Language Policy and Pupils' Academic Performance

Model	Un standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	103.905	20.183		5.148	.000*
Language policy	3.481	.546	.639	6.373	.000*

a. Dependent Variable: academic performance

R= .639, R2= .408, F= 40.612, P=.000

(* means Significant at .05 alpha level)

An examination of data presented in Table 7 reveals that the F-value (F= 40.612; P = 000) was statistically significant. This implies that there was a positive significant relationship between school language policy and pupils' academic performance. Therefore, school language policy is a significant correlate of pupils' academic performance. Consequently, the null hypothesis was rejected at $\alpha=.05$. The Beta (B) value is 3.481. Therefore the regression equation becomes:

$$AP = 103.905 + 3.481 X_2 \dots\dots\dots (2)$$

Where AP = Academic performance and X2 is the score on school language policy.

Equation (2) reveals that for every unit change of school language policy, academic performance increases by 107.386. The study therefore concluded that school language policy factors were a significant predictor of pupils' academic performance in public primary schools in Kipipiri Sub-county, Kenya.

V. Conclusions and Recommendations

Based on the findings the study concluded that pupils' academic performance is positively and significantly influenced by school rituals and school language policies. This means that schools with strongly established school rituals and school language policies are likely to have high pupils' academic performance. Therefore the study recommends that schools strive to nurture appropriate cultures that take into consideration rituals and language policies that ensure that the entire school community is galvanized through shared missions and vision, strong teamwork and collegiality in pursuit of the goals and aspirations of the schools.

The findings also have beneficial implications for policy developers in the Ministry of Education to formulate guidelines that will help schools and institutions to develop focused organizational cultures that will promote positive relationships and hence realization of the institutions' aims and ambitions.

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